

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 # S215E140318

Grants.gov Tracking#: GRANT11637564

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"/>
--	--	--

* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="346003692"/>	* c. Organizational DUNS: <input type="text" value="0767506030000"/>
---	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="Crestwood Local Schools"/>	Division Name: <input type="text" value="Primary and Intermediate"/>
--	---

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="330-357-8206"/>	Fax Number: <input type="text" value="330-274-3710"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Crestwood Health and Wellness Program (CHWP)

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="325,666.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="325,666.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Dave Toth"/>	TITLE <input type="text" value="Superintendent"/>
APPLICANT ORGANIZATION <input type="text" value="Crestwood Local Schools"/>	DATE SUBMITTED <input type="text" value="04/28/2014"/>

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: David Toth

* Street 1: 4565 West Prospect Street * Street 2:

* City: Mantua * State: OH: Ohio * Zip: 44255-9103

Congressional District, if known: OH-014

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

6. * Federal Department/Agency: DOE	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215
---	--

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

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

* Street 1: * Street 2:

* City: * State: * Zip:

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

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

* Street 1: * Street 2:

* City: * State: * Zip:

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

* Signature: Dave Toth

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

Title: Superintendent Telephone No.: 330-357-8206 Date: 04/28/2014

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPAStatementCrestwood.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427

General Education Provisions Act (GEPA) Section 427

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.

* * * *

Crestwood Local School District commits that the Crestwood Health and Wellness Program (CHWP) will outreach specifically to students with disabilities, economically disadvantaged students, and minority students in our elementary schools by offering an inspiring and caring program to enhance their knowledge of wellness, self-management, health, self-confidence and promote lifelong healthy habits. This program will also include anti-bullying, emotional, and social and mental wellness activities.

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 Crestwood Local Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="David"/> Middle Name: <input type="text" value="Michael"/>
* Last Name: <input type="text" value="Toth"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Dave Toth"/>	* DATE: <input type="text" value="04/28/2014"/>

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:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

PROJECT ABSTRACT – CRESTWOOD LOCAL SCHOOLS

The Crestwood Local School District (CLSD) proposes the Crestwood Health and Wellness Program (CHWP) to mitigate the severe lack of guidance counselors the district now faces, combined with an social, mental, and emotional health curriculum. We will serve 853 elementary students (K-5) in two school sites with the following goals and objectives: **Goal 1: Increase the capacity of the schools to provide quality mental health services to students with the inclusion of two school counselors, one social worker and one group therapist thus achieving a mental health professional to student ratio which is in line with American School Health Association recommendations.** *Objective 1.1: In the first year and every year thereafter, maintain a student to school counselor ratio that is below 1:250; GPRA #1 measures will be used as a baseline for comparative change. Objective 1.2: Reduce the number of behavioral referrals by 25% in each year, using 2012-2013 GPRA #2 measures as a baseline.* **Goal 2: Implement an Evidence Based Positive Youth Development Curriculum to 100% of all students in each year supporting healthy social and emotional development and physical wellness.** *Objective 2.1: By the end of year 3, the majority of students and teachers will be able to positively identify their school environment as a safe place according to the Comprehensive School Climate Inventory. Positive identification will grow by 25% in each year. Objective 2.2: Reduce absenteeism by 10% in each year when comparing baseline data in 2014-2015. Objective 2.3: In each year of the grant there will be a 25% increase in teacher's ability to identify at-risk behavior, resulting in 100% of teacher's being able to identify these behaviors.* The CHWP will address **Competitive Preference Priority #1** by implementing the emotional, wellness and positive action plan, will be improving students' engagement with their teachers, with their peers, which will result in positive outcomes in both family and community life. **Competitive Preference Priority #2** will be met by offering professional development to school counselors in working with military families and hosting family nights at school for families with deployed military personnel. Anticipated outcomes will be improved academic achievement, fewer referrals for disruptive behavior, better attendance rates, and increased student satisfaction on school climate surveys.

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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I.	NEED FOR PROJECT	1
II.	QUALITY OF PROJECT DESIGN	5
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I. NEED FOR PROJECT

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

The Crestwood Local School District (CLSD) is located in north central Portage County, in northeast Ohio. Portage County is home to the Cuyahoga and Tuscarawas Rivers and is part of the Akron Metropolitan Statistical Area. As of a 2013 Census estimate, the population of the county was 163,862 with a median household income of \$51,969 and 15.1% of persons living below the federal poverty level.¹ There are three main villages/townships within the CLSD and they are Hiram, Mantua, and Shalersville which encompasses 75 miles of mostly rural countryside. The CLSD proposes the Crestwood Health and Wellness Program (CHWP) which aims to mitigate the severe lack of guidance counselors the district now faces, combined with a social, mental and emotional health curriculum in Crestwood Primary (K-2) and Crestwood Intermediate schools (3-5, an elementary only program).

Portage County spans a total geographic area of 504 square miles² with a population density of 309 people per square mile. As of the 2010 Census, the racial makeup of the county was 94.40% White, 3.18% Black or African American, 0.18% Native American, 0.82% Asian, 0.01% Pacific Islander, 0.22% from other races, and 1.19% from two or more races. 0.72% of the population was Hispanic or Latino of any race. The per capita income for the county was \$20,428. About 5.90% of families and 9.30% of the population were below the poverty line, including 9.90% of those under age 18 and 5.70% of those aged 65 or over.

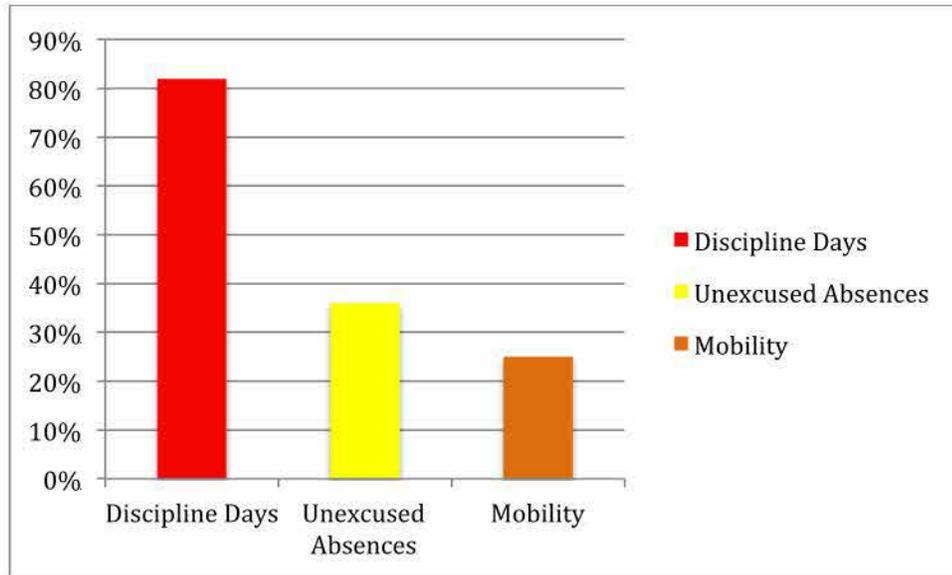
The percentage of the student body eligible for Title IV Free/Reduced meals is 30%.

¹ US Census, 2013. (Accessed 4/1/14).

² US Census 2010. (Accessed 4/1/14).

The following table illustrates the risk indicators for Crestwood Schools in comparison to all Ohio schools, of which the average is 50%.

Table 1. Crestwood Risk Indicator Comparison



Source: Risk Profiles Report Crestwood Local for 2012, Ohio Department of Education

There are several factors contributing to the troubling trend we see in our student body of discipline and unexcused absences, just to isolate a few trends. Hardships felt by many families due to the struggling economy in the area, unemployment, family relationships such as divorce, parents or siblings being deployed overseas in military action, and single parent homes, are just a few of the scenarios that are affecting our students and are leading to issues with attendance and completing homework, as well as more serious behavior issues that occur during school hours.

The following table illustrates the services needs and gaps for CLSD:

Table 2. Service Needs and Gaps

Service	Gap
Primary/Intermediate Counseling Services (pre-K through 5 th grade)	Currently, one guidance counselor is struggling to meet the need of elementary school students in two schools totaling 853 children.

Service	Gap
Social Work Services (school-based)	The CLSD district spans an extremely rural area. The villages of Mantua and Hiram have, respectively, populations of 1,043 and 1,406 and the township of Shalersville has 5,976 inhabitants. There is a great need for increased linkage for students and families in need from school to home and community.

As part of the planning process for the CHWP, the district formed an Advisory Council, comprised of the superintendent, principals, curriculum and pupil services director, parents, and community mental health partners representatives, to assess and determine the gaps and needs for our schools. The Advisory Council will continue to monitor, implement and improve upon the CHWP throughout its lifespan.

CLSD is keenly aware that the elementary years are a time when students are developing not only their academic self-concept, but becoming who they will be as people in our society. They are learning decision-making, communication, life coping and character skills. Social groups and habits are forming. It is at just such a critical juncture that the need for the resources school guidance counselors can offer are so important. They provide education, prevention and intervention services, which are integrated into all aspects of our students' lives. Early identification and intervention of their academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. Children at the economically disadvantaged end of the scale are ever more challenged in this regard. With our predominant population of rural, often struggling, high risk students, the needs of their personal/social development, in equal measure to their academic success, must be successfully addressed during these elementary years if they are to serve as the foundation for their future success. CLSD requests \$925,044 over three years to implement the CHWP.

Table 3. GPRA 1: The percentage of grantees closing the gap between their student / mental health professional ratios and the student / mental health professional ratios recommended by the statute.

Schools participating in the grant	Students enrolled (Baseline) (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)
Crestwood Intermediate School	409	0 FTE	0.5 FTE	0.5 FTE	0 FTE	0.5 FTE
Crestwood Primary School	453	0 FTE	0.5 FTE	0.5 FTE	0 FTE	0.5
TOTAL	862	0 FTE	1 FTE	1 FTE	0 FTE	1 FTE

Table 4. GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program.

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
Crestwood Primary School (K-2)	453	75
Crestwood Intermediate School (3-5)	409	92
TOTAL	862	167

II. QUALITY OF THE PROJECT DESIGN

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

CLSD will partner with community agency Children's Advantage (please see the Attachments for letter of support), the premier family behavioral health center in Portage County. Founded in 1975, through the Psychology Department at Kent State University, Children's Advantage is a private not-for-profit corporation that provides mental health and healthcare agency services to children and adolescents from birth to age 18 years and families. The mission of Children's Advantage is to nurture the growth of children and families through

quality service, community partnerships, and advocacy. In alignment with the Mission are two primary goals: 1) to decrease problem behaviors by building on the strengths of the child/adolescent and his/her family and 2) to increase the level of functioning of the child/adolescent in his/her environment.

Annually, the agency serves an average of 1,800 children and adolescents. The agency staff works as a team to provide services that are coordinated within the agency and in collaboration with community agencies, organizations, courts, physicians, hospitals and schools so that the best interests of each child are being considered and met. The collaboration process includes team meetings in the community to develop specific treatment plans and “buy- in” with all significant adults for consistent implementation.

Children's Advantage offers mental health assessments, counseling, pharmacological management (psychiatry), and community psychiatric support case management. In addition, the agency offers consultation to public schools and on-site screening services to students, in-school counseling, individual and groups, early childhood services, including consultation to childcare centers and interventions for parents and their pre-school children, and finally, in-home early childhood mental health counseling and case management. Some of what Children's Advantage will offer students and in school counselors is as follows:

Parent counseling and training. Assisting parents in understanding the special needs of their child; providing parents with information about child development and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or individual family service plan. *Psychological services.* This includes not only psychological testing and assessment, consulting with other staff, and assisting in developing positive behavioral intervention strategies, but also includes planning and managing a program of

psychological services, including psychological counseling for children and parents. *Social work services*. This includes helping school counselors plan a social or developmental history on a child, group and individual counseling with the child and family, working in partnership with parents and counselors on those problems in a child's living situation that affects the child's adjustment in school, mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program, and assisting counselors in developing positive behavioral intervention.

The Portage County Sheriff's Office is fully supportive of our program (please see Attachments for letter of support). They have a resource office in our school buildings and implement many anti-drug and DARE programs in the primary, intermediate, middle, and high schools. Star Therapy, a community provider of occupation and physical therapy, as well as health and wellness programs, will also support the CHWP wherever their services are most needed (please see Attachments for letter of support).

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

Crestwood Schools is host to many students in their elementary schools who come from economically disadvantaged backgrounds and are in high need of positive interventions in the school setting. This is evidenced by the Ohio Department of Education's most latest Report Card for Crestwood Intermediate which only awarded them a grade of 'D' and an 'F' to Crestwood Elementary, which is an aggregate of their reading, math scores and graduation rate. In an effort to better meet the needs of their students, the district plans to implement the CHWP program.

Elementary school is a time of rapid change and developmental growth for students. They are in a constant process of assessing their concept of self and competence as learners in relation to their peers. Our elementary school counselors will focus on more of a mental health perspective

when developing strategies for our students. The goals of counselors working with elementary age students are to help students develop healthy perceptions of themselves, to believe in their competence and abilities to learn. Research show that all school children – not just those at-risk or having learning problems- exhibit higher academic scores and improved classroom behaviors when school counselors teach social and emotional coping skills in the classroom, also known as social and emotional learning (SEL).³ CLSD school counselors will utilize SEL techniques with their students.

CLSD school counselors will implement a spectrum of techniques, communicating with parents so they understand what kind of home environment will best help their child (children) succeed, using intervention tactics, individual and small-group counseling, collaboration with teachers and other various educators, and creation of individual plans for students needing more assistance with development and self maintenance or self control in the school environment.

The school counselors will also assist in implementing the anti-bullying and wellness plans. They will be able to go into individual classrooms as necessary and present lessons as well as implement Brain Breaks for the students. They will assist in staff development before and after school and can develop before and after school programs for students and parents.

We have identified the following goals and objectives to be accomplished by the CHWP:

Goal 1: Increase the capacity of the schools to provide quality mental health services to students with the inclusion of two school counselors, one social worker and one group therapist thus achieving a mental health professional to student ratio which is in line with American School Health Association recommendations.

³ http://www.srcd.org/sites/default/files/documents/spr_264_final_2.pdf. (Accessed 4/18/14).

Objective 1.1: In the first year and every year thereafter, maintain a student to school counselor ratio that is below 1:250; GPRA #1 measures will be used as a baseline for comparative change.

Objective 1.2: Reduce the number of behavioral referrals by 25% in each year, using 2012-2013 GPRA #2 measures as a baseline.

Goal 2: Implement an Evidence Based Positive Youth Development Curriculum to 100% of all students in each year supporting healthy social and emotional development and physical wellness.

Objective 2.1: By the end of year 3, the majority of students and teachers will be able to positively identify their school environment as a safe place according to the Comprehensive School Climate Inventory. Baseline will be collected in 2014-2015 as the start of the grant and positive identification will grow by 25% in each year.

Objective 2.2: Reduce absenteeism by 10% in each year when comparing baseline data collected at the beginning of the grant period in 2014-2015.

Objective 2.3: In each year of the grant there will be a 25% increase in teacher's ability to identify at-risk behavior, resulting in 100% of teacher's being able to identify these behaviors as compared to 2014-2015 baseline data collected at the beginning of the grant.

CLSD plans to draw on the research-based program called *Positive Action*, a K–12 program⁴, which promotes character development, academic achievement, and social-emotional skills and helps reduce disruptive and problem behavior. The program has been effectively used in schools since the early 1980's and is based on the philosophy that you feel good about yourself when you think and do positive actions, and there is always a positive way to do everything. The school

⁴ <http://www.positiveaction.net>. (Accessed 4/19/14).

counselors will work closely with teachers and staff in implement the curriculum which includes six units. All lessons are scripted and use classroom discussion, role-play, games, songs, and activity sheets or text booklets. The counselors can chose to add on units focused on conflict resolution; counselor, parent, and family classes; and community/coalition components, as they see fit.

Results from studies on the efficacy of *Positive Action* indicate improved results on violent student behavior, including suspensions, as well as improved academic performance.⁵ The What Works Clearinghouse, part of the Institute of Education Sciences, reviewed 12 studies on *Positive Action* and found the average effect sizes were statistically significant, concluding that the program has positive effects on both behavior and academic achievement.

CLSD would like to use state of the art social and emotional wellness curriculum from a provider like HOPSports. One possible solution is called Kimochis,[®] a word that means “feeling” in Japanese. The Kimochis[®] Educator’s Tool Kit is a universal, school-based, social and emotional learning program designed to give children the knowledge, skills and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. These skills have been identified by leading researchers in the field of social and emotional learning as necessary for school success, academic achievement, positive social relationships and the development of emotional competence.

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

⁵ Flay, B., Acock, A., Vuchinich, S., & Beets, M. (2006). Progress report of the randomized trial of Positive Action in Hawaii: End of third year of intervention. Available from Positive Action, Inc. 264 4th Avenue South, Twin Falls, ID 83301.

The Kimochis® curriculum is based on scientific theories of child development and social-emotional learning. Empirically-based research studies were referred to while developing the Kimochis® lessons to ensure that concepts and approaches that have proven to have beneficial effects on the development of social-emotional skills in children were included. A number of theoretical models and conceptual paradigms were studied, including, theories of Emotional Intelligence.⁶ There is further evidence that this curriculum provides effective interventions that build social, emotional and behavioral skills at a young age can have a positive effect on how children are able to problem-solve and interact with their peers later in life.⁷ A convincing body of evidence has been accumulated to indicate that unless children achieve minimal social competence by about the age of 6 years, they have a high probability of being at risk for social emotional difficulties as adults.⁸

Research suggests that a child's long-term social and emotional adaptation, academic and cognitive development, and citizenship are enhanced by frequent opportunities to strengthen social competence during early childhood.⁹ Further evidence underscores the fact that promoting young children's social-emotional competencies significantly enhances school readiness and success.¹⁰ Results from three large-scale reviews of research on the impact of social and emotional learning by the Collaborative for Academic, Social and Emotional Learning (CASEL) in 2008 found that SEL programs yielded positive benefits including: a) 23% improvement in social and emotional skills; b) 9% improvement in attitudes about self, others and school; c) 9%

⁶ Goleman, 1995; Bar-On, 2000.

⁷ National Institute for Early Education Research, 2007.

⁸ Ladd, 2000; Parker & Asher, 1987.

⁹ Hartup & Moore, 1990; Ladd & Profilet, 1996; McClellan & Kinsey, 1999.

¹⁰ Denham & Weissberg, 2004; Freedman, 2003.

improvement in school and classroom behavior; d) 10% decrease in emotional distress, such as anxiety and depression; and e) 11% increase in achievement test scores.¹¹

Extensive developmental research indicates that effective mastery of social-emotional competence is associated with greater well-being and better school performance, whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties.¹² Further, social and emotional learning has a positive effect on academic performance, including improved skills and grades in math, language arts, and social studies, and better problem-solving and planning skills, and subject mastery.¹³

CLSD will also implement curriculum that provides access to a large number of web-based games focused on increasing academic performance. Games are tied to specific grade-based curriculum and suitable for all school ages. Teachers, staff and school counselors will be able to utilize these games for students in either before or after school programs, as well as in appropriate breaks in classroom time. An online subscription to *Brain Rush*, will offer CLSD many of these opportunities, as well as a "School Safety and Health" channel. This channel offers students a minimum of twenty (20) games ("Brain Rushes") per year in topics related school safety and health education, including bullying, cyber bullying, substance abuse, violence, harassment, nutrition education, disordered eating, cleanliness and sanitation, flu shots, ADD/ADHD services, immunizations, concussion education, disease prevention, food allergy, etc.

How Brain Rush positively impacts student learning. Each student has unique needs and a unique knowledge foundation but in a traditional classroom with one teacher and 30+ students,

¹¹ Payton, et al. 2008.

¹² Eisenberg, 2006; Guerra & Bradshaw, 2008.

¹³ Durlak & Weissberg, 2005; Elias et al., 1997; Greenberg et al., 2003; Hawkins, 1999; Wilson et al., 2001; Zins & Elias, 2006; Zins et al., 2004.

there is no way for a teacher to reach all his/her students all the time. *Brain Rush* adapts to meet the unique needs of each student and to give each personalized practice with exactly what he/she needs most. The teacher designs the curriculum and then *Brain Rush* adapts to deliver that material to each student in the way that makes the most sense for each. Our goal is to empower the teacher by giving him/her the tools to reach each student, and to free him/her up to step in and give personal attention to students who are struggling or to those who are ready to move beyond the rest of the class. *Brain Rush* encourages mastery focus - each student masters the material fully before moving on to the next material. Each student then progresses at his/her own speed so the learning challenge level is just right - which means they are more confident and more ready to interact with their peers.

CLSD recognizes the importance of the arts and music not only for their students' holistic education but because the arts and music also provide an outlet that improves health and well-being. To that end, the district will implement an arts module which will supplement existing arts programming and add requisite equipment. This will also include dedicated professional development for all appropriate teachers and staff. Merging media with the latest in digital technology by offering training concepts interspersed with supplemental educational content such as nutrition, health, the arts, and character education, CLSD will be able to offer our students the most comprehensive approach available to developing healthy minds and bodies that is available today. This type of curriculum is specifically engineered to develop positive, social and cooperative skills through optimal physical activity participation. When students engage in their physical activity curriculum, they follow instructors from the visually projected display. This achieves maximum participation because the presentation relates to 21st century kids.

CLSD would like to integrate the use of 40 heart rate monitors as part of the Polar GoFit Heart Rate app which offers immediate feedback on participant exertion. Using this heart rate app, along with pre-assigned Polar H7 Bluetooth Smart heart rate sensors and an iPad, instructors can motivate and assess students using various metrics including: heart rate, time spent in target heart rate zones, calories burned and virtual badges earned by accomplishing pre-set goals. Data can be projected onto a large screen during class for instant student feedback, and is automatically saved for each lesson during the course. Parents and students can utilize the polargofit.com web tool, which allows them to log on securely to view lessons, track progress and monitor effort throughout the semester.

Brain Breaks is a web-based classroom-appropriate online curriculum that helps teachers offer in-class physical activity that facilitates cognition and anchor learning. *Brain Breaks* is designed to redefine student perception and participation of school-based physical activity by empowering children to choose attractive and rewarding forms of physical activity. The content ranges between 2-30 minutes in length to provide more opportunities for physical activity throughout a child's day.

Integrating Common Core Standards with Social Emotional Skill Development & Arts Inclusion.

The specific Arts Module that we would like to implement is Remo Drums/HealthRHYTHMS. HealthRHYTHMS has been utilized within schools across the nation for over 10 years. Hundreds of school classrooms have experienced HealthRHYTHMS for reducing stress in the classroom, improving mood states, and facilitating social-emotional skill development including schools from Little Egg Harbor, New Jersey to LA Unified School District in Los Angeles, CA.

Competitive Preference Priority #1: Improving school engagement, school environment, school safety and improving family and community engagement.

CLSD, by increasing their staff of certified guidance counselors for their student population, and implementing the emotional, wellness and positive action plan, will be improving students' engagement with their teachers, with their peers, thus extending to what is anticipated will be positive outcomes in both family and community life. This and the other outlined curriculum such as Brain Breaks, the Arts and Music Module, Brain Rush, Healthy Rhythms, and Kimochis have the mission and the features to improve school engagement, school environment, safety, as well as family and community engagement.

Competitive Preference Priority #2: Support for Military Families.

Based on 2010 U.S. Census data, there are 12,407 veterans living in Portage County. Although undocumented, it is likely that given the likelihood that a percentage of these veterans are of child-bearing age, that approximately 10-30% of these veterans are on active duty. CLSD has identified one 5th grader with a brother on active duty in the Navy. Although we know this child is not identified as a military connected student because it is her brother rather than parent, we know that there are students in the district that have active duty military status and are in the process of formally identifying more such families. To ensure that we meet the needs of these military families, CLSD plans to reach out to an organization call Team Red White and Blue (<http://teamrwb.org>). This organization's mission is to enrich the lives of America's veterans by connecting them to their community through physical and social activity. We will also host a military family night for parents and kids to bond as a community. We will also offer a professional development session for counselors in order to better address the needs of military families. The professional development workshop is called *Counseling Our Troops, Veterans, and Military Families: Cutting Edge Strategies*. This powerful and intensive series will prepare our teachers for the highly specialized field of military counseling. It features recognized experts

in military counseling, including counseling professionals who served tours of duty in Iraq, Afghanistan, and Guantanamo Bay. These seven presenters in the workshop help professionals who are on the front lines, and other settings, here in the U.S., working every day with returning vets who are trying to get their lives back, find jobs, reconnect with their families, and learn how to cope with debilitating physical injuries and mental trauma. These presenters see what is working and what is not. CLSD believes our military families deserve the very best chance to recover and move forward.

III. QUALITY OF MANAGEMENT PLAN

A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, etc.

Superintendent David Toth will serve as Project Director for the CHWP. He will devote approximately .025% FTE of his time towards the project. Assisting him will be The CHWP Advisory Council comprised of key school staff (including new staff hired as part of this initiative), parents and community members. All members of the team will have a voice in guiding project planning, development, implementation and evaluation.

David Toth. Mr. Toth received his Bachelor of Science degree from the University of Akron. He brings over ten years experience as a high school and junior high school principal, as well as many prior years of teaching, to his role as superintendent of Crestwood Schools. He was recognized as the 2005 Ohio Administrator of the Year for Drama by the Ohio, as a principal he a finalist for the 2010 Intel Schools of Distinction for Science, and he was a 2013 National Blue Ribbon Schools nominee.

Mary Ann Strenk. Ms. Strenk serves as the Curriculum Director through the Portage County Educational Service Center and will devote .055% FTE to the CHWP. Her services have been purchased full-time by CLSD as the district Curriculum Director where she leads

curriculum decisions, analyzes data, facilitates professional learning communities, designs and implements common assessments K-12, and works with teachers to design innovative lessons. She has also worked extensively in coordinating and implementing professional development opportunities for the entire K-12 Crestwood staff. The newest added feature has been student response system technology to provide formative and summative assessment data. She received both her Bachelors and Masters in Education and Curriculum Instruction from Kent State University.

Michael J. Maglionico. Mr. Maglionico is the Director of Pupil Services at CLSD and will devote .025% FTE to the CHWP. He is an educator and administrator with over 14 years of experience in Public Education. He has 7 years as a special education teacher and 7 years as an Administrator. The Director of Pupil Services is responsible for the supervision/leadership of special education personnel, gifted/talented staff, preschool staff, school psychologists, school nurses, occupational therapists, physical therapists, speech/language therapists, and paraprofessionals. His duties include supervising a system-wide program of school guidance services; and overseeing the activities of the school psychologists including a district referral process for psychological evaluation. He received his Masters in Education and Administration Leadership from Kent State University.

Group Therapist Position – TBD. The Group Therapist will be hired at 1 FTE and will provide a liaison and support for the student in the home. He/she will provide a link between school and home by seeing student in the home and working with parents on helping student complete paperwork, go to bed at a suitable hour, and get up for school on time. He/she will develop behavior plan for in the home if needed. He/she will help the parents communicate with

teacher/school in a successful manner. The Group Therapist can also provide groups specifically dealing with divorce, grief and loss, social skills, anger management, and coping skills.

Table 5. Timeline/Workplan

Activity	Who	When	Measured by	Milestones
Analyze baseline data	Counseling staff, external evaluator	Sept-Nov. 2014	Baseline data, current assessment tools, student survey	By Nov. 2014, external evaluator will present assessment tools and processes to staff. Timeline will be developed.
Hire school counselors	Program Director	Dec. 2014	Baseline data	By Oct. 2015, external evaluator will present summary and analysis of baseline data.
Implement standards-based curriculum	Counseling staff	2015-2016	Documentation of presentations	Beginning in March 2015, presentations will be made by individual students or groups of students that display their knowledge of emotional/mental health and wellbeing
A deliverables model will be established that lays out protocol, procedures, best practices and resources for school staff to connect students and families with community partners able to deliver mental and behavioral health interventions.	Counseling staff	Within six months of award	Surveys	The counselors will work directly with students (and where appropriate, families) and act as a resource for any issues regarding mental health, behavior or emotional well being, and raise the awareness among 100% of CLSD students that they can talk to a school counselor about any issue.
Preparation of weekly reports	School Counseling staff	2015-2018	Data in reports	Number of sessions held, number of students served, type of session held (e.g., one-on-one, group, parent, etc.), student demographic data (e.g., grade, age, free/reduced lunch status, national origin, etc.), and any referrals or follow-ups made, follow-ups
Analyze data	External evaluator	2015-2016	Comparative data	By May 2016, external evaluator will present summary and analysis of data

B. The adequacy of procedures for ensuring feedback and continuous improvement.

Improvement and Sustainability. CLSD is committed to improving this program throughout its life span and sustaining it well beyond the three year federal funding period. With this in mind, the CHWP Advisory Council will finalize a sustainability plan during the first year of the grant. The ongoing costs of new school counselors will be absorbed by the District going forward and one time costs include purchase of curriculum materials and equipment as outlined in the budget narrative. Additionally, the team will identify a list of potential local, state and federal funding sources (including charitable foundations), along with a strategy and timeline for approaching each.

As discussed in the forthcoming evaluation section, the CHWP plan will ensure project effectiveness, fidelity and maximum use of resources by providing a structure for ongoing data collection and review. This structure will provide a continuous feedback loop to ensure that our program adheres to its goals and objectives, while also flagging problems or areas that need particular attention. The Counselors and Social Worker will prepare weekly reports providing information about the number of sessions held, number of students served, type of session held (e.g., one-on-one, group, parent, etc.), student demographic data (e.g., grade, age, free/reduced lunch status, national origin, etc.), and any referrals or follow-ups made, follow-ups. The Project Director will meet with program staff weekly to discuss these reports and identify the degree to which the program is on-track. Students (and parents if participating) will be asked to complete a qualitative survey quarterly in which they will be asked to share their opinions about the quality and relevance of the services received. Program staff, teachers, project partners, parents and administrators will complete a qualitative survey twice each year. Information gathered from this feedback as well as the weekly reports will be summarized monthly and presented to the CHWP

Team for review. The CHWP Advisory Council will meet quarterly to discuss issues as they arise and improvements that can be made to the program. They will also provide feedback and direction on what changes to make in a formative process.

IV. QUALITY OF THE PROJECT EVALUATION

A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project.

Summary of Data Collection Methods. CLSD would like to use education evaluator Thomas Sileo, PhD., or another with similar credentials. The outside evaluator will be hired based on procurement policy providing full and open competition, consistent with the standards in Section 80.36 (for SEAs and LEAs) and of the Education Department General Administrative Regulations (EDGAR). Dr. Sileo is a specialist in grant program development, procurement and evaluation and holds a Masters in special education from the University of Northern Colorado. His other areas of specialization include at risk children and youth, multicultural education, parent professional partnerships, educational collaboration, and learning disabilities.

The evaluator will work with program implementers ('evaluation team') to finalize and adopt a comprehensive evaluation action plan including associated timelines. At this time, the team will also work to create and adopt all data collection instruments and secure school and district approval for the use of these instruments among teachers and students as well as obtain teacher and parent active permission and informed consent to access and collect data for use in the program evaluation. The evaluator has already put several of these items in place in an effort to minimize the time needed for planning and start-up between the award of the grant and the implementation of the evaluation plan. Additionally, a number of surveys, for both students and administrators, will be utilized in the evaluation process and by the national ESSC evaluator.

This includes the BERS survey, which is a Behavioral and Emotional Rating Scale which

measures the personal strengths and competencies of children and adolescents in five areas. It can be used as an evaluation measure, for planning interventions and services and as an outcome measure. Another survey that will be used is the Achenbach System of Empirically Based Assessment which is a comprehensive approach to assessing adaptive and maladaptive behavior in children and adolescents. It is used in national surveys to track development and predict competencies and problems. It is supported by extensive service research on service needs and outcomes, diagnosis, prevalence of problems, medical conditions, treatment efficacy, genetic and environmental effects, and epidemiology. Finally, we will use the Comprehensive School Climate Inventory, a nationally recognized, empirically validated school climate survey that provides an in depth profile of a school's strengths and needs. The CSCI allows schools to assess student, parent, and school personnel perceptions, and obtain detailed information on how to make informed decisions for lasting improvement. This will prevent the evaluation team from having to “re-invent the wheel” so to speak.

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

Data which documents the implementation efficiency of the CHWP program will be systematically collected and assessed based upon adherence to the established process-based objectives, activities, and the program implementation timeline. These quantitative and qualitative data may include, but are not limited to, surveys, self-reports, and minutes of meetings, for example. In addition, Crestwood leaders are committed to a completing a comprehensive starting assessment and behavioral health indicators, as well as basing evaluative conclusion on GPRA data. A bi-annual, year-to-year tracking of progress and or weaknesses to the overall programming will be compiled and adjustments to the activities, curriculum and implementation plan will be made by the Advisory Council. There will be a strong emphasis on

collecting data that documents how staff, partners, parents and students perceive the effectiveness and usefulness of the program services. Such data will be collected by means of focus groups, stakeholder and student feedback surveys, observations, interviews, and other mediums. These data will tell us how we are doing; if we are meeting our commitments; and ways to continuously improve program services.

The data that will be collected are summarized in the table of performance indicators and of descriptor indicators, above. Frequency distributions and cross-tabulations will be used in reporting quantitative data from surveys and data collection and annual reports which will be submitted to the DOE. Graphical representations of data will be used as appropriate in reporting quantitative data from surveys and these other mediums. The use of ethnographic techniques will be used as appropriate to assess and report on the qualitative data that is obtained from interviews, observations, and focus groups. The Crestwood Internet hosting site, which allows for online surveying will utilize a survey monkey link and other data collection mechanisms to facilitate the gathering of relevant information. This will also likely be used to help minimize double entry and personnel resources at the school sites. The use of an online surveying system will also help to fast track data collection for almost immediate aggregation and output.

Regardless of the data collection technique, all data collected will be obtained by the evaluation team and will be entered into the Crestwood management information system in conjunction with SPSS evaluation software (the industry standard) as appropriate. The outside evaluator will be responsible for ensuring that all program data is entered/uploaded in a systematic, accurate, and timely fashion. As appropriate, many of the summative data collected will be coded, aggregated, and scaled to establish a baseline “profile” of the testing group(s), which will be shared with program implementers and stakeholders in the first phase of the

program. Taking the baseline profiles into consideration, mid-annual and annual benchmarks for performance/progress can then be established that articulate with the program goals, objectives, and outcomes. As these data profiles are updated regularly throughout the program period utilizing new data collected from sites, the profile outcomes will be compared to the benchmarks and performance outcomes of the program at regular stakeholder meetings to identify performance strengths, weaknesses, and needed modifications in a cycle of continuous improvement.

Further, a combination of qualitative data (parent surveys, teacher interviews, student observations) and quantitative data (number of schools implementing program, pre and post-test, technology-based assessments, and state wellness tests) will be used to assess the identified objectives. Performance feedback will be used to effectively evaluate the CHWP program curriculum. The results of the data analysis will be used to: 1) Analyze the effectiveness of the curriculum in meeting our expected outcomes; 2) Redirect staff development to align with curriculum changes, and 3) Use student performance feedback to adjust curriculum to ensure that students will be intrinsically motivated to live healthy and active lifestyles.

Table 6. GPRA Measures for Data Evaluation

Objective	GPRA Measure	Measurement Tool	Frequency of Measurement
<p>Objective 1.1: In the first year and every year thereafter, maintain a student to school counselor ratio that is below 1:250; GPRA #1 measures will be used as a baseline for comparative change.</p> <p>Objective 1.2: Reduce the number of behavioral referrals by 25% in each year, using 2012-2013 GPRA #2 measures as a baseline.</p>	<p>GPRA 1: The percentage of grantees closing the gap between their student / mental health professional ratios and the student / mental health professional ratios recommended by the statute.</p>	<p>BERS Survey Child Behavior Checklist Survey Comprehensive School Climate Survey</p>	<p>Quarterly</p>

Objective	GPRA Measure	Measurement Tool	Frequency of Measurement
<p>Objective 2.1: By the end of year 3, the majority of students and teachers will be able to positively identify their school environment as a safe place according to the Comprehensive School Climate Inventory. Baseline will be collected in 2014-2015 as the start of the grant and positive identification will grow by 25% in each year.</p> <p>Objective 2.2: Reduce absenteeism by 10% in each year when comparing baseline data collected at the beginning of the grant period in 2014-2015.</p> <p>Objective 2.3: In each year of the grant there will be a 25% increase in teacher's ability to identify at-risk behavior, resulting in 100% of teacher's being able to identify these behaviors as compared to 2014-2015 baseline data collected at the beginning of the grant.</p>	<p>GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program.</p>	<p>BERS Survey Child Behavior Checklist Survey Comprehensive School Climate Survey</p>	<p>Quarterly</p>

Both qualitative and quantitative techniques will be used to examine program progress based on the following three research questions: 1) Did the CHWP program improve behavior and classroom achievement of Crestwood students in comparison to a control group during each funded period of the project? 2) Were fewer referrals made on students to outside agencies?

Pre-and post-intervention methodology and repeated measurements will be used in the evaluation as we will be using a quasi-experimental approach. A set of pre-defined outcome indicators (both academic and non-academic) will be tracked throughout the three-year program timeline. This will facilitate the feasibility of the evaluation and replication of the program by other schools and/or school districts. The target population/group is the 853 students of the 2

participating schools. The control group will be approximately 100 K-5 students selected from a neighboring school district that are demographically and economically similar to Crestwood schools. The following methodology will be applied throughout the three-year evaluation period: (1) collect baseline measures from target group and control group; (2) assess mid-year behavior and academic progress and data from target group and control group; and (3) assess end-of-school year progress and end-of-program progress and data from target group and control group.

CHWP program staff will be responsible for maintaining all relevant data pertaining to the program. Progress toward outcomes will be continually available for review and assessment. The Project Director will be responsible for compiling and disseminating quarterly process evaluation reports to the third party evaluator and others so that progress is continually assessed. The evaluation team will compile and analyze the various data components for the CHWP program and provide on-going formative feedback on the project's strengths and weaknesses during monthly team meetings. The team will share feedback on program progress with parents and students through multiple venues including email, social media (Facebook and Twitter), each school's newsletter, parent-teacher conferences, and all school events.

CLSD is grateful to be considered for this much needed funding to expand our school counseling program in order to better serve our children. We believe that the combined efforts of the CHWP will empower our students to develop the skills to build character, manage themselves, become self-starters in their learning careers, and excel both academically and socially. Without it, we are facing an extremely uphill battle and we fear that with our current capacity, too many will fall between the cracks and get left behind. And that loss will be immeasurable.

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Appendix to Crestwood Local Schools Application

Appendix A – Children's Advantage Letter of Support

Appendix B – Sheriff's Office Letter of Support

Appendix C – Star Therapy Letter of Support

Appendix D – School Counselor Letter of Support

Appendix E – ESSCP Sole Source Letter

Appendix F – GEPA Statement

Appendix G – Superintendent/Project Director Resume

Appendix H – Curriculum Director Resume

Appendix I – Director of Pupil Services Resume

Appendix J – Assurances Form



CHILDREN'S ADVANTAGE
Family Behavioral Health Services

David Esquith, Director
Office of Safe and Healthy Students
Office of Elementary and Secondary Education
550 12th Street, SW
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Ms. Esquith:

Children's Advantage would like to express its strong support for the pursuit of the Elementary and Secondary School Counseling Grant Program.

This project is very important for Crestwood Schools as it will allow us to meet the health and wellness needs of the students in our schools.

We are grateful for the opportunity the Department of Education is providing through this grant. We strongly recommend awarding this grant to the Crestwood Schools. If we may be of further assistance, please feel free to contact us.

Sincerely,

(b)(6)

[Redacted signature box]

MCCracken

Mary McCracken LISW-S

Clinical Director

Children's Advantage

520 North Chestnut Street • Ravenna, OH 44266 phone: 330.296.5552 • fax: 330.296.6126



www.childrensadvantage.org
An Equal Opportunity Employer and Service Provider



PORTAGE COUNTY SHERIFF'S OFFICE

SHERIFF DAVID W. DOAK



April 11, 2014

David Esquith, Director
Office of Safe and Healthy Students
Office of Elementary and Secondary Education
550 12th Street, SW
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Ms. Esquith:

On behalf of the Portage County Sheriff's Office, I would like to express our strong support for the pursuit of the Elementary and Secondary School Counseling Grant Program.

This project is very important for Crestwood Schools as it will allow them to meet the health and wellness needs of the students in our schools.

We are grateful for the opportunity the Department of Education is providing through this grant. As Sheriff of Portage County, I strongly recommend awarding this grant to the Crestwood Schools.

If I may be of further assistance, please feel free to contact my office at anytime.

Sincerely,

(b)(6)

Sheriff David W. Doak

Portage County, Ohio

Star Therapy & Sales Corp.

To Brighten Futures One Star at a Time

David Esquith, Director
Office of Safe and Healthy Students
Office of Elementary and Secondary Education
550 12th Street, SW
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Ms. Esquith:

Star Therapy & Sales Corp would like to express its strong support for the pursuit of the Elementary and Secondary School Counseling Grant Program.

This project is very important for Crestwood Schools as it will allow us to meet the health and wellness needs of the students in our schools. Star Therapy & Sales Corp provides comprehensive occupational therapy services at Crestwood school district elementary buildings. We believe this grant would benefit our occupational therapy students greatly.

We are grateful for the opportunity the Department of Education is providing through this grant. We strongly recommend awarding this grant to the Crestwood Schools. If we may be of further assistance, please feel free to contact us.

Sincerely,

(b)(6)

Peter A. Pruszynski, Vice President

Star Therapy & Sales Corp

330-607-4102



Office:
8245 Peck Road
Ravenna, Oh 44266

PHONE (330) 607-4102
FAX (330) 296-8025
EMAIL: startherapyandsales@gmail.com
www.STARTHERAPYANDSALES.COM



Michelle Gerbrick, Principal
mgerbrick@crestwoodschools.org
Main Office: 330-357-8203
Fax: 330-274-3825

April 17, 2014

Dear Grant Committee Members

It is with great pleasure that I write this letter in support of the grant application being submitted by my Superintendent Mr. David Toth. I understand that the focus of the grant is to target additional Counseling Services for our district and there is truly a great need.

My position is split between a primary building and an Intermediate building of 800 plus students combined. But beyond the numbers, there is a need for extended counseling interventions for many needy students due to emotional problems created by poverty, divorces, abuse, childhood trauma, illness, and death. Students of this age are very resilient and given the opportunities through counseling are able to manage the sometimes extreme conditions.

Therefore, I would to offer my highest endorsement for consideration of Mr. Toth's application.

Sincerely,

(b)(6)

Gary Traveny

Counselor

Board Members: Matt Somick, President / Debra Soltisz, Vice President/ David Becker/ Bonnie Lovejoy/ Todd Monroe

11260 Bowen Rd. / Mantua, OH 44255 / www.crestwoodschools.org

PR/Award # S215E140318

April 17, 2014

To whom it may concern:

HOPSports, Inc. is the sole source for the HOPSports Training System and HOPSports Brain Breaks, designed specifically for school teachers, after-school coordinators, school counselors and other wellness staff and includes:

240+ lessons – equivalent to more than three years of repeatable curriculum

- ⇒ 10 mats
- ⇒ 30 HOPSticks
- ⇒ 60 SandBell, varying weights
- ⇒ 10 T-Bows
- ⇒ 1 CPU operating Microsoft Windows 7 Professional
- ⇒ 1 digital projector
- ⇒ 1 sound system
- ⇒ 1 audio visual cart
- ⇒ 1 power strip extension cord
- ⇒ Phone and online support for school staff
- ⇒ Professional Development and Training
- ⇒ Student and teacher access to the HOPSports on-line education and community through Brain Breaks

No other company manufactures or distributes a similar educational product. HOPSports' solutions have been carefully developed to create integrated turn-key approaches that, among other things, increase student engagement and activity levels while simultaneously advancing social and emotional learning. Only HOPSports integrates technology with media in a manner that allows the instructor to pause, instruct, change lessons all in a fully contained, turn-key system and incorporate common core education content and social and emotional learning into the platforms.

From time to time, HOPSports has partnered with certain companies to offer our system through their catalogs and online stores. However, these companies have no authority to change the sales price, components, or specifications of the HOPSports system. No promotional pricing may be applied by these companies to the HOPSports Training System. Promotional pricing is only available when ordering directly from HOPSports.

For further information about HOPSports technology specifically developed for physical education classes, contact me at HOPSports, Inc. 661-702-8946.

Sincerely,

(b)(6)

Tom Root
CEO/Founder
HOPSports, Inc.

General Education Provisions Act (GEPA) Section 427

General Education Provisions Act (GEPA) Section 427

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.

* * * *

Crestwood Local School District commits that the Crestwood Health and Wellness Program (CHWP) will outreach specifically to students with disabilities, economically disadvantaged students, and minority students in our elementary schools by offering an inspiring and caring program to enhance their knowledge of wellness, self-management, health, self-confidence and promote lifelong healthy habits. This program will also include anti-bullying, emotional, and social and mental wellness activities.

David M. Toth

(b)(6)

OBJECTIVE: I am seeking the position of Superintendent for the Crestwood Local School District.

QUALIFICATIONS

I believe my educational experience, both teaching and administrative; have prepared me to lead this educational organization. My ambition to bring my personal commitment and educational expertise to the Crestwood Local School District is fueled by my passion for assisting teachers, administrators, support staff, and parents, educate all students. I believe educating every child is a collaborative effort that takes unique leadership. I believe I can bring this type of leadership to the Crestwood Local School District.

EDUCATION

- 2002-2007 Completed Coursework and Comprehensive Exam for Doctorate of Education in Educational Leadership, Youngstown State University.
- 1996-1999 Master of Science, University of Akron
 - Obtained Superintendent's Certificate
- 1991-1992 Certification Program in Special Education, University of Akron
 - Obtained Principal's Certificate
- 1985-1989 Bachelor of Science in Education, University of Dayton
 - Obtained Teaching Certificate in Specific Learning Disabilities, K-12
 - Obtained Teaching Certificate in Comprehensive Social Studies, 7-12

EMPLOYMENT

- 2007-present Principal, West Geauga High School
 - 2013 National Blue Ribbon Schools Nominee.
 - Implemented a bell schedule that allows teachers to engage in common planning time.
 - Developed professional learning communities.
 - Revised the transition program for eighth grade students entering the high school.
 - With the Director of Guidance, revised the program of studies.
 - Developed a guided study hall program for student intervention.
 - With a committee of twelfth grade teachers, implemented a senior project/ internship.
 - Member of the district's labor relations committee.
 - Member of the district's curriculum review committee.
 - Member of the district's strategic planning committee.
 - Member of the district's technology committee.
 - Member of the district's safety committee.
 - Member of the district's Ohio State Personnel Development Grant (SPDG) cohort group.
 - Member of the district's personnel search committee.

- Principal of the building leadership team of the initial Ohio State Personnel Development Grant.
- Developed a response to intervention program.
- Initiated a senior/freshmen mentorship program.
- Evaluate all classified and certified members on staff.

2003-2007 Principal, The Riverside Campus (John R. Williams Junior High School and Riverside High School, Grades 8-12)

- Altered the campus bell schedule to allow for more instructional minutes for the students, and the teachers' class schedules to allow for weekly team meetings.
- Created a system of student interventions which included a senior mentorship program for eighth grade students, an academic coaching program for students that are at risk for academic failure, and a student service management team that met weekly to develop interventions for students.

2000-2003 Assistant Principal/Special Education Coordinator, The Riverside Campus

- Administrator for 550 students at Riverside High School and John R. Williams Junior High School.
- Monitored the implementation of all section 504 and Individual Education Plans at the campus.
- Coordinated campus security.
- Responsible for substitute teachers at the campus.
- Revised the student code of conduct.

1994-2000 Special Education Teacher, The Riverside Campus

- Case Manager for 24 students and their Individualized Education Plans.
- Eighth Grade Girls' Basketball Coach.

1993-1994 Learning Disabilities Tutor, Goodrich Middle School, Akron, Ohio

1990-1993 Social Studies Teacher, Telshe High School, Wickliffe, Ohio

2006-2009 Adjunct Professor at Notre Dame College

- Instructed undergraduate students in Curriculum Design.

2006- present Adjunct Professor at Ursuline College

- Instruct graduate students in School Law.

PRESENTATIONS

Toth, D. (2009, March) Presentation at the Sixth Annual Educational Research Exchange sponsored by the College of Education and Human Services at Cleveland State University. Presentation Topic: *Parental Perspectives of the I.E.P. Process.*

Toth, D. (2010, September) "Principals' Panel" for the Ohio Improvement Process Training for Building Administrators. Presentation Topic: *The Critical Role of the*

Building Administrator as the Instructional leader in the implementation of the Ohio Improvement Process.

PROFESSIONAL MEMBERSHIPS

- Association for Supervision and Curriculum Development
- Ohio Association of Secondary School Administrators
- Lake and Geauga County High School Principals' Association
- Council for Exceptional Children
- Lake and Geauga County P-16 Committee

RECOGNITIONS

- 2005 Ohio Administrator of the Year for Drama by the Ohio Educational Theater Association
- United Way Special Recognition for Campaigns
- Principal of a finalist for the 2010 Intel Schools of Distinction for Science
- 2013 National Blue Ribbon Schools nominee

Mary Ann Strenk

(b)(6)

Executive Profile

Currently serve as the Curriculum Director through the Portage County Educational Service Center. My services have been purchased full-time by Crestwood Local Schools in Mantua, Ohio as the district Curriculum Director where I lead curriculum decisions, analyze data, facilitate professional learning communities, design and implement common assessments K-12, and work with teachers to design innovative lessons. My strengths are in math, creative lesson design, and data analysis since I previously worked as a middle school math teacher. I have also worked extensively in coordinating and implementing professional development opportunities for the entire K-12 Crestwood staff. The newest added feature has been student response system technology to provide formative and summative assessment data.

Skill Highlights

- Curriculum Development and Alignment
- Administrative Training and Support
- OTES and OPES Certified
- Trend Data Creation and Analysis
- Differentiated Instruction Coach
- Adaptive Lessons to Learning Styles
- Higher Order Thinking
- Professional Development

Core Accomplishments

- Work with teachers to develop common assessments to track student progress. Help teachers analyze this data to plan interventions.
- Analyze district data and solve problems in student achievement through research and implementation.
- Work with teachers to develop lessons/assessments that involve higher order thinking and multiple learning styles. Foster application of reading and writing across all curriculum areas.
- Professional Learning Communities across the district to enhance teacher collaboration and growth.
- Student-response data system is used to track student progress.
- College and Career Readiness through project-based instruction and grit.
- Work with district administration to make curriculum decisions to best prepare our students for the 21st century.

Professional Experience

Curriculum Director: August 2007 to Current

Portage County Educational Service Center - Ravenna, Ohio

- Curriculum Services to districts in Portage County, Ohio. Crestwood Local Schools supports my work and has purchased my services full-time as their district Curriculum Director.
- Orchestrate district-wide professional learning communities.
- Created common assessments and trained teachers to use formative and summative data to inform intervention decisions.
- Reading and writing were incorporated across all content areas, with an emphasis on critical thinking, vocabulary, lexile levels, and learning styles.
- Present data and district updates at Board of Education and Rotary meetings.

Curriculum Consultant: August 2006-August 2007

Served as a curriculum consultant for multiple districts throughout Portage County. Most work focused on data collection, item analysis, curriculum alignment, teacher training, lesson design. Worked mostly in Waterloo Local Schools and Rootstown Local Schools. Also completed a technology audit for Crestwood Local Schools.

Teaching: August 2003-August 2006

7th Grade Math and Language Arts Teacher at Crestwood Middle School in Portage County, Ohio. Integrated cross-curricular activities into math and language lessons.

Photography August 1993-2003

While staying at home to raise my personal children, I started a photography business working in Children's Portrait Photography and Corporate Event Photography. Received many best in show awards for photographs entered into local shows.

Teaching: August 1992-1993

Physical Education Teacher at St. Pius School in Bedford, Ohio. Taught Physical Education to students K-8 and developed a physical fitness program for the school. Started physical fitness testing.

Teaching/Subbing: August 1991-August 1992

Created an adaptive physical education program for residents at Marycrest School for Girls in Independence, Ohio in the evening, while substitute teaching full-time during the day. Subbing assignments at Independence Local Schools, Brecksville-Broadview Heights, and Maple Heights City Schools. Requested by many teachers from all districts.

Teaching and Coaching: August 1990-August 1991

5th Grade teacher, middle school girls' basketball coach, and high school fast-pitch softball coach at Independence Local Schools. Teacher returned from maternity leave and my position was eliminated.

Education

Kent State University 2002-2004

Kent, Ohio, United States

Masters in Curriculum and Instruction

Technology independent study in the Ameritech classroom.

Kent State University 1986-1990

Bachelor's Degree in Elementary Education 1-8, with an emphasis in math and language arts.

1-8 Elementary Teaching License (Highly Qualified: math and language arts.)

Administrative Specialists License in Curriculum and Instruction

Non-Tax License in All Teaching Fields, Administration, and Guidance

Michael J. Maglionico

(b)(6)

Career Profile

Experienced, Successful, and Ambitious Educator and Administrator with over 14 years of experience in Public Education; 7 years as a special education teacher and 7 years as an Administrator, including the last year as Director of Pupil Services at Crestwood Local Schools.

Professional Highlights

- Director of Pupil Services
- Intermediate School Principal
- Special Education Teacher/Supervisor
- Excellent Rated Building (3 yrs.)
- Curricular Development
- Data Analysis of Student Achievement
- Effective Gifted Program
- Professional Learning Communities
- Building Leadership Team
- RTI/IAT Process
- Building Schedules
- Title 1 Reading and Math Programs
- Program/Building Budgets
- OTES Certified
- OAA Test Compliance
- Positive Behavior Supports
- Student Discipline
- Bullying/Harassment Investigations
- Inclusion/Co-Taught Classrooms
- IEP/MFE/504 Compliance
- Procedural Safeguards
- Transition Services
- Non-Violent Crisis Prevention
- Interest Based Bargaining
- Union Contract Negotiations
- Employee Discipline
- Employee Evaluations
- NEOLA Policy Committee
- Ohio Improvement Process
- OAESA Member
- OAPSA Member

Professional Experience

Crestwood Local Schools

August 2013 to Current

Director of Pupil Services

Mantua, Ohio

The Director of Pupil Services in the Crestwood Local Schools is responsible for the supervision/leadership of special education personnel, gifted/talented staff, preschool staff, school psychologists, school nurses, occupational therapists, physical therapists, speech/language therapists, and paraprofessionals. Duties include: Developing district wide strategies related to special education; Coordinating the Central Registration process and assisting in the determination of eligibility for attendance at the Crestwood Local Schools; Supervising a system-wide program of school guidance services; Overseeing the activities of the school psychologists including a district referral process for psychological evaluation; Overseeing a comprehensive program of school health services; Coordinating the activities of the speech, language and hearing therapy program.

Crestwood Local Schools

August 2010 to 2013

Intermediate School Principal

Mantua, Ohio

The Intermediate School Principal in the Crestwood Local Schools is responsible for educational leadership leading to academic success of all students. Some of the specific daily duties are listed in the professional highlights above. The principal position entails the ability to work constructively with students, family and staff to improve academic performance; the ability to analyze student data for academic improvement; and the ability to effectively implement school wide curricular and co-curricular success. Responsibilities included student supervision, student discipline, staff professional development, curriculum alignment, parent communications, effective fundraising, district representative at IEP, ETR, and 504 meetings, creating schedules, and handbook development.

Key Accomplishments:

- Excellent Rated School the past 3 years.
- Implemented Positive Behavior Support System
- Created a Positive and Safe Educational Environment for Staff, Students, and Parents
- Established Effective Parent Communication through use of Technology, Newsletters, and Alert Now System

- Realigned staff to Increased Intervention Services
- Initiated One Book One School Program (3 yrs).
- Raised over \$50,000 in Grants

Geauga County Educational Service Center

August 2007 – August 2010

MD Supervisor (Project ACHIEVE Administrator)

Chardon, Ohio

MD Supervisor for three years.. The responsibilities of the MD Supervisor included coordinating the organization and operations of the education of individuals with multiple disabilities with special education directors, psychologists, teachers, therapists, specialists, paraprofessionals, nursing supervisor, and parent mentor to ensure a Free and Appropriate Public Education across seven Geauga County School Districts.

Key Responsibilities and Accomplishments:

- Analyzed, organized, and planned for budget expenses focusing on program costs relating to classroom materials, equipment, community outings, transportation, and staffing.
- Provided consistent programing relating to structured learning environments, classroom management, positive behavior supports, differentiated instruction, reliable data collection methods and IEP.
- Initiated Trans-Disciplinary Team Approach
- Established literacy rich programming in collaboration with Literacy Coach.

Ravenna City Schools

August 1999 to August 2007.

Special Education Teacher

Ravenna, Ohio

Special Education Teacher for elementary students with Multiple Disabilities. The classroom was self-contained and the students received most of their core instruction in the classroom. Various inclusion models were implemented based on individual student's Least Restricted Environment.

Key Responsibilities and Accomplishments:

- Developed and Implemented curriculum, instruction, behavior modification, and assessment.
- Adapted third grade curriculum for inclusion settings.
- Collected and analyzed data related to student behavior and academic achievement.
- Developed goals and objectives with team for Individual Education Plans.

Education

Kent State University

2005

School Administration License – Pk-6 and 4-9 Ohio Principal License (Expires 2015)

Kent, Ohio

Kent State University

2004

Master of Education in Administration Leadership

Kent, Ohio

Cleveland State University

1998

Baccalaureate of Arts and Sciences – Special Education MD (K-12) License (Expires 2015)

Cleveland, Ohio

Budget Narrative File(s)

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Crestwood Schools
Budget Narrative and Detail
Elementary Secondary School Counseling Grant

Category	Justification/Description	Quantity	Unit cost	Year one Federal request	Year two Federal request	Year three Federal request	Total Federal request
PERSONNEL							0
Program Director	Oversight of all activities in program	0.025FTE	\$ 115,000.00	\$ 2,875.00	\$ 2,875.00	\$ 2,875.00	\$ 8,625.00
Director of Curriculum and Instruction	Project Director to oversee project implementation and ensure that all activities are carried out on-time, as-specified and within the outlined budget	0.055 FTE	\$ 59,400.00	\$ 3,267.00	\$ 3,267.00	\$ 3,267.00	\$ 9,801.00
Director of Pupil Services	Assit the Project Director with all activites	0.025FTE	\$ 98,000.00	\$ 2,450.00	\$ 2,450.00	\$ 2,450.00	\$ 7,350.00
Primary Principal	Assist the direction of all activities at the building level.	.025 FTE	\$ 88,342.00	\$ 2,208.00	\$ 2,208.00	\$ 2,208.00	\$ 6,624.00
Guidance Counselor	Existing counselor will train new guidance staff and coordinate activites with the social worker and therapist	0.075 FTE	\$ 76,306.00	\$ 5,723.00	\$ 5,723.00	\$ 5,723.00	\$ 17,169.00
Guidance Counselor	Implement wellness programs	1.0FTE	\$ 40,722.00	\$ 40,722.00	\$ 40,722.00	\$ 40,722.00	\$ 122,166.00
Guidance Counselor	Implement wellness programs	1.0 FTE	\$ 40,722.00	\$ 40,722.00	\$ 40,722.00	\$ 40,722.00	\$ 122,166.00
School Social Worker	Implement wellness programs	1.0 FTE	\$ 38,601.00	\$ 38,601.00	\$ 38,601.00	\$ 38,601.00	\$ 115,803.00
Group Thearpist	Implement wellness programs	1.0 FTE	\$ 38,601.00	\$ 38,601.00	\$ 38,601.00	\$ 38,601.00	\$ 115,803.00
Total Personnel				\$ 175,169.00	\$ 175,169.00	\$ 175,169.00	\$ 525,507.00
FRINGE							\$ -
Fringe benefits are calculated at 16.15% of base wages	16.5% computed at: (0.007% Workmen's Comp; 1.4% healthcare; 14% teachers' retirement)	16.15%		\$ 28,903.00	\$ 28,903.00	\$ 28,903.00	\$ -
Total Fringe				\$ 28,903.00	\$ 28,903.00	\$ 28,903.00	\$ 86,709.00
TRAVEL							\$ -
							\$ -

Crestwood Schools
 Budget Narrative and Detail
 Elementary Secondary School Counseling Grant

Grantee Meeting	One staff person and Program Director to attend the Safe & Healthy Students National Conf. Airfare (\$450); Hotel (2 nights @ \$150 per night = \$600); Per diem (\$446 (PD) + \$270 (staff) per day x 3 days = \$2,148)			\$ 3,198.00	\$ 3,198.00	\$ 3,198.00	\$ 9,594.00
Project Director's Meeting	Program Director to attend Project Director's Meeting. Airfare (1 @ \$225); Hotel (1 night @ \$150); Per diem (2 days @ \$892 per day x 1 person = \$892)			\$ 1,267.00			\$ 1,267.00
							\$ -
							\$ -
Total Travel				\$ 4,465.00	\$ 3,198.00	\$ 3,198.00	\$ 10,861.00
EQUIPMENT							\$ -
Curriculum Training System	Turn-key system to augment social/emotional development & positive youth development programs in schools and after school programs. Includes a desktop computer, projector, sound system and all of the training tools required for the largest classes.			\$ 19,990.00	\$ 19,990.00		\$ 39,980.00
Arts Module	Programming and requisite equipment to augment existing Arts program, or provide the foundation for a new one. Includes dedicated Professional Development			\$ 8,015.00	\$ 8,015.00		\$ 16,030.00

Crestwood Schools
Budget Narrative and Detail
Elementary Secondary School Counseling Grant

Heart Rate System	Provides 40 heart rate monitors with all equipment included for immediate feedback on participant exertion. Includes a dedicated professional development session, laptop computer, and projector.			\$ 9,725.00	\$ 9,725.00		\$ 19,450.00
Social and Emotional Program	An engaging and effective range of tactile interactive tools which in a fun, and playful way introduce the fourth 'R' - reading, writing, arithmetic and relationships - into a child's life.			\$ 1,300.00	\$ 1,300.00		\$ 2,600.00
Total Equipment				\$ 39,030.00	\$ 39,030.00		\$ 78,060.00
SUPPLIES							\$ -
Brain Breaks	On-line supplement to the curriculum creating opportunity for movement within the classroom setting.			\$ 1,786.00	\$ 1,786.00	\$ 1,786.00	\$ 5,358.00
Academic Expansion Pack	Provides access to a large number of web based games focused on increasing academic performance. Games are tied to specific grade-based curriculum and suitable for all school ages			\$ 2,679.00	\$ 2,679.00	\$ 2,679.00	\$ 8,037.00
							\$ -
							\$ -
							\$ -
							\$ -
Total Supplies				\$ 4,465.00	\$ 4,465.00	\$ 4,465.00	\$ 13,395.00
CONTRACTUAL							\$ -
All contractors will be hired based on procurement policy providing full and open competition, consistent with the standards in Section 80.36 (for SEAs and LEAs) and of the Education Department General Administrative Regulations (EDGAR).							

Crestwood Schools
Budget Narrative and Detail
Elementary Secondary School Counseling Grant

Professional Development	4 hour on-site professional development performed by a trained representative.			\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 10,500.00
External Evaluator	Highly qualified, skilled third party evaluator to ensure ongoing, accurate, objective of progress towards achieving our stated goals and objectives. Evaluator will provide quarterly reports at \$8,141.75 per quarter x 4 per year = \$32,567, for first year. Evaluator travel will be charged at \$2000/year (\$600 airfare; 5 nights hotel @ \$150 per night; 6 days per diem @ \$100 per day; \$50 ground transport)			\$ 34,567.00	\$ 34,409.00	\$ 29,530.00	\$ 98,506.00
Data Collection Specialist	Data collection training and assistance to ensure the integrity, validity and reliability of all data collected as well as compliance with all applicable confidentiality laws. Data collector will provide quarterly reports at \$8,141.75 per quarter x 4 per year = \$32,567.			\$ 32,567.00	\$ 32,409.00	\$ 27,530.00	\$ 92,506.00
							\$ -
Total Contractual				\$ 70,634.00	\$ 70,318.00	\$ 60,560.00	\$ 201,512.00
OTHER							\$ -
Shipping				\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 9,000.00
							\$ -
							\$ -
Total Other				\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 9,000.00
							\$ -
Total Request				\$ 325,666.00	\$ 324,083.00	\$ 275,295.00	\$ 925,044.00

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

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

Name of Institution/Organization

Crestwood Local Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	175,169.00	175,169.00	175,169.00			525,507.00
2. Fringe Benefits	28,903.00	28,903.00	28,903.00			86,709.00
3. Travel	4,465.00	3,198.00	3,198.00			10,861.00
4. Equipment	39,030.00	39,030.00	0.00			78,060.00
5. Supplies	4,465.00	4,465.00	4,465.00			13,395.00
6. Contractual	70,634.00	70,318.00	60,560.00			201,512.00
7. Construction						
8. Other	3,000.00	3,000.00	3,000.00			9,000.00
9. Total Direct Costs (lines 1-8)	325,666.00	324,083.00	275,295.00			925,044.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	325,666.00	324,083.00	275,295.00			925,044.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	David	<input type="text"/>	Toth	<input type="text"/>

Address:

Street1:	4565 West Prospect Street
Street2:	<input type="text"/>
City:	Mantua
County:	Portage
State:	OH: Ohio
Zip Code:	44255-9103
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="330-357-8206"/>	<input type="text" value="330-274-3710"/>

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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