

**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 # S215E140367**

**Grants.gov Tracking#: GRANT11637848**

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.).

There were problems converting one or more of the attachments. These are: 1242-Affected Cities.docx

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/28/2014"/>	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: <input type="text" value="Special School District No. 1"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="41-0851980"/>	* c. Organizational DUNS: <input type="text" value="0205041140000"/>

**d. Address:**

* Street1: <input type="text" value="1250 West Broadway"/>
Street2: <input type="text"/>
* City: <input type="text" value="Minneapolis"/>
County/Parish: <input type="text" value="Hennepin"/>
* State: <input type="text" value="MN: Minnesota"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="55411-2533"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="College and Career Readiness"/>	Division Name: <input type="text" value="Academics"/>
--	---

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Melanie"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Sanco"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Resource Development"/>
--

Organizational Affiliation: <input type="text" value="Special School District No. 1"/>
--

* Telephone Number: <input type="text" value="(612) 668-0214"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="melanie.sanco@mpls.k12.mn.us"/>
--

**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.):**

Affected Cities.docx

Add Attachment

Delete Attachment

View Attachment

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

MPS Transition Counseling Project (TCP)

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	375,270.06
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	532,144.28

**\* 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:

**City Affected by this grant program:**

City: Minneapolis

County: Hennepin

State: Minnesota

## 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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Melanie Sanco"/>	<b>TITLE</b>  <input type="text" value="Superintendent of Schools"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Special School District No. 1"/>	<b>DATE SUBMITTED</b>  <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

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

<b>6. * Federal Department/Agency:</b> <input type="text" value="US Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>
---	--

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

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

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

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

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

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

\* Signature:

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

Title:     Telephone No.:     Date:

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

SSD1 GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

**ASSURANCE**  
**Related to Section 427 of the**  
**General Education Provisions Act (GEPA)**

**United States Department of Education**

**ENSURING EQUITY**

Minneapolis Public Schools is an equal opportunity institution. It does not discriminate in its hiring practices nor in its programs on the basis of age, race, color, creed, religion, national origin, gender, affectional orientation, disability, marital status or status with regard to public assistance.

Minneapolis Public Schools has directed resources to incorporate special populations into mainstream classrooms as much as appropriate; limited English proficient students and those students qualifying for special education services, are, for the most part, served by specialized licensed staff who work collaboratively with mainstream teachers. In addition, the MPS Office of College and Career Readiness will integrate into all ESSC project services, strategies to serve the interests of traditionally underrepresented groups. The District's Special Education, Title I and the Gifted and Talented programs each have guidelines, which reflect a concern for equity.

Minneapolis Public Schools Office of College and Career Readiness strives to meet the fundamental proposition that all students in the district have equal access to a high quality, rigorous and standards-driven education. All students in the district are entitled to safe surroundings and a safe environment in which to study and to work.

**EMPLOYMENT**

Minneapolis Special School District No. 1 is an equal opportunity employer and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender. Discrimination and Harassment are prohibited by Titles IV, VI, and VII of the 1964 Civil Rights Act and Title IX of the Education Amendment of 1972. In addition, various other constitutional provisions, statutes, and common law causes of action prohibit such discriminatory conduct. It is the policy of Minneapolis Special School District No. 1 to enforce these laws as part of its employment practices.

To encourage applications from persons of traditionally underrepresented groups, ESSC project job announcements will be posted widely, electronically and in print, in English and other languages.

## **ASSURANCE**

### **Related to the Participation of Non-Public School Students**

Minneapolis Public Schools provides services to non-public schools. Special Education, Title I and LEP services, as well as books, testing and transportation, counseling and health related services are available to non-public schools in the district in which non-public schools are located. In addition, non-public school staff are invited to participate in federal and state funded development opportunities sponsored by public school districts. MPS assures non-public school involvement in federally funded district projects. Non-public schools have been, and will continue to be involved in planning and training when appropriate.

## **PARTICIPATION**

Individuals who are members of special populations will be provided full access to ESSC for all services and activities. The Project Director team will identify participants with special needs who may require instructional and other accommodations in order to benefit from project services and activities. Specifically, the Project Director will:

- Ensure that all facilities used for program services and activities will be open and accessible to all appropriate participants regardless of gender, race, national origin, color, disability, creed, religion, or age;
- Provide all materials in large print, Braille and/or audio formats as needed by participating students with visual or auditory impairments; and
- Provide sign language interpreters for all project activities as needed by participating students.

## 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

Special School District No. 1

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

Prefix: Dr. \* First Name: Bernadeia Middle Name: H.

\* Last Name: Johnson Suffix:

\* Title: Superintendent of Schools

\* SIGNATURE: Melanie Sanco

\* DATE: 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:

### **PART III: ED ABSTRACT**

Minneapolis Public Schools (MPS) requests funding to develop and implement a middle school to high school bridging transition program to provide tiered school counseling programming to MPS students in grades 8 and 9 who are identified at risk for dropout.

**Project Objectives & Activities:** At each project site: 1). close the gap between current student/counselor ratios and/or establish a counseling program at schools where none exists; 2). develop and implement district-wide systems to identify and support students of military families; and 3). increase academic and personal/social skills with identified student with the goal of a successful transition to high school. MPS will hire three full time Licensed School Counselors to provide tiered counseling services at eight Title 1 schools who will participate in regular data review and professional development with project advisors. Students will participate in classroom guidance, individual and small group counseling, family meetings and workshops and summer bridging activities.

**Absolute and Competitive Priorities:** The project address Absolute Priority by expanding and establishing counseling programs at eight Title 1 schools. The project addresses Competitive Priority Two by creating district systems to better identify and support students of military families.

**Proposed project outcomes:** Students in the project will: 1). pass more core classes in 9<sup>th</sup> grade; 2). attend school 90% or more; 3). exhibit positive behavior evidenced by reduced behavior referrals; and 4). graduate high school on time.

**Number of Participants and Sites:** The project will serve approximately 654 students in grades 8 and 9 over the course of the grant. The students are all attending Title 1 low-achieving school sites – three middle schools and five high schools that the middle schools feed into.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

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

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## PART IV: PROJECT NARRATIVE

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## APPLICATION NARRATIVE

Minneapolis Public Schools (MPS) requests funding to implement a bridging transition project, the *MPS Transition Counseling Project (TCP)*, partnering with multiple community agencies to provide tiered school counseling programming to MPS students in grades 8 and 9 who are identified at risk of dropping out of school.

The project addresses the **Absolute Priority** by expanding counseling programs at two middle schools and five high schools and establishes a counseling program at one middle school that currently does not have a school counselor. The project addresses **Competitive Priority One** by increasing student engagement through activities, counseling and curriculum related to the preparation and implementation of the student transition from middle to high school. The project addresses **Competitive Priority Two** by creating district systems to better identify students of military families and provide counseling services to support building successful transition skills, strong school to student/family relationships, and increase resiliency and coping strategies for students.

### 1. NEED FOR PROJECT

#### A. Magnitude of Need for Services

Job projections for 2018 indicate that Minnesota will be third in the country with job openings requiring post-secondary degrees (Carneval, et al, 2010). It is vital for the health of the state and the Minneapolis community that students not only graduate from high school, but complete a post-secondary degree. Additionally, students with a high school diploma earn more than students who do not complete high school: average annual income for a high school graduate in 2012 was \$29,633, compared to \$20,743 for a dropout (Baum, et al, 2013).

Before students can attain a post-secondary degree or certification students, they need to earn a high school diploma. While Minnesota has a reputation of excellence in education and

MPS has seen incremental growth in graduation rates, the MPS graduation rate is still one of the lowest in the state at 53.9% (Minnesota Department of Education). Additionally, 9.6 % of MPS students are dropouts, compared to 5.1% state wide (MDE). According to a 2010 drop-out report from the MPS Office of Research, Assessment and Evaluation (REA), dropout warning signs can be identified as early as middle school. Prediction models indicate that the top ‘early warning signs’ of high school dropout include: poor attendance the previous year, starting the year off-track in credits and failing at least one state standardized exam. These three variables predicted over 70% of all MPS dropouts.

The transition from middle school to high school as well as the first year in high school can have impact on all of the indicators related to students deciding to drop out or not (Queen, 2002). Many researchers indicate that the 9th grade year is the “make it or break it” year for students in regard to completing high school on time (McCallumore, et al, 2010). Yet, the transition to 9th grade, even in the best of circumstances, can be both academically and socially difficult for students. This transition is often a time when students become socially isolated and disengaged from school. In cases where a student experiences a negative transition, they are more likely to have higher absenteeism, more fails and/or lower GPAs, and fewer positive peer relationships (Queen, 2002). Middle school students’ perceptions of high school, such as peer pressure and bullying, harder classes and no support from teachers, and the change in academic expectations can lead to “9th grade shock” (Pharris-Ciurej, et al,2012). Effective transition programs in the ninth grade continue to impact student drop-out rates as students persist through high school. Schools that fully implemented a comprehensive transition program had significantly lower dropout rates than schools that did not (Reents, 2002).

Complicating all of these issues are secondary factors that impact attaining a high school diploma – homelessness/high mobility, non-English speakers, and other socioeconomic and demographic factors (REA; Willens, 2013). “Ninth grade attrition is far more pronounced in urban, high-poverty schools: 40% of dropouts in low-income high schools left after ninth grade, compared to 27% in low poverty districts” (EPE Research Center, 2006).

Students who are homeless/highly mobile and students from military families are especially vulnerable to not completing high school as increases in the number of transitions a student experiences, such as to new homes and/or new schools, the more likely the student is to quit school (Queen, 2002). Many of the dropout indicators are magnified in an urban school setting such as MPS, including: poverty; physical, mental or emotional disabilities and mental health problems; academic struggles; lack of school connectedness; and lack of occupational aspirations or a college-going mindset.

The planning team used the above risk indicators as well as high school outcomes identified by both the MPS REA department and outside research to target three middle grade programs (K-8 configurations) and five high schools into which those students feed for this project.

**Identification of Project Sites:** The project will serve approximately 654 students in grades 8 and 9 over the course of the grant. The students are all tending Title 1 low-achieving school sites. All sites are located in low-income neighborhoods in Minneapolis, with the exception of Southwest High School. As part of district integration efforts, students at Lucy Laney Middle School, a low-income, high underrepresented school, are able to attend Southwest High School, located in a high-income neighborhood.

School	Configuration	Title I	MMR*	F/RL%	8 <sup>th</sup> Grade Enrollment
Folwell	K – 8	Yes	22.85	84.6	93
Lucy Laney	K – 8	Yes	4.10	98.1	54
Nellie Stone Johnson	K – 8	Yes	17.76	92.7	71
Edison	9 – 12	Yes	33.40	85.8	Cohort Identified
Henry	9 – 12	Yes	80.62	86.9	Cohort Identified
Roosevelt	9 – 12	Yes	16.38	80.7	Cohort Identified
South	9 – 12	Yes	32.21	55.0	Cohort Identified
Southwest	9 – 12	Yes	37.37	36.9	Cohort Identified

\* Multiple Measurement Rating (MMR) – Minnesota’s Department of Education new measurement of school performance. The MMR measures proficiency, student growth, achievement gap reduction, and graduation rates. Schools earn points in each category on a scale of 100. The percentage of possible points that a school earns is the school’s MMR.

• **Dropout Rates:** NCEs computation formula whereby a dropout is defined as an individual who: 1) was enrolled in school during previous school year; 2) was not enrolled at the beginning of the current school year; 3) has not graduated from high school or completed a state-approved educational program; and 4) does not meet any of the exclusionary conditions (transfer, illness, suspension, death).

Dropout Rates	Folwell	Lucy Craft Laney	Nellie Stone	MPS Total
Grade 9 (SY2013) Baseline Data	4.6%	5.9%	5.1%	2.6%

• **On-Time Graduation Rates:** For the 2013 school year there was a modest overall increase from 47 percent to 50 percent. The overall gaps among student groups persist: 70 percent of white students graduated in four years, compared to 37 percent of Hispanic and African-American students and 25 percent of American Indian students. Additionally, there are significantly lower graduation rates for students who are English Language Learners, 36 percent;

special education students, 19 percent; and homeless or highly mobile students, 28 percent. As a longitudinal data point for this project, the on-time graduation rates for the 9<sup>th</sup> grade at-risk student cohort as well as eighth graders from participating middle schools will be tracked and recorded.

- **Attendance Rates:** Ninth graders tend to miss three times as many days of schools as eighth graders. This is partially because they are provided more independence and less adult supervision in high school (Superville, 2014). The majority of dropouts in MPS are a result of mandatory exiting after 15 consecutive absences (MPS Research, Assessment and Evaluation, 2010).

Attendance Rates	Folwell	Lucy Craft Laney	Nellie Stone Johnson	MPS
Baseline	94%	86%	86%	91%

- **Credit Readiness:** 10<sup>th</sup> grade credit readiness data reflect the percentage of students on track to graduate on time, or are “credit ready” upon the completion of ninth grade.

Credit Readiness	Folwell	Lucy Craft Laney	Nellie Stone Johnson	MPS
Baseline	69%	53%	59%	68%

These data emphasize the importance of Transition counselors looping with identified at-risk eighth grade students during their first year in high school. By continuing counseling services, even during the summertime, these students will receive academic and personal support in order to help them start high school strong and be on track to graduate at completion of ninth grade.

- **Behavior Data (Referrals and Suspensions):**

GRADE 8 – SY2013	Behavior Referrals*	Suspensions*	# Eighth Graders
Folwell	35%	7%	101
Lucy Laney	56%	41%	61
Nellie Stone Johnson	47%	16%	75
Total	44%	19%	237

\*Percentages refer to number of students with at least one referral and/or suspension per school.

• **Student to Counselor Ratios:** The recommended counselor to student ratio is 1 counselor to 250 students (American School Counselor Association, 2014). The MPS counselor to student ratio (Kindergarten through 12<sup>th</sup> grade) is 1:864. Currently MPS has one 0.5 FTE counselor in one elementary school; school counselors in the middle schools are not mandated by the state of Minnesota or the MPS District. The counselor to student ratio, for grades 6-12, is 1:437.

Project Middle School	Counselor: Student Ratio	High School – Partner School(s)	Counselor: Student Ratios in Partnering High Schools
Nellie Stone Johnson	1:2054*	Henry, Edison High Schools	Henry: 1:263 Edison: 1: 236
Lucy Laney	1:212	Southwest High School	Southwest: 1:394
Folwell	1:293	Roosevelt, South High Schools	Roosevelt: 1: 255 South: 1:335

\*Nellie Stone Johnson currently shares a District-wide counselor with seven other K-8 schools that currently do not have a counselor. This counselor is responsible for delivering the MPS post-secondary planning counseling curriculum at each of these schools. The counselor to student ratio listed above reflects this **one** counselor’s district wide caseload.

• **Secondary Risk Factors:**

	English Learners	Free/Reduced Lunch	Homeless/Highly Mobile	Students of Color
Folwell	50%	84.6%	4.3%	91.1%
Lucy Laney	1%	98.1%	19.5%	94.7%
Nellie Stone Johnson	31%	92.7%	12.9%	97.4%
MPS	21%	65.5%	7.9%	68%

**B. Gaps and Weaknesses Leading to Unmet Student Needs**

With higher counselor ratios at some MPS schools and no counselors available at other schools, current school staff can provide few or no school-wide prevention activities and only a minimal number of targeted, small-group interventions. Without access to quality counseling

services to address social, emotional and behavioral issues, both discipline and special education referrals can increase due to pressure on school staff. A greater number of student problems escalate to require intensive individualized interventions, because school staff lack the time to identify or training to intervene early in students' emerging challenges.

In addition, because of the counseling shortage, schools lack the capacity to use available student data to quickly identify areas of student need and provide targeted, tiered intervention services designed to meet those needs; schools have limited capacity to provide small-group supports for students who struggle or individualized supports for students with highest need; students receive little or no guidance on skills related to successful transition, post-secondary aspirations and planning; parents are not provided with a complete picture of their child's academic and/or social-emotional needs or ways to support their children's academic success; and, schools have limited capacity to provide school-wide programming and supports that engage students through a focus on transition and a successful 9<sup>th</sup> grade year.

## **2. QUALITY OF THE PROJECT DESIGN**

The *Transition Counseling Project* is an evidenced-based, preventative counseling approach utilizing counseling best practices adapted from current and past transition programs. The project is designed to assist student and families with the experiences and challenges inherent in the transition from eighth grade to ninth. All eighth grade students and families will benefit from classroom lessons, family information presentations, and summer transition camps. Students identified as being "at risk" for dropping out will continue to receive bridging services during their ninth grade year.

## **A. Project linkages with other appropriate agencies and organizations**

- a. Project Success:** Project SUCCESS is a youth-development organization that works with students from middle school through high school to help them develop transformative life skills. In school goal-setting workshops, an innovative theater program, and special community programs/services, help students make informed choices and plan for their futures. Project SUCCESS offers a three-day summer camp for students transitioning to high school. Activities include team building, academic/life planning, and goal setting.
- b. Check and Connect:** Check & Connect, a sustained intervention, improves enrollment, attendance, and odds of graduation for students who are disengaged and at risk of dropping out (Sinclair et al, 1998). Check & Connect improves persistence, enrollment, access to relevant educational services, student involvement in IEP transition planning, and attendance for students with emotional/behavioral disabilities (Sinclair et al, 2005).
- c. University of Wisconsin – River Falls (UWRF) School Counseling Program:** UWRF counseling students and faculty will assist in the following three areas: professional development, program evaluation and project management. In exchange, MPS will work with practicum students and interns as much as possible from UWRF. The transition project will provide graduate students with direct student contact and the opportunity to be a part of a comprehensive counseling program even during the summertime.
- d. MPS Office of Student, Family and Community Engagement:** This MPS office provides a network of family and cultural liaisons who facilitate communication between schools and families. The Office of Student, Family and Community Engagement will help to advertise the transition opportunities as well as support the connection between the family members, student, Project Counselors, and school staff. This office will help

to ensure that activities, presentations and supports are culturally appropriate to the diverse MPS community.

- e. **Link Crew:** The Link Crew program provides a structure that guides freshmen toward both academic and social success. Link Crew removes the culture of negativity, hazing and bullying toward freshmen and replaces it with structural support and purposeful connections that make a measurable difference in their success. Link Crew will be offered in MPS high schools and as support for the middle to high school transition.
- f. **AchieveMpls Career & College Centers:** AchieveMpls is the strategic non-profit partner of Minneapolis Public Schools. AchieveMpls manages Career and College Centers in each MPS high school, raise financial resources for MPS initiatives, manage scholarship and school funds and work to engage the Minneapolis community. AchieveMpls Career and College Center staff will support post-secondary planning and career and college readiness of students involved in the *Transition Counseling Project*.

## **B. Needs of the Target Population**

The idea for the *Transition Counseling Project* was conceived upon review of MPS drop-out, attendance and ninth to tenth grade credit-ready data for last year's eighth grade cohort (ninth graders in the 2013-2014 school year). Each MPS middle school's data were reviewed separately, then compared to MPS district wide data. For the past two years, middle school counselors have focused on the topic of transition during monthly Professional Learning Community meetings, reviewed national research and collected data related to transition.

Students have indicated that more transition support would have helped ease their transition to high school (Kennelly & Monrad, 2007). Queen (2002) asserts that eighth graders have many common concerns about transitioning to from middle to high school

including: concern about getting to class on time, lockers, hallways, getting lost; fear of being bullied or victimized by other students and concern for safety; anxiety about taking challenging courses; concern about rules and teachers; and worry about making new friends. Teaching students skills that can help them navigate the new and unknown challenges and excitement of high school can be incredibly helpful. Queen (2002) suggests “healthy transitions will facilitate academic and social assimilation and increase the likelihood that students will stay in school and will learn.”

- **Data Analysis of At-Risk Students at Project Middle Schools**

According to the 2010 drop-out report from the MPS REA, dropout warning signs can be identified as early as middle school. Prediction models indicate that the top ‘early warning signs’ of high school dropout include poor attendance the previous year, starting the year off-track in credits, and failing at least one state standardized exam. These three variables predicted over 70% of all MPS dropouts. The following section addresses indicators for each project middle school. Baseline data and target/goal data are also provided for each school. Indicators are defined in detail in the **Magnitude of Need for Services** section of this application. Target and outcome data are based upon, and reflective of, project objectives.

- *Drop-out Rates:*

	<b>Folwell</b>	<b>Lucy Craft Laney</b>	<b>Nellie Stone Johnson</b>	<b>MPS</b>
<b>Grade 9 (SY2013) Baseline Data</b>	4.6%	5.9%	5.1%	2.6%
<b>Grade 9 (SY2016) Target Data</b>	2.6%	3.9%	3.1%	

- *On-Time Graduation Rates:*

The current MPS on-time graduation rate is 53%. A long-term goal for this project is to increase the on-time graduation rate of students participating in the *Transition*

*Counseling Project.* On-time graduation rates for the ninth grade at-risk student cohort as well as eighth graders from participating middle schools will be tracked and recorded.

- *Attendance Rates:*

	<b>Folwell</b>	<b>Lucy Craft Laney</b>	<b>Nellie Stone Johnson</b>	<b>MPS</b>
<b>Baseline (SY2013)</b>	94%	86%	86%	91%
<b>Target (SY2016)</b>	95%	Increase by 2% per year over three years	Increase by 2% per year over three years	

- *Credit Readiness:* 10<sup>th</sup> grade credit readiness data reflect the percentage of students on track to graduate on time upon the completion of ninth grade.

	<b>Folwell</b>	<b>Lucy Craft Laney</b>	<b>Nellie Stone Johnson</b>	<b>MPS</b>
<b>Baseline (SY2013)</b>	69%	53%	59%	68%
<b>Target (SY2016)</b>	Increase by 2% per year over three years	Increase by 2% per year over three years	Increase by 2% per year over three years	

Analysis of these data suggests the importance of Project Counselors looping with identified at-risk eighth grade students during their first year in high school.

- *Behavior Data (Referrals and Suspensions):*

<b>GRADE 8 - SY2013</b>	<b>Behavior Referrals*</b>	<b>Suspensions*</b>	<b># of Eighth Graders</b>	<b>Goal</b>
<b>Folwell</b>	35%	7%	101	Decrease referrals and suspensions by 2% per year for the next three years
<b>Lucy Laney</b>	56%	41%	61	
<b>Nellie Stone Johnson</b>	47%	16%	75	
<b>Total</b>	44%	19%	237	

\*Percentages refer to # students with at least one referral and/or suspension within each school.

- *Student to Counselor Ratios:*

The recommended counselor to student ratio is 1 counselor: 250 students (American School Counselor Association, 2014). The MPS counselor to student ratio (Kindergarten through 12<sup>th</sup> grade) is 1:864. Currently MPS has one .5 counselor in one elementary

school; school counselors in the middle schools are not mandated by the state of

Minnesota or the MPS District. The counselor to student ratio, for grades 6-12, is 1:437.

Middle School	Counselor: Student Ratio - Middle Schools	High School – Partner School(s)	Counselor: Student Ratios - High Schools
Nellie Stone Johnson	1:2054*	Henry, Edison High Schools	Henry: 1:263 Edison: 1: 236
Lucy Laney	1:212	Southwest High School	Southwest: 1:394
Folwell	1:293	Roosevelt, South High Schools	Roosevelt: 1: 255 South: 1:335

\*Nellie Stone Johnson currently shares a District-wide counselor with seven other K-8 schools that currently do not have a counselor. The counselor to student ratio listed above reflects this **one** counselor’s District-wide caseload.

### C. Research and Effective Practice.

The following transition programs, activities, and recommendations will drive the creation and facilitation of professional development, student and parent curriculum, and interventions:

- Chicago’s 9<sup>th</sup> Grade “On Track” Program:** Implemented in 2007, the 9<sup>th</sup> grade “on track” program was an effort by the school district to reduce drop-out rates by identifying data on students and targeting those who were considered “at-risk” before they fell behind. Various approaches throughout the CPS District showed that support from teachers and the school can make a difference in retaining students and keeping them “on track”. Advisory periods were added to address tardiness, teachers called home when students missed class and discipline policies were changed. The “On Track” effort in Chicago led to an increase in the percentage of students “on track” for graduation from 57% in 2007 to 82% in 2013 (Superville, 2014).

- Ninth Grade Transition and Intervention (TNGTI) Program (Texas):** TNGTI, a program which operated in Texas from 2008-2010, was designed to transition students effectively from eighth to ninth grade. Educators utilized strategies for assisting students who were at-risk for

dropping out as well as identified Tier One strategies for assisting all students with transition.

TNGTI provided numerous strategies for working with both students and parents. Additionally, the published reports provide proven effective transition activities for students and their families. Recommendations provided in the program report, such as the development of a Transition Team and suggested strategies and activities, will guide curriculum writing and student and family engagement activities.

- **Project Transition (Kansas and Wisconsin):** The Project Transition program developed and evaluated by MDRC was designed to test the effectiveness of a set of reforms intended to improve students' attendance and performance in the first 'year of high school.'" (Herlihy, 2007) The program was implemented in two high schools; one in Milwaukee, WI, the other, in Kansas City, Kansas. Both schools were large, urban high schools not unlike Minneapolis Public Schools. Three main strategies were implemented: student-teacher teams, daily teacher team meetings, and coach positions with other supports. In addition, summer institutes and professional development funds were provided (Herlihy, 2007).

- **MPS Focus group data:** MPS staff members in the Office of Career and College Readiness facilitated focus groups comprised of 12<sup>th</sup> grade students in four high schools during Spring 2014. Students identified the ninth grade year as the most important and influential year of their high school career. Students specifically identified the need for more counselors during the ninth grade year. The responses of these 12<sup>th</sup> grade students are confirmed by the research of Kennelly and Monrad (2007) who assert, "Students' experiences in their first year of high school often determine their success throughout high school and beyond. However, more students fail ninth grade than any other grade."

### 3. QUALITY OF MANAGEMENT PLAN

The Transition Project will be managed primarily by the Project Director, a licensed school counselor. Oversight and guidance will be provided by a small Advisory Board comprised of the Project Director/District Lead Counselor, community partners, parents, teachers, a community mental health provider and the UWRF School Counseling Program Director. The Advisory Board will meet quarterly to discuss data, program implementation and areas for improvement. Program curriculum, timeline, and support may be adjusted based upon analysis of data.

Transition Teams will be created at each of the three middle schools and five high schools. Transition Teams will be responsible for reviewing the data more frequently (such as weekly attendance) and ensuring improvements to curriculum, activities, and timelines are made in an efficient and effective manner. The UWRF interns, administrator(s), school social worker, school nurse, identified teachers and identified parents will be invited by the Project Counselor to participate on the school-based Transition Team.

The Project Director will manage ongoing implementation of the *Transition Counseling Project*. The Project Director will liaise between community partners and other MPS departments. Finally, professional development and ongoing supervision of the Transition Grant Counselors will be provided by the MPS District Counseling department.

The three licensed school counselors (grant-funded) will be accountable for direct supervision of the UWRF counseling interns, and additionally, will be responsible for regular communication with the UWRF School Counseling Program Director.

## A. Project Timeline

Milestone	Tasks	Responsibility	Task Completion
<b>Year One (School Year (SY) 2015)</b>			
<b>3.0 FTE Project Counselors hired</b>	Job descriptions posted, potential candidates selected, interviews	District Lead Counselor	October 2014
<b>Advisory Board Convened</b>	Advisory Board meets to determine responsibilities/roles for year one and analyze baseline data; meet quarterly	Program Director District Lead Counselor	October 2014
<b>Transition Teams created at middle and high schools</b>	Transition Teams meet to determine responsibilities and roles for year one and analyze baseline data; meet monthly	Project Counselors	October 2014
<b>Intern and practicum students placed</b>		District Lead Counselor, UWRF	November 2014
<b>Professional Development</b>	Transition PD: UWRF Data: MPS REA	UWRF, MPS Research Analyst	October 2014
<b>Tier One Counseling</b>	Project SUCCESS Camps, Transition Counseling Curriculum, Parent Presentations	UWRF, Project Counselors, Project SUCCESS, MPS Family Engagement	October 2014, ongoing
<b>Tier Two Counseling</b>	Small Group Counseling, Parent Workshops	UWRF, Project Counselors	November 2014, ongoing
<b>Tier Three Counseling</b>	Individual Student and Family Counseling, Home Visits, Summer Bridging, 9 <sup>th</sup> grade cohort	UWRF, Project Counselors, Check & Connect, High School Counselors	December 2014, ongoing
<b>Family Engagement</b>	Individual Counseling/Home Visits; Workshop; Parent Nights	Office of Family Engagement, Project Counselors	November 2014, ongoing
<b>Middle to high school joint counseling lessons</b>	Transition and orientation counseling curriculum	Project Counselors, High School Counselors	Spring 2015
<b>Data Analysis</b>	<i>Weekly</i> : attendance, behavior, achievement	District Research Analyst, Transition	Weekly, quarterly, annually

	<i>Quarterly: trends</i> <i>Annually: trends</i>	Teams, Advisory Board, Project Counselors	
<b>Summer Bridging Activities</b>	University visits	UWRF, Transition Counselors	April 2015 – Summer 2015
<b>Project Success Summer Camps</b>		Project SUCCESS, Transition Counselors	August 2015
<b>Year One Review</b>	End of year review by both Advisory Board and Transition Teams	Advisory Board, District Research Analyst, Project Counselors, Transition Teams	August 2015
<b>Year Two and Year Three (if funding is made available for SY2016, SY2017)</b>			
<b>HS orientation</b>	Students from Year One or Year Two	High school counselors, Project Counselors	September 2015/2016
<b>UWRF Interns Placed</b>		UWRF, District Counselors	September/October 2015/2016
<b>Targeted students continue to receive services in HS</b>	Individual and small group counseling	Project Counselors	October 2015/2016, ongoing
<b>Tier 1, Tier 2, and Tier 3 activities and interventions continue for new grade 8 students</b>	Classroom lessons, large group presentations, individual counseling	Project Counselors, UWRF, Check & Connect, MPS Depts, Advisory Board	October 2015/2016, ongoing
<b>Family Engagement</b>	Workshops, presentations, home visits	Office of Family Engagement, Project Counselors	November 2015/2016, ongoing
<b>Data Analysis</b>	Weekly, quarterly, annually	Advisory Board, Transition Teams District Research Analyst, Project Counselors	Weekly, quarterly, annual
<b>Summer Bridging</b>		Project Counselors, UWRF	April 2016 – Summer 2016/2017
<b>Project SUCCESS Summer Camps</b>		Project SUCCESS, Project Counselors	August 2016/2017
<b>Year Two Review</b>		Advisory Board, Transition Teams	August 2016
<b>Year Three Review and Continuation of Services Plan</b>	Data review to include support and expansion of Transition Counseling Project after grant funds discontinue. <i>Goal of meeting:</i> District would resource	Advisory Board, Transition Teams, MPS Superintendent and District Leadership, MPS REA, Middle School Administrators	August 2017

	and find importance in continuing this work upon reviewing outcome data		
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**Tier One Services for All Eighth Grade Students**

*Transition Focused Curriculum and Related Activities.* Transition activities are important for every student moving from middle to high school. The transition counseling curriculum, delivered primarily by the Project Counselors, will focus on transition topics common to the majority of eighth grade students. Adapting from examples of best practice, student and family curriculum will focus on the following areas: decision making, communication strategies, promoting a healthy mind, monitoring risky behaviors (including Internet safety), what to expect in high school, and college and career readiness. Classroom and large group presentations will provide opportunities for students to bond, foster pro-social norms, foster individual and groups’ belief in a positive future for themselves and their classmates and the promotion of social and behavioral competence.

*Project SUCCESS Camps.* Project SUCCESS offers a three-day summer camp for students transitioning to high school. Each transitioning student at the three project schools will participate in a three-day Transition Camp, include team building, academic and life planning, and goal setting. All eighth graders are invited and encouraged to participate. Identified students in the ninth grade will receive personal invitations, reminders, and encouragement to participate in this opportunity.

**Tier Two Services for Identified Students and Families**

Students who are identified as “at-risk” will participate in transition activities and interventions in smaller groups. According to the 2010 drop-out survey facilitated by MPS, the three key indicators of risk for dropping out are low attendance, scoring below-proficiency on

state-wide assessments and core course fails. These data will be used to identify students as participants for small group counseling and other Tier Two interventions. Project Counselors will also look to behavioral data, homeless and highly mobile identification, military-connected youth status, students' needs assessment responses and English learner status when inviting students to participate in transition small groups and other Tier Two activities.

*Military-connected youth.* MPS will identify these students so that their Project Counselor, counselor of record and other educators know that the student is a military-connected youth as appropriate. Military-connected youth will be invited to participate in the transition small groups. In schools where several military-connected youth are enrolled a transition small group may be created with a focus on transition specific to military-connected families. In these cases, a continued and expanded partnership with the Yellow Ribbon Project would be necessary to ensure transition themes important to these students are addressed.

*Small Group Counseling.* Identified students will participate in small group counseling sessions facilitated by the Project Counselors with support from UWRF counseling interns. Group themes and lesson plans may vary depending on the needs of the students at the school site or within small groups. However, all small groups will have a focus of building protective factors in each student to foster positive behavior, academic achievement, social competency, and emotional well-being. Small group lessons related to developing a positive identity, self-efficacy, goal setting, persistence, determination and grit will be taught in every group in all three project schools.

*Parent Workshops.* Topics for workshops will be primarily determined via families' responses to needs assessments administered at each of the project schools in the beginning of the school year. In addition to these individualized workshops, Project Counselors may also

choose to provide workshops based on common transition and adolescent development topics. Topics may include: fostering resiliency and determination, helping your student choose supportive individuals, technology and anxiety.

### **Tier Three Services for Students Who Continue to Struggle**

*Individual Counseling.* Students, who continue to struggle academically or personally despite Tier Two interventions, will receive ongoing support and individualized counseling from the Project Counselor and other support staff. Students will be recommended for Tier Three services based upon specific criteria such as: eight or more unexcused absences, core course fails, and/or teacher referrals. Students will be continually assessed when data become available (weekly attendance, after grading periods, exam results) and will be transitioned into or out of Tier Three Services as necessary. Project Counselors may also refer students and their families to mental health professionals or outside agencies if more intensive services such as mental-health counseling or chemical dependency services are needed.

*Ninth Grade Cohort.* Identified students in partnering high schools will become the supplemental caseload for the Project Counselor in Years Two and Three. Project Counselors will work in collaboration with the high school counselors to provide continued support during the students' ninth grade year. Project Counselors will participate in the delivery of high school orientation lessons and provide individual and small group counseling as needed. Parent and student transition activities during the ninth grade year will focus on starting off strong in high school, future planning and student engagement in their new high school community.

*Summer Bridging.* Project Counselors will provide opportunities during the summer for ninth grade cohort students to remain connected to school. In addition to participating in the Project SUCCESS summer camps, cohort students will visit colleges and meet key college level

staff. Cohort students will also be encouraged to participate in *FastTrack*, an MPS summer school program that allows students to earn high school credit between the eighth and ninth grade years.

*Family Engagement and Parent Outreach (Individual and Home Visits).* In addition to the large parent presentations and small group workshops, Project Counselors will work with parents and families individually based on the family's need. Parents of students who are identified as "at-risk" will be required to meet with Project Counselors either at the student's school or their home. Project Counselors will meet with families and students quarterly if the student is identified as "at-risk".

In order to provide ongoing support for eighth grade families and ninth grade families in Years Two and Three, Project Counselors will provide individual, small group, and large group opportunities to discuss themes around transition. Quarterly parent nights will provide information on the following transition themes: communication strategies, goal setting, monitoring risky behaviors (including Internet safety), and what to expect in high school. School sites will provide additional small and large group presentations based upon needs assessment data and Transition Team members' recommendations. Families are always welcome to schedule individual meetings with the Project Counselor, as needed, to discuss questions and concerns about their student's transition. The MPS Office of Student, Family and Community Engagement will partner with Project Counselors and school-based Transition Teams to translate materials into multiple languages and ensure that cultural and linguistic differences are addressed and supported.

### **Professional Development**

- *Professional Development on data use:* The initial professional development sessions on

data use will be facilitated by a district research analyst and will include an overview of the district student information data systems available to counselors within MPS. Project Counselors will learn how to pull data that identify a student as being at-risk to drop-out or not graduate on time from high school. Different data elements will be pulled weekly, quarterly and as available. Data will be reviewed by the Advisory Board, Transition Teams and Check & Connect staff as appropriate. Test data will be reviewed upon receipt of student scores.

- *State and National Conferences:* Project staff will participate in state and national conferences focused on research about best practices in school counseling. The Project Director and one Project Counselor will attend the Office of Safe and Healthy Students National Conference. All three Project Counselors will attend the Pennsylvania Transition Conference in Year 2.
- *University of Wisconsin – River Falls:* The Director of the UWRF School Counseling Program will sponsor and facilitate professional development on transition and related counseling themes each fall. The training will help guide the creation of the transition counseling curriculum administered by the Project Counselors. The Director of the UWRF School Counseling Program will provide ongoing support by participating on the Advisory Board and supporting UWRF counseling interns.
- *Ongoing Support and Training:* The MPS Office of College & Career Readiness provides monthly professional development for all school counselors focused on best practices in counseling techniques and interventions; trends in college and career readiness; district policies and procedures; implementing the ASCA National Model with fidelity; and other topics to help improve effective counseling.

## **B. Ensuring feedback and continuous improvement**

Quarterly data reviews and Advisory Board meetings will ensure that the Transition project team obtains ongoing feedback and strives for continuous improvement. The Advisory Board will look at the students' core course fails at the end of every grading period and attendance and behavior trend data. Students and families who are currently being offered Tier Two or Tier Three interventions will be reviewed and re-assessed. Students and families who need to be invited to participate in Tier Two or Tier Three interventions will be identified and discussed based upon the data.

School-based Transition Teams will also look at student data (attendance, course fails, standardized tests) to confirm that school-specific interventions are working and timelines are appropriate. Meetings with the school Transition Team will occur more frequently (at least monthly) than the quarterly Advisory Board and changes or improvements to curriculum and timelines can be made expeditiously if needed.

An overall review of the student data and program outcomes will take place after Years One, Two, and Three. The data review will include student, school, and District trend data. The student data to be reviewed will include: attendance rates, course fails, standardized test proficiency, drop-out rates, behavior and retention. Program changes to Year Two and Three will be made if necessary.

All students and families in the project middle schools will complete a needs assessment in the fall of the student's eighth grade year. Towards the end of the eighth grade year, students and families will be invited to provide feedback through informal conversations with the Project Counselor and by completing a survey. Students and families' evaluative responses will guide transition curriculum and planning for summer bridging, ninth grade orientation, and other

transition activities during freshmen year. The responses will also guide planning and program improvement for incoming eighth grade students.

#### **4. QUALITY OF THE PROJECT EVALUATION**

The evaluation plan is intended to meet four objectives: a) collect the information required for all Elementary and Secondary School Counseling grantees, including the GPRA measures; b) provide guidance for project staff in targeting needed services to students; c) assess the extent of implementation of project activities; and d) disseminate evaluation results to the Advisory Board and the Project leaders for use in continuous improvement.

##### **A. Methods of Evaluation**

The evaluation will use a mixed-methods multiple-data collection strategy to measure progress toward the intended project objectives and anticipated outcomes. The design includes quantitative data analysis (from survey responses, student achievement, academic, behavioral and program data) and qualitative methods (interviews, focus groups and direct observation). This combination of methods enables the district to analyze the impact of the programs and services over time at each project site and to examine differences across schools. Data will be collected at baseline and at multiple points during the school year, using valid data collection tools, including: 1). district student accounting information, including student course-level data, attendance, testing, and behavior; 2). disciplinary reports from schools; and 3). Naviance Success Planner information. The MPS Project leadership time will also develop and administer staff and parent surveys.

## B. Performance Measures

The performance measures for the project include both process and summative measures.

Evaluation Measures	Methods	Data Source
<b>A. Process Measures</b>		
Degree to which a coordinated system of support has been developed at each school. Extent to which promising practices have been identified. Extent to which a plan to sustain promising practices exists. Extent to which factors that facilitate or impede implementation of have been identified. Extent to which a continuous improvement plan is established to address challenges and barriers. Extent to which students are provided with supplemental counseling in high-school transition success skills	Interviews with school staff and project partners once each year.	Project leadership & staff from targeted schools and partner organizations
<b>B. Summative Measures</b>		
Decreased counselor-to-student ratio in project schools (GPRA 1).	Calculate ratio from district enrollment data	Student Accounting enrollment reports
A district-wide system will be in place to identify and support students of military families.	Survey development	Project Leadership
Decrease in the average number and percentage of students receiving referrals for disciplinary reasons (GPRA 2).	Comparison of disciplinary referral counts/averages pre-post	Student Accounting reports (quarterly)
Fewer students in project schools have high absenteeism (8+ days unexcused or <95% attendance).	Data review at the end of every grading period	Student Accounting reports (quarterly)
Decrease in the percentage of students failing one or more core courses	Comparison of Core Course fails per Academic Term pre-post	Program Evaluator (2 grading Terms per year)
Increase in the percentage of students who report that they feel comfortable about the transition to high school.	Participant pre-post survey	Program Evaluator (annual)
Increase in the percentage of students who report that they know where to seek support for the process of transitioning to high school.	Participant pre-post survey	Program Evaluator (annual)
Majority of participating families will agree/strongly agree with statements regarding increased awareness of how to help their student make progress toward college readiness.	Aggregate reporting of Parent Survey Item(s)	Program Evaluator (annual)
Increase in percentage of students with a career and	Naviance Success	Project Director

Evaluation Measures	Methods	Data Source
postsecondary goal.	Planner	and Program Evaluator

### C. Performance Feedback and Progress Toward Intended Outcomes

Data from the rigorous evaluation of the proposed project will be used to guide the development of District educational policies, guidelines, and regulations regarding school counseling programs. The process evaluation will focus on assessing the quality and completeness of the implementation of planned programs and services at the eight project sites. The summative evaluation will assess the degree to which full implementation of the model has resulted in positive outcomes for students enrolled in the eight project schools.

Process data will be analyzed and reported twice a year (in December and August) to project staff, and annually to sponsoring federal agencies. Summative evaluation data, including data related to required GPRA measures will be analyzed and reported annually to project staff and sponsoring federal agencies.

As noted above, the Project Director and Advisory Board will work with the Program Evaluator to review data, disaggregated by race/ethnicity, poverty status, and EL status, at each key time point in the data-collection process to determine the extent to which the project is resulting in intended outcomes. The Advisory Board will review quarterly reports to ensure that the proposed project is meeting goals and recommend new strategies or materials when necessary. The Advisory Board will also assign accountability and responsibility for implementing the changes, and identify a timeline for completing them.

## Resources

- Baum, S., Ma, J., & Payea, K. (2013). *Education Pays 2013*.
- Carnevale, A. P., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of job and education requirements through 2018*. Lumina Foundation.
- Herlihy, C. (2007). *State and District-Level Support for Successful Transitions into High School*. Policy Brief. *National High School Center*.
- Jablow, P. (2013). 9th grade is still where most fall off track. *The Notebook*, April. 2013
- Kennelly, L., & Monrad, M. (2007). *Easing the Transition to High School: Research and Best Practices Designed to Support High School Learning*. *National High School Center*.
- McCallumore, K. M., & Sparapani, E. F. (2010). The Importance of the Ninth Grade on High School Graduation Rates and Student Success in High School. *Education*, 130(3).
- Pharris-Ciurej, N., Hirschman, C., & Willhoft, J. (2012). The 9th grade shock and the high school dropout crisis. *Social science research*, 41(3), 709-730.
- Queen, J. A. (2002). *Student transitions from middle to high school: Improving achievement and creating a safer environment*. Eye On Education.
- Sinclair, M. F., Christenson, S. L., Elevo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children*.
- Sinclair, Mary F., Sandra L. Christenson, and Martha L. Thurlow. "Promoting school completion of urban secondary youth with emotional or behavioral disabilities." *Exceptional Children* 71.4 (2005): 465-482.
- Superville, D. R. Study: Focus on 9th Graders Boosted Chicago's Graduation Rates. Retrieved April 24, 2014 from <http://blogs.edweek.org>.
- The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools. Alliance for Excellent Education Issue Brief, November, 2011. <http://all4ed.org/reports-factsheets/the-high-cost-of-high-school-dropouts-what-the-nation-pays-for-inadequate-high-schools/>
- Willens, M. (2013). Ninth Grade: The Most Important Year in High School. *The Atlantic*, Nov. 2013.



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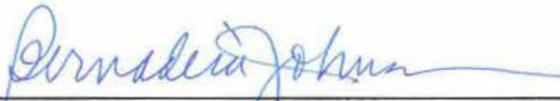
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## Program Specific Assurances

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

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

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

  
\_\_\_\_\_  
Signature of Authorized Certifying Official

\_\_\_\_\_  
Superintendent of Schools  
Title

\_\_\_\_\_  
Special School District No. 1  
Applicant Organization

\_\_\_\_\_  
April 25, 2014  
Date Submitted

## Michelle E. Landry

(b)(6)

E-mail: shelly.landry@mpls.k12.mn.us

### PROFESSIONAL EXPERIENCE

#### **Minneapolis Public Schools – District Office, Minneapolis MN**

October 2006 – Current

District Lead Counselor

##### *Duties Include:*

- Provide leadership for comprehensive counseling program for all students
- Provide staff development and mentoring to MPS school counselors
- Collaborate and team with district department and community partners on initiatives related to career and college access and readiness
- Collaborate and team with district student support personnel to ensure responsive services and personal/social support to all students
- Created scope and sequence for college and career readiness and access curriculum, a graduation requirement adopted by district
- Collaborate with community and government agencies to support counseling work throughout the district
- Develop and implement systems interventions to support student success, reduce achievement gaps, and increase academic rigor
- Act as a liaison to community agencies supporting students in the schools

#### **Student Placement Services – District Office, Minneapolis, MN**

January 2004 – October 2006

Counselor On Special Assignment

##### *Duties Include:*

- created best practices for centralized district-wide placement for high school students
- coordinated and continuously improved high school transition with district-wide choice
- coordinated high school application and choice process
- consulted on development of computerized placement system
- counseling families on student progress toward graduation and school placement based on student academic interest and educational needs
- high school reform and redesign

#### **Theodore Roosevelt High School, Minneapolis, MN**

September 1999 – January 2003

School Counselor

##### *Duties Include:*

- Strategic planning with parents, teachers and administrators for appropriate counseling intervention and services for students.
- New student and family registration and orientation.
- Personal, career and academic counseling in individual and group settings.
- Small group and classroom developmental guidance, including 8<sup>th</sup> grade transition and 9<sup>th</sup> grade orientation.
- Post-secondary planning and transition including presenting workshops for parents and students on financial aid.
- Administration, organization and monitoring standardized tests including, but not limited to: ACT, AP Exams, NALT, MBST (Minnesota State) and MCA (Minnesota State).
- Chair, Leadership Team – site based decision making team.
- Committee member: Professional Practice School; Curriculum; Data Users Group; Climate; Fine Arts; High School Platform; Roosevelt Reform; Master Schedule; Crisis Team.

#### **P.M. High School, Minneapolis, MN**

June 1999 – August 1999

School Counselor

##### *Duties Include:*

- Coordination of summer school program.
- Registration, orientation and scheduling of all summer school students.
- Developing graduation plans and timelines for all summer school students and communicating plans with students and families, including continued education at alternative schools.

**Edgewood Renaissance Academy Magnet, Fort Myers, FL**

August 1995 - June 1998

School Counselor (Title 1)

*Duties included:*

- Developing, managing and coordinating parent education program.
- Teaching developmental guidance classes for second, third, fourth, and fifth grades. Curriculum included Peace Education, career awareness, goal setting, study skills and self-esteem issues.
- Attendance/truancy counseling, including home visits, resulting in a 2% increase in attendance.
- Coordinator: School Uniform Initiative; Volunteer and Mentor Program; Peer Mediation Program; Fall Festival; Canned Food Drive; Kindness Tree, and other school projects and events. Member: Child Study Team; Administrative Council.

**Pinewoods Elementary, Estero, FL**

August 1997 – June 1998

School Counselor

*Duties included:*

- Administering and monitoring student standardized testing, including Comprehensive Test of Basic Skills (CTBS), Gates-McGinitie, and *Florida Writes!*
- Coordinating evaluation and testing for possible student learning disabilities.
- Supervising university and middle school student volunteer and community service programs.

**Clarence Edwards Middle School, Boston, MA**

September 1994 to June 1995

Student Support Services - Practicum Intern

*Duties included:*

- Team Teaching Assistant, Program for Young Negotiators (PYN), certified May 1995. Sponsored by the Consensus Building Institute, Inc. Team teaching PYN curriculum to seventh grade class.
- Crisis intervention, especially in negotiating student/student and student/teacher conflicts.
- Participating in Student Support Team Meetings and Special Education evaluations.

**Futures for Children, Inc., Albuquerque, NM**

May through August 1989

Intern

- Assisting in the organization and implementation of a program designed to promote leadership skills for Native American adolescents.

**EMPLOYMENT HISTORY**

**National Audubon Society, Inc., New York, NY**

October 1989 to October 1992

Planning and Development Department

Planned Giving Associate (1990-92)

Research Associate (1989-90):

**EDUCATION**

Boston University, School of Education, Boston, MA

Ed. M., Counselor Education, May 1995

- GPA: 3.9/4.0
- Pi Lambda Theta, Education Honor Association

Skidmore College, Saratoga Springs, NY

B. A. in Anthropology, May 1989

**CERTIFICATION**

Minnesota: Secondary Guidance and Counseling, Grades 7 - 12.

Florida: Guidance and Counseling, Grades K - 12

Massachusetts: Advanced Provisional Guidance Counseling, Grades 5 - 12.

**REFERENCES**

Available upon request.

*Resume*

**Mark C. Gillen, Ph.D., NCC, LPC, CSC**

(b)(6)

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E-Mail: mark.gillen@uwrf.edu

**Education**

- Ph.D. Counselor Education (CACREP)  
University of Arkansas, Fayetteville, Arkansas  
May 2004  
Cognate: Public Policy  
Dissertation Title: Correlates of Depression in Young Adult Caregivers
  
- M.S. Guidance and Counseling  
University of Wisconsin-Stout, Menomonie, Wisconsin  
August 1984
  
- B.S. Elementary Education  
University of Wisconsin-Madison, Madison, Wisconsin  
May 1980

**Licensure and Certifications**

- National Certified Counselor.
- Licensed Professional Counselor-State of Wisconsin
- School Counselor-Grades K-12, State of Wisconsin
- Teacher-Grades 1-8, State of Wisconsin, Lifetime License
- Licensed Independent Clinical Social Worker-State of Wisconsin
- Graduate Faculty Member-University of Wisconsin River Falls

**Professional Experience**

- Associate Professor (tenured)**-Department of Counseling and School Psychology  
University of Wisconsin River Falls  
River Falls, Wisconsin  
July 2009 to present
  
- Assistant Professor**-Department of Counseling and School Psychology  
University of Wisconsin River Falls  
River Falls, Wisconsin  
July 2005 to 2008
  
- Assistant Professor**-Graduate Studies Department, Counseling Program  
University of Tennessee-Chattanooga  
Chattanooga Tennessee  
August 2004 to August 2005

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# ERIC MOLHO

(b)(6)

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eric.molho@mpls.k12.mn.us

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## SUMMARY OF QUALIFICATIONS

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Creative and achievement-driven education professional with a strong background in conceiving and implementing change strategies. Proven ability to combine project management and marketing expertise in the creation of long-term strategic and operational solutions. Demonstrated talent for negotiating strong partnerships that dramatically enhance success of long and short-term objectives. Possess outstanding presentation and public speaking skills.

## PROFESSIONAL EXPERIENCE

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MINNEAPOLIS PUBLIC SCHOOLS – *Minneapolis, Minnesota* **2008-present**  
***Interim Director of Secondary Schools*** 2013-2014

Leads the creation of a new, three person department responsible for dramatically improving results at six schools identified as among the lowest performing in the state of Minnesota.

- Secured increased staffing flexibility and professional development time for turnaround schools through serving on the district teacher contract negotiations team and advocating for dramatic reform priorities.
- Restructured extended learning time and teacher observation protocols at all schools to strengthen alignment to improvement priorities.

***Director of Turnaround Schools*** 2011-2013

Led the creation of a new, three person department responsible for dramatically improving results at six schools identified as among the lowest performing in the state of Minnesota.

- Secured increased staffing flexibility and professional development time for turnaround schools through serving on the district teacher contract negotiations team and advocating for dramatic reform priorities.
- Restructured extended learning time and teacher observation protocols at all schools to strengthen alignment to improvement priorities.

***Director of School Improvement*** 2010-2011

Led five person department responsible for the school improvement process at the Minneapolis Public Schools and serve as the Turnaround Officer for state-identified turnaround schools. Lead school teams in determining and developing specific restructuring plans. Approve and monitor over 50 site-based plans serving more than 30,000 students.

- Secured \$8 million in grant funding for six identified turnaround schools.
- Provided onsite coaching and development of principals and teachers in the development of highly focused improvement and turnaround plans.

***Director of Strategic Planning*** 2008-2010

Responsible for the implementation of the Minneapolis Public Schools' Strategic Plan to dramatically reform and improve student achievement results.

- Initiated external quality reviews for schools to drive improvement process.
- Developed new performance evaluation system for administrative employees.
- Developed methodology for determining high priority, low performing schools to drive prioritized resources and interventions.

TARGET CORPORATION – *Minneapolis, Minnesota* **2006 - 2008**

### ***Buyer***

Managed all aspects of performance for a \$200 million food category for the nation's second largest mass merchant. Scope of responsibility included development of overall business strategies, creation of business plans with key vendors, formation of annual objectives and establishment of marketing tactics. Determined scope of item assortments for stores.

- Drove double-digit growth of category by showcasing and promoting unique products and implementing tactics, growing revenue by \$25 million over the previous year.

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# ERIC MOLHO

(b)(6)

(b)(6)

eric.molho@mpls.k12.mn.us

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- Led cross-functional teams of both internal and vendor resources to find more efficient ordering or transportation solution that reduced costs in the supply chain.
- Led private label growth strategy, resulting in a 450 basis point increase in penetration and 35% increase in sales.
- Directed a three-year planning process for strategic vendors that identified potential new products, developed promotional plans and produced major opportunities for joint growth in future years.

3M COMPANY – *Saint Paul, Minnesota*

2001 - 2006

***New Product Development Supervisor***

2005 - 2006

Accepted promotion to direct all facets of new product strategy for this global manufacturer of innovative consumer and industrial solutions. Managed all aspects of consumer segmentation, marketing strategy, business plan and production capabilities. Focused on creative point-of-purchase education and sampling to reach and influence consumer targets.

- Directed cross-functional team in the global launch of new abrasive products at key retail partners including Wal-Mart, The Home Depot, Lowe's, Ace and Home Base (UK).
- Created and executed comprehensive launch plan strategy including distribution timeline, consumer promotion calendar, advertising tactics, sampling and sponsorships that achieved 100% of forecast and shipped all accounts on-time and in-full.

***Marketing Supervisor***

2001 - 2004

Brought on to determine and execute marketing strategies for a line of core abrasive products. Held full P&L responsibility for a \$20 million product line.

- Led repositioning and rationalization process on six product lines to eliminate 90 unproductive SKUs enabling the company to focus energies on more productive and profitable items.
- Created a marketing strategy that identified feasible movement into new spaces as well as products currently missing from the company's assortment.

ST. OLAF COLLEGE – *Northfield, Minnesota*

1995 - 1999

***Special Assistant to the President***

1997 - 1999

Selected by this private, liberal arts college to manage the president's day-to-day relationships with major educational donors. Daily tasks included preparation for donor visits, providing research and briefings for key fundraising opportunities and serving as college spokesperson.

- Managed the president's outreach responsibilities during the first phase of a \$125 million capital campaign.
- Led public relations efforts during the highly emotional and controversial academic downsizing announcements including media inquiries, student activism and donor concerns.

***Assistant Director, Alumni Relations***

1995 - 1997

Developed and executed all logistical plans for annual special events to include facilities, food service and technology. Earned reputation as an outstanding presenter and point-of-contact for people within the profession.

- Twice honored with "Heavy Hitter" designation based upon participant evaluations of professional conference presentations.
- Launched new alumni web site that created new tools to connect alumni with the learning community.

SOUTH DAKOTA STATE UNIVERSITY – *Brookings, South Dakota*

1993 - 1995

***Retail Services Coordinator***

Chosen to manage student union service centers for this public university serving approximately 10,000. Supervised 30 student employees and held fiscal responsibility.

- Increased annual sales by 10% through increased publicity and student communications.

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# ERIC MOLHO

(b)(6)

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eric.molho@mpls.k12.mn.us

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## EDUCATION AND PROFESSIONAL AFFILIATIONS

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UNIVERSITY OF MICHIGAN ROSS SCHOOL OF BUSINESS – *Ann Arbor, Michigan* **2001**  
*Master of Business Administration with emphasis in Marketing*

- Awarded Merit-based Business School Scholarship

ST. OLAF COLLEGE – *Northfield, Minnesota* **1993**

*Bachelor of Arts in History*

- Graduated Cum Laude
- Elected Student Body President 1992 – 1993/ Vice-President 1991 - 1992

*Board of Directors, Saint Paul District Council 13, Incorporated* **2007 - Present**

*Chair, Board of Directors, Minnesota Brass Incorporated, Drum and Bugle Corps* **2004 - 2009**

*Board of Directors, 89.3 FM, WCAL Public Radio Station* **2002 - 2004**

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**ERIC J. VANDEN BERK**  
**Psychometrician/Evaluation and Research Specialist**  
**Minneapolis Public Schools**

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***Education***

**Ph.D. Educational Measurement and Statistics, 2005, University of Iowa**

Major Emphasis – Psychometrics and Applied Statistics

Support Area - Program Evaluation Theory

**M.S. Educational Research and Evaluation, 1998, University of Wisconsin – Milwaukee**

Major Emphasis – Educational Research Methods and Statistics

Support Areas – Educational Psychology and Learning Theory

**B.A. Psychology, 1993, University of Wisconsin – Milwaukee**

Major Emphasis – Social Psychology

Support Areas – Research Methods

***Experience***

**Minneapolis Public Schools (2003 - Present)**

**District Psychometrician & Secondary Evaluator** – Responsible for evaluation and assessment of all MPS middle and high school sites and programs, including all comprehensive sites, special programs and contract alternatives, Advanced Placement (AP) and International Baccalaureate (IB) and AVID programs. Primary duties include gauging trends in academic achievement, retention, graduation, college readiness, behavioral outcomes, assessment of the technical quality of interventions aimed at program improvement, building and maintaining relationships between district and site teams, developing RFPs, overseeing external evaluators and advising the leadership team. Also includes extensive experience with HS data developing and using predictive models and linking/equating to assess college readiness and dropout risk factors.

**District High School Assessment Coordinator** – Responsible for coordination and management of all district and State NCLB/AYP high school assessments including the Minnesota Comprehensive Assessment (MCAs), MN Basic Skills Graduation Tests, ACT, PLAN, EXPLORE and AP/IB examinations. Responsibilities include consulting, data-base management, analyzing, reporting and presenting results to principals, administrators, teaching staff, community and media. Duties also include test coordinator training, on-going communication with state testing representatives and testing vendors and statistical analysis that include linking/equating assessment results for the purpose of predicting outcomes and identifying specific populations for targeted interventions.

**Center for Evaluation and Assessment – U of Iowa (5 years)**

**Program Evaluator** – Served as evaluation project manager and team member on several national, state and local program initiatives. Responsibilities included evaluation report writing, survey and interview development, phone interviews, focus group interviews, observations, data collection, data entry, data coding and analysis using SPSS, SAS, R, ACCESS, and EXCEL, and reporting evaluation results to a variety of education professionals.

## ***Teaching Experience***

### **University of Iowa**

*Teaching Assistant – Correlation and Regression* – Responsible for discussion sections, tutoring, statistical package presentations and presentation of some course content and lectures. Graduate level course. 2 years.

*Instructor - SPSS and SAS Applications* – Supplemental course on statistical software applications offered to graduate level students enrolled in educational measurement and statistics courses. 2 years.

*Teaching Assistant – Educational Measurement and Evaluation* – Responsible for discussion sections, tutoring, and presentation of some course content and lectures. Graduate level course. 1 year.

*Teaching Assistant – Intermediate Statistics* – Responsible for discussion sections, some lectures and tutoring. Graduate level course. 2 years.

## ***Professional Skills***

**Educational Research and Psychometrics**, extensive experience in a wide variety of research endeavors, including research design, data collection and analysis (qualitative and quantitative), survey development, test development and analysis of standardized test information using IRT and classical test theory methods, and writing and reporting research results for teachers and other education professionals.

**Program Evaluation**, significant experience in various aspects of the conduct of program evaluation and management of evaluation projects; primary emphasis on question identification, planning of the evaluation, case study methodology in program evaluation, data collection and analysis (qualitative and quantitative), reporting evaluation information, and statistical consulting.

**Teaching Experience**, significant experience teaching and tutoring broad range of educational topics including advanced statistics, measurement, and social psychology theory. Lecture presentation topics have included power analysis and sample size estimation, cut-score methods, program evaluation, and mixed-method evaluation designs. Audiences include both graduate and undergraduate students.

**Statistical Analysis Software**, considerable experience in the use of SPSS, R, SAS, Systat, Excel, BILOG, DIMTEST, TESTFACT, and LISREL statistical packages. Experience includes extensive work on large databases using SPSS, instructing SAS/SPSS labs, psychometric analysis, research design, selecting appropriate tests, entering and transforming data, and interpreting and reporting the results.

Minnesota Department of Education  
 Division of School Finance  
 Financial Management  
 2014 Indirect Cost Rates  
 All Types

2014 Federal Unrestricted and Restricted IDC Rates			Unrestricted				Restricted			
District Number	Type	Name	Unrestricted Base Costs	Unrestricted Indirect Cost (Pool)	Unrestricted Carryover	Unrestricted Rate for "Other Types" - Capped Rate -22.4% See Note: (4)	Restricted Base Costs	Restricted Indirect Cost (Pool)	Restricted Carryover	Restricted Capped Rate - Max 8% See Note: (1),(2)
1	1	AITKIN	9,052,964	1,414,853	265,127	18.6%	10,145,770	322,047	73,638	2.4%
1	3	MINNEAPOLIS	446,449,860	56,264,531	24,120,141	18.0%	479,928,980	22,463,367	13,824,645	7.6%
2	1	HILL CITY	2,921,994	546,008	17,127	19.3%	3,283,176	184,826	60,065	7.5%
4	1	MCGREGOR	3,887,077	864,421	289,134	22.4%	4,483,357	268,142	30,524	6.7%
6	3	SOUTH ST. PAUL	30,169,726	3,400,311	745,375	13.7%	33,047,023	523,014	93,403	1.9%
11	1	ANOKA-HENNEPIN	352,571,454	37,384,145	8,473,286	13.0%	378,097,038	11,812,022	2,737,693	3.8%
12	1	CENTENNIAL	54,415,882	8,261,646	1,840,572	18.6%	60,069,883	2,607,646	215,639	4.0%
13	1	COLUMBIA HEIGHTS	31,957,893	4,278,900	827,448	16.0%	35,125,598	1,111,195	92,553	3.4%
14	1	FRIDLEY	30,426,353	4,011,870	2,034,157	19.9%	33,018,382	1,343,435	-	4.1%
15	1	ST. FRANCIS	44,561,894	5,860,346	1,092,223	15.6%	48,486,378	1,935,862	52,079	3.9%
16	1	SPRING LAKE PARK	41,035,479	5,496,733	859,724	15.5%	45,126,238	1,394,103	771,956	1.4%
22	1	DETROIT LAKES	24,474,596	3,314,434	1,136,195	18.2%	26,542,065	1,236,710	573,159	6.8%
23	1	FRAZEE	7,442,971	1,392,948	656,093	22.4%	8,624,291	211,627	194,379	4.7%
25	1	PINE POINT	1,039,601	300,872	63,843	22.4%	1,259,600	80,872	257	6.4%
31	1	BEMIDJI	46,023,011	6,974,047	1,405,263	18.2%	51,586,804	1,410,254	68,997	2.9%
32	1	BLACKDUCK	5,349,199	1,088,894	409,546	22.4%	6,127,861	290,233	57,374	5.7%
36	1	KELLIHER	2,731,742	737,425	436,934	22.4%	3,286,693	182,474	139,747	8.0%
38	1	RED LAKE	21,944,194	5,046,909	1,338,340	22.4%	25,638,514	1,352,589	621,576	2.9%
47	1	SAUK RAPIDS	28,408,934	4,442,733	976,843	19.1%	31,781,623	1,063,197	14,404	3.4%
51	1	FOLEY	13,559,990	1,949,317	44,002	14.1%	14,844,917	664,389	152,081	3.5%
75	1	ST. CLAIR	4,190,085	780,299	93,125	20.8%	4,808,428	161,956	8,086	3.5%
77	1	MANKATO	67,259,856	6,793,422	2,085,232	13.2%	72,619,892	1,433,386	53,608	2.0%
81	1	COMFREY	1,635,862	312,458	109,612	22.4%	1,806,993	141,328	3,231	7.6%
84	1	SLEEPY EYE	5,029,077	748,012	21,437	14.4%	5,604,903	172,187	80,034	1.6%
85	1	SPRINGFIELD	4,531,603	746,948	80,802	18.3%	5,113,256	165,294	13,670	3.0%
88	1	NEW ULM	17,941,199	2,209,537	379,534	14.4%	19,625,837	524,899	191,260	3.6%
91	1	BARNUM	6,274,985	953,118	131,095	17.3%	6,992,564	235,539	4,785	3.4%
93	1	CARLTON	3,968,587	801,355	7,638	20.4%	4,506,832	263,110	100,864	8.0%
94	1	CLOQUET	22,265,439	2,641,929	793,898	15.4%	24,405,789	501,579	86,681	2.4%
95	1	CROMWELL	2,603,963	606,928	49,271	21.4%	3,021,593	189,298	52,430	4.5%
97	1	MOOSE LAKE	5,343,671	1,122,524	299,598	22.4%	6,119,507	330,717	6,384	5.5%
99	1	ESKO	8,378,374	1,257,115	461,170	20.5%	9,234,936	400,553	243,559	7.0%
100	1	WRENSHALL	2,575,946	668,075	168,341	22.4%	3,009,125	234,896	45,321	8.0%

## **Special School District No. 1 (aka Minneapolis Public Schools) does not participate in the intergovernmental review process.**

### **Intergovernmental Review (SPOC List)**

It is estimated that in 2009 the Federal Government will outlay \$500 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided below by clicking on the State name.

**States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within a State that does not have a SPOC, you may send application materials directly to a Federal awarding agency.**

Contact information for Federal agencies that award grants can be found in [Appendix IV of the Catalog of Federal Domestic Assistance](#).

#### **ARIZONA**

Matthew Hanson, GPC  
Statewide Grant Administrator  
ADOA, Office of Grants and Federal Resources  
100 N. 15<sup>th</sup> Avenue, 4<sup>th</sup> Floor  
Phoenix, AZ 85007  
602-542-7567  
[Matthew.Hanson@azdoa.gov](mailto:Matthew.Hanson@azdoa.gov)

#### **ARKANSAS**

Tracy L. Copeland  
Manager, State Clearinghouse  
Office of Intergovernmental Services  
Department of Finance and Administration  
1515 W. 7th St., Room 412  
Little Rock, Arkansas 72203  
Telephone: (501) 682-1074  
Fax: (501) 682-5206  
[tracy.copeland@dfa.state.ar.us](mailto:tracy.copeland@dfa.state.ar.us)

#### **CALIFORNIA**

Grants Coordination  
State Clearinghouse  
Office of Planning and Research  
P.O. Box 3044, Room 222  
Sacramento, California 95812-3044  
Telephone: (916) 445-0613  
Fax: (916) 323-3018  
[state.clearinghouse@opr.ca.gov](mailto:state.clearinghouse@opr.ca.gov)

#### **DELAWARE**

Lindsay Lewis  
SPOC / Federal Aid Master Contact  
Budget Development, Planning and Administration  
Office of Management and Budget  
122 Martin Luther King Jr. Blvd. South  
Dover, Delaware 19901  
Telephone: (302) 672-5115  
[Lindsay.Lewis@state.de.us](mailto:Lindsay.Lewis@state.de.us)  
<http://budget.delaware.gov/clearinghouse/fedgrants.shtml>

#### **DISTRICT OF COLUMBIA**

Office of Partnerships and Grant Services  
300 E Street, NW (Judiciary Square)  
Washington, DC 20001  
Telephone: (202) 727-8900  
<http://opgs.dc.gov>

#### **FLORIDA**

Lauren P. Milligan  
Florida State Clearinghouse  
Florida Dept. of Environmental Protection  
3900 Commonwealth Blvd.  
Mail Station 47  
Tallahassee, Florida 32399-3000  
Telephone: (850) 245-2161  
Fax: (850) 245-2190  
[Lauren.Milligan@dep.state.fl.us](mailto:Lauren.Milligan@dep.state.fl.us)

#### **GEORGIA**

Barbara Jackson  
Georgia State Clearinghouse

#### **IOWA**

Kathy Mabie  
Iowa Department of Management

270 Washington Street, SW, 8th Floor  
Atlanta, Georgia 30334  
Telephone: (404) 656-3855  
Fax: (770) 344 -3568  
[gach@opb.state.ga.us](mailto:gach@opb.state.ga.us)

#### **KENTUCKY**

Lee Nalley  
The Governor's Office for Local Development  
1024 Capital Center Drive, Suite 340  
Frankfort, Kentucky 40601  
Telephone: (502) 573-2382 Ext. 274  
Fax: (502) 573-1519  
[Lee.Nalley@ky.gov](mailto:Lee.Nalley@ky.gov)

#### **MAINE**

Amanda Rector  
State Economist  
Governor's Office of Policy and Management  
181 State House Station  
Augusta, Maine 04333-0181  
Telephone: (207) 287-2873  
Fax: (207) 287-6489  
[Amanda.Rector@maine.gov](mailto:Amanda.Rector@maine.gov)  
<http://maine.gov/economist/igr/submit.shtml>

#### **MICHIGAN**

Calvin Johnson  
Southeast Michigan Council of Governments  
1001 Woodward, Suite 1400  
Detroit, Michigan 48226  
Telephone: (313) 324-3339  
Fax: (313) 961-4869  
[cjohnson@semcog.org](mailto:cjohnson@semcog.org)

#### **NEVADA**

Department of Administration  
Office of Grant, Procurement, Coordination &  
Management  
SPOC  
209 E. Musser Street, Room 200  
Carson City, Nevada 89701  
Telephone: (775) 684-0222  
[grants@admin.nv.gov](mailto:grants@admin.nv.gov)

#### **NORTH DAKOTA**

Jeff Rotenberger, CISSP, GSEC  
Energy Program Manager  
Division of Community Services  
1600 East Century Avenue, Suite 2  
Bismarck, North Dakota 58502-2057  
Telephone: (701) 328-4137  
Fax: (701) 328-2308  
[jprotenberger@nd.gov](mailto:jprotenberger@nd.gov)

#### **SOUTH CAROLINA**

State Capitol Building Room G12  
1007 E Grand Avenue  
Des Moines, Iowa 50319  
Telephone: (515) 281-8834  
Fax: (515) 281-7076  
[Kathy.Mabie@iowa.gov](mailto:Kathy.Mabie@iowa.gov)

#### **LOUISIANA**

Terry Thomas  
Louisiana SPOC for EPA Grant  
Office of Management and Finance  
LA Department of Environmental Quality  
P.O. Box 4303  
Baton Rouge, LA 70821-4303  
Phone (225) 219-3840  
Fax: (225) 219-3846  
[Terry.Thomas@la.gov](mailto:Terry.Thomas@la.gov)

#### **MARYLAND**

Linda C. Janey, J.D.  
Assistant Secretary  
Maryland Department of Planning  
301 West Preston Street, Suite 1104  
Baltimore, Maryland 21201-2305  
Telephone: (410) 767-4490  
Fax: (410) 767-4480  
[clearinghouse@mdp.state.md.us](mailto:clearinghouse@mdp.state.md.us)  
[www.planning.maryland.gov/redistricting](http://www.planning.maryland.gov/redistricting)

#### **MISSOURI**

Sara VanderFeltz  
Federal Assistance Clearinghouse  
Office of Administration  
Commissioner's Office  
Capitol Building, Room 125  
Jefferson City, Missouri 65102  
Telephone: (573) 751-0337  
Fax: (573) 751-1212  
[sara.vanderfeltz@oa.mo.gov](mailto:sara.vanderfeltz@oa.mo.gov)

#### **NEW HAMPSHIRE**

Joanne O. Morin  
New Hampshire Office of Energy and Planning  
Attn: Intergovernmental Review Process  
Michele Zydel  
107 Pleasant Street, Johnson Hall  
Concord, New Hampshire 03301  
Telephone: (603) 271-2155  
Fax: (603) 271-2615  
[michele.zydel@nh.gov](mailto:michele.zydel@nh.gov)

#### **RHODE ISLAND**

Benny Bergantino  
Division of Planning  
Rhode Island Department of Administration, 3<sup>rd</sup> Floor  
One Capitol Hill  
Providence, Rhode Island 02908  
Telephone: (401) 222-1755  
Fax: (401) 222-2083  
[Benny.Bergantino@doa.ri.gov](mailto:Benny.Bergantino@doa.ri.gov)

#### **UTAH**

Bonny L. Anderson  
State Budget Division  
1205 Pendleton Street, Suite 529  
Columbia, South Carolina 29201  
Telephone: (803) 734-0435  
Fax: (803) 734-0645  
[banderson@budget.sc.gov](mailto:banderson@budget.sc.gov)

**WEST VIRGINIA**

Mary Jo Thompson  
Director, Community Development Division  
West Virginia Development Office  
Building 6, Room 553  
Capitol Complex  
Charleston, West Virginia 25305  
Telephone: 304-558-2234  
Fax: 304-558-3248  
[Mary.j.thompson@wv.gov](mailto:Mary.j.thompson@wv.gov)

**GUAM**

Kate G. Baltazar  
Administrator  
Guam State Clearinghouse  
Office of *I Segundo na Maga'lahaen Guåhan*  
Office of the Governor  
P.O. Box 2950  
*Hågatña*, Guam 96932  
Telephone: (671) 475-9384  
Fax: (671) 472-2288  
[Kate.Baltazar@guam.gov](mailto:Kate.Baltazar@guam.gov)

**PUERTO RICO**

Ing. David Rodríguez / Luz H. Olmeda  
Puerto Rico Planning Board  
Federal Proposals Review Office  
P.O. Box 41119  
San Juan, Puerto Rico 00940-1119  
Telephone: 787-723-6190  
Fax: 787-722-6783  
[Olmeda\\_L@jp.gobierno.pr](mailto:Olmeda_L@jp.gobierno.pr)

Jill Flygare  
Utah State Clearinghouse  
Governor's Office of Planning and Budget Utah State  
Capitol Complex  
Suite E210, PO Box 142210  
Salt Lake City, Utah 84114-2210  
Telephone: (801) 538-1027  
Fax: (801) 538-1547  
[stategrants@utah.gov](mailto:stategrants@utah.gov)

**AMERICAN SAMOA**

Pat M. Galea'i  
Federal Grants/Programs Coordinator  
Office of Grants Policy/Office of the Governor  
Department of Commerce  
American Samoa Government  
Pago Pago, American Samoa 96799  
Telephone: (684) 633-5155/4116  
Fax: (684) 633-4195/2269  
[patgaleai@americansamoa.gov](mailto:patgaleai@americansamoa.gov)

**NORTH MARIANA ISLANDS**

Antonio S. Muna  
Special Assistant for Management  
Office of Management and Budget  
Office of the Governor  
Saipan, MP 96950  
Telephone: (670) 664-2289  
Fax: (670) 323-2272  
[e\\_macaranas@yahoo.com](mailto:e_macaranas@yahoo.com)

**VIRGIN ISLANDS**

Debra Gottlieb (Acting Director)  
Director, Office of Management  
and Budget  
#41. Norre Gade Emancipation Garden  
Station, Second Floor  
Saint Thomas, Virgin Islands 00802  
Telephone: (340) 774-0750  
Fax: (340) 776-0069  
[dbgottlieb@omb.gov.vi](mailto:dbgottlieb@omb.gov.vi)

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

<b>Budget Detail &amp; Narrative - IMPLEMENTATION</b>	<b>Qty</b>	<b>Rate</b>	<b>Amt</b>	<b>Yr. 1</b>	<b>Yr. 2</b>
<b>PERSONNEL, SALARIES</b>					
Note - additional district and school staff will align their work as direct by admin. ALSO using 2% annual incr. in salaries					
Lead Counselor - 3 hrs/wk x 46 wks = 138 hrs/yr. S. Landry	138	\$ 42.92	\$ 5,922.96	\$ 5,922.96	\$ 6,041.42
Reasearch, Evaluation & Assessment Specialist - 25 hrs/yr. E. Vandenberg	25	\$ 45.18	\$ 1,129.50	\$ 1,129.50	\$ 1,152.09
College and Career Readiness Director - 12.5 hrs/yr. E. Molho	13	\$ 52.49	\$ 682.37	\$ 682.37	\$ 696.02
Administrative Support - .5 hr/wk x 45 wks = 22.5 hrs/yr. K.Cable	23	\$ 27.60	\$ 634.80	\$ 634.80	\$ 647.50
6 School Administrators 200 hrs each = 1200 hrs	1200	\$ 60.00	\$ 72,000.00	\$ 72,000.00	\$ 73,440.00
Subtotal Personnel, Salaries, MPS-Funded (Non-Federal)				\$ 80,369.63	\$ 81,977.02
3.0 FTE, 38 wks Licensed School Counselor. Develops and delivers supplemental comprehensive counseling program in grades 8 and targeted interventions in grades 8 and 9. Counselors work with all 8th grade students and a cohort of identified students in grade 9. Counselors spend 1.0 of their time at 3 schools in year 1 and .5 time in 6 schools in years 2 & 3. Based on avg. salary of \$73,402.00	3.0 FTE	\$ 73,402.00	\$ 220,206.00	\$ 220,206.00	\$ 224,610.12
<b>Subtotal Salaries</b>				\$ 220,206.00	\$ 224,610.12
<b>PERSONNEL, EXTENDED TIME &amp; SUBS</b>					
Four weeks or extended time for grant-funded Licensed School Counselors per contract - 3.0 counselors x \$7,726.50 (cost of 4 wks)	3.0 FTE	\$ 7,726.50	\$ 23,179.50	\$ 23,179.50	\$ 23,643.09
District-level staff will help plan and deliver, and will also participate in, professional development prior to start of school. This time will be used to develop the program model, transition curriculum, small group curriculum and academic and/or personal/social intervention model appropriate to student needs and school goals. District-level staff will also train grant Licensed School Counselors on student information system and post-secondary planning web-based program. Based on 3.0 Licensed School Counselors x avg 12 hrs x \$30 extended time rate. August following year 1 and 2.	36	\$ 30.00	\$ 1,080.00		\$ 1,080.00
<b>Subtotal Extended Time</b>				\$ 23,179.50	\$ 24,723.09
<b>Subtotal PERSONNEL: POSITIONS &amp; EXTENDED TIME</b>				\$ 243,385.50	\$ 249,333.21
<b>FRINGE</b>					
MPS-Funded (Non-Federal) Fringe Benefits @ 31%				\$ 24,914.59	\$ 25,412.88
Salaried positions at regular rate 31%	3.0 FTE	\$ 22,754.62	\$ 68,263.86	\$ 68,263.86	\$ 69,629.14
All extended and sub time at extended time rate 20%	3.0 FTE	\$ 1,545.30	\$ 4,635.90	\$ 4,635.90	\$ 4,944.62
<b>Subtotal FRINGE</b>				\$ 72,899.76	\$ 74,573.76
<b>TRAVEL</b>					
3.0 Licensed School Counselors to attend and present at state school counseling conferences with project consultants and partners. Based on \$149 milage + \$464.58 lodging for 2 nights + \$11 per diem (1 day lunch only) + \$ 105 conference registration fees (\$729.58 x 3 staff).	3.0 FTE	\$ 729.58	\$ 2,188.74	\$ 2,188.74	\$ 2,188.74
3.0 Licensed School Counselors to attend Pennsylvania Transition Conference in Yr. 2. Based on \$500 RT airfare, \$591 lodging for 3 nights (\$197 x 3 nights), \$492 per diem (4 days), \$ 60 ground transportation, \$250 conference registration (\$1472 x 3 staff).	3.0 FTE	\$ 1,472.00	\$ 4,416.00		\$ 4,416.00
2.0 Licensed School Counselors/Project Director required Office of Safe and Healthy Students conference. Based on \$450 RT airfare, \$500 lodging for 2 nights (\$250 x 2 nights), \$82 per diem (2 days), \$60 ground transportation (\$1092 x 2 staff)	2.0 FTE	\$ 1,092.00	\$ 2,184.00	\$ 2,184.00	\$ 2,184.00

<b>TRAVEL (continued)</b>					
Project Director required ESSCP grant meeting. Based on \$450 RT airfare, \$250 lodging for 1 night, \$82 per diem (2 days), \$60 ground transportation	1.0 FTE	\$ . 842.00	\$ . 842.00	\$ . 842.00	
3.0 Licensed School Counselors to attend national school counseling conference. Based on \$400 RT airfare, \$597 lodging for 3 nights (\$199 x 3 nights), \$119 per diem (4 days, some meals covered), \$80 ground transportation, \$1,047. conference fees(\$349 x 3 staff)	3.0 FTE	\$ . 2,243.00	\$ . 6,729.00	\$ . 6,729.00	\$ . 6,729.00
<b>Subtotal TRAVEL</b>				<b>\$ 11,943.74</b>	<b>\$ 15,517.74</b>
<b>EQUIPMENT</b>					
Laptops for 3.0 Licensed School Counselors	3	\$ 1,100.00	\$ 3,300.00	\$ 3,300.00	\$ -
<b>Subtotal EQUIPMENT</b>				<b>\$ 3,300.00</b>	
<b>SUPPLIES</b>					
Paper, meeting supplies, copies, etc.	3	\$ 500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Web-based post-secondary planning licensing (Naviance)				\$ 9,500.00	\$ 9,500.00
<b>Subtotal SUPPLIES, MPS-Funded (Non-Federal)</b>				<b>\$ 11,000.00</b>	<b>\$ 11,000.00</b>
<b>CONTRACTUAL</b>					
Counseling interns from UWRF - 3 per year, 1 for each Licensed School Counselor @ 200 hrs each per year (600 hrs/yr x 3 yrs for a total of 1800 hrs) x IRS volunteer rate \$22.55.	1800	\$ . 22.55	\$ 40,590.00	\$ 40,590.00	\$ 40,590.00
<b>Subtotal CONTRACTUAL, UW River Falls - Funded (Non-Federal)</b>				<b>\$ 40,590.00</b>	<b>\$ 40,590.00</b>
<b>OTHER</b>					
Food for parent meetings/workshops (3 schools in yr 1 x \$650; 6 schools in yrs 2 & 3 x \$650). One meeting per school per year.	15	\$ 650.00	\$ 9,750.00	\$ 9,750.00	\$ 9,750.00
Food for community advisory meetings (2 mtgs/yr x 3 yrs x \$500)	2	\$ 500.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Parent Outreach (mileage \$45 mo x 11 mos x 3 LSC)	3.0 FTE	\$ . 495.00	\$ 1,485.00	\$ 1,485.00	\$ 1,485.00
Cost for development and dissemination of outreach and marketing materials (\$5000 yr 1 only)	1	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	
<b>Subtotal OTHER</b>				<b>\$ 17,235.00</b>	<b>\$ 12,235.00</b>
<b>Subtotal</b>				<b>\$ 348,764.00</b>	<b>\$ 351,659.71</b>
<b>Indirect @ 7.6%</b>				<b>\$ 26,506.06</b>	<b>\$ 26,726.14</b>
<b>TOTAL ALL COSTS</b>				<b>\$ 375,270.06</b>	<b>\$ 378,385.85</b>

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

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

Name of Institution/Organization

Special School District No. 1

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	243,385.50	249,333.21	254,298.27			747,016.98
2. Fringe Benefits	72,899.76	74,573.76	76,060.91			223,534.43
3. Travel	11,943.74	15,517.74	11,101.74			38,563.22
4. Equipment	3,300.00	0.00	0.00			3,300.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	17,235.00	12,235.00	12,235.00			41,705.00
9. Total Direct Costs (lines 1-8)	348,764.00	351,659.71	353,695.92			1,054,119.63
10. Indirect Costs*	26,506.06	26,726.14	26,880.89			80,113.09
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	375,270.06	378,385.85	380,576.81			1,134,232.72

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 7.60 %.

(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 Special School District No. 1	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	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

**1. Project Director:**

Prefix: Ms.	First Name: Shelly	Middle Name:	Last Name: Landry	Suffix:
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Address:

Street1:	1250 West Broadway
Street2:	
City:	Minneapolis
County:	Hennepin
State:	MN: Minnesota
Zip Code:	55411-2533
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(612) 668-5478	

Email Address:  
shelly.landry@mpls.k12.mn.us

**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.