

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 # S215E140439

Grants.gov Tracking#: GRANT11638173

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

Closing Date: Apr 28, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="44-6003108"/>	* c. Organizational DUNS: <input type="text" value="0436673850000"/>
--	---

d. Address:

* Street1:	<input type="text" value="1211 McGee Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Kansas City"/>
County/Parish:	<input type="text" value="Jackson"/>
* State:	<input type="text" value="MO: Missouri"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="64106-2416"/>

e. Organizational Unit:

Department Name: <input type="text" value="Guidance and Counseling"/>	Division Name: <input type="text" value="Accountability, Assess. & Acad"/>
--	---

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Vickie"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Murillo"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Assistant Superintendent"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="816-418-7462"/>	Fax Number: <input type="text" value="816-418-7409"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Resilient Schools Initiative

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.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,121,052.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,121,052.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

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

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

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Vickie Murillo</p>	<p>TITLE</p> <p>Assistant Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>School District of Kansas City, Missouri</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

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

* Name: School District of Kansas City, Missouri

* Street 1: 1211 McGee Street Street 2: _____

* City: Kansas City State: MO: Missouri Zip: 64106

Congressional District, if known: MO-005

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

6. * Federal Department/Agency: Dept. of Ed./Elem. & Sec. School Counsel	7. * Federal Program Name/Description: Fund for the Improvement of Education
	CFDA Number, if applicable: 84.215

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

10. a. Name and Address of Lobbying Registrant:

Prefix: Mr. * First Name: Kelvin Middle Name: _____

* Last Name: Simmons Suffix: _____

* Street 1: 4520 Main Street, Ste. 1100 Street 2: _____

* City: Kansas City State: MO: Missouri Zip: 64111

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

Prefix: Mr. * First Name: Kelvin Middle Name: _____

* Last Name: Simmons Suffix: _____

* Street 1: 4520 Main Street, Ste. 1100 Street 2: _____

* City: Kansas City State: MO: Missouri Zip: 64111

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: Vickie Murillo

* Name: Prefix: Dr. * First Name: Vickie Middle Name: _____
* Last Name: Murillo Suffix: _____

Title: Assistant Superintendent Telephone No.: 816-418-7462 Date: 04/28/2014

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

PR/Award # S215E140439

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

KCPS_Part_7_GEPA_Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Statement for Section 427 of the General Education Provision Act (GEPA)

Kansas City Public Schools (KCPS) in Kansas City, Missouri is an equal opportunity employer and public education service provider. The school district is governed by the Kansas City Public Schools Board of Education which has, in place, policies and procedures for the hiring of staff and for the provision of Pre-K-12 education and grant services that are designed to eliminate barriers associated with gender, race, national origin, color, disability, and age discrimination. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members and other participants. For the proposed grant program, the school district will be encouraged to provide the following strategies and activities, in an effort to complement its existing anti-discrimination policies and procedures; and in an effort to enhance equal access to the Elementary and Secondary School Counseling grant-sponsored program offerings:

- Develop and administer a pre-participation survey to all potential training participants, as needed, prior to each training event. The purpose of the survey is to identify special accommodation needs – such as wheel chair access, assistive technology, transportation assistance, etc. Based on the survey results, KCPS will provide appropriate accommodations upon request.
- Develop and implement a long-range strategic plan that will address the identified special accommodation needs indicated by participants prior to every event and program activity. All activities will be held in ADA accessible facilities.
- Coordinate and offer cultural/diversity sensitivity, ADA, and related training for program staff, as appropriate.
- Hire, recruit, and involve individuals from traditionally underserved populations.
- Translate all training documents for staff and any documents for student and/or their families in other languages, if requested.

KCPS will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs and services will be accessible to all teachers, students, and other program beneficiaries with special needs allowing them to participate fully in the projects.

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

School District of Kansas City, Missouri

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Vickie Middle Name:

* Last Name: Murillo Suffix:

* Title: Assistant Superintendent

* SIGNATURE: Vickie Murillo

* 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:

Kansas City Public Schools: Resilient Schools Initiative Abstract

Kansas City Public Schools (KCPS) in partnership with Truman Medical Center – Behavioral Health (TMC-BH) will expand counseling services over a 36 month period in four high need elementary schools through the Resilient Schools Initiative. Project activities will serve Rogers, Garfield, Troost and an additional elementary school to be selected in Year 2. These schools collectively serve 1,636 students grades K-6, of which 91.4% are minority and 95.2% qualify for Free and Reduced Lunch; an indication of severe poverty and high risk for exposure to trauma. Goals of the Initiative are twofold: 1) increase student, teacher, administrator and family access to qualified mental health professionals in the school; and 2) engage students, teachers and administrators in adopting behaviors that change the traditional methods of handling student discipline, embrace a Trauma Informed and supportive network within the school environment, and make the school a healthy and safe place to learn. KCPS will hire four new mental health professionals while TMC-BH will provide the schools (students and staff) with intensive Trauma Informed education, training and consultation.

This project meets Competitive Priority 1. All components and activities utilize evidence based practices to provide trauma-sensitive, safe, and supportive settings. Methodology based on the Trauma Sensitive Classroom Movement has been proven effective in improving school safety and the school environment. The Initiative will achieve the following outcomes:

Improve	Reduce
<ul style="list-style-type: none"> • Academic achievement and test scores • Teacher retention • School climate • Knowledge of tools, skills and activities that lend to creating a healthy school environment for oneself and others • Number of students accessing mental health services 	<ul style="list-style-type: none"> • Referrals to the office for disciplinary reasons • Absences, detentions and suspensions • Lag time between referral and mental health services received • Perceived stress of staff and students

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Fiscal Year 2014

Application for New Grants Under the Elementary and Secondary School Counseling

Programs (CFDA 84.215E)

Kansas City Public Schools (KCPS): Resilient Schools Initiative

Project Narrative

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1. Need for Project

The applicant, Kansas City Public Schools (KCPS), educates 15,627 children from pre-kindergarten to 12th grade, and employs 909 teachers and administrators throughout Kansas City, Missouri. As an urban District, KCPS offers a rich multi-ethnic, multi-cultural mix of students, many of whom face significant challenges in reaching their academic potential. Among the student population 89% qualify for free/reduced lunch plan, 91% live in poverty, 91% are of racial or ethnic background, 23% of students are classified as English Language Learning students, and 11% have a disability (physical, mental, learning, etc.).

The number of KCPS students living in poverty is significant. Numerous studies document evidence that residing in poor inner-city neighborhoods significantly increases the exposure rate to trauma.ⁱ ⁱⁱ Most students enter the school environment from neighborhoods plagued by crime, violence, drugs, gangs and abuse. In 2013 alone, the Kansas City Missouri Police Department responded to 1,988 incidents of crime involving a child 12 years of age or younger. Violations included assault (aggravated and non-aggravated), armed robbery, arson, auto theft, burglary, disorderly conduct, family offense, forcible sodomy, intimidation, kidnapping/abduction, drug possession/sale/distribution, rape, sexual offense (molestation, fondling, indecent exposure, other), stealing and weapons law violationsⁱⁱⁱ. In 2012, the Jackson County Juvenile Court removed 417 children in Jackson County from their home due to parental drug and/or alcohol abuse. According to the U.S. Bureau of Justice Statistics, historically more than half of the nation's violent crimes go unreported to police, suggesting the nearly 2,000 incidents reported in 2013 could be a mere snapshot to the depth of trauma that Kansas City's children are experiencing^{iv}.

The combination of drugs and violence within family and community life has taken its toll on Kansas City youth. Cultural norms reflect a tolerance for destructive behaviors and law violations as constructive avenues to solve problems regardless of age. In 2012, the Juvenile Court System reported 1,311 referrals for juvenile law violations with 235 of the referrals for violent crimes. FBI arrest statistics show Kansas City ranks high in juvenile arrests compared to cities of similar population and geographical scope; Kansas City – 3,850 juvenile arrests in 2010, Denver 2,885 juvenile arrests in 2010^v.

The American Psychological Association defines Trauma as “an emotional response to a terrible event”^{vi} that can be realized through exposure to crime, abuse, and violence. When trauma occurs in a child’s life outside of the classroom it can significantly impact language and communication skills, social and emotional communication, problem solving and analysis, ability to organize material, attentiveness to tasks, ability to regulate emotions, and engagement in curriculum. Students who have experienced trauma are prone to reactivity and impulsivity, aggression, defiance, withdrawal and perfectionism, often leading to disciplinary incidents at school. “These children often vie for power with classroom teachers, since they know that they are safe only when they control the environment.”^{vii} In 2013, KCPS reported 1,166 disciplinary incidents; a rate of 7.5 incidents per 100 students, extremely high compared to the statewide rate of 1.5 incidents per 100. All incidents resulted in a ten day suspension or longer, sending youth back into the neighborhoods where exposure to continued trauma is prevalent.^{viii}

Students, teachers and administrators become collateral damage to the traumatized child who causes disruptions in school. According to The National Child Traumatic Stress Network, educators working directly with traumatized students are vulnerable to the effects of trauma, also known as compassion fatigue or secondary traumatic stress. It generally manifests in feeling

overwhelmed by students’ traumas and being physically, mentally or emotionally worn out.^{ix}

Poor mental and physical health manifest as a result of stressful environments often result in a higher number of sick days. Already in the 2013-14 school year KCPS teachers have used over 60,278 sick hours. With the cost of substitute teachers reaching upwards of \$100 per hour, KCPS could significantly improve the health of their staff and reduce expenditures by creating a less traumatic work environment. Further, KCPS teachers do not feel supported in creating conducive school environments for traumatized children as demonstrated by the 2013 Elementary School Teacher Survey Results.

Responses to questions below were captured on a 5pt. likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree *Average responses all fell above “Disagree” and below “Neutral”	Average Teacher Response
Our school teaches and reinforces student self-discipline and responsibility	3.82
Security is a presence and effective in this school	2.91
There are open channels of communication among students, staff and administrators	3.67
Discipline is handled fairly in this school	3.39
Educators in our school respond to inappropriate behavior quickly and effectively	3.80
Our school promotes an environment of mutual respect among students	3.81

KCPS utilizes Counseling and Guidance professionals, Student Intervention Teams (SITs) and Behavior Interventionists to assist teachers, administrators and students when addressing the need for mental health and counseling services. The Counseling and Guidance department staffs 44 school counselors dispersed among District schools. These staff counsel, coordinate, and consult in accordance with the Missouri Comprehensive Guidance Program by addressing each student’s personal, social, academic, and career development needs. Counselors are trained to provide students guidance in seeking solutions to questions and problems related to their classes, testing, graduation requirements, career plans, college entrance, and many other issues regarding education.

KCPS has four SITs staffed with one social worker and one attendance/dropout specialist specifically targeting students with an attendance rate lower than 80%, who have demonstrated significant decreases in academic performance and/or increased disciplinary occurrences, and had seven or more absences (unrelated to an illness) in the same semester. The SITs provide intervention, case management and other social and emotional services in collaboration with community social service partners including Truman Medical Center - Behavioral Health (TMC-BH), Swope Behavioral Health, Metropolitan Organization to Counter Sexual Assault (MOCSA), Rose Brooks, Children's Mercy Behavioral Health, and First Call; all partners provide services at no cost to the District. For additional support, KCPS contracts with the Mattie Rhodes Center to provide short-term services that reduce risk factors to risky behaviors (i.e., crisis redirection and intervention, group education and therapy, individual counseling and advocacy with teachers and school administrators) and case management services (i.e., resources, management and referrals). KCPS employs two additional Social Workers through the Students in Transition Program, providing crisis services for students who are homeless or at risk of becoming homeless.

KCPS employs 14 Behavior Interventionists as another layer of support for high need schools with significant disciplinary issues. These individuals provide a systematic continuum of services including teaching rules of conduct, assist with maintaining order in the classroom and playground, discussing students' academic and behavioral attitudes with parents, assist and monitor behavioral support for training for families, monitor effectiveness of teachers in implementing behavior management techniques and behavior plans, and work with school leaders to review academic progress of students and how behavior affects achievement goals. Additionally, they serve as liaisons to the Jackson County Circuit Court and the Juvenile Justice

Center to facilitate issues that arise and support compliance with the Safe Schools Act. While these positions have provided valuable resources to schools, the District is anticipating significant reductions in the ability to maintain these staff positions due to State-wide budget cuts.

The District currently employs 16 School Psychologists, up from 9 in 2012-13, who provide consultation in academic and behavioral interventions, assist in crisis intervention and evaluate students referred to the Exceptional Education program. Divided among the 44 school buildings, KCPS School Psychologists have limited time and resources. Due to capacity, these individuals spend most of their time assessing the cognitive ability, academic achievement, adaptive behavior, transition and social/emotional/behavioral status of referred students rather than providing behavioral or crisis interventions; on average KCPS School Psychologists only see 1-2 students each for counseling services.

American School Health Association Recommendations	Needed to meet recommendations	Currently employed by KCPS
1 School Counselor to 250 students	63	44
1 School Social Worker to 800 students	20	6
1 School Psychologist to 1,000 students	16	16
Total Recommended Mental Health Personnel	99	66

The District is only operating at 66% of the recommended capacity for mental health services. Further, based on the daily challenges KCPS students face and the characteristics of their environment outside of school, the typical student’s mental health needs far exceed those of the traditional student. This combination has significantly impacted the District’s ability to effectively serve the student population. Currently each KCPS Social Worker serves over 3,000 students on average and receives between 15-20 referrals per week with many referrals falling outside of crisis (one time interventions); most referrals request ongoing services, thus caseloads continue to grow each week. One KCPS Social Worker serving several troubled schools receives

10-12 referrals daily, not including school counselor referrals. Time between referral and when a student can be seen by a mental health professional is a minimum of six weeks following completion of the intake process and dependent upon the waiting list.

Due to their pro bono nature of service, partnering mental health agencies are limited in capacity and often present access challenges for KCPS students. Children’s Mercy Behavioral Health, one of the only partners providing psychiatric services, has a six month waiting period for an initial screening appointment and is rarely available for students new to their system. Newly funded services for the Mattie Rhodes Youth Substance Abuse Program reached capacity within one month of implementation. Transportation to services offered off of the school campus is extremely limited, causing inconsistency and/or unavailability of services. Due to the volume of referrals, both KCPS and partner agency Social Workers have limited availability to meet the overwhelming need, let alone address crisis situations. Stress is felt by students, parents and staff.

<p><i>“The need is extremely critical and can no longer realistically be met by community resources alone.”- Brigette Nicholson, KCPS Social Worker</i></p>
<p><i>“The process to evaluate my child with special needs took an incredibly long time so during that time my child got further and further behind. The social worker assigned to our case was responsible for many schools so it was difficult to reach her or get feedback timely. Consequently the plan developed for my child was woefully insufficient.” - Parent of a former KCPS student</i></p>

KCPS staff estimate that 85-90% of the students they see for a counseling referral have some type of trauma impacting their ability to manage behavior and daily life. Common challenges reported include cyber bullying, dating violence, GLBT concerns, parental abuse or substance abuse/dealing, gang violence, community violence (shootings, stabbings, etc.), incarcerated parents, single parent households, and homelessness; all frequently result in anger directed at others or themselves (suicidal ideations). Further, district-wide there is no formal response policy for staff to follow when they encounter students with trauma nor a set method for requesting

mental health services. Each school is responsible for managing which students are referred and how they are referred to mental health services. This often results in over and under-utilization of some partner agencies, longer wait periods for care, and student referrals to agencies that do not specialize in a specific need. KCPS students and families are highly transient. It is estimated that upwards of 41% of students transfer in and out of the District or among different school buildings, sometimes as frequently as 3 and 4 times in one school year. Without a streamlined system, new school staff is uninformed regarding past, currently provided or needed student services.

The lack of support for youth, parents, teachers and administrators in the school environment is a major impediment to creating healthy and safe spaces for children to grow and learn. The Kansas City community is well aware of the need for expansion in mental health services and has recently assessed the critical gaps in mental health care and strategized solutions. The Health Care Foundation of Greater Kansas City, the REACH Foundation and the Mid-American Regional Council (MARC) collaborated in 2012 to conduct the Children’s Behavioral Health Assessment of Greater Kansas City. Recommendations include:

Improve ways to effectively use school health personnel to refer at-risk students to care, pulling resources into schools for certain levels of intervention.
Address capacity issues for school-based referrals to CMHCs (the barrier of a child needing to ‘fail’ before being able to access services).
Coordinate the use of technology to improve services, including telepsychiatry; new staff scheduling models; and electronic central databases of child/family history, including both medical and behavioral health history.
Adopt trauma-informed care as a community preventive health focus

On September 21, 2013, residents, educators and community stakeholders from Kansas City, KS and Kansas City, MO participated in Creating Community Solutions – Part of the National Dialogue on Mental Health to identify actions needed to improve mental health in the metro

Kansas City area, particularly for young people. Based on participant feedback, the following priorities emerged:

Strategies for youth ages 12-17	Participants who identified this as a priority
Develop more K-12 curriculum on mental health awareness and skills and reduce stigma; develop life skills, job skills.	47%
Needs to be regular mental health screenings in schools and early identification, more mental health “first aid” in schools	42%
Schools need more licensed mental health workers	29%
Need more positive outlets and safe places for youth (art, music, physical education)	27%

The gaps in services and infrastructure in the KCPS system are daunting. As part of the KCPS Resilient Schools Initiative, the District will target 4 elementary schools to initiate and expand services as Trauma Informed and Trauma Sensitive schools. Three of the four schools have been selected based on need and school leadership readiness. The fourth school will be selected in Year 2 of the project through a similar assessment process. Demographics of the target population indicate a significant unmet need. Further, none of the three schools meet the American School Health Association Recommendations for student to School Counselor or Mental Health Professional ratios.

School	Student Enrollment	Minority	Free Reduced Lunch	Number of Teachers & School Counselors	Disciplinary Incidents (2013)	# of Students Receiving Mental Health Services
Rogers	755	88.6%	94.5%	48 / 2	22	13
Garfield	610	89.5%	96.0%	53 / 1	9	12
Troost	271	96.3%	95.1%	25 / 1	3	46

Principals report high volumes of truancy issues, oppositional defiance of authority, emotional instability/outbursts coupled with dangerous behaviors, and non-compliance with building expectations: be respectful, be responsible, and be safe as the most common reasons for disciplinary incidents and referrals to KCPS Social Workers or partnering agencies. Further, the number of students receiving mental health services is significantly lower than the number of referrals received. For example, Rogers staff reported 107 referrals but only the capacity to serve 13 students.

2. Quality of the Project Design

Lead applicant, KCPS, proposes the Resilient Schools Initiative in partnership with TMC-BH, Kansas City's leader in mental health and substance abuse treatment. TMC-BH serves over 17,000 patients through a comprehensive array of mental health services to persons living across the metropolitan area. The TMC-BH Futures Program is designed to serve youth and families and currently offers intake screenings, psychiatry clinic and clinic case management, individual and family therapy, community-based case management, child psychology, family support provider, transition peer outreach workers, and the Futures Now Academy workshop series. TMC-BH is part of a collaborative with the National Council of Community Behavioral Health on Trauma Informed Care. Among the few early agencies in Missouri sponsored by the Department of Mental Health to adopt Trauma Informed Care, TMC-BH founded the community movement, Trauma Matters KC. Both TMC-BH and KCPS are part of the Kansas City Behavioral Health Network. To date, TMC-BH has trained over 75 agencies in Trauma Informed Care practices. Through the Resilient Schools Initiative, TMC-BH will provide Trauma-Sensitive School services with an aim to promote school success for students who have experienced complex trauma. Through this project TMC-BH will contract with First Call and Swope Behavioral Health to ensure that all training activities and professional development are appropriate and inclusive of scope. All services will employ evidence based practices to create environments that are more trauma-sensitive, safe, and supportive of student and staff needs to ensure that students impacted by traumatic experiences can learn and be successful; a focus on responding to community need and helping schools create a culture that prioritizes safety, trust, choice, and collaboration.

The project will employ a Multi-tiered System of Supports (MTSS), deemed as the “most effective way to implement integrated services that support school safety and student learning”

by the School Social Work Association of America^x. Goals of the Resilient Schools Initiative are twofold: 1) increase student, teacher, administrator and family access to qualified mental health professionals in the school; and 2) engage students, teachers and administrators in adopting behaviors that change the traditional methods of handling student discipline, embrace a trauma informed and supportive network within the school environment, and make the school a healthy and safe place to learn. Both goals address the Absolute Priority: establish or expand counseling programs in elementary schools, and Competitive Priority 1: improving the school environment and improving school safety. Through the project, each school served will begin a multi-year school culture transformation process through a two stage process of assessment and strategic planning, and implementation.

Assessment and Strategic Planning: The initial planning and assessment phase to be conducted by TMC-BH includes an organizational assessment, environmental assessment and base line staff surveys in each school to identify resources and areas of need that are building specific. Results of these preliminary assessments will lead to strategic planning and visioning directed by each school's Trauma Sensitive Steering Committee (TSSC). The TSSC members will include administrators, teachers, school counselors, social workers, school nurse, students, parents, mental health agency partners (including TMC-BH) and other community stakeholders. TSSC meetings will occur monthly during the school year and assist with structuring, implementing and evaluating the project. Through this process, the involvement of inherently impacted groups (families, students, key stakeholders, etc.) will influence and direct project intentions, activities and ongoing adjustments within each school.

Implementation: KCPS will hire four new licensed mental health professionals. The first three schools will each receive a full-time Social Worker as District resources for this service are

extremely limited. Depending on what school is added in the final year of the project, the presenting current and additional needs of the other Initiative elementary schools, and the recommended ratios of mental health professionals to students, KCPS may choose to add an additional Social Worker, School Counselor, or School Psychologist. This determination will be made by appropriate KCPS and TMC-BH staff once the fourth school has been selected. Social Workers and other mental health staff will provide evidence-based education, behavior intervention, and mental health services; promote a school climate and culture that is Trauma Informed and conducive to teaching and learning; and maximize access to resources including those that improve access (i.e. tele-psychiatry - linking students to providers through new online portal databases via at least 5 hospitals / clinics on the KC metro area, and Cyberaccess and PROACT - electronic records for Medicaid patients allowing information and medical history to be shared across all providers). By adding Social Workers as full time staff in each school building, student wait time between referral and service will decrease significantly. The new mental health professionals will be the gateway to referring students to other KCPS social workers outside the school or partnering agencies when their own capacity is stretched. The project director will work with the newly hired social workers to create a standard set of procedures when accessing the services of partner agencies. KCPS expects that this will decrease the lapse in time between referral and receipt of services and also increase the likelihood that students are seen by the appropriate professional/agency to meet their needs.

Once initial assessments have been completed and new staff hired, TMC-BH will work with the steering committee to design staff professional development increments; provide leadership training for administration; and engage staff in educational and informational meetings on creating a Trauma-Sensitive School. While many students will need targeted and extensive

services with individual sessions from mental health professionals, many more only require an environment that promotes healthy behavioral norms when dealing with stress, challenges and uncertainty. The Trauma Informed School model builds a network that collaboratively supports students through difficult situations. As a result, immediate problems can be solved, crises and re-traumatization can be averted, and the necessity for extensive services from mental health professionals in the future can be reduced. To promote this culture shift, ongoing training and education will be provided by TMC-BH as outlined below.

Service	Description
Guidance on School Policy	School Leadership at participating elementary schools will be guided through weaving Trauma Informed approaches into the development of school environment and curriculum, specifically including a review of policies with an understanding of trauma. A trauma informed policy is constructed with the assumptions that misbehaviors are generated by insecurities and fears, not by anger or choice. Administrators will be challenged to adjust the school response from punishments to a focus on restoring the student to the school community safely. Building a climate of respect and generosity of spirit by all can be initiated only by administration.
Trauma Informed Trainer Certification (Train the Trainer)	This certification will be provided to each participating elementary school’s TSSC and open to personnel from other KCPS schools not currently enrolled in the Initiative when room is available. The 3 day training includes background in Trauma Informed care and trauma sensitive practices. Participants will gain a deep understanding of how trauma is caused, the impact it can have on a child (i.e. brain function, education achievement, social functioning, etc.), what trauma informed care is, and how to bring Trauma Informed care to the school and classroom environment. All participants are lead through the framework on development of “Power Plans” – a personalized tool for helping students identify and regulate their emotions so they can master appropriate social and academic skills. All participants will create their own “Power Plan” and learn how to assist others in creating their own. The “Power Plan” provides the traumatized child or over stressed teacher a feeling of control when something unexpected or challenging presents itself, and helps each individual build on their strengths. Further, all participants will become certified in teaching others the skills, tools, policies and practices that enable integration of Trauma Informed care into the classroom and school environment.
Trauma Informed Training	All school staff at participating elementary schools will receive the same Trauma Informed training model as described above without the trainer certification. The 2 day course is offered in the first year of implementation during the fall planning period. Throughout the year TSSC members, with certification to train others in Trauma Informed care, become the first resource when school staff are

Service	Description
	struggling to implement the model. Success depends on the staff’s ability to promote safety on all school property (classroom, campus, buses, etc.) and emotional security in all situations and actions. Booster trainings are provided after the first year of implementation to each participating elementary school.
Staff Professional Development	Trainings will be offered to staff district-wide on a variety of topics regarding the identification and implementation of practices encouraging school safety and student health. Professional Development courses are offered in the summer on topics that are responsive to current needs throughout the District. Examples include Youth Mental Health First Aid (YMHFA), suicide prevention, PTSD and early intervention for trauma screening, classroom management for youth with ADD and ADHD, stress management, etc. All trainings, with the exception of YMHFA will be designed and conducted by TMC-BH staff with attention to current content research and best practices.
Student Education and Intervention	Students at participating elementary schools will be engaged through school assemblies educating participants on the impact of trauma, decreasing aversive behaviors (i.e. harassment, bullying, violence, emotional outbursts, substance use, etc.), and creative culture building. Each student will work with their teacher, social worker and counselor to develop an appropriate “Power Plan”. All schools will employ positive culture development through a peer mentorship program; teachers will identify student leaders to serve on the TSSC and guide fellow students towards healthy behaviors.

As part of the Resilient Schools Initiative, each school will send a member of the TSSC to attend the National Council for Behavioral Health Conference with the Project Director. The conference features intensive learning opportunities, workshops, round-tables and forums focused on federal behavioral healthcare policy and advancing participant’s ability to deliver integrated healthcare that is efficient and effective. Upon return school staff will be provided an in-service training on lessons learned and developing trends in youth behavioral health. Project design unfolds within a flexible framework allowing ample time to connect schools to appropriate resources and develop activities responsive to school specific needs. Methodology is modeled after the trauma sensitive classroom movement outlined in the Massachusetts Advocates for Children publication *Helping Traumatized Children Learn: Creating and Advocating for Trauma-Sensitive Schools* (2013). Similar implementations including disciplinary policy changes and teacher education regarding trauma informed interventions at Lincoln High

School (Walla Walla, WA) showed significant improvements in student behavior. In just one year of implementation, the number of days students spent out of school due to suspension dropped from 798 in 2009-10 to 135 in 2010-11, expulsions dropped from 50 to 30, and written referrals dropped from 600 to 320.^{xi}

This framework has also been proven effective at levels commensurate with the age and developmental level of the KCPS Resilient School Initiative target population. Bemiss Elementary School (Spokane, WA) experienced a 30% reduction in suspensions and a 20% reduction in teachers sending student referrals to the office over a two year period. Otis Orchards Elementary (Otis Orchards, WA) saw a decrease in aggressive behavior incidents from 83 in 2012 to 13 in 2013 while also raising academic performance in reading and math.^{xii} According to the Trauma-Informed Care Project, benefits to becoming a trauma informed school include^{xiii}:

Improved:	Academic achievement and test scores, school climate, teacher sense of satisfaction and safety, retention of new teachers.	Reduced:	Student behavioral out-bursts and referrals to the office, stress for staff and students, absences, detentions and suspensions, student bullying and harassment, need for special education services/classes, drop-outs.
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3. Quality of Management Plan

The Project Director is responsible for oversight of the Resilient School Initiative activities and will report directly to KCPS Executive Cabinet Members. This Initiative has full support from KCPS Superintendent, Dr. Stephen Green, and the District is ready to provide sufficient resources to ensure progress towards project goals throughout the duration of the grant period.

In response to community identified need for youth mental health services, TMC-BH launched a two year pilot program with two KCPS high need elementary schools prior to the submission of this grant application. Both schools are nearing pilot completion and will move into implementation of project plans by Fall 2014. Feedback from pilot activities will ensure DOE

funds will be used for best practices within the target population. DOE funding will be allocated towards additional staff to expand the program within the pilot schools, carrying them through four years of implementation. Additionally, DOE funding will support new staff and expansion of programming in two additional elementary schools, while creating new mental health training and professional development opportunities for all school staff district-wide (i.e. teachers, social workers, school counselors, administrators and other school support staff). KCPS plans to have all district schools complete the Resilient School Initiative model by 2024.

Elementary Schools	2 Year Pilot	DOE Funded Activities		
		Grant Year 1	Grant Year 2	Grant Year 3
School 1: Rogers Elementary	Assessment and Strategic Planning & Implementation Year 1	Implementation Year 2	Implementation Year 3	Implementation Year 4 & Resiliency School Assessment
School 2: Garfield Elementary	Assessment and Strategic Planning & Implementation Year 1	Implementation Year 2	Implementation Year 3	Implementation Year 4 & Resiliency School Assessment
School 3: Troost Elementary		Assessment and Strategic Planning	Implementation Year 1	Implementation Year 2
School 4: To Be Determined Elementary				Assessment and Strategic Planning
All KCPS School Staff		Trauma Informed Trainer Certification & Professional Development	Trauma Informed Trainer Certification & Professional Development	Trauma Informed Trainer Certification

Activities in the three years of grant funding will proceed as outlined below:

Activity	Responsibility	Timeline	Milestones for Accomplishment
Grant Year 1 – School 1 & 2 Implementation Year 2, School 3 Assessment and Planning, Trauma Informed Trainer Certification & Professional Development for all KCPS school staff			

Activity	Responsibility	Timeline	Milestones for Accomplishment
School 3 - Assemble and prepare Trauma Sensitive Steering Committees (TSSC)	Project Director, School Administrators, & TMC-BH Staff	Completed by 2 months after receipt of grant funds	TSSC meets monthly to evaluate project activities and make adjustments, meeting minutes maintained
Hire and train 3 new Social Workers	Project Director	Completed by 3 months after receipt of grant funds	School 1, 2 & 3 will each have a full time Social Worker in their building
School 3 – Complete organizational and environmental assessments, complete base line staff survey, provide guidance on school policy to administration, engage in strategic planning and creation of staff professional development increments	TMC-BH Staff & School Administrators	Completed by 6 months after receipt of grant funding	Creation of school document outlining policy changes and strategic plan for creating a trauma informed campus.
School 1 & 2 – Trauma Informed Booster training for all school staff	TMC-BH Staff	During Fall planning period	trainings provided to all school staff; feedback surveys collected from all school staff
School 1 & 2 – Student assemblies	TMC-BH Staff	Quarterly (academic year)	4 assemblies conducted by the end of the academic year; feedback surveys collected
School 1 & 2 – Review of school progress by KCPS Executive Cabinet Members	Project Director	Quarterly (academic year)	4 records of meeting minutes outlining Executive Cabinet Member feedback provided to TSSC's
School 1 & 2 – School Climate Surveys administered to students, teachers, staff and parents	TMC-BH Staff	Completed by end of academic year	60% of surveys completed and returned
School 1 & 2 – All students complete Gallup Student success survey and revise individual “Power Plans”	Teachers, School Counselors and Social Workers	Completed by end of academic year	Student data collected and Power Plan saved in student files; all students carry Power Plan with them
All KCPS staff – Conduct Trauma Informed Trainer Certification & Professional Development	TMC-BH Staff	Summer	All TSSC members of School 3 will complete Trauma Informed Certification; trainings conducted and feedback surveys collected from all participants

Activity	Responsibility	Timeline	Milestones for Accomplishment
opportunities*			
Attend National Council for Behavioral Health Conference – Washington, DC	Project Director & representatives from School 1 & 2	To Be Determined	Meeting attended, appropriate information shared with TSSC's and TMC-BH staff, and conduct school in-service learning project at School 1 & 2
Attend Project Director's Meeting – Washington, DC	Project Director	To Be Determined	Meeting attended, appropriate information shared with TSSC's and TMC-BH staff
Attend Office of Safe and Healthy Students National Conference – Location, To Be Determined	Project Director & Additional staff member	To Be Determined	Provide each TSSC and TMC-BH staff a short report on lessons learned and other project ideas
Grant Year 2 – School 1 & 2 implementation Year 3, School 3 Implementation Year 1, Trauma Informed Trainer Certification & Professional Development for all KCPS school staff			
School 3 – Trauma Informed Training for all school staff	TMB-BH Staff	During Fall planning period	All school staff have created a Power Plan; feedback surveys collected from all staff
School 1 & 2 – Trauma Informed Booster training for all school staff	TMC-BH Staff	During Fall planning period	Trainings provided to all school staff; feedback surveys collected from all school staff
School 1, 2 & 3 – Student assemblies	TMC-BH Staff	Quarterly (academic year)	4 assemblies conducted by the end of the academic year; feedback surveys collected
School 1, 2 & 3 – Review of school progress by KCPS Executive Cabinet Members	Project Director	Quarterly (academic year)	4 records of meeting minutes outlining Executive Cabinet Member feedback provided to TSSC's
School 1, 2 & 3 – School Climate Surveys administered to students, teachers, staff and parents	TMC-BH Staff	Completed by end of academic year	60% of surveys completed and returned
School 1, 2 & 3 – All students complete Gallup Student success survey and create/revise individual "Power Plans"	Teachers, School Counselors and Social Worker	Completed by end of academic year	Student data collected and Power Plan saved in student files; all students carry Power Plan with them
Select elementary school 4	Project Director & TMC-BH Staff	Completed by end of academic year	Written confirmation from School Principal that they will participate in the Resilient Schools Initiative
All KCPS staff – Conduct Trauma Informed Trainer Certification &	TMC-BH Staff	Summer	Trainings conducted and feedback surveys collected from all participants

Activity	Responsibility	Timeline	Milestones for Accomplishment
Professional Development opportunities*			
Attend National Council for Behavioral Health Conference – Washington, DC	Project Director & representatives from School 3 & 4	To Be Determined	Meeting attended, appropriate information shared with TSSC's and TMC-BH staff, and conduct school in-service learning project at School 1 & 2
Attend Office of Safe and Healthy Students National Conference – Location, To Be Determined	Project Director & Additional staff member	To Be Determined	Provide each TSSC a short report on lessons learned and other project ideas
Grant Year 3 – School 1 & 2 implementation Year 4 & Resiliency School Assessment, School 3 Implementation Year 2, School 4 Assessment and Strategic Planning, Trauma Informed Trainer Certification for all KCPS school staff			
School 4 - Assemble and prepare Trauma Sensitive Steering Committees (TSSC)	Project Director, School Administrators, & TMC-BH Staff	Completed by 2 months after start of funding year 3	TSSC meets monthly to evaluate project activities and make adjustments, meeting minutes maintained
Hire and train new Mental Health Professional	Project Director	Completed by 3 months after start of funding year 3	Schools in the Resilient Schools Initiative will have enough mental health professionals to fill gaps in service and align with recommended standards as outlined by the American School Health Association
School 4 – Complete organizational and environmental assessments, complete base line staff survey, provide guidance on school policy to administration, engage in strategic planning and creation of staff professional development increments	TMC-BH Staff & School Administrators	Completed by 6 months after start of funding year 3	Creation of school document outlining policy changes and strategic plan for creating a trauma informed campus.
School 1, 2 & 3 – Trauma Informed Booster training for all school staff	TMC-BH Staff	During Fall planning period	trainings provided to all school staff; feedback surveys collected from all school staff
School 1, 2 & 3 – Student assemblies	TMC-BH Staff	Quarterly (academic year)	4 assemblies conducted by the end of the academic year; feedback surveys collected
School 1, 2 & 3 – Review of school progress by KCPS Executive Cabinet Members	Project Director	Quarterly (academic year)	4 records of meeting minutes outlining Executive Cabinet Member feedback provided to TSSC's

Activity	Responsibility	Timeline	Milestones for Accomplishment
School 1, 2 & 3 – School Climate Surveys administered to students, teachers, staff and parents	TMC-BH Staff	Completed by end of academic year	60% of surveys completed and returned
School 1 & 2 – Assessment for Resilient School Distinction	TMC-BH Staff	Completed by end of academic year	School is deemed a Resilient School or provided documented areas of improvement to earn distinction
School 1, 2 & 3 – All students complete Gallup Student Success Survey and revise individual “Power Plans”	Teachers, School Counselors and Social Worker	Completed by end of academic year	Student data collected and Power Plan saved in student files; all students carry Power Plan with them
All KCPS staff – Conduct Trauma Informed Trainer Certification*	TMC-BH Staff	Summer	All TSSC members of School 4 will complete Trauma Informed Certification; trainings conducted and feedback surveys collected from all participants
Attend Office of Safe and Healthy Students National Conference – Location, To Be Determined	Project Director & Additional staff member	To Be Determined	Provide each TSSC and TMC-BH staff a short report on lessons learned and other project ideas
<i>* KCPS is requesting funding for 2,280 hours of training stipends. Trauma Informed Trainer Certification (18 hours) and Trauma Informed Training/Booster Training (12 hours/6 hours) are essential to achieving project outcomes at the four selected schools, thus stipends will be allocated to these staff trainings first. All remaining stipend hours for the Trauma Informed Trainer Certification and Professional Development trainings will be open to all KCPS staff. Therefore, number of participants in each training will fluctuate dependent upon year and number of staff being trained from each of the four schools.</i>			

Within the management plan, adequate time is provided for continuous feedback and evaluation. Student attendance, school disciplinary incidents, participant feedback surveys and general observations of project implementations are examined monthly by TSSC’s. KCPS Executive Administrative staff are briefed on each school’s progress and continuing challenges at quarterly meeting allowing time for careful evaluation and necessary changes within project activities to ensure the each school meets outlined objectives. Recognizing the critical importance of project staffing, KCPS has signed the Program Specific Assurance form and is committed to hire qualified staff according to the statutory requirements. KCPS employment policies and commitment to diversity are

designed to attract applicants who are members of groups that have traditionally been underrepresented. All hiring procedures and appropriate workplace behaviors follow a strict non-discrimination policy and is available upon request.

4. Quality of the Project Evaluation

Project evaluation utilizes objective, quantitative and qualitative data to measure project success with regard to meeting the two goals of the Resilient School Initiative: 1) increase student, teacher, administrator and family access to qualified mental health professionals in the school; and 2) engage students, teachers and administrators in adopting behaviors that change the traditional methods of handling student discipline, embrace a trauma informed and supportive network within the school environment, and make the school a healthy and safe place to learn. Evaluation is employed on multiple levels to ensure that practices are not only evidence based but also effective and creating direct positive change. All evaluation measures described will be used by every school participating in the project. This ensures clear, objective, and consistent feedback that can be examined between and across school buildings. The Resilient Schools Initiative will achieve the following outcomes within each school building:

Method of Data Collection	Outcomes Measured	Type of Data	Evaluation Plan
MSIP 5 school and classroom level performance data	Improved academic achievement and test scores	Quantitative	Collected by KCPS Data Team, reported by Project Director and reviewed annually.
School level data	Improved teacher retention; reduction of referrals to the office for disciplinary reasons; reduction in absences, detentions and suspensions; increase in the number of students accessing mental health services; reduction of lag time between referral and mental health services received.	Quantitative	Collected by KCPS Data Team, reported by Project Director, and reviewed monthly by TSSC's, quarterly by KCPS Executive Cabinet Members, and annually.
School climate surveys	Improved school climate; improved knowledge of tools, skills and	Quantitative (5 pt. Likert	Collected and reported by TMC-BH staff and

(Teachers, Students, Parents, Staff)	activities that lend to creating a healthy school environment for oneself and others; reduction in perceived stress of staff and students.	scale) and Qualitative	reviewed annually.
Feedback surveys (student assemblies, staff training and professional development)	Improved knowledge of tools, skills and activities that lend to creating a healthy school environment for oneself and others	Quantitative (5 pt. Likert scale) and Qualitative	Collected and reported by TMC-BH staff and reviewed monthly by TSSC's, quarterly by KCPS Executive Cabinet Members, and annually.
Gallup Student Success Survey	Improved school climate	Quantitative	Collected and reported by Project Director and reviewed annually

Periodic Assessment of Progress: School level data will be compiled monthly by the KCPS Data Team and made available for TSSC review to evaluate initial responses to activities and changes in school climate and student behavior. Raw quantitative data is entered daily by teachers and school staff into the Tyler System so reports can be generated and distributed quickly and efficiently by the KCPS data team.

Feedback surveys for student assemblies and teacher/staff trainings will be developed by the TMC-BH staff. Surveys will be general in nature targeting lessons learned, applications to daily challenges, and perceptions of overall presentation. All surveys will be designed to maximize feedback while remaining brief. TMC-BH staff will administer surveys and generate reports to be presented soon after training.

TSSC's will review school data and feedback surveys monthly and compile quarterly reports for the KCPS Cabinet Members. Reports will include snapshots of data/feedback as well as planned activities for the next quarter, current challenges presented within the school, and proposed adjustments. Review by the Cabinet allows for multi-tiered oversight and ensures that best practices are employed throughout the project.

Annual Evaluations and Final Project Reviews: Annual data will be disseminated in the Resilient Schools Initiative Report (RSIR) and completed by an external evaluator. In accordance with KCPS policy, the external evaluator contract will be subject to an open bid. Functions required of the evaluator include implementation of data collection procedures, establish and oversee confidentiality procedures, write all evaluation reports, attend staff and board meetings if requested, and present findings to executive staff. KCPS will seek an evaluator with academic preparation and/or specialized training, evaluation expertise and experience, topical or substantive experience/knowledge, sufficient capacity to complete work timely, references and work samples demonstrating a strong track record, and a reasonable cost for requested services that is competitive and affordable for the project.

The RSIR will include analysis of all schools within the project. The RSIR will outline statistical analysis of data from quarterly reports, results from the Gallup Student Success Survey, School Climate Surveys, MSIP 5 school and classroom level performance data, and Government Performance and Results (GPRA) measures. Each school will be assessed on their ability to meet intended project outcomes as outlined above. Annual data includes:

- Gallup Student Success Surveys are empirically valid to measure a student’s sense of hope, engagement and wellbeing. The survey is offered online free of charge and will be completed by every student annually.
- TMC-BH will create student, parent, teacher and staff School Climate Surveys, designed to assess the impact of Trauma Informed activities and school climate. Surveys will be created using existing models already employed by TMC-BH to measure Trauma Informed Care, such as The Trauma-Sensitive School Checklist developed by the Massachusetts Advocates for Children and Harvard Law School. TMC-BH will also use the Creating Cultures of Trauma-

- The KCPS Data Team will provide school and classroom level results of the MSIP 5, the Missouri Department of Education’s district/school performance evaluation tool and the state’s school accountability system. Performance Standards include 1) Academic Achievement, 2) Subgroup Achievement, 3) College and Career Readiness, 4) Attendance Rate and 5) Graduation Rate. Status, progress, and growth are used to calculate a comprehensive score used to determine the accreditation level of a school district.
- KCPS created and currently uses a Precision Data Mining tool to further assess student growth, progress, and achievement as identified in the MSIP 5 Missouri Department of Education state-wide standards. Precision Data Mining is one of the most comprehensive monitoring and measuring systems utilized in a public education setting to “drill down” into individual student data. The system is used to implement broad changes in teaching methodologies as well as individualized approaches to improve academic performance. KCPS data teams have refined assessments, child by child, identifying threshold students and areas of most needed improvement. The Precision Data Mining tool will help track each individual students academic progress and enhance accuracy of project services.

Information required under the GPRA will be collected as part of school level data and provided to the Department of Education in annual and final performance reports. The project director will be responsible for collecting and distributing this information. Baseline data has been collected for the three selected elementary schools; KCPS will provide data for the fourth school, in Year 2.

Schools participating in the grant	Students Enrolled (Baseline) (2012-13)	Number of Child-adolescent psychiatrists (Baseline) (2012-13)	Number of School Psychologists (Baseline) (2012-13)	Number of School Counselors (Baseline) (2012-13)	Number of School Social Workers (Baseline) (2012-13)	Number of Other Qualified Mental Health Professionals if any* (Baseline)

						(2012-13)
Rogers Elementary	755	0 FTE	0.20 FTE	2.00 FTE	0.16 FTE	1 FTE
Garfield Elementary	610	0 FTE	0.20 FTE	1.00 FTE	0.17 FTE	0 FTE
Troost Elementary	271	0 FTE	0.20 FTE	0.50 FTE	0.17 FTE	2 FTE
TOTAL	1,636	0 FTE	0.60 FTE	3.50 FTE	0.50 FTE	3 FTE
<i>*Other Qualified Mental Health Professionals reflect KCPS Behavioral Interventionists</i>						

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-13)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-13)
Rogers Elementary	755	594
Garfield Elementary	610	372
Troost Elementary	271	440
TOTAL	1,636	1,932

Following the fourth year of project implementation, each school will undergo a Resilient School Distinction Assessment to be completed by TMC-BH. This distinction indicates the school has fully engaged in the implementation of the individual action plan and is making progress towards becoming a Trauma Informed School. Determinants of Distinction include:

Target	Criteria
100%	Students and staff carrying “Power Plans
100%	Staff have been trained (12 hours) and are practicing Trauma Informed methods, report anecdotes of their implementation, and can teach, create and implement a power plan. Teachers can name the Trauma Informed methods they are practicing in the classroom.
100%	New staff entering the school are trained by other certified staff in their school building.
Increase	School Climate Surveys - Performed annually and showing higher ratings in satisfaction and engagement.
Increase	School Data - attendance; academic achievement in all school-based measures of growth and proficiency; parent involvement/ attendance at parent/teacher conferences.
Decrease	School Data - negative behavior outcomes (suspensions, office referrals, etc.)

Receiving a Resilient School Distinction is an indication of progress and proficiency in delivering services. With Distinction, TMC-BH services will be reduced to “as needed/requested”; the intent is after four years schools learn to become self-sufficient with minimal interventions. Regardless, all schools will still have access to the latest evidence based practices, trainings, and resources.

Effective Strategies for Replication: KCPS will encourage replication by providing all project information including annual RSIR's outlining best practices within the Trauma Informed Care model, School Climate Surveys, and Feedback Surveys (assemblies, trainings, professional development) on the KCPS and TMC-BH websites. All collateral will also be made available electronically and in hard copy to other Districts interested in implementing the model. TMC-BH is developing online training modules and additional web based tools that will allow non-District stakeholders and others to receive Trauma Informed Care training and allow KCPS staff to complete trainings conveniently. TMC-BH and KCPS staff will share replication strategies and lessons learned at conferences, workshops and seminars when appropriate.

KCPS will further encourage project replication throughout District schools utilizing existing School Leader Mentors. Principals and Assistant Principals from implementation schools and those earning Resilient School Distinction will be paired with counterparts in non-participating schools. The Mentorship Program aids struggling and under-performing schools, matching school leadership with experienced colleagues serving similar student populations in comparable neighborhoods. The Initiative will become part of current mentorship activities and include specific coaching and guidance in areas of need. At first, many KCPS school leaders resisted the intensive overhaul of school policy, disciplinary procedures and curriculum content included in the Trauma Informed Care model; however, early supporters are current pilot schools and first enrollees in the Initiative. The need is apparent district-wide and evidence shows it is a model that will work to significantly improve the school experience for all students and staff; KCPS leadership will focus on communicating to all staff the effectiveness and benefits of Initiative implementation. The Mentorship Program will provide another outlet to demonstrate that the project is effective and can ultimately lead to a safer, healthier school environment.

Bibliography

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- ⁱⁱ Macy, R., Barry, S., & Noam, G. (2003). Threat and Trauma: An overview. *New Directions For Youth Development, Special Issue: Youth Facing Treat and Terror: Supporting Preparedness and Resilience*. 98, 11-28, Summer 2003.
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- ^{vii} Massachusetts Advocates for Children. (2005). *Helping Traumatized Children Learn: A Report and Policy Agenda*. Boston, MA.
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- ^x School Social Work Association of America. *School Social Workers’ Role in Addressing Students’ Mental Health Needs and Increasing Academic Achievement*. Online. Available: <http://sswaa.org>
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- ^{xii} Massachusetts Advocates for Children publication. (2013) *Helping Traumatized Children Learn: Creating and Advocating for Trauma-Sensitive Schools*. Boston, MA
- ^{xiii} Oehlberg, B. (2008). Why Schools Need to Be Trauma Informed. *Trauma and Loss: Research and Interventions*. Fall/Winter V8N2. Online. Available: <http://www.traumainformedcareproject.org/resources/WhySchoolsNeedToBeTraumaInformed%282%29.pdf>

Other Attachment File(s)

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Other Attachments

Project Director: Lili Englebrick Resume
Job Description: Director of K-12 Guidance Counseling and Support Services
Job Description: School Psychologist
Job Description: Social Worker
Program Specific Assurance Form
Executive Order 12372 Transmittal Letter
Indirect Cost Rate Agreement
Support Letter: Truman Medical Center – Behavioral Health
Support Letter: Swope Health Services
Support Letter: First Call
State Single Point of Contact (SPOC) List

Lili M. Englebrick

Experience

2011-current Kansas City Public School District Kansas City, MO

Director of K-12 Guidance Counseling and Support Services

- Supervised Elementary and Secondary Counselors
- Provided Monthly Professional Development Activities for counselors, Recruitment, Selection, and Placement of Counselors, Supervised the Performance of Counselors, Developed the Elementary and Secondary Counselor Performance Management Instrument, Developed the Career and Educational Planning Guide for the Secondary Schools, Webmaster for the KCPS Counseling Webpage, Worked with Counselors, Principals and the Director of Career and Technology Education in implementing a four year Graduation Plan with all Students, Created an Audit system to make sure Seniors were on track to graduate, Supervised and Evaluated the Performance of Principals (2011), Developed KCPS Master Schedule Timeline, Organized Training for Master Schedulers, Organized training of the New Student Information System (Tyler), and Monitored the Completion of the Master Schedules and Students Schedules at the Elementary and Secondary level, Organized and Conducted the KCPS College Fair, "Passport to Your Future" and helped organize the KC-NACAC College Fair, Established a pipeline for the dissemination, collection, and distribution of scholarships for students throughout the district, Collaborated with outside Agencies/Programs for Professional Development and to bring new programs in the district, Worked with district student record's office with past graduate status, Worked with Leadership in the development of Policies—(Example: KCPS Grading, Policies, Home School Transfer credits, etc.), and assisted with Summer School Planning and Scheduling.

2006-2011 Shawnee Mission East High School Shawnee Mission, KS

Counselor Coordinator

- Academic and College Counseling
- Academic Honors and Awards, Assist with Master Schedule, Staff Liaison for College Clinic, Data Processing, Coordinate Enrollment, Conduct Counselor Department/PLC Meetings, Cross Trails and Foreign Exchange Student Enrollment, New Student Registration, Off Campus Educational Services, Registrar Activities, School Profile, Student Records/System, Attend Administrative Team Meetings, Support Administration of MAP, Kansas Assessments, PSAT and PLAN tests, Assist with NCAA Clearinghouse, Freshman Transition Program, Middle School Honors Math/Science Enrollment, Coordinate Private School Shadow Days, Coordinate Broadmoor Technical Center Visits, Webmaster for SME Counseling Web Back Pack, and Assists with Secretarial and Counselor Evaluations.

2001-2006 Rosedale Middle School Kansas City, KS

Principal

- Principal's Academy
- Member of NASSP, USA, International Reading Association, KCK Administrator's Association, USD 500 Employee of the Month, and Rosedale Development Association Board Member

1998-2001 Argentine Middle School Kansas City, KS

Assistant Principal

- Assistant Principal in Charge of Student Development/Discipline, Athletic Director, Technology Coordinator, Site Council Member, Member of Aspiring Principal's Academy, & Coordinator of At-Risk Programs
- Member of NASSP, ASCD, KCA, & KCA Human Rights Committee

1990-1998 Northwest Middle School Kansas City, KS

Counselor

- NCA Chairperson, Title One Chairperson, Member of Effective School's Team, Member of Metropolitan Instructional Leadership Program/Alliance Change Teams, Member of School Site Council, Member of the Student Improvement Team, Member of the First Things First Stakeholders Team, Member of the Northwest Middle School Technology Committee and Member of the Needs Assessment Care Team

1984-1990 Sumner Academy Kansas City, KS

Business Teacher

- Taught 8th Grade Typing and 12th Grade Accounting
- Head Volleyball Coach and Head Girls Basketball
- Member of the Site Council and Member of the Effective School's Team

1980-1984 Wyandotte High School Kansas City, KS

Business Teacher

- 9-12th Grade Business Teacher
- Head Track Coach

Education

1995-1999 Emporia State University Emporia, KS

- Administrative Certification

1982-1989 University of Kansas Lawrence, KS

- Counselor Certification

1975-1980 Kansas State University Manhattan, KS

- Bachelor of Science of Education, 1979
- Master of Science of Education, 1980
- Member of Phi Delta Kappa and Kappa Delta Pi

KANSAS CITY MISSOURI SCHOOL DISTRICT

Job Description

Job Title: Director of K-12 Guidance Counseling and Support Services
Job Title Code: 01425
Salary Grade: A67/A67-3
Department: Instructional Support and Educational Accountability
Reports To: Chief Academic Officer
FLSA Status: Exempt
Date Prepared: March 2011

PURPOSE OF JOB: To develop, coordinate, implement and evaluate the K-12 Guidance Counseling and Support Services program for the District by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may be assigned.

1. With counselors, develop and ensure the effective implementation of a district wide Advisor-Advisee Program in all secondary schools.
2. Establish a pipeline for the dissemination, collection and distribution of scholarships for students throughout the district.
3. In concert with principals, secondary department chairpersons in guidance, and the Director of Career and Technology Education, implement a workforce readiness program in all schools with all students having a comprehensive five-year plan that is reviewed with all stakeholders annually.
4. Supervise and evaluate the performance of Guidance services staff.
5. Develop and implement programs.
6. Provide leadership in designing programs and activities in providing guidance services.
7. Develop and implement policies and procedures pertinent to the effectiveness of the department.
8. Develop and uses relative evaluative findings to determine the extent to which goals and objectives are met and to provide the basis for continuous program improvement.
9. Develop and implement programs to monitor guidance program implementation.
10. Conferences with counselors' principals to discuss performance quality.
11. Use the mission of the District, program evaluation outcomes, input from counselors, and others to provide effective in-service activities for counselors.
12. Keep abreast of the profession through participation in a variety of professional development activities.
13. Develop and implement plans to involve guidance staff in evaluating and selecting materials to meet identified students needs and program goals.
14. Develop and provide guidance program resources and materials to counselors within the limits of available resources.
15. Develop programs to ensure that the guidance program is effective in supporting the educational environment.
16. Develop and implement methods to compile and maintain written records and reports as required and/or as desirable for continued improvement of the guidance program.
17. Create and implement administer programs for recruitment, selection, orientation and assignment of counselors.
18. Develop and administer the District's program of counselor evaluation.
19. Create and revision of guidance department job descriptions.

SUPERVISORY RESPONSIBILITIES: Yes

REQUIRED QUALIFICATIONS:

- Master's degree
- Missouri Certification in Guidance and Counseling.
- Minimum of five (5) years successful experience in school counseling
- Minimum of three (3) years of approved teaching experience/experience in the field of Exceptional Education

PREFERRED QUALIFICATIONS:

- Educational administrative skill, to manage and supervise people and programs.
- Curriculum knowledge, to provide leadership and direction.
- Consultant experience, to provide in-service to schools.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This job requires that the employee be able to: sit, stand, walk, speak, hear, use hands, fingers, reach with hands and fingers; bend, stoop, lift objects of at least ten pounds. Job requires the employee occasionally to stoop, kneel, crouch or crawl. Visual ability requires mono and color vision, close vision, distance vision, depth perception and ability to adjust focus.

TERMS OF EMPLOYMENT:

Length of work year: 12 months

Benefits: Retirement Programs, Health, Dental and Life Insurance are provided.

Budget Holder:

_____ **Title** _____ **Date** _____

Human Capital Mgmt:

_____ **Title** _____ **Date** _____

(Note: signed original document in Compensation file # 1425 March 29, 2011)

KANSAS CITY PUBLIC SCHOOLS
Job Description

Job Title: School Psychologist
Job Title Code: 01468
Salary Grade: J64 (\$52,669-86,071 [step 2 is the starting rate to step 17 max] 2013-14 rates
Department: Exceptional Education
Reports To: Lead School Psychologist / Director of Exceptional Education
FLSA Status: Exempt
Date Prepared: February 2012

PURPOSE OF JOB: To provide consultation with regard to academic and behavioral interventions, assist in crisis intervention, and evaluate students referred to Exceptional Education.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may be assigned.

- Assess the cognitive ability, academic achievement, adaptive behavior, transition and social/emotional/behavioral status of referred students who reside within the Kansas City Public Schools (KCPS). Candidate should demonstrate proficiency in:
 - Assessing/identifying students for initial or continuing eligibility in the IDEA exceptionalities.
 - Scoring assessment measures both by hand and with the use of computer scoring software.
 - Interpretation, analysis and synthesis of results of an assessment battery to establish an effective and understandable individual student profile for staff and parents.
 - Composing individualized psycho-educational evaluation reports in both a Word document and in the district's web-based software system.
 - Administering, scoring and interpreting a wide variety of assessment measures.
 - Familiarity with Response to Intervention procedures for assessment and data collection.

- Case manage various meetings for students who receive or are referred for Exceptional Education services. Candidate should facilitate and participate in:
 - Review of Existing Data meetings to establish diagnostic plans for students who require an evaluation (including completing all paperwork required for this meeting).
 - Eligibility Determination meetings to discuss possible Exceptional Education identification.
 - Multi-disciplinary teams for Gifted/Talented program eligibility
 - Participate in the school based support teams

- Serve as mental health and behavioral resource and demonstrate proficiency in:
 - Explaining assessment/identification issues to school personnel and parents.
 - Determining appropriate mental health and behavioral interventions for students
 - Collaborating with community-based resources
 - Participating on intervention, behavior, and pre-referral teams.

- Remain current regarding new research and best practices in School Psychology and Education.
 - Stay current on the administration, scoring and interpretation of newly published assessment measures.
 - Stay current on Missouri Standards and Indicators regarding special education eligibility.
 - Stay current on “best practices” discussed by the Missouri Association of School Psychologists and the National Association of School Psychologists.
 - Possess a working knowledge of DSM-IV TR diagnoses.
 - Facilitate and/or participate in-service training workshops as indicated by the administration.
 - Participate in inter-departmental meetings in order to improve communication and clarify procedures.
 - Facilitate and/or participate with a school’s implementation of a Response to Intervention model.

- Demonstrate proficiency in technical skills as they pertain to the job responsibilities including:
 - Working knowledge in the collection of meaningful data as it pertains to interventions
 - Scoring assessment measures both by hand and using computer scoring software
 - Complete all required compliance documentation in the district’s web-based exceptional education software system

- Other:
 - Required monthly documentation
 - Demonstrate flexibility when dealing with change as the district reorganizes its structure and procedures
 - Provide groups or individual therapeutic counseling to special education students

SUPERVISORY RESPONSIBILITIES: None

REQUIRED QUALIFICATIONS:

- Masters / Educational Specialist degree in School Psychology
- Missouri Certification as School Psychologist
- Must be competent in the use of a computer and/or computer software
- Demonstrated proficiency with Microsoft Excel, Word and Outlook

PREFERRED QUALIFICATIONS:

- Experience as a School Psychologist

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This job requires that the employee be able to: sit, stand, walk, speak, hear, use hands, fingers, reach with hands and fingers; bend, stoop, lift objects of at least ten pounds. Job requires the employee occasionally

to stoop, kneel, crouch or crawl. Visual ability requires mono and color vision, close vision, distance vision, depth perception and ability to adjust focus.

TERMS OF EMPLOYMENT:
Length of work year: 12 months

Benefits: Retirement Programs, Health and Dental Insurance are provided.

Budget Holder:

_____ **Title** _____ **Date** _____

Human Capital Mgmt:

_____ **Title** _____ **Date** _____

BH approved 3/22/12

KANSAS CITY PUBLIC SCHOOLS
Job Description

Job Title: Social Worker – Homeless Students
Job Title Code: 01054
Salary Grade: J61
Department: Office of Student Interventions
Reports To: OSI Team Leader
FLSA Status: Non-Exempt
Date Prepared: March 2010 **Revised:** March 2012

PURPOSE OF JOB: To help students resolve such personal, emotional, and social problems as interfere with their adjustment to school and their capacity to enjoy the fullest benefits of the education offered during the regular school year as well as summer school.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may be assigned.

Provide brief solution focused clinical interventions, conflict resolution and brokerage services to students, families and teachers.

Perform services with parents as an integral part of the task of helping students, to increase the parents' understanding, their constructive participation in resolving their child's problems, and their knowledge and use of appropriate resources available.

Provide class room consultation and behavior modification strategies to teachers.

Provide referrals to all social service agencies to students, families and faculty as needed.

Participate as a member of school treatment team.

Monitor and work with homeless students' attendance to obtain a 95% attendance goal.

Maintain accurate, complete and confidential consumer files.

Present staff in-service or arrange for such in-services.

Maintain and update current records on students as required by Kansas City Public Schools and State and keep Regional Registry updated.

Assist unaccompanied youth in finding housing, food and additional social services.

Provide monthly written status reports on each student.

SUPERVISORY RESPONSIBILITIES: None

REQUIRED QUALIFICATIONS:

- Bachelor or Master Degree in Social Work
- Minimum of two years experience in individual and small group clinical intervention.
- Previous experience working with Local, State or Federal Agencies.
- Strong written and oral communication skills.
- Strong organizational skills

- Ability to work flexible hours.

PREFERRED QUALIFICATIONS:

- Multi-cultural and bi-lingual Spanish or Somali, based on population served.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This job requires that the employee be able to: sit, stand, walk, speak, hear, use hands, fingers, and reach with hands and fingers; bend, stoop, and lift objects of at least ten pounds.

TERMS OF EMPLOYMENT:

Length of work year: 12 months.

Benefits: Retirement Programs, Health, and Dental Insurance are provided.

Budget Holder:

_____ Title _____ Date _____

Human Capital Mgmt:

_____ Title _____ Date _____

BH signed 3/15/12

Program Specific Assurances

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

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

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

(b)(6)

Signature of Authorized Certifying Official

Title

Kansas City Public Schools
Applicant Organization

4/28/14
Date Submitted

Ms. Sara VanderFeltz
Federal Assistance Clearinghouse
Office of Administration
Commissioner's Office
Capitol Building, Room 125
Jefferson City, Missouri 65102

April 23, 2014

Dear Ms. VanderFeltz,

Please accept this letter as notification that Kansas City Public Schools (KCPS) will be submitting an application to the Department of Education – Office of Elementary and Secondary Education for the Elementary and Secondary School Counseling Programs Grant (CFDA 84.215E), due on April 28, 2014. As the Missouri State Single Point of Contact, we would like to offer you the opportunity to review our proposal.

Through this opportunity, KCPS will request \$1,121,052 million over 3 years to launch the Resilient Schools Initiative. Goals of the program are twofold:

1. Increase student, teacher, administrator and family access to qualified mental health professionals in the school; and
2. Engage students, teachers, and administrators in adopting behaviors that change the traditional methods of handling student discipline, embrace a trauma informed and supportive network within the school environment, and make the school a healthy and safe place to learn.

Activities funded under the Resilient Schools Initiative include the hiring of four (4) new social workers and/or licensed psychological counselors to provide direct services to elementary school students, and expanding Trauma Informed care policies and practices within targeted high need elementary schools through a partnership with Truman Medical Center – Behavioral Health (TMC-BH). Within each school served, KCPS expects to achieve the following outcomes: improved academic achievement and test scores; improved school climate; improved teacher sense of satisfaction and safety in being a teacher; improved retention of new teachers; reduction of student behavioral out-burst and referrals to the office; reduction of stress for staff and students; reduction in absences, detentions and suspensions; reduction in student bullying and harassment; increase in the number of students able to access mental health services; and reduction of lag time between referral and receipt of mental health services.

Please let us know if there is any other information that you will require or if you would like to receive a copy of our application for review. Thank you for your time and commitment to programs such as the Resilient Schools Initiative across the state of Missouri.

Sincerely,



R. Stephen Green, Ed.D.
Superintendent of Schools

Missouri Department of Elementary and Secondary Education

School Finance Section

2013-2014 Indirect Cost

	<i>unrestricted</i>	<i>Restricted</i>
048-075 LONE JACK C-6	16.65%	1.25%
048-077 INDEPENDENCE 30	11.93%	1.09%
048-078 KANSAS CITY 33	23.84%	5.90%
048-080 CENTER 58	17.44%	1.72%
048-901 UNIVERSITY ACADEMY	44.08%	6.59%
048-902 ALTA VISTA CHARTER SCH.	24.21%	1.00%
048-904 HOGAN PREPARATORY ACADEMY	11.75%	2.82%
048-905 GENESIS SCHOOL INC	12.97%	3.80%
048-907 URBAN COM. LEADERSHIP ACADEMY	17.65%	8.22%
048-909 ALLEN VILLAGE	12.40%	2.12%
048-910 LEE A. TOLBERT COM. ACADEMY	16.32%	1.97%
048-911 B. BANNEKER CHARTER ACADEMY	10.14%	3.82%
048-912 DELLA LAMB ELEMENTARY	51.01%	0.31%
048-913 GORDON PARKS ELEM.	29.86%	5.94%
048-914 ACADEMIE LAFAYETTE	22.82%	1.54%
048-915 SCUOLA VITA NUOVA	15.80%	1.48%
048-916 BROOKSIDE CHARTER SCH	19.77%	1.31%
048-917 DERRICK THOMAS ACADEMY	16.31%	6.66%
048-918 KIPP: ENDEAVOR ACADEMY	32.96%	7.83%
048-919 RENAISSANCE ACAD MATH AND SCI	37.62%	5.45%
048-920 HOPE ACADEMY	23.32%	7.01%
048-921 PATHWAY ACADEMY	46.16%	2.86%
048-922 FRONTIER SCHOOL OF INNOVATION	26.60%	3.90%
048-923 DELASALLE CHARTER SCHOOL	58.32%	5.03%
048-924 EWING MARION KAUFFMAN	40.41%	12.37%
048-925 HOPE LEADERSHIP ACADEMY	13.46%	8.85%
049-132 CARL JUNCTION R-I	14.20%	3.25%
049-135 AVILLA R-XIII	11.14%	0.26%
049-137 JASPER CO. R-V	18.12%	0.21%
049-140 SARCOXIE R-II	14.67%	0.22%
049-142 CARTHAGE R-IX	13.48%	0.79%
049-144 WEBB CITY R-VII	11.33%	0.73%
049-148 JOPLIN SCHOOLS	23.05%	2.63%
050-001 NORTHWEST R-I	13.35%	0.04%
050-002 GRANDVIEW R-II	15.93%	0.25%
050-003 HILLSBORO R-III	16.88%	0.18%
050-005 DUNKLIN R-V	17.45%	0.36%
050-006 FESTUS R-VI	12.07%	0.13%
050-007 JEFFERSON CO. R-VII	14.89%	0.52%
050-009 SUNRISE R-IX	14.98%	2.32%
050-010 WINDSOR C-1	17.47%	0.19%
050-012 FOX C-6	10.50%	0.08%
050-013 CRYSTAL CITY 47	13.55%	1.82%
050-014 DESOTO 73	12.92%	0.04%
051-150 KINGSVILLE R-I	20.21%	0.15%



Better. For Everyone.

April 23, 2014

Ms. Lisa Harrison
Elementary and Secondary School Counseling Programs
U.S. Department of Education
400 Maryland Ave., SW, Room #3E255
Washington, D.C. 20202-6450

Dear Ms. Harrison,

I am pleased to write in support of the proposal submitted by the Kansas City Public Schools (KCPS) for the Elementary and Secondary School Counseling Program. I was excited to learn that the Office of Elementary and Secondary Education of the U.S. Department of Education was providing funds to local districts, thereby enabling them to develop innovative approaches for expanding counseling programs in their schools. This kind of initiative supplements our current programs and is critical to our efforts to improve access to mental health and counseling professionals.

Research shows that students who have experienced trauma are prone to reactivity and impulsivity, aggression, defiance, withdrawal and perfectionism; many of which can lead to disciplinary incidents at school. Students, teachers and administrators become collateral damage to the traumatized child who acts out in school. Truman Medical Center – Behavioral Health provides a variety of services for mental health and wellness; with a specialized focus on complex trauma through our PTSD clinic. We are in a unique position to support such an initiative; as a leader in the region in the Trauma Sensitive Schools movement and a member of the National Council of Behavioral Health's Trauma Informed Care Learning collaborative. It is our mission to support our city in fostering more resilient individuals and communities; our educational system has a significant impact on all aspects of our city and it is a powerful place to invest.

We fully support the efforts of KCPS as they seek external funding to support a program designed to help children become better students and productive citizens. We look forward in assisting in this valuable endeavor in every way we can.

Sincerely,

(b)(6)

Marsha Morgan, MPA
Chief Operating Officer

300 W. 19th Terrace
Kansas City, MO 64108
Telephone 816.404.5700
Facsimile 816.404.5739
www.trumcd.org

Primary Teaching Hospital for the University of
Missouri-Kansas City Schools of Health Sciences

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**SWOPE HEALTH
SERVICESSM**

April 28, 2014

Lisa Harrison
U.S. Department of Education
400 Maryland Avenue SW., Room 3E255
Washington, DC 20202-6450.

Dear Ms. Harrison:

On behalf of Swope Behavioral Health Services, Swope Health Services, I am pleased to offer a letter of support for the Kansas City Public Schools (KCPS) Resilient Schools Initiative. We are supportive of the School District's request for funding from the Department of Education, Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC) Program CFDA Number 84.215E.

In 1980, Swope added a comprehensive mental health center so that the behavioral health issues that impacted the lives of the high-risk population the Health Center served could be addressed. Today, primary care and community mental health are housed under one roof at Swope Health Central and the preventive, holistic model that distinguishes Swope has blossomed into many new programs and outreach services designed to meet patients' needs identified in the communities surrounding all our clinic locations.

If funding is received, we look forward to providing training through Truman Medical Center - Behavioral Health. The Project will be a great asset to the greater Kansas City metropolitan area.

We look forward to working together and hope the Resilient Schools Initiative receives needed funding.

Sincerely,

(b)(6)

Andrea Buford MSW, LCSW
Director of Clinical Operations, Behavioral Health
Swope Health Services



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Ben Schloegel
EnduraCamps

Terri Springer
Community Volunteer

Tony Vannicola
American Century Investments

PRESIDENT & CEO

Molly O'Neill

April 28, 2014

Lisa Harrison
U.S. Department of Education
400 Maryland Avenue SW., Room 3E255
Washington, DC 20202-6450.

Dear Ms. Harrison:

On behalf of First Call Alcohol/Drug Prevention & Recovery, I am pleased to offer a letter of support for the Kansas City Public Schools (KCPS) Resilient Schools Initiative. We are supportive of the School District's request for funding from the Department of Education, Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC) Program CFDA Number 84.215E.

Founded in 1958, First Call is an affiliate member of the National Council on Alcoholism and Drug Dependence Inc., the first advocacy health organization dealing exclusively with substance use disorders in the United States. It is the mission of First Call to reduce the impact of alcohol, drugs, and addiction by providing quality resources to individuals, families, and the community.

If funding is received, we look forward to providing training through Truman Medical Center - Behavioral Health. The Project will be a great asset to the greater Kansas City metropolitan area.

We look forward to working together and hope the Resilient Schools Initiative receives needed funding.

Sincerely,

(b)(6)

Susan Whitmore
Vice President of Development



Office of Management and Budget

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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
ADDA, Office of Grants and Federal Resources
100 N. 15th Avenue, 4th Floor
Phoenix, AZ 85007
602-542-7567
Matthew.Hanson@azdoa.gov

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

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>

GEORGIA
Barbara Jackson
Georgia State Clearinghouse
270 Washington Street, SW, 8th Floor
Atlanta, Georgia 30334
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gach@opb.state.ga.us

KENTUCKY
Lee Nalley
The Governor's Office for Local Development
1024 Capital Center Drive, Suite 340
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MAINE
Amanda Rector

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

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
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Lindsay.Lewis@state.de.us
<http://budget.delaware.gov/clearinghouse/fedgrants.shtml>

FLORIDA
Lauren P. Milligan
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Florida Dept. of Environmental Protection
3900 Commonwealth Blvd.
Mail Station 47
Tallahassee, Florida 32399-3000
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Kathy Mabie
Iowa Department of Management
State Capitol Building Room G12
1007 E Grand Avenue
Des Moines, Iowa 50319
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Fax: (515) 281-7076
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
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Phone (225) 219-3840
Fax: (225) 219-3846
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MARYLAND
Linda C. Janey, J.D.

State Economist
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181 State House Station
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Fax: (207) 287-6489
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

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

NORTH DAKOTA

Jeff Rotenberger, CISSP, GSEC
Energy Program Manager
Division of Community Services
1600 East Century Avenue, Suite 2
Bismarck, North Dakota 58502-2057
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SOUTH CAROLINA

Bonny L. Anderson
State Budget Division
1205 Pendleton Street, Suite 529
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Telephone: (803) 734-0435
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banderson@budget.sc.gov

WEST VIRGINIA

Mary Jo Thompson
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GUAM

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Guam State Clearinghouse
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Office of the Governor
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Fax: (671) 472-2288
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

Assistant Secretary
Maryland Department of Planning
301 West Preston Street, Suite 1104
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Telephone: (410) 767-4490
Fax: (410) 767-4480
clearinghouse@mdp.state.md.us
www.planning.maryland.gov/redistricting

MISSOURI

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Federal Assistance Clearinghouse
Office of Administration
Commissioner's Office
Capitol Building, Room 125
Jefferson City, Missouri 65102
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sara.vanderfeltz@oa.mo.gov

NEW HAMPSHIRE

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New Hampshire Office of Energy and Planning
Attn: Intergovernmental Review Process
Michele Zydel
107 Pleasant Street, Johnson Hall
Concord, New Hampshire 03301
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Governor's Office of Planning and Budget Utah State
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Fax: (801) 538-1547
stategrants@utah.gov

AMERICAN SAMOA

Pat M. Galea'
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Office of Grants Policy/Office of the Governor
Department of Commerce
American Samoa Government
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patgaleai@americansamoa.gov

NORTH MARIANA ISLANDS

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Special Assistant for Management
Office of Management and Budget
Office of the Governor
Saipan, MP 96950
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(b)(6)

VIRGIN ISLANDS

Debra Gottlieb (Acting Director)
Director, Office of Management
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#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

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to Hai_Tran@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025

725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the *Catalog of Federal Domestic Assistance* or CFDA (<http://www.cfda.gov>) and the Grants.gov website (<http://www.grants.gov>).

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Part 5: Budget Narrative Attachment Form
Kansas City Public Schools: Resilient Schools Initiative

Personnel Cost

Personnel	Year 1	Year 2	Year 3	Total
Social Worker/Licensed School Psychologist School 1 – 1 FTE @ \$53,000 per year	\$53,000	\$54,590	\$56,227	\$163,817
Social Worker/Licensed School Psychologist School 2 - 1 FTE@ \$53,000 per year	\$53,000	\$54,590	\$56,227	\$163,817
Social Worker/Licensed School Psychologist School 3 - 1 FTE @ \$53,000 per year	\$53,000	\$54,590	\$56,227	\$163,817
Social Worker/Licensed School Psychologist School 4 - 1 FTE @ \$53,000 per year	\$0	\$0	\$53,000	\$53,000
Short-Term Training Stipends – 1,140 hours per year @ \$20 per hour	\$22,800	\$22,800	\$0	\$45,600
Project Director - 0.10 FTE @ 4% of Direct Costs	\$13,565	\$13,059	\$0	\$26,624
Total	\$195,365	\$199,629	\$221,681	\$616,675

Social Worker or Licensed School Psychologists

KCPS will hire three for each school (Garfield, Rogers, and Troost) at \$53,000/year. They will provide consultation with regard to academic and behavioral interventions, assist in crisis/trauma intervention, and evaluate students referred to them through school staff and Exceptional Education. In years two and three, an annual 3% cost of living increase has been factored into the budget project. In year three, one additional Social Worker or Licensed School Psychologist will be hired for the new school.

Short-Term Training Stipends

Costs also include short-term stipends for staff participating in Trauma Informed Training and Professional Development. A total of 1,140 stipend hours at \$20 per hour are allotted for Years

1 and 2. All training stipends for Year 3 will be provided by KCPS in-kind. Trauma Informed Trainer Certification (18 hours) is essential to achieving program outcomes at selected schools, thus stipends will be allocated to these staff trainings first. All remaining stipend hours for the Trauma Informed Trainer Certification and Professional Development trainings will be open to all KCPS staff. Therefore, number of participants in each training will fluctuate dependent upon year and number of staff being trained from each of the four schools. Other Professional Development trainings that may be offered during the summer include suicide prevention, early intervention trauma screening, PTSD screens, and classroom management for teachers for youth with ADD/ADHD.

Project Director

The Project Director will spend 10 percent of her time providing management and oversight of this program. Administrative costs of 4% have been included in personnel costs for Years 1 and 2.

Fringe Benefits

Fringe Benefits	Year 1	Year 2	Year 3	Total
Social Worker/Licensed School Psychologist School 1 – 1 FTE @ 23.23% of annual salary + \$8,295	\$20,606	\$20,976	\$21,356	\$62,938
Social Worker/Licensed School Psychologist School 2 - 1 FTE@ 23.23% of annual salary + \$8,295	\$20,606	\$20,976	\$21,356	\$62,938
Social Worker/Licensed School Psychologist School 3 - 1 FTE @ 23.23% of annual salary + \$8,295	\$20,606	\$20,976	\$21,356	\$62,938
Social Worker/Licensed School Psychologist School 4 - 1 FTE @ 23.23% of annual salary + \$8,295	\$0	\$0	\$20,606	\$20,606
Total	\$61,818	\$62,928	\$84,674	\$209,420

Fringe benefits are 23.23% plus an additional \$8,295 for each FTE salary. Benefits are consistent with the institution’s normal benefit contribution and include: State Retirement

system; Health, Life, Dental, and Vision Insurance; FICA/Medicare; Worker’s Compensation; Unemployment; Term Pay.

Travel

Trip and Location	Year 1	Year 2	Year 3	Total
Office of Safe and Healthy Students National Conference, Washington, DC – transportation, lodging (2 nights), Per Diem (3 days) - \$1,401 per person x 2 people	\$2,802	\$2,802	\$0	\$5,604
Project Director’s Meeting, Washington, DC – transportation, lodging (1 night), Per Diem (2 days) - \$1,086	\$1,086	\$0	\$0	\$1,086
National Council for Behavioral Health Conference, Washington DC – transportation, lodging (2 nights), Per Diem (3 days) - \$1,401 per person x 3 people	\$4,203	\$4,203	\$0	\$8,406
Total	\$8,091	\$7,005	\$0	\$15,096

Office of Safe and Healthy Students National Conference

Travel to the Office of Safe and Health Students National Conference is required under this funding opportunity. As outlined in the guidance cost estimates are project for the conference location in Washington, DC. Year 1 and 2 funds for travel for two people are estimated at \$3,500 per person to include transportation – airfare, airport shuttle and baggage fees (\$700 per person), lodging (\$224 per night/per person) and per diem (\$71 per day/per person). In Year 3, the district will incur the costs for the Office of Safe and Healthy Students National Conference. Cost estimates for per diem and lodging were based off of the U.S. General Services Administration FY 2014 Per Diem Rates for District of Columbia.

Project Director’s Meeting

The Project Director will travel to Washington, DC in Year 1 to attend the Project Director’s Meeting. Costs are estimated at \$1,086 and include transportation – airfare, airport shuttle and

baggage fees (\$700), lodging (\$224 per night) and per diem (\$71 per day). Cost estimates for per diem and lodging were based off of the U.S. General Services Administration FY 2014 Per Diem Rates for District of Columbia.

National Council for Behavioral Health Conference

The Project Director and two representatives will travel to the National Council for Behavioral Health Conference. Cost estimates are projected for the conference location in Washington, DC, the location of the 2014 Conference. Year 1 Rogers and Garfield will each send a representative and Year 2 Troost and the additional elementary school will send a representative. Funds are estimated at \$1,401 per person to include transportation – airfare, airport shuttle and baggage fees (\$700 per person), lodging (\$224 per night/per person) and per diem (\$71 per day/per person). Cost estimates for per diem and lodging were based off of the U.S. General Services Administration FY 2014 Per Diem Rates for District of Columbia.

Supplies

Supplies	Year 1	Year 2	Year 3	Total
Laptops – 4 @ \$800 each	\$2,400	\$800	\$0	\$3,200
Phone and Phone lines – 4 @ \$500	\$1,500	\$500	\$0	\$2,000
Office furniture – 4 @ \$1,000 each	\$3,000	\$1,000	\$0	\$4,000
Scanner – 4 schools @ \$350 each	\$1,050	\$350	\$0	\$1,400
Office Supplies Maintenance – 4 schools @ \$1,000 each	\$0	\$4,000	\$0	\$4,000
Supplemental research materials for resource library – 4 schools @ \$1,000 each year	\$3,000	\$4,000	\$0	\$7,000
Supplemental educational materials for professional development programs	\$1,000	\$1,000	\$0	\$2,000
Referral and Tracking Software System Purchase and Maintenance	\$4,234	\$2,120	\$0	\$6,354
Direct Messaging System	\$1,225	\$1,225	\$0	\$2,450
Total	\$17,409	\$14,995	\$0	\$32,404

New Staff Supplies - Laptops, Phone and Phone Lines, and Office Furniture

All supplies under these categories are necessary purchases for new KCPS mental health professionals' office space and daily work needs. Computers come loaded with Microsoft Office Business Suite and necessary software for completing project tasks. Year 1 purchases will be made for the three new staff hires and Year 2 purchases will be made in preparation for the new staff hire in Year 3. Cost estimates are based on current tracked expenses for new KCPS staff.

School Supplies - Scanner, Office Supplies Maintenance, and Supplemental Research Materials

Each school in the project will be provided with a scanner to assist with timely exchange and filing of "Power Plans", student information and other intervention notes. This is a one-time expense for each school. Three will be purchased in Year 1 and an additional one will be purchased for School 4 in Year 2. Office supplies maintenance will help replenish expendable items such as paper, file folders, labels, and documentation materials used constantly throughout the project. While each school has these on hand, after one year of project activities these supplies will be diminished. All schools will receive office supplies maintenance in Year 2. Additionally, each school will receive assistance in obtaining a Trauma Informed research materials library. Implementation of this model can be challenging; funds will assist staff at each school in accumulating resources that will promote mental health best practices and generate creative implementations of the Trauma Informed model. Schools will receive \$1,000 each in Years 1 & 2 to build a catalogue of materials that responds to specific needs and interests (three schools in Year 1, four schools in Year 2).

Supplemental Materials and Supplies for Professional Development

Funds will cover require workbooks, textbooks, and other educational materials outside of contractual training costs; estimated at \$1,000 for each for Years 1 & 2 when professional development is offered.

Referral System Software and Professional Communication Tools

A referral software system will be purchased to all secure information exchange between KCPS personnel, TMC-BH and other outside mental health service agencies. Direct messaging will be available through the system and allow the exchange of referrals between providers (and physician clinics ultimately) through a HIPAA-secure email system. The referral software system will assist with tracking of data and streamlining of KCPS referral procedures. Year 1 expenses include the purchase of the software system, initiation and set-up fees (\$4,234), and annual direct messaging annual fees (\$1,225). Year 2 expenses include expenses for software expansion to School 4, general maintenance fees dependent upon number of schools and students (\$2,120), and direct messaging annual fees (\$1,225). KCPS will determine what type of system will best meet their needs within the first year of the program. Cost estimates are based off of a program used by another school district to complete tasks similar in scope.

Contractual

TMC-BH Contract	Year 1	Year 2	Year 3	Total
Assessment and Strategic Planning - \$30,000 per school	\$30,000	\$0	\$30,000	\$60,000
Trauma Informed Training and Support: Implementation Year 1 - \$25,000 per school	\$0	\$25,000	\$0	\$25,000
Trauma Informed Training and Support: Implementation Year 2 - \$10,000 per school	\$20,000	\$0	\$10,000	\$30,000
Trauma Informed Training and Support: Implementation Year 3 - \$5,000 per school	\$0	\$10,000	\$0	\$10,000
Trauma Informed Training and Support: Implementation Year 4 and Resilient School Assessment - \$5,000 per school	\$0	\$0	\$10,000	\$10,000
Professional Development and Additional Training – \$5,000 each session	\$10,000	\$10,000	\$0	\$20,000
Total	\$60,000	\$45,000	\$50,000	\$155,000

Evaluator - TBD	Year 1	Year 2	Year 3	Total
Program evaluation services – annual rates for scope of work	\$10,000	\$10,000	\$10,000	\$30,000
Total	\$10,000	\$10,000	\$10,000	\$30,000

TMC-BH Contract – Trauma Informed Training and Support

In Years 1 and 2, Truman Medical Center- Behavioral Health (TMC-BH) will provide direct service and training opportunities for students and staff at three district schools (Garfield, Rogers and Troost). Year 3, a third school will be added. Contractual services to TMC-BH totals \$60,000 in Year 1, and \$45,000 and \$50,000 in Years 2 and 3 respectively.

Evaluator - TBD

An outside evaluator will be hired to complete annual and final program evaluations at the rate of \$10,000 per year for all three years. Cost estimates are based on bid results from other similar KCPS projects with regard to duration and scope of services.

Total Direct Costs

Total Direct Costs	Year 1	Year 2	Year 3	Total
1. Personnel	\$195,365	\$199,629	\$221,681	\$616,675
2. Fringe Benefits	\$61,818	\$62,928	\$84,674	\$209,420
3. Travel	\$8,091	\$7,005	\$0	\$15,096
4. Equipment	\$0	\$0	\$0	\$0
5. Supplies	\$17,409	\$14,995	\$0	\$32,404
6. Contractual	\$70,000	\$55,000	\$60,000	\$185,000
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0
Total	\$352,683	\$339,557	\$366,355	\$1,058,595

Indirect Costs

Indirect Costs	Year 1	Year 2	Year 3	Total
Indirect Costs – 5.9%	\$20,808	\$20,034	\$21,615	\$62,457
Total	\$20,808	\$20,034	\$21,615	\$62,457

The KCPS federally negotiate indirect cost rate agreement is attached. Indirect costs applied to this funding opportunity include 5.9% of the Direct Costs for each program year.

Total Costs

Total Costs	Year 1	Year 2	Year 3	Total
Direct Costs	\$352,683	\$339,557	\$366,355	\$1,058,595
Indirect Costs	\$20,808	\$20,034	\$21,615	\$62,457
Training Stipends	\$0	\$0	\$0	\$0
Total	\$373,491	\$359,591	\$387,970	\$1,121,052

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

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

Name of Institution/Organization

School District of Kansas City, Missouri

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	195,365.00	199,629.00	221,681.00			616,675.00
2. Fringe Benefits	61,818.00	62,928.00	84,674.00			209,420.00
3. Travel	8,091.00	7,005.00				15,096.00
4. Equipment						
5. Supplies	17,409.00	14,995.00				32,404.00
6. Contractual	70,000.00	55,000.00	60,000.00			185,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	352,683.00	339,557.00	366,355.00			1,058,595.00
10. Indirect Costs*	20,808.00	20,034.00	21,615.00			62,457.00
11. Training Stipends						
12. Total Costs (lines 9-11)	373,491.00	359,591.00	387,970.00			1,121,052.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 5.90 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Mrs.	First Name: Lili	Middle Name:	Last Name: Englebrick	Suffix:
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Address:

Street1:	1211 McGee Street
Street2:	
City:	Kansas City
County:	Jackson
State:	MO: Missouri
Zip Code:	64106
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
816-418-7346	816-418-7409

Email Address:
lenglebr1@kcpublicschools.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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