

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 # S215E140524

Grants.gov Tracking#: GRANT11638571

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"/>
--	---

State Use Only:

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

* a. Legal Name: <input type="text" value="The School District of Palm Beach County"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="59-6000783"/>	* c. Organizational DUNS: <input type="text" value="1320265270000"/>

d. Address:

* Street1: <input type="text" value="3300 Forest Hill Blvd."/>
Street2: <input type="text"/>
* City: <input type="text" value="West Palm Beach"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="FL: Florida"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="33406-5813"/>

e. Organizational Unit:

Department Name: <input type="text" value="Federal and State Programs"/>	Division Name: <input type="text" value="Teaching and Learning"/>
--	---

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Mary"/>
Middle Name: <input type="text" value="Helen"/>	
* Last Name: <input type="text" value="Arbogast"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Grants Administration Coordinator"/>	

Organizational Affiliation: <input type="text" value="The School District of Palm Beach County"/>

* Telephone Number: <input type="text" value="(561) 434-7302"/>	Fax Number: <input type="text" value="(561) 434-8838"/>
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* Email: <input type="text" value="maryhelen.arbogast@palmbeachschools.org"/>

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:**

Middle School Counseling Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="400,000.00"/>
* 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="400,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Mary Arbogast</p>	<p>TITLE</p> <p>Superintendent of Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>The School District of Palm Beach County</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:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Response to Section 427 of GEPA

The School District of Palm Beach County, Florida, will ensure equitable access to, and participation in the *Elementary and Secondary School Counseling Program* for students, teachers, and other program beneficiaries. To increase awareness of and participation in the project, the target school sites and project management will distribute informational brochures and correspondence; make presentations at community gatherings and school events; and obtain feedback through surveys and informal interviews. Data will be monitored to gauge the project's effectiveness in reaching underrepresented groups and corrective steps will be taken, if necessary, to maximize participation. District policies and procedures ensure that all communications and informational materials are sensitive to the needs of students and families, and are developed in multi-lingual formats, as appropriate, to reach non-English speaking families, including Spanish and Haitian-Creole.

In accordance with the Americans with Disabilities Act, the school sites and all other venues selected for the project will provide accommodations so that the facilities, programs, and services are accessible to students, teachers, or other persons with disabilities. Accommodations will be made as needed to meet the needs of individuals with disabilities. School Board Policies 3.06 and 5.725 provide for specially designed instruction and related services for learners with special needs, and provide for reasonable accommodations for qualified employees or job applicants with disabilities to perform the essential functions of the position.

The School Board's nondiscrimination policies and procedures guide and govern all decision making at all levels for students, employees, and the general public. School Board Policies 3.05, 5.001, and 5.81 protect students, parents, employees, applicants, and the general public from harassment or discrimination for any reason including, but not limited to, their real or perceived sex, race, color, religion, national origin, age, disability, marital status, ancestry, ethnicity, gender, linguistic preference, political beliefs, sexual orientation, and/or social/family background in educational programs or admission to educational programs, in school or outside at school-sponsored events, on school buses, in training facilities or programs sponsored by the District.

The school district's Equal Education Opportunities (EEO) office monitors, coordinates, and recommends action to ensure compliance with the SDPBC policies and procedures for equitable treatment and services for all individuals. To effectively and fairly resolve conflicts should they arise, the district has established a grievance procedure related to equal access for applicants, employees, or students alleging discrimination. These procedures, which are administered by the EEO, are accessible for use by students, district employees, and the general public

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

The School District of Palm Beach County

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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:

The School District of Palm Beach County, Florida's proposed *School Counselors Helping Students to Live, Learn, and Earn (LLE)* will fund four certified school counselors in middle schools with high counselor/student ratios and disciplinary incidents. Within the framework of the Multi-tiered Systems of Support, the project will establish a comprehensive counseling program. **Goal One: Improve counseling services** Objective: Increase the number of students and families who receive counseling services delivered by highly qualified school counselors. **Goal Two: Increase linkages for mental health services.** Objective: Increase the number of students linked to mental health services. **Goal Three: Improve prosocial behaviors.** Objective: Increase prosocial behavior through the delivery of counseling services by highly qualified school counselors. **Goal Four: Increase academic performance.** Objective: Demonstrate impact of highly qualified school counseling programs on academic performance.

The project addresses *Absolute Priority 1* by adding a counselor to four middle schools. It also addresses *Competitive Preference Priority 1* through coordination with School-wide Positive Behavior Support, and implementation of evidence-based strategies. Proposed project outcomes include **GRPA 1:** It adds a counselor to each school; and **GRPA 2:** By the end of the project, there will be a 30% decrease the number of disciplinary referrals in project schools. Outcomes also include: increased services, training in identification intervention, decreased absenteeism; and increased participation in college readiness programs. **Number of participants to be served:** 4,677 students, their families and school staff. **Number and location of proposed sites:** 4: Bear Lakes Middle School 3505 Shenandoah Blvd., West Palm Beach, FL 33409; Conniston Community Middle School 3630 Parker Ave., West Palm Beach, FL 33405; Roosevelt Community Middle School Australian Ave., West Palm Beach, FL 33407; and Palm Springs Community Middle 560 Kirk Rd., Palm Springs, FL 33406.

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](#)

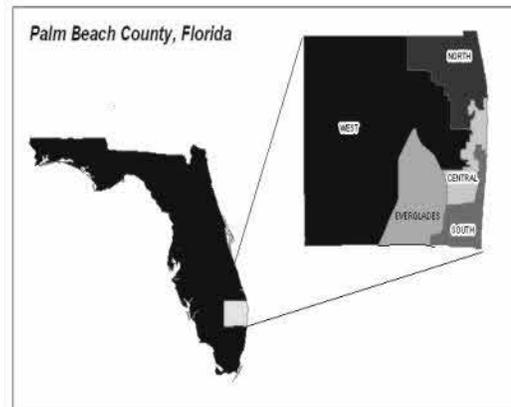
ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAM GRANT

“Our journey is not complete until all our children, from the streets of Detroit to the hills of Appalachia to the quiet lanes of Newtown, know that they are cared for and cherished and always safe from harm.”~ President Barack Obama

I. NEED FOR PROJECT (20 points)

A. Specific gaps or weaknesses in services, infrastructure, or opportunities.

The School District of Palm Beach County (SDPBC), Florida, is the twelfth (12th) largest public school district in the nation, serving a diverse population of 181,205 students in 185 elementary and secondary schools. Keeping with the demographics of South Florida, immigration and diversity are reflected in the 146 languages and dialects spoken in students’ homes, representing 191 countries and territories of birth. Over 60% of the students are economically disadvantaged, thus eligible for federal free/reduced lunch program. The racial/ethnic composition is 36% white, 28% African American, 29% Hispanic, and 7% other.



The School District of Palm Beach County proposes to implement School Counselors Helping Students to Live, Learn and Earn (LLE) Project in four high needs middle schools with a large number of behavior incidents and high counselor to student ratios. The selected schools feed into two high schools that have demonstrated progress and success with a High School Graduation Initiative (HSGI) funded by the U.S Department of Education. Each of those project high schools increased graduation rates. This project will allow the district to build upon those successes by offering comprehensive counseling services in the feeder middle schools.

The proposed services have been recommended by community leaders, the School Health Advisory Council, and the high school principals of HSGI schools based upon their identification of gaps and weaknesses in service delivery systems. The proposal addresses *Absolute Priority 1* by adding a certified school counselor to each targeted school. It addresses *Competitive Preference Priority 1* -- Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement through student engagement clubs, evidence-based social and emotional learning strategies, and coordination with School-wide Positive Behavior Support (SwPBS).

On September 25, 2013, the *Infant, Child, Youth and Young Adult Symposium – A Community Leaders’ Discussion* was held at the Palm Beach County Convention Center. The major community leaders included the Palm Beach County Commissioners, the School Board of Palm Beach County, and the Children’s Services Council. The Symposium goal was to share information and identify actions and programs to support the healthy growth, development and education of children and youth, prenatal through young adulthood, so that they graduate from high school and succeed in life. Based on their needs assessment, the Symposium identified gaps in needed services that resulted in 10 deliverables. This proposal will address five of the identified needs/recommendations to address these gaps in infrastructure and services. They are:

1. *Place dedicated staff at each school to help get at-risk children to needed services.* This project will add one experienced counselor to four high needs middle schools to conduct comprehensive counseling services.
2. *Identify evidence-based and promising programs for youth in middle and high school based on key factors impacting success.* LLE will add two evidence-based programs (Community

Matters Safe School Ambassadors and Student Success Skills/Parent Success Skills) to middle schools.

3. *Universally offer transition programs in every school (entry into 6th, 9th, and postsecondary).*
The project adds specific assessment and strategies for transitioning 8th graders (ReadiStep College Readiness Assessment and counseling strategies to support the Eight Components of College and Career Readiness from the National Office of School Counselor Advocacy).
4. *Develop consistent program evaluation (process and outcome) of funded programs/services including agreed upon criteria for evidence based and promising programs.* An external evaluator will conduct the LLE evaluation.
5. *Build more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities.* The project provides family engagement and outreach to families and students with excessive absences and mental health concerns as well as increased direct services provided by school counselors to at risk students.

On October 10, 2012, the Palm Beach County School Health Advisory Council (SHAC) and District leadership delivered a presentation to the School Board that included several recommendations based upon the members' respective identification and assessment of needs and gaps in services and infrastructure. One of the recommendations was to enhance the School Based Teams (SBT) and non-academic supports for students. SHAC specifically recommended that, "School Counselor(s) at each school follow the American School Counselor Association and National Office for School Counselor Advocacy's guidelines for a comprehensive school counselor program, including college and career readiness." In addition, SHAC stated that the School Based Teams should focus on academic and behavioral interventions and coordination of services, etc., LLE integrates School-wide Positive Behavior Support (SwPBS) and the

counseling role so that more students receive services, leading to reduced disciplinary incidents and improved school safety and climate (*Competitive Priority 1*).

The needs of the district's middle school students are great. They possess fewer protective factors and more risk factors compared to their peers nationwide in numerous areas. According to the *2013 Florida Youth Substance Abuse Survey*, Palm Beach County Report, they face fewer protective factors in: Community Rewards for Prosocial Involvement; School Opportunities for Prosocial Involvement; and School Rewards for Prosocial Involvement. They experience more risk in Community Disorganization; Transitions and Mobility; Perceived Availability of Drugs; Lack of Commitment to School; Peer Rewards for Antisocial Behavior; Favorable Attitudes toward Antisocial Behavior; and Low Perceived Risks of Drug Use (DCF, 2013). The Youth Risk Behavior Survey **Palm Beach Middle School** 2013 published by the CDC demonstrates risks of similarly alarming concerns, especially in the areas of suicidal ideation. They include, but are not limited to:

Percentage of students who:	Percentage
ever carried a weapon, such as a gun, knife, or club	28
have ever been in a physical fight	54
had ever been bullied on school property	44
had ever been electronically bullied	21
ever seriously thought about killing themselves	21
ever made a plan about how they would kill themselves	15.8
ever tried to kill themselves	8.4
ever had a drink of alcohol, other than a few sips	30
ever used marijuana	18
ever took a prescription drug without a doctor's prescription	5

The selected middle schools demonstrate high need based upon numerous factors, as demonstrated below. Less than 47% of the students read proficiently: at one school (Bear Lakes), 63% cannot read. Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation's competitiveness and general

productivity (Education Digest, 2010). The schools are high poverty: 76%-87% of the students qualify for free and reduced lunch. All schools have students involuntarily assessed under the Baker Act every year.

As indicated in the Grant Performance Results Act (GRPA) in the Evaluation section, baseline measures also demonstrate need. The ratios of counselor to students exceed the ratios recommended by statute: Roosevelt 1: 642, Palm Springs 1:629; Bear Lakes 1:540; and Conniston 1:429. Ratios of this size result in gaps in services for students and availability of the counselors to provide counseling. Incidents at the schools ranged from 562 to 875 in 2012-13.

Table 1 Academic Achievement, Poverty and Homelessness

2012-2013	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Free/Reduced Lunch Rate	Homeless Students
Bear Lakes	39	32	55	24	90	29
Conniston	50	48	54	41	79	21
Roosevelt	52	54	64	44	82	31
Palm Springs	54	55	65	48	84	25

Table 2 Demographics and Suspensions

2012-2013	% White	% Black	% Hispanic	% Students with Disabilities	% English Language Learners	% Out-of-School Suspensions
Bear Lakes	5	74	17	17	8	34
Conniston	16	17	64	19	10	12
Roosevelt	4	71	17	12	3	12
Palm Springs	16	18	63	15	9	11

Excessive absences demonstrate great need for counselors to conduct outreach including parent engagement and home visits if needed.

Table 3 Absentee Data

# students absent 10 or more days during first 129 school days in 2013-2014	# students absent 15 or more days during first 129 school days in 2013-2014
42 students with a combined total of 697 days absent	21
172 with a combined total of 2,862 days absent	106
118 with a combined total of 2,576 days absent	64

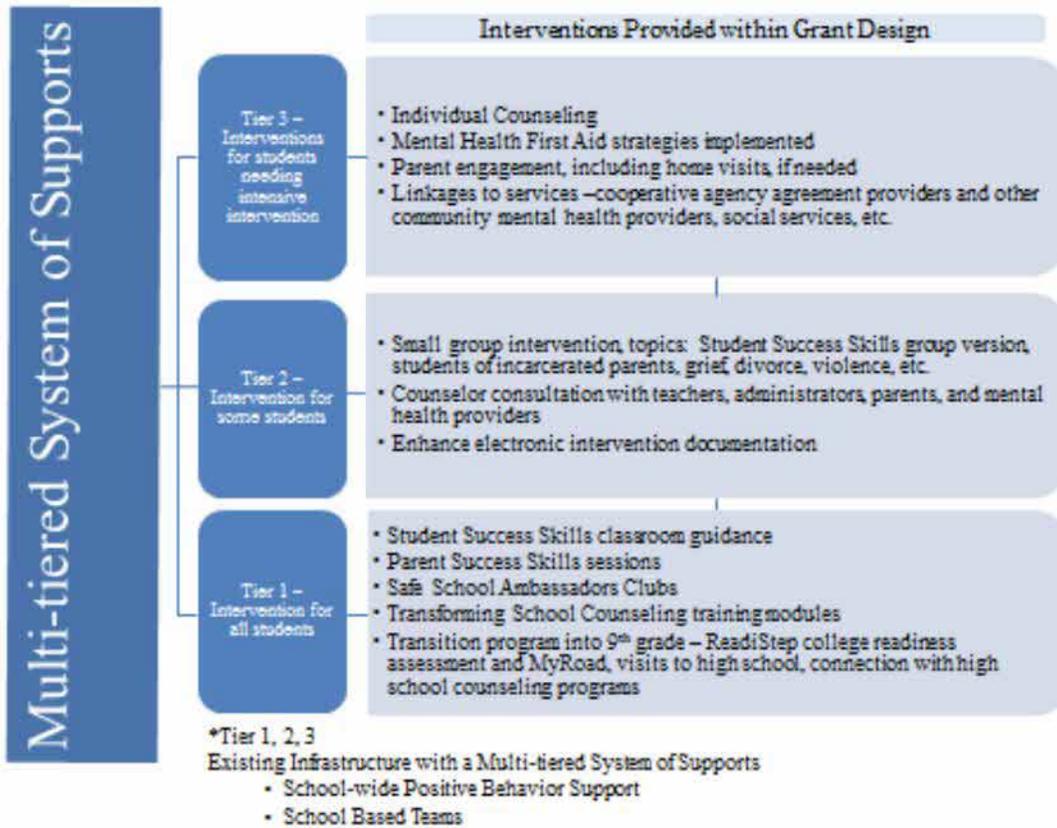
27 with a combined total of 399 days absent	7
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The proposed project will build infrastructure and increase capacity for a sustainable counseling delivery system in numerous ways. These include but are not limited to:

- 1) Change in counseling practice to align with recommendations of American School Counselor Association (ASCA) and the National Office of School Counselor Advocacy. Training modules will be developed as part of the project, tested with these schools, offered district-wide when refined and available for nation-wide dissemination.
- 2) Improved coordination of the Multi-tiered System of Supports (MTSS) so that counselors and counseling services are integrated with School-wide Positive Behavior Support efforts *(Competitive Preference I)*.
- 3) Change in focus towards college and career readiness that includes utilizing the College Board's Readiness™ assessment tool and MyRoad to expose students to careers.
- 4) School counselors, other mental health professionals, and teachers will be trained in early identification and intervention for students with mental health and other risk factors.
- 5) Utilization and linkages to service providers of mental health services will be strengthened, as will collaborative partnerships.
- 6) A student led Community Matters Safe School Ambassadors Club, a program listed on the National Registry of Evidence-based Programs will be established in each target school *(Competitive Preference I)*
- 7) Counselors will have the capacity to continue the research-based academic and social skills development program, Student Success Skills and accompanying Parent Success Skills.

II. QUALITY OF THE PROJECT DESIGN (30 points)

A. Linkages with agencies/ organizations providing services to the target population



The Multi-tiered System of Support (MTSS) will be the framework for services as well as for continuous improvement. Through implementing the problem-solving framework, MTSS provides high-quality instruction and intervention matched to student needs. It requires: continuous monitoring of student performance; screening of all students for academic and behavioral problems; and multiple levels or tiers of instruction that are progressively more intense and based on the student’s response.

Using MTSS, the counselors will ensure that students who are in need of services outside of the school are linked to these services (**Goal Two: Increase linkages for mental health services**). In general, such linkages would fall within Tier III interventions. Students with high absentee rates, those involuntarily assessed under the Baker Act due to concerns that they will harm themselves, suspended students, students referred to School Based Team (SBT) for

behavior, emotional or academic concerns, and those with identified needs from the ReadStep assessment will be the students targeted by the counselors for follow up to see if linkages are warranted. The School District has cooperative agreements with 29 local behavioral health agencies. In July 2014, these agreements will be renewed and additional agencies added for a total of 31. A list is attached. Each fall, the agencies will be invited to participate in a Cooperative Agreement Fair. Counselors will meet the agency representatives and obtain firsthand information about services and contacts in order to conduct appropriate linkages. Effective collaboration with community programs is essential (Weist, MD, 2102).

These cooperative agreements also allow the agency representatives to see the student during school day and participate on School Based Teams within confidentiality and parental permission guidelines. Linkages are also assured through the support from the Youth Symposium and SHAC. The project will strengthen the collaboration the district holds with Action Alliance and the Mental Health Association, which are advocacy organizations to help ensure that students get linked to the services they need. Please see the attached letters of support, commitment of assistance, and explanation of agency services.

B. Design is appropriate to and will address, the needs of the target population

The proposed project aligns two complementary systems to create a seamless continuum of care: counselors and School-wide Positive Behavior Support (SwPBS). The two systems are not always well integrated. This proposal seeks to add counselors to the schools and create a counseling program to coordinate more closely with SwPBS in order to serve students who need different levels of interventions. Members of the SwPBS School Teams lead the school staff in identifying, adapting, and sustaining effective school-wide disciplinary practices. The counselors in this project will attend the initial annual school SwPBS leaders training and be part

of their schools' SwPBS Teams. Parent involvement will be assured throughout the project design and implementation through the Title I Parent Advisory Committee representation, SwPBS parent orientations, and SBT meetings.

TIER 1

Change in School Counselor Role (Goal One: Improve counseling services). ASCA and the National Office for School Counselor Advocacy have established guidelines for a comprehensive school counselor program, including college and career readiness. A school counselor job description will be developed with input from the School Counseling and Graduation Support department and Palm Beach School Counselor Association. In the table below, Stephanie Robinson and Patricia Martin describe modules for the transformation of the role of the professional school counselor, a sustainable deliverable of this project.

Table 4 Transformation of the Role of the Professional School Counselor Modules

<i>Leadership</i>	<i>Advocacy and Systemic Change</i>	<i>Teaming and Collaboration</i>	<i>Counseling and Coordination</i>	<i>Assessment and Use of Data</i>
<i>Promoting, planning, and implementing prevention programs, career and college activities, course selection and placement activities, social/personal management, and decision-making activities</i>	<i>Making available and using data to help the whole school look at student outcomes.</i>	<i>Participating in or consulting with team for problem solving; ensuring responsiveness to equity and cultural diversity issues, as well as learning styles</i>	<i>Providing brief counseling of individual students, groups, and families.</i>	<i>Assessing and interpreting student needs and recognizing differences in culture, languages, values, and backgrounds</i>
<i>Providing data snapshots of student outcomes, showing implications and</i>	<i>Using data to effect change; calling on resources from school and community</i>	<i>Collaborating with other helping agents (peer helpers, teachers, principal,</i>	<i>Coordinating resources, human and other, for students, families, and</i>	<i>Establishing and assessing measurable goals for student outcomes from counseling</i>

<i>achievements gaps, providing leadership to view through equity lens</i>		<i>community agencies, business)</i>	<i>staff to improve student achievement (community, school, home)</i>	<i>programs, activities, interventions, and experiences</i>
<i>Arranging 1:1 relationships for students with adults in school setting for additional support & assist in reaching academic success</i>	<i>Advocating student experiences and exposures that will broaden student's career awareness and knowledge</i>	<i>Collaborating with school and community teams to focus on rewards, incentives, and supports for student achievement</i>	<i>Working as key liaison with students and school staff to set high aspirations for all students & develop plans and supports for achieving these aspirations</i>	<i>Assessing building barriers that impede learning, inclusion, and/or academic success for students</i>
<i>Playing a leadership role in defining and carrying out the guidance and counseling function</i>	<i>Advocating student placement and school support for rigorous preparation for all students</i>	<i>Collaborating with staff members in developing staff training on team responses to student academic, social, emotional, & developmental needs</i>	<i>Coordinating staff training initiatives that address student needs on a schoolwide basis</i>	<i>Interpreting student data for use in whole school planning for change</i>

(Erford, 2010, p.11)

Training in appropriate identification and early intervention techniques will be provided. The new and existing school counselors, assigned school psychologists, SwPBS contact, School Based Team leaders and district counselor leadership will attend Mental Health First Aid offered by Alpert Jewish Family and Children's Services, a strong collaborative partner. They partnered with the school district to present a series on Mental Health and Bullying. See attached letter. Counselors will develop inservice for the teachers and staff at the schools following this training. The training will increase sensitivity and awareness, address stigma, emphasize the need for trauma informed care, and provide resources and strategies.

An interlocking pathway of college readiness interventions and assessments- (Goal Four: Increase academic performance) especially for transitioning 8th graders. College Board's ReadinessStep™ and My Road™ will be implemented to help students be more successful in 9th grade. Building upon lessons learned and successes of the HSGI grant, the schools will administer ReadinessStep™ in 8th grade in lieu of district diagnostics. ReadinessStep™ is the first step on the College and Career Readiness Pathway, an integrated system of assessments that includes the PSAT and SAT. ReadinessStep™ measures reading, writing and math skills and provides College Board tools, including the Summary of Answers and Skills reports and Skills Insight. ReadinessStep™ provides early indicators of students' college readiness. The school counselor will utilize this information to assess need for Tier II or III interventions, such as creating linkages, and /or referring to School Based Team for problem solving and/or RtI assessment. My Road™ covers a wide variety of college majors for students to explore their interests and start thinking about college and careers. Because the schools feed into HSGI schools, they will benefit from the many college/career services available at those schools. See attached My Road ASCA map.

Student Success Skills (SSS) program (Goal Three: Improve prosocial behaviors) will be offered as part of classroom guidance as well as in small groups for identified students. SSS was developed to systematically teach students fundamental learning, social, and self-management skills that have a demonstrated link to improved academic achievement outcomes. These include: cognitive and meta-cognitive skills such as goal setting, progress monitoring, and memory skills; social skills such as interpersonal skills, social problem solving, listening, and team-work skills; self-management skills such as managing attention, motivation, and anger. All three skill sets work in concert and each requires systematic teaching. Parent engagement will occur at all three tiers. In Tier I, the Parent Success Skills (PSS) program is designed to support

students who receive SSS. The PSS program teaches how to use key strategies introduced through the SSS to help their students become more successful.

Community Matters Safe School Ambassadors program is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence (*Competitive Preference 1*). It is included in SAMHSA's National Registry of Evidence-Based Programs and Practices. Student bystanders see, hear, and know things adults do not see and can intervene in ways adults cannot. They are a critical and under-utilized resource for positively impacting the crisis of bullying in our schools.

The SSA engages and mobilizes these bystanders. The program harnesses the power of the socially-influential leaders of a school's diverse cliques. These "alpha" leaders are selected based upon specific criteria, such as: strong position and influence in their peer group, good communication skills, and a history of standing up for friends. The students participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students. Meetings are then held every few weeks to strengthen skills and help sustain student and adult commitment to the program. In Year one an event with all SSAs in the district will be held to present extensions of social intervention skills; provide face to face access to the SSA founder and learn about other chapters around the country.

TIER II

School Based Team – (SBT) is a District-mandated problem-solving team designed to assist students, families, and teachers. The SBT continues to be the single point of access for identifying, assisting, and referring students with academic, behavioral, social, and emotional concerns. The teams are the mechanism for student assessment and follow up for Response to

Intervention (RtI) (Tier II and III). School counselors will actively participate in SBT and will serve as a resource for referrals, linkages and assistance including small group and individual counseling, and provide linkages and outreach for mental health or other identified needs.

Tier II, or supplemental interventions would include **SSS in a small group setting**. Small group SSS covers test taking strategies, test anxiety, metacognition, memory skills, etc. The combination of SSS classroom and small group will result in gains in executive function, academic behaviors, social skills and academic achievement. Other small groups will be conducted by the counselors based upon need.

Tier III

Tier III strategies include the linkages described above and other individual services. Tier III or intensive intervention would be provided for those students with the greatest need. Intensive interventions may include parent conferences, home visits, referrals to agencies for mental health , social service or medical needs or to address any other barrier to academic success and well-being. These interventions can ameliorate risk factors for students and help them get back on track academically, behaviorally and socially. Training in conducting effective home visits will be provided by a community partner, Boys Town of South Florida. Caregiving Youth Project will provide training about needs of these underserved children. See attached letters of support. Training in the District's Baker Act Decision Tree and suicide prevention from the FL DOE Coordinated School Health Resource Center will be provided to counselors.

C. Design reflects up-to-date knowledge from research and effective practice

The overall proposal, grounded in MTSS and focused on improving counselor practice to improve student outcomes, is founded in research. Six state-wide research studies of school counseling programs, based on the ASCA National Model, were conducted to look at the impact

of comprehensive programs on educational outcomes. Practice guidelines for school counselors include: use data; prioritize college and career-readiness counseling; prioritize promoting academic success; prioritize parent involvement; spend time on responsive services, guidance curriculum, and individual planning more than program evaluation and system support; implement a differentiated school counseling program delivery system; and implement the ASCA National Model if not already in place (ASCA, 2013). The critical elements of multi-tiered instruction and intervention and the use of data-based problem solving to inform decision-making are essential and must include the counselors as change agents, resources, collaborators and problem solvers. Within a MTSS, all school-based efforts should be unified and accelerated by collaborative teams to result in increased student outcomes and achievement (FL DOE, 2014).

This proposal reflects the newest guidance and related action steps from the Department of Education in its *Guiding Principles: A Resource Guide for Improving School Climate* (US DOE 2014). Each of the proposed programs is evidence-based and researched. SSA is listed in NREPP, as noted above. A multi-year evaluation found reports of improved school climate; increased rates of intervention in bullying incidents by their peers; dramatically reduced suspension rates than pre-SSA rates at schools. A 2013 study of California schools conducted by WestEd showed that schools that actively engaged in climate enhancement efforts experienced higher test scores, particularly in low-income schools where multiple risk factors were present (WestEd, 2014).

A series of research studies demonstrated that by using SSS, school counselors can have significant impacts on student academic achievement and pro-social behavior (Brigman & Campbell, 2003; Brigman, et al., 2007, Lemberger, Brigman, Webb & Moore, 2012; Lemberger & Clemens, 2012; Miranda, Webb, Brigman & Peluso, 2007; Villares, Lemberger, Brigman &

Webb, 2011; Villares, et al., 2012). A 2003 study involving students in fifth, sixth, eighth and ninth grades initiated a series of research that demonstrated positive outcomes for students. Pre/post measures of the state standardized achievement test showed significant gains in math and reading achievement. Significant positive effects on pro-social behavior, bullying behaviors and school engagement were found by Mariani (2011).

Parent support for core learning principles and strategies and parent involvement in the learning process is critically important (Moll, 1990). Parent involvement can affect classroom and school climates in addition to providing support for individual students (Bransford, Brown, & Cocking, 2000). Research conducted by WestEd CASEL demonstrated that compared to controls, students who participate in social emotional learning demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11% gain in achievement (WestED, 2014).

III. QUALITY OF MANAGEMENT PLAN (30 points)

A. Adequacy of management plan with defined responsibilities, timelines, and milestones

The School District of Palm Beach County (SDPBC) is the applicant and fiscal agent responsible for execution and administration of this project. The SDPBC has the experience and capacity to manage this grant program efficiently and effectively, with clearly delineated authority and responsibility, and with experienced, professional staff who are full time district employees in positions that require continuity and follow-through. The management plan and personnel time commitments are adequate to meet the objectives on time and within budget.

The grant will be managed within the Single School Culture © Initiatives (SSCI) department. SSCI offers assistance and support to school centers in the development of a MTSS framework, SwPBS, School Based Team, Response to Intervention (RtI) process, School Counseling and

Graduation Support; and the highly successful High School Graduation (HSGI) Project. Where possible, the training and interventions will be integrated into existing groups and processes, including existing school counseling programs; School Based Team and RtI process, and collaborative agreements with community service providers.

Upon project approval, the SDPBC management team will move quickly to ensure an immediate project launch. The District Management Team will include one part-time Project Director, an Assistant Director for Single School Culture Initiatives. Less than 4% of project costs will be for administrative costs; the rest will be in-kind, including the district level Counseling Specialist for Middle Schools, and principals or designees. They will meet on a regular basis, both formally and informally, to assist with general and field management and work collaboratively to assure all activities are executed as proposed. The Project Director for the grant project will be Nancy Reese. Her professional time will be dedicated at 25% to the project (10% FTE funded by the grant) to carry out the role and all responsibilities. Ms. Reese is a FL certified counselor with 25 years educational experience: eight years working as a counselor, 14 years managing state and federal grants, nine years as Assistant Director; including three years supervising district counselor leadership(see resume). In 2012 she was selected by the Florida Counselor Association as the School Counseling Advocate of the Year. As the current Coordinator for the district's HSGI Grant, she has excelled in development, implementation, and all aspects of management of a federal project for at risk students that included providing services within the schools and with collaborative partners. The Project Director's responsibilities will include planning and organizing activities for effectiveness/efficiency; chairing the Advisory Board; monitoring progress; administering budget; working directly with the counselors and district staff, and project partners to ensure success, and working directly with

the evaluator to ensure access to project and to formative recommendations; making appropriate revisions as necessary; and more. The Project Director will report directly to the Assistant Superintendent of the Division of Teaching and Learning.

Also serving on the Management Team will be Amy Mazzocco, Middle School Counselor Specialist, who will contribute 25% of her time to the project at no cost to the grant. Ms. Mazzocco brings superior qualifications, a BA in Education in Varying Exceptionalities and an MS in Counseling Psychology. She will provide valuable assistance to the Director with planning/coordination of activities to ensure objectives are met. Also serving on the Management Team will be Michael Kane, a Specialist who is currently in year three of implementing an Institute of Educational Services Student Success Skills Grant in 30 elementary schools after 17 years as a counselor. He was admitted for School Counseling Doctoral Candidacy in April 2014, at Florida Atlantic University. He was a National Finalist School Counselor of the Year in 2012.

Critical to the project's success, the *Advisory Board* will provide the overall vision, leadership, and resources to ensure fidelity of the project. The Board will convene monthly to provide general oversight/input; share data; monitor interim/overall progress; review formative reports/summative evaluations; respond to project needs; and advise regarding next steps. The Board members include: the SHAC Mental Health Subcommittee members, chaired by Seth Bernstein, Psy.D.; the Management Team; Project Evaluators; Dr. Dana Z. Godek, Director of Federal Programs; June Z. Eassa, Ed.S., SwPBS Coordinator; Kim C. Williams, Assistant Director instrumental in mental health advocacy and safe and drug-free schools initiatives; Rick Lewis, Specialist and Peaceful Schools International and SSA trainer; Kim Mazauskas, Bullying Prevention Coordinator/Uiweus certified; David Ramos, School Psychologist Administrator;

identified parents and Title I Parent Liaison, Margaret Shandorf, to ensure parents are involved in the design, implantation and evaluation; and a Student Ambassador from each school.

The table below exhibits the timeline with assigned responsibilities and milestones for accomplishing project tasks each year. See select resumes attached.

Table 5 Project Management Plan				
Responsibilities	Responsible	Year 1	Year 2	Year 3
Notice of Award	ED	Sep.		
Board Approval of Award and Budget established MILESTONE	Project Director, Grants Office and Budget Department	Oct.		
Advertise, select, hire 4 counselors MILESTONE	Project Director	Nov.		
Convene Management Team	Project Director	Fall, then monthly	Monthly	Monthly
Plan w/Advisory Board MILESTONE	Management Team	Monthly	Monthly	Monthly
Counselor Orientation to schools	Project Director, Middle School Counseling Specialist, Principals	Nov.		
Partner Contracts MILESTONE	Project Director	Oct	June	June
Mental Health First Aid Workshops MILESTONE	Alpert Jewish Family & Children's Services	Oct/Nov		
Counselors conduct workshops for teachers and staff on identification and referral MILESTONE	Existing and new counselors at their respective schools	Jan.	Sep.	Sep.
Home visit training	BoysTown	Oct./Nov.		
SSS and PSS Training	Dr. Brigman	Oct./Nov.		
Implement SSS and PSS MILESTONE	School Counselors	Dec. – June	Sept – Jun	Sept – Jun
Educational Data Warehouse Training	Research and Evaluation	Oct.		
Formative reports	Evaluator	Quarterly	Quarterly	2x annual
Counselor iObservations	Project Director	Dec-Apr	Aug-Apr	Aug-Apr
Data analysis/continuous improvement	Advisory Board	Monthly	Monthly	Monthly
Develop and conduct counselor training modules MILESTONE	Elam Leadership Institute	Nov	Ongoing	Ongoing
Conduct training and establish SSS Clubs MILESTONE	Rick Lewis	Nov- Jan	Ongoing	Ongoing

Cooperative Agreement Information Fair	Middle School Counseling Specialist	Oct.	Oct.	Oct.
Counselor training and updates in SwPBS and SBT	Single School Culture Administrator	Nov.	Sep	Sep
Counselors participate in SBT	Principals	Ongoing	Ongoing	Ongoing
Analyze GPRA Data	Evaluator w/ Management Team and Advisory Board	June	June	June
Submit Summative APR	Evaluator w/ Project Director	June	June	June

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

The process of continuous improvement is the 8 Step Problem Solving Model adopted by the State of Florida within the MTSS framework and used for school improvement (FL DOE, 2014). The Advisory Board will be the primary mechanism used to ensure feedback and continuously strengthen all aspects of the project. Through the project, a database will be created to collect and maintain relevant data from the project, as well as from the district's Education Data Warehouse (EDW). Progress will be monitored via feedback from participating counselors, formative assessments and reports. Through the continuous improvement loop built into the project management and evaluation plans described below, the Management Team, Advisory Board, and evaluator will continually monitor progress to respond to unidentified challenges, to identify/address project areas that need improvement, to make suggestions and recommendations, and to assure continuous improvement in the project. The Project Director will follow all recommendations with a brief written report to document how concerns were rectified and improved. Sharing of formative findings allows for program changes and enhancements throughout the project.

4. QUALITY OF THE PROJECT EVALUATION (20 points)

A. Evaluation methods include measures clearly related to outcomes, produce data.

EVALUATION MODEL: This grant will be evaluated using Process and Outcome Evaluation strategies (Stufflebeam, 1972). Elements of a Responsive Evaluation Model (Stake, 1972) will also be employed to ensure communication is maintained between the evaluators and stakeholders. **PROCESS EVALUATION** addresses the implementation of the project plan. The “fidelity of implementation” will be followed through participant logs and surveys, as well as program monitoring, interviews, and focus groups. The process evaluation will also contribute to the formative evaluation of the project – with the evaluator meeting quarterly with the Program Director detailing: (1) the extent to which the program is being implemented as planned, (2) initial results of program effectiveness, and (3) recommendations for program modification. **OUTCOME EVALUATION** will address the extent to which the program has met its outcomes, identifying unanticipated outcomes, assessing merit of the program, and conducting a benefit/cost assessment. Baseline data will be collected prior to program intervention. Each year will conclude with subsequent data collection and serve as post-assessment. Goal attainment is measured through: (1) documents of program utilization, (2) surveys of students, parents, school personnel, community partners, and (3) interviews, focus groups.

RESPONSIVE EVALUATION provides a framework responding to the needs of different stakeholders (Stake, 1972). This is accomplished by providing opportunities for stakeholders to raise issues regarding the program thus allowing the evaluators to alert the Project Director to challenges experienced by participants or project staff. Interviews, focus groups, document analysis, and surveys will be used to facilitate this portion of the evaluation.

PERFORMANCE MEASURES AND OUTCOMES: The primary goals of this project are to (a) improve counseling services, (b) increase linkages for mental health services, (c) improve pro-social behaviors, (d) increase academic skills, and (e) address GPRA baseline

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

Table 5 Enrollment and Mental Health Workers – Baseline Data 2012-2013

Target Schools	Students enrolled	# of Child-adolescent psychiatrists	# of School Psychologists	# of School Counselors	# of School Social Workers	# of Other Qualified Mental Health Professionals
Bear Lakes	1,081	0 FTE	0.2 FTE	2 FTE	0 FTE	0 FTE
Conniston	1,288	0 FTE	0.2 FTE	3 FTE	0 FTE	0 FTE
Roosevelt	1,285	0 FTE	0.3 FTE	2 FTE	0 FTE	0 FTE
Palm Springs	1,888	0 FTE	0.2 FTE	3 FTE	0 FTE	0 FTE

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

Table 6 Enrollment, Discipline Referrals Baseline Data

Target Schools	Students enrolled (2012-2013)	Number of referrals for disciplinary reasons in schools participating (2012-2013)
Conniston	1081	875
Palm Springs	1288	562
Bear Lakes	1285	790
Roosevelt	1888	631

Table 7 Overview of the project goals, objectives, and outcomes

Goal One: Improve counseling services
Objective: Increase the number of students and families who receive counseling services delivered by highly qualified school counselors.
Outcomes:
Add an additional counselor in each of the four project middle schools. GRPA 1
The ratio of student to counselor will meet or surpass the recommendations of the American School Health association by the end of the first year.
By the end of the project, 100% of professional school counselor will participate in ongoing professional development focused on new strategies.
Ninety percent of professional school counselors who participate in professional development activities will report the training is high quality and support their work.
By the end of the project, there will be an 80% increase in the identification of students who could benefit from early intervention.
By the end of the project, increase the number of students who receive individual counseling.
By the end of the project, increase the number of students who receive group counseling.

By the end of the project, increase the number of students who receive classroom guidance.
By the end of the project, increase in the number of home visits by school counselors.
By the end of the project, increase parental involvement through Parent Success Skills.
Increase student perception of the quality of individual school counseling interactions using locally developed instrument.
Increase principal observational knowledge of counselor behaviors, as measured by the final VAM instrument
Goal Two: Increase linkages for mental health services
Objective: Increase the number of students linked to mental health services.
Outcomes:
By the end of the first year, 100% of project school mental health professionals will participate in Mental Health First Aid training.
Ninety percent of school mental health professionals who participate in professional development activities will report the training is high quality and support their work.
By the end of the first year, 100% project school faculty and staff will attend training on the early identification and early intervention strategies.
By the end of the second year, 100% of school counselors will regularly participate in SBTs.
By the end of the project there will be an 80% increase in the number of students who are referred by School Based Teams to community mental health providers.
Goal Three: Improve prosocial behaviors
Objective: Increase prosocial behavior through the delivery of counseling services by highly qualified school counselors.
Outcomes:
By the end of the project, there will be a 30% decrease the number of disciplinary referrals in project schools (10% annually) GRPA 2
By the end of the project, there will be a 30% decrease incidents of bullying (10% annually).
By the end of the project, there will be a 30% decrease in the number of absences (10% annually).
By the end of the project, there will be a 30% decrease in the number of out-of-school suspensions (10% annually).
By the end of the project, there will be a 50% increase in the number of students participating in the Safe School Ambassadors club.
Goal Four: Increase academic performance
Objective: Demonstrate impact of highly qualified counseling programs on academic performance.
Outcomes: By the end of the project, there will be a 30% increase in the number of students participating in a college readiness program (ReadiStep and My Road).

B. The methods of evaluation will provide performance feedback and assessment of progress

RESEARCH DESIGN: In order to answer the questions related to the project goals and assess outcomes, a mixed method research design using parallel or simultaneous methodologies (Tashakkori & Teddlie, (2008) will be used. This offers the most powerful evaluation of the project and the transferability of the findings to other settings (Frechtling & Sharp, 1997).

The **QUANTITATIVE** methodology provides the primary data for assessing outcomes related to the project goals. Attendance sheets, counselor logs, SBT records, teacher implementation logs, disciplinary referrals, and additional measures identified by stakeholders will be used in this evaluation and collected quarterly. Data will be analyzed using descriptive statistics and analysis of variance; findings will be presented to the Advisory Board and staff.

QUALITATIVE methodology provides additional data on outcomes while adding depth and breadth to the evaluation that enhances the transferability of findings (Seale, 1999). The qualitative methods of interviews, focus groups, observations, and document analysis will serve as data sources for obtaining stakeholder’s perceptions of the project and individual experiences.

Table 8 Overview of Sample Evaluation Questions Based On Process and Outcomes

Evaluation Question	Data Source	Data Method	Data Tool	Data Collection
Is targeted population receiving the appropriate amount, type, quality of services?	Counselor Logs	Document Review	Project Checklist	On-going
Are staffing sufficient in numbers and competencies to meet the program goals?	Project Logs	Document Review	Project Checklist	Quarterly
Is the program being implemented as intended/designed?	Project Staff	Interviews Focus Groups	Interview Protocol, Checklist	Bi-annually
Is the program being implemented with fidelity?	Trainers, Staff Site Visits	Interviews Focus Groups Observation	Interview Protocol, Checklists	Bi-annually
Do program staff, school based teams, and community agencies work collaboratively?	Program staff, SBT, community agencies	Interviews Focus Groups	Interview Protocol	Bi-annually
Are mental health professionals, faculty and staff satisfied with the training provided?	Counselors , Faculty, Staff	Interviews Survey	Interview Protocol, Survey	Bi-annually On-going after each training
Are families satisfied with the services they received?	Parents	Surveys	Protocol, Survey	On-going
How do project staff and members of the advisory	Staff Advisory	Interviews Focus Group	Interview Protocol	Bi-annually

board perceive the project's strengths and weaknesses?	Board members			
To what extent has the # of students receiving individual counseling services increased?	Counselors	Document Review	Counselor Logs	Quarterly
To what extent has the # of students receiving group counseling services increased?	Counselors	Document Review	Counselor Logs	Quarterly
To what extent has the # of students receiving classroom guidance increased?	Counselors	Document Review	SSS Implementation Report	Quarterly
To what extent has the # of counselors participating on SBTs increased?	Counselors	Interviews	Meeting logs Interview Protocol	Bi-annually
To what extent has the # of mental health professionals, faculty and staff participating in professional development activities increased?	Project Staff	Document Review	Sign-in Sheet	On-going after each training
To what extent has the # of discipline referrals decreased?	Project Staff	Statistical Analysis	EDW Report	Quarterly
To what extent has the # of bullying incidents decreased?	Project Staff	Statistical Analysis	EDW Report	On-going
To what extent has the # of absences decreased?	Project Staff	Statistical Analysis	EDW Report	Quarterly
To what extent has the # of out-of-school suspensions decreased?	Project Staff	Statistical Analysis	EDW Report	Quarterly
To what extent has the # of students participating in SSA Clubs increased?	Project Staff	Document Analysis	SSA Sign-up sheets & mtg attendance	Quarterly
To what extent has the # of students participating in a college readiness program increased?	Project Staff	Document Analysis	Attendance Self-reported assessment	On-going

(Erford, 2010, page 11)

REPORTING: The evaluation will provide a comprehensive look at all phases of the project from planning to conclusion. In the first two and a half years of the project, formative evaluation reports based on the quantitative and qualitative data will be provided quarterly. A summative report will be prepared in the final year of the project. Monthly meetings with the Project Director, the Advisory Board, and the Evaluation Team will provide a forum to ensure

open communication and timely reporting of findings. Dissemination of evaluation findings will be made through sharing reports with all stakeholders. Additionally, presentations at research conferences such as AERA and AEA, along with publications in refereed journals, will assist in sharing best practices and lessons learned from this project.

EVALUATION TEAM: The project will be evaluated by Southeast Research and Evaluation Associates. Drs. Candace Lacey and John Enger, along with their associates, offer over 30 years of experience acting as principal investigators and providing technical assistance for national and international educational and child well-being projects. The principal investigator, Dr. Lacey, who holds a Ph.D. and MBA, teaches doctoral courses in research design and program evaluation. Her experience as principal investigator includes multi-million dollar Safe Schools/Healthy Students prevention grants in Palm Beach and Broward counties, the State of Florida's Online Tobacco Education Grant and Byrne/Jag grants for the United Way of Broward County Commission on Substance Abuse and Prevention. Dr. Enger earned his Ph.D. in Educational Measurement and Statistics from the University of Iowa. He has taught courses in educational measurement, statistics, research methods, and program evaluation. Dr. Enger has received three academic-year Fulbright scholar appointments in the areas of educational measurement, research methods, and program evaluation. He has served as an external evaluator for school districts, ministries of education, civil service commissions, and the U.S. Department of Education. Jennifer Thomas-Simmons, who holds a master's degree in Social Work, is a program designer, grant writer, and evaluator. Her areas of expertise include child welfare evaluations, mental health program design, and technical support and supervision.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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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): _____ * Other (Specify): _____	
* 3. Date Received: Completed by Grants.gov upon submission.		4. Applicant Identifier: _____	
5a. Federal Entity Identifier: _____		5b. Federal Award Identifier: _____	
State Use Only:			
6. Date Received by State: _____		7. State Application Identifier: _____	
8. APPLICANT INFORMATION:			
* a. Legal Name: The School District of Palm Beach County			
* b. Employer/Taxpayer Identification Number (EIN/TIN): 59-6000783		* c. Organizational DUNS: 1320265270000	
d. Address:			
* Street1:	3300 Forest Hill Blvd.		
Street2:	_____		
* City:	West Palm Beach		
County/Parish:	_____		
* State:	FL: Florida		
Province:	_____		
* Country:	USA: UNITED STATES		
* Zip / Postal Code:	33406-5813		
e. Organizational Unit:			
Department Name: Federal and State Programs		Division Name: Teaching and Learning	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:	_____	* First Name:	Mary
Middle Name:	Helen	_____	
* Last Name:	Arbogast		
Suffix:	_____		
Title:	Grants Administration Coordinator		
Organizational Affiliation: The School District of Palm Beach County			
* Telephone Number:	(561) 434-7302	Fax Number:	(561) 434-8838
* Email:	maryhelen.arbogast@palmbeachschools.org		

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:

Middle School Counseling Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	400,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	400,000.00

*** 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:

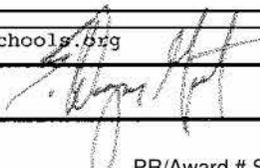
Prefix: * First Name:
 Middle Name:
 * Last Name:
 Suffix:

* 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:

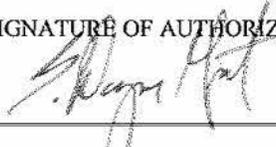
1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will 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 the 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.

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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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. §§1721 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  _____, E. Wayne Gent		TITLE Superintendent of Schools
APPLICANT ORGANIZATION The School District of Palm Beach County		DATE SUBMITTED April 28, 2014

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

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		
The School District of Palm Beach County		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 80px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="E. Wavne"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 150px;" type="text" value="Gent"/>	Suffix: <input style="width: 130px;" type="text"/>	
* Title: <input style="width: 400px;" type="text" value="Superintendent of Schools"/>		
* SIGNATURE:		* DATE: <input style="width: 150px;" type="text" value="April 28, 2014"/>

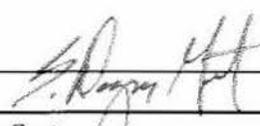
DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input checked="" type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known: FL18	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: School District of Palm Beach County 3300 Forest Hill Boulevard West Palm Beach, Florida 33406-5813 Congressional District, if known: FL20	
6. Federal Department/Agency: United States Department of Education	7. Federal Program Name/Description: Elementary and Secondary School Counseling Grant CFDA Number, if applicable: 84.215E	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A N/A	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A	
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 this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information 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:  Print Name: E. Wayne Gent Title: Superintendent of Schools Telephone No.: (561) 434-7302 Date: 4/28/2014	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAM GRANT

Resumes

Nancy Reese, Program Director

Candace H. Lacey, Program Evaluator

Stephanie G. Robinson, Ph.D.

Dana C. Godek, Ph.D., Director of Federal and State Programs

Amy Mazzacco, Michael Kane and Other School Counselor Leadership Bios

Seth Bernstein, Psy.D. – Advisory Board

Donna Elam, Ed.D.



Nancy E. Reese

(b)(6)

Work Experience in the School District of Palm Beach County, FL

High School Graduation Initiative Project Director, Department of Safe Schools

2010 - Present

- Serves as the full-time project director of the HSGI Grant. Responsibilities include day-to-day management and coordination of activities for effectiveness/efficiency; monitors progress; administers the budget; collaborates with partners to develop, implement, and continuously improve the project; and ensures all grant reporting is accurate and on time. Developed sustainable college/career readiness and postsecondary planning online tools.

Assistant Director, Single School Culture for Climate, Department of Safe Schools

2005 - 2010

- Developed and monitored multiple grants projects, including grant compliance with the Departments of Education, at both the state and federal levels.
- Prepared and reviewed documents, contracts and agreements for the department for submission to the School Board for approval.
- Collaborated with District administrators, school staff, community leaders, colleges and universities to facilitate projects related to school climate and expanding enrollment of underserved student populations in Advanced Placement and other rigorous coursework.
- Served as a liaison between the District and the College Board to expand access and participation in Advanced Placement to underserved populations by coordinating professional development, school-day SAT testing, related agreements and monitored compliance.
- Provided oversight of the District College Readiness initiatives, including Advanced Placement Incentive Program federal grant, the College Success Program, SpringBoard implementation and all out-of-school programs managed by the Department.
- Provided quality assurance for reporting, documentation and budgeting for grants and other department initiatives.

Manager, Department of Safe Schools

1999 - 2005

- Supervised project coordinators who managed 42 elementary and middle school after-school programs and 45 middle school tutorial programs.
- Wrote and managed multiple federal, state and foundation grants.
- Coordinated training and presented various workshops for school staff and administrators.

Integrated Services Liaison, Department of Student Services

1995 - 1999

- Managed education reform grant projects that focused on redesigning the delivery of support services to promote school success.
- Coordinated summer institutes and workshops and presented various workshops for school staff, administrators, and business and community partners on developing long-term school, family and community partnerships.

Resource Teacher, Prevention Center

1993 - 1995

- Developed and implemented curriculum and various presentations on the physiological and psychological effects of alcohol, tobacco and other drugs, healthy alternatives to drug use, decision-making skills and resisting negative peer pressure.

School Counselor, Palm Springs Elementary

1990 - 1993

- Implemented a comprehensive school counseling program, including classroom presentations, group and individual counseling and consultation with teachers, parents and other service providers.
- Facilitated the Exceptional Student Education referral, testing and placement process and administered preliminary intellectual and academic assessments.

Education

Project Management Training

2008

M.A. Counseling, West Virginia University

1986

B.A. Business Administration, West Virginia University

1982

College and University Professional Experience

Florida Atlantic University.

2005

Adjunct Faculty Member, School Counseling Program, Department of Counselor Education

Taught two masters level counseling courses

Nova Southeastern University 2002 - 2004
Adjunct Faculty Member, Fischler Graduate School of Education and Human Services.
Facilitated BrainSMART Courses in the Masters and Specialist Programs

University of North Florida
Facilitated a graduate level distance learning course 1997

Research and Grants

Subedi, B., Howard, M., Reese, N., Christy, D. (2011). *Factors Influencing High School Graduation and Dropout for At-Risk Students*. American Educational Research Association, Vancouver, BC.

U.S. Department of Education Grants

High School Graduation Initiative (2010 – Present) \$7.2 million
Advanced Placement Incentive Program (2008 – 2010) \$2.3 million
21st Century Community Learning Centers, two grants (May 1999 – 2006) \$4.6 million

U.S. Department of Justice, Office of Community Oriented Policing Services

COPS in Schools, two grants (1999 – 2004) \$7 million

The Picower Foundation

Picower College Success and SpringBoard Multiple grants (2005 – 2008) \$1.5 million

Florida Department of Education

Comprehensive After-School Project (2001 – 2004) \$658,000
Shared Services Network (1997 – 1999) \$100,000
Goals 2000 Local Education Reform, Integrated Services Project (1995 – 1998) \$513,775

Annenberg/Henderson Foundation

Florida Atlantic University and Broward County District Schools
Developing Academic and Social Competence (January 2000 – 2002) \$305,000

Presentations at Professional Conferences

Reese, N., Zorovich-Godek, D. et al. (2013). Bridging Postsecondary Connections.
Conference proceedings, Council of Great City Schools Annual Conference, Albuquerque, NM.

Reese, N., Zorovich-Godek, D. et al. (2013). Expanding the Turf: Growing Community Culture for College and Careers.
Conference proceedings, National Office of School Counselor Advocacy Annual Conference, New Orleans, LA.

Reese, N. (2012) High School Graduation Initiative – Utilizing Ripple Effects.
Conference proceedings, 24th Annual National Dropout Prevention Network Conference, Orlando, FL.

Reese, N. (2008). Building a Collaborative Structure to the SpringBoard Initiative.
Conference proceedings, College Board Major School Systems Meeting, Atlanta, GA.

Brigman, G., Reese, N. et al. (1999). Inoculating Children Against Failure: A School, Family, Community Partnership.
Conference proceedings, National Dropout Prevention Conference, Austin, TX.

Brigman, G., Reese, N. (1996) Integrated Services Model Developed in the School District of Palm Beach County.
Conference proceedings, Florida Association of Student Services Administrators, Tampa, FL

Professional Memberships and Certification

Guidance Certification, FL Department of Education (K-12)
Association for Supervision and Curriculum Development
American School Counselor Association
Florida School Counselor Association
Palm Beach County School Counselor Association

Resume

Candace H. Lacey, Ph.D.

(b)(6)

EDUCATION:

Doctor of Philosophy

Barry University, Miami Shores, Florida

Major: Leadership and Education

Master of Business Administration

PROFESSIONAL EXPERIENCES:

2005- Present **Program Professor**, Nova Southeastern University
Fischler School of Education and Human Services

1996- Present **Consultant**, Private educational consultant
CH Lacey Consulting, Inc.

2000- 2002 **Department Chair**

1999 - 2000 **Associate Professor of Education**
Barry University, Miami Shores, Florida

1997 - 1999 **Associate Professor of Education**
Arkansas State University, State University, Arkansas

1989- 1997 **Assistant Principal** for Curriculum and Supervision

RELATED EXPERIENCES:

- Certified Gallup Human Sigma Trainer
- President, Consortium of State and Local Educational Research Associations
- Participant, Service to Science Academy
- Fellow, National Center for Educational Statistics
- Florida Consortium of Charter Schools Blue Ribbon Committee Member
- National PT3 Planning Board (member)
- Healing and Resilience Conference, co-chair ASU
- Task Force for the Ford Foundation Diversity Project, Barry University
- Southern Association of Colleges and Schools: Visiting Committee Member

TECHNICAL SKILLS:

- Use SSPS (quantitative software)
- Use N6 (qualitative software)

- Design web surveys

COURSES TAUGHT

Doctoral:

- Methods of Inquiry
- Research Design and Methods
- Survey Research
- Measurement, Testing, and Evaluation
- Program Evaluation and Policy Analysis
- Research Methods, Design, and Analysis
- Seminar in Research Policies and Practices
- Applications of Cognitive Neuroscience
- Advanced Curriculum Theory and Planning
- Seminar in Leadership
- Doctoral Leadership Simulation
- Leading Change
- Advanced Study in Leadership
- Ethics and Social Responsibility

ARTICLES/PUBLICATIONS:

- Lacey, C. H., Gunter, G., & Reeves, J. (2014). Mobile technology integration: Shared experiences from three initiatives. *Quarterly Review of Distance Education*,(11)1, .
- Lacey, C. H., Gunter, G., & Reeves, J. (2013). Integrating iPads into education: Pleasure and pitfalls of three initiatives. *National Social Science Association Proceedings*,(50)2, 113-118.
- Mincy, B., Maldonado, N., & Lacey, C. H. (2012). Shared stories of successful graduates of juvenile detention centers. *Learning Landscapes*,(5)2, 197-218.
- Banke, S., Maldonado, N., & Lacey, C. H. (2012). Christian school leaders and spirituality. *Journal of Research in Christian Education*, 21, 235-264.
- Witherspoon, M., Maldonado, N., & Lacey, C. H. (2011). Undergraduates and academic dishonesty. *International Journal of Business and Social Science*,3(1), 76-86
- Witherspoon, M., Maldonado, N., & Lacey, C. H. (2010, May). *Academic dishonesty of undergraduates: Methods of cheating*. (ERIC Document Reproduction Services No. ED518485).
- Lacey, C. H. (2009). The road less traveled: A review of Anfara and Mertz's *Theoretical Frameworks in Qualitative Research*. *The Weekly Qualitative Report*, 2(17), 100-103.
- Lacey, C. H., LeBlanc, P. R., & Maldonado, N. L. (2009). Affective education through best practices and peace education. In P. R. LeBlanc, & N. P. Gallavan (Eds.). *Affective teacher education: Exploring connections among knowledge, skills, and dispositions* (pp. 143-163). Lanham, MD: Rowman and Littlefield.
- Lacey, C. H., & Maldonado, N. (2008). Teacher values: Quantification and explanation. In S. Natale (Ed.), *Beatitudes past utterance: Balancing life, career, values, ethics* (pp.279-293). New York: Global Scholarly Press.
- Quarles, A., Maldonado, N., Lacey, C. H., & Thompson, S. D. (2008). *Perceptions of "big sisters" and their "little sisters" regarding mentoring relationships*. (ERIC Document Reproduction Services No. ED500835).
- Shane, E., Maldonado, N., Lacey, C. H., & Thompson, S. (2008). Military boarding school perspectives of parent choice: A qualitative inquiry. *Journal of School Choice*, (3)1, 179-198.

- Mincy, B., Maldonado, N., Lacey, C. H., & Thompson, S. (2008) Perceptions of successful graduates of juvenile residential programs: Their reflections and suggestions for success. *Journal of Correctional Education*, 59(1), 8-32.
- Maldonado, N. L., Quarles, A., Lacey, C. H., & Thompson, S. (2008) Mentoring at-risk adolescent girls: Listening to "Little Sisters." *International Journal of Mentoring and Tutoring*, 16(2), 221-232
- Lacey, C. H. (2007). *Art education in women's prisons: Lessons from the inside*. (ERIC Document Reproduction Services No. ED497743)
- Shane, E., Maldonado, N. L., Lacey, C. H., & Thompson, S. (2007). *Military boarding school perspectives of parent choice: A qualitative inquiry*. (ERIC Document Reproduction Services No. ED496565)
- Lacey, C. H., Enger, J. M., Maldonado, N., & Thompson, S. (2006). Charter school accountability: Listening to our stakeholders. *Journal of School Choice*, 1(2), 83-100.
- Lacey, C. H. (2006). *Collaborative partnerships and school change: Evaluating Project SOBEIT*. (ERIC Document Reproduction Services No. ED497736)
- Quarles, A., Maldonado, N., & Lacey, C. H. (2005). *Mentoring and at-risk adolescent girls: A phenomenological investigation*. (ERIC Document Reproduction Services No. ED496533)
- Saleh, A., & Lacey, C. H. (2004) On-line teaching: A framework for success. *Academic Exchange Quarterly*, 8(4), 90-95.
- Baldwin, J., Maldonado, N., Lacey, C.H., & Efinger, J. (2004). *Resilient women leaders: A qualitative investigation*. (ERIC Document Reproduction Services No. ED500841).
- Maldonado, N., & Lacey, C.H. (2004) Moral leadership defined: Perspectives of 12 leaders. *Florida Journal of Educational Research*, 41(1), 79-101.
- Maldonado, N., Lacey, C. H., & Efinger, J. (2003). Shared perceptions of personal moral development: An inquiry in social research. *International Journal for Human Caring*, 7(1), 8-19.
- Lacey, C. H., Enger, J. M., & Maldonado, N. L. (2003). *Sharing a model of accountability: The tri-county school partnership evaluation*. (ERIC Document Reproduction Service No. ED475759)
- Saleh, A., & Lacey, C. H. (2003) Teaching styles: A comparative study of public and private university faculties. *SRATE Journal*, 12(1), 24-36.
- LeBlanc, P., & Lacey, C. H. (2002). *Peace Works: A program evaluation model*. (ERIC Document Reproduction Service No. ED501880)
- Enger, J. M., Lacey, C. H., & Bacallao, M. K. (2002). *Integrating technology in the classroom using virtual teams*. (ERIC Document Reproduction Service No. ED464135)
- Bacallao, M. K., Lacey, C. H., Furner, J., & Frederick, T. W. (2002). *PT3 technology enhanced lesson plans for the elementary school*. Reading, language arts, and technology. (ERIC Document Reproduction Service No. ED472243)
- Lacey, C. H., LeBlanc, P. R., & Collins, M. (2001). Program evaluation: Lessons to be learned from a county-wide after school tutorial program. *Planning and Changing*, 31(3, 4), 166-181.
- Lacey, C. H., & Saleh, A. (2000). A comparison of professors' and students' perceptions of instructional course objectives. *SRATE Journal*, 9(2), 46-51.
- Skaruppa, C. L., LeBlanc, P. R., & Lacey, C. H. (2001). *Youth court: Advocating for all children*. (ERIC Document Reproduction Service No. ED465148)
- Lacey, C. H., & LeBlanc P. R. (2001). *Advocacy for all: A 21st century community learning center for at-risk students*. (ERIC Document Reproduction Service No. ED464167)
- Lacey, C. H., Guffey, S. J., & Rampp, L. C. (2000). Clinical supervision using interactive/compressed television. *The Teacher Educator*, 35(4), 97-108.
- LeBlanc, P. R., Lacey, C. H., & Adler, A. (2000). *A case study of the implementation of conflict resolution in a second grade classroom*. (ERIC Document Reproduction Service No. ED454994)
- LeBlanc, P., & Lacey, C. H. (1999). The reflective model of staff development: Identifying best practices. *SRATE Journal*, 8(1), 24-32.

- Lacey, C. H. (1998). Toward common ground: Value preferences of lay and religious teachers in Roman Catholic secondary schools. *A Journal of Inquiry and Practice*, 2(1), 55-67.
- LeBlanc, P., Lacey, C. H., & Mulder, R. (1998). Conflict resolution: A case study of one high school's experience. *Journal for Just and Caring Education*, 4(2), 224-243.

PAPERS/PRESENTATIONS, REFEREED:

- Lacey, C. H., & Nieves, A. (2014, April). *Using school base research to bridge policy and practice*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Legters, N., Parise, L., Lacey, C. H., & Staratt, G. (2014, April). *Enhancing ninth grade academies using collaborative, design-based research*. Poster presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Thomas, K., & Lacey, C. H. (2014, January). *Weaving a visual data tapestry: Viet Nam through an ethnographic lens*. Paper presented at Qualitative Report 5th Annual Conference. Ft. Lauderdale, FL.
- Lacey, C. H. (2013, November). *Beyond the National Technology Plan: 2021 is only 8 years away*. Paper presented at the 42nd annual meeting of the Mid-south Educational Research Association. Pensacola, FL.
- Lacey, C. H., & Thomas, K. (2013, October). *Back to the future: 21st Century data collection*. Paper presented at the annual meeting of the American Evaluation Association. Washington, DC.
- Reeves, J., Lacey, C. H., & Gunter, G. (2013, October). *Higher education, iPads, and evaluation: A new paradigm in collaboration*. Poster presented at the annual meeting of the American Evaluation Association. Washington, DC.
- Lacey, C. H. (2013, October). *Evaluation capacity building: Applying a new model*. Poster presented at the annual meeting of the American Evaluation Association. Washington, DC.
- Lacey, C., Reeves, J. L., & Gunter, G. A. (2013, March). *The iPad Initiative: Changing the way we teach the digital generation*. A paper presented at the National Technology and Social Science Conference, Las Vegas, Nevada.
- Reeves, J. L., Gunter, G. A., & Lacey, C. (2013, March). *Integrating iPads into the PreK-12 classroom: Strategies to engage the digital generation*. A paper presented at the National Technology and Social Science Conference, Las Vegas, Nevada.
- Lacey, C. H., & Maldonado, N. (2013, January). *Ethical issues in doing qualitative research*. Paper presented at the Qualitative Report 4th Annual Conference. Ft. Lauderdale, FL.
- Lacey, C. H., LeBlanc, P., & Maldonado, N. (2011, January). *Paving the way for the new qualitative researcher: Design and discourse*. presented at the Qualitative Report 2nd Annual Conference. Ft. Lauderdale, FL.
- Reeves, J., Lacey, C. H., Packer, B. (2010, November). *Creating a comprehensive dashboard for strategic planning: Inception to implementation*. Paper presented at the Annual Meeting of the American Evaluation Association. San Antonio, TX.
- Lacey, C. H., Packer, B., & Reeves, J. (2010, November). *The impact of participant feedback on program outcomes: A program evaluation consideration*. Paper presented at the Annual Meeting of the American Evaluation Association. San Antonio, TX.
- Reeves, J., Lacey, C. H., & Packer, B. (2009, November). *A collaborative approach to the development of a university-wide alumni outcomes assessment: Theory to practice*. Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.
- Lacey, C. H., Packer, B., & Reeves, J. (2009, November). *Engaging constituents: Using assessment data to inform practice*. Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.

- Packer, B., Reeves, J., & Lacey, C. H. (2009, November). *Improving response rates for multiple populations: Lessons from the field!* Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.
- Lacey, C. H., & Enger, J. M. (2008, November). *Policy versus practice: Does anyone win?* Paper presented at the annual meeting of the American Evaluation Association. Denver: CO.
- Enger, J. M., Cummings, N., & Lacey, C. H. (2008, November). *Data acquisition: Considered the future, but stuck to the past.* Paper presented at the annual meeting of the American Evaluation Association. Denver: CO.
- Lacey, C. H., & Maldonado, N.L. (2008, January). *Examining teachers' values.* Paper presented at the 8th International Conference on Social Values in Education and Business. North Miami Beach, FL.
- Lacey, C. H. (2007, November). *Developing a collaborative spirit: Learning communities at work.* Paper presented at the annual meeting of the American Evaluation Association, Baltimore: MD.
- Lacey, C. H. (2007, April). *Art education in women's prisons: Lessons from the inside.* Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Enger, J. M., & Lacey, C. H. (2007, April). *Effects of project BLAST in affecting middle school student behavior and attitudes about violence, alcohol, tobacco, and illegal drugs.* Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Lacey, C. H. (2006, November). *Evaluating the impact of art education on incarcerated women: A qualitative perspective.* Paper presented at the annual meeting of the American Evaluation Association. Portland, OR
- Lacey, C. H. (2006, November). *Using program evaluation tools to support sustainability: SOBEIT.* Paper presented at the annual meeting of the American Evaluation Association. Portland, OR.
- Lacey, C. H. (2006, April). *Professional development and the school counselor: Making a difference in the classroom.* Poster session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lacey, C. H. (2006, April). *Collaborative partnerships and school change: Evaluating project SOBEIT.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Enger, J. M., Lacey, C. H., & Maldonado, N. L. (2006, April). *Impact of a program to promote peace among middle school students.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lacey, C. H., LeBlanc, P, Enger, J. M., & Maldonado, N. L. (2006, February). *Peace Works: Collaborating to help teachers work toward peaceful classrooms.* Paper presented at the annual meeting of the Association of Teacher Educators, Atlanta, GA.
- Lacey, C. H., Maldonado, N. L., & LeBlanc, P. (2006, February). *Understanding the role of values in teacher job satisfaction and retention.* Paper presented at the annual meeting of the Association of Teacher Educators, Atlanta, GA.
- Lacey, C. H. (2005, April). *Without hope: The impact of art on incarcerated women.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Enger, J. M., & Lacey, C. H. (2005, April). *Effects of an after-school program for at-risk students in improving academic achievement and social competency.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- LeBlanc, P., & Lacey, C. H. (2005, April). *Five essential social skills.* Paper accepted presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Quarles, A., Maldonado, N., & Lacey, C. H. (2005, April). *Mentoring and at-risk adolescent girls: A phenomenological investigation.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- LeBlanc, P., & Lacey, C. H. (2005, February). *Courageous and wise teachers teach social Skills to improve classroom discipline.* Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

- Enger, J. M., & Lacey, C. H. (2004, November). *Evaluation of the comprehensive after-school program for at-risk students*. Paper presented at the annual meeting of the Florida Educational Research Association, Tampa, FL.
- Lacey, C. H., & Enger, J. M. (2004, November). *Making small scale evaluation work*. Paper presented at the annual meeting of the American Evaluation Association, Atlanta, GA.
- LeBlanc, P., & Lacey, C. H. (2004, April). *Making peace work: The second year*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Lacey, C. H., & Enger, J. M. (2004, April). *Findings from a small scale evaluation: Disaggregating the data*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Baldwin, J. T., Maldonado, N. L., Efinger, J., & Lacey, C. H. (2004, April). *Resilient women leaders: A qualitative investigation*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Lacey, C. H., Enger, J. M., & Maldonado, N. L. (2003, November). *Working toward peace: Research in the classroom*. Paper presented at the annual meeting of the Florida Educational Research Association, Orlando, FL.
- LeBlanc, P. R., & Lacey, C. H. (2003, February). *Social competence and academic achievement: Learning from the research*. Paper presented at the annual meeting of the Association of Teacher Educators, Jacksonville, FL.
- Lacey, C. H., Enger, J. M., Bacallao, M. K., Kramer, J. A. (2002, November). *Creating and using a web-based data collection site as an evaluation tool*. Paper presented at the annual meeting of the American Evaluation Association, Washington, DC.
- Lacey, C. H. (2002, November). *Principal mentoring in an online environment: Findings and*
- Lacey, C. H. (2002, August). *Mentor training: Bridging theory and practice*. Paper presented at the 56th annual NCPEA Conference, Burlington, VT.
- Lacey, C. H., Enger, J.M., Bacallao, M. K., & Kramer, J. A. (2002, July). *We did it! You can! Collecting quantitative and qualitative data on-line*. Paper presented at the Annual PT3 Grantees Meeting, Washington, DC.
- LeBlanc, P., & Lacey, C. H. (2002, April). *Peace Work: A program evaluation model*. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Enger, J. M., & Lacey, C. H. (2002, April). *After-school programs to help at-risk elementary students build social competency skills*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Lacey, C. H., & Saleh, A. (2002, April) *Multicultural attitudes, classroom teachers, and teaching*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Maldonado, N., & Lacey, C. H. (2002, March). *Education for peace and tolerance: A qualitative study of the shared perceptions of two moral leaders*. Paper presented at the 7th annual International Conference of the International Institute of Human Understanding, Miami: FL.
- Lacey, C. H. (2001, November). *Online teaching: A framework for success*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock: AR.
- Enger, J. M., Lacey, C. H., & LeBlanc, P. (2001, November). *Effects of a comprehensive after-school program on student social competence and anti-social behavior*. Paper presented at the annual meeting of the Florida Educational Research Association, Marco Island, FL.
- LeBlanc, P. R., Lacey, C. H., & Enger, J. M. (2001, April) *Teaching social competency skills in a comprehensive after-school program: Success stories*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Lacey, C. H., & LeBlanc, P. (2001, April) *What we know about making peace work*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

- LeBlanc, P., Enger, J., & Lacey, C.H. (2001, February). *Ensuring educational opportunity for at-risk students: The comprehensive after-school program*. Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans, LA.
- Lacey, C. H., & LeBlanc, P. (2001, February). *Advocacy for all: A 21st century community learning center for at-risk students*. Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans, LA.
- Skaruppa, C. L., Lacey, C. H., & LeBlanc, P. (2001, February). *Youth court: Advocating for all children*. Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans, LA.
- Lacey, C. H., & LeBlanc, P. R. (2000, April). *Conflict resolution and at-risk students: Insights into a comprehensive after school program*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- LeBlanc, P. R., Lacey, C. H., & Adler, A. (2000, April). *A case study of the implementation of conflict resolution in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- LeBlanc, P. R., Lacey, C. H., & Adler, A. (2000, February). *Increasing the power: Palm Beach County's sixth through eighth grade tutorial program*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL
- Lacey, C. H., LeBlanc, P. R., Adler, A., & Haag, A. (2000, February) *Supporting equity: Palm Beach County School District's comprehensive after-school program*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL
- LeBlanc, P., Collins, M., & Lacey, C. H. (1999, February). *Equity and excellence: Best practices in after school programs*. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

PROGRAM EVALUATIONS

- Lacey, C. H. (2014). *Evaluation of Promoting Adolescent Health Through School-Based HIV/STD Prevention and School-Based Surveillance*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2014). *Evaluation of Ninth Grade Academies in Broward County Florida*. New York, NY: MDRC, Inc.
- Lacey, C.H. (2014). *S Evaluation of the A-List Company*. Miami, FL: Concept House.
- Lacey, C. H. (2013). *Summative Evaluation of Improving Academic Success and The Well-Being of Broward County Students Through Coordinated Prevention Programs*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C.H. (2013). *Evaluation of the A-List Company*. Miami, FL: Concept House.
- Lacey, C. H. (2013). *Qualitative Evaluation of Ninth Grade Academies in Broward County Florida*. New York, NY: MDRC, Inc.
- Lacey, C. H. (2012). *Process Evaluation of the State of Florida Tobacco Prevention and Intervention Project*. West Palm Beach, FL. School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2012) *Summative Evaluation of Project Bridge 2011-2012*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2011). *Evaluation of Byrne/Jag Regular Grants*. Ft. Lauderdale, FL: United Way of Broward County Commission on Substance Abuse
- Lacey, C. H. (2011). *Process evaluation of the State of Florida Tobacco Prevention and Intervention Project*. West Palm Beach, FL. School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2011) *Evaluation of Project Bridge 2010-2011*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2010) *Evaluation of Project Bridge 2009-2010*. Ft. Lauderdale, FL: Broward County School District.

- Lacey, C. H. (2010). *Evaluation of Byrne/Jag Stimulus Grants*. Ft. Lauderdale, FL: United Way of Broward County Commission on Substance Abuse
- Lacey, C. H. (2009). *Evaluation of Project Bridge 2008-2009*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2009). *Evaluation of tobacco prevention and intervention project*. West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2008). *Evaluation of Project Bridge 2007-2008*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2008). *Evaluation of the Broward County Comprehensive Counseling Grant*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2008). *Evaluation of tobacco prevention and intervention teacher training project*. West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2007). *Evaluation of tobacco prevention and intervention teacher training project*. West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2006). *Evaluation of project SOBEIT: Year Three*, West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2006). *Evaluation of the Knight Foundation Grant: Adopt-A-Classroom*. Miami Beach, FL: Adopt-A-classroom.
- Lacey, C. H. (2005). *Evaluation of project SOBEIT: Year Two*. West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2005). *Process evaluation of enhancing education through technology II, Citibank FamilyTech Grant*. Miami, FL: Education Fund.
- Lacey, C. H. (2004). *Evaluation of project SOBEIT: Year One*. West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2004). *Evaluation of SAMSHA minority substance abuse grant*. Ft. Lauderdale, FL: Seventh Avenue Recovery Center, Inc.
- Lacey, C. H. (2004). *Evaluation of the enhancing education through technology Citibank Family Tech grant*. Miami, FL: Education Fund.
- Lacey, C. H. (2004). *Process evaluation of the student success skills program*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- Lacey, C. H. (2004). *Evaluation of the enhancing education through technology grant*. Miami, FL: Miami-Dade County Public Schools.
- Lacey, C. H. (2004). *Historical data summary prepared for the ArtSpring program* Miami, FL: ArtSpring.
- Lacey, C. H. (2004). *Report on the impact of the Peace Education Foundation's PeaceWorks curriculum on middle school students*. Miami, FL: Peace Education Foundation.
- Lacey, C. H. (2004). *The South Florida Annenberg Legacy: Final report*. Miami, FL: University of Miami
- Lacey, C. H. (2003). *Evaluation of town hall meeting and new teacher mentoring program*. Miami, FL: Education Fund.
- Lacey, C. H. (2003). *Evaluation of project Smart Start*. Ft. Lauderdale, FL: 7th Avenue Recovery Center.
- Lacey, C. H. (2003). *Making peace work in the Miami-Dade County Public schools: A retrospective evaluation*. Miami, FL: Peace Education Foundation
- Lacey, C. H., & Enger, J.M. (2003). *Year three evaluation of the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- Lacey, C. H. (2003). *Evaluation of the Tri-County Charter School Partnership Challenge Grant*. Miami Shores, FL: Tri-County Charter School Partnership.
- Lacey, C. H. (2002). *Evaluation of the South Florida charter school summer institute*. Miami, FL: Tri-County Charter School Partnership.

- Lacey, C. H. (2002). *Making peace work in the Miami-Dade County Public schools: A small scale evaluation*. Miami, FL: Peace Education Foundation.
- Lacey, C. H. (2002). *Evaluation of the development of a comprehensive accountability, professional development, and assessment system for charter schools: Year two*. Miami Shores, FL: Tri-County Charter School Partnership.
- Lacey, C. H., & Enger, J.M.(2002).*Year two evaluation of the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- LeBlanc, P., & Lacey, C. (2001).*Making peace work in the Miami-Dade County Public Schools*. Miami, FL: Peace Education Foundation.
- Lacey, C. H. (2001) *Final report on a state-wide needs assessment for the Florida Consortium of Charter Schools*. Ft. Lauderdale, FL: Florida Consortium of Charter Schools.
- Lacey, C. H.(2001). *Twenty-first century learning communities grant evaluation*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- Lacey, C. H., & Enger, J.M. (2001). *Year one evaluation of the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- Lacey, C. H. (2001). *Evaluation of the development of a comprehensive accountability, professional development, and assessment system for charter schools: Year one*. Miami Shores, FL: Tri-County Charter School Partnership.
- Enger, J., LeBlanc, P., & Lacey, C. H. (2000). *The 1999-2000 comprehensive after-school program (CAP) Evaluation*. Palm Beach County, FL: Palm Beach County Safe Schools Center.
- Lacey, C.H. (2000). *Evaluation of the 21st century learning community's grant*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- LeBlanc, P., & Lacey, C. H. (2000). *Making peace work in the Miami-Dade County Public Schools*. Miami, FL: Peace Education Foundation.
- Lacey, C. H. (1999). *Twenty-first century learning communities grant evaluation*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- Skaruppa, C. L., Lacey, C. H., & LeBlanc, P. (1999). *Youth court program evaluation*. West Palm Beach, FL: Palm Beach County School Police.
- LeBlanc, P., & Lacey, C.H. (1999). *Comprehensive after-school program (CAP) evaluation*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- LeBlanc, P., & Lacey, C. H. (1999). *Palm Beach County's sixth through eighth grade tutorial program*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- LeBlanc, P., & Lacey, C. H. (1998). *Comprehensive after-school program (CAP) evaluation*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- LeBlanc, P., & Lacey, C. H. (1998). West Palm Beach, FL: Palm Beach County Safe Schools Center.

PROFESSIONAL AFFILIATIONS:

American Education Research Association

American Evaluation Association

Consortium of State and Local Educational Research Associations

Dr. John M. Enger

EDUCATIONAL PREPARATION

Ph.D.	University of Iowa	- Educational Measurement and Statistics
M.S.	Winona State University	- Mathematics
B.S.	Winona State University	- Mathematics

PROFESSIONAL EXPERIENCE

Executive Director/Program Professor Applied Research Center	Fischler School of Education and Human Services Nova Southeastern University, 2007-2010
Visiting Professor/Associate Professor Measurement, Stat., Rsch	Dept. of Instructional Technology and Research Florida Atlantic University, 2003-2007
Professor Research, Evaluation, Quantitative Methods	Educational Leadership Department Barry University, 2000-2003
Professor, Assoc. Professor, Asst. Professor Measurement, Statistics, Research	Department of Educational Administration and Secondary Education, Arkansas State University, 1976-1999
Fulbright Scholar Educational Measurement and Research	College of the Bahamas Nassau, Bahamas, 1996-97
Fulbright Scholar Educational Measurement and Evaluation	Faculty of Education University of the West Indies St. Augustine, Trinidad, 1989-1990
Fulbright Scholar Educational Measurement and Research	College of the Bahamas Nassau, Bahamas, 1981-82
Research Associate	Measurement and Research Division University of Illinois, 1975-76
Assistant Director , Liberal Arts Advisory Office,	University of Iowa, 1972-75
Research Assistant , Evaluation and Exam Service	University of Iowa, 1971-72
High School Teacher and Coach	Winona, MN; Trempealeau, WS; Thessaloniki, Greece

SELECTED PROFESSIONAL PUBLICATIONS

Book

Enger, J. M. & Howerton, D. L. (1992). *User friendly guide to descriptive statistics with computer applications*, 3rd edition. Needham Heights, MA: Ginn Publishing Company.

Computer Programs

Enger, J. M. & Howerton, D. L. (1992). *UFSTAT* a set of computer programs to accompany: *User friendly guide to descriptive statistics with computer applications*, 3rd edition. Needham Heights, MA: Ginn Publishing.

Reviews

- Enger, J. M. (2001). Review of the Leadership Practices Inventory. *The fourteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, Univ. of Nebraska Press.
- Enger, J. M. (2001). Review of the Weisen Test of Mechanical Aptitude. *The fourteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, Univ. of Nebraska Press.
- Enger, J. M. (1998). Review of the Survey of Organizations. *The thirteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska Press.
- Enger, J. M. (1995). Review of the Diagnostic Mathematics Profile Examination. *The twelfth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska Press.
- Enger, J. M. (1992). Review of the American Junior High School Mathematics Examination. *The eleventh mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, Univ. of Nebraska Press.
- Enger, J. M. (1992). Review of the Early Mathematics Diagnostic Kit. *The eleventh mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, Univ. of Nebraska Press.

Selected Journal Articles

Lacey, C. H., Enger, J. M., Maldonado, N., & Thompson, S. (2006). Charter school accountability: Listening to our

- stakeholders. *Journal of School Choice*, 2, 83-100.
- Enger, J. M., Howerton, D. L., Gaines, W., & Sugg, W. J. (1999). Arkansas student eligibility and sports participation since implementation of the 2.0 GPA policy. *Arkansas Journal*, 34, 44-49.
- Castleberry, S. E., & Enger, J. M. (1998). Alternative school students' concepts of success. *National association of secondary school principals (NASSP) bulletin*, 82, 105-111.
- Howerton, D. L., Enger, J. M., & Cobbs, C. R. (1994). Self-esteem and achievement of at-risk adolescent black males. *Research in the schools*, 1, 23-27.
- Enger, J. M., Manning, T. G., Shain, R. E., Talbert, L. E., & Wright, D. E. (1994). Graduate follow-up: Survey questionnaire format effect on response rate and cost per return. *College student journal*, 28, 36
- Enger, J. M., Howerton, D. L., & Cobbs, C. R. (1994). Internal/external locus of control, self-esteem and parental verbal interaction of at-risk adolescent black males. *Journal of social psychology*, 134, 269-274.
- Howerton, D. L., Enger, J. M., & Cobbs, C. R. (1993). Locus of control and achievement for at-risk adolescent black males. *The high school journal*, 76, 210-214.

Research and Evaluation Program Reports

- Enger, J. M., (2011). "*Character Across the Curriculum and Beyond*": *Final evaluation report*. Ft. Lauderdale, FL: Broward County Public Schools.
- Enger, J. M., (2008). "*Character Across the Curriculum and Beyond*": *Year two 2007-2008 evaluation report*. Ft. Lauderdale, FL: Broward County Public Schools.
- Enger, J. M., & Ekendiz, D. C. (2007). *United Way of Broward County 2005-2006 evaluation report: Substance abuse and violence prevention programs*. Ft. Lauderdale, FL: United Way of Broward County.
- Enger, J. M., & Ekendiz, D. C. (2006). *United Way of Broward County 2004-2005 evaluation report: Substance abuse and violence prevention programs*. Ft. Lauderdale, FL: United Way of Broward County.
- Enger, J. M., & Ekendiz, D. C. (2006). *Project BLAST 2005-2006 evaluation report*. Ft. Lauderdale, FL: Broward County Public Schools.
- Enger, J. M., & Lacey, C. H. (2005). *Survey results for Adopt-A-Classroom participants*. Miami, FL: Adopt-A-Classroom.
- Enger, J. M. (2004). *Evaluation of the Comprehensive After-school Program, 2002-2003*. West Palm Beach, FL: Safe Schools Center, Palm Beach County Public Schools.
- Enger, J. M. (2004). *Miami Lakes Educational Center survey results for 2003*. Miami Lakes, FL: Miami Lakes Educational Center, Miami-Dade Public Schools.
- Lacey, C. H., & Enger, J. M. (2003). *Evaluation of the Tri-County Charter School Partnership Challenge Grant*. Miami Shores, FL: Tri-County Charter School Partnership.
- Lacey, C. H., & Enger, J.M. (2003). *Year three evaluation of the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- Lacey, C. H., & Enger, J. M. (2002). *Evaluation of the development of a comprehensive accountability, professional development, and assessment system for charter schools: Year two*. Miami Shores, FL: Tri-County Charter School Partnership.
- Lacey, C. H., & Enger, J.M.(2002). *Year two evaluation of the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- Lacey, C. H., & Enger, J. M. (2001). *Evaluation of the development of a comprehensive accountability, professional development, and assessment system for charter schools: Year one*. Miami Shores, FL: Tri-County Charter School Partnership.
- Lacey, C. H., & Enger, J. M. (2001). *Evaluation report on the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- Enger, J. M., LeBlanc, P. R., & Lacey, C. H. (2000). *The 1999-2000 Comprehensive After-school Program evaluation report*. West Palm Beach, FL: Safe Schools Center, Palm Beach County Public Schools.
- Enger, J. M. (2000). *Review of selected programs and practices at the vocational-technical institutes: Final report to the Department of Workforce Education*. Little Rock, AR: Arkansas Dept. of Workforce Education.
- Enger, J. M. & Castleberry, S. E. (1997). *A journey of 1,000 miles begins with a single step: The road to success told by alternative school students in Arkansas*. Little Rock, AR: Arkansas Dept. of Education.
- Enger, J. M. & Castleberry, S. E. (1997). *Survey of ALE directors in Arkansas regarding their programs and alternative school students*. Little Rock, AR: Arkansas Department of Education.
- Enger, J. M., Howerton, D. L., Gaines, W., & Sugg, W. J. (1996). *Impact of the GPA policy on student education and participation in interscholastic activities*. Little Rock, AR: Arkansas Department of Education.
- Enger, J. M., Castleberry, S. E., & Smith, A. B. (1996). *Alternative learning environments*

- (ALEs) for at-risk students in Arkansas. Little Rock, AR: Arkansas Department of Education.
- Howerton, D. L., Enger, J. M., & Johnson, R. D. (1993). *Evaluation of a violence prevention program for adolescents in a rural setting*. Little Rock, AR: Delta Health Ed. Cntr., Univ. of Ark. for Medical Sciences.
- Enger, J. M. & Howerton, D. L. (1988). *Performance on the 1988 GED tests by graduating high school seniors and adult GED examinees*. Washington, DC: GED Testing Service of the American Council on Education.
- Enger, J. M. (1982). *Perceptions of teaching as a career by Bahamian grade 12 students in college-preparatory programs*. Nassau, Bahamas: Ministry of Education.
- Enger, J. M. (1982). *Parent perceptions of the educational effectiveness of Lyford Cay School*. Nassau, Bahamas: Lyford Cay School.
- Enger, J. M. (1981). *Current employment and projected need for computer data processing personnel by the Nassau banking community*. Nassau, Bahamas: College of the Bahamas.
- Enger, J. M., et al. (1979). *An on-site needs assessment of school districts in the Arkansas State University basic service area*. Jonesboro, Arkansas: Arkansas State University, Department of Educational Administration and Secondary Education.
- Enger, J. M., McGee, A., & Taylor, J. A. (1978). *Development and validation of the State of Arkansas elevator inspector certification examination*. Little Rock, State of Arkansas.
- Barnette, E. L., Enger, J. M., Sweat, J. P., & Vaupel, C. F. (1978). *Dropout prevention in-service program for Jonesboro middle school faculty: Description, evaluation recommendations*. Jonesboro, Arkansas: Arkansas State University.
- Enger, J. M. (1977). *Demographic file descriptions and survey results of 1976-77 mid-year undergraduate attrition at Arkansas State University*. Jonesboro, Arkansas: Office of Institutional Research, Arkansas State University.
- Enger, J. M. (1976). *Development and validation of the UIUC Educational Psychology 311, psychology of Learning for Teachers, proficiency examination*. (Research memorandum No. 186). Urbana, Illinois: University of Illinois, Office of Instructional Resources, Measurement and Research Division.
- Enger, J. M. (1976). *Algebra and trigonometry sub-test score analyses of the UIUC advanced mathematics placement examination*. (Research Memorandum No. 185). Urbana, Illinois: University of Illinois, Office of Instructional Resources, Measurement and Research Division.
- Enger, J. M., Frisbie, D. A. & Heil, D. K. (1976). *Development and validation of UIUC mathematics placement examination*. (Research Memorandum No. 184). Urbana, Illinois: University of Illinois, Office of Instructional Resources, Measurement and Research Division.
- Enger, J. M. & Whitney, D. R. (1976). *Content validation considerations in a credit-by-examination program: Validation criteria, judgmental techniques and use of student raters*. (Research Report No. 88). Iowa City, Iowa: University of Iowa, Evaluation and Examination Service.
- Whitney, D. R. & Enger, J. M. (1974). *Methods for estimating the reliability of categorical judgments*. (Research Report No. 82). Iowa City, Iowa: University of Iowa, Evaluation and Examination Service.
- Enger, J. M. & Whitney, D. R. (1974). *CLEP credit and graduation: A four-year study at the University of Iowa*. (Research Report No. 73). Iowa City, Iowa: University of Iowa, Evaluation and Examination Service.

SELECTED PROFESSIONAL PRESENTATIONS

- Enger, J. M. & Lacey, C. H. (2004). *Findings from a small scale evaluation: Disaggregating the data*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Lacey, C. H., Enger, J. M., Bacallao, M. K., Kramer, J. A. (2002, November). *Creating and using a web-based data collection site as an evaluation tool*. Paper presented at the annual conference of the American Evaluation Association. Washington, DC.
- Enger, J. M., & Lacey, C. H. (2002, April). *After-school programs to help at-risk elementary students build social competency skills*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Enger, J. M., Lacey, C. H., & LeBlanc, P. (2001, November). *Effects of a comprehensive after-school program on student social competence and anti-social behavior*. Paper presented at the annual meeting of the Florida Educational Research Association, Marco Island, FL.
- LeBlanc, P. R., Lacey, C. H., & Enger, J. M. (2001, April) *Teaching social competency skills in a comprehensive after-school program: Success stories*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- LeBlanc, P., Enger, J., & Lacey, C. (2001, February). *Ensuring educational opportunity for at-risk students: The comprehensive after-school program*. Paper presented at the annual meeting of the Association of Teacher

- Educators, New Orleans, LA.
- Enger, J. M., Howerton, D. L., & Stepp, D. (1996, April). *Needs assessment, program modification and student outcomes for a school-based violence prevention program*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Enger, J. M. & Howerton, D. L. (1995, November). *Testing adolescents' knowledge of a violence prevention curriculum: Contrasts of multiple choice and completion test item formats*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.
- Billings, W. H. & Enger, J. M. (1995, November). *Perceptions of Missouri high school principals regarding the effectiveness of in-school suspension as a disciplinary procedure*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.
- Stepp, D., Enger, J. M., & Howerton, D. L. (1995, July). *Implementation of a violence prevention program for seventh graders*. Paper presented at the scientific meeting of the Society for Public Health Education, Little Rock, AR.
- Enger, J. M., Howerton, D. L., & Stepp, D. (1995, April). *Violence prevention in the middle level curriculum: Student characteristics and acquisition of knowledge about violence*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Johnson, R. D., Howerton, D. L. & Enger, J. M. (1995, February). *Violence prevention: An evaluation of the Prothrow-Stith curriculum*. Paper presented at the annual meeting of the American Association for the Advancement of Science, Atlanta, GA
- Howerton, D. L. & Enger, J. M. (1994, November). *School characteristics related to principals' perceived needs for a violence prevention program in the Arkansas delta*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.
- Cobbs, C. R., McCallum, O., Enger, J. M. & Howerton, D. L. (1994, November). *Characteristics of at-risk youth served by the positive impact program (PIP)*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.
- Enger, J. M., Howerton, D. L., & Stepp, D. (1994, November). *Effects of a violence prevention program on student understanding of violence*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.
- Enger, J. M. & Howerton, D. L. (1993, November). *Principal reports of violence in schools and need for a violence prevention program*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA.
- Enger, J. M., Howerton, D. L., & Cobbs, C. R. (1993, November). *Internal/external locus of control, self-esteem and verbal interaction of at-risk adolescent black males*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA.
- Howerton, D. L., Enger, J. M., & Cobbs, C. R. (1993, November). *Parental verbal interaction and academic achievement of at-risk adolescent black males*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA.
- Enger, J. M., Howerton, D. L., & Cobbs, C. R. (1993, April). *Internal/external locus of control and verbal interaction of at-risk adolescent black males*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Cobbs, C. R. & Enger, J. M. (1992, November). *Teacher ratings and achievement measures of at-risk adolescent black males in the positive impact program (PIP)*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
- Howerton, D. L., Enger, J. M., & Cobbs, C. R. (1992, November). *Self-esteem and achievement of at-risk adolescent black males*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
- Howerton, D. L., Enger, J. M., & Cobbs, C. R. (1992, November). *Locus of control and achievement of at-risk adolescent black males*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
- Enger, J. M. (1992, April). *Who's responsible for handling disciplinary incidents? Contrasts of principal and teacher perceptions at the elementary and secondary levels*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Enger, J. M. (1991, November). *Results of student achievement testing in Trinidad and Tobago*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Lexington, KY.
- Enger, J. M. (1991, November). *Severity of disciplinary incidents contrasted between principals and teachers at the elementary and secondary levels*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Lexington, KY.

(b)(6)

Stephanie G. Robinson, Ph.D.
Principal Partner Emerita
The Education Trust, Washington, DC

(b)(6)

Stephanie Robinson recently retired from a 35 year career as a public school teacher, administrator, college faculty member, education researcher and advocate. Dr. Robinson was a teacher/administrator in the Montclair, NJ school system; served as adjunct Professor of Education at Seton Hall and Rutgers, Universities, worked as Education Director for the National Urban League; and was Deputy Superintendent of the Kansas City, Missouri School District. Most recently, at the Education Trust, she worked with school districts and communities to support standards-based education reform and ensure that all students receive a high quality education.

Dr. Robinson joined the Education Trust in 1993, where she initially led the campaign to generate support among policy makers and education advocates for the Commission on Chapter One's report, *Making Schools Work for Children in Poverty*. In this role, she conducted research, developed and presented data reports nationally to education and public audiences. Using data as an education tool, she put her community education experiences to work engaging community-based organizations in the standards-based reform movement.

While at the Education Trust, Dr. Robinson provided technical assistance to school districts implementing standards-based, data driven curriculum and instruction reform. She worked with boards of education, school administrators, principals, and teachers to implement policies and practices aimed at improving teaching and learning. She conceived, developed and led the Education Trust's Transforming School Counseling Center, a collaborative effort among universities, school districts and state education departments and higher education institutions to change the role of *school counselors from focusing on mental health, to eliminating systemic barriers to academic success*. As a Principal Partner, she and the other managing partners guided the Trust's overall work.

While at the Trust, Dr. Robinson was also pioneered the development and implementation of ***Standards In Practice --- Education Trust's*** flagship professional development strategy for providing challenging

curriculum to all students and identifying and closing the instructional gaps that contribute to the academic achievement gap. Dr. Robinson continues to provide consultation and training on the Standards in Practice model throughout the country assisting teachers and school administrators in making sure that instructional content and practice is aligned with high quality academic standards.

Dr. Robinson has served on numerous national boards and commissions and has published articles on education reform. While at the Trust she was the Principal Investigator for the Trust's study on high school reform—“*Gaining Traction, Gaining Ground.*” She was also a key participant in the collaboration between ACT and Education Trust which produced the study “*On Course for Success*”—an investigation of the quality of high school curriculum and instruction that led to college success for African American students. Dr. Robinson co-produced a policy brief published by the University of South Florida, David C Anchin Center; “*New Directions for Culturally Competent School Leaders*”, and co-authored a paper on reframing the *Achievement Gap Conversation*. She has received numerous awards from national and local organizations and continues her career as spokesperson for equity and excellence in education for all students.

Dr. Robinson graduated Cum Laude from Douglass College, Rutgers University; received a Masters in Social Work from the Rutgers Graduate School of Social Work; and earned a Ph.D. in Human Growth and Development and School Administration from the Union Institute and University.

Name: Amy Mazzocco Management Team: 25% of her time to project; inkind

Job Title: Middle School Counseling Specialist

Degree(s):

Master of Science in Counseling Psychology

Bachelor of Arts in Education in Varying Exceptionalities

Pursuing Master of Education in Educational Leadership

Administrative experience:

Two years at the School District in current position

School counseling experience:

High School Counselor for 12 years, 9 years as the Guidance Coordinator

Name: Michael C. Kane Management Team and SSS Trainer

Title: Specialist, IES-Student Success Skills

Degrees/Certifications:

Admitted for Doctoral Candidacy, April 2014

Florida Atlantic University; Boca Raton, FL

Specialist in Education, August 1993

Master of Science, August 1993

Florida State University; Tallahassee, FL

Counseling and Human Systems

Dual Specialization in School Counseling and Career Counseling

PK-12 Guidance and Counseling

State of Florida, Department of Education

Certificate # 713660

National Certified Teacher

Early Childhood / Young Adulthood School Counseling

National Board for Professional Teaching Standards

Certificate # 959342

Administrative Experience:

Specialist, IES-Student Success Skills Coordinator

School Counseling & Graduation Support, School District of Palm Beach County

2012 to present Project coordinator for Institute of Education Science grant "A Randomized Controlled Trial of Student Success Skills: A Program to Improve Academic Achievement for All Students", a major study involving Florida State University, Florida Atlantic University, University of Massachusetts/Amherst, Duval County Public Schools and the School District of Palm Beach County. Responsible for all aspects of project implementation with 30 elementary schools including, but not limited to, selection of school sample, data collection events incorporating over 2000 students, capturing student data from district the district data warehouse, fidelity monitoring and stakeholder reporting.

School Counseling Experience:

School Counselor: Starlight Cove Title I Elementary School, School District of Palm Beach County, 1995 to 2012

District Trainer, Single School Culture© Initiatives, 1999 to present

National Finalist School Counselor of the Year, 2012, American School Counselor Association

Elementary School Counselor of the Year, 2011, Florida School Counselor Association

Elementary School Counselor of the Year, 2010, School District of Palm Beach County

Judy Thomas

Job Title: Elementary School Counseling and Graduation Support Program Planner

Education: Educational Specialist in Educational Leadership, Master of Arts Degree in Counselor Education, Bachelor of Arts Degree in Sociology

Administrative Experience: School District of Palm Beach County, 2003- present: Program Planner, Compliance Specialist, Assistant Principal, Suncoast High School. Volusia County Schools: 1986-1991: Recruitment Specialist, Assistant Director of Instructional Personnel, and Manager of Instructional Personnel. Human/Social Services, 1975-1986: Training Programs Manager, Youth Employment and Training Program Coordinator, Program Director, Job Placement Specialist, and Youth Director

School Counseling Experience: Volusia County Schools, 1991-2002: Guidance Director, Mainland High Guidance Counselor: Mainland High School, Atlantic High School, R. J. Longstreet Elementary School

Name: Eunice Vivar Greenfield

Job Title: High School Counseling Program Planner

Degrees: B.S. Mathematics Education, M.S. Counseling Psychology

Administrative Experience: Elementary School Counseling Specialist (1 year), High School Counseling Specialist (2 years), High School Counseling Program Planner (3 months) - School District of Palm Beach County.

School Counseling Experience: High School Counselor Lake Worth High School 6 years, Elementary School Counselor 3 years - School District of Palm Beach County

ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAM GRANT

Resumes

Nancy Reese, Program Director

Candace H. Lacey, Program Evaluator

Stephanie G. Robinson, Ph.D.

Dana C. Godek, Ph.D., Director of Federal and State Programs

Amy Mazzacco, Michael Kane and Other School Counselor Leadership Bios



Nancy E. Reese

(b)(6)

Work Experience in the School District of Palm Beach County, FL

High School Graduation Initiative Project Director, Department of Safe Schools

2010 - Present

- Serves as the full-time project director of the HSGI Grant. Responsibilities include day-to-day management and coordination of activities for effectiveness/efficiency; monitors progress; administers the budget; collaborates with partners to develop, implement, and continuously improve the project; and ensures all grant reporting is accurate and on time. Developed sustainable college/career readiness and postsecondary planning online tools.

Assistant Director, Single School Culture for Climate, Department of Safe Schools

2005 - 2010

- Developed and monitored multiple grants projects, including grant compliance with the Departments of Education, at both the state and federal levels.
- Prepared and reviewed documents, contracts and agreements for the department for submission to the School Board for approval.
- Collaborated with District administrators, school staff, community leaders, colleges and universities to facilitate projects related to school climate and expanding enrollment of underserved student populations in Advanced Placement and other rigorous coursework.
- Served as a liaison between the District and the College Board to expand access and participation in Advanced Placement to underserved populations by coordinating professional development, school-day SAT testing, related agreements and monitored compliance.
- Provided oversight of the District College Readiness initiatives, including Advanced Placement Incentive Program federal grant, the College Success Program, SpringBoard implementation and all out-of-school programs managed by the Department.
- Provided quality assurance for reporting, documentation and budgeting for grants and other department initiatives.

Manager, Department of Safe Schools

1999 - 2005

- Supervised project coordinators who managed 42 elementary and middle school after-school programs and 45 middle school tutorial programs.
- Wrote and managed multiple federal, state and foundation grants.
- Coordinated training and presented various workshops for school staff and administrators.

Integrated Services Liaison, Department of Student Services

1995 - 1999

- Managed education reform grant projects that focused on redesigning the delivery of support services to promote school success.
- Coordinated summer institutes and workshops and presented various workshops for school staff, administrators, and business and community partners on developing long-term school, family and community partnerships.

Resource Teacher, Prevention Center

1993 - 1995

- Developed and implemented curriculum and various presentations on the physiological and psychological effects of alcohol, tobacco and other drugs, healthy alternatives to drug use, decision-making skills and resisting negative peer pressure.

School Counselor, Palm Springs Elementary

1990 - 1993

- Implemented a comprehensive school counseling program, including classroom presentations, group and individual counseling and consultation with teachers, parents and other service providers.
- Facilitated the Exceptional Student Education referral, testing and placement process and administered preliminary intellectual and academic assessments.

Education

Project Management Training

2008

M.A. Counseling, West Virginia University

1986

B.A. Business Administration, West Virginia University

1982

College and University Professional Experience

Florida Atlantic University.

2005

Adjunct Faculty Member, School Counseling Program, Department of Counselor Education

Taught two masters level counseling courses

Nova Southeastern University 2002 - 2004
Adjunct Faculty Member, Fischler Graduate School of Education and Human Services.
Facilitated BrainSMART Courses in the Masters and Specialist Programs

University of North Florida
Facilitated a graduate level distance learning course 1997

Research and Grants

Subedi, B., Howard, M., Reese, N., Christy, D. (2011). *Factors Influencing High School Graduation and Dropout for At-Risk Students*. American Educational Research Association, Vancouver, BC.

U.S. Department of Education Grants

High School Graduation Initiative (2010 – Present) \$7.2 million
Advanced Placement Incentive Program (2008 – 2010) \$2.3 million
21st Century Community Learning Centers, two grants (May 1999 – 2006) \$4.6 million

U.S. Department of Justice, Office of Community Oriented Policing Services

COPS in Schools, two grants (1999 – 2004) \$7 million

The Picower Foundation

Picower College Success and SpringBoard Multiple grants (2005 – 2008) \$1.5 million

Florida Department of Education

Comprehensive After-School Project (2001 – 2004) \$658,000
Shared Services Network (1997 – 1999) \$100,000
Goals 2000 Local Education Reform, Integrated Services Project (1995 – 1998) \$513,775

Annenberg/Henderson Foundation

Florida Atlantic University and Broward County District Schools
Developing Academic and Social Competence (January 2000 – 2002) \$305,000

Presentations at Professional Conferences

Reese, N., Zorovich-Godek, D. et al. (2013). Bridging Postsecondary Connections.
Conference proceedings, Council of Great City Schools Annual Conference, Albuquerque, NM.

Reese, N., Zorovich-Godek, D. et al. (2013). Expanding the Turf: Growing Community Culture for College and Careers.
Conference proceedings, National Office of School Counselor Advocacy Annual Conference, New Orleans, LA.

Reese, N. (2012) High School Graduation Initiative – Utilizing Ripple Effects.
Conference proceedings, 24th Annual National Dropout Prevention Network Conference, Orlando, FL.

Reese, N. (2008). Building a Collaborative Structure to the SpringBoard Initiative.
Conference proceedings, College Board Major School Systems Meeting, Atlanta, GA.

Brigman, G., Reese, N. et al. (1999). Inoculating Children Against Failure: A School, Family, Community Partnership.
Conference proceedings, National Dropout Prevention Conference, Austin, TX.

Brigman, G., Reese, N. (1996) Integrated Services Model Developed in the School District of Palm Beach County.
Conference proceedings, Florida Association of Student Services Administrators, Tampa, FL

Professional Memberships and Certification

Guidance Certification, FL Department of Education (K-12)
Association for Supervision and Curriculum Development
American School Counselor Association
Florida School Counselor Association
Palm Beach County School Counselor Association

Resume

Candace H. Lacey, Ph.D.

(b)(6)

EDUCATION:

Doctor of Philosophy

Barry University, Miami Shores, Florida

Major: Leadership and Education

Master of Business Administration

PROFESSIONAL EXPERIENCES:

2005- Present **Program Professor**, Nova Southeastern University
Fischler School of Education and Human Services

1996- Present **Consultant**, Private educational consultant
CH Lacey Consulting, Inc.

2000- 2002 **Department Chair**

1999 - 2000 **Associate Professor of Education**
Barry University, Miami Shores, Florida

1997 - 1999 **Associate Professor of Education**
Arkansas State University, State University, Arkansas

1989- 1997 **Assistant Principal** for Curriculum and Supervision

RELATED EXPERIENCES:

- Certified Gallup Human Sigma Trainer
- President, Consortium of State and Local Educational Research Associations
- Participant, Service to Science Academy
- Fellow, National Center for Educational Statistics
- Florida Consortium of Charter Schools Blue Ribbon Committee Member
- National PT3 Planning Board (member)
- Healing and Resilience Conference, co-chair ASU
- Task Force for the Ford Foundation Diversity Project, Barry University
- Southern Association of Colleges and Schools: Visiting Committee Member

TECHNICAL SKILLS:

- Use SSPS (quantitative software)
- Use N6 (qualitative software)

- Design web surveys

COURSES TAUGHT

Doctoral:

- Methods of Inquiry
- Research Design and Methods
- Survey Research
- Measurement, Testing, and Evaluation
- Program Evaluation and Policy Analysis
- Research Methods, Design, and Analysis
- Seminar in Research Policies and Practices
- Applications of Cognitive Neuroscience
- Advanced Curriculum Theory and Planning
- Seminar in Leadership
- Doctoral Leadership Simulation
- Leading Change
- Advanced Study in Leadership
- Ethics and Social Responsibility

ARTICLES/PUBLICATIONS:

- Lacey, C. H., Gunter, G., & Reeves, J. (2014). Mobile technology integration: Shared experiences from three initiatives. *Quarterly Review of Distance Education*,(11)1, .
- Lacey, C. H., Gunter, G., & Reeves, J. (2013). Integrating iPads into education: Pleasure and pitfalls of three initiatives. *National Social Science Association Proceedings*,(50)2, 113-118.
- Mincy, B., Maldonado, N., & Lacey, C. H. (2012). Shared stories of successful graduates of juvenile detention centers. *Learning Landscapes*,(5)2, 197-218.
- Banke, S., Maldonado, N., & Lacey, C. H. (2012). Christian school leaders and spirituality. *Journal of Research in Christian Education*, 21, 235-264.
- Witherspoon, M., Maldonado, N., & Lacey, C. H. (2011). Undergraduates and academic dishonesty. *International Journal of Business and Social Science*,3(1), 76-86
- Witherspoon, M., Maldonado, N., & Lacey, C. H. (2010, May). *Academic dishonesty of undergraduates: Methods of cheating*. (ERIC Document Reproduction Services No. ED518485).
- Lacey, C. H. (2009). The road less traveled: A review of Anfara and Mertz's *Theoretical Frameworks in Qualitative Research*. *The Weekly Qualitative Report*, 2(17), 100-103.
- Lacey, C. H., LeBlanc, P. R., & Maldonado, N. L. (2009). Affective education through best practices and peace education. In P. R. LeBlanc, & N. P. Gallavan (Eds.). *Affective teacher education: Exploring connections among knowledge, skills, and dispositions* (pp. 143-163). Lanham, MD: Rowman and Littlefield.
- Lacey, C. H., & Maldonado, N. (2008). Teacher values: Quantification and explanation. In S. Natale (Ed.), *Beatitudes past utterance: Balancing life, career, values, ethics* (pp.279-293). New York: Global Scholarly Press.
- Quarles, A., Maldonado, N., Lacey, C. H., & Thompson, S. D. (2008). *Perceptions of "big sisters" and their "little sisters" regarding mentoring relationships*. (ERIC Document Reproduction Services No. ED500835).
- Shane, E., Maldonado, N., Lacey, C. H., & Thompson, S. (2008). Military boarding school perspectives of parent choice: A qualitative inquiry. *Journal of School Choice*, (3)1, 179-198.

- Mincy, B., Maldonado, N., Lacey, C. H., & Thompson, S. (2008) Perceptions of successful graduates of juvenile residential programs: Their reflections and suggestions for success. *Journal of Correctional Education*, 59(1), 8-32.
- Maldonado, N. L., Quarles, A., Lacey, C. H., & Thompson, S. (2008) Mentoring at-risk adolescent girls: Listening to "Little Sisters." *International Journal of Mentoring and Tutoring*, 16(2), 221-232
- Lacey, C. H. (2007). *Art education in women's prisons: Lessons from the inside*. (ERIC Document Reproduction Services No. ED497743)
- Shane, E., Maldonado, N. L., Lacey, C. H., & Thompson, S. (2007). *Military boarding school perspectives of parent choice: A qualitative inquiry*. (ERIC Document Reproduction Services No. ED496565)
- Lacey, C. H., Enger, J. M., Maldonado, N., & Thompson, S. (2006). Charter school accountability: Listening to our stakeholders. *Journal of School Choice*, 1(2), 83-100.
- Lacey, C. H. (2006). *Collaborative partnerships and school change: Evaluating Project SOBEIT*. (ERIC Document Reproduction Services No. ED497736)
- Quarles, A., Maldonado, N., & Lacey, C. H. (2005). *Mentoring and at-risk adolescent girls: A phenomenological investigation*. (ERIC Document Reproduction Services No. ED496533)
- Saleh, A., & Lacey, C. H. (2004) On-line teaching: A framework for success. *Academic Exchange Quarterly*, 8(4), 90-95.
- Baldwin, J., Maldonado, N., Lacey, C.H., & Efinger, J. (2004). *Resilient women leaders: A qualitative investigation*. (ERIC Document Reproduction Services No. ED500841).
- Maldonado, N., & Lacey, C.H. (2004) Moral leadership defined: Perspectives of 12 leaders. *Florida Journal of Educational Research*, 41(1), 79-101.
- Maldonado, N., Lacey, C. H., & Efinger, J. (2003). Shared perceptions of personal moral development: An inquiry in social research. *International Journal for Human Caring*, 7(1), 8-19.
- Lacey, C. H., Enger, J. M., & Maldonado, N. L. (2003). *Sharing a model of accountability: The tri-county school partnership evaluation*. (ERIC Document Reproduction Service No. ED475759)
- Saleh, A., & Lacey, C. H. (2003) Teaching styles: A comparative study of public and private university faculties. *SRATE Journal*, 12(1), 24-36.
- LeBlanc, P., & Lacey, C. H. (2002). *Peace Works: A program evaluation model*. (ERIC Document Reproduction Service No. ED501880)
- Enger, J. M., Lacey, C. H., & Bacallao, M. K. (2002). *Integrating technology in the classroom using virtual teams*. (ERIC Document Reproduction Service No. ED464135)
- Bacallao, M. K., Lacey, C. H., Furner, J., & Frederick, T. W. (2002). *PT3 technology enhanced lesson plans for the elementary school*. Reading, language arts, and technology. (ERIC Document Reproduction Service No. ED472243)
- Lacey, C. H., LeBlanc, P. R., & Collins, M. (2001). Program evaluation: Lessons to be learned from a county-wide after school tutorial program. *Planning and Changing*, 31(3, 4), 166-181.
- Lacey, C. H., & Saleh, A. (2000). A comparison of professors' and students' perceptions of instructional course objectives. *SRATE Journal*, 9(2), 46-51.
- Skaruppa, C. L., LeBlanc, P. R., & Lacey, C. H. (2001). *Youth court: Advocating for all children*. (ERIC Document Reproduction Service No. ED465148)
- Lacey, C. H., & LeBlanc P. R. (2001). *Advocacy for all: A 21st century community learning center for at-risk students*. (ERIC Document Reproduction Service No. ED464167)
- Lacey, C. H., Guffey, S. J., & Rampp, L. C. (2000). Clinical supervision using interactive/compressed television. *The Teacher Educator*, 35(4), 97-108.
- LeBlanc, P. R., Lacey, C. H., & Adler, A. (2000). *A case study of the implementation of conflict resolution in a second grade classroom*. (ERIC Document Reproduction Service No. ED454994)
- LeBlanc, P., & Lacey, C. H. (1999). The reflective model of staff development: Identifying best practices. *SRATE Journal*, 8(1), 24-32.

- Lacey, C. H. (1998). Toward common ground: Value preferences of lay and religious teachers in Roman Catholic secondary schools. *A Journal of Inquiry and Practice*, 2(1), 55-67.
- LeBlanc, P., Lacey, C. H., & Mulder, R. (1998). Conflict resolution: A case study of one high school's experience. *Journal for Just and Caring Education*, 4(2), 224-243.

PAPERS/PRESENTATIONS, REFEREED:

- Lacey, C. H., & Nieves, A. (2014, April). *Using school base research to bridge policy and practice*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Legters, N., Parise, L., Lacey, C. H., & Staratt, G. (2014, April). *Enhancing ninth grade academies using collaborative, design-based research*. Poster presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Thomas, K., & Lacey, C. H. (2014, January). *Weaving a visual data tapestry: Viet Nam through an ethnographic lens*. Paper presented at Qualitative Report 5th Annual Conference. Ft. Lauderdale, FL.
- Lacey, C. H. (2013, November). *Beyond the National Technology Plan: 2021 is only 8 years away*. Paper presented at the 42nd annual meeting of the Mid-south Educational Research Association. Pensacola, FL.
- Lacey, C. H., & Thomas, K. (2013, October). *Back to the future: 21st Century data collection*. Paper presented at the annual meeting of the American Evaluation Association. Washington, DC.
- Reeves, J., Lacey, C. H., & Gunter, G. (2013, October). *Higher education, iPads, and evaluation: A new paradigm in collaboration*. Poster presented at the annual meeting of the American Evaluation Association. Washington, DC.
- Lacey, C. H. (2013, October). *Evaluation capacity building: Applying a new model*. Poster presented at the annual meeting of the American Evaluation Association. Washington, DC.
- Lacey, C., Reeves, J. L., & Gunter, G. A. (2013, March). *The iPad Initiative: Changing the way we teach the digital generation*. A paper presented at the National Technology and Social Science Conference, Las Vegas, Nevada.
- Reeves, J. L., Gunter, G. A., & Lacey, C. (2013, March). *Integrating iPads into the PreK-12 classroom: Strategies to engage the digital generation*. A paper presented at the National Technology and Social Science Conference, Las Vegas, Nevada.
- Lacey, C. H., & Maldonado, N. (2013, January). *Ethical issues in doing qualitative research*. Paper presented at the Qualitative Report 4th Annual Conference. Ft. Lauderdale, FL.
- Lacey, C. H., LeBlanc, P., & Maldonado, N. (2011, January). *Paving the way for the new qualitative researcher: Design and discourse*. presented at the Qualitative Report 2nd Annual Conference. Ft. Lauderdale, FL.
- Reeves, J., Lacey, C. H., Packer, B. (2010, November). *Creating a comprehensive dashboard for strategic planning: Inception to implementation*. Paper presented at the Annual Meeting of the American Evaluation Association. San Antonio, TX.
- Lacey, C. H., Packer, B., & Reeves, J. (2010, November). *The impact of participant feedback on program outcomes: A program evaluation consideration*. Paper presented at the Annual Meeting of the American Evaluation Association. San Antonio, TX.
- Reeves, J., Lacey, C. H., & Packer, B. (2009, November). *A collaborative approach to the development of a university-wide alumni outcomes assessment: Theory to practice*. Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.
- Lacey, C. H., Packer, B., & Reeves, J. (2009, November). *Engaging constituents: Using assessment data to inform practice*. Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.

- Packer, B., Reeves, J., & Lacey, C. H. (2009, November). *Improving response rates for multiple populations: Lessons from the field!* Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.
- Lacey, C. H., & Enger, J. M. (2008, November). *Policy versus practice: Does anyone win?* Paper presented at the annual meeting of the American Evaluation Association. Denver: CO.
- Enger, J. M., Cummings, N., & Lacey, C. H. (2008, November). *Data acquisition: Considered the future, but stuck to the past.* Paper presented at the annual meeting of the American Evaluation Association. Denver: CO.
- Lacey, C. H., & Maldonado, N.L. (2008, January). *Examining teachers' values.* Paper presented at the 8th International Conference on Social Values in Education and Business. North Miami Beach, FL.
- Lacey, C. H. (2007, November). *Developing a collaborative spirit: Learning communities at work.* Paper presented at the annual meeting of the American Evaluation Association, Baltimore: MD.
- Lacey, C. H. (2007, April). *Art education in women's prisons: Lessons from the inside.* Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Enger, J. M., & Lacey, C. H. (2007, April). *Effects of project BLAST in affecting middle school student behavior and attitudes about violence, alcohol, tobacco, and illegal drugs.* Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Lacey, C. H. (2006, November). *Evaluating the impact of art education on incarcerated women: A qualitative perspective.* Paper presented at the annual meeting of the American Evaluation Association. Portland, OR
- Lacey, C. H. (2006, November). *Using program evaluation tools to support sustainability: SOBEIT.* Paper presented at the annual meeting of the American Evaluation Association. Portland, OR.
- Lacey, C. H. (2006, April). *Professional development and the school counselor: Making a difference in the classroom.* Poster session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lacey, C. H. (2006, April). *Collaborative partnerships and school change: Evaluating project SOBEIT.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Enger, J. M., Lacey, C. H., & Maldonado, N. L. (2006, April). *Impact of a program to promote peace among middle school students.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lacey, C. H., LeBlanc, P, Enger, J. M., & Maldonado, N. L. (2006, February). *Peace Works: Collaborating to help teachers work toward peaceful classrooms.* Paper presented at the annual meeting of the Association of Teacher Educators, Atlanta, GA.
- Lacey, C. H., Maldonado, N. L., & LeBlanc, P. (2006, February). *Understanding the role of values in teacher job satisfaction and retention.* Paper presented at the annual meeting of the Association of Teacher Educators, Atlanta, GA.
- Lacey, C. H. (2005, April). *Without hope: The impact of art on incarcerated women.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Enger, J. M., & Lacey, C. H. (2005, April). *Effects of an after-school program for at-risk students in improving academic achievement and social competency.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- LeBlanc, P., & Lacey, C. H. (2005, April). *Five essential social skills.* Paper accepted presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Quarles, A., Maldonado, N., & Lacey, C. H. (2005, April). *Mentoring and at-risk adolescent girls: A phenomenological investigation.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- LeBlanc, P., & Lacey, C. H. (2005, February). *Courageous and wise teachers teach social Skills to improve classroom discipline.* Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

- Enger, J. M., & Lacey, C. H. (2004, November). *Evaluation of the comprehensive after-school program for at-risk students*. Paper presented at the annual meeting of the Florida Educational Research Association, Tampa, FL.
- Lacey, C. H., & Enger, J. M. (2004, November). *Making small scale evaluation work*. Paper presented at the annual meeting of the American Evaluation Association, Atlanta, GA.
- LeBlanc, P., & Lacey, C. H. (2004, April). *Making peace work: The second year*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Lacey, C. H., & Enger, J. M. (2004, April). *Findings from a small scale evaluation: Disaggregating the data*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Baldwin, J. T., Maldonado, N. L., Efinger, J., & Lacey, C. H. (2004, April). *Resilient women leaders: A qualitative investigation*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Lacey, C. H., Enger, J. M., & Maldonado, N. L. (2003, November). *Working toward peace: Research in the classroom*. Paper presented at the annual meeting of the Florida Educational Research Association, Orlando, FL.
- LeBlanc, P. R., & Lacey, C. H. (2003, February). *Social competence and academic achievement: Learning from the research*. Paper presented at the annual meeting of the Association of Teacher Educators, Jacksonville, FL.
- Lacey, C. H., Enger, J. M., Bacallao, M. K., Kramer, J. A. (2002, November). *Creating and using a web-based data collection site as an evaluation tool*. Paper presented at the annual meeting of the American Evaluation Association, Washington, DC.
- Lacey, C. H. (2002, November). *Principal mentoring in an online environment: Findings and*
- Lacey, C. H. (2002, August). *Mentor training: Bridging theory and practice*. Paper presented at the 56th annual NCPEA Conference, Burlington, VT.
- Lacey, C. H., Enger, J.M., Bacallao, M. K., & Kramer, J. A. (2002, July). *We did it! You can! Collecting quantitative and qualitative data on-line*. Paper presented at the Annual PT3 Grantees Meeting, Washington, DC.
- LeBlanc, P., & Lacey, C. H. (2002, April). *Peace Work: A program evaluation model*. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Enger, J. M., & Lacey, C. H. (2002, April). *After-school programs to help at-risk elementary students build social competency skills*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Lacey, C. H., & Saleh, A. (2002, April) *Multicultural attitudes, classroom teachers, and teaching*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Maldonado, N., & Lacey, C. H. (2002, March). *Education for peace and tolerance: A qualitative study of the shared perceptions of two moral leaders*. Paper presented at the 7th annual International Conference of the International Institute of Human Understanding, Miami: FL.
- Lacey, C. H. (2001, November). *Online teaching: A framework for success*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock: AR.
- Enger, J. M., Lacey, C. H., & LeBlanc, P. (2001, November). *Effects of a comprehensive after-school program on student social competence and anti-social behavior*. Paper presented at the annual meeting of the Florida Educational Research Association, Marco Island, FL.
- LeBlanc, P. R., Lacey, C. H., & Enger, J. M. (2001, April) *Teaching social competency skills in a comprehensive after-school program: Success stories*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Lacey, C. H., & LeBlanc, P. (2001, April) *What we know about making peace work*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

- LeBlanc, P., Enger, J., & Lacey, C.H. (2001, February). *Ensuring educational opportunity for at-risk students: The comprehensive after-school program*. Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans, LA.
- Lacey, C. H., & LeBlanc, P. (2001, February). *Advocacy for all: A 21st century community learning center for at-risk students*. Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans, LA.
- Skaruppa, C. L., Lacey, C. H., & LeBlanc, P. (2001, February). *Youth court: Advocating for all children*. Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans, LA.
- Lacey, C. H., & LeBlanc, P. R. (2000, April). *Conflict resolution and at-risk students: Insights into a comprehensive after school program*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- LeBlanc, P. R., Lacey, C. H., & Adler, A. (2000, April). *A case study of the implementation of conflict resolution in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- LeBlanc, P. R., Lacey, C. H., & Adler, A. (2000, February). *Increasing the power: Palm Beach County's sixth through eighth grade tutorial program*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL
- Lacey, C. H., LeBlanc, P. R., Adler, A., & Haag, A. (2000, February) *Supporting equity: Palm Beach County School District's comprehensive after-school program*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL
- LeBlanc, P., Collins, M., & Lacey, C. H. (1999, February). *Equity and excellence: Best practices in after school programs*. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

PROGRAM EVALUATIONS

- Lacey, C. H. (2014). *Evaluation of Promoting Adolescent Health Through School-Based HIV/STD Prevention and School-Based Surveillance*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2014). *Evaluation of Ninth Grade Academies in Broward County Florida*. New York, NY: MDRC, Inc.
- Lacey, C.H. (2014). *S Evaluation of the A-List Company*. Miami, FL: Concept House.
- Lacey, C. H. (2013). *Summative Evaluation of Improving Academic Success and The Well-Being of Broward County Students Through Coordinated Prevention Programs*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C.H. (2013). *Evaluation of the A-List Company*. Miami, FL: Concept House.
- Lacey, C. H. (2013). *Qualitative Evaluation of Ninth Grade Academies in Broward County Florida*. New York, NY: MDRC, Inc.
- Lacey, C. H. (2012). *Process Evaluation of the State of Florida Tobacco Prevention and Intervention Project*. West Palm Beach, FL. School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2012) *Summative Evaluation of Project Bridge 2011-2012*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2011). *Evaluation of Byrne/Jag Regular Grants*. Ft. Lauderdale, FL: United Way of Broward County Commission on Substance Abuse
- Lacey, C. H. (2011). *Process evaluation of the State of Florida Tobacco Prevention and Intervention Project*. West Palm Beach, FL. School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2011) *Evaluation of Project Bridge 2010-2011*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2010) *Evaluation of Project Bridge 2009-2010*. Ft. Lauderdale, FL: Broward County School District.

- Lacey, C. H. (2010). *Evaluation of Byrne/Jag Stimulus Grants*. Ft. Lauderdale, FL: United Way of Broward County Commission on Substance Abuse
- Lacey, C. H. (2009). *Evaluation of Project Bridge 2008-2009*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2009). *Evaluation of tobacco prevention and intervention project*. West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2008). *Evaluation of Project Bridge 2007-2008*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2008). *Evaluation of the Broward County Comprehensive Counseling Grant*. Ft. Lauderdale, FL: Broward County School District.
- Lacey, C. H. (2008). *Evaluation of tobacco prevention and intervention teacher training project*. West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2007). *Evaluation of tobacco prevention and intervention teacher training project*. West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2006). *Evaluation of project SOBEIT: Year Three*, West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2006). *Evaluation of the Knight Foundation Grant: Adopt-A-Classroom*. Miami Beach, FL: Adopt-A-classroom.
- Lacey, C. H. (2005). *Evaluation of project SOBEIT: Year Two*. West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2005). *Process evaluation of enhancing education through technology II, Citibank FamilyTech Grant*. Miami, FL: Education Fund.
- Lacey, C. H. (2004). *Evaluation of project SOBEIT: Year One*. West Palm Beach, FL: School District of Palm Beach County Safe Schools Center.
- Lacey, C. H. (2004). *Evaluation of SAMSHA minority substance abuse grant*. Ft. Lauderdale, FL: Seventh Avenue Recovery Center, Inc.
- Lacey, C. H. (2004). *Evaluation of the enhancing education through technology Citibank Family Tech grant*. Miami, FL: Education Fund.
- Lacey, C. H. (2004). *Process evaluation of the student success skills program*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- Lacey, C. H. (2004). *Evaluation of the enhancing education through technology grant*. Miami, FL: Miami-Dade County Public Schools.
- Lacey, C. H. (2004). *Historical data summary prepared for the ArtSpring program* Miami, FL: ArtSpring.
- Lacey, C. H. (2004). *Report on the impact of the Peace Education Foundation's PeaceWorks curriculum on middle school students*. Miami, FL: Peace Education Foundation.
- Lacey, C. H. (2004). *The South Florida Annenberg Legacy: Final report*. Miami, FL: University of Miami
- Lacey, C. H. (2003). *Evaluation of town hall meeting and new teacher mentoring program*. Miami, FL: Education Fund.
- Lacey, C. H. (2003). *Evaluation of project Smart Start*. Ft. Lauderdale, FL: 7th Avenue Recovery Center.
- Lacey, C. H. (2003). *Making peace work in the Miami-Dade County Public schools: A retrospective evaluation*. Miami, FL: Peace Education Foundation
- Lacey, C. H., & Enger, J.M. (2003). *Year three evaluation of the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- Lacey, C. H. (2003). *Evaluation of the Tri-County Charter School Partnership Challenge Grant*. Miami Shores, FL: Tri-County Charter School Partnership.
- Lacey, C. H. (2002). *Evaluation of the South Florida charter school summer institute*. Miami, FL: Tri-County Charter School Partnership.

- Lacey, C. H. (2002). *Making peace work in the Miami-Dade County Public schools: A small scale evaluation*. Miami, FL: Peace Education Foundation.
- Lacey, C. H. (2002). *Evaluation of the development of a comprehensive accountability, professional development, and assessment system for charter schools: Year two*. Miami Shores, FL: Tri-County Charter School Partnership.
- Lacey, C. H., & Enger, J.M.(2002).*Year two evaluation of the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- LeBlanc, P., & Lacey, C. (2001).*Making peace work in the Miami-Dade County Public Schools*. Miami, FL: Peace Education Foundation.
- Lacey, C. H. (2001) *Final report on a state-wide needs assessment for the Florida Consortium of Charter Schools*. Ft. Lauderdale, FL: Florida Consortium of Charter Schools.
- Lacey, C. H.(2001). *Twenty-first century learning communities grant evaluation*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- Lacey, C. H., & Enger, J.M. (2001). *Year one evaluation of the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- Lacey, C. H. (2001). *Evaluation of the development of a comprehensive accountability, professional development, and assessment system for charter schools: Year one*. Miami Shores, FL: Tri-County Charter School Partnership.
- Enger, J., LeBlanc, P., & Lacey, C. H. (2000). *The 1999-2000 comprehensive after-school program (CAP) Evaluation*. Palm Beach County, FL: Palm Beach County Safe Schools Center.
- Lacey, C.H. (2000). *Evaluation of the 21st century learning community's grant*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- LeBlanc, P., & Lacey, C. H. (2000). *Making peace work in the Miami-Dade County Public Schools*. Miami, FL: Peace Education Foundation.
- Lacey, C. H. (1999). *Twenty-first century learning communities grant evaluation*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- Skaruppa, C. L., Lacey, C. H., & LeBlanc, P. (1999). *Youth court program evaluation*. West Palm Beach, FL: Palm Beach County School Police.
- LeBlanc, P., & Lacey, C.H. (1999). *Comprehensive after-school program (CAP) evaluation*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- LeBlanc, P., & Lacey, C. H. (1999). *Palm Beach County's sixth through eighth grade tutorial program*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- LeBlanc, P., & Lacey, C. H. (1998). *Comprehensive after-school program (CAP) evaluation*. West Palm Beach, FL: Palm Beach County Safe Schools Center.
- LeBlanc, P., & Lacey, C. H. (1998). West Palm Beach, FL: Palm Beach County Safe Schools Center.

PROFESSIONAL AFFILIATIONS:

American Education Research Association

American Evaluation Association

Consortium of State and Local Educational Research Associations

Dr. John M. Enger

EDUCATIONAL PREPARATION

Ph.D.	University of Iowa	- Educational Measurement and Statistics
M.S.	Winona State University	- Mathematics
B.S.	Winona State University	- Mathematics

PROFESSIONAL EXPERIENCE

Executive Director/Program Professor Applied Research Center	Fischler School of Education and Human Services Nova Southeastern University, 2007-2010
Visiting Professor/Associate Professor Measurement, Stat., Rsch	Dept. of Instructional Technology and Research Florida Atlantic University, 2003-2007
Professor Research, Evaluation, Quantitative Methods	Educational Leadership Department Barry University, 2000-2003
Professor, Assoc. Professor, Asst. Professor Measurement, Statistics, Research	Department of Educational Administration and Secondary Education, Arkansas State University, 1976-1999
Fulbright Scholar Educational Measurement and Research	College of the Bahamas Nassau, Bahamas, 1996-97
Fulbright Scholar Educational Measurement and Evaluation	Faculty of Education University of the West Indies St. Augustine, Trinidad, 1989-1990
Fulbright Scholar Educational Measurement and Research	College of the Bahamas Nassau, Bahamas, 1981-82
Research Associate	Measurement and Research Division University of Illinois, 1975-76
Assistant Director , Liberal Arts Advisory Office,	University of Iowa, 1972-75
Research Assistant , Evaluation and Exam Service	University of Iowa, 1971-72
High School Teacher and Coach	Winona, MN; Trempealeau, WS; Thessaloniki, Greece

SELECTED PROFESSIONAL PUBLICATIONS

Book

Enger, J. M. & Howerton, D. L. (1992). *User friendly guide to descriptive statistics with computer applications*, 3rd edition. Needham Heights, MA: Ginn Publishing Company.

Computer Programs

Enger, J. M. & Howerton, D. L. (1992). *UFSTAT* a set of computer programs to accompany: *User friendly guide to descriptive statistics with computer applications*, 3rd edition. Needham Heights, MA: Ginn Publishing.

Reviews

- Enger, J. M. (2001). Review of the Leadership Practices Inventory. *The fourteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, Univ. of Nebraska Press.
- Enger, J. M. (2001). Review of the Weisen Test of Mechanical Aptitude. *The fourteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, Univ. of Nebraska Press.
- Enger, J. M. (1998). Review of the Survey of Organizations. *The thirteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska Press.
- Enger, J. M. (1995). Review of the Diagnostic Mathematics Profile Examination. *The twelfth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska Press.
- Enger, J. M. (1992). Review of the American Junior High School Mathematics Examination. *The eleventh mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, Univ. of Nebraska Press.
- Enger, J. M. (1992). Review of the Early Mathematics Diagnostic Kit. *The eleventh mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements, Univ. of Nebraska Press.

Selected Journal Articles

Lacey, C. H., Enger, J. M., Maldonado, N., & Thompson, S. (2006). Charter school accountability: Listening to our

- stakeholders. *Journal of School Choice*, 2, 83-100.
- Enger, J. M., Howerton, D. L., Gaines, W., & Sugg, W. J. (1999). Arkansas student eligibility and sports participation since implementation of the 2.0 GPA policy. *Arkansas Journal*, 34, 44-49.
- Castleberry, S. E., & Enger, J. M. (1998). Alternative school students' concepts of success. *National association of secondary school principals (NASSP) bulletin*, 82, 105-111.
- Howerton, D. L., Enger, J. M., & Cobbs, C. R. (1994). Self-esteem and achievement of at-risk adolescent black males. *Research in the schools*, 1, 23-27.
- Enger, J. M., Manning, T. G., Shain, R. E., Talbert, L. E., & Wright, D. E. (1994). Graduate follow-up: Survey questionnaire format effect on response rate and cost per return. *College student journal*, 28, 36
- Enger, J. M., Howerton, D. L., & Cobbs, C. R. (1994). Internal/external locus of control, self-esteem and parental verbal interaction of at-risk adolescent black males. *Journal of social psychology*, 134, 269-274.
- Howerton, D. L., Enger, J. M., & Cobbs, C. R. (1993). Locus of control and achievement for at-risk adolescent black males. *The high school journal*, 76, 210-214.

Research and Evaluation Program Reports

- Enger, J. M., (2011). "*Character Across the Curriculum and Beyond*": *Final evaluation report*. Ft. Lauderdale, FL: Broward County Public Schools.
- Enger, J. M., (2008). "*Character Across the Curriculum and Beyond*": *Year two 2007-2008 evaluation report*. Ft. Lauderdale, FL: Broward County Public Schools.
- Enger, J. M., & Ekendiz, D. C. (2007). *United Way of Broward County 2005-2006 evaluation report: Substance abuse and violence prevention programs*. Ft. Lauderdale, FL: United Way of Broward County.
- Enger, J. M., & Ekendiz, D. C. (2006). *United Way of Broward County 2004-2005 evaluation report: Substance abuse and violence prevention programs*. Ft. Lauderdale, FL: United Way of Broward County.
- Enger, J. M., & Ekendiz, D. C. (2006). *Project BLAST 2005-2006 evaluation report*. Ft. Lauderdale, FL: Broward County Public Schools.
- Enger, J. M., & Lacey, C. H. (2005). *Survey results for Adopt-A-Classroom participants*. Miami, FL: Adopt-A-Classroom.
- Enger, J. M. (2004). *Evaluation of the Comprehensive After-school Program, 2002-2003*. West Palm Beach, FL: Safe Schools Center, Palm Beach County Public Schools.
- Enger, J. M. (2004). *Miami Lakes Educational Center survey results for 2003*. Miami Lakes, FL: Miami Lakes Educational Center, Miami-Dade Public Schools.
- Lacey, C. H., & Enger, J. M. (2003). *Evaluation of the Tri-County Charter School Partnership Challenge Grant*. Miami Shores, FL: Tri-County Charter School Partnership.
- Lacey, C. H., & Enger, J.M. (2003). *Year three evaluation of the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- Lacey, C. H., & Enger, J. M. (2002). *Evaluation of the development of a comprehensive accountability, professional development, and assessment system for charter schools: Year two*. Miami Shores, FL: Tri-County Charter School Partnership.
- Lacey, C. H., & Enger, J.M.(2002). *Year two evaluation of the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- Lacey, C. H., & Enger, J. M. (2001). *Evaluation of the development of a comprehensive accountability, professional development, and assessment system for charter schools: Year one*. Miami Shores, FL: Tri-County Charter School Partnership.
- Lacey, C. H., & Enger, J. M. (2001). *Evaluation report on the PT3 grant: Bridging the digital divide in South Florida*. Miami, FL: St. Thomas University.
- Enger, J. M., LeBlanc, P. R., & Lacey, C. H. (2000). *The 1999-2000 Comprehensive After-school Program evaluation report*. West Palm Beach, FL: Safe Schools Center, Palm Beach County Public Schools.
- Enger, J. M. (2000). *Review of selected programs and practices at the vocational-technical institutes: Final report to the Department of Workforce Education*. Little Rock, AR: Arkansas Dept. of Workforce Education.
- Enger, J. M. & Castleberry, S. E. (1997). *A journey of 1,000 miles begins with a single step: The road to success told by alternative school students in Arkansas*. Little Rock, AR: Arkansas Dept. of Education.
- Enger, J. M. & Castleberry, S. E. (1997). *Survey of ALE directors in Arkansas regarding their programs and alternative school students*. Little Rock, AR: Arkansas Department of Education.
- Enger, J. M., Howerton, D. L., Gaines, W., & Sugg, W. J. (1996). *Impact of the GPA policy on student education and participation in interscholastic activities*. Little Rock, AR: Arkansas Department of Education.
- Enger, J. M., Castleberry, S. E., & Smith, A. B. (1996). *Alternative learning environments*

- (ALEs) for at-risk students in Arkansas. Little Rock, AR: Arkansas Department of Education.
- Howerton, D. L., Enger, J. M., & Johnson, R. D. (1993). *Evaluation of a violence prevention program for adolescents in a rural setting*. Little Rock, AR: Delta Health Ed. Cntr., Univ. of Ark. for Medical Sciences.
- Enger, J. M. & Howerton, D. L. (1988). *Performance on the 1988 GED tests by graduating high school seniors and adult GED examinees*. Washington, DC: GED Testing Service of the American Council on Education.
- Enger, J. M. (1982). *Perceptions of teaching as a career by Bahamian grade 12 students in college-preparatory programs*. Nassau, Bahamas: Ministry of Education.
- Enger, J. M. (1982). *Parent perceptions of the educational effectiveness of Lyford Cay School*. Nassau, Bahamas: Lyford Cay School.
- Enger, J. M. (1981). *Current employment and projected need for computer data processing personnel by the Nassau banking community*. Nassau, Bahamas: College of the Bahamas.
- Enger, J. M., et al. (1979). *An on-site needs assessment of school districts in the Arkansas State University basic service area*. Jonesboro, Arkansas: Arkansas State University, Department of Educational Administration and Secondary Education.
- Enger, J. M., McGee, A., & Taylor, J. A. (1978). *Development and validation of the State of Arkansas elevator inspector certification examination*. Little Rock, State of Arkansas.
- Barnette, E. L., Enger, J. M., Sweat, J. P., & Vaupel, C. F. (1978). *Dropout prevention in-service program for Jonesboro middle school faculty: Description, evaluation recommendations*. Jonesboro, Arkansas: Arkansas State University.
- Enger, J. M. (1977). *Demographic file descriptions and survey results of 1976-77 mid-year undergraduate attrition at Arkansas State University*. Jonesboro, Arkansas: Office of Institutional Research, Arkansas State University.
- Enger, J. M. (1976). *Development and validation of the UIUC Educational Psychology 311, psychology of Learning for Teachers, proficiency examination*. (Research memorandum No. 186). Urbana, Illinois: University of Illinois, Office of Instructional Resources, Measurement and Research Division.
- Enger, J. M. (1976). *Algebra and trigonometry sub-test score analyses of the UIUC advanced mathematics placement examination*. (Research Memorandum No. 185). Urbana, Illinois: University of Illinois, Office of Instructional Resources, Measurement and Research Division.
- Enger, J. M., Frisbie, D. A. & Heil, D. K. (1976). *Development and validation of UIUC mathematics placement examination*. (Research Memorandum No. 184). Urbana, Illinois: University of Illinois, Office of Instructional Resources, Measurement and Research Division.
- Enger, J. M. & Whitney, D. R. (1976). *Content validation considerations in a credit-by-examination program: Validation criteria, judgmental techniques and use of student raters*. (Research Report No. 88). Iowa City, Iowa: University of Iowa, Evaluation and Examination Service.
- Whitney, D. R. & Enger, J. M. (1974). *Methods for estimating the reliability of categorical judgments*. (Research Report No. 82). Iowa City, Iowa: University of Iowa, Evaluation and Examination Service.
- Enger, J. M. & Whitney, D. R. (1974). *CLEP credit and graduation: A four-year study at the University of Iowa*. (Research Report No. 73). Iowa City, Iowa: University of Iowa, Evaluation and Examination Service.

SELECTED PROFESSIONAL PRESENTATIONS

- Enger, J. M. & Lacey, C. H. (2004). *Findings from a small scale evaluation: Disaggregating the data*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Lacey, C. H., Enger, J. M., Bacallao, M. K., Kramer, J. A. (2002, November). *Creating and using a web-based data collection site as an evaluation tool*. Paper presented at the annual conference of the American Evaluation Association. Washington, DC.
- Enger, J. M., & Lacey, C. H. (2002, April). *After-school programs to help at-risk elementary students build social competency skills*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Enger, J. M., Lacey, C. H., & LeBlanc, P. (2001, November). *Effects of a comprehensive after-school program on student social competence and anti-social behavior*. Paper presented at the annual meeting of the Florida Educational Research Association, Marco Island, FL.
- LeBlanc, P. R., Lacey, C. H., & Enger, J. M. (2001, April) *Teaching social competency skills in a comprehensive after-school program: Success stories*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- LeBlanc, P., Enger, J., & Lacey, C. (2001, February). *Ensuring educational opportunity for at-risk students: The comprehensive after-school program*. Paper presented at the annual meeting of the Association of Teacher

- Educators, New Orleans, LA.
- Enger, J. M., Howerton, D. L., & Stepp, D. (1996, April). *Needs assessment, program modification and student outcomes for a school-based violence prevention program*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Enger, J. M. & Howerton, D. L. (1995, November). *Testing adolescents' knowledge of a violence prevention curriculum: Contrasts of multiple choice and completion test item formats*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.
- Billings, W. H. & Enger, J. M. (1995, November). *Perceptions of Missouri high school principals regarding the effectiveness of in-school suspension as a disciplinary procedure*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.
- Stepp, D., Enger, J. M., & Howerton, D. L. (1995, July). *Implementation of a violence prevention program for seventh graders*. Paper presented at the scientific meeting of the Society for Public Health Education, Little Rock, AR.
- Enger, J. M., Howerton, D. L., & Stepp, D. (1995, April). *Violence prevention in the middle level curriculum: Student characteristics and acquisition of knowledge about violence*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Johnson, R. D., Howerton, D. L. & Enger, J. M. (1995, February). *Violence prevention: An evaluation of the Prothrow-Stith curriculum*. Paper presented at the annual meeting of the American Association for the Advancement of Science, Atlanta, GA
- Howerton, D. L. & Enger, J. M. (1994, November). *School characteristics related to principals' perceived needs for a violence prevention program in the Arkansas delta*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.
- Cobbs, C. R., McCallum, O., Enger, J. M. & Howerton, D. L. (1994, November). *Characteristics of at-risk youth served by the positive impact program (PIP)*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.
- Enger, J. M., Howerton, D. L., & Stepp, D. (1994, November). *Effects of a violence prevention program on student understanding of violence*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.
- Enger, J. M. & Howerton, D. L. (1993, November). *Principal reports of violence in schools and need for a violence prevention program*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA.
- Enger, J. M., Howerton, D. L., & Cobbs, C. R. (1993, November). *Internal/external locus of control, self-esteem and verbal interaction of at-risk adolescent black males*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA.
- Howerton, D. L., Enger, J. M., & Cobbs, C. R. (1993, November). *Parental verbal interaction and academic achievement of at-risk adolescent black males*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA.
- Enger, J. M., Howerton, D. L., & Cobbs, C. R. (1993, April). *Internal/external locus of control and verbal interaction of at-risk adolescent black males*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Cobbs, C. R. & Enger, J. M. (1992, November). *Teacher ratings and achievement measures of at-risk adolescent black males in the positive impact program (PIP)*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
- Howerton, D. L., Enger, J. M., & Cobbs, C. R. (1992, November). *Self-esteem and achievement of at-risk adolescent black males*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
- Howerton, D. L., Enger, J. M., & Cobbs, C. R. (1992, November). *Locus of control and achievement of at-risk adolescent black males*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
- Enger, J. M. (1992, April). *Who's responsible for handling disciplinary incidents? Contrasts of principal and teacher perceptions at the elementary and secondary levels*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Enger, J. M. (1991, November). *Results of student achievement testing in Trinidad and Tobago*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Lexington, KY.
- Enger, J. M. (1991, November). *Severity of disciplinary incidents contrasted between principals and teachers at the elementary and secondary levels*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Lexington, KY.

(b)(6)

Stephanie G. Robinson, Ph.D.
Principal Partner Emerita
The Education Trust, Washington, DC

(b)(6)

Stephanie Robinson recently retired from a 35 year career as a public school teacher, administrator, college faculty member, education researcher and advocate. Dr. Robinson was a teacher/administrator in the Montclair, NJ school system; served as adjunct Professor of Education at Seton Hall and Rutgers, Universities, worked as Education Director for the National Urban League; and was Deputy Superintendent of the Kansas City, Missouri School District. Most recently, at the Education Trust, she worked with school districts and communities to support standards-based education reform and ensure that all students receive a high quality education.

Dr. Robinson joined the Education Trust in 1993, where she initially led the campaign to generate support among policy makers and education advocates for the Commission on Chapter One's report, *Making Schools Work for Children in Poverty*. In this role, she conducted research, developed and presented data reports nationally to education and public audiences. Using data as an education tool, she put her community education experiences to work engaging community-based organizations in the standards-based reform movement.

While at the Education Trust, Dr. Robinson provided technical assistance to school districts implementing standards-based, data driven curriculum and instruction reform. She worked with boards of education, school administrators, principals, and teachers to implement policies and practices aimed at improving teaching and learning. She conceived, developed and led the Education Trust's Transforming School Counseling Center, a collaborative effort among universities, school districts and state education departments and higher education institutions to change the role of *school counselors from focusing on mental health, to eliminating systemic barriers to academic success*. As a Principal Partner, she and the other managing partners guided the Trust's overall work.

While at the Trust, Dr. Robinson was also pioneered the development and implementation of ***Standards In Practice --- Education Trust's*** flagship professional development strategy for providing challenging

curriculum to all students and identifying and closing the instructional gaps that contribute to the academic achievement gap. Dr. Robinson continues to provide consultation and training on the Standards in Practice model throughout the country assisting teachers and school administrators in making sure that instructional content and practice is aligned with high quality academic standards.

Dr. Robinson has served on numerous national boards and commissions and has published articles on education reform. While at the Trust she was the Principal Investigator for the Trust's study on high school reform—“*Gaining Traction, Gaining Ground.*” She was also a key participant in the collaboration between ACT and Education Trust which produced the study “*On Course for Success*”—an investigation of the quality of high school curriculum and instruction that led to college success for African American students. Dr. Robinson co-produced a policy brief published by the University of South Florida, David C Anchin Center; “*New Directions for Culturally Competent School Leaders*”, and co-authored a paper on reframing the *Achievement Gap Conversation*. She has received numerous awards from national and local organizations and continues her career as spokesperson for equity and excellence in education for all students.

Dr. Robinson graduated Cum Laude from Douglass College, Rutgers University; received a Masters in Social Work from the Rutgers Graduate School of Social Work; and earned a Ph.D. in Human Growth and Development and School Administration from the Union Institute and University.

Name: Amy Mazzocco Management Team: 25% of her time to project; inkind

Job Title: Middle School Counseling Specialist

Degree(s):

Master of Science in Counseling Psychology

Bachelor of Arts in Education in Varying Exceptionalities

Pursuing Master of Education in Educational Leadership

Administrative experience:

Two years at the School District in current position

School counseling experience:

High School Counselor for 12 years, 9 years as the Guidance Coordinator

Name: Michael C. Kane Management Team and SSS Trainer

Title: Specialist, IES-Student Success Skills

Degrees/Certifications:

Admitted for Doctoral Candidacy, April 2014

Florida Atlantic University; Boca Raton, FL

Specialist in Education, August 1993

Master of Science, August 1993

Florida State University; Tallahassee, FL

Counseling and Human Systems

Dual Specialization in School Counseling and Career Counseling

PK-12 Guidance and Counseling

State of Florida, Department of Education

Certificate # 713660

National Certified Teacher

Early Childhood / Young Adulthood School Counseling

National Board for Professional Teaching Standards

Certificate # 959342

Administrative Experience:

Specialist, IES-Student Success Skills Coordinator

School Counseling & Graduation Support, School District of Palm Beach County

2012 to present Project coordinator for Institute of Education Science grant "A Randomized Controlled Trial of Student Success Skills: A Program to Improve Academic Achievement for All Students", a major study involving Florida State University, Florida Atlantic University, University of Massachusetts/Amherst, Duval County Public Schools and the School District of Palm Beach County. Responsible for all aspects of project implementation with 30 elementary schools including, but not limited to, selection of school sample, data collection events incorporating over 2000 students, capturing student data from district the district data warehouse, fidelity monitoring and stakeholder reporting.

School Counseling Experience:

School Counselor: Starlight Cove Title I Elementary School, School District of Palm Beach County, 1995 to 2012

District Trainer, Single School Culture© Initiatives, 1999 to present

National Finalist School Counselor of the Year, 2012, American School Counselor Association

Elementary School Counselor of the Year, 2011, Florida School Counselor Association

Elementary School Counselor of the Year, 2010, School District of Palm Beach County

Judy Thomas

Job Title: Elementary School Counseling and Graduation Support Program Planner

Education: Educational Specialist in Educational Leadership, Master of Arts Degree in Counselor Education, Bachelor of Arts Degree in Sociology

Administrative Experience: School District of Palm Beach County, 2003- present: Program Planner, Compliance Specialist, Assistant Principal, Suncoast High School. Volusia County Schools: 1986-1991: Recruitment Specialist, Assistant Director of Instructional Personnel, and Manager of Instructional Personnel. Human/Social Services, 1975-1986: Training Programs Manager, Youth Employment and Training Program Coordinator, Program Director, Job Placement Specialist, and Youth Director

School Counseling Experience: Volusia County Schools, 1991-2002: Guidance Director, Mainland High Guidance Counselor: Mainland High School, Atlantic High School, R. J. Longstreet Elementary School

Name: Eunice Vivar Greenfield

Job Title: High School Counseling Program Planner

Degrees: B.S. Mathematics Education, M.S. Counseling Psychology

Administrative Experience: Elementary School Counseling Specialist (1 year), High School Counseling Specialist (2 years), High School Counseling Program Planner (3 months) - School District of Palm Beach County.

School Counseling Experience: High School Counselor Lake Worth High School 6 years, Elementary School Counselor 3 years - School District of Palm Beach County

Seth Bhakti Bernstein

(b)(6)

Education and Licensure

- September, 1996 **Certified Addictions Professional**, Florida #1595
- December, 1994 **Licensed Psychologist**, Florida License #PY0005170
- September, 1989- **M.S. and Psy.D.** in Clinical Psychology, Florida Institute of Technology,
August, 1993 Melbourne, Florida
- September, 1985- **Bachelor of Arts** in Psychology, Cum Laude, University of Maryland at
May, 1989 College Park

Employment

- May, 2008- **Boys Town South Florida**, West Palm Beach, Florida
Present
Serve as Licensed Psychologist & Program Director, managing, implementing and providing services to multiple programs, including Primary Project, Parent-Child Home Program, Behavioral Health Clinic, Common Sense Parenting & Care Coordination Services. The programs provide specialized in-school and in-community services to children, adolescents and their families. Ensure model fidelity to the evidence based programs (Primary Project, Common Sense Parenting and Parent-Child Home Program).
- January, 2000- **Health Care District of Palm Beach County**, West Palm Beach, Florida
April, 2008
Served as the Behavioral Health Department Administrator directing prevention and early intervention family support programs in Palm Beach County.
- Planned and implemented 4 programs serving over 10,000 children and their families annually.
 - Managed a staff of approximately 100, with a budget of \$6.5M
 - Participated in outcome evaluation and research projects
- September, 1997- **Growing Together, Inc.**, Lake Worth, Florida
December, 1999
Served as Director of Clinical Programs at non-profit, substance abuse and behavioral treatment facility for adolescents and their families. Services were provided for an 18 month period.
- Supervised a staff of 25, plus student interns
 - Maintained a census of 65 youth in a residential program and their families
 - Developed program operations manual for parents and youth
 - Conducted psychological evaluations with the youth
 - Served as liaison with insurance companies for billing purposes

- September, 1995- **Parent-Child Center, Inc.**, West Palm Beach, Florida
 December, 1997 Served as Licensed Psychologist in Outpatient Department at non-profit community mental health center.
- Provided individual, family, couples, and group therapy to children and adults
 - Conducted psychological evaluations for Department of Juvenile Justice involved youth
 - Served clients who had Medicaid, private insurance and no insurance
- January, 1994- **Growing Together, Inc.**, Lake Worth, Florida
 September, 1995 Served as Staff Psychologist and Assistant Program Director.
- July, 1994- **Florida Couples and Family Institute**, West Palm Beach, Florida
 September 1995 Conducted individual and marital therapy with a limited number of private clients in a group practice setting, under the supervision of Dr. Florence Kaslow.

Postdoctoral Residency

- January, 1994- **Growing Together, Inc.**, Lake Worth, Florida
 November, 1994 Served as agency's Psychological Resident while pursuing state licensure.
- October, 1993- **Hollywood Pavilion Hospital**, Hollywood, Florida
 January, 1994 Private psychiatric hospital offering day treatment services to older adults. Served as hospital's Psychological Resident and Milieu Team Coordinator.

Predoctoral Internship

- July, 1992- **University of Miami/Jackson Memorial Medical Center**, Miami, Florida
 July, 1993 Served as Psychological Intern working six months on Adult Mental Health unit and six months on Spinal Cord Injury Rehabilitation unit.

Supervised Clinical Practica

- January, 1992- **F.I.T. Center for Student Development**, Melbourne, Florida
 June, 1992 Outpatient university counseling center serving the students, staff, and
 and faculty of the Florida Institute of Technology (F.I.T.) and their families.
 September, 1990-
 May, 1991
- June, 1991- **Wuesthoff Memorial Hospital**, Psychiatric Services, Rockledge, Florida
 December, 1991 Practicum student at this acute care inpatient facility serving adults and adolescents.

Select Presentations

- Integrated School Behavioral Health Services- A Prevention Oriented Approach*
 19th IUHPE World Conference on Health Promotion and Health Education, Vancouver, Canada
 June 11, 2007

School Readiness and Success: Improving Children's Social and Emotional Development
Charting A Course- A Child and Family Policy Web Conference Series
National Conference of State Legislators & Chapin Hall Center for Children
May 17, 2007

Integrated School Behavioral Health Services- A Prevention Oriented Approach
Primary Project- Behavioral Health Conference, Children's Institute, Fayetteville, AR
October 16, 2006

Integrated School Behavioral Health Services- A Prevention Oriented Approach
Effective Work in Schools: A National Community of Practice on School Mental Health
Quality & Evidence Based Practices Discussion Group
Center for School Mental Health, Baltimore, MD
September 30, 2006

Mission Possible: Bringing Together Families, Communities, and Schools
Creating Connections in School Mental Health, Alberta, Canada
April 7, 2006

*Children's Behavioral Health- From the Nursery to the School Playground: An Overview of a
Multidisciplinary Program in Palm Beach County*
Florida School Health Association Annual Conference, Orlando, FL
May 6, 2004

Current Memberships/Professional Associations/Other Professional Activities

American Psychological Association
National Association of School Psychologists
School Health Advisory Council, Interim Chair; Mental Health Committee Co-chair, Palm Beach County, FL
Palm Beach County Coalition for Children/PBCJA- Past President
School District of Palm Beach County- Safe & Drug Free Schools Advisory Committee, ESE Advisory
Council, School Counseling & Graduation Support Leadership Advisory Council, and Wellness Promotion
Task Force, member
Palm Beach School Counselor Association, member
South University, Mental Health Graduate Program, West Palm Beach, FL- Advisory Board member
United Way of Palm Beach County, Board member
Palm Beach County Criminal Justice Commission, Mental Health & Substance Abuse Committee
Florida Circuit 15, Juvenile Justice Board, member
Center for School Mental Health, Baltimore, MD- Advisory Board member
Brazelton Touchpoints Approach™ – Community Level Trainer
Grant reviewer- Former (PBC, Juvenile Justice Board, United Way, Early Learning Coalition of PBC)
H. C. Byrd Citizenship Prize recipient, University of Maryland (1989)

Publications/Program Evaluations:

Children's Institute Newsletter, Primary Project in Palm Beach County, August 2006
Weaving A Web of Support – Office of Juvenile Justice Delinquency Prevention
Chapin Hall Center for Children, University of Chicago Evaluation Reports

References Available Upon Request

DONNA ELAM, Ed.D.

(b)(6)

Vision

To direct an educational system for research, leadership development, and promotion of excellence and equity in education.

PRESENT POSITION

- 2013 - CEO/President, Elam Leadership Institute (ELI), a national think tank for leadership development for educational institutions working with diverse populations to address achievement and connectedness of all stakeholders. Present Projects include:
- ✚ Magnet Schools Assistance Program, Leadership Development & Cultural Competence, federally-funded grant (4 Schools – International Baccalaureate and STEM Programs, Hillsborough County School District, Florida)
 - ✚ Teacher Incentive Fund, Leadership Development, Cultural Competence & The Achievement Gap (11 Schools – Hillsborough County School District, Florida)
 - ✚ Magnet Schools Assistance Program, Leadership Development & Cultural Competence to Address the Achievement Gap, federally-funded grant (5 Schools – International, STEM, and Arts Integration Programs, Lexington 5, South Carolina)
 - ✚ Race-to-the Top, Common Core Standards Item Development & Professional Development with St. Petersburg College (3 Districts: Hillsborough, Pinellas, and Pasco Counties, Florida)- Contract in progress (March-April 2014 –June 2015 contract)
 - ✚ High School Graduation Initiative, Outreach for Advisor/Counselor on system recommendations to increase postsecondary outcomes for students of color in support of the Superintendent’s Graduation Plan – a joint Palm Beach State College & Palm Beach County School District collaborative. (March 2014-June 2015 contract in progress)
 - ✚ Race-to-the Top, Culturally Competent Leadership & The Achievement Gap, (Districtwide, April 2014 – 2017 Contract In Progress, Clarksdale County, Mississippi)
 - ✚ Magnet Schools Assistance Program, Leadership Development & Cultural Competence, federally-funded grant (5 Schools, April 2014-2016, Contract in Progress, Clarksdale, Mississippi)
 - ✚ Choice Neighborhood Grant, Curriculum Development on Sustainability, federally-funded grant (Tampa Bay Housing Authority, 1 of 3 grants in the nation, March 2014- Contract In progress)
- 2012- 2013 Director, Tampa Bay Educational Partnership, Office of the Vice Provost- Student Success (Expansion from the College of Education structure – 2007)

- ✚ Directs systemic interdisciplinary research and educational initiatives for the University of South Florida across its 11 colleges housed in the Tampa Bay Campus with the school district of Hillsborough County and the community-at-large.
 - ✚ Designed systemic digital intake system for data management across the system

- 2011- Director, Tampa Bay Educational Partnership, College of Education
 - ✚ Directs research and educational funding initiatives for the University of South Florida from the College of Education with colleges housed at the Tampa Bay Campus with the school district of Hillsborough County.

- 2007- Associate Director for Program Development and External Affairs, David C. Anchin Center, College of Education, University of South Florida,
 - ✚ Program development and research on Leadership and Public Policy Analysis in Public (K - 12) and Higher Education; Data and Achievement in Urban Schools; Student resiliency, institutional structures, and arts education; Learner-centered leadership in "urban" contexts; and Culturally Competent Leadership: Policies and Practice.

- 2006- Senior Anchin Research Associate, David C. Anchin Center, College of Education, University of South Florida,
 - ✚ Program of activities and research at the Center encourages and supports the development of effective district and school practices. Through this research, the Center is able to make recommendations at the federal level that may impact the course of educational reform

- 2005- Visiting Faculty, University of South Florida's Institute for At-Risk Infants, Children, Youth and Their Families

- 2004- President/CEO. TEAM, LLC. (Professional Development for School Systems, School Boards, Government Agencies and Businesses on Managing Diversity, Team building, Evaluations, and Assessment in the Workplace), Orlando. Florida. Partial listing of consultant assignments:
 - ✚ New York University, Metro Center for Urban Education. Project 405 – Research and Professional Development on Disproportionality Issues of minority students in special education
 - ✚ American Education Solutions, Inc. Evaluations of state and federally funded programs

GRANT INITIATIVES:

Principal Investigator or Director on the following federal, state and foundation grants:

- United States Department of Education – **Desegregation Assistance Centers**
 - New York University Equity Assistance Center (federally funded for 3 three-year cycles)

- Served as Director with the territory of New York New Jersey, Puerto Rico, Virgin Islands
- Provided technical assistance to federally funded magnet schools in the Region B territory
- Southeastern Equity Center (federally funded for 2 three-year cycles)
 - Served as Associate Director with the territory of Florida, Alabama, Mississippi, Tennessee, North Carolina, South Carolina, Georgia, Kentucky
 - Provided technical assistance to federally funded magnet schools in the Region IV territory
- United States Department of Education-**Magnet Schools Assistance Program Grant**
 - Serving as Principal Investigator with Hillsborough County Public Schools for professional development (federally funded for Extended Grant Year 2014)
- United States Department of Education-**Magnet Schools Assistance Program Grant**
 - Serving as Principal Investigator with Lexington County 5 Public Schools, South Carolina for professional development (federally funded for three-year cycle 2014-2017)
- United States Department of Education-**Magnet Schools Assistance Program Grant**
 - Serving as Principal Investigator with Clarksdale County Public Schools, Mississippi for professional development (federally funded for three-year cycle 2014-2017)

PRIOR GRANTS THROUGH 2013:

- United States Department of Education-**Magnet Schools Assistance Program Grant**
 - Served as Principal Investigator with Hillsborough County Public Schools for professional development (federally funded for 3 three-year cycles)
- United States Department of Education-**Smaller Learner Community Grant**
 - Served as Principal Investigator with Hillsborough County Public Schools for professional development (federally funded for a five-year cycle)
- United States Department of Education-**Voluntary Public School Choice Grant**
 - Served as Principal Investigator with Hillsborough County Public Schools for professional development (federally funded for a five-year cycle)
- United States Department of Education-**Democracy Grant**
 - Served as Principal Investigator with Hillsborough County Public Schools for professional development (federally funded for an 18 month cycle)
- Wallace Foundation Grant-**Educational Leadership Grant**
 - Served as Principal Investigator with Hillsborough County Public Schools for professional development (foundation funded for a one-year cycle)

- Florida Department of Education-**Science, Technology, Engineering, and Mathematics Grant**
 - Served as Principal Investigator with Hillsborough County Public Schools for professional development (state funded for a 18 month cycle)

POLICY INITIATIVES:

University of South Florida, Office of the Vice Provost- Academic Affairs, Student Success, Tampa Bay Educational Partnership – Leadership and Cultural Competence Professional Development.

New York University, Metro Center for Urban Education. Project 405 – Research and Professional Development on Disproportionality Issues of minority students in special education for pilot sites in New York City and Utica for New York State Department of Education Contract.

Alabama Department of Education, Division of Special Education, “Lee vs Macon” - Mandated Statewide Training Initiative for disproportionality issues of minority students in special education for the state of Alabama.

New York City Department of Education, “Children of the Rainbow” – Mandated Citywide Training for Multicultural Education for New York City.

University of South Florida, Graduate School, “Shifting Gears” – Assisted Dean of the Graduate School with the process of re-defining the Mission Statement to include Diversity in its re-organization and restructuring.

RESEARCH INITIATIVES

- ✚ The Elam Method
- ✚ Culturally Competent Leadership: Policies and Practice
- ✚ Data and Achievement in Urban Schools;
- ✚ Student resiliency, institutional structures, and arts education;
- ✚ Learner-centered leadership in “urban” contexts
- ✚ Leadership and Public Policy Analysis in Public (K - 12) and Higher Education;
- ✚ Cultural Competence in Magnet School and Choice Programs
- ✚ Cultural Competence in the Content Areas (Science, Social Studies)

EVALUATION INITIATIVES

- ✚ Evaluation Team Member for federally-funded and state funded grants (Magnet Schools Assistance Program, Voluntary Public School Choice, Charter Schools, 21st Century, American History Project, Advanced Placement, AVID - Advancement Via Individual Determination, and Arts Integration Education Projects.

ADVISORY BOARDS AND COMMITTEES

- 2011- Specialist Director, Magnet Schools of America, Executive Board
- 2011- Southern Minority Leadership Advisory Council

2010	University of South Florida President's Task Force on Impactful Research
2009-	Gubernatorial Appointee as State Commissioner on the Florida Commission on Human Relations for third term (Chair)
2009-	Specialist Director, Executive Board, Magnet Schools of America
2008-	Federal Bureau of Investigation (FBI) Multicultural Task Force Candidate
2007-2008	Gubernatorial Appointee as State Commissioner on the Florida Commission on Human Relations for second term (Chair)
2005-2007	Gubernatorial Appointee as State Commissioner on the Florida Commission on Human Relations for second term (Vice Chair)
2004-2008	Appointed by Commissioner of Education to Facts.Org Executive Board- (Florida Assessment for Public High Schools)
2004-Pres	President-Elect of USA/Africa Institute
2002-2006	Executive Board, Martin Luther King Jr. Institute of Florida
2002	Federal Southeast Faith-Based Initiative & Community Outreach Leader
2002-Pres	Board of Directors - Florida Institute for Policing
1999-2004	Gubernatorial Appointee as State Commissioner on Commission on Human Relations
2001-Pres	Appointed to Attorney General's Working Committee on Hate Crimes
2001	Florida DOE's Strategic Planning Committee for Charter Schools
2001	Florida LEADS - Florida DOE Technology and Equity Planning Task Force
2000-Pres	Executive Board - Peace Institute, Broward, Florida
1999-2002	Appointed to Florida State Governor's Charter School Review Panel
1999	Advisory Committee for Multicultural Programs, (Miami-Dade County, FL)
1998-1999	President and Co-Founder, Florida Association for Multicultural Education (FAME) - a regional affiliate of The National Association of Multicultural Education (NAME)
1998-2002	Commissioner's Task Force on School Choice (FI DOE)

- 1995 Regional Chair. National Association for Multicultural Education (NAME)
- 1994 Regional Chair. National Committee for School Desegregation (NCSD)
- 1994 Editorial Board for the Journal *NAME*. National Association for Multicultural Education (NAME)
- 1994 Committee for the Review of Multicultural Educational Materials. Board of Education - New York City Public Schools: Office of Multicultural Education.
- 1991-1993 Chancellor's Advisory Committee on Multicultural Education. Board of Education, New York City Public Schools.

LEAD ON TRAINING INITIATIVES:

University of South Florida, Office of the Vice Provost- Academic Affairs, Student Success, Tampa Bay Educational Partnership – Leadership and Cultural Competence Professional Development.

New York University, Metro Center for Urban Education. Project 405 – Research and Professional Development on Disproportionality Issues of minority students in special education for pilot sites in New York City and Utica for New York State Department of Education Contract.

Alabama Department of Education, Division of Special Education, "Lee vs Macon" - Mandated Statewide Training Initiative for disproportionality issues of minority students in special education for the state of Alabama.

New York City Department of Education, "Children of the Rainbow" – Mandated Citywide Training for Multicultural Education for New York City.

University of South Florida, Graduate School, "Shifting Gears" – Assisted Dean of the Graduate School with the process of re-defining the Mission Statement to include Diversity in its re-organization and restructuring.

PROFESSIONAL EXPERIENCE BACKGROUND

Associate Director, Southeastern Equity Center, Miami, Florida (1997 - 2004)

Director, Equity Assistance Center, Metropolitan Center for Urban Education, New York University, (1995-1997)

Assistant Director, Race and Multicultural Coordinator, Equity Assistance Center, Metropolitan Center for Urban Education, New York University, (1994-1995).

Student Teacher Supervisor. Department of Teaching and Learning, School of Education, New York University, (1992-1993).

Race and Multicultural Coordinator, Senior Project Associate. Equity Assistance Center, Metropolitan Center for Urban Education, New York University, (1991-1994).

Research, Development and Training on *Valuing Diversity & Sexual Harassment* Consultant. Smith Barney Shearson for Jack Morton Production, Inc., NY (1994).

Adjunct Instructor. Department of Teaching and Learning, School of Education, Health, Nursing and Arts Professions, New York University, (1992-1993).

Acting Project Director. Equity Assistance Center, Metropolitan Center for Educational Research, Development and Training, New York University, (1990-1992).

Assistant Director. Equity Assistance Center, Metropolitan Center for Educational Research, Development and Training, New York University, (1989-1990).

Administrative Coordinator. Equity Assistance Center, Metropolitan Center for Educational Research, Development and Training, New York University, (1988-1989).

Administrative Assistant. Equity Assistance Center, Metropolitan Center for Educational Research, Development and Training, New York University, (1987-1988).

Teacher of Learning Disabled Children. Franklin School, Hempstead, NY, (1981-1984).

Research Assistant. Metropolitan Center for Educational Research, Development and Training, New York University, (Summer 1982).

Teacher of Severely Emotional Disabled Youngsters. Martin DePorres Private Day School, Queens, NY, (Summer 1981).

Teacher of Emotionally Disabled Youngsters. District 13, Brooklyn, NY, (1978-1981).

Head Teacher. Ebenezer Nursery School, Queens, NY, (1976-1977).

EDUCATION

Ed. D. New York University (1995)
Major: Education (Dept of Administration, Leadership and Technology)

M.A. New York University (1980)
Major: Special Education (Mainstreaming the Emotionally Handicapped)

B.S. York College, NY (1976)
Major: Elementary Education (Specializing in Early Childhood)
Magna Cum Laude

Fordham University, Lincoln Center, NY (1970)
35 credits- Liberal Arts

University of Madrid, Spain (1969)

3 credits - Liberal Arts

PRESENTATIONS - (Selected List)

"Journey of Elam: Her servant-leadership pedagogy as a public intellectual" For the symposium: Embracing Soul Work: Black Educators Teaching for Justice. Chaired by Donyell Roseboro and Sabrina Ross. (AERA) April, 2012 in Vancouver, Canada (Karanxha, Z., & Agosto, V.).

"Ensuring Equal Access and Promoting Educational Achievement & Excellence for All Students", Second Annual Atlanta Regional Civil Rights Conference, 2011.

"Preventing and Countering Racial Harassment". Mississippi and Kentucky School Systems under the Office of civil Rights jurisdiction, 2008 – 2009.

"Assessment of Culturally Competent Practice that Impacts Student Achievement in Schools". AERA, American Educational Research Association, San Diego, 2009.

"Assessment of Culturally Competent Practice that Impacts Student Achievement in Schools". FERA, Florida Educational Research Association, Orlando, 2009.

"Culturally Competent Leadership in Preventing Dropouts in America". Paris International Conference, 2008.

"Cultural Competent Leadership: Reaching All Children". Mississippi State Ecumenical Council conference, 2008.

"Culturally Competent Leadership: Critical Times, Critical Issues". Voluntary Public School Choice Program federal program national conference, 2008.

"Culturally Competent Leadership: Critical Times, Critical Issues". Magnet Schools Assistance Program federal program national conference, 2007.

"Cultural Competence: Making the Difference". For the Florida College Access Network Conference, 2007.

"Building Culturally Competent Schools". For The Urban Project, Michigan Association of School Boards' Conference, Culturally Competent Schools: From the Boardroom to the Classroom, 2007.

"Cultural Competence in School Leaders: A Conversation on Race". For the Council of Urban Boards of Education (CUBE), Phoenix, Arizona, 2006

"Cultural Competence and Unitary Status". For University of Southern Mississippi Regional Professional Development Day, 2006.

"Addressing Diversity in Instruction". Region 2, Bronx, New York, 2006

"Why They Marched: The Struggle For The Right To Vote". For Pasco Hernando Community College Black History Event, 2006

"Utilizing Cultural Competence in Counseling: Gatekeepers to Education and Access". For the Florida Department of Education- Office of Equity and Access, College Boards, and National Association of Counselors, 2006

"Trends in Education". For the International Official Human Relations Agencies(IOHRA) Conference, 2005

Teaching Literacy Through Culturally Relevant Materials: for the Florida Department of Education "Florida Reads Leadership" Conference, Florida 2005

From the Schoolhouse to the Jailhouse: Higher Learning Strategies for Teens: for the Attorney Generals Charlie Crist(Florida) and Thurbert Baker(Georgia), National Conference on Preventing Crime in the Black Community, Florida, 2005

From the Schoolhouse to the Jailhouse: Can We Stop It?: for the Urban League - Broward County, Florida, 2004

A Business Case for Diversity for Leadership Montgomery, Montgomery, Alabama 2004

From the Schoolhouse to the Jailhouse: Can We Stop It?: for the Mid-South Parent Resource Center's Regional Conference, Little Rock, Arkansas, 2002 & 2004

From the Schoolhouse to the Jailhouse: Can We Stop It?: for the Black Criminologists Conference, 2003

From the Schoolhouse to the Jailhouse: Can We Stop It?: for the National Organization of Black Law Enforcement, Southern Region, 2002

Smooth Transitions: To and From Alternative Settings"; for the Mississippi Attorney General's Collaborative Conference on Alternative Education", Jackson Mississippi, 2002.

From the Schoolhouse to the Jailhouse: Can We Stop It?: for the Mayor's Race Summit , Tallahassee, Florida, 2002

From the Schoolhouse to the Jailhouse: Can We Stop It? for the Florida Crime Prevention Association Annual Conference; "Safer Communities : United for a Stronger America" Daytona, Florida, 2002.

From the Schoolhouse to the Jailhouse: Can We Stop It?: for Attorney General's National Conference on Preventing Crime in the Black Community., 2001 & 2002

Communication Techniques for Inner City Youth. , for Florida Attorney General's National Weed & Seed Training of Trainers, 2002

Nurturing Cultural Diversity. for Alabama School Boards Association, 2001 & 2002

Unitary and Achievement. presented for Alabama School District (1999-2001)

Change, Diversity, and Achievement. for Florida and North Carolina School Districts 2000-2002

Change and Equity. presented for Laurel County, Mississippi; Charlotte-Mecklenburg County, North Carolina (1998)

Equity in Charter Schools. presented at Annual Conference for US DOE, Washington, DC (1998).

Diversity and Unitary. presented for Alabama School Districts (1997-1998).

Preparing students for a Global Society. presented at the University of Las Vegas (1997)

Diversity Issues for the 21st Century. presented for presented at the U.S. Federal Court Appointed Community Education Council (CEC), Benton Harbor, MI (1997).

Diversity Awareness. presented at the Annual Conference for the United States Post Office, Baltimore, Md (1995).

Writing in Multicultural Education. presented at the Baltimore Public Schools Staff Development Day, Baltimore, Md (1995).

Unity In The Midst of Diversity. presented with Gerald, B. and Kalibala, E., at the Fifth Annual National Association for Multicultural Education Conference, Washington, DC (1994).

Bridges: A Multicultural Collaboration. presented at the Fourth Annual National Association for Multicultural Education Conference, Detroit, MI (1994).

Education that is Multicultural for Special Educators. presented at The Children's Institute, Bergen County, NJ (1994).

Multicultural Education. presented at the Institute for Educational Leadership, Washington, DC (1994).

Education that is Multicultural: Preparing Teachers for Diversity in the Classroom. presented with Gerald, B., and Kalibala, E., at the U.S. Department of Education's Title IV/Magnet School National Conference, Washington, DC (1993).

Understanding and Celebrating Diversity in America. presented at the U.S. Federal Court Appointed Community Education Council (CEC), Benton Harbor, MI (1993).

Race and Multiculturalism. presented at the CEC Student Human/Race Relations Organizations, Benton Harbor, MI (1993).

Multicultural Education Awareness. presented to various departments of the Board of Education-New York City Public Schools:

- Office for Monitoring and School Improvement

- Office of Deputy Chancellor for Instruction
- Office of Adult Continuing Education
- Office of Auditor General
- Office of Budget
- Office of Business and Administrators
- Office of Funded Programs
- Office of Labor Relations
- Office of School Facilitators
- Office of Special Education;
- The Board of Education-Paterson Public Schools (NJ), and The Scholars in Education-New York University (NY) (1992-1993).

CONFERENCE PLANNING COMMITTEES

2002-2006	Southern Regional Minority Leadership Conferences
2002	Southeast Magnet Schools Conference
2002	Florida State Charter Conference
2001	Florida Commission on Human Relations, Civil Rights Conference
2000-2001	Leadership Institute; Addressing Achievement
1998-1999	Florida Association for Multicultural Education [FAME](FL)
1998	Charter School Institute-Southeastern Region (FL)
1998	Southeast Magnet School Conference (NC)
1997-2001	IASA Regional Conference(Washington, DC/Nashville, TN, Tampa, FL, Mobile, AL)
1995	Title IV/Magnet School National Conferences (Virginia)
1993	National Association for Multicultural Education (Washington, DC)
1993	Title IV/Magnet School National Conferences (Washington, DC)
1993	National Association for Multicultural Education (Detroit, MI)
1993	Manhattan Country School/New York University Multicultural Education Conference (New York, NY)
1992	Northeast Consortium for Multicultural Education (White Plains, NY)
1992-1992	Title IV/Magnet School National Conferences (Washington, DC)

PROFESSIONAL ORGANIZATIONS

Florida Association for Multicultural Education (FAME)
 Florida Association for Charter Schools (FACS)
 National Association for Multicultural Education (NAME)
 Northeast Consortium for Multicultural Education (NECME)-Co-Founder

PUBLICATIONS

2013 Agosto, V., Dias*, L., Kaiza*, N. McHatton, P., & **Elam, D.** (Forthcoming, 2013). Culture based leadership and preparation: A qualitative meta-synthesis of the literature. *AERA Handbook of Research on Educational Leadership for Diversity*, Editors Linda C. Tillman & James J. Scheurich (Anticipated publication 2-2013)

2011 Karanxha, Z., Agosto, V, & **Elam, D.** Journey of Elam: Her servant-leadership pedagogy as a public intellectual. *Vitae Scholasticae*, Vol. 28, No 2.

2009 Jones, B. A., Mann, B., Bergholm, E. & **Elam D.**, "Advanced Placement (AP): Yesterday, Today and Beyond". Policy Brief, David C. Anchin Center, University of South Florida, College of Education, November 2009.

2009 Jones, B. A., Elia, M.E., **Elam D.** & Fell, L. R. "Youth Gangs in America: A Critical Need for More Preventative Approaches". Policy Brief, David C. Anchin Center, University of South Florida, College of Education, September 2009.

2007 **Elam, D.**, Robinson, S., & McCloud, B. "New Directions for Culturally Competent School Leaders: Practice and Policy Considerations". Policy Brief, David C. Anchin Center, University of South Florida, College of Education, February 2007.

2005 **Elam, D.**, "Why They Marched: The Struggle for the Right To Vote" published by Metropolitan Teaching and Learning, A Division of Cambium Learning, Inc. ([Placed on the Governor's Recommended Reading List for Black History Month 2006](#); [Florida Department of Education's "Just Read, Florida" State Recommended Reading List for K-12 Educators](#))

2005 **Elam, D.**, "From the Schoolhouse to the Jailhouse: Can We Stop It?" Inaugural Article in the *Advocate* published by the Florida Commission on Human Relations.

Work in Progress A Reflections and Visions of Civil Rights for the 21st Century with C.T, Vivian, Ph.D.

1998 **Elam, D.**, Contributing Author - Dictionary for Multicultural Education. (Carl Grant, Ed.)

1995 **Elam, D.**, Contributor - Multicultural Education: Moving From Theory to Practice.

1994 **Elam, D.**, Contributor - Steps to Practice. (NECME)

Appreciation/Awards/Recognitions:

Power Broker Magazine, Influential Educational Leaders in Tampa Bay Area, Florida

University of South Florida's Women's Leadership Award

Florida Education Fund

Federal Investigation Bureau (FBI)

Metro-Miami Dade Action Plan

National Organization for Black Law Enforcement Executives

Selma City Public Schools, Alabama

Eastern Regional Training Summit

W.E.B. DuBois Talented Tenth, Eastside Multicultural Community School

The National Association for Multicultural Education

The National Committee for School Desegregation

The United States Secretary of Education

The United States Department of Education, Secretary's Regional Representative

Hillsborough County Public Schools, Florida
NOVA Southeastern University
Office of the Attorney General
Florida Department of Education
Southern Minority Leadership Council
Prentiss County Public Schools, Mississippi
School Board of Broward County Public Schools, Florida

References:

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ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAM GRANT

Behavioral Health Agencies: Cooperative Agreement List

Letters of Support, Commitment of Assistance, and Explanation of Agency

Services

School Health Advisory Council

Alpert Jewish Family and Children's Services

BoysTown of South Florida

American Association of Caregiving Youth

Youth Services Bureau

College Board



2011-2014 Cooperative Agreements List

1. Aid to Victims of Domestic Abuse (AVDA);
2. ASPIRA of Florida, Inc.;
3. Best Foot Forward, Inc.
4. Big Brothers/Big Sisters of Palm Beach and Martin Counties, Inc.;
5. Boys Town of South Florida, Inc.;
6. Camelot Community Care, Inc.;
7. Caregiving Youth Project of Palm Beach County
8. Center for Family Services;
9. Center for Group Counseling;
10. Children's Home Society;
11. Drug Abuse Foundation;
12. Drug Abuse Treatment Association (DATA);
13. Family Preservation Services;
14. Gulfstream Goodwill Industries, Inc.
15. Hanley Center;
16. Healthy Mothers/Healthy Babies;
17. Hearts and Hope;
18. Hospice of Palm Beach County;
19. Hugs for Kids;
20. Institute for Family Centered Services;
21. Mental Health Association;
22. Multicultural Community Mental Health Center
23. Multilingual Psychotherapy Center;
24. Oakwood Center of the Palm Beaches;
25. Palm Beach County Youth Services Bureau;
26. Palm Beach Sheriff's Office;
27. Parent Child Center;
28. Ruth Rales Jewish Family Services;
29. South County Mental Health Center;
30. Take Stock in Children; and,
31. The Chrysalis Center;
32. Urban League of Palm Beach County.

School Health Advisory Council PALM BEACH COUNTY

Mr. E. Wayne Gent, Superintendent
School District of Palm Beach County
3330 Forest Hill Boulevard, Suite 316
West Palm Beach, FL 33406

Dear Mr. Gent:

This letter is in support of your application for a *New Grant under the Elementary and Secondary School Counseling Programs*. The School Health Advisory Council (SHAC) is a group mandated by Florida Statute to review and provide recommendations and input concerning the school health program and related services, and behavioral health has been a major focus of SHAC's recent recommendations.

In October 10, 2012, SHAC and District leadership delivered a presentation to the School Board that included several recommendations to enhance the School Based Teams (SBT) and non-academic supports for students. In June 2013, SHAC prepared a *Proposal on Supporting the Whole Student's Development* that was delivered to the District leadership and School Board. The proposed recommendations included ensuring that School Counselor(s) at each school would follow the American School Counselor Association and National Office for School Counselor Advocacy's guidelines for a comprehensive school counselor program, including college and career readiness. We also recommended the addition of specific staff for School Based Team/Multi-Tier System of Support to be responsible for coordinating the SBT, Restorative Justice, School-wide Positive Behavior Supports, truancy and other efforts. We emphasized that School Based Teams must function as the District had designed: focusing on academic and behavioral interventions, coordination of services, etc., including the use of data driven decision-making and appropriate, consistent follow-up.

We understand that your proposal for the counseling grant recommends the alignment of the school counselor job to national standards and uses the School Based Team/Multi-Tier System of Support as the mechanism for students to receive needed interventions.

We look forward to our ongoing efforts to supporting the whole student's needs. We wish you success in your application and believe that its implementation will lead to improved student outcomes.

Cordially,

(b)(6)

Charmaine Chibar, M.D. F.A.A.P
Chair



Ferd & Gladys Alpert
Jewish Family & Children's Service
 of Palm Beach County, Inc.



Address: The Marilyn and Arnold Lampert Family Service Building
 5841 Corporate Way, Suite 200 • West Palm Beach, FL 33407

Mailing Address: P.O. Box 220627 • West Palm Beach, FL 33422

Phone: 561-684-1991 • **Fax:** 561-684-5366 • **Online:** www.jfcsonline.com

April 18, 2014

Mr. E. Wayne Gent, Superintendent
 School District of Palm Beach County
 3330 Forest Hill Boulevard, suite 316
 West Palm Beach, FL 33406

Dear Mr. Gent:

On behalf of Alpert Jewish Family and Children's Service (AJFCS,) I am writing in support of the application by the School District of Palm Beach County for a ***New Grant Under the Elementary and Secondary School Counseling Programs.*** AJFCS has a long history of strong collaboration and partnership with the district. In the fall of this past year we partnered with the school district to present a three part series on Mental Health and Bullying for school and community mental health professionals at West Palm Hospital. Additionally, AJFCS has developed a "Parenting Round Table" series in which mental health professionals from AJFCS present at local elementary schools on a variety of topics. One of our most successful programs is "Teens, Tweens, and Technology," which is a collaborative presentation by me, Kim Mazauskas (Bullying Prevention Coordinator from the school district,) and Greg Schiller from the State's Attorney's office. Most recently, our teen dating abuse prevention program, *Relationships and Decisions* © was presented to the Single School Culture © Initiatives Safe and Drug-Free Schools (SDFS) Advisory Council, and is now in process of being approved for use in the district.

In January 2014, AJFCS received funding to bring Mental Health First Aid to our community. As an active participant in the Palm Beach County Mental Health Action Alliance, AJFCS decided to offer an "inaugural training to hand-picked members of our community coalition." As such, on April 1st and 2nd, 24 key community leaders were trained in Mental Health First Aid by our nationally certified MHFA instructor. This inaugural group included Kim Cotton Williams, Kim Mazauskas, and Dave Ramos from the school district, as well as Sandy Roth, of PTA. Alpert Jewish Family & Children's Service is committed to working to enhance the mental health awareness in our community.

We are aware that in-service training in appropriate identification and early intervention techniques is a requirement of the grant. We are committed to providing this type of training. AJFCS will offer Mental Health First Aid training to the counselors at the schools. MHFA is an 8-hour, evidence-based public education program that has been taught to more than 150,000 people in the United States since 2008. The goal is to teach individuals a 5-step response strategy to respond to a potential mental health crisis. In the process, it greatly assists in diminishing the stigma still, unfortunately, attached to mental illness in our society.

We wish you success in your application and look forward to our continued collaboration.

Sincerely, (b)(6)



Elaine R. Rotenberg, Ph.D.
 Clinical Director



Mental Health Association
of Palm Beach County, Inc.
It's Okay to Get Help!

909 Fern Street
West Palm Beach
FL 33401
T: (561) 832-3756
(866) 832-3755
F: (561) 832-3900
www.mhapbc.org

April 25, 2014

Mr. E. Wayne Gent, Superintendent
School District of Palm Beach County
3330 Forest Hill Boulevard, Suite 316
West Palm Beach, FL 33406

Dear Mr. Gent:

On behalf of the Mental Health Association (MHA) of Palm Beach County, Inc., I am writing to confirm our support of your application for a **New Grant Under the Elementary and Secondary School Counseling Programs**. MHA of Palm Beach County promotes wellness for children, adults, and families by providing advocacy for those with mental disorders through education and cooperative planning. MHA has been a strong collaborative partner with the School District of Palm Beach County for over twenty years. While MHA seeks to improve access to mental health services for all who need them in the county, we work closely to assist the School District youth and families to find the services they need. The School District elementary and middle school counselors have been advocates for our Listen to Children Program. Listen to Children is a school-based mentoring program that has served over 300 children in K-8 grades each year. We have partnered with 50 schools and will look forward to the addition of the grant middle schools. Listen to Children is listed as an approved Safe and Drug Free Schools program for the district.

Among the priorities of the MHA is increasing understanding about mental health issues to reduce the stigma of mental illness. We will serve as a resource and be available to work with the grant school counselors and staffs to increase their understanding about mental health issues. In-service training and early intervention techniques is a requirement of the grant. As a resource for the district grant schools, we are committed to assisting with this requirement of the grant.

In response to President Obama's call for a National Dialogue on Mental Health and in response to SAMHSA's Community Conversations, the School District participated in all of the OK2Talk conversations. The District was an active member of the planning committee. An Assistant Superintendent and a School Board Member were not only active participants in the final OK2Talk Community Recommendations; they endorsed and committed to addressing the community recommendations around the educational setting.

We look forward to our continued partnership with the School District of Palm Beach County. Receiving the grant would improve family and community engagement and assist Palm Beach County in "Breaking the Stigma" associated with mental health. Thank you and best of luck on your application.

Sincerely,

(b)(6)

Pamela Giordano
CEO

Education | Advocacy | Outreach

An affiliate of Mental Health America

PR/Award # S215E140524

Page e109



April 23, 2014

**Department of Public Safety
Division of Youth Affairs
Administration**

4200 North Australian Avenue
West Palm Beach, FL 33407
(561) 625-2540
FAX: (561) 840-4545
www.pbcgov.com



**Palm Beach County
Board of County
Commissioners**

- Priscilla A. Taylor, Mayor
- Paulette Burdick, Vice Mayor
- Hal R. Valeche
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- Steven L. Abrams
- Mary Lou Berger
- Jess R. Santamaria

County Administrator

Robert Weisman

Mr. E. Wayne Gent, Superintendent
School District of Palm Beach County
3330 Forest Hill Boulevard, suite 316
West Palm Beach, FL 33406

Dear Mr. Gent:

The Palm Beach County Youth Affairs Division-Youth Service Bureau (YSB) supports your application for a *New Grant under the Elementary and Secondary School Counseling Programs*. YSB has been a strong collaborative partner with the School District of Palm Beach County for many years. We have a Cooperative Agreement with the district to provide behavioral health services. We work very closely with the district in its implementation of its School-wide Positive Behavior Support Program.

YSB is a three-month community based program providing free therapeutic services to families with children up to age seventeen. The Youth Service Bureau has office locations in the North, Central, South and Western communities of Palm Beach County. YSB provides school and community based services such as: Family Therapy, Individual Therapy, Group Therapy, Psycho-Educational School Based Groups, Individual and Group Parent Education sessions (based on S.T.E.P. - Systematic Training for Effective Parenting) as well as community based educational presentations on a variety of topics related to children and families. In Palm Beach County's Western communities such as Belle Glade, Pahokee and South Bay, the Youth Service Bureau provides home visits.

YSB will serve as a resource for counselors in this grant to link students in need of services. As you know, the County was a lead in the Youth Symposium which recommended increasing evidence-based services for students and adding counselors for students in need. We have served on many School Based Teams and will continue to do so to support the students and their families.

Good luck on your application. We look forward to our continuing our work together to help our students in need. Please let me know if you have any questions.

Sincerely,

(b)(6)

Tony Spaniol, Psy.D., Director

"An Equal Opportunity
Affirmative Action Employer"



April 28, 2014

Mr. E. Wayne Gent, Superintendent
School District of Palm Beach County
3330 Forest Hill Boulevard, Suite 316
West Palm Beach, FL 33406

Dear Mr. Gent:

The College Board is pleased to recommend and support The School District of Palm Beach County's application for a *New Grant Under the Elementary and Secondary School Counseling Programs*, by the US Department of Education. The College Board has long been an advocate for academic rigor and readiness to transform public education. We are confident that Palm Beach's proposal is positioned not only to help the district improve its quality of teaching and students' college and career readiness, but also to promote rigor and graduate more low-socio-economic students with college credit by utilizing an interlocking pathway of college readiness interventions and assessments.

This project seeks to strengthen college and career readiness efforts by administering ReadStep to all 8th graders in the target middle schools and engage those students in MyRoad for further college and career knowledge attainment. School counselors and teachers will be trained in the Summary of Answers and Skills assessment report to inform them of skill deficits to address.

Palm Beach has been an active member of the College Board since 2001. Since then, we have partnered through several projects including multiple year implementation of the district-wide SAT® Test Day for all juniors, as well as various AP and Pre-AP® professional development opportunities. Also, since 2005, the district has implemented SpringBoard®, the official Pre-AP curriculum in English Language Arts. All of these initiatives provide the teachers of Palm Beach County with tools to promote equity and access for all students. The district is seeing great strides in its students' success on state assessments, which can be traced back to the aforementioned initiatives.

If the School District of Palm Beach County were to be awarded, the College Board would continue to support the district with increased professional development and district support for their already successful college readiness program and, by extension, graduate more college and career ready students. I am confident that this project will result in enhanced student outcomes and professional school counselor effectiveness and that the College Board's depth of experience in assessments, evaluation, and curriculum make it the optimal partner for this nationally important undertaking. Once again, we fully and enthusiastically support The School District of Palm Beach County's *New Grant Under the Elementary and Secondary School Counseling Program* proposal.

Respectfully,

(b)(6)

David Gupta
Vice President
Southern Region

Mary Helen Arbogast

Apr 25 (3 days ago)

RE: EO 12372 - Elementary and Secondary School Counseling Program - CFDA 84.215E

Milligan, Lauren <Lauren.Milligan@dep.state.fl.us>

Mon, Mar 31, 2014 at 11:59 AM

To: Mary Helen Arbogast <maryhelen.arbogast@palmbeachschools.org>

Cc: Nancy Kinard <nancy.kinard@palmbeachschools.org>, Susan Hyatt <susan.hyatt@palmbeachschools.org>, Edrick Rhodes <edrick.rhodes@palmbeachschools.org>, Margaret Kallman <margaret.kallman@palmbeachschools.org>, "nancy.reese@palmbeachschools.org" <nancy.reese@palmbeachschools.org>

Dear Ms. Arbogast:

Thank you for your USDOE grant notices. Although the subject USDOE grant programs may be eligible for coverage under Presidential Executive Order 12372, the applications are all exempt from the E.O. 12372 review process in the State of Florida. Section 4 of Gubernatorial Executive Order 95-359 provides that all federal applications that originate from non-state agencies, such as local governments and non-profit organizations, and that have no significant effect on Florida's environment, are exempted from the intergovernmental coordination and review process overseen by the State Clearinghouse. To put the exemption criteria simply, your project is exempt if it does not involve construction or wetland dredge/fill activities.

When you fill out your Applications for Federal Assistance (Standard Form 424), they may be forwarded to the federal funding agency without going through the state review process. Please check: "b. Program is subject to E.O. 12372 but has not been selected by the State for review." in Box No. 19 of SF 424.

If you have any questions concerning the state intergovernmental review process or exemption criteria, please don't hesitate to contact me at [\(850\) 245-2170](tel:8502452170) or Lauren.Milligan@dep.state.fl.us. Best of luck!

Yours sincerely,

Lauren P. Milligan

Lauren P. Milligan, Coordinator

Florida State Clearinghouse
Florida Department of Environmental Protection
3900 Commonwealth Blvd, M.S. 47
Tallahassee, FL 32399-3000
ph. [\(850\) 245-2170](tel:(850)245-2170)
fax [\(850\) 245-2190](tel:(850)245-2190)

Lauren.Milligan@dep.state.fl.us



The District wishes students and teachers much success on the FCAT.

Follow us on  

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

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ANDY TUCK

Pam Stewart
Commissioner of Education

March 18, 2014

Mr. Michael Burke
Palm Beach County School District
3300 Forest Hill Blvd., Ste. A-306
West Palm Beach, Florida 33406-5869

Your indirect cost proposal for fiscal year 2014-2015 has been reviewed and the restricted rate of 2.55% and unrestricted rate of 18.97% is approved with an effective date of July 1, 2014 through June 30, 2015.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

(b)(6)

Matt Kirkland

MATT KIRKLAND
CHIEF COMPTROLLER, BUREAU OF THE COMPTROLLER

325 W. GAINES STREET • SUITE 914 • TALLAHASSEE, FLORIDA 32399-0400 • 850-245-0401 • FAX 850-245-9220
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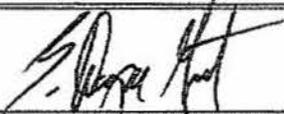
**DISTRICT SCHOOL BOARD OF PALM BEACH COUNTY
 CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
 PLAN A**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward <u>2.55%</u>	Federal Programs - Unrestricted with Carry Forward <u>18.97%</u>
---	--

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2012-2013, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 _____ Signature of District Superintendent	<div style="border: 1px solid black; width: 100%; height: 40px; display: flex; align-items: center; justify-content: center;">(b)(6)</div> _____ Signature of Finance Officer
_____ Date Signed <u>2/2/14</u>	_____ Date Signed <u>2/28/14</u>

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward <u>2.55 %</u>	Federal Programs - Unrestricted with Carry Forward <u>18.97 %</u>
--	---

These rates become effective *July 1, 2014, and remain in effect until June 30, 2015*, and will apply to all eligible federally assisted programs as

<div style="border: 1px solid black; width: 100%; height: 40px; display: flex; align-items: center; justify-content: center;">(b)(6)</div> _____ Signature of Comptroller, Florida Department of Education	_____ Date Signed <u>3/18/14</u>
---	-------------------------------------

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American School Counselor Association (ASCA) National Standards and MyRoad

	MyRoad Feature that Supports ASCA Standard
ACADEMIC DEVELOPMENT DOMAIN	
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	
Competency A3 Achieve School Success	
A:A3.3 develop a broad range of interest and abilities	Explore Majors, Research Careers
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	
Competency B1 Improve Learning	
A:B1.1 demonstrate the motivation to achieve individual potential	My Plan, Personality Profiler
A:B1.7 become a self-directed and independent learner	My Plan
Competency B2 Plan to Achieve Goals	
A:B2.2 use assessment results in educational planning	Personality Profiler
A:B2.4 apply knowledge of aptitudes and interests to goal setting	Personality Profiler
A:B2.6 understand the relationship between classroom performance and success in school	Explore Majors ("Preparation")
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities	Personality Profiler, Explore Majors, Research Careers, Find a College, Insights
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.	Explore Majors
Competency C1 Relate School to Life Experience	
A:C1.3 understand the relationship between learning and work	Explore Majors, Research Careers
A:C1.5 understand that school success is the preparation to make the transition from student to community member	Explore Majors
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities	Explore Majors, Research Careers
CAREER DEVELOPMENT DOMAIN	
STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Research Careers
Competency A:1 Develop Career Awareness	
C:A1.1 develop skills to locate, evaluate, and interpret career information	Research Careers
C:A1.2 learn about the variety of traditional and nontraditional occupations	Research Careers
C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations	Personality Profiler, QuickStarts Careers
C:A1.7 understand the importance of planning	My Plan
Competency A:2 Develop Employment Readiness	
C:A2.6 learn how to write a resume	My Plan

STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.	
Competency B:1 Acquire Career Information	
C:B1.3 demonstrate knowledge of the career planning process	Research Careers
C:B1.4 know the various ways in which occupations can be classified	Research Careers
C:B1.5. use research and information resources to obtain career information	Research Careers
C:B1.6 learn to use the internet to access career planning information	Research Careers
C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice	Research Careers
C:B1.8 understand how changing economic and societal needs influence employment trends and future training.	Research Careers
Competency B:2 Identify Career Goals	
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals	Research Careers, Explore Majors
C:B2.4 select course work that is related to career interests	Explore Majors
C:B2.5. maintain a career planning portfolio	My Plan
STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.	
Competency C:1 Acquire Knowledge to Achieve Career Goals	
C:C1.1. understand the relationship between educational achievement and career success	Explore Majors, Research Careers
C:C1.3 identify personal preferences and interests which influence career choice and success	Personality Profiler, QuickStart Careers
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills	Research Careers
C:C1.5 describe the effect of work on lifestyle	Research Careers ("Perspectives")
PERSONAL/SOCIAL DOMAIN	
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	
PS:A1.2 identify values, attitudes and beliefs	Personality Profiler

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE

Section A.

The proposed budget includes only costs that are allowable, reasonable, and necessary for carrying out the objectives of the school counseling project.

1. Personnel

Project Director, Nancy Reese, – 20% effort, salary from grant 10% \$27,421

The project director will be responsible for:

- Providing project direction and tracking progress of the overall project.
- Coordination with the federal project officer, local evaluator, Management Team, Advisory Council and project consultants to implement the project, and provide quality control and assurance for this implementation.
- Ensuring continuous improvement through 1) tracking and monitoring the progress of the project and 2) meeting with SDPBC senior leadership, school principals, evaluator and Advisory Council.
- Coordinating the implementation of the grant within the school district and with the project partners, including reporting, budget oversight and hiring and supervision of four employees.
- Coordinating communications with community partners.
- Managing all aspects of the budget including purchases, payroll, stipends, and coordinating contract development, approval and invoicing using the school district's procurement protocols.

Year 1	Year 2	Year 3
\$8,960	\$9,139	\$9,322

(2% annual increase)

4 Professional School Counselors – 100% effort, salary \$599,838.

The Certified School Counselors will be responsible for carrying out the following responsibilities in their respective schools. They will be experienced in high needs schools and have approximately 13 years employment as counselors. At least one will be bilingual to serve Conniston Middle School (64% Hispanic population).

- Implement a comprehensive school counseling program to include:
 - Provide Student Success Skills classroom guidance.
 - Develop and coordinate a Safe School Ambassadors Program under the direction of Rick Lewis.
 - Provide small group interventions for identified at risk students.
 - Actively participate on the School Based Team.
 - Link students and families to mental health and community services as needed.
 - Cultivate additional services for identified needs.
 - Conduct home visits when all other attempts to meet with parents have failed.

- Collaborate with community partners and district leadership and departments to coordinate parent, students and school counselor training and communications.
- Collaborate and resolve risks with school personnel, parents and community partners in removing barriers that may keep students from being successful in school.
- Provide training for school staff on mental illness early identification and intervention and ensure compliance with a referral process for these students.

Year 1	Year 2	Year 3
\$196,000	\$199,920	\$203,918

(2% annual increase)

School Counselor Stipends – \$15,330

- Existing and new Professional School Counselors in the target middle schools will receive intensive training in:
 - Accessing and utilizing data to inform the development of their comprehensive school counseling program and the interventions they provide
 - Student Success Skill classroom and small group versions
 - Parent Success Skills
 - Readiness Summary of Answers and Skills and Skills Insight and MyRoad
 - Transforming school counseling training modules developed by the Elam Institute
 - Home visitations
- Years 1-3 \$20.44 (contracted hourly rate) x 10 counselors x 25 hours x 3 years = \$15,330

Year 1	Year 2	Year 3
\$5,110	\$5,110	\$5,110

Substitute Teachers– \$2,640

- Substitutes will be needed so teachers supporting the Safe School Ambassador programs at the schools are free to chaperone and attend the end of year Safe School Ambassadors conference and celebration.
- 2 substitute days/school x \$110/day x 4 schools

Year 1	Year 2	Year 3
\$880	\$880	\$880

Project Personal Subtotal: \$645,230

Year 1	Year 2	Year 3
\$210,950	\$215,049	\$219,230

2. Fringe Benefits:

- Per FY2015 Fringe Benefit Rate Schedule, School District of Palm Beach County:
- Retirement/FRS – 8.10%
- Social Security - 6.20%
- Medicare – 1.45%
- Workers Compensation/Unemployment – 1.95%
- Total Benefit Rate – 16.65%
- Fixed Rate Health and Life - \$7,500
- Part-time pay – 26.7%
- Substitutes – 17.7%

Project Fringe Subtotal: \$224,365

Year 1	Year 2	Year 3
\$68,548	\$77,284	\$78,534

3. Travel

- Travel funds requested are directly related to the program’s overall purpose and proposed activities and allow for personnel to travel to meetings and trainings.
- Travel In-County for School Counselors to implement project = \$5,340
 - 100 miles x 10 months x \$.445/mile x 4 staff

Year 1	Year 2	Year 3
\$1,780	\$1,780	\$1,780

Travel Out-of-County \$15,450

- Travel funds requested are directly related to the program’s overall purpose and proposed activities and allow for personnel to travel to meetings and trainings to include the annual project directors meeting in Washington, DC. Additionally, funding is included to attend a related national conference to support the professional development for staff.
- Year 1 Project Directors Meeting
 - Hotel \$200/night x 1 night, airline \$400, ground transportation and per diem \$150 x 1 staff = \$750.
- Year 1-3 Grantor project training for 2 staff
 - Hotel \$200/night x 2 nights, airline \$400, ground transportation and per diem \$150 x 2 staff = \$1,900.
- Years 2 -3 National conference participation for 2 staff
 - Hotel \$800 (3nights), airline \$400, registration \$600, and ground transportation and per diem \$450 x 2 staff= \$4,500

Year 1	Year 2	Year 3
\$2,650	\$6,400	\$6,400

Student Bus Transportation - \$3,600

- Transportation for students to attend a local Safe School Ambassadors Conference
\$300/bus x 1 bus/schools x 4 schools

Year 1	Year 2	Year 3
\$1,200	\$1,200	\$1,200

Project Travel Subtotal: \$24,390

Year 1	Year 2	Year 3
\$5,630	\$9,380	\$9,380

4. Equipment

N/A

5. Supplies

- Computers and printers for 4 Professional School Counselors
- Year 1 \$2,000 x 4 = \$8,000
- Office and training supplies necessary to conduct project business.
- Year 1-3 \$4,000/year

Project Supplies Subtotal: \$20,000

Year 1	Year 2	Year 3
\$12,000	\$4,000	\$4,000

6. Contractual

- Dr. Greg Brigman, of *Atlantic Education Consultants*, author of Student Success Skills, will provide two days of training. Total for years 1-3 = **\$8,700**
 - Training costs are \$3,000/day x 2 days = \$6,000
 - Student Success Skills Training Manuals = \$2,700
 - Student Success Skills Classroom Manual \$75;
 - Student Success Skills Group Manual designed for students who have had the SSS Classroom program and need additional support Training \$75;
 - Parent Success Skills Manual \$75
 - \$75 x 3 manuals x 3 counselors/school x 4 schools

Year 1	Year 2	Year 3
\$8,700	\$0	\$0

- ***Elam Leadership Institute*** Total for years 1-3 = **\$60,000**
- *Dr. Donna Elam and Dr. Stephanie Robinson* will serve as the developers of training modules for professional school counselors.

- In years 2 and 3, they will provide training in the modules, and incorporate counselor feedback for refinements to the modules to continuously improve the products.
- In year 3, efforts will be placed on wider dissemination of modules to other schools in the district and beyond.

Year 1	Year 2	Year 3
\$20,000	\$20,000	\$20,000

Candace Lacey, Ph.D., with **CH Lacey Consultant, Inc.** will serve as the project evaluator - \$120,000. An outside, independent evaluation will be conducted by a highly experienced evaluator. She will conduct multiple site visits annually and collect quantitative and qualitative data per visit and annually. She will participate in the Advisory Council. She will provide consultation and formative reports after each site visit, summative reports at end of each project year, 2-year summative reports, & 3-year final summative reports.

Year 1	Year 2	Year 3
\$40,000	\$40,000	\$40,000

Community Matters – Safe School Ambassadors Program - \$10,000

- Consultant will provide enhanced training for adults and students on developing and implementing a Safe School Ambassadors program and will be the guest speakers at the annual Safe School Ambassadors Recognition Celebration.

Year 1	Year 2	Year 3
\$5,000	\$5,000	\$0

Project Contractual Subtotal \$198,700

Year 1	Year 2	Year 3
\$73,700	\$65,000	\$60,000

7. Construction

N/A

8. Other

Training Registrations - \$1,150

Mental Health First Aid Training - \$400 plus \$25/person x 30 staff (counselors, teachers and administrators)

Year 1	Year 2	Year 3
\$1,150	\$0	\$0

ReadiStep college readiness assessment \$8/student x 2,180 8th grade students = \$52,320

Year 1	Year 2	Year 3
\$17,440	\$17,440	\$17,440

Project Other Subtotal \$53,470

Year 1	Year 2	Year 3
\$21,290	\$17,440	\$17,440

9. Total Direct Costs (lines 1-8): \$1,166,155

Year 1	Year 2	Year 3
\$389,418	\$388,153	\$388,584

10. Indirect Costs

Indirect Cost Rate @ 2.55% = \$29,737

Year 1	Year 2	Year 3
\$9,930	\$9,898	\$9,909

11. Training Stipends

N/A

12. Total Costs (lines 9-11) \$1,195,892

Year 1	Year 2	Year 3
\$399,348	\$398,051	\$398,493

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

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

Name of Institution/Organization

The School District of Palm Beach County

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	210,950.00	215,050.00	219,230.00			645,230.00
2. Fringe Benefits	68,548.00	77,283.00	78,534.00			224,365.00
3. Travel	5,630.00	9,380.00	9,380.00			24,390.00
4. Equipment						
5. Supplies	12,000.00	4,000.00	4,000.00			20,000.00
6. Contractual	73,700.00	65,000.00	60,000.00			198,700.00
7. Construction						
8. Other	18,590.00	17,440.00	17,440.00			53,470.00
9. Total Direct Costs (lines 1-8)	389,418.00	388,153.00	388,584.00			1,166,155.00
10. Indirect Costs*	9,930.00	9,898.00	9,909.00			29,737.00
11. Training Stipends						
12. Total Costs (lines 9-11)	399,348.00	398,051.00	398,493.00			1,195,892.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Nancy	<input type="text"/>	Reese	<input type="text"/>

Address:

Street1:	3300 Forest Hill Blvd., Suite C-223
Street2:	<input type="text"/>
City:	West Palm Beach
County:	<input type="text"/>
State:	FL: Florida
Zip Code:	33406-5813
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(561) 434-8419	(561) 434-8838

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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