

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 # S215E140528

Grants.gov Tracking#: GRANT11638583

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

Closing Date: Apr 28, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1236-Congressional Districts)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
<i>Attachment - 1 (1235-MDCPS GEPA)</i>	e11
5. Grants.gov Lobbying Form	e14
6. ED Abstract Narrative Form	e15
<i>Attachment - 1 (1234-Abstract Elementary and Secondary Counseling 2014)</i>	e16
7. Project Narrative Form	e17
<i>Attachment - 1 (1239-Narrative for Elementary and Secondary Counseling 2014)</i>	e18
<i>Attachment - 2 (1240-Table of Contents)</i>	e43
<i>Attachment - 3 (1241-Resumes and Job Description)</i>	e44
<i>Attachment - 4 (1242-Letters of Support)</i>	e59
8. Other Narrative Form	e64
<i>Attachment - 1 (1238-Indirect Cost Rate 2013-2014 Official 05-20-13)</i>	e65
9. Budget Narrative Form	e66
<i>Attachment - 1 (1237-Budget Narrative)</i>	e67
10. Form ED_524_Budget_1_2-V1.2.pdf	e76
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e78

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"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="596000572"/>	* c. Organizational DUNS: <input type="text" value="1059640680000"/>
---	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="Intergovernmental Affairs"/>	Division Name: <input type="text" value="Grants Administration"/>
--	--

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

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

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Creating Community Change: Student Services-Data Driven (CC:SSDD) 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

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 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:

CONGRESSIONAL DISTRICTS

Served by Miami-Dade County Public Schools

23	Wasserman Shultz, Debbie	D
24	Wilson, Frederica	D
25	Diaz-Balart, Mario	R
26	Garcia, Joe	D
27	Ros-Lehtinen, Ileana	R

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Iraida Mendez-Cartaya"/>	TITLE <input type="text" value="Superintendent of Schools"/>
APPLICANT ORGANIZATION <input type="text" value="The School Board of Miami-Dade County, FL"/>	DATE SUBMITTED <input type="text" value="04/28/2014"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

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:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S215E140528

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.

MDCPS GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA)

Miami-Dade County Public Schools (M-DCPS or the District) is committed to providing equitable access to, and participation in, the proposed project for students, teachers, and families with special needs. The proposed project will serve program beneficiaries regardless of gender, race, religion, national origin, color, disability, or age. M-DCPS will comply with the General Education Provisions Act (GEPA) requirements by assuring that all participants have equal access to program services.

Equity and Access. The proposed project will implement strategies that ensure equal access and treatment of students and families who are members of groups traditionally underrepresented by: providing families access to information about the project's services; implementing methods and practices that promote positive interaction; and monitoring and addressing the special demands and needs of a diverse population.

Students at the two project schools will receive adequate remediation and acceleration support to succeed through differentiated instruction, cooperative learning, Response to Intervention (RtI), individualized instruction, and tutoring. Additionally, in order to increase accessibility for students with disabilities at the project schools, supplemental and related services will be provided according to their Individual Educational Plan (IEP) and integrated into the students' learning activities. Peer supports will be utilized and special and general education teachers will collaborate to ensure the implementation of the appropriate accommodations in all instructional activities. Students experiencing difficulty will be provided assistance through tutoring, differentiated instruction, cooperative structures, and assistive technology.

As a District, the School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities, services, and employment and strives affirmatively to provide equal opportunity for all as required by:

- Title VI - Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, or national origin.
- Title VII - Civil Rights Act of 1964, as amended, which prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.
- Title IX - Education Amendments of 1972, which prohibits discrimination on the basis of gender.
- Age Discrimination in Employment Act of 1967 (ADEA), as amended, which prohibits

discrimination on the basis of age with respect to individuals who are at least 40.

- Section 504 - Rehabilitation Act of 1973, which prohibits discrimination against the disabled.
- Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.
- Florida Education Equity Act, which prohibits discrimination against a student or employee on the basis of race, gender, national origin, marital status, or handicap.
- Florida Civil Rights Act of 1992, which secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Veterans are provided (re)employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

In addition, the Miami-Dade County Public Schools adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the following School Board Policies:

- 1362/3362/4362 – Anti-discrimination/Harassment
- 1362.02/3362.02/4362.02 – Anti-discrimination/Harassment Complaint Procedure
- 2260 – Nondiscrimination and Access to Equal Educational Opportunity
- 2260.01 – Section 504 Procedures for Students with Disabilities
- 2460 – Exceptional Student Education
- 2510 – Instructional Materials and Resources
- 5517 – Anti-Discrimination/Harassment (Students)
- 5517.02 – Discrimination/Harassment Complaint Procedure for Students

- 5751 – Parental-Married Status of Students
- 5845 – Student Activities

The District's Civil Rights Compliance Office monitors compliance with the various applicable federal and state statutes, as well as School Board Policies dealing with equal access. The Office receives and responds to complaints from applicants, employees, students, and parents in compliance with relevant School Board Policies.

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 Board of Miami-Dade County, FL

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Alberto Middle Name: M.

* Last Name: Carvalho Suffix:

* Title: Superintendent of Schools

* SIGNATURE: Iraida Mendez-Cartaya

* DATE: 04/28/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Applicant: Miami-Dade County Public Schools (M-DCPS) is seeking grant funding to launch the **Creating Community Change: Student Services-Data Driven (CCC: SSDD) Project.**

As the fourth largest school district in the nation, M-DCPS has a highly diverse multi-cultural /multi-lingual student population of **354,900** registering 75.5% as economically disadvantaged. M-DCPS is targeting the three-top high needs “at-risk” communities: **Miami-Gardens-Miami Norland Sr. High, feeder pattern; Liberty City –Northwestern Sr. High, feeder pattern** ; and **Homestead/Florida City-Homestead Sr. High, feeder pattern.** Based on results from the **Miami-Dade County Joint Roundtable on Youth Safety**, and the formulated **Community Action Plan for Youth Services**, research identified these schools and their feeder patterns as problematic in reference to high crime areas affecting youth communities. M-DCPS will seek funds to further define, evaluate and assess not only student needs, but the need for professional development and training of school counseling professionals, social workers, psychologists and teachers. M-DCPS will response to the Competitive Preference Priorities: **Goal 1:** Enhance abilities of *school counselors, social workers, psychologists, faculty and staff* at the three targeted feeder patterns to address reduction of incidences of harassment, bullying, violence and substance use; thus improving school settings related to student learning, safety and health. **Goal 2:** Enhance abilities of *school counselors, social workers, and psychologists* to address the needs of military-connected students. M-DCPS’ **CCC: SSDD Project** will help build and strengthen existing collaborations among teams of student services professionals, and ensure that all at-risk /special needs students in these high-needs/violence beset communities are given the opportunity to achieve their best academically, and improve families quality of life by accessing evidence-based prevention and interventions resources. M-DCPS is requesting a total of **\$1,121,523.00** over a three year (3) period to serve a minimum of **19,643** students @ at the approximate cost of \$57.09 per student. This funding will help the District treat students suffering from Post-Traumatic Stress Disorder (PTSD) on-school sites by trained school counseling professionals, thus helping the community *to better leverage resources.*

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

1. Need for Project (20 Points) **A. Miami-Dade County** geographically runs the gamut of urban cities, suburban townships, and rural communities, covering over 2,000 square miles of the Southeastern Florida peninsula. **Miami -Dade County Public Schools (M-DCPS)**, the fourth largest school district in the continental U.S. has a highly diverse and multi-cultural/multi-lingual population comprised of **354,900** students registering **173,378** Females and **181,526** Males. Current demographics register **27,356** as White, **81,252** as Black Non-Hispanic, **239,955** as Hispanic, and **6,337** as Others. The current number for English Language Learners stands at **77,342**, and Students with Disabilities register **35,712**, with **75.5%** (**267,796**) of the entire student population considered Economically Disadvantaged (ED) as defined by their eligibility for free/reduced-price lunch(FRL). A summary of the top languages (other than English) used as primary languages by students/families for the 2012-13 school year include: Spanish – 188,124; Haitian Creole – 15,771; French-1,819; Portuguese -1,610; Zhongwen (Chinese) - 719; Russian- 613; Arabic- 496; Urdu- 368; Vietnamese- 329; and Hebrew- 272. (Source: Assessment, Research and Data Analysis-2012-2013)

Joint Roundtable on Youth Safety - MTSS-- Tier I , Tier II and Tier III

On January 18th, 2013, Miami-Dade County (M-DC) **Mayor Carlos A. Gimenez** and Miami-Dade County Public Schools (M-DCPS) Superintendent **Alberto M. Carvalho** brought together local leaders and community stakeholders, including mayors and police chiefs from all 34 municipalities to discuss the most effective means to safeguard our children in light of the recent senseless acts of violence affecting our entire nation.

The **In-School Youth Safety Working Group, Out-of-School Youth Safety Working Group, Youth Services Working Group, Community Education and Empowerment Working Group**, were led by Co-Chairs selected by the Mayor and the Superintendent. The co-chairs reached out to all municipalities and over 100 community organizations participated in the process to develop recommendations to address **youth safety, and develop a Community Action Plan.**

In March, the Superintendent and Mayor reconvened the **Joint Roundtable** to present the **Community Action Plan**. Local leaders representing over 60 different organizations signed a *Pledge of Commitment* affirming their continued involvement in this partnership and vowing to implement the roundtable’s recommendations by securing and aligning resources in support of youth safety. The holistic, comprehensive approach led to the inclusive **Community Action Plan for Youth Services** to: • Increase youth access to school-based behavioral/mental health services and develop pathways to connect resources to community-based referrals; • Identify and promote research-based family engagement programs; • Enhance awareness and availability of after-school and mentoring programs; • Engage of the entire community in the **“Creating Community Change: Youth Empowerment Summits”**.

The recent national outbreak of youth violence in schools led to the formation of the **Miami-Dade County Joint Roundtable on Youth Safety**. The focus was to address “youth safety” issues, throughout the community which led to the establishment of local partnerships among community leaders across the county. Their mission began with on-going discussions about the growing violence facing Miami-Dade’s youth in their own neighborhoods. Working groups spanning various areas of background and expertise addressed the barriers that affected youth safety. The work groups were charged with the mandate to design intervention strategies that would combat community-wide concerns including in-school safety, out-of-school safety, youth services, plus community education and empowerment. *(See chart on page 1)*

The Boston Consulting Group: a global management-consulting firm and world-leading advisor in business strategy performed a research-study and published their results in the aforementioned

Community Action Plan for Youth Services. They conducted a data-driven diagnostic study of youth safety at M-DCPS and within Miami-Dade County. The research identified schools, problematic communities, and students at a heightened risk of incidences of community and school violence and victimization. In identifying the absolute crime levels, the schools in the targeted feeder patterns were listed as problematic in reference to crime incident locations.

Currently, **M-DCPS Student Services** personnel provide professional development with support from local/state/and national institutions to our staff. However, based upon school and community data, the need for more comprehensive support is indicated. Therefore **M-DCPS** is seeking additional funds to help define, evaluate and assess *not only* student needs, but the need for professional development and training of our workforce to include school counseling professionals, school social workers, school psychologists, and most importantly the teachers facing daily “combat duty” in the field, especially within our ***persistently lowest-achieving schools in these “at-risk” communities***. The three top high-needs communities reside in the following targeted Zones: **Miami Gardens – Miami Norland Sr. High - Zone I, Liberty City – Miami Northwestern Sr. High - Zone II, and Homestead/Florida City - Homestead Sr. High - Zone III** .

M-DCPS Student Services is requesting a total of **\$1,121,523**. over a three (3) year period to serve a minimum of **19,643 students** @ an approximate cost of **\$ 57.09** per student.

Miami-Dade County Public Schools (M-DCPS) Student Services School Environment, Student Safety and Family Community Engagement-2014/2015											
STUDENT DEMOGRAPHICS and SOCIO ECONOMIC INDICATORS											
TOTAL NUMBER OF TARGETED STUDENTS: 19,643						FREE/REDUCED PRICE LUNCH INDEX: 17,771 / 90%					
Number of Male Students: 10,121 / 51%						Number of Female Students: 9,522 / 49%					
White: 1.8%		Black: 67.6%				Hispanic: 29.25%				Other: 1.35%	
<u>Miami Gardens – Zone 1</u> Total of 7,060 Students FRL % Index: 6,289 = 89%				<u>Liberty City – Zone 2</u> Total of 4,363 Students FRL % Index: 4,110 = 94%				<u>Homestead/FL City – Zone 3</u> Total of 8,220 Students FRL % Index: 7,372 = 90%			
Males: 3,693 / 52%		Females: 3,367 / 48%		Males: 2,192 / 51%		Females: 2,171 / 49%		Males: 7,372 / 51%		Females: 3,984 / 49%	
W	B	H	O	W	B	H	O	W	B	H	O
1%	89%	8%	2%	.5%	80.8%	17.7%	1%	4%	33%	62%	1%

W=White, B=Black, H=Hispanic, O=Other

The requested funding will support capacity building for evidence-based *prevention and intervention resources* for our students in these high-needs communities beset by violence. For example, the ability to address youth suffering from Post-Traumatic Stress Disorder (PTSD) has historically been limited to community-based mental health agencies. Through this funding, these concerns can be addressed on school-site by trained school counseling professionals. There is a need to better leverage available community resources by working towards the removal of barriers across all grade levels within the targeted feeder patterns. (See chart on page 6). In addition, the **United States Southern Command and Army Garrison**, located in Miami-Dade County, works together with M-DCPS to address the concerns and needs of military children and the challenges faced by their families. According to the American Academy of Pediatrics, children in military families are exposed to stress that may reach toxic levels. Further, the National Center

for Child Traumatic Stress states that **military children** often display behaviors consistent with parents who have post-traumatic stress disorder, upon returning from deployment. As a result, over **800** vulnerable children/families in M-DCPS schools are in need of extensive support services as delivered by school counseling professionals, who are addressing the needs of military-connected students and families.

NEED FOR FUNDING: M-DCPS provides each of its schools with a **Comprehensive Student Services Program** that is an integral part of the District’s educational program. Depending upon the grade level, each school’s **Student Services Team** is comprised of a School Counselor, a TRUST (To Reach Ultimate Success Together) Specialist, a School Social Worker, and a School Psychologist. This team is charged with providing students with the necessary “wrap around services” support to help them develop academically, as well as meet each student’s personal/social, health/wellness needs; while successfully guiding them towards higher education, college and career awareness. Currently, our entire student population is served by approximately **600** school counselors, **100** school social workers and **247** school psychologists. These numbers fall *below* the nationally recommended standard of one (1) school social worker or one (1) school counselor per every 250 student ratio, and one (1) school psychologist per 500 student ratio.

With this funding request, M-DCPS’ Division of Student Services proposes to implement the **Creating Community Change: Student Services-Data Driven (CCC:SSDD)** project. This project addresses **Tier I, Tier II and Tier III** interventions from the *Response to Intervention (RtI) Model*, by improving positive school culture, strengthening parental and community engagement, decreasing symptoms of atypical behavior, plus improving academic success, behavioral and emotional wellness. Research indicates the importance for school counseling professionals to deliver results-based accountability, which carefully considers the demographic needs and socio-economic climate of the community. (*Stone, Carolyn and Dahir*.) M-DCPS is looking to increase capacity while building and strengthening the existing collaborative efforts between our teams of student services professionals. These funds will help M-DCPS further ensure that **all** of our students, including those at-risk, and special needs are given an equal

opportunity to achieve their best academically, while helping them and their families improve quality of life by accessing a solid and useful public education. The requested funding will support capacity building for evidence-based *prevention and intervention resources* for students in these high-needs communities beset by violence. The impact of violence on youth is well documented. A nationwide survey indicated that 55% of adolescents in the U. S. have been exposed to violence in their community (McCart, M., Smith, D.W., Saunders, B.E., et al., American Journal of Orthopsychiatry(2007). Violence occurs among all social and demographic groups; however, community violence is most elevated in inner city and urban poor neighborhoods (Richters, J.E., and Martinez, P.E., Psychiatry, 56, 1993), as is the case in Miami-Dade County. Evidence indicates that higher rates of psychiatric disorders including depression, anxiety and PTSD are present in youth exposed to community violence. Such exposure limits a child’s ability to achieve academically and serves to erode emotional well-being.

The following organizations have pledged to work together in partnership across Miami-Dade County with the goal to support Youth Safety across the entire County, particularly within the targeted Zones in the **Creating Community Change: Student Services-Data Driven (CCC:SSDD)** project.

	<p style="text-align: center;">Miami-Dade County Joint Roundtable Youth Safety Members</p>	
<p>Anti-Defamation League, Amigos For Kids, Belafonte Tacoley Center, Big Brothers Big Sisters, Chrysalis Health, Citizen’s Crime Watch, Citrus Health, Coconut Grove Coalition, Connect 2 Protect/University of Miami, Dade Counseling Association, Dade-Miami Criminal Justice Council, Dept. of Children & Families, Dept. of Juvenile Justice-FM, Dept. of Juvenile Justice-TF, Dr. Derick Anderson, Drug-Free South Miami Coalition, Empowered Youth, Federation of Families, Gang Alternatives, Ganley Foundation, Informed Families, Institute for Child and Family Health, Judge Orlando Prescott, Judge Steve Leifman, Little Havana Coalition, Lotus House, Miami Beach Coalition; Miami Children’s Initiative, Miami Coalition of Christians and Jews, Miami-Dade County Juvenile Services Dept., Miami-Dade County Youth Commission, Miami-Dade Youth Crime Task Force, Miami Gardens Coalition, Miami’s River of Life, Non-Violence Project, North Dade Youth & Family Coalition, Public Defender’s Office, Safe Schools of South Florida, South Dade “One Voice” Coalition, State Attorney’s Office, Switchboard of Miami, The Children’s Trust, The Melissa Institute for Violence Prevention, The Miami Coalition, Ummah Futures International, Urban League, Urban Partnership, Voices for Children, and Youth Crime Watch.</p>		

M-DCPS Targeted Schools in Zone I, Zone II and Zone III for Elementary and Secondary School Counseling 2014-2017

Norland Sr. High FEEDER PATTERN Zone I	Total Number of Students in 2013-2014	Miami Northwestern Sr. High FEEDER PATTERN Zone II	Total Number of Students in 2013-2014	Homestead Sr. High FEEDER PATTERN Zone III	Total Number of Students in 2013-2014
Norland Sr. High School # 7381 Zip Code 33169	1,603	Miami Northwestern Sr. High # 7411 Zip Code: 33150	1,547	Homestead Senior High # 7151 Zip Code: 33034	1,684
Andover Middle-iPREP # 6023 Zip Code 33179	901	Brownsville M.S.-iPREP # 6031 Zip Code: 33142	739	Air Base Elementary # 0041 Zip Code: 33032	800
Norland Middle-iPREP # 6571 Zip Code: 33169	924	Charles Drew Middle # 6141 Zip Code: 33142	116	Campbell Drive K-8 Center # 0651 Zip Code: 33033	898
Crestview Elementary # 1161 Zip Code: 33056	460	Charles Drew K-8 Center # 1401 Zip Code: 33142	375	Coconut Palm K-8 Center # 3621 Zip Code: 33032	1,319
Hibiscus Elementary # 2401 Zip Code: 33169	496	Melrose Elementary # 3181 Zip Code: 33142	685	Gateway Environmental # 4031 Zip Code: 33035	1,772
Myrtle Grove K-8 Center # 3581 Zip Code: 33056	584	Agenoria S.P./Olinda Elemen. # 4071 Zip Code: 33142	401	Peskoe K-8 Center # 4391 Zip Code: 33033	753
Norland Elementary # 3701 Zip Code: 33169	632	Lillie C. Evans K-8 # 1681 Zip Code: 33147	500	Leisure City K-8 Center # 2901 Zip Code: 33033	994
Norwood Elementary # 4001 Zip Code: 33169	520	<i>The Boston Consulting Group data-driven diagnostic study “Addressing Youth Safety” at M-DCPS within Miami-Dade County, indicated countywide crime “hot-spots”, youth victim risk factors, and school safety best practices. The three specific communities identified as “high-risk” are the City of Miami Gardens, Liberty City and the City of Homestead/Florida City.</i>			
Parkview Elementary # 4341 Zip Code: 33056	381				
Scott Lake Elementary # 4881 Zip Code: 33169	559				
TOTAL STUDENTS	7,060	TOTAL STUDENTS	4,363	TOTAL STUDENTS	8,220

2. **Quality of the Project Design** (30 points)

A. M-DCPS has set two main goals for the proposed project. The first goal is to reduce the number of incidences dealing with harassment, bullying, violence, and substance use by enhancing the abilities of student services professionals; and the second is to address the needs of military-connected students and their families. Counseling services to students in the targeted feeder pattern schools will be improved by the increased strengthening of the workforce and community stakeholder collaborations. Focus will be on the development of a Data Dashboard and the methods for providing evidence-based interventions to improve students' learning environment. The design of this project will address harassment, bullying, violence, and substance use through evidence-based model programs and the development of a Student Services Data Dashboard to identify early warning signs. Additionally, providing increased awareness to counseling professionals serving our military-connected students, and focusing on professional development to improve the quality of service to all stakeholders will ensure that **Creating Community Change: Student Services Data-Driven (CCC:SSDD)** project successfully addresses the needs of the target population. (See *Goals and Objectives Charts on pages 8-11*) To accomplish these goals, M-DCPS will be using a **Multi-Tiered System of Supports (MTSS)**. MTSS is a multi-tiered system of service delivery that uses evidence-based prevention instruction and interventions, progress monitoring, and evaluation, for on-going tracking of individual students in making informed decisions about the student's educational and behavioral programming needs. MTSS involves the systematic use of data to improve learning and/or behavioral outcomes. The MTSS framework is presently incorporated into the **M-DCPS Comprehensive Student Services Program (CSSP)** framework of support. The CSSP addresses the academic, personal/social, career/community and health and wellness developmental needs of students. **Tier I** services include universal prevention and intervention which involves 80%-90% of students. **Tier II** services targets classroom group interventions and involve 5%-10% of students. (Continued on page 12)

Goal 1: *Enhance abilities of school counselors, school social workers, school psychologists, faculty, and staff at the three targeted feeder patterns to address the reduction of incidences of harassment, bullying, violence and substance use; subsequently improving the school setting related to student learning, safety, and health.*

Process Objectives	Activities	Timeline	Outcomes
<p>1.1 Design a Student Services Data Dashboard to facilitate and assist in the engaging of stakeholders in the Collegial Friends Actionable Data workshops.</p>	<p>1) Meetings will be held with Division of Student Services staff representing school counselors, school social workers, TRUST specialists, school nurses, College Assistance Program Advisors, and school psychologists to identify data elements to be included in Student Services Data Dashboard.</p> <p>2) Student Services staff will work with Network Analyst in locating sources and categorizing data elements.</p> <p>3) Network Analyst will design tool with support from Student Services staff.</p> <p>4) Implementation training will be held for District, Region, and school-based Student Services staff per identified senior high feeder pattern.</p>	<p>Oct. 2014</p> <p>Oct. – Nov. 2014</p> <p>Oct. – Nov. 2014</p> <p>Dec., 2014</p>	<p>1.1.1 By December 2014, 100% of District Student Services staff will have participated in meetings to identify and categorize data elements</p> <p>1.1.2 Development of the data collection tool</p> <p>1.1.3 Implement district-wide training to be included in Student Services Data Dashboard</p> <p>1.1.4 Outcomes measured by attendance rosters and PD evaluation tools</p>
<p>1.2 Provide training to designated counseling professionals assigned to the targeted feeder pattern schools.</p>	<p>1) Cognitive Behavioral Intervention for Trauma (CBITS) training will be provided to School Social Workers. (Tier II)</p> <p>2) PREPaRE training will be provided to job titled school counseling professionals. (Tier II)</p> <p>3) Typical or Troubled (ToT) training will be provided to all faculty and support staff at targeted feeder pattern schools. (Tier I)</p>	<p>Oct.2014- June, 2015</p> <p>Oct.2014- June, 2015</p> <p>Oct.2014- June, 2015</p>	<p>1.2.1 By end of June 2017, 90% of school counseling professionals from targeted feeder patterns who participated in trainings will find these activities to be of high quality and beneficial to their assigned duties and to</p>

	<p>4) American School Counselor Association (ASCA) training will be provided to school counselors. (Tier I)</p> <p>5) Anti-Defamation League’s (ADL) No Place For Hate ® training will be provided for middle school counseling professionals. (Tier 1)</p> <p>6) The ACT Raising Safe Kids Program in collaboration with The Melissa Institute and the American Psychological Association will host workshops to train parents about protective factors and skills for effective parenting</p>	<p>Oct. 2014 – June 2016</p> <p>Oct. 2014 – June 2017</p> <p>Oct. 2014 – June 2017</p>	<p>students. This outcome will be measured as documented by, pre/posttests, and PD evaluation tools.</p>
<p>1.3 Provide resources to targeted schools in the identified feeder patterns to improve the overall school climate.</p>	<p>1) Cloud 9World will be introduced as a school-wide character building curriculum for elementary schools. <i>(Tier 1)</i></p> <p>2) Anti-Defamation League’s (ADL) No Place For Hate ® training will be provided for middle school counseling professionals. <i>(Tier 1)</i></p>	<p>Oct. 2014 – June 2016</p> <p>Oct., 2014- June 2017</p>	<p>1.3.1 By end of June 2015, the targeted feeder pattern elementary schools will have completed 8 character traits from the Cloud9World curriculum as measured by program implementation checklist and pre/posttests.</p> <p>1.3.2 The targeted feeder pattern middle schools will be able to complete an Intent Form, read and sign ADL’s Resolution of Respect Form, choose and complete at least 3 anti-bias activities from ADL’s Program Resource Guide, participate in 1 ADL education training program, and submit the Activity Fulfillment Forms.</p>

<p>1.4 Utilize Student Services Data Dashboard to identify early warning signs and collectively problem solve and provide interventions for high-risk students by Student Services Professionals and Common Stakeholders.</p>	<p>1) Joint Roundtable Meetings and Collegial Friends Actionable Data Workshops will be held monthly to address recommendations of the Community Action Plan. (See Table on page 10)</p>	<p>Nov. 2014 – June 2017</p>	<p>1.4.1 By the end of June 2017, Student Services Professionals and Community Stakeholders will have made recommendations and provided intervention strategies in response to gathered data indicators and identified trends; as measured by focus group surveys and interviews.</p>
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Goal 2: *Enhance abilities of school counselors, school social workers, and school psychologists to address the needs of Military-connected students.*

<p>Process Objectives</p>	<p>Activities</p>	<p>Timeline</p>	<p>Timeline</p>
<p>2.1 Provide training to district-wide Student Services counseling professionals.</p>	<p>1) Awareness trainings will help school personnel understand the purpose and impact of the Florida Interstate Military Compact and Local Action Plan.</p> <p>2) Additional resources and publications will be provided to Student Services counseling professionals.</p>	<p>Oct. 2014- June 2017</p> <p>Oct. 2014- June 2017</p>	<p>2.1.1 By end of June 2015, 90% of District-wide Student Services counseling professionals will report an increase in their capacity and commitment to collaborate with the Military Compact and Local Action Plan in</p>

	<p>3) The M-DCPS Division of Student Services website Military Families Assistance section will be redesigned and enhanced to reflect current information and resources.</p>	<p>Oct. 2014- June 2017</p>	<p>order to support Military children and families. Participants will find the PD training activities and resources to be of high quality and beneficial to their assigned duties and to students; as measured by PD evaluation tools and surveys.</p>
<p>2.2 Expand networking opportunities among Student Services counseling professionals and Military Liaisons.</p>	<p>1) Local Military Liaisons (Southern Command/Homestead Air Force Reserve Base) and Student Services counseling professionals will gather and meet at a site to be determined on an annual basis.</p> <p>2) Bi-annual meetings between the District and Military Liaisons to discuss available resources and compile support services.</p> <p>3) Provide District wide awareness during April, <i>Month of the Military Child</i>, through briefings in order for schools to develop campaign events, activities, resources related to the needs, challenges, and success of Military children.</p>	<p>Apr. 2015- June 2017</p> <p>Oct. 2014- June 2017</p> <p>Apr. 2015- June. 2017</p>	<p>2.2.1.2 By end of June 2015, 90% of District-wide school personnel will have met with local Military Liaisons to discuss resources and support services available to Military children and families. This outcome will be measured by post meeting surveys and interviews.</p> <p>2.2.3 By the end of June 2015, 95% of schools will have participated in Military child awareness activities as measured by submission of strategic plan documentation.</p>

Tier III services are intensive, individual interventions and involve 1% of students. Schools targeted in this project will engage in additional training, receive technical assistance and support, and engage in Actionable Data Workshops with community stakeholders to drive the work that they will do collectively. **Cognitive**

Behavioral Intervention for Trauma in Schools (CBITS): CBITS is a **Tier II**, skills-based, research driven group intervention that is focused upon relieving symptoms of Post-Traumatic Stress Disorder, depression, and general anxiety among children exposed to trauma. The program consists of 10 group sessions (six- eight children) per group sessions of approximately one hour in length, conducted once a week, in a school setting. CBITS is used with children in grades six through nine (ages 10-15).

Prevent, Reaffirm, Evaluate, Provide and Respond, Examine (PREPaRE): PREPaRE, the National Association of School Psychologist's (NASP) evidence-based, crisis prevention and intervention curriculum was developed to give school-based mental health professionals and other educators guidance on how to best fill the roles and responsibilities generated by their membership on school crisis teams. A two day workshop (Crisis Intervention and Recovery: The Roles of School-based Mental Health Professionals) provides a solid **Tier II** foundation, for school counseling professionals responding to critical incidents and disasters. A district level counseling professional and contracted school psychologist will conduct a two-day training to expand the capacity for school counseling professionals in the targeted feeder patterns to respond to critical incidents and disasters impacting students in the identified schools. **Positive Behavior Support**

(PBS): PBS is an application of evidence-based strategies and systems to assist schools in increasing - academic performance, and safety; decrease problematic behaviors; and establish positive school cultures.

On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to reduce problematic behavior, including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support

systems for the student. On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines, regardless of the level implemented. PBS methods are research-based and proven to reduce the occurrence of problem behaviors in the school, resulting in a positive school climate and increase of academic performance for **Tier I** and **Tier II**. A district level counseling professional trained in PBS model will train counseling professionals in the targeted feeder patterns that are assigned to the identified schools.

Typical or Troubled?TM: Typical or Troubled?TM is an evidence -based program developed by the American Psychiatric Foundation that has been successfully working with school communities as a companion program to existing school safety and physical health programs across the nation, to improve student mental health through early recognition, intervention, and treatment. Typical or Troubled?TM is an educational presentation that assists *secondary school* personnel to distinguish between typical teenage behavior and evidence of mental health warning signs that would warrant intervention. The presentation's aim is to increase awareness and identification of at-risk behaviors and connecting youth in need of assistance to a qualified school support professional. Typical or Troubled?TM has been presented to school support professionals and is being presented to all secondary school faculty by a cadre of trained staff (*e.g. school social workers, school counselors, school psychologists, E/BD clinicians, TRUST specialists, and school resource officers*) before the end of the 2013-2014 academic year. It is anticipated that in the selected schools, additional Typical or Troubled?TM awareness and prevention trainings will include students and parent groups. The following services are recommended for Tier I and Tier II. M-DCPS will train school site personnel in the targeted feeder pattern schools. A District level counseling professional trained in the Typical or Troubled?TM Model will provide additional awareness and prevention trainings;

with program materials, to community stakeholders, students and parental groups. **Cloud9World:**

Cloud9World is a character strength building program for elementary and Pre-K students, and is a **Tier I** system of service delivery that uses evidence-based prevention instruction. Cloud9World is dedicated to teaching children in our schools about the virtues essential for the positive development of their lives and their communities. The program encourages children to accept and respect all ethnic groups, create a caring community and develop positive social behaviors. Through reading, writing, videos, family engagement, and staff development, character strength building is promoted in a fun format that captures children’s imaginations. Each targeted elementary school within the target feeder patterns will engage in additional trainings, receive technical assistance, support and engage in **Actionable Data Workshops** with community stakeholders, to drive the work that they will do collectively through implementation of the Cloud9World program, incorporating materials and deliverables for the eight (8) traits per year.

No Place for Hate® Initiative: The Anti-Defamation League (ADL) fights anti-Semitism and all forms of bigotry in the U.S. and abroad through information, education, legislation, and advocacy. ADL serves as a resource for government, media, law enforcement, educators and the public. *“Its ultimate purpose is to secure justice and fair treatment to all citizens alike and to put an end forever to unjust and unfair discrimination against and ridicule of any sect or body of citizens.”* One of the programs sponsored by the ADL is the No Place for Hate®. Currently, ADL offers its No Place for Hate® Initiative in a few Miami-Dade County Public Schools. The program was developed to organize schools to work together and develop projects that enhance the appreciation of diversity, and foster harmony amongst diverse groups. The campaign empowers schools to promote respect for individual and group differences, while challenging prejudice and bigotry. Each targeted secondary school is expected to become a No Place for Hate® School, with the goal of effectively reducing incidents of violence and bullying. Students from the targeted schools will be able to complete an **Intent Form**, read and sign **ADL’s Resolution of Respect Form**, choose and complete at least three (3) anti-bias activities from **ADL’s Program Resource Guide**, participate in one (1)

ADL Education training program, and submit the *Activity Fulfillment Forms*. **ASCA National Model®**:

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal, social and career development, so they can achieve success in school and are prepared to lead fulfilling lives, as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 33,000 professional school counselors around the globe. As per ASCA, school counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement. The question has been posed, "*What do school counselors do?*" The more important question is, "*How are students different as a result of what school counselors do?*" To help answer this question, the American School Counselor Association (ASCA) created the ASCA National Model®, which is a framework for a comprehensive, data-driven school counseling program. Schools targeted in this project will engage in ASCA training, receive technical assistance, support, and engage in Actionable Data Workshops with community stakeholders, to drive the work that they will do collectively. Each targeted school is expected to develop a school counseling program based on this framework - to improve student achievement, and reduce incidents of violence and bullying.

ACT (Adults and Children Together) Program : A child's earliest and most influential teacher is his or her parent. When parents learn critical thinking and communication skills, they can improve their relationships with their children and refrain from using violence as a means to control them. ACT (Adults and Children Together) *Raising Safe Kids* is a research-based violence prevention program for parents and caregivers of young children. The goal is to help these adults learn to cope with anger, practice positive discipline without harsh punishment and monitor their children's exposure to violence in the media — including video games, TV, news and movies. Each targeted elementary school within the targeted feeder

patterns will host workshops to train parents about protective factors and skills for effective parenting; therefore, providing support for parents to increase family and community engagement.

B. The design of *Creating Community Change: Student Services Data-Driven Project CCC: SSDDP*

will meet and successfully address the needs of the target population within our persistently lowest-achieving schools in the “at-risk” communities of Miami Gardens, Liberty City, and Homestead/Florida City. The project will appropriately address the community-wide concerns including in-school safety, out-of-school safety, youth services, community education, and empowerment **by enhancing** all Student Services programs **and improving** community collaboration currently in place in Miami Dade County. At this point in time M-DCPS does deliver a Comprehensive Student Services Program by an integrated team of student services professionals in order to reduce barriers (such as harassment, bullying, violence, and substance use) to student achievement. However, the research of the previously mentioned Boston Consulting Group and the formation of the Miami-Dade County Joint Roundtable on Youth Safety have highlighted the urgency of addressing the increased school violence and victimization of our students in the targeted communities. Furthermore, the design of this project will address harassment, bullying, violence, and substance use through evidence-based model programs and the development of a Student Services Data Dashboard to identify early warning signs. Additionally, providing increased awareness to counseling professionals of our military-connected students, and focusing on professional development to improve the quality of service to all stakeholders will ensure that ***Project CCC: SSDDP*** successfully addresses the needs of the target population.

C. The Joint Round Table on Youth Safety culminated with the various work groups developing an action plan. Part of the recommendations set forth will be implemented into the ***Creating Community Change project***. This system of care approach is a recognized best practice model by the Substance Abuse and Mental Health Administration. This research based best practice model maintains that effective partnerships among vested parties; that address the pressing needs of today’s youth, will bring about

improved mental health and well-being. Family and community engagement yields positive results for youth - such as including earning better grades, attaining post-secondary educational goals, and becoming productive citizens within their respective communities. Currently, M-DCPS Student Services personnel provide professional development with support from local, state and national institutions. These institutions help by providing technical assistance to school counseling professionals and are a continual source of important resources throughout our community. Though too numerous to name them all, here is a listing of some of the more prominent agencies and organizations that will be utilized as the project moves forward: *The Anti-Defamation League, The Melissa Institute for Violence Prevention, Cloud 9 World, American School Counselor Association, Joint Roundtable On Youth Safety, Boston Consulting Group, American Psychiatric Foundation, Florida's Positive Behavior Support Project, National Association of School Psychologists*, plus other organizations.

3. Quality of Management Plan (30 points) ■ Project Administrator: Ms. Deborah Montilla is the *District Director* for M-DCPS Division of Student Services. Ms. Montilla's salary is provided in-kind. She will dedicate a minimum of 5% of her time to this project providing administrative oversight and community networking. Ms. Montilla oversees the **School Counseling Programs, Homeless Assistance Program, College Assistance Program, School Social Work Programs, TRUST Program, Crisis Management Program, Military Child and Family Assistance Program, HIV/AIDS Education Program, and Comprehensive Health Services**. Ms. Montilla holds a Master's Degree in Counseling and certification in Educational Leadership. She has nearly 30 years of experience with M-DCPS working at the school, Regional, and District levels. She is the immediate past-president of the Florida Association of Student Services Administrators and is a Past-President of the Dade Counseling Association. Ms. Montilla also served as Vice-President and Board Member of the National Association of Student Assistance Professionals. Ms. Montilla currently serves on the Boards of: The Miami Coalition for a Safe and Drug-Free Community, College Assistance Program, Inc., The Homeless

Trust, The Lighthouse for the Blind, and Informed Families: *The Florida Family Partnership*, plus several other student services related organizations. Ms. Montilla has been recognized as The Region VI Assistant Principal of the Year, the Dade Counseling Association Middle School Administrator of the Year, the Sandra Southmayd Leadership Award Recipient, the Phyllis Hallberg Advocacy Award recipient, The Children’s Trust’s Champion of Children, and Miami Today’s 2007 Best Educators. ■

Mr. Daniel Oré is the *Director for School Social Work and TRUST Programs*. Mr. Ore’s salary is provided in-kind, and will dedicate a minimum of 5% of his time to this project providing technical assistance and support to the School Social Work and TRUST programs. Mr. Oré possesses over 16 years of experience in assisting children and families attain the necessary services and interventions to meet needs and achieve their potential. Mr. Oré holds a Master’s Degree in Social Work and certification in Educational Leadership. He has served in a variety of roles throughout Miami-Dade County Public Schools, the Florida Department of Children & Families, and community-based mental health facilities. In addition, he is very involved in professional organizations and has been the recipient of numerous awards.

■ **Angelica M. Yanez** - *Curriculum Support Specialist School Counseling Programs* - Division of Student Services, at M-DCPS District offices. Ms. Yanez’ salary is provided in-kind. She will dedicate a minimum of 5% of her time to this project providing technical assistance and support as the District lead for Elementary, K8, and Middle School Counseling programs. Ms. Yanez has previously served as *school counselor* since 1981, at several middle schools throughout Miami-Dade County. Currently, as a the Curriculum Support Specialist, she provides district support to all Kindergarten through 8th Grade school counselors and provides back-up support to Senior High School counselors. District support involves planning, conducting, and executing professional development for all school counselors K-8. As a school counselor she served as Department Chairperson, for Student Services, as well as testing chairperson. She has served as Adjunct Professor at St. Thomas University, teaching graduate students pursuing a degree/certification in School Guidance and Counseling. Having won the Dade Counseling Association’s

Middle School Counselor “*Exemplary Counselor Award in 1997*” and the John F. Kennedy’s “*Teacher of the Year*”, 2000-2001 awards, are among her proudest professional accomplishments. As a Past-President of DCA, she has received the Florida Counseling Associations Award for “*Outstanding Chapter of the Year 2006*” and “*Best Chapter Membership Service 2006*” during her year as DCA President. Ms. Yanez is a proud member of the Florida School Counselor Association and the American School Counselor Association. ■ **Mr. Carlos A. Viera** is *Curriculum Support Specialist* for School Counseling, and College Assistance Programs in Student Services Division. Mr. Viera’s salary is provided in-kind. He will dedicate a minimum of 5% of his time to this project providing technical assistance and support as the District lead for Secondary School Counseling, College Assistance and Data Analysis programs. Mr. A. Viera has nearly 30 years of experience at M-DCPS, specializing in school counseling, college assistance, accountability and system wide performance. Mr. Viera is an Adjunct Professor at local universities and colleges and has served as a trainer and consultant in the above-mentioned areas locally, nationally, and internationally. ■ **Mr. Frank Zenere** is a School Psychologist for the District’s Crisis Management Team in the Division of Student Services. Mr. Zenere’s salary is provided in-kind. He will dedicate a minimum of 5% of his time to this project providing technical assistance and support for all schools in the area of crisis management. Mr. Zenere has 25 years of experience in M-DCPS, specializing in crisis management. He is a Certified First Responder for the National Organization for Victim Assistance, the Miami-Dade County Coordinator of the Florida Crisis Response Team, and member Emeritus for the National Emergency Assistance Team. Mr. Zenere served as a trainer and first responder in 2001 at the World Trade Center, at Red Lake High School shooting in 2005, and after the Tsunami in Sri Lanka in 2005, following in 2010 after the Earthquake in Haiti. Additionally, Mr. Zenere is a certified trainer for several of the evidence-based programs being proposed for implementation in this project. ■ **Rodolfo Abella, Ph.D.** - Director 1, Evaluation, *Project Evaluator*: Dr. Abella is grant funded, for twenty-five (25%) of his salary, for years one and two. During the past 27 years, Dr. R. Abella

has served as Evaluation Director, Office of Program Evaluation (OPE). Dr. Abella has evaluated numerous educational programs, written and received funding for research grants and published numerous research articles in referred journals. Dr. Abella's accumulated experience in developing and conducting various types of evaluations and surveys will be used to produce quality evaluation products.

Project Manager (1) FTE- The **CCC:SSDDP Project Manager**- grant funded 100% , will be recruited, selected, and employed by M-DCPS, to coordinate the collaborative development and implementation processes of the **CCC:SSDDP** project. (*See Attachments*)

Curriculum Support Specialist – (1) FTE Year 1; (2) FTE Year 2 ; and (3) FTE Year 3. The **Curriculum Support Specialist (CCC:SSDDP)** is recruited, selected, and employed by M-DCPS to provide leadership and direction to the Student Services professionals, Joint Roundtable, and Collegial Friends Actionable Data stakeholders in the identified senior high school feeder pattern and surrounding communities. (*See Attachments for Project Manager and Curriculum Support Specialists positions*).

4. Quality of the Project Evaluation (20 points) The M-DCPS Program Evaluation Office is contained within the Assessment Research and Data Analyses (ARDA) Division. The Office of Program Evaluation (OPE) is an independent and impartial office whose sole responsibility is to adhere to the Evaluation Requirements of a grant or other Evaluation Directive. The ARDA Program Evaluation Office is manned by highly regarded evaluators that have vast experience in evaluating complex educational topics and whose products have been published in peer reviewed journals and earned awards from national organizations, such as American Educational Research Organization (AERO).

A. During the first year of the project, all activities will be directed at the 10 schools contained within the targeted zone for year 1, the Miami Gardens Norland Senior High Feeder Pattern. Data will be collected on program participants, which include faculty, parents, and students (n= 7,060) at these schools. During the second and third years of the grant two additional feeder patterns and their corresponding schools (n = 14) and their faculty, parents and students

(n = 12,580) will be incorporated into the evaluation. Data collection methodology and analyses in years 2 and 3 will be the same as described below for year 1. **Objective 1.1.** Selected program staff will participate in the development of the Student Services Data Dashboard. Meeting logs, data/technical services request and Dashboard rollout will document the phases of the project. Subsequently, school faculty at program schools will be provided training in the use of the Student Services Data Dashboard. Attendance at the sessions and retention of training information will be recorded via attendance rosters and post training evaluation surveys, respectively. **Objective 1.2.** Program staff will provide Student Services professionals (school counselors, school social workers, TRUST specialists, and school psychologists), faculty and parents exposure to six (6) distinct training modules that will instruct regarding mental health prevention, intervention and support. Four (4) of the training modules will be directed at Student Services professionals, one (1) will address all school faculties, and the last will address parents. Attendance at the training sessions will be documented via attendance logs and the percentage of school personnel and parents that receive training will be reported. Program staff will develop criterion-referenced assessments for each training module. Student Services professionals (school counselors, school social workers, TRUST specialists, and school psychologists) will be assessed at the end of the training sessions. It is expected that 100% of participants attending the sessions will exhibit mastery of training content. Parents exposed to the training module will be surveyed at the beginning and end of the training session. Program staff will develop a survey to assess parents' knowledge of effective parenting. A t-test will statistically compare parent knowledge of effective parenting, contrasting pre to post test results. **Objective 1.3.** Program staff will provide elementary schools with the character-building curriculum, *Cloud9World*. To ascertain that students receive and retain the character-building curriculum, program staff will develop an assessment instrument to assess student knowledge of the curriculum's content. All

elementary students will be tested prior to and after being exposed to the curriculum. A t-test will statistically compare student knowledge of the curriculum, contrasting pre to post test results.

Objective 1.4. School staff at program schools will meet monthly to review data on the Student Services Data Dashboard. A summary of the group’s observations and planned actions will be documented and disseminated to school administrators. Attendance logs and written records of the meetings will be made available to program staff. **Objective 2.1.** Student Services professionals serving program schools will receive training to inform them of issues affecting military families. Training attendance logs and distribution lists for topic-related materials will act as documentation. Program staff will also develop an instrument to survey school counselors to assess their level of awareness concerning issues affecting military families.

Objective 2.2. Student Services professionals will be surveyed by program staff at the end of the school year to determine whether they have made contact with local Military liaisons and to determine their knowledge of existing resources and support services. Program staff will tally the percentage of school counselors who submit plans to disseminate military awareness information during the *Month of the Military Child* campaign.

B. At the end of the first year, program staff will use key Dashboard data to compare student behavior before and after implementation of the program. Similar analyses will be conducted in subsequent program years. In particular, student attendance/truancy, incidents of bullying, police arrests, suspensions, expulsions, drop-out rates, graduation rates, and other data elements will be pulled from the Dashboard. School level analyses will statistically contrast (t-tests, regression analyses) data from the current and previous school years to explore for significant changes. Program staff will create a report annually and make results available to program schools. Data related to attendance, academic performance, behavior, safety, health, and post-secondary readiness will be collected on individual students and schools via the Student Services Data Dashboard. Actionable data workshops held monthly will allow schools to monitor

their progress in improving the Government Performance and Result Act (GPRA) measure performance as compared to the baseline data. The monthly review of the “live” Dashboard Data will allow stakeholders to engage in problem-solving discussions to implement a collective, multi-tiered system of support. At the completion of each year of the project, an annual status report will be presented to the Mayor and Superintendent’s Joint Roundtable on Youth Safety. Progress related to increasing students’ access to school-based behavioral/mental health services, as measured through GPRA 1 (closing the gap between student/mental health professional ratios) and reducing incidents of violence, as measured through GPRA 2 (student behavioral referrals) will be incorporated into the Miami-Dade County Community Action Plan.

PROJECT EVALUATION OBJECTIVES:

Objec- tives	Type of Data	Data Analyses	Use of Results to Monitor Progress
1.1	1. Technical meeting logs 2. Electronic database 3. Dashboard Training logs 4. Post-training survey results	1. Frequencies 2. N/A 3. Frequencies 4. Frequencies	1, 2, 3. Quarterly reports to program staff and principals, to ensure compliance and/or monitor student behavioral progress. 4. Quarterly results to be provided to program staff to adjust and/or improve training programs.
1.2	1. Training logs 2. Pre and post training survey results	1. Frequencies 2. T-tests	1. Quarterly reports to program staff and principals to ensure compliance. 2. Quarterly results to be provided to program staff to adjust and/or improve training programs.
1.3	1. Pre and post curriculum content test results	1. T-tests	1. Annual report of results to be provided to program staff to adjust and/or improve curriculum implementation.
1.4	1. Faculty meeting logs 2. Summary of Dashboard results	1. Frequencies 2. T-tests/ Regression analyses	1, 2. Quarterly reports to program staff and principals, to ensure compliance and/or monitor student behavioral progress.
2.1	1. Training logs 2. Post training survey results	1. Frequencies 2. Frequencies	1. Quarterly reports to program staff and principals to ensure compliance. 2. Annual results to be provided to program staff to adjust and/or improve training programs.
2.2	1. Training logs 2. Post training survey results	1. Frequencies 2. Frequencies	1. Quarterly reports to program staff and principals to ensure compliance. 2. Annual results to be provided to program staff to adjust and/or improve training programs.

GPRA 1 – Government Performance and Results Act

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

Schools participating in the grant	Students enrolled Baseline 2012-2013	Number of Child-adolescent psychiatrists Baseline 2012-2013	Number of School Psychologists Baseline 2012-2013	Number of School Counselors Baseline 2012-2013	Number of School Social Workers Baseline 2012-2013	Number of Other Qualified Mental Health Professionals Baseline 2012-2013
MIAMI GARDENS - Zone I						
Miami Norland Senior High	1574	0	.4	3	4	0
Andover Middle-iPREP	1000	0	.4	2	3	0
Norland Middle-iPREP	924	0	.2	2	4	0
Crestview Elementary	508	0	.4	1	3	0
Hibiscus Elementary	541	0	.4	1	3	0
Myrtle Grove K-8 Center	438	0	.4	1	3	0
Norland Elementary	822	0	.4	1	.2	0
Norwood Elementary	517	0	.4	1	4	0
Parkview Elementary	410	0	.4	1	4	0
Scott Lake Elementary	559	0	.6	1	4	0
LIBERTY CITY – Zone II						
Miami Northwestern Sr. High	1599	0	.4	5	5	0
Brownsville M.S. iPREP	820	0	.4	2	4	0
Charles Drew Middle	248	0	.2	2	.2	0
Charles Drew K-8 Center	345	0	.4	1	4	0
Melrose Elementary	736	0	.4	1	.2	0
Agenoria S.P./Olinda Elementary	371	0	.4	1	3	0
Lillie C. Evans K-8	488	0	.4	1	5	0
HOMESTEAD/FL CITY – Zone III						
Homestead Senior High	1817	0	.4	5	4	0
Air Base Elementary	733	0	.4	1	.2	0
Campbell Drive K-8 Center	1356	0	.6	2	.2	0
Coconut Palm K-8 Center	1221	0	.6	2	4	0
Gateway Environmental K-8	1652	0	.6	3	4	0
Peskoe K-8 Center	680	0	.4	1	3	0
Leisure City K-8 Center	1094	0	.6	2	4	0
TOTALS	20,453	0	10.2	45	8.2	0

GPRA 2 – Government Performance and Results Act

The average number of referrals per grant site for disciplinary reasons in schools participating in the programs.

Schools participating in the grant	Number of students Enrolled Baseline 2012-2013	Number of referrals for disciplinary reasons in schools participating in the grant Baseline 2012-2013
MIAMI GARDENS - Zone I		
Miami Norland Senior High	1574	3,387
Andover Middle-iPREP	1000	2,149
Norland Middle-iPREP	924	1,336
Crestview Elementary	508	629
Hibiscus Elementary	541	291
Myrtle Grove K-8 Center	438	298
Norland Elementary	822	284
Norwood Elementary	517	214
Parkview Elementary	410	219
Scott Lake Elementary	559	211
LIBERTY CITY – Zone II		
Miami Northwestern Sr. High	1599	3,964
Brownsville M.S. iPREP	820	1,525
Charles Drew Middle	248	946
Charles Drew K-8 Center	345	516
Melrose Elementary	736	91
Agenoria S.P./Olinda Elementary	371	243
Lillie C. Evans K-8	488	420
HOMESTEAD/FL CITY – Zone III		
Homestead Senior High	1817	3,638
Air Base Elementary	733	261
Campbell Drive K-8 Center	1356	3,093
Coconut Palm K-8 Center	1221	5,028
Gateway Environmental	1652	1,624
Peskoe K-8 Center	680	903
Leisure City K-8 Center	1094	1,566
TOTALS	20,453	32,836

Note: Baseline numbers of referrals for disciplinary reasons

The number of referrals for disciplinary reasons must include all incidents in which a student was referred to school personnel (including, but not limited to, the principal, the vice principal, school security, and guidance counselors) for violations of the school’s discipline code.

1. Need for Project	Pages 1-6
<i>M-DCPS Student Demographics Chart</i>	Page 3
<i>Need for Funding</i>	Page 4
<i>Creating Change: Student Services-Data Driven Project</i>	Page 4
<i>Miami-Dade County Joint Roundtable on Youth Safety</i>	Page 5
<i>Table: Targeted Schools in Zone 1, Zone 2 and Zone 3</i>	Page 6
2. Quality of Project Design	Page 7-15
<i>Goals and Objectives Charts</i>	Page 8-11
<i>Creating Community Change</i>	Page 16
<i>Joint Roundtable</i>	Page 16
3. Quality of Management Plan	Page 17-20
4. Quality of Project Evaluation	Page 20-23
5. GPRA 1 – Government Performance and Results Act Table 1 ...Page 24	
6. GPRA 2 – Government Performance and Results Act Table 2 ...Page 25	

<u>ATTACHMENTS</u>	Letters of Support	<i>See Attachments</i>
	Resumes/Job Descriptions.....	<i>See Attachments</i>
	BUDGET/Budget Narrative.....	<i>See Attachments</i>

Deborah A. Montilla



It is my objective to make maximum use of my experience, training, and expertise to direct the interaction of team efforts, to coordinate a variety of educational activities, and to meet the personal/social, academic, career/community awareness, and health and wellness needs of all students.

Personal:

Birthplace Washington, DC
Languages English, Spanish, Limited French

Education:

January 1990- 2000 Florida International University
Doctoral Studies
Educational Administration and Supervision

January 1986-April 1989 Florida International University
Master of Science
Counselor Education

May 1983- December 1984 Florida International University
Miami, Florida
Bachelor of Arts in Psychology

Professional Experience:

September 2003- Present Miami-Dade County Public Schools/Division of Student Services
Administrative/District Director

August 1999- September 2003 Miami-Dade County Public Schools/Homestead Middle School
Assistant Principal

July 1999- August 1999 Miami-Dade County Public Schools/Miami Southridge Senior High School
ETP Program- Summer School Principal

July 1998- August 1998 Miami-Dade County Public Schools/Cutler Ridge Middle School
ETP Program- Summer School Principal

October 1993- August 1999 Miami-Dade County Public Schools/Campbell Drive Middle School
Assistant Principal

October 1990- October 1993 Miami-Dade County Public Schools/Department of Substance Education
Drug-Free Schools Program Coordinator

Professional Affiliations/Experiences:

- * Co-Chair -United Way Women's Leadership
- * Board Member-Miami Lighthouse for the Blind
- * Superintendent's Appointee-Addictions Services Board
- * Superintendent's Designee-The Homeless Trust
- * Board of Trustees-College Assistance Program, Inc.
- * Board Member-Miami Coalition for a Safe and Drug-Free Community
- * School Health Committee Member-The Children's Trust
- * Co-Chair-Miami National College Fair
- * Board Member-School Health Medical Advisory Committee
- * Founding Board Member- Drug Free Youth In Town (D-FY-IT)
- * Advisory Board Member-The Non-Violence Project USA, Inc.
- * Member-Princeton Prize in Race Relations Committee
- * Appointee-FLDOE Bureau of Special Education & Student Services Bureau/District Partnership
- * President-Florida Association of Student Services Administrators (09-10)
- * Past Board Member/V.P.- National Association of Student Assistance Professionals (NASAP) 1994-2001

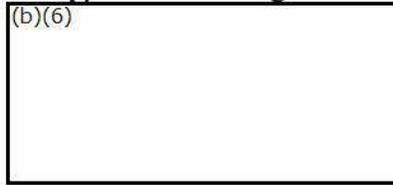
- * Past President Dade County Association for Counseling and Development
- * Consultant/Site Visitor- U.S. DOE Drug-Free Schools National Recognition Program
- * Consultant/Grant Reviewer- Fla. DOE Learn & Serve Program, Drug-Free Schools Program
- * Presenter at Local, State, and National Conferences- Forging Effective Community Partnerships to Promote Student Wellness & Achievement/The Role Of Community Partners In College Access & FAFSA Completion/Student Service Collaborations: Health Connect in Our Schools/ Children of Alcoholics/Service Learning/Safe and Drug-Free Schools/ Community Collaborations in Education/ Grant Writing/Data-Driven Instruction/Literacy Leadership

Special Recognition

- * Dade Counseling Association Phyllis Hallberg Advocacy Award- 2011
- * Miami-Dade County Health Dept. "Premio al Aporte Comunitario" (Community Contribution Award) 2011
- * Miami Today-Best of Miami Educational Leaders Recognition-2007
- * DCA Sandra Southmayd Leadership Award- 2007
- * The Children's Trust/Health Connect in Our Schools Champion for Children-2007
- * Region VI Assistant Principal of the Year- 1998
- * Middle School Administrator of the Year-Dade Counseling Association- 1997

Angelica M. Yanez

(b)(6)



Experience

Curriculum Support Specialist - School Counseling December 2002 – Present
District Chairperson, School Counseling Programs K-8
Miami-Dade County Public School (MDCPS) - District Office
Division of Student Services

Adjunct Professor
St. Thomas University, Miami Gardens, Florida January 2007 – May 2007

School Counselor, Department Chairperson August 1992 – December 2002
John F. Kennedy Middle School

Education

Barry University, Miami Shores, Florida May 1981
Master of Science in Guidance and Counseling

Barry University, Miami Shores, Florida December 1977
Bachelor of Arts, Major: English, Minor: Secondary Education

Awards and Recognition

MDCPS Division of Student Services *Recipient of Spot Success Award January 2008*
Florida Counseling Association *Outstanding Chapter of the Year 2006*
(As President 2005-2006)
Florida Counseling Association *Best Chapter Membership Service 2006*
(As President 2005-2006)
John F. Kennedy Middle School *Teacher of the Year 2000-2001*
Dade Counseling Association *Exemplary Services Award 1997-Middle School Counselor*

Professional Organizations

Dade Counseling Association, Member
Dade Counseling Association, Past-President 2006-2007; President 2005-2006
American School Counselor Association, Member
Florida School Counselor Association, Member

References - Available upon request

Frank John Zenere III

CURRICULUM VITAE

PERSONAL INFORMATION

Personal Data

Home Address

Contact Information

(b)(6)

HIGHER EDUCATION

Florida International University, Miami, Florida

Educational Specialist in School Psychology, December 1996

Florida International University, Miami, Florida

Master of Science in School Psychology, April 1991

Florida International University, Miami, Florida

Bachelor of Science in Special Education: Mental Retardation, April 1986

Miami-Dade Community College, Miami, Florida

Associate in Arts: Social Science, May 1980

CREDENTIALS

Certified Crisis Responder, National Organization for Victim Assistance

Coordinator, Florida Crisis Response Team, Miami-Dade/Monroe counties

Emeritus, National Association of School Psychologists, National Emergency Assistance Team

WORK EXPERIENCE

Miami-Dade County Public Schools, Miami Florida

School Psychologist, District Crisis Management Team, July 1993-Present; School Psychologist, Region Four, 1991-1993; Special Education Instructor, 1986-1991.

CARLOS A. VIERA, M.Ed., SPHR

(b)(6)

EDUCATION

Doctor of Philosophy (Ph.D.) in Education Specialization in Training and Performance Improvement Capella University, Minneapolis, Minnesota	<i>Expected Completion</i>	2014
LEADS Project, Problem-Solving Projects, Succession Management Stanford University, Palo Alto, California		2007
Professional Certificate in Human Resources Management Florida International University, Miami, Florida		2003
Professional Graduate Certificate in Educational Leadership Florida International University, Miami, Florida		2000
Masters of Science, Early Childhood /Special Education University of Miami, Coral Gables, Florida		1996
Graduate Work in Exceptional Student Education/Counseling St. Thomas University, Miami Gardens, Florida		1988
Bachelors of Science (BS), Psychology Florida International University, Miami, Florida		1986

LICENSURE AREAS

Senior Professional in Human Resource (SPHR) - Certification Credential Florida Department of Education (#594993): Educational Leadership (K-12) · Elementary Education (PreK-3) · Social Studies (6-12) Emotionally Handicapped (K-12) · Pre-K Handicapped Endorsement · ESOL Endorsement	2008 - 2017 2011 - 2016
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PROFESSIONAL EXPERIENCE

MANAGEMENT & LEADERSHIP EXPERIENCES

Accountability and Systemwide Performance – Office of Performance Improvement (2001 – 2008 RIF'd)

District Director (2007 – 2008)

- Direct report to Chief of Accountability and Systemwide Performance; provided ongoing guidance and assistance to all work units in the implementation of *Performance Excellence Initiatives*; identified opportunities for improvement; develop and implement Managerial Exempt Personnel performance scorecards; provided technical assistance and professional development to personnel on programmatic implementation issues.
- Pursued and was awarded the implementation of *Project RISE*, a five year, \$18 million dollar US Department of Education (USDOE) Teacher Incentive Fund (TIF) grant.
- Identified, organized, and planned specific strategies and possible re-allocation of resources; conducted reviews of programs to ensure appropriateness of services being delivered in meeting students' individual educational needs; select and integrate appropriate technologies into professional development sessions to improve service delivery to participants and enhance organizational performance; communicate with stakeholders regarding relevant information through the use of a variety of avenues including developing online tools and resources, conducting surveys, and developing training materials and tools.
- Coordinated participation in online *Sterling Navigator*, *Sterling Challenge*, and *Governor's Sterling Award* for M-DCPS Business Offices and School sites- First winning secondary school in the State of the Governor's Sterling Award.

Executive Director (2004 – 2007)

- Lead administrator for the *Office of Performance Improvement* supervising a staff of ten managerial and support personnel.
- Designed, developed, and conducted professional development opportunities for district personnel on strategic management; provided technical assistance to school and non-school locations in improving organizational performance.
- Coordinated participation in online *Sterling Navigator*, *Sterling Challenge*, and *Governor's Sterling Award* for M-DCPS Business Offices and School sites- First winning secondary school in the state of Florida's Governor's Sterling Award.

Director (2001-2004)

- Designed, developed, and delivered professional development workshops for teachers and administrators related to the implementation of Standards-Based instruction and assessment.

TEACHING EXPERIENCES

Division of Student Services (2012 - Present) District Chairperson, Secondary, School Counseling & College Assistance Program (CAP)

- National recognition for increased Financial Aid Application (FAFSA) Completion Rates by White House & USDOE
- Expanded opportunities for collaboration across job functions, coordinated expanded implementation
- 30% significant increase in utilization of ConnectEDU postsecondary online planning platform

Division of Special Education (2011 - 2012) Supported Employment Job Coaching Coordinator PR/Award # S215E140528

CARLOS A. VIERA, M.Ed.,SPHR

- Designed, developed, and implemented the Supported Employment/Job Coaching Program for the district
- Increased number of students hired by 50 over previous years of outsourcing to community agencies

Miami Edison "Edu-Plex" Senior High School (2009 - 2011) *Graduation Coach, Professional Development Liaison, Curriculum Council/Academy Leader, Apple ITouch Project Coordinator, ACT Prep Liaison, and Response to Intervention (RTI) Team Coordinator*

- Increased and maintained school wide Graduation Rate by 20 percentage points

**Turner Technical Arts High School - *South Florida Workforce Summer Youth Employment* (May - August 2009)
*Site Supervisor for Intake Specialists and Student Intern Supervisors – Seasonal Position***

Office of Human Resource and Professional Development, Office of Educational Planning and Quality Enhancement, Office of Exceptional Student Education and Psychological Services (1994-2001), Educ. Specialist

CONSULTANT EXPERIENCES

Inside the School (2011-12), *Performance Improvement Consultant*

- District and School Level Scorecard Development - Anoka-Hennepin School District, Coons Rapids, Minnesota

College Summit (2011), *Independent Consultant, Actionable Data Facilitator*

- Co-facilitated Statewide district level *Actionable Data Workshops*: Broward, Citrus, Orange, & Volusia Counties

National Academic Educational Partners (2011), *Independent Consultant, Grant Developer/Writer*

- School Improvement Grant (SIG) Waukegan, Illinois

NOVA Southeastern University (2011), *Independent Consultant, Program Development*

- NIEO Ready Parent Café Development Site Visit, Puerto Rico, United States Territory

Performance Associates, LLC (2010-2011), *Independent Consultant, Human Resources*

- Developed *Employee Handbook* and training component for Supplemental Educational Services (SES) Provider.

Florida Association of Voluntary Agencies for Caribbean Action, Inc. (FAVA/CA), *Volunteer Consultant*

- Discovery School and Universidad Autonoma de Honduras (UNAH). Public University Tegucigalpa, Honduras

***Adjunct Instructor*, Florida International University & Barry University; Colleges of Education**

Effective Use of Technology in the Classroom (1999) Barry University, Graduate Classroom Teachers.

Program Design and Implementation for the Early Childhood EH/SED Classroom (EEX 6927) (Summer 1997 & 1998) Florida International University, Graduate level course for early childhood special education teachers, psychologists, counselors

Greynolds Park Elementary School (2008-2009) *Classroom Teacher - Special Education*

Gulfstream Elementary School, Florida City Elementary School, Benjamin Franklin Elementary School, & John G. DuPuis Elementary School (1987-2001) *Crisis Intervention Counselor, Behavior Management*

Teacher and Special Education K-6 Classroom Teacher- PTA Teacher-of-the-Year- Nominee for 1991

Montanari Residential Treatment Center (1986-87) *K-6 Classroom Teacher – Special Education*

Daniel R. Oré

(b)(6)

Objective

To be able to expand and apply leadership and instructional skills towards the benefit of youth and families.

Qualifications

I possess over sixteen years of work experience in assisting children and families attain the necessary services and intervention to achieve their needs and potential. I feel this experience is vast and affords me a unique perspective I apply to directing social work intervention in a community with the many diverse needs of Miami-Dade. I have continued to add to my qualifications and expertise by participating in university-level courses, trainings and seminars and feel competent in all facets of my work environment.

Education

- 2010-2015 Certification in Educational Leadership (FDOE)
- 2010-2015 Certification in School Social Work (Pk-12) (FDOE)
- 1995-1997 Masters in Social Work, Florida International University
- 1990-1992 Bachelors in Psychology, Florida State University

Experience

2011-Present Director, Miami-Dade County Public Schools (M-DCPS) / HIV/AIDS Education Program

- Manages a federal grant that supports a cooperative HIV prevention effort in all K-12 schools
- Provides support and technical assistance to District, Region Centers, and school-based staff in M-DCPS
- Monitors policies and procedures to guide schools related to HIV issues
- Facilitates professional development opportunities for all schools' HIV/AIDS Liaisons
- Monitors youth behavior and health indicator data to guide program implementation
- Promotes awareness of HIV and other at-risk issues at coordinated district-wide youth events

2002-Present Director, Miami-Dade County Public Schools (M-DCPS) / School Social Work Programs

- Provides programmatic supervision for all school social worker chairpersons and school-based staff
- Supervises staff of 160 school social workers aligned with Health Connect in Our Schools (HCiOS), K-12 School and Pre-K SPED Teams
- Designs and implements programs to improve the provision of school social work services in the District
- Provides performance evaluation, support and technical assistance to District, Region Center, and school-based school social workers in M-DCPS
- Assists in the development of school social worker procedures and policy for M-DCPS
- Facilitates professional development opportunities for all school social workers

1998-2002 Department Chairperson, Miami-Dade County Public Schools / Special Programs

- Developed and implemented the social service component model for the Dade State Attorney's Office Truancy Intervention Program (TIP)
- Supervised staff social workers and student interns
- Coordinated program development, implementation and analysis
- Conducted family assessments and developed intervention strategies aimed at meeting the identified needs of students and/or their families

1994-1998 Children, Youth & Families Counselor, Florida Department of Children & Families

- Provided supervision and services to dependent children and families, deemed "at-risk" due to circumstances related to neglect, abuse and/or abandonment
- Reported on the status of families before dependency and juvenile court judges
- Facilitated the removal and placement of children within the foster care system
- Successfully maintained a caseload of over 40 families.

1993-1994 Counselor, City of Hialeah / HAYES Program

- *Provided counseling services to local "at-risk" high school population in Greater Miami area*
- *Assisted in recruiting youth for participation in summer employment*
- *Provided student work placement, and work site monitoring*

1992-1993 Therapist, Metatherapy Institute

- *Facilitated group and provided individual therapy to clients participating in dual-diagnosis residential substance abuse treatment program*
- *Facilitated social service referrals to clients and scheduled medical and personal appointments for population*
- *Maintained case notes and chronology of all client intervention*

Activities

Current member of the Association of Latino Administrators and Superintendents (ALAS)

Past President of the Miami-Dade County Association of School Social Workers (M-DCASSW)

Certified by Miami-Dade County Public Schools as a Clinical Educator Trainer

Certified by Barry University as a Field Instructor for social work student interns

Prior member of Phi-Alfa, honor society for social work students at Florida International University

Prior member of Psy-Chi, honor society for Psychology students at Florida State University

Additional Information

Bilingual and fluent in two languages (Spanish/English)

Proficient in all MS Office applications/programs

U.S. Army Veteran (Recipient of the Army Achievement and Good Conduct Medals)

VITAE

RODOLFO ABELLA



EDUCATION:

Ph.D.; Personality and Social Psychology,
Department of Psychological Sciences,
Purdue University, West Lafayette, Indiana, December, 1985.

M.S.; Personality and Social Psychology,
Purdue University, December, 1982.

B.S.; Psychology,
Florida State University, Tallahassee, Florida, April, 1977.

EMPLOYMENT:

1987- Present Director, Program Evaluation, Miami-Dade County Public Schools,
Office of Program Evaluation, Miami, FL.

Responsibilities: Design and execute evaluations of the school system's educational programs. Research literature; design questionnaires; code/analyze data; write and present reports to the school board. Review exterior research proposals. Write and review grant proposals. Supervise the work of evaluation coordinators.

1985-1987 Adjunct Professor: Department of Psychology, Pan American University,
Edinburg, TX.

AWARDS:

American Educational Research Association, 1997 Winning Entry,
Instructional Program Evaluation Report.

Phi Kappa Phi National Honor Society, 1984

American Psychological Association Minority Fellowship, 1982-1985

PUBLICATIONS: REFEREED JOURNALS:

- Shneyderman, A. & Abella, R. (2009). The effects of the extended foreign language programs on Spanish-language proficiency and academic achievement in English. *Bilingual Research Journal*, 32(3), 241-259.
- Abella, R. (2006). An Analysis of the Academic Performance of Voucher Students in the Opportunity Scholarship Program, *Education and Urban Society*, 38(4), 406-418.
- Abella, R. (2005). Longitudinal assessment of the effects of K-8 Centers on student performance, *Middle School Journal*, September, 29-35.
- Abella, R., Urrutia, J., & Shneyderman, A. (2005). An examination of the Validity of English-language achievement test scores in an English-language learner population, *Bilingual Research Journal*, 29(1), 127-144.
- Abella, R. (1992). Achievement tests and ESOL exit criteria: *An evaluation*, *Educational Evaluation and Policy Analysis*, 14, 169-174.
- Abella, R., & Heslin, R. (1989). The effect of appraisal processes and coping in regulating emotions associated with a college examination. *Basic and Applied Social Psychology*, 10, 311-328.
- Abella, R. (1987). Childhood health experiences: An inquiry into the development of health beliefs and behaviors. *Representative Research in Social Psychology*, 16, 24-34.
- Abella, R., & Heslin, R. (1984). Health locus of control, values, and the behavior of family and friends: An integrated approach to understanding preventive health behavior. *Basic and Applied Social Psychology*, 5, 282-293.
- Jaccard, J., Hand, D., Ku, L., Richardson, K., & Abella, R. (1981). Attitudes towards male contraceptives: Implications for models of the relationship between beliefs and attitudes. *Journal of Applied Social Psychology*, 11, 181-190.

ADDITIONAL REPORTS:

- Ore, D., Abella, R., & Callahan, R. (2012). *Development of the School Health-Risk ratings*. Miami-Dade County Public Schools.
- Abella, R. (2010). *Follow-up evaluation of the Secondary School Reform Program*. Miami-Dade County Public Schools.

ADDITIONAL REPORTS (CONTINUED):

Abella, R. (2010). *Evaluation of the 2009-10 HIV/AIDS Education Program*. Miami-Dade County Public Schools.

Abella, R. (2009). *Evaluation of the Secondary School Reform Program*. Miami-Dade County Public Schools.

Abella, R. & Shneyderman, A. (2007). *The validity of FCAT levels*. Miami-Dade County Public Schools.

Abella, R. (2007). *Evaluation of the Gifted Program*. Miami-Dade County Public Schools.

Abella, R. (2007). *Follow-up evaluation of the Opportunity Scholarship Program*. Miami-Dade County Public Schools.

Abella, R. (2005). *Evaluation of the COPE Centers*. Miami-Dade County Public Schools.

Abella, R. (2004). *Evaluation of the Opportunity Scholarship Program*. Miami-Dade County Public Schools.

Abella, R. (2003). *Evaluation of the K-8 Centers Program: A Follow-up*. Miami-Dade County Public Schools.

Abella, R. (2001). *Evaluation of the Disciplinary Schools Program*. Miami-Dade County Public Schools.

Abella, R. (2000). *Evaluation of the K-8 Centers Program*. Miami-Dade County Public Schools.

Abella, R. (1998 - 1999 - 2000 - 2002 - 2005- 2006 - 2007- 2008 - 2009). *Evaluation of the HIV/AIDS Education Program*. Miami-Dade County Public Schools.

Abella, R. (1995 - 1997 - 2003 - 2005 - 2007 - 2009). *Youth Risk Behavior Survey Report*. Miami-Dade County Public Schools.

Abella R. (1998). *Validation of the Oral Language Proficiency Scale-Revised for Use on ESE Student Population*. Miami-Dade County Public Schools.

Abella R. (1997). *Validation of the Oral Language Proficiency Scale-Revised*. Miami-Dade County Public Schools.

Abella, R. (1995). *Evaluation of the Afrocentric Enhancement and Self-Esteem Opportunity Program (AESOP)*. Miami-Dade County Public Schools.

ADDITIONAL REPORTS (CONTINUED):

Abella R. (1995). *Evaluation of the Drug-Free Youth in Town Program (D-FY-IT)*. Miami-Dade County Public Schools.

Abella, R. (1994). *Evaluation of the Saturn School Project at South Pointe Elementary School*. Miami-Dade County Public Schools.

Abella, R. (1992 - first Year; 1993 - second year; 1994 - third year). *Evaluation of Project EL SOL (Exceptional Learners Speakers of Other Languages)*. Miami-Dade County Public Schools.

Abella, R. (1991). *Evaluation of the Satellite Learning Centers Program*. Miami-Dade County Public Schools.

Abella, R. (1991). *Evaluation of ESOL exit criteria: Grades K - 5*. Miami-Dade County Public Schools.

Abella, R. (1990 - first year; 1991 - second year; 1992 - third year; 1993 - fourth year; 1994 - fifth year). *Evaluation of the ULTRA program (Using Language to Reason Analytically)*. Miami-Dade County Public Schools.

Abella, R. (1989 - first year; 1990 - second year; 1991 - third year). *Evaluation of Project PLEES (Prekindergarten for Limited English Proficient Students)*. Miami-Dade County Public Schools.

Abella, R. (1989). *Evaluation of Elementary Curriculum Content in the Home Language (CCHL): Grades 4 - 6*. Miami-Dade County Public Schools.

Rothfarb, S., & Abella, R. (1988). *Evaluation of ESOL entry criteria: Grades K-1*. Miami-Dade County Public Schools.

Rothfarb, S., & Abella, R. (1987). *Evaluation of the ATLAS Program*. Miami-Dade County Public Schools.

Heslin, R., Abella, R., & Whittler, T. (1983). An experimental study of customers reactions to being touched by a salesperson. *Purdue Papers in Consumer Psychology, No. 176*.

PRESENTATIONS AT PROFESSIONAL CONFERENCES:

- Abella, R, Urrutia, J & Shneyderman, A. (April, 2003). *An Examination of the Validity of English Language Achievement Tests*. Paper presented at the Annual Convention of the National Association of Bilingual Education, New Orleans.
- Abella, R. (1991, August). *Evaluation of the Satellite Learning Centers Program*. Paper presented at the 99th Annual Convention of the American Psychological Association, San Francisco.
- Heslin, R., Whittler, T. & Abella, R. (1988, August). *When salespeople touch customers reactions and perceptions*. Paper presented at the 96th Annual Convention of the American Psychological Association, Atlanta.
- Rothfarb, S., & Abella, R. (1987, November). *An evaluation of the effect of a critical thinking program on language minority students*. Paper presented at the Annual Convention of the Florida Educational Research Association, Jacksonville, FL.
- Abella, R. (1986, April). *Appraisal processes and the regulation of stress-related emotions*. Paper presented at the 32nd Annual Convention of the Southwestern Psychological Association, Ft. Worth.
- Abella, R. & Heslin, R. (1985, May). *Emotion and problem-focused social support as moderators of the effects of life stress on health outcomes*. Paper presented at the 57th Annual Convention of the Midwestern Psychological Association, Chicago.
- Abella, R. (1984, August). *The development of health locus of control beliefs*. Paper presented at the 92nd Annual Convention of the American Psychological Association, Toronto.
- Abella, R. & Heslin, R. (1984, May). *The Psychosocial determinants of preventive health behavior*. Paper presented at the 56th Annual Convention of the Midwestern Psychological Association, Chicago.
- Abella, R. & Heslin, R. (1984, May). *The role of touching on affect and attribution in a selling situation*. Paper presented at the 56th Annual Convention of the Midwestern Psychological Association, Chicago.
- Heslin, R., Blake, B., & Abella, R. (1981, August). *A model for evaluating cross-cultural training*. Paper presented at the Conference for Cross-Cultural Training, Bristol, England.

Job Description – Miami-Dade County Public Schools – Division of Student Services

Project Manager – (1) FTE - The **CCC:SSDDP Project Manager** will be recruited, selected, and employed by M-DCPS, to coordinate the collaborative development and implementation processes of the Creating Community Change: Student Services Data-Driven Project Grant.

Responsibilities: • Coordinating, implementing, and evaluating the Creating Community Change: Student Services Data-Driven Project Grant; • preparing and submitting timely grant program reports; • serving as liaison between District and the schools, Joint Roundtable, and Collegial Friends Actionable Data stakeholders, to facilitate the provision of services; • coordinating professional workshops/ trainings; facilitating opportunities for parent and community engagement; • conducting schools visits to monitor and evaluate program operations; collaborating with colleagues in the district office on issues related to student needs – such as critical incident reporting, bullying prevention, child abuse prevention, homeless and military student assistance, comprehensive health, academic advisement, etc.; • attending all Student Services Technical Assistance Meetings (School Counselors, School Social Workers, TRUST Specialists, College Assistance Program Advisors, School Psychologists, Health Connect in Our Schools, etc. ; • Works with the Division of Student Services in coordinates activities relative to Military Families Assistance; plus • Facilitating alliances and partnerships with state, county and city agencies to establish the continuum of services for students and families.

Qualifications: Master’s Degree in School Counseling, Social Work, or School Psychology from an accredited university; a valid Florida Teacher’s Certificate; demonstrated success as department chair, project manager, or other leadership experience is preferred.

Job Description – Miami-Dade County Public Schools – Division of Student Services

Curriculum Support Specialist – (1) FTE Year 1; (2) FTE Year 2 ; and (3) FTE Year 3.

The **Curriculum Support Specialist (CCC:SSDDP)** is recruited, selected, and employed by M-DCPS to provide leadership and direction to the Student Services professionals, Joint Roundtable, and Collegial Friends Actionable Data stakeholders in the identified senior high school feeder pattern and surrounding communities. *(See Attachments for complete job responsibilities)*

Responsibilities: • Schedules and implements workshops for Student Services professionals, as per CCC:SSDDP grant stipulations; • Assists school counselors and student services professionals in the selected senior high school feeder patterns with the organization and implementation of the School Counseling Program – in accordance with the American School Counselor Association model; • Provides one-to-one assistance to school counselors and other student services professionals regarding the delivery of counseling services and the implementation of the Comprehensive Student Services Program;

- Provides on-site consultation with school principals regarding the delivery of counseling services and the implementation of the Comprehensive Student Services Program;
- Schedules and coordinates Joint Roundtable and Collegial Friends Actionable Data activities to provide wrap-around services that address the social, emotional, or behavioral needs of students;
- Develops materials/documents/data reports to provide direction/support to school counselors and student services professionals;
- Collaborates with colleagues in the district office on issues related to student needs - critical incident reporting, school safety, health & wellness, mental health, student achievement, graduation rates, attendance, and achievement gaps;
- Maintains contact with local, state, and national professional organizations related to student services;
- Assists in the evaluation of The Comprehensive Student Services Program PK-Adult (Board Policy #2411).

Qualifications: Master’s Degree in School Counseling, Social Work, or School Psychology from an accredited university, a valid Florida Teacher’s Certificate, and demonstrated success as department chair, project manager, or other leadership experience is preferred.



CARLOS A. GIMENEZ

MAYOR
MIAMI-DADE COUNTY

April 18, 2014

Ms. Lisa Harrison, Director
U.S. Department of Education
400 Maryland Avenue, SW., Room 3E255
Washington, DC 20202-6640

Dear Ms. Harrison:

As the Mayor of Miami-Dade County, I am pleased to provide this letter of support for the application being submitted by Miami-Dade County Public Schools (M-DCPS), to The U.S. Department of Education for funding under the Elementary and Secondary School Counseling Programs 2014. If awarded, the project will build upon the work of the Joint Roundtable for Youth Safety and increase students' access to school and community-based behavioral/mental health services through a coordinated system of care and re-entry.

In response to senseless acts of crime in our nation as well as our community, Superintendent Alberto M. Carvalho and I convened stakeholders from around the community to find solutions. The Joint Roundtable for Youth Safety brought together representatives from over 100 community-based organizations to work with local school, government, and law enforcement officials in identifying challenges and best practices and develop a Community Action Plan. This strategic process led to numerous recommendations and commitments from all stakeholders to leverage collective resources, exploring additional funding options, and increase community engagement to implement the identified strategies. In addition, through the work of the Boston Consulting Group, school system data and juvenile services data were analyzed. Three major "hot spots" were identified: Miami Gardens, Liberty City, and Homestead. This proposed project is to be commended for targeting a feeder pattern of schools in each of these areas over a three-year period.

As a collaborative partner, furthering the mission of M-DCPS to provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens, we will continue convening our working groups in alignment with these three fragile communities and the project. I believe that the grant will significantly improve the implementation of the Community Action Plan recommendations as we create an envelope of safety around our children.

Sincerely,

A handwritten signature in blue ink, appearing to read "Carlos A. Gimenez", is written over the word "Sincerely,".

cc: Alberto Carvalho, Superintendent, Miami-Dade County Public Schools
Lisa Martinez, Chief of Staff, Office of the Mayor



April 15, 2014

Ms. Lisa Harrison, Director
U.S. Department of Education
400 Maryland Avenue, S.W., Room 3E255
Washington, DC 20202-6640

Dear Ms. Harrison:

On behalf of the City of Miami Gardens, I am pleased to provide this letter of support for the application being submitted by Miami-Dade County Public Schools to The U.S. Department of Education for funding under the Elementary and Secondary School Counseling Programs 2014. If awarded, the Creating Community Change: Student Services Data Drive Project will build capacity to engage in actionable data workshops and develop community-wide strategies to enhance the delivery of counseling programs for students and families in the Miami Gardens community.

The City of Miami Gardens recently celebrated its tenth year of incorporation and boasts a population of just over 105,000 residents. This city is home to a solid, working and middle class community of unique diversity. There are nearly 30,000 households of hard working parents and families who place great value on the safety and education of its youth. Generations of families, many of whom are professionals, invest in the continued growth and improvement of our city. The City of Miami Gardens is proud to have two long-standing feeder pattern schools in our community and is committed partners with Miami-Dade County Public Schools in this initiative. We recognize that community violence corrodes the individual and inevitably the community as a whole. In combating issues such as bullying, substance abuse, and youth exploitation, we understand that one's community serves as a protective factor. We also recognize that effective community-school partnerships are what continue to increase those protective factors.

This letter affirms the partnership between The City of Miami Gardens and Miami-Dade County Public Schools (M-DCPS) Division of Student Services in our ongoing efforts to ensure that every student graduates from high school ready for college and/or career and prepared for a successful life as a contributing member and citizen of this community.

Sincerely,

David Williams Jr

David Williams Jr
Councilmember City Wide, Seat 5



The Miami Coalition for a Safe and Drug-Free Community Inc.

2490 Coral Way 4th Floor Miami, FL 33145; PO Box 652956, Miami, FL 33265 (866) 305-7365

www.miamicoalition.org

April 22, 2014

Ms. Lisa Harrison, Director
U.S. Department of Education
400 Maryland Avenue, S.W., Room 3E255
Washington, DC 20202-6640

Dear Ms. Harrison:

The board and staff of The Miami Coalition for a Safe and Drug-Free Community, Inc. are pleased to provide this letter of support and confirmation of partnership for the application being submitted by Miami-Dade County Public Schools to The U.S. Department of Education for funding under the Elementary and Secondary School Counseling Programs 2014. The proposed "Creating Community Change: Student Services Data Driven Project" will build capacity to engage in actionable data workshops and develop community-wide strategies to enhance the delivery of counseling programs for students and families in our most fragile communities.

The partnership between The Miami Coalition (TMC) and Miami-Dade County Public Schools (M-DCPS) Division of Student Services is long-standing and ongoing to develop better living and learning environments for our youth, families, and communities. In 1988, Dade County's corporate, civic and educational leadership responded to the escalating South Florida cocaine epidemic with the formation of The Miami Coalition. Its purpose was to bring representatives from diverse local, state and federal organizations together to determine how our community might tackle the drug, crime, violence and health crisis which had fueled a multitude of social, educational, economic and moral problems. Over the past 25+ years TMC has evolved to develop a decentralized, local communities, multi-coalition network focused on the development of healthy, educated and drug free children being raised in strong families and safe communities. A major focus has been supporting efforts to create those safe and drug-free learning environments that are so fundamental and essential to the success of all students.

The Miami Coalition for a Safe and Drug Free Community is a committed partner of Miami-Dade County Public Schools and proud to support the Creating Community Change: Student Services Data-Driven Project to address the many social and health barriers that keep students from learning. Bullying, school violence, substance abuse, and youth exploitation continue to make news headlines as the brunt of these behaviors target our middle school students. TMC and members of the collaborative Miami Coalitions Alliance have participated in the Joint Roundtable on Youth Safety and pledged to work together to address the recommendations of the Community Action Plan. We commit to work with project staff and serve as community conveners and facilitators, bringing together students, families, and Joint Roundtable stakeholders to guide us in data-driven, focused programs and services.

Sincerely,

(b)(6)

Douglas W. Hughes,
Executive Director, The Miami Coalition and
Chairman, Miami Coalitions Alliance.

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*Deceased

April 23, 2014

Ms. Lisa Harrison, Director
U.S. Department of Education
400 Maryland Avenue, S.W., Room 3E255
Washington, DC 20202-6640

Dear Ms. Harrison:

On behalf of Informed Families: The Florida Family Partnership, it is my pleasure to offer this letter of support for the application being submitted by Miami-Dade County Public Schools to The U.S. Department of Education for funding under the Elementary and Secondary School Counseling Programs 2014. If granted, the Creating Community Change: Student Services Data Driven Project will build capacity to engage families and the community in promoting the safety and well-being of our youth in three of our most fragile areas of the community.

For over 30 years, Informed Families and Miami-Dade County Public Schools (M-DCPS) Division of Student Services have worked in partnership to help kids grow up safe, healthy, and drug-free. Our four universal campaigns are at the core of our mission. The Red Ribbon Campaign®, Safe Homes, Safe Parties®, Lock Your Meds®, and Family Day are designed to lead families, schools, and communities through creating environmental change. Building The Parent Network to educate, empower, and connect parents.

As a committed partner of Miami-Dade County Public Schools, Informed Families: The Florida Family Partnership would be proud to support the Creating Community Change: Student Services Data-Driven Project. As participants on the Joint Roundtable on Youth Safety, we pledged to work together to address the recommendations of the Community Action Plan. We will commit to work with your staff, serving in the role of community convener and facilitator, as we bring together students, families, and Joint Roundtable stakeholders to guide us in targeting programs and services.

Sincerely,

(b)(6)

Peggy B. Sapp
President/CEO

Helping Kids Grow Up Safe, Healthy & Drug Free
Sponsors of the Red Ribbon Campaign





REPLY TO THE
ATTENTION OF

DEPARTMENT OF THE ARMY
INSTALLATION MANAGEMENT COMMAND
ATLANTIC REGION
UNITED STATES ARMY GARRISON-MIAMI
9301 NW 33rd Street
Doral, FL 33172-1202

April 24, 2014

IMAG-ZA

Ms. Lisa Harrison, Director
U.S. Department of Education
400 Maryland Avenue
SW., Room 3E255
Washington, DC 20202-6640

Dear Mrs. Harrison,

On behalf of the US Army Garrison Miami, I am pleased to provide this letter of support for the application being submitted by Miami-Dade County Public Schools (MDCPS), *Elementary and Secondary School Counseling Programs 2014*, to The U.S. Department of Education. If awarded, the project will expand and enhance school counseling programs to address barriers to student achievement, particularly those of military connected students.

Every two years, Miami-Dade County Public Schools, United States Southern Command and United States Army Garrison work together in the review of a Local Action Plan that provides the opportunity for the school district and military community to collaboratively address new concerns and needs. Specific strategies are identified to ease the transitions of military connected students and address their many unique challenges with the same dwindling resources. With the hiring of new staff and building capacity through leveraging community stakeholders, strong, child-centered partnerships will be achieved.

Miami-Dade County Public Schools Division of Student Services is to be commended for taking action to ensure that professionals receive specialized training, resources, and networking opportunities to address the needs of military connected students and families. As a collaborative partner, furthering our common mission, the United States Army Garrison School Liaison Officer will participate in professional development activities and facilitate networking opportunities for MDCPS school counselors, TRUST Specialists, and school social workers.

The POC is Mrs Joyce Kennedy, School Liaison Officer, United States Army Garrison Miami, telephone 305-437-0148, or joyce.m.kennedy.naf@mail.mil.

Sincerely,

(b)(6)

MIGNON S. MOORE
Garrison Manager

Other Attachment File(s)

* **Mandatory Other Attachment Filename:** Indirect Cost Rate 2013-2014 Official 05-20-13.pdf

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OFFICE OF THE CONTROLLER

2013 MAY 20 AM 11:31

DISTRICT SCHOOL BOARD OF DADE COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
PLAN B

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.

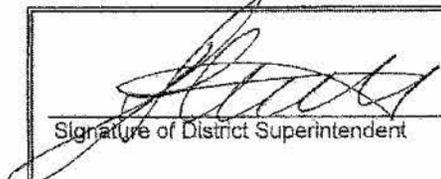
We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	4.10%	Federal Programs - Unrestricted with Carry Forward	18.39%
--	-------	--	--------

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 2011-2012, 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.

DOE COUNTY CONTROLLER'S OFFICE

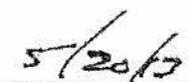
1900 N. W. 34th

 Signature of District Superintendent	(b)(6)	 Signature of Finance Officer
_____ Date Signed	_____ Date Signed	2/28/13 _____ Date Signed

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	4.10%	Federal Programs - Unrestricted with Carry Forward	17.92%
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These rates become effective July 1, 2013, and remain in effect until June 30, 2014, and will apply to all eligible federally assisted programs as

(b)(6)	 Date Signed
_____ Signature of Comptroller, Florida Department of Education	_____ Date Signed

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](#)

Creating Community Change: Student Services Data-Driven Project

School Board of Miami-Dade County, FL				
Creating Community Change: Student Services Data-Driven Project (CCC:SSDDP)				
	Year 1	Year 2	Year 3	TOTAL
Personnel				
Project Manager (100% time & effort): This individual will be responsible for: coordinating, implementing, and evaluating the grant; preparing and submitting timely grant program reports; serving as a liaison between District and the Student Services Data-Driven Project staff, to facilitate the provision of services; coordinating professional workshops/trainings; facilitating opportunities for parent and community engagement through Joint Roundtable meetings; overseeing Collegial Friends Actionable Data activities, conducting schools visits to monitor and evaluate program operations; collaborating with colleagues in the district office on issues related to student needs: critical incident reporting, bullying prevention, child abuse prevention, homeless and military student assistance, comprehensive health, academic advisement; and assisting schools in American School Counseling Association Model Programs.	63,832.00	63,832.00	63,832.00	191,496.00

Creating Community Change: Student Services Data-Driven Project

<p>Curriculum Support Specialist (100% time & effort): This Student Services Professional (School Counselor, School Social Worker, or School Psychologist) will be responsible for: planning, developing, implementing, and monitoring professional development for the targeted schools' Student Services Team members and community stakeholders as well as coordination the delivery of wraparound services For students and their families.</p> <p>Year 1- 1 Position to serve Miami Norland Feeder Patten (10 schools)</p> <p>Year 2- 2 Positions to serve Miami Norland (10 schools) and Miami Northwestern Feeder Pattern (7 schools)</p> <p>Year 3- 3 Positions to serve Miami Norland (10 schools), Miami Northwestern (7 schools), and Homestead Feeder Pattern (8 schools)</p>	63,832.00	127,664.00	191,496.00	382,992.00
<p>Stipends for school counselors, TRUST Specialists, and school social workers providing services at feeder pattern schools to participate in professional development sessions. (5 days PD/3 Actionable Data WS@ \$100 Each feeder pattern first year) 2 days subsequent years</p> <p>Year 1 16 Student Services Professionals</p> <p>Year 2 13 Student Services Professionals</p> <p>Year 3 14 Student Services Professionals</p>	12,800.00	13,600.00	17,000.00	43,400.00

Creating Community Change: Student Services Data-Driven Project

School Board of Miami-Dade County, FL				
Creating Community Change: Student Services Data-Driven Project (CCC:SSDDP)				
	Year 1	Year 2	Year 3	TOTAL
Evaluator .25 FTE Years 1 & 2. Grant funds have been included to cover 25% time and effort for an evaluator from the Office of Program Evaluation staff (housed in Assessment, Research and Data Analysis). Project staff will work closely with the evaluator to support full implementation of evaluation plan in order to ensure that project goals and objectives are met. Individual will assist with data collection, generate reports required for program management, provide analysis of trends and findings, and assist with any national evaluation efforts. Calculated at 25% time and effort (annual salary of \$99,822) for Years 1 & 2. Hourly funds have been included in the budget for Year 3 to cover ongoing evaluation and data collection efforts.	24,955.50	24,955.50	0.00	49,911.00
Evaluator Hourly Year 3	0.00	0.00	5,000.00	5,000.00
Subtotal	165,419.50	230,051.50	277,328.00	672,799.00
Fringe Benefits				
Retirement – 7.69% (FTE & Hourly Only)	11,737.00	16,645.00	20,020.00	48,402.00
FICA – 6.2%	10,257.00	14,263.00	17,195.00	41,715.00
Medicare – 1.45%	2,400.00	3,338.00	4,023.00	9,761.00
Group Health Insurance - \$8,583 per FTE	19,312.00	27,895.00	34,332.00	81,539.00
Workers Comp/Liability/Unemployment – 2.81%	4,649.00	6,464.00	7,794.00	18,907.00
Subtotal	48,355.00	68,605.00	83,364.00	200,324.00

Creating Community Change: Student Services Data-Driven Project

School Board of Miami-Dade County, FL				
Creating Community Change: Student Services Data-Driven Project (CCC:SSDDP)				
	Year 1	Year 2	Year 3	TOTAL
Travel				
In-County: -Project Manager and SS Curriculum Support Specialist Year 1 1000 miles @\$0.565 per mile x 2 staff Year 2 1000 miles @ \$0.565 per mile x 3 staff Year 3 1000 miles @ \$0.565 per mile x 4 staff	1,130.00	1,695.00	2,260.00	5,085.00
Out-of-County: Travel for the Project Director and CCC:SSDDP Outreach Counselors to attend Annual Florida School Counselor Association State Professional Conference.	1,400.00	2,100.00	2,800.00	6,300.00
Subtotal	2,530.00	3,795.00	5,060.00	11,385.00
Equipment				
Laptops (Year 1 only) Budgeted at \$500/laptop for Project Manager and CCC:SSDDP Outreach Counselors. First year cost only.	2,000.00	0.00	0.00	2,000.00
Wireless Cards & Airtime Project Manager and CCC:SSDDP Outreach Counselors	1,600.00	2,400.00	3,200.00	7,200.00
Subtotal	3,600.00	2,400.00	3,200.00	9,200.00

Creating Community Change: Student Services Data-Driven Project

School Board of Miami-Dade County, FL				
Creating Community Change: Student Services Data-Driven Project (CCC:SSDDP)				
	Year 1	Year 2	Year 3	TOTAL
Supplies				
Cognitive Behavioral Intervention for Trauma in Schools Program Materials \$44.95 @ 50=\$2,247.50 + \$200 S & H= \$2,447	2,447.00	0.00	0.00	2,447.00
PREPaRE Training Materials \$45.00 @ 50 = \$2,250 + 135 S & H= \$2,385	2,385.00	0.00	0.00	2,385.00
Roadmap to Resilience: A Guide for Military, Trauma Victims and Their Families \$35 @ 50 (School Counselors/School Social Workers/TRUST Specialists)	1,750.00	0.00	0.00	1,750.00
General office supplies to support District offices and Project Coordinator to include paper, toner, folders, pens, etc.	3,000.00	6,000.00	0.00	9,000.00
Subtotal	9,582.00	6,000.00	0.00	15,582.00

Creating Community Change: Student Services Data-Driven Project

School Board of Miami-Dade County, FL				
Creating Community Change: Student Services Data-Driven Project (CCC:SSDDP)				
	Year 1	Year 2	Year 3	TOTAL
Contractual: Professional Development				
American School Counselor Association (ASCA) National Model Professional development workshop for approximately 50 staff members @ \$2,500 per day. Year 1- 2 days Year 2 -1 day refresher	7,500.00	2,500.00	0.00	10,000.00
The Melissa Institute for Violence Prevention ACT Raising Safe Kids Program Parenting Workshops (Caregivers of children birth – 10) 8-week program includes: facilitators and materials Parenting Skills for Youth and Adolescents	3,000.00	3,000.00	3,000.00	9,000.00
Once 3-hour evening presentation includes: scientific consultant and materials	1,000.00	1,000.00	1,000.00	3,000.00
Cloud9World Curriculum \$300 per module @ 8 modules K-5 student Includes: training, videos, posters, teachers materials, monthly student workbooks, parent teaching cards/materials, and student incentives	76,944.00	21,168.00	0.00	98,112.00
PREPaRE Training \$1,500 per day x 2 days plus 450 airfare= \$3,450	3,450.00	0.00	0.00	3,450.00
No Place for Hate Program Training \$1,200 per school @ 15 schools Year 1- 3 schools/ Year 2- 5 schools, Year 3-7 schools	3,600.00	6,000.00	8,400.00	18,000.00
Military Child Education Coalition "Supporting Military Children through School Transitions: Social/Emotional" Training Year 1- 2 days- 50 participants	18,500.00	0.00	0.00	18,500.00
Subtotal	113,994.00	33,668.00	12,400.00	160,062.00

Creating Community Change: Student Services Data-Driven Project

School Board of Miami-Dade County, FL				
Creating Community Change: Student Services Data-Driven Project (CCC:SSDDP)				
	Year 1	Year 2	Year 3	TOTAL
Other				
Printing/Duplication Material for Trainings requiring no consultant contract or purchase of materials Typical or Troubled General Program Information Dissemination	4,000.00	4,000.00	0.00	8,000.00
Subtotal	4,000.00	4,000.00	0.00	8,000.00
Total Direct:	347,480.50	348,519.50	381,352.00	1,077,352.00
Indirect @ 4.10%	14,247.00	14,289.00	15,635.00	44,171.00
TOTAL:	361,727.50	362,808.50	396,987.00	1,121,523.00

School Board of Miami-Dade County, FL				
Creating Community Change: Student Services Data-Driven Project (CCC:SSDDP)				
	Year 1	Year 2	Year 3	TOTAL
Personnel	(b)(4)			
District Director, Division of Student Services, oversees Comprehensive Health, College Assistance, Crisis Management, HIV/AIDS, Homeless Assistance, School Counseling, School Social Work, TRUST Programs. Ms. Deborah Montilla will dedicate 5% of her time and effort in support of the program and program staff.				
Director, Student Services, School Social Work and TRUST Programs Services. Mr. Ore will dedicate (b) time and effort to support the school social workers and TRUST Specialists participating in the three year grant. Estimated a (b) time and effort.				
Curriculum Support Specialist, Student Services, School Counseling Programs. Ms. Angelica Yanez provides technical assistance and the provision of professional development services for counselors. She will support project implementation at an estimated time and effort of (b) each year.				
Curriculum Support Specialist, Student Services, School Counseling and College Assistance Programs. Mr. Carlos Viera provides technical assistance and professional development. Mr. Viera oversees activities related to the Student Services Data Action Council.				
District Crisis Team Member, Student Services Crisis Management Programs. Mr. Frank Zenere provides training, consultation, and direct services, assists schools in preventing, preparing for, and recovering from critical incidents. Mr. Zenere will dedicate (b) of his time to provide training and consultative services in support of this program.				
Subtotal				
Fringe Benefits				
Retirement - (b)(4)				
FICA - (b)				
Medicare - (b)(4)				
Group Health Insurance - (b)(4)				
Workers Comp/Liability/Unemployment (b)(4)				
Subtotal				

School Board of Miami-Dade County, FL				
Creating Community Change: Student Services Data-Driven Project (CCC:SSDDP)				
	Year 1	Year 2	Year 3	TOTAL
	(b)(4)			
Travel				
In-County: (b)(4)				
Out-of-County:				
Field Trips				
Subtotal				
Total Direct:				
Indirect @ (b)(4)				
TOTAL:				

**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 Board of Miami-Dade County, FL

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	165,419.50	230,051.50	277,328.00			672,799.00
2. Fringe Benefits	48,355.00	68,605.00	83,364.00			200,324.00
3. Travel	2,530.00	3,795.00	5,060.00			11,385.00
4. Equipment	3,600.00	2,400.00	3,200.00			9,200.00
5. Supplies	9,582.00	6,000.00	0.00			15,582.00
6. Contractual	113,994.00	33,668.00	12,400.00			160,062.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	4,000.00	4,000.00	0.00			8,000.00
9. Total Direct Costs (lines 1-8)	347,480.50	348,519.50	381,352.00			1,077,352.00
10. Indirect Costs*	14,247.00	14,289.00	15,635.00			44,171.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	361,727.50	362,808.50	396,987.00			1,121,523.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Ms.	First Name: Iraida	Middle Name: R.	Last Name: Mendez-Cartaya	Suffix:
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Address:

Street1:	1450 N.E. 2nd Avenue
Street2:	
City:	Miami
County:	
State:	FL: Florida
Zip Code:	33132
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
305-995-1497	305-995-3088

Email Address:

imendez@dadeschools.net

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.

	Add Attachment	Delete Attachment	View Attachment
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