

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 # S215E140567

Grants.gov Tracking#: GRANT11638745

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

Closing Date: Apr 28, 2014

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

Application for Federal Assistance SF-424

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="170330245"/>	* c. Organizational DUNS: <input type="text" value="0680696400000"/>
---	---

d. Address:

* Street1:	<input type="text" value="52 THIRD AVE"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="BRENTWOOD"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NY: New York"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="11717-4652"/>

e. Organizational Unit:

Department Name: <input type="text" value="FUNDED PROGRAMS AND COMPLIANCE"/>	Division Name: <input type="text"/>
---	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="PAUL"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="NOLAN"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="631-434-2403"/>	Fax Number: <input type="text" value="631-434-2234"/>
---	---

* 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:**

BRENTWOOD UFSD ELEMENTARY COUNSELING PROGRAM

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,183,959.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,183,959.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Paul Nolan</p>	<p>TITLE</p> <p>DIRECTOR OF FUNDED PROGRAMS AND COMPLIANCE</p>
<p>APPLICANT ORGANIZATION</p> <p>BRENTWOOD UNION FREE SCHOOL DISTRICT</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: BRENTWOOD UFSD * Street 1: 52 THIRD AVE * Street 2: * City: BRENTWOOD * State: * Zip: Congressional District, if known: NY-002		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US DEPARTMENT OF EDUCATION	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 * Street 2 * City * State * Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name N/A Middle Name * Last Name N/A 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: Paul Nolan * Name: Prefix * First Name N/A Middle Name * Last Name N/A Suffix Title: Telephone No.: Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

ED GEPA Section 427 Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Compliance with Section 427 of the General Education Provisions Act

The Brentwood Union Free District will ensure that the educational programs funded through Elementary and Secondary School Counseling Program will be open to all eligible students, parents and school staff (i.e., the target populations are identified in the project narrative) and that access to and participation in these programs will not be restricted based on any of the following criteria: gender, race, national origin, color, disability or age. This barrier-free approach to program services is embodied in the District's policy of Equal Opportunity (#8362). Below are key excerpts from the policy:

"The Brentwood School District considers itself a community in which each individual's needs should be recognized. It is as a living and caring community that the district is committed to a policy of equal opportunities for all children, parents/guardians and staff.

This policy of nondiscrimination includes: access by students to educational programs, counseling services for students, course offerings and student activities, recruitment and appointment of employees, and employment pay, benefits, advancement and/or terminations.

The Brentwood Board of Education believes that equal opportunity in education is fundamental to equality in all forms of human endeavor and declares it to be the policy of this district to provide an equal opportunity for all children to achieve their maximum potential through the programs offered in its schools regardless of race, color, creed, religion, sex, ancestry, national origin, disability or social and economic background.

In addition, the Board, its officers and employees, shall not discriminate against any employee or applicant on the basis of their racial or ethnic origin, gender, religious beliefs, age, marital or parental status, sexual orientation, disabilities, color, creed, sex, ancestry, place of residence, or social and economic background."

The District's Equal Opportunity Officer is responsible for ensuring that this policy is applied to all federal and state funded programs. Brentwood's Elementary School Counseling Program will be periodically reviewed by the EO Officer to ensure compliance with all federal requirements under Section 427.

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**

BRENTWOOD UNION FREE SCHOOL DISTRICT

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

Prefix: Mr. * First Name: PAUL Middle Name:

* Last Name: NOLAN Suffix:

* Title: DIRECTOR OF FUNDED PROGRAMS AND COMPLIANCE

* SIGNATURE: Paul Nolan

* 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:

The Brentwood Elementary School Counseling (ESC) Program

Program Abstract

The Brentwood Union Free School District proposes to establish a comprehensive Elementary School Counseling (ESC) Program for over 8,700 students attending eleven (11) district elementary schools. The proposed initiative will provide funding for four (4) Guidance Counselors who will deliver prevention education lessons, intervention counseling and outreach services for elementary students and their families.

The ESC program is designed to achieve three objectives: (1) promote a positive school environment in Brentwood elementary buildings; (2) help elementary students cope with social, emotional and behavioral issues stemming from challenges in their homes and community; and (3) engage parents in activities and outreach services that promote the health and well-being of their children and families. In this regard, the program addresses Competitive Preference Priority #1: Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement.

District staff will collect and analyze data related to the accomplishment of ESC objectives. Evaluation findings will be reviewed periodically to ensure that program services are fully implemented and have a positive impact on students. By the end of the three-year funding cycle, it is expected that students will develop the personal life skills to cope with the challenges they face at home, school and the community.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

1. Need for Project

Brentwood Union Free School District is the largest suburban school district in New York State, servicing an ethnically and racially diverse population of 18,000 students in grades K-12. Brentwood students reside in a community atypical of most suburbs: over three quarters of households are living at or below the poverty line, nearly half of residents speak little or no English, and 276 families are currently in emergency housing, foster care or are homeless. Extreme poverty, high immigration rates and a growing gang presence throughout the community create a difficult set of conditions for Brentwood families, many of which lack access to available resources and support services to address their needs. Consequently, a large number of families succumb to the stress associated with poverty. According to recent studies, Brentwood has the highest rates of divorce, domestic violence and substance abuse in Suffolk County, New York (2001 Suffolk County Youth Indices).

Children living with divorce, homelessness and abuse experience enormous sadness, anger, shame and guilt--and typically lack the social skills and cognitive abilities to deal with these feelings. As a result, children often cope with their depression and anxiety by exhibiting anti-social and sometimes violent behaviors. In recent years there have been growing reports of cyber-bullying, harassment, violence, depression and even self-mutilating behaviors among elementary students. These disturbing trends underscore the need to address the underlying social and emotional needs of Brentwood youth.

Last spring, the District Coordinator of Guidance, along with school and community members, convened a working group to study the needs of Brentwood's 8,700 elementary students. Counselors, teachers, administrators and parents recognized that addressing the social, emotional and behavioral needs of Brentwood students at this level is crucial to their

healthy development and to their continued success in school. Together they laid the framework for a comprehensive Elementary School Counseling Program and established three objectives: (1) Educating students to make healthy and safe decisions; (2) Helping students cope with personal life challenges; and (3) Supporting parents and families to foster the positive development of their children. In assessing how to meet these objectives, stakeholders identified prevention education, counseling services and outreach as essential components to the proposed plan.

In this proposal, the Brentwood Union Free School district seeks funding to implement this vision and create a social support framework for its youngest and most vulnerable student population. The proposed project will fund four (4) guidance counselor positions at the elementary level to assist school staff, students and families to optimally manage student needs through a comprehensive elementary guidance program. The counselors will work as a team with school staff to identify risk behaviors and present building-wide prevention initiatives to foster positive choices in students. Teachers will be encouraged support these initiatives with their students through classroom activities and to work collaboratively with the counselors to identify students at-risk for social or emotional challenges in order to prevent potential behavioral issues.

The funding will also enable us to address the immediate needs of young children experiencing emotional trauma in their lives. Young students dealing with divorce, abuse, mobility and violence need regular contact with a mental health professional who can help them better communicate their feelings, especially when those feelings stem from issues occurring at home.

Finally, the proposed project will enable us to help families promote the well-being of their children. High poverty levels and immigration rates create numerous challenges for families in Brentwood, and many parents may not know how to emotionally support their children. Guidance counselors can work directly with families and connect them to community resources to help them with parenting and communication skills that will best support their child's social and emotional health.

By focusing on prevention programming, targeted counseling services and outreach to families, the Brentwood Elementary School Counseling Program will foster the positive and healthy development of students. It is our hope that our youngest and most defenseless children can learn personal life-skills to cope with the challenges they face at home, school and in the community. We look forward to offering school counseling services to those children who believe they are alone and have no one who can provide help. Most importantly, we aspire to work alongside parents to support them in fostering the healthy social, emotional and behavioral growth of all our children.

2. Quality of the Project Design

Elementary students in Brentwood face unique and diverse challenges, both personally and developmentally. The elementary years are a time when students begin to develop their sense of self-concept, decision-making and communication skills, as well as character values. In a community like Brentwood, it is essential to provide services that promote positive youth development to help ensure students' health, safety and personal growth. The Elementary School Counseling Program will include four (4) bilingual guidance counselors who will work collaboratively with school staff, parents and the community to address the social, emotional and behavioral needs of students through prevention programming, counseling services and outreach to families.

PREVENTION PROGRAMMING

Elementary guidance counselors will be accountable for providing prevention programming in elementary schools. Programs will include age-appropriate and culturally sensitive lesson plans, classroom activities, assemblies, guest speakers and presentations for students, school staff and parents. Elementary counselors shall provide classroom instruction to educate students on various prevention topics. Character-building, personal safety and healthy decision-making will be the main themes of all presentations.

Counselors will prepare, schedule and implement lesson plans using the evidence-based *Too Good for Violence* and *Celebrating Healthy Choices* curricula for grades K-5. These programs offer engaging lesson plans and activities for students to promote conflict resolution, anger management, respect for self and others and effective communication skills. Student workbooks, staff training and parent activities are all incorporated into the *Too Good*

program, which follows a framework for prevention that involves parents, school and community in a collaborative effort to deliver effective prevention education. Counselors shall offer professional development for school staff to prepare them for lesson topics at faculty or individual meetings.

Elementary guidance counselors will also support building-wide prevention initiatives that promote student safety, positive decision making as well as components of the District's Dignity for all Students policy. These initiatives will revolve around monthly or bi-monthly themes adopted by building staff. Counselor can choose to engage in national campaigns such as *Unity Day* or *Red Ribbon Week* or follow various themes as outlined in the character-building curriculum *Project Wisdom*. Once a theme has been decided upon, the elementary counselor shall generate building-wide activities promoting that theme. For example, *Red Ribbon Week* is a substance-abuse prevention theme that may inspire the counselor to hold a poster contest for all grades, provide lesson plans to teachers generated from Preventionpartners.com, send informational brochures and resource literature home to parents, and reach out to community-based organizations to further expand upon the theme.

The counselors will also collaborate with the following agencies to institute prevention programs supplemental to building-wide initiatives throughout the year:

The Gang Resistance Education and Training (G.R.E.A.T.) program offered by the Suffolk County Sheriff's Department teaches youth communication and assertiveness skills to resist peer pressure and to look towards building positive peer relationships.

Child Abuse Prevention Services of Long Island (C.A.P.S) is another organization offering character-building curricula for the early grades. C.A.P.S. presents such programs

such as *Caring Kids*, *Steer Clear of Bullying* and *Cyber Smartz* to address empathy, respect for others, understanding the effects of bullying (both in school and on the internet).

Programs addressing sensitive issues frequently intensify disruptive behaviors in students. Counselors will maintain records of program implementation as well as monitor the frequency of student referrals upon completion of these programs. They will also provide essential education and training for school staff to help identify students displaying signs or symptoms of depression, anxiety or behavioral issues after participating in prevention programs. Professional development from counselors at staff meetings will enable teachers to better recognize atypical student behavior and proceed with informal or formal referral procedures with the guidance counselor.

COUNSELING SERVICES

Upon receiving student referrals, guidance counselors will work collaboratively with all stakeholders to gather current and background information on students to determine which intervention services will best address the student's needs. After reviewing the details of the teacher/staff referral, the counselor will schedule a meeting to speak with the student in a one-on-one setting. The counselor will then speak with teachers, administrators, other school staff, and parents to obtain a more holistic view of the student's potential needs. After gathering necessary information, the counselor will work with all stakeholders in determining appropriate intervention services.

Counselors will work alongside teachers to generate intervention plans according to student needs. Some students may require a simple "Daily Log" where teachers sign off on a daily sheet to indicate progress of student behavior. The counselor will then follow up with

the student, teachers and parents to communicate that student progress is being made or take further action if necessary. In other cases, individual or group counseling may be recommended for students. After conferring with teachers, administrators and parents, the counselor will schedule regular counseling sessions so that students can better understand their situations and learn how to appropriately communicate and express their feelings.

In order to accurately monitor student progress, elementary guidance counselors will use Brentwood's student information system (eSchool) to maintain qualitative and quantitative data regarding individual student cases such as: number of counseling sessions, reason for session, strategies discussed for intervention, parent phone records, meetings with teachers and principals, and the like. Increasing trends of child abuse and maltreatment throughout Brentwood further indicate the growing need for counseling services offering consistent monitoring of social and emotional signs, symptoms and behaviors of students. Counselors will frequently follow up with teachers, administrators and families to ensure that the well-being of the child is progressing.

In the event that a student's safety may be compromised, staff is mandated to report to the Department of Social Services (DSS) or Child Protective Services (CPS). Reports of this nature are highly sensitive, potentially life-threatening, and require thorough consultation and investigations. Guidance counselors play a critical role in working in conjunction with school staff to determine the severity of situations and to assist with possible DSS or CPS reports.

PARENT OUTREACH

Counselors will continue to communicate with parents throughout the school year regarding prevention programs, current counseling services their child may be receiving and information on any additional programs available for them at school and in the community.

Counselors will communicate components of prevention programs to parents through informational letters home and at PTA presentations. Parent letters and worksheets will be sent home with students (e.g., “back-packing”) and additional information will be available at the front office and/or posted on the Guidance Department Website.

Elementary counselors will maintain ongoing communication with families of students receiving counseling services. Counselors will document parent phone calls, indicating dates, times and what was discussed in order to maintain accurate and thorough records of student progress. In the event that DSS or CPS are called, guidance counselors shall follow district and state guidelines, making every effort to respect the privacy and integrity of students and families.

Many immigrant parents in Brentwood are often unaware of or unsure how to find agencies that will best suit the social and emotional needs of their children and family due to language barriers and cultural differences. Bilingual counselors will contribute to clear communications between the school and parents as well as providing information on community outreach centers that offer healthcare and housing information in Spanish and English throughout the Brentwood community. Counselors will gather and keep an up-to-date list of contact information for active mental health resources available to parents within the community that will always be accessible at the front office or on the Guidance Department Website.

3. Quality of Management Plan

The Elementary School Counseling (ESC) Program shall meet its objectives of (1) Educating students to make healthy and safe decisions; (2) Helping students cope with personal life challenges; and (3) Offering support to parents and families to further support the positive development of their children by offering prevention programming, counseling services and family outreach. In building upon the existing supervisory structure of the Brentwood UFSD Comprehensive Guidance Plan, the management plan for the proposed project will incorporate the District Coordinator of Guidance and building principals into the supervisory structure and monitoring systems to ensure that the integrity of the project design shall be substantiated and increase the likelihood of fostering positive youth development throughout our elementary schools.

Each elementary school guidance counselor shall be assigned to at least (2) elementary schools. At their assigned schools, the counselors shall work closely with building administrators, teachers, and other staff to promote a safe school environment for students by providing building-wide prevention programs, counseling for identified students, and outreach for families.

At the beginning of the school year, counselors will meet with the guidance staff to discuss program objectives, implementation, evaluation, monitoring and management of all activities outlined in the ESC Program. Elementary counselors will also meet with school staff to identify specific prevention topic ideas to address within their buildings.

For prevention programming, each counselor will meet with building staff to identify specific areas of need (e.g., bullying, cyber-safety, etc.). The counselor work at the building level to schedule assemblies and presentations with outside agencies, arrange classroom

visits and activities with teachers, and work with principals to communicate these initiatives to parents at home. For example, if a school decides to focus on Cyber Bullying, a counselor may (1) offer staff training on student signs and symptoms of victims and perpetrators of bullying; (2) contact a community agency offering assemblies on Cyber Bullying (e.g., Suffolk County Police Department, YES, etc.); (3) schedule classroom lessons for students regarding assertiveness skills and resource management; (4) disseminate information to parents regarding internet safety via brochures or PTA presentations; and (5) follow up with teachers after these presentations to help identify any students who may be presenting troubling behavior possibly related to bullying.

Building-wide initiatives will incorporate assemblies, guest speakers, classroom presentations and lessons plans addressing bullying, character building, and healthy decision making activities. These initiatives may embrace and align with such national endeavors as Bullying Prevention Month, Random Acts of Kindness Week, or Global Youth Service Day. Counselors may then proceed with scheduling classroom presentations and assemblies to implement throughout the year.

Initial planning for prevention programming predominantly takes place in September, with ongoing planning and preparation occurring as new topics are introduced. Scheduling calendars will be used to create a timeline of program implementation. Teachers will submit brief, anonymous evaluation forms rating appropriateness of programs. In order to determine impact on students' feelings and behaviors, counselors will track any increases in student referrals after programming events. During subsequent counseling sessions, counselors will document any relationships between the program events and the reasons for student referrals.

Elementary guidance counselors are responsible for all activities and activity details regarding Objective 1 (Prevention Programming), and will receive support from the District Coordinator of Guidance and building principals in program implementation. The District Coordinator of Guidance shall meet monthly with elementary school counselors to ensure adequate delivery of prevention programming is taking place and address any issues inhibiting proper implementation.

OBJECTIVE 1 TIMELINE: PREVENTION PROGRAMMING			
MONTH	ACTIVITY	ACTIVITY DETAILS	SUPERVISOR
SEPT	Guidance Department Meeting	<ul style="list-style-type: none"> Review/discuss guidance plan. Outline prevention program ideas for year. Share new information & resources. 	District Coordinator of Guidance
	Building-Level Meetings	<ul style="list-style-type: none"> Present prevention program ideas to building staff. Identify specific student needs. Share prevention curricula with teachers to ensure age/skill/language appropriateness. 	Elementary Principals
	Program Scheduling/Preparation	<ul style="list-style-type: none"> Generate program outline for the year (e.g., October is Bullying Prevention Month; February 9-15 is Random Acts of Kindness Week; etc.). Work with building administrators and teachers to create classroom lesson schedule. Review/prepare lesson curriculum and materials. Provide staff training/information on sensitive issues related to topic and student behaviors. Communicate with outside 	District Coordinator of Guidance; Elementary Principals

		<p>agencies to arrange guest speakers/assemblies for students (e.g., Suffolk County Sheriff's Department, etc.).</p> <ul style="list-style-type: none"> • Schedule parent information (PTA meeting presentations; parent worksheets) 	
MONTHLY and/or AS SCHEDULED THROUGHOUT THE YEAR	Program Promotion	<ul style="list-style-type: none"> • Prepare communication to parents about events and activities (e.g., letters home, District Website, Connect Ed phone call script). 	District Coordinator of Guidance; Elementary Principals
	Program Lessons	<ul style="list-style-type: none"> • Review/prepare lesson curriculum and materials. • Provide staff training/information on sensitive issues related to topic and student behaviors. • Implement classroom lessons with teachers 	District Coordinator of Guidance; Elementary Principals
	Program Assemblies	<ul style="list-style-type: none"> • Facilitate preparation, arrival and introduction of guest speakers 	District Coordinator of Guidance; Elementary Principals
	Program Follow Up	<ul style="list-style-type: none"> • Evaluation forms for teachers regarding program topic and implementation. • Referral forms in case students display outstanding behaviors. 	District Coordinator of Guidance; Elementary Principals
MONTHLY	Guidance Department Meeting	<ul style="list-style-type: none"> • Ongoing review of guidance plan (successes, failures, challenges). • Share and disseminate any new information or resources. 	District Coordinator of Guidance

Elementary school counselors shall follow District guidelines for counseling procedures as outlined in the Brentwood UFSD Comprehensive Guidance Plan. Counseling services

occur throughout the school year, and may be recurring for students or on an as-needed basis. If a teacher observes troubling student behavior, they may make a referral to the guidance counselor. Upon receiving the referral, the counselor will work collaboratively with the student, teacher, principal and parents to identify what the student's needs are and then determine what intervention services would be most effective in meeting these needs.

Intervention services will vary based on student needs. In minor cases of behavioral issues, a brief talk between counselor and student may suffice. Other students may benefit from daily teacher documentation of their behavior ("Daily Log"). In more serious cases, a counselor may meet with the teacher, principal and parents to recommend individual or group counseling sessions on a regular basis.

If agreed upon, regular counseling sessions will be scheduled by the guidance counselor along with the teacher and principal. Each counseling session will be confidentially documented in the school district's student information system (eSchool). The District Coordinator of Guidance shall arrange training on the use of Guidance Log, an application that allows counselors to enter basic information on counseling sessions: the reasons for the visit (e.g., Academic, Crisis Intervention, Referral, Social/Emotional, etc.), details specific to intervention procedures, information obtained from parent phone calls, and agreements made between the student and counselor regarding goals for improvement/progress. At the end of the school year, this information will become an invaluable data source to determine future needs through the duration of the grant cycle.

In some cases, the counselor may determine that group counseling may be best for students learning to cope with similar issues. The counselor will maintain a personal log of

group meetings, attendees, topics covered, and any additional questions or concerns. The counselor will bring up any concerns immediately to the building principal.

OBJECTIVE 2 TIMELINE: COUNSELING SERVICES			
MONTH	ACTIVITY	ACTIVITY DETAILS	SUPERVISOR
SEPT	Guidance Department Meeting	<ul style="list-style-type: none"> Review/discuss District Guidance Department guidelines regarding referrals, counseling services, eSchool training (arranged by District Coordinator of Guidance). Discuss any new District policy information regarding student support services. 	District Coordinator of Guidance
	Building-Level Meetings	<ul style="list-style-type: none"> Introduce referral procedures to teachers and principals. Review signs and symptoms of students showing possible signs of severe stress, trauma or behavioral issues. 	Elementary Principals
MONTHLY	Referrals	<ul style="list-style-type: none"> Meeting with teacher, principal and parent in identifying particular social, emotional or behavioral concerns of a student. 	Elementary Principals
	Individual Counseling	<ul style="list-style-type: none"> Regularly scheduled counseling sessions with identified student. Create a safe, trusting space for student to talk about his/her feelings. Counselor and student will create agreements (e.g., "Daily Log") to foster improvements in student's behavior. Maintain consistent, detailed records of all counseling sessions in 	District Coordinator of Guidance; Elementary Principals

		<p>“Guidance Log” section in eSchool.</p> <ul style="list-style-type: none"> • Maintain consistent communication with teacher, principal and parents on student progress. 	
	Group Counseling	<ul style="list-style-type: none"> • Regularly scheduled counseling sessions with identified students sharing similar challenges (e.g., death in family, substance abuse at home, self-mutilation, etc.) • Create a safe, trusting space for students to talk about their feelings. • Teach strategies and skills for students to use to better deal with their feelings. • Maintain general records of session meetings, who attended, and topics discussed. • Identify and intervene with any students requiring individual counseling. • Maintain consistent communication with teacher, principal and parents on students’ progress. 	District Coordinator of Guidance; Elementary Principals
	Crisis Intervention	<ul style="list-style-type: none"> • Offer counseling services as required (brief talk, peer mediation, etc.) • Determine if additional follow-up is required. 	District Coordinator of Guidance; Elementary Principals

In providing outreach to parents, counselors shall be responsible for maintaining current contact information of local mental health agencies throughout the community. This information will be available on the District Guidance Website and at each individual building. Counselors will also maintain communication with parents of students receiving

any counseling services, particularly those receiving intensive individual or group counseling to ensure student progress and success.

In the unfortunate cases where a counselor discovers that the student’s family may be the source of their social, emotional or behavioral issues, the counselor may (delicately) approach the parents to discuss possible family interventions. For example, a counselor may provide parents with contact information for AL-ANON or ALATEEN in the case where a child’s family member is struggling with alcohol abuse. In the event where teachers or counselors suspect child abuse, more serious steps may need to be taken that involve DSS or CPS.

Any contact made with parents or family members will be documented in the student’s “Guidance Log” in eSchool to ensure that all steps are taken to inform parents of student progress, challenges, and steps taken for intervention services to improve student behavior.

OBJECTIVE 3 TIMELINE: PARENT OUTREACH			
MONTH	ACTIVITY	ACTIVITY DETAILS	SUPERVISOR
MONTHLY and/or AS NEEDED	Prevention Programs	<ul style="list-style-type: none"> Letters home; website posting; ConnectEd phone calls home to inform parents of prevention topics and schedule of events. Information relevant to these topics (brochures, etc.), available in Spanish as well. 	District Coordinator of Guidance; Elementary Principals
	Individual Counseling	<ul style="list-style-type: none"> Create/implement intervention strategies to improve student behaviors at home and at school. Ongoing communication to discuss student progress. Provide additional resources if necessary. 	District Coordinator of Guidance; Elementary Principals
	Group Counseling	<ul style="list-style-type: none"> Create/implement intervention strategies to improve student behaviors at home and at school. 	District Coordinator of Guidance; Elementary Principals

		<ul style="list-style-type: none"> • Ongoing communication to discuss student progress. • Provide additional resources if necessary. 	
	Parent Outreach	<ul style="list-style-type: none"> • Provide additional resources if necessary relevant to particular family issues impacting student’s social, emotional and behavioral health. 	District Coordinator of Guidance; Elementary Principals
	DSS or CPS	<ul style="list-style-type: none"> • In severe cases where child abuse is suspected or if a child’s life is in eminent danger, counselors/teachers are mandated reporters to the state. 	District Coordinator of Guidance; Elementary Principals

4. Quality of the Project Evaluation

The evaluation of the Brentwood Elementary School Counseling Program will be conducted internally by district staff trained in data collection, analysis and interpretation. Staff from the District’s Office of Data Processing will pull regular data reports from the District’s student management system, eSchool, related to the activities of the counselors and teachers engaged in prevention programming, counseling services and outreach efforts to parents. Data sources for the evaluation will include but not be limited to: (1) Guidance Log entries in which counselors report frequency of counseling sessions, intervention strategies, parent contacts and referrals to social service agencies; (2) attendance, grades and assessment scores for students involved in counseling services; and (3) survey, interview and focus group data collected from participants (i.e., counselors, teachers, students and parents) involved in project activities. These data sources will support an evaluation design intended to achieve the following objectives:

- Close monitoring of the implementation of the Elementary School Counseling (ESC) Program; this includes tracking of the initiative's progress toward completing the activities specified in the Management Plan outlined on pages 11 through 17 of this proposal;
- Ongoing feedback to project supervisors (i.e., Coordinator of Guidance and Elementary Principals) on the effectiveness of ESC and on steps that can systematically improve effectiveness; and
- Assessment of how and to what extent student involvement in the ESC leads to improvement in desired student outcomes, including improved attendance and academic achievement, acquisition of pro-social skills and positive behavioral changes.

Data Collection and Evaluation Instruments: To help assess change in student outcomes, the District will collect data at various points in time during each year of the program. The District will administer the *Too Good for Violence (TGFV)* survey to students at the beginning and the end of each program cycle (i.e., pre-tests in October and post-tests in May). This survey measures students' emotional competency, communication, social and resistance skills, and their perceptions of their social interactions---all skills that students are expected to acquire through participation in the program. In addition, the District will develop a classroom observational form to monitor teacher implementation of prevention curricula.

The District will also pull data from eSchool on a yearly basis to track progress toward the two GRPA performance indicators specified in the authorizing statute: (1) closing the gap between student/mental health professional ratios and the student/mental health professional ratios recommended by the statute; and (2) the average number of referrals per grant site for disciplinary reasons in participating schools. The charts below provide 2012-2013 baseline data for both GPRA measures:

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

Schools participating in the grant	Students enrolled (Baseline) (2012-2013)	Number of Child-adolescent psychiatrists (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013)
EAST ELEMENTARY SCHOOL	746	0 FTE	0.5 FTE	0.18 FTE	0.5 FTE	0 FTE
HEMLOCK ELEMENTARY SCHOOL	657	0 FTE	0 FTE	0.18 FTE	0.5 FTE	0 FTE
LAUREL PARK ELEMENTARY SCHOOL	582	0 FTE	0.5 FTE	0.18 FTE	0 FTE	0 FTE
LORETTA PARK ELEMENTARY SCHOOL	719	0 FTE	0.5 FTE	0.18 FTE	0 FTE	0 FTE
NORTH ELEMENTARY SCHOOL	820	0 FTE	0 FTE	0.18 FTE	0.5 FTE	0 FTE
NORTHEAST ELEMENTARY SCHOOL	954	0 FTE	0.5 FTE	0.18 FTE	0 FTE	0 FTE
OAK PARK ELEMENTARY SCHOOL	754	0 FTE	0.5 FTE	0.18 FTE	0.5 FTE	0 FTE
PINE PARK ELEMENTARY SCHOOL	689	0 FTE	0.5 FTE	0.18 FTE	0.5 FTE	0 FTE
SOUTHEAST ELEMENTARY SCHOOL	656	0 FTE	0 FTE	0.18 FTE	0.5 FTE	0 FTE
SOUTHWES	1186	0 FTE	0.5 FTE	0.18 FTE	0.5 FTE	0 FTE

T ELEMENTA RY SCHOOL						
TWIN PINES ELEMENTA RY SCHOOL	897	0 FTE	0.5 FTE	0.18 FTE	0 FTE	0 FTE
TOTAL	8,660	0 FTE	4 FTE	2 FTE	3.5 FTE	0 FTE

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

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
EAST ELEMENTARY SCHOOL	746	0
HEMLOCK ELEMENTARY SCHOOL	657	14
LAUREL PARK ELEMENTARY SCHOOL	582	8
LORETTA PARK ELEMENTARY SCHOOL	719	2
NORTH ELEMENTARY SCHOOL	820	16
NORTHEAST ELEMENTARY SCHOOL	954	18
OAK PARK ELEMENTARY SCHOOL	754	0
PINE PARK ELEMENTARY SCHOOL	689	0
SOUTHEAST ELEMENTARY SCHOOL	656	54
SOUTHWEST ELEMENTARY SCHOOL	1186	4

TWIN PINES ELEMENTARY SCHOOL	897	18
TOTAL	8,660	134

Data from these two measures will be reported to the Education Department in annual performance reports and the final performance report for the grant project.

Support for Continuous Improvement of the Program: The District will host three evaluation briefings per year with the program supervisors (i.e., the Coordinator of Guidance, Elementary Principals) and staff (i.e., Guidance Counselors and Teachers) to discuss the implications of evaluation findings. During these meetings, attendees will review the status of the evaluation, address any barriers to completing the evaluation in a timely fashion and discuss emerging findings. The District will use these briefings as an opportunity to highlight specific aspects of program quality that are evident and well-developed, as well as areas in need of improvement. If necessary, the Coordinator of Guidance will draft an action plan to correct any deficiencies in program implementation. The plan will be monitored as part of the program’s ongoing program management.

Involvement of key Stakeholders in the Evaluation: All key stakeholders (i.e., students, parents, counselors and program partners) will be encouraged to provide informal feedback, make survey suggestions, and participate in focus groups, to help improve the design of the program, and to monitor program modifications. Family involvement and feedback will be further encouraged at parent engagement events at the school.

1. Need for Project

Brentwood Union Free School District is the largest suburban school district in New York State, servicing an ethnically and racially diverse population of 18,000 students in grades K-12. Brentwood students reside in a community atypical of most suburbs: over three quarters of households are living at or below the poverty line, nearly half of residents speak little or no English, and 276 families are currently in emergency housing, foster care or are homeless. Extreme poverty, high immigration rates and a growing gang presence throughout the community create a difficult set of conditions for Brentwood families, many of which lack access to available resources and support services to address their needs. Consequently, a large number of families succumb to the stress associated with poverty. According to recent studies, Brentwood has the highest rates of divorce, domestic violence and substance abuse in Suffolk County, New York (2001 Suffolk County Youth Indices).

Children living with divorce, homelessness and abuse experience enormous sadness, anger, shame and guilt--and typically lack the social skills and cognitive abilities to deal with these feelings. As a result, children often cope with their depression and anxiety by exhibiting anti-social and sometimes violent behaviors. In recent years there have been growing reports of cyber-bullying, harassment, violence, depression and even self-mutilating behaviors among elementary students. These disturbing trends underscore the need to address the underlying social and emotional needs of Brentwood youth.

Last spring, the District Coordinator of Guidance, along with school and community members, convened a working group to study the needs of Brentwood's 8,700 elementary students. Counselors, teachers, administrators and parents recognized that addressing the social, emotional and behavioral needs of Brentwood students at this level is crucial to their

healthy development and to their continued success in school. Together they laid the framework for a comprehensive Elementary Guidance Plan and established three objectives: (1) Educating students to make healthy and safe decisions; (2) Helping students cope with personal life challenges; and (3) Supporting parents and families to foster the positive development of their children. In assessing how to meet these objectives, stakeholders identified prevention education, counseling services and outreach as essential components to the proposed plan.

In this proposal, the Brentwood Union Free School district seeks funding to implement this vision and create a social support framework for its youngest and most vulnerable student population. The proposed project will fund four (4) guidance counselor positions at the elementary level to assist school staff, students and families to optimally manage student needs through a comprehensive elementary guidance program. The counselors will work as a team with school staff to identify risk behaviors and present building-wide prevention initiatives to foster positive choices in students. Teachers will be encouraged support these initiatives with their students through classroom activities and to work collaboratively with the counselors to identify students at-risk for social or emotional challenges in order to prevent potential behavioral issues.

The funding will also enable us to address the immediate needs of young children experiencing emotional trauma in their lives. Young students dealing with divorce, abuse, mobility and violence need regular contact with a mental health professional who can help them better communicate their feelings, especially when those feelings stem from issues occurring at home.

Finally, the proposed project will enable us to help families promote the well-being of their children. High poverty levels and immigration rates create numerous challenges for families in Brentwood, and many parents may not know how to emotionally support their children. Guidance counselors can work directly with families and connect them to community resources to help them with parenting and communication skills that will best support their child's social and emotional health.

By focusing on prevention programming, targeted counseling services and outreach to families, the Brentwood Elementary Counseling Program will foster the positive and healthy development of students. It is our hope that our youngest and most defenseless children can learn personal life-skills to cope with the challenges they face at home, school and in the community. We look forward to offering school counseling services to those children who believe they are alone and have no one who can provide help. Most importantly, we aspire to work alongside parents to support them in fostering the healthy social, emotional and behavioral growth of all our children.

2. Quality of the Project Design

Elementary students in Brentwood face unique and diverse challenges, both personally and developmentally. The elementary years are a time when students begin to develop their sense of self-concept, decision-making and communication skills, as well as character values. In a community like Brentwood, it is essential to provide services that promote positive youth development to help ensure students' health, safety and personal growth. The Elementary Counseling Program (ESC) will include four (4) bilingual guidance counselors who will work collaboratively with school staff, parents and the community to address the social, emotional and behavioral needs of students through prevention programming, counseling services and outreach to families.

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Counselors will prepare, schedule and implement lesson plans using the evidence-based *Too Good for Violence* and *Celebrating Healthy Choices* curricula for grades K-5. These programs offer engaging lesson plans and activities for students to promote conflict resolution, anger management, respect for self and others and effective communication skills. Student workbooks, staff training and parent activities are all incorporated into the *Too Good*

program, which follows a framework for prevention that involves parents, school and community in a collaborative effort to deliver effective prevention education. Counselors shall offer professional development for school staff to prepare them for lesson topics at faculty or individual meetings.

Elementary guidance counselors will also support building-wide prevention initiatives that promote student safety, positive decision making as well as components of the District's Dignity for all Students policy. These initiatives will revolve around monthly or bi-monthly themes adopted by building staff. Counselor can choose to engage in national campaigns such as *Unity Day* or *Red Ribbon Week* or follow various themes as outlined in the character-building curriculum *Project Wisdom*. Once a theme has been decided upon, the elementary counselor shall generate building-wide activities promoting that theme. For example, *Red Ribbon Week* is a substance-abuse prevention theme that may inspire the counselor to hold a poster contest for all grades, provide lesson plans to teachers generated from Preventionpartners.com, send informational brochures and resource literature home to parents, and reach out to community-based organizations to further expand upon the theme.

The counselors will also collaborate with the following agencies to institute prevention programs supplemental to building-wide initiatives throughout the year:

The Gang Resistance Education and Training (G.R.E.A.T.) program offered by the Suffolk County Sheriff's Department teaches youth communication and assertiveness skills to resist peer pressure and to look towards building positive peer relationships.

Child Abuse Prevention Services of Long Island (C.A.P.S) is another organization offering character-building curricula for the early grades. C.A.P.S. presents such programs

such as *Caring Kids*, *Steer Clear of Bullying* and *Cyber Smartz* to address empathy, respect for others, understanding the effects of bullying (both in school and on the internet).

Programs addressing sensitive issues frequently intensify disruptive behaviors in students. Counselors will maintain records of program implementation as well as monitor the frequency of student referrals upon completion of these programs. They will also provide essential education and training for school staff to help identify students displaying signs or symptoms of depression, anxiety or behavioral issues after participating in prevention programs. Professional development from counselors at staff meetings will enable teachers to better recognize atypical student behavior and proceed with informal or formal referral procedures with the guidance counselor.

COUNSELING SERVICES

Upon receiving student referrals, guidance counselors will work collaboratively with all stakeholders to gather current and background information on students to determine which intervention services will best address the student's needs. After reviewing the details of the teacher/staff referral, the counselor will schedule a meeting to speak with the student in a one-on-one setting. The counselor will then speak with teachers, administrators, other school staff, and parents to obtain a more holistic view of the student's potential needs. After gathering necessary information, the counselor will work with all stakeholders in determining appropriate intervention services.

Counselors will work alongside teachers to generate intervention plans according to student needs. Some students may require a simple "Daily Log" where teachers sign off on a daily sheet to indicate progress of student behavior. The counselor will then follow up with

the student, teachers and parents to communicate that student progress is being made or take further action if necessary. In other cases, individual or group counseling may be recommended for students. After conferring with teachers, administrators and parents, the counselor will schedule regular counseling sessions so that students can better understand their situations and learn how to appropriately communicate and express their feelings.

In order to accurately monitor student progress, elementary guidance counselors will use Brentwood's student information system (eSchool) to maintain qualitative and quantitative data regarding individual student cases such as: number of counseling sessions, reason for session, strategies discussed for intervention, parent phone records, meetings with teachers and principals, and the like. Increasing trends of child abuse and maltreatment throughout Brentwood further indicate the growing need for counseling services offering consistent monitoring of social and emotional signs, symptoms and behaviors of students. Counselors will frequently follow up with teachers, administrators and families to ensure that the well-being of the child is progressing.

In the event that a student's safety may be compromised, staff is mandated to report to the Department of Social Services (DSS) or Child Protective Services (CPS). Reports of this nature are highly sensitive, potentially life-threatening, and require thorough consultation and investigations. Guidance counselors play a critical role in working in conjunction with school staff to determine the severity of situations and to assist with possible DSS or CPS reports.

PARENT OUTREACH

Counselors will continue to communicate with parents throughout the school year regarding prevention programs, current counseling services their child may be receiving and information on any additional programs available for them at school and in the community.

Counselors will communicate components of prevention programs to parents through informational letters home and at PTA presentations. Parent letters and worksheets will be sent home with students (e.g., “back-packing”) and additional information will be available at the front office and/or posted on the Guidance Department Website.

Elementary counselors will maintain ongoing communication with families of students receiving counseling services. Counselors will document parent phone calls, indicating dates, times and what was discussed in order to maintain accurate and thorough records of student progress. In the event that DSS or CPS are called, guidance counselors shall follow district and state guidelines, making every effort to respect the privacy and integrity of students and families.

Many immigrant parents in Brentwood are often unaware of or unsure how to find agencies that will best suit the social and emotional needs of their children and family due to language barriers and cultural differences. Bilingual counselors will contribute to clear communications between the school and parents as well as providing information on community outreach centers that offer healthcare and housing information in Spanish and English throughout the Brentwood community. Counselors will gather and keep an up-to-date list of contact information for active mental health resources available to parents within the community that will always be accessible at the front office or on the Guidance Department Website.

3. Quality of Management Plan

The Elementary Counseling Plan shall meet its objectives of (1) Educating students to make healthy and safe decisions; (2) Helping students cope with personal life challenges; and (3) Offering support to parents and families to further support the positive development of their children by offering prevention programming, counseling services and family outreach. In building upon the existing supervisory structure of the Brentwood UFSD Comprehensive Guidance Plan, the management plan for the proposed project will incorporate the District Coordinator of Guidance and building principals into the supervisory structure and monitoring systems to ensure that the integrity of the project design shall be substantiated and increase the likelihood of fostering positive youth development throughout our elementary schools.

Each elementary school guidance counselor shall be assigned to at least (2) elementary schools. At their assigned schools, the counselors shall work closely with building administrators, teachers, and other staff to promote a safe school environment for students by providing building-wide prevention programs, counseling for identified students, and outreach for families.

At the beginning of the school year, counselors will meet with the guidance staff to discuss program objectives, implementation, evaluation, monitoring and management of all activities outlined in the Elementary Counseling Program plan. Elementary counselors will also meet with school staff to identify specific prevention topic ideas to address within their buildings.

For prevention programming, each counselor will meet with building staff to identify specific areas of need (e.g., bullying, cyber-safety, etc.). The counselor work at the building

level to schedule assemblies and presentations with outside agencies, arrange classroom visits and activities with teachers, and work with principals to communicate these initiatives to parents at home. For example, if a school decides to focus on Cyber Bullying, a counselor may (1) offer staff training on student signs and symptoms of victims and perpetrators of bullying; (2) contact a community agency offering assemblies on Cyber Bullying (e.g., Suffolk County Police Department, YES, etc.); (3) schedule classroom lessons for students regarding assertiveness skills and resource management; (4) disseminate information to parents regarding internet safety via brochures or PTA presentations; and (5) follow up with teachers after these presentations to help identify any students who may be presenting troubling behavior possibly related to bullying.

Building-wide initiatives will incorporate assemblies, guest speakers, classroom presentations and lessons plans addressing bullying, character building, and healthy decision making activities. These initiatives may embrace and align with such national endeavors as Bullying Prevention Month, Random Acts of Kindness Week, or Global Youth Service Day. Counselors may then proceed with scheduling classroom presentations and assemblies to implement throughout the year.

Initial planning for prevention programming predominantly takes place in September, with ongoing planning and preparation occurring as new topics are introduced. Scheduling calendars will be used to create a timeline of program implementation. Teachers will submit brief, anonymous evaluation forms rating appropriateness of programs. In order to determine impact on students' feelings and behaviors, counselors will track any increases in student referrals after programming events. During subsequent counseling sessions, counselors will document any relationships between the program events and the reasons for student referrals.

Elementary guidance counselors are responsible for all activities and activity details regarding Objective 1 (Prevention Programming), and will receive support from the District Coordinator of Guidance and building principals in program implementation. The District Coordinator of Guidance shall meet monthly with elementary school counselors to ensure adequate delivery of prevention programming is taking place and address any issues inhibiting proper implementation.

OBJECTIVE 1 TIMELINE: PREVENTION PROGRAMMING			
MONTH	ACTIVITY	ACTIVITY DETAILS	SUPERVISOR
SEPT	Guidance Department Meeting	<ul style="list-style-type: none"> Review/discuss guidance plan. Outline prevention program ideas for year. Share new information & resources. 	District Coordinator of Guidance
	Building-Level Meetings	<ul style="list-style-type: none"> Present prevention program ideas to building staff. Identify specific student needs. Share prevention curricula with teachers to ensure age/skill/language appropriateness. 	Elementary Principals
	Program Scheduling/Preparation	<ul style="list-style-type: none"> Generate program outline for the year (e.g., October is Bullying Prevention Month; February 9-15 is Random Acts of Kindness Week; etc.). Work with building administrators and teachers to create classroom lesson schedule. Review/prepare lesson curriculum and materials. Provide staff training/information on sensitive issues related to topic and student behaviors. Communicate with outside 	District Coordinator of Guidance; Elementary Principals

		<p>agencies to arrange guest speakers/assemblies for students (e.g., Suffolk County Sheriff's Department, etc.).</p> <ul style="list-style-type: none"> • Schedule parent information (PTA meeting presentations; parent worksheets) 	
MONTHLY and/or AS SCHEDULED THROUGHOUT THE YEAR	Program Promotion	<ul style="list-style-type: none"> • Prepare communication to parents about events and activities (e.g., letters home, District Website, Connect Ed phone call script). 	District Coordinator of Guidance; Elementary Principals
	Program Lessons	<ul style="list-style-type: none"> • Review/prepare lesson curriculum and materials. • Provide staff training/information on sensitive issues related to topic and student behaviors. • Implement classroom lessons with teachers 	District Coordinator of Guidance; Elementary Principals
	Program Assemblies	<ul style="list-style-type: none"> • Facilitate preparation, arrival and introduction of guest speakers 	District Coordinator of Guidance; Elementary Principals
	Program Follow Up	<ul style="list-style-type: none"> • Evaluation forms for teachers regarding program topic and implementation. • Referral forms in case students display outstanding behaviors. 	District Coordinator of Guidance; Elementary Principals
MONTHLY	Guidance Department Meeting	<ul style="list-style-type: none"> • Ongoing review of guidance plan (successes, failures, challenges). • Share and disseminate any new information or resources. 	District Coordinator of Guidance

Elementary school counselors shall follow District guidelines for counseling procedures as outlined in the Brentwood UFSD Comprehensive Guidance Plan. Counseling services

occur throughout the school year, and may be recurring for students or on an as-needed basis. If a teacher observes troubling student behavior, they may make a referral to the guidance counselor. Upon receiving the referral, the counselor will work collaboratively with the student, teacher, principal and parents to identify what the student's needs are and then determine what intervention services would be most effective in meeting these needs.

Intervention services will vary based on student needs. In minor cases of behavioral issues, a brief talk between counselor and student may suffice. Other students may benefit from daily teacher documentation of their behavior ("Daily Log"). In more serious cases, a counselor may meet with the teacher, principal and parents to recommend individual or group counseling sessions on a regular basis.

If agreed upon, regular counseling sessions will be scheduled by the guidance counselor along with the teacher and principal. Each counseling session will be confidentially documented in the school district's student information system (eSchool). The District Coordinator of Guidance shall arrange training on the use of Guidance Log, an application that allows counselors to enter basic information on counseling sessions: the reasons for the visit (e.g., Academic, Crisis Intervention, Referral, Social/Emotional, etc.), details specific to intervention procedures, information obtained from parent phone calls, and agreements made between the student and counselor regarding goals for improvement/progress. At the end of the school year, this information will become an invaluable data source to determine future needs through the duration of the grant cycle.

In some cases, the counselor may determine that group counseling may be best for students learning to cope with similar issues. The counselor will maintain a personal log of

group meetings, attendees, topics covered, and any additional questions or concerns. The counselor will bring up any concerns immediately to the building principal.

OBJECTIVE 2 TIMELINE: COUNSELING SERVICES			
MONTH	ACTIVITY	ACTIVITY DETAILS	SUPERVISOR
SEPT	Guidance Department Meeting	<ul style="list-style-type: none"> Review/discuss District Guidance Department guidelines regarding referrals, counseling services, eSchool training (arranged by District Coordinator of Guidance). Discuss any new District policy information regarding student support services. 	District Coordinator of Guidance
	Building-Level Meetings	<ul style="list-style-type: none"> Introduce referral procedures to teachers and principals. Review signs and symptoms of students showing possible signs of severe stress, trauma or behavioral issues. 	Elementary Principals
MONTHLY	Referrals	<ul style="list-style-type: none"> Meeting with teacher, principal and parent in identifying particular social, emotional or behavioral concerns of a student. 	Elementary Principals
	Individual Counseling	<ul style="list-style-type: none"> Regularly scheduled counseling sessions with identified student. Create a safe, trusting space for student to talk about his/her feelings. Counselor and student will create agreements (e.g., "Daily Log") to foster improvements in student's behavior. Maintain consistent, detailed records of all counseling sessions in 	District Coordinator of Guidance; Elementary Principals

		<p>“Guidance Log” section in eSchool.</p> <ul style="list-style-type: none"> • Maintain consistent communication with teacher, principal and parents on student progress. 	
	Group Counseling	<ul style="list-style-type: none"> • Regularly scheduled counseling sessions with identified students sharing similar challenges (e.g., death in family, substance abuse at home, self-mutilation, etc.) • Create a safe, trusting space for students to talk about their feelings. • Teach strategies and skills for students to use to better deal with their feelings. • Maintain general records of session meetings, who attended, and topics discussed. • Identify and intervene with any students requiring individual counseling. • Maintain consistent communication with teacher, principal and parents on students’ progress. 	District Coordinator of Guidance; Elementary Principals
	Crisis Intervention	<ul style="list-style-type: none"> • Offer counseling services as required (brief talk, peer mediation, etc.) • Determine if additional follow-up is required. 	District Coordinator of Guidance; Elementary Principals

In providing outreach to parents, counselors shall be responsible for maintaining current contact information of local mental health agencies throughout the community. This information will be available on the District Guidance Website and at each individual building. Counselors will also maintain communication with parents of students receiving

any counseling services, particularly those receiving intensive individual or group counseling to ensure student progress and success.

In the unfortunate cases where a counselor discovers that the student’s family may be the source of their social, emotional or behavioral issues, the counselor may (delicately) approach the parents to discuss possible family interventions. For example, a counselor may provide parents with contact information for AL-ANON or ALATEEN in the case where a child’s family member is struggling with alcohol abuse. In the event where teachers or counselors suspect child abuse, more serious steps may need to be taken that involve DSS or CPS.

Any contact made with parents or family members will be documented in the student’s “Guidance Log” in eSchool to ensure that all steps are taken to inform parents of student progress, challenges, and steps taken for intervention services to improve student behavior.

OBJECTIVE 3 TIMELINE: PARENT OUTREACH			
MONTH	ACTIVITY	ACTIVITY DETAILS	SUPERVISOR
MONTHLY and/or AS NEEDED	Prevention Programs	<ul style="list-style-type: none"> Letters home; website posting; ConnectEd phone calls home to inform parents of prevention topics and schedule of events. Information relevant to these topics (brochures, etc.), available in Spanish as well. 	District Coordinator of Guidance; Elementary Principals
	Individual Counseling	<ul style="list-style-type: none"> Create/implement intervention strategies to improve student behaviors at home and at school. Ongoing communication to discuss student progress. Provide additional resources if necessary. 	District Coordinator of Guidance; Elementary Principals
	Group Counseling	<ul style="list-style-type: none"> Create/implement intervention strategies to improve student behaviors at home and at school. 	District Coordinator of Guidance; Elementary Principals

		<ul style="list-style-type: none"> • Ongoing communication to discuss student progress. • Provide additional resources if necessary. 	
	Parent Outreach	<ul style="list-style-type: none"> • Provide additional resources if necessary relevant to particular family issues impacting student’s social, emotional and behavioral health. 	District Coordinator of Guidance; Elementary Principals
	DSS or CPS	<ul style="list-style-type: none"> • In severe cases where child abuse is suspected or if a child’s life is in eminent danger, counselors/teachers are mandated reporters to the state. 	District Coordinator of Guidance; Elementary Principals

4. Quality of the Project Evaluation

The evaluation of the Brentwood Elementary Counseling Program will be conducted internally by district staff trained in data collection, analysis and interpretation. Staff from the District’s Office of Data Processing will pull regular data reports from the District’s student management system, eSchool, related to the activities of the counselors and teachers engaged in prevention programming, counseling services and outreach efforts to parents. Data sources for the evaluation will include but not be limited to: (1) Guidance Log entries in which counselors report frequency of counseling sessions, intervention strategies, parent contacts and referrals to social service agencies; (2) attendance, grades and assessment scores for students involved in counseling services; and (3) survey, interview and focus group data collected from participants (i.e., counselors, teachers, students and parents) involved in project activities. These data sources will support an evaluation design intended to achieve the following objectives:

- Close monitoring of the implementation of the Elementary School Counseling (ESC) Program; this includes tracking of the initiative's progress toward completing the activities specified in the Management Plan outlined on pages 11 through 17 of this proposal;
- Ongoing feedback to project supervisors (i.e., Coordinator of Guidance and Elementary Principals) on the effectiveness of ESC and on steps that can systematically improve effectiveness; and
- Assessment of how and to what extent student involvement in the ESC leads to improvement in desired student outcomes, including improved attendance and academic achievement, acquisition of pro-social skills and positive behavioral changes.

Data Collection and Evaluation Instruments: To help assess change in student outcomes, the District will collect data at various points in time during each year of the program. The District will administer the *Too Good for Violence (TGFV)* survey to students at the beginning and the end of each program cycle (i.e., pre-tests in October and post-tests in May). This survey measures students' emotional competency, communication, social and resistance skills, and their perceptions of their social interactions---all skills that students are expected to acquire through participation in the program. In addition, the District will develop a classroom observational form to monitor teacher implementation of prevention curricula.

The District will also pull data from eSchool on a yearly basis to track progress toward the two GRPA performance indicators specified in the authorizing statute: (1) closing the gap between student/mental health professional ratios and the student/mental health professional ratios recommended by the statute; and (2) the average number of referrals per grant site for disciplinary reasons in participating schools. The charts below provide 2012-2013 baseline data for both GPRA measures:

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

Schools participating in the grant	Students enrolled (Baseline) (2012-2013)	Number of Child-adolescent psychiatrists (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013)
EAST ELEMENTARY SCHOOL	746	0 FTE	0.5 FTE	0.18 FTE	0.5 FTE	0 FTE
HEMLOCK ELEMENTARY SCHOOL	657	0 FTE	0 FTE	0.18 FTE	0.5 FTE	0 FTE
LAUREL PARK ELEMENTARY SCHOOL	582	0 FTE	0.5 FTE	0.18 FTE	0 FTE	0 FTE
LORETTA PARK ELEMENTARY SCHOOL	719	0 FTE	0.5 FTE	0.18 FTE	0 FTE	0 FTE
NORTH ELEMENTARY SCHOOL	820	0 FTE	0 FTE	0.18 FTE	0.5 FTE	0 FTE
NORTHEAST ELEMENTARY SCHOOL	954	0 FTE	0.5 FTE	0.18 FTE	0 FTE	0 FTE
OAK PARK ELEMENTARY SCHOOL	754	0 FTE	0.5 FTE	0.18 FTE	0.5 FTE	0 FTE
PINE PARK ELEMENTARY SCHOOL	689	0 FTE	0.5 FTE	0.18 FTE	0.5 FTE	0 FTE
SOUTHEAST ELEMENTARY SCHOOL	656	0 FTE	0 FTE	0.18 FTE	0.5 FTE	0 FTE
SOUTHWES	1186	0 FTE	0.5 FTE	0.18 FTE	0.5 FTE	0 FTE

T ELEMENTA RY SCHOOL						
TWIN PINES ELEMENTA RY SCHOOL	897	0 FTE	0.5 FTE	0.18 FTE	0 FTE	0 FTE
TOTAL	8,660	0 FTE	4 FTE	2 FTE	3.5 FTE	0 FTE

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

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
EAST ELEMENTARY SCHOOL	746	0
HEMLOCK ELEMENTARY SCHOOL	657	14
LAUREL PARK ELEMENTARY SCHOOL	582	8
LORETTA PARK ELEMENTARY SCHOOL	719	2
NORTH ELEMENTARY SCHOOL	820	16
NORTHEAST ELEMENTARY SCHOOL	954	18
OAK PARK ELEMENTARY SCHOOL	754	0
PINE PARK ELEMENTARY SCHOOL	689	0
SOUTHEAST ELEMENTARY SCHOOL	656	54
SOUTHWEST ELEMENTARY SCHOOL	1186	4

TWIN PINES ELEMENTARY SCHOOL	897	18
TOTAL	8,660	134

Data from these two measures will be reported to the Education Department in annual performance reports and the final performance report for the grant project.

Support for Continuous Improvement of the Program: The District will host three evaluation briefings per year with the program supervisors (i.e., the Coordinator of Guidance, Elementary Principals) and staff (i.e., Guidance Counselors and Teachers) to discuss the implications of evaluation findings. During these meetings, attendees will review the status of the evaluation, address any barriers to completing the evaluation in a timely fashion and discuss emerging findings. The District will use these briefings as an opportunity to highlight specific aspects of program quality that are evident and well-developed, as well as areas in need of improvement. If necessary, the Coordinator of Guidance will draft an action plan to correct any deficiencies in program implementation. The plan will be monitored as part of the program’s ongoing program management.

Involvement of key Stakeholders in the Evaluation: All key stakeholders (i.e., students, parents, counselors and program partners) will be encouraged to provide informal feedback, make survey suggestions, and participate in focus groups, to help improve the design of the program, and to monitor program modifications. Family involvement and feedback will be further encouraged at parent engagement events at the school.

Other Attachment File(s)

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BRENTWOOD UFSD ELEMENTARY COUNSELING PROGRAM JOB DESCRIPTION

Job Title: PROGRAM DIRECTOR

Duties and Responsibilities: Provide daily oversight of the grant, including fiscal and personnel management, community relations, implementation, and evaluation.

Qualifications:

- Employee of Brentwood School District
- Required: New York State Certification as School District Administrator (SDA)
- Preferred: Broad knowledge of federal and state grant programs.
- Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

Supervisory Relationships:

- Member of the Superintendent's cabinet.
- Reports directly to the Superintendent of schools.

Skills/Knowledge:

- Extensive knowledge of grant oversight and compliance.
- Communication with federal and state grant administrators.

Paul Nolan

(b)(6)

PROFESSIONAL EXPERIENCE

2007-present Brentwood Union Free School District: Brentwood, NY. Director of Funded Programs and Compliance

Provide administrative oversight for a broad range of areas including: Title I school improvement and accountability, testing and data reporting, bilingual and ESL services, career and technical education, universal prekindergarten and adult education services. Supervise the implementation of various grant-funded initiatives for at-risk student populations. Serve as the district's liaison to federal, state and local funding agencies. Member of the Superintendent's Cabinet.

2004-2007 New York City Department of Education: Linden Place Regional Operations Center, Flushing, NY Senior Grants Officer

Supervised funded programs for 153 schools in eastern Queens. Ensured district and school compliance with NCLB regulations governing Title I, parent involvement, teacher quality, school improvement and accountability. Coordinated development of regional and district comprehensive educational plans. Served as regional liaison to federal, state and local funding agencies.

2001-2004 Nolan & Turnbull Associates (NTA): New York, NY Consultant

Provided evaluation and grant writing services to school districts, government agencies, museums and universities. Major clients included the NYC Department of Education, the NJ Department of Education, and Rutgers University (see Contracts section).

1998-2001 New York City Board of Education: Central Headquarters, Brooklyn, NY Manager, Goals 2000 Professional Development Initiative

Coordinated citywide implementation of New York City's Goals 2000 project. Managed \$14M annual program budget covering projects in 41 districts and 8 Central Board offices. Coordinated evaluation and publication of program outcomes. Secured additional \$30M in competitive grant funds for citywide teacher development initiatives.

1997-1998 New Jersey Department of Education: Trenton, NY Project Consultant, New Jersey Social Studies Curriculum Framework

Contracted by New Jersey Department of Education to coordinate development of the *New Jersey Social Studies Curriculum Framework*. Principal responsibilities included chairing editorial panel composed of K-12 teachers, administrators, not-for-profit directors, university faculty, and business leaders; supervising framework writing teams; revising and editing draft chapters; and conducting focus groups to solicit input from education groups across the state.

1994-1998 New Jersey Council for the Humanities (NTCH): Trenton, NJ Director, New Jersey Teacher Institute

Managed statewide professional development initiative to improve the content knowledge of teachers in humanities subject areas (social studies, history, arts, and English). Managed all aspects of the program, including hiring and supervision of program faculty and staff, design and implementation of annual summer seminar series, administration of district and school grants, coordination of graduate credit program, contract negotiations with universities and conference centers, and management of the program budget.

EDUCATION

Adv. Certificate City University of New York/Hunter College, Educational Administration & Supervision (2002)

Ed. M. Rutgers University, Social & Philosophical Foundations of Education (1992)

BA. Hamilton College, History (1986)

PROFESSIONAL CERTIFICATION

New York State School District Administrator

School Administrator and Supervisor Teacher of Social Studies (7-12)

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development American Educational Research

Association American Evaluation Association

PROFESSIONAL REFERENCES

Furnished Upon Request

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EDUCATION

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PROFESSIONAL CERTIFICATION

New York State School District Administrator

School Administrator and Supervisor Teacher of Social Studies (7-12)

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development American Educational Research

Association American Evaluation Association

PROFESSIONAL REFERENCES

Furnished Upon Request

BRENTWOOD UFSD ELEMENTARY COUNSELING PROGRAM JOB DESCRIPTION

Job Title: GUIDANCE COUNSELOR

Duties and Responsibilities:

- To schedule and implement prevention programs for grades K-5 in assigned buildings.
- To assist in providing comprehensive guidance services to students at the elementary level.
- To explore and implement means by which students (both individually and in groups) will receive guidance services.
- To fulfill the responsibilities as outlined in Article 4116.2f of the Brentwood School District Board Policies, Bylaws and Regulations (Professional Duties of a Guidance Counselor).
- To work alongside teachers, parents and students to communicate student needs and recommended intervention services.

Qualifications:

- Employee of Brentwood School District.
- Required: New York State Certification in Guidance.
- Preferred: Spanish fluency.
- Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

Supervisory Relationships:

- Reports directly to the District Coordinator of Guidance K-12.

Skills/Knowledge:

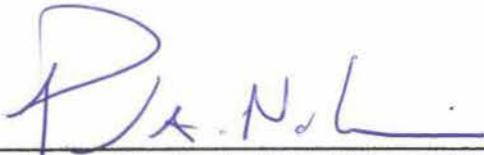
- Extensive knowledge of at-risk student populations.
- Familiar with specialized needs of immigrant families.
- Understanding of Brentwood community regarding poverty levels, immigration status and gang-related incidents.
- Relationship-building skills with outside community agencies appropriate to address needs of students and families.

Program Specific Assurances

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

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

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



Signature of Authorized Certifying Official

Director of Funded Programs and Compliance
Title

Brentwood Union Free School District
Applicant Organization

April 28, 2014
Date Submitted

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Brentwood Elementary School Counseling Program

Three Year Budget Narrative (10/1/2014 through 9/30/2017)

1. Personnel:

Four (4) Elementary Guidance Counselors will be hired to provide comprehensive guidance services in the District's eleven (11) elementary schools. Each counselor will be assigned to a minimum of two schools, where he/she will provide prevention education programming, direct counseling services and outreach services to parents and local social service organizations. Details on the activities of the counselors appear in the project narrative.

The counselors will spend 100% of their time performing grant-funded activities. The salary for the counselors will be determined by the District's collective bargaining agreement with the Brentwood Teachers Association (BTA). It is anticipated that each counselor salary will average \$75,000/year, based on experience and education credits. The District is requesting three years of full salary support for each of these positions. Salary costs for Years 2 and 3 have been adjusted to reflect a 2.0% cost-of-living increase as per the BTA contract.

Project Year	Position	FTE	Annual	Level of Effort	Cost
Year One	Guidance Counselor (Elementary)	4.0	\$70,000	100%	\$280,000
Year Two	Guidance Counselor (Elementary)	4.0	\$71,400	100%	\$285,600
Year Three	Guidance Counselor (Elementary)	4.0	\$72,828	100%	\$291,312
				TOTAL	\$856,912

2. Fringe Benefits

Fringe benefits for the counselor positions will include: FICA, Medicare, Retirement Contributions, Health and Dental Insurance, Workers Compensation and Disability. The total fringe rate is calculated @29.55%.

Project Year	Fringe Percentage	Wage	Cost
Year One	29.55%	\$280,000	\$82,740
Year Two	29.55%	\$285,600	\$84,395
Year Three	29.55%	\$291,312	\$86,083
		TOTAL	\$253,218

3. Travel

No grant expenditures.

4. Equipment

No grant expenditures.

5. Supplies

Curriculum kits (teacher manuals, workbooks and classroom materials) will be purchased to implement the *Too Good for Violence* and *Celebrating Healthy Choices* programs in all 11 eleven elementary schools. The programs will provide K-5 students with activities that focus on positive decision-making, effective communication, anger management and respect for others. Consumable workbooks will be a recurring expenditure for Years Two and Three.

Literature on parenting skills (in Spanish and English) will be distributed to families of elementary students at school and PTA meetings. This will be a recurring expense for Years Two and Three.

Each guidance counselor will receive an All-in-One Desktop computer and laptop to maintain ongoing data entry/tracking of student counseling sessions/progress in eSchool; and to generate any brochures, posters or other printed items to promote school-based prevention initiatives.

Item amounts are based on cost estimates provided by vendors.

Project Year	Item	Rate	Quantity	Cost
Year One	Too Good for Violence Curriculum Kits (K-5)	\$1,750.00	4 (1 kit per counselor)	\$10,500.00
	Celebrating Healthy Choices Curriculum Kits (K-5)	\$69.95	4 (1 kit per counselor)	\$1,679.00
	Parent Information Booklets (i.e., parenting skills, communication strategies, etc.)	\$1,189.00 (per set of 500)	12 sets (3 per counselor)	\$14,268.00
	All-in-One Desktop Computers	\$740.00	4 (1 per counselor)	\$2,960.00
	Personal Printers	\$500.00	4 (1 per counselor)	\$2,000.00

Year Two	Too Good for Violence Student Workbooks (K-5)	\$19.95 (per set of 25)	348 sets (58 per grade level)	\$6,943.00
	Parent Information Booklets (i.e., parenting skills, communication strategies, etc.)	\$1,189.00 (per set of 500)	12 sets (3 per counselor)	\$14,268.00
Year Three	Too Good for Violence Student Workbooks (K-5)	\$19.95 (per set of 25)	348 sets (58 per grade level)	\$6,943.00
	Parent Information Booklets (i.e., parenting skills, communication strategies, etc.)	\$1,189.00 (per set of 500)	12 sets (3 per counselor)	\$14,268.00
			TOTAL	\$73,829

6. Contractual

No grant expenditures.

7. Construction

No grant expenditures.

8. Other

No grant expenditures.

9. Direct Costs

The total direct costs for the three-year project are \$1,183,959.

10. Indirect Costs

No indirect costs will be charged to this grant.

11. Training Stipends

No grant expenditures.

12. Total Costs: \$1,183,959

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

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

Name of Institution/Organization

BRENTWOOD UNION FREE SCHOOL DISTRICT

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	280,000.00	285,600.00	291,312.00			856,912.00
2. Fringe Benefits	82,740.00	84,395.00	86,083.00			253,218.00
3. Travel						
4. Equipment						
5. Supplies	31,407.00	21,211.00	21,211.00			73,829.00
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	394,147.00	391,206.00	398,606.00			1,183,959.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	394,147.00	391,206.00	398,606.00			1,183,959.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization BRENTWOOD UNION FREE SCHOOL DISTRICT	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	0.00	0.00	0.00			0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	PAUL		NOLAN	

Address:

Street1:	52 THIRD AVE
Street2:	
City:	BRENTWOOD
County:	
State:	NY: New York
Zip Code:	11717
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
631-434-2403	

Email Address:

pnolan@bufsd.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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