

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 # S215E140580

Grants.gov Tracking#: GRANT11638809

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: <input type="text" value="Hornell City School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="166001825"/>	* c. Organizational DUNS: <input type="text" value="0981306930000"/>

d. Address:

* Street1:	<input type="text" value="25 Pearl Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Hornell"/>
County/Parish:	<input type="text" value="Steuben"/>
* 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="14843-1622"/>

e. Organizational Unit:

Department Name: <input type="text"/>	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="Ms."/>	* First Name: <input type="text" value="Amy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Clark"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director of Pupil Personnel Services"/>
--

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="607-324-1303"/>	Fax Number: <input type="text" value="607-324-3421"/>
---	---

* Email: <input type="text" value="amy.clark@hornellcsd.org"/>
--

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Success Through Effective Preventions (STEP) Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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>Jennifer Mleczynski</p>	<p>TITLE</p> <p>Superintendent of Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>Hornell City 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: Hornell City School District * Street 1: 25 Pearl Street Street 2: _____ * City: Hornell State: NY: New York Zip: 14843 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: U.S. 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 n/a _____ Street 2 _____ * City n/a _____ 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 n/a _____ Street 2 _____ * City n/a _____ 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: Jennifer Mleczynski * Name: Prefix Mr. _____ * First Name Douglas _____ Middle Name _____ * Last Name Wyant _____ Suffix Jr. _____ Title: Superintendent of Schools Telephone No.: 607-324-1302 Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140580

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.

STEPGEPASTatement.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427 Hornell City School District

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.

The Board of Education of the Hornell City School District fully endorses and implements all laws and regulations of the United States and the State of New York that guarantee equitable access, or participation in any federally-assisted program for students, teachers, and other program beneficiaries with special needs; including mental health needs. These efforts include district policies and practices to remove and prohibit barriers including discrimination based on race, color, creed, national origin, religion, gender, sexual orientation, or disability as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendment Act of 1972 and the Age Discrimination Act of 1978. Statutes included in the Hornell City School District's commitment are included in Board of Education Policies #5020 and #5310 (III) revised in February 2010.

More specifically, regarding students with special needs, the Hornell City School District will continue to require that all district employees serving children, either through direct instruction or support services, ensure that every child has the opportunity to receive any and all services available which will enable each child to grow and learn in the least restrictive environment. The School Counseling program will incorporate an open referral policy which will ensure that services are accessible by all children. Individual one-on-one counseling will be available to all students with special needs and group counseling sessions will be open to students with disabilities based on their individual needs and interests. School counselors will identify topics for group sessions that are pertinent to addressing issues faced by students with

special needs. By bringing the School Counselors into the integrated classroom setting, all students' needs will be visible to the counselors. Integrated inclusive settings for both educational and extra-curricular activities in the Hornell City School District will continue to be encouraged, leading to a more accepting and supportive learning environment for all.

To ensure that the interests of special needs students are represented in the design of the STEP Project, the Supervisor of Special Education Services participated on the planning committee. The project Advisory Council will include a Special Education teacher and a parent of a special needs student.

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	
<input style="width: 90%;" type="text" value="Hornell City School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Douglas"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Wyant"/>	Suffix: <input style="width: 50px;" type="text" value="Jr."/>
* Title: <input style="width: 250px;" type="text" value="Superintendent of Schools"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Jennifer Mleczynski"/>	* DATE: <input style="width: 150px;" type="text" value="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:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

STEP Project Abstract - Hornell City School District

The Hornell (N.Y.) City School District's STEP (Success Through Effective Preventions) Project will implement a comprehensive tiered continuum of student counseling supports and skills-based classroom instruction that improves school climate, eliminates barriers to learning and closes the achievement gap for 961 K-6 students attending two district elementary and one intermediate school. Over 27% of district students meet the federal poverty guidelines and 70% of K-6 students qualify for free/reduced priced lunch. Students in the Hornell District face the challenges of generational poverty, low educational attainment, and dysfunctional home settings. Reductions in community-based services have left school counselors and administrators with limited ability to address the fundamental preventative skills-building instruction crucial to maintaining a positive school environment. The proposed project will meet the **Absolute Priority** through an expanded elementary school counseling program that increases capacity and builds infrastructure for academic, career, and personal/social development by: 1) increasing student access to school counselors; 2) providing program coordination; 3) improving delivery of counseling services; and 4) providing family outreach. The project will also provide counselors with access to high-quality, evidence-based professional development. The program will meet **Competitive Preference Priority #1** through the integration of the district's *Response to Intervention*, *OLWEUS Bully Prevention*, and *Second Step* programs to increase school safety, promote positive youth development and to decrease bullying, violence and harassment. By the end of year 3, the project will result in: 1) 30% decrease in overall discipline referrals at each site; 2) 30% decrease in discipline referrals for harassment, bullying and violent behaviors at each site; 3) all grant sites meeting recommended counselor to student ratios recommended by ASCA; and 4) 100% of counselors using data to deliver the school counseling program.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Elementary and Secondary School Counseling Program

CFDA #84.215E

STEP Project

Hornell City School District

25 Pearl Street, Hornell, NY 14843

PROJECT NARRATIVE

- **NEED FOR PROJECT1**
- **QUALITY OF THE PROJECT DESIGN.....8**
- **QUALITY OF MANAGEMENT PLAN19**
- **QUALITY OF THE PROJECT EVALUATION22**

OTHER ATTACHMENTS

- **Program Specific Assurance Form**
- **Résumé for Project Director and Job Description for STEP Counselor**
- **Executive Order 12372 (State Single Point of Contact Letter)**
- **Letters of Support**
- **End Notes**
- **Student Assistance Program Logic Model**

1. Need for the Project

The Hornell City School District will implement a comprehensive continuum of student counseling supports and skills-based classroom instruction that improves school climate, eliminates barriers to learning and closes the achievement gap for 961 K-6 students. Consistent with the American School Counselor Association (ASCA) National Model, the New York State Model for Comprehensive K-12 School Counseling Programs and guided by the National Student Assistance Association's Student Assistance Program (SAP) Model (see attachment), the STEP (Success Through Effective Preventions) Project will meet **Absolute Priority #1** by increasing student access to mental health professionals to expand the range, availability, quantity, and quality of counseling services delivered within a sustainable infrastructure.

Competitive Preference Priority #1 will be met through integration of the district's *Response to Intervention*, *OLWEUS Bully Prevention*, and *Second Step* programs to increase school safety, promote positive youth development and to decrease bullying, violence and harassment.

The Hornell City School District, located in the Appalachian foothills of New York State, has been identified by the NYS Education Department as a rural school district with high student needs in relation to district resource capacity. A district-wide enrollment of 1,741 students in grades K-12 attends five single grade-span school buildings. The District is geographically isolated, economically depressed and largely homogeneous. 27.1% of students age 5-17 live below the federal poverty guidelines, an increase of 7% since census data collection in 2010.¹

Many Steuben County families are isolated and trapped in a cycle of generational poverty, low educational attainment, and dysfunctional home environments. Inadequate housing, the lack of job opportunities, and the absence of public transportation systems connecting the county's 1,404 square miles, forms significant barriers to steady employment and limits residents' access

to common health, human services, and social services programs. Thus, poor rural families move into the City of Hornell (population 8,499) seeking jobs, affordable housing and services to support their children. Unfortunately, urban living presents its own challenges. The NYS Aid and Incentives for Municipalities Program has classified Hornell as a Fiscally Distressed Municipality based on full property valuation, property tax capacity, population loss, and a poverty rate greater than 150% of the statewide average. Unemployment in February 2014 was 9.1%, which was 27% higher than the national average². 42% of city housing is renter occupied with less than 14% of housing units built after 1960.³ 41.5% of single parent families are headed by females living in poverty. Economic conditions force poor families to relocate frequently creating unstable environments for children. In 2012-13, coinciding with the opening of a new low-income housing complex, over 100 Title I eligible elementary students entered the district, 78 of whom were classified as special education students. The current percentage of students in grades K-6 with IEP or 504 classifications is 15%. Students are served in the following schools:

School	Grades	Enrollment 2013-14	% Free/Reduced Lunch
North Hornell Elementary	K-1	285	78.4%
Bryant Elementary	2-3	252	70.4%
Hornell Intermediate School	4-6	412	61.5%

The Hornell City School District's team of mental health professionals and instructional staff strive to support the achievement of all students. School Counselors, one in each building, respond to the acute needs of students by addressing the factors affecting their academic achievement and emotional well-being. A School Psychologist, working across all three buildings, does not provide direct services to students. Instead, the Psychologist conducts psychometric assessments, supports Individual Education Plans, participates in the Committee for Special Education, and serves as a liaison linking students who have significant mental health needs with referrals to appropriate services and supports in the community. The District's

School Social Worker only provides supportive services to students in grades 7-12. There is no social work support dedicated to students at the K-6 grade level. In response to the need for reducing incidences of bullying and harassment, an At-Risk Counselor was hired in the 2011-12 school year through funding secured from the NYS Extended School Day/School Violence Prevention Program. The counselor provides staff training and facilitates classroom instruction for implementing the *Olweus Bully Prevention Program* in grades 4-12. Grant funding for this position is slated to end in June 2015. The following chart provides 2012-13 baseline data for student/mental health professional ratios (**GPRA measure #1**).

Schools participating in the grant	Students enrolled	Number of School Counselors	Number of School Psychologists	Number of School Social Workers	Number of Child-adolescent Psychiatrists
North Hornell Elem. (K-1)	283	1.0 FTE	1.0 FTE	0.0 FTE	0.0 FTE
Bryant Elem. (2-3)	280	1.0 FTE		0.0 FTE	0.0 FTE
Hornell Intermediate (4-6)	398	1.1 FTE		0.0 FTE	0.0 FTE
TOTALS	961	3.1 FTE*	1.0 FTE	0.0 FTE	0.0 FTE
Ratio		298:1	925:1	925:0	925:0
Recommended Ratio		250:1	1,000:1	800:1	
* Includes a pro-rated portion of a 1.0 FTE <i>grant-funded</i> At-Risk Counselor currently providing district-wide coordination and staff training to implement the Olweus Bully Prevention Program in grades 4-12. Grant funding will end in June 2015.					

The recent influx of needy families with young children has placed greater demands on elementary school professionals to meet the individualized needs of special education students and address crises associated with the stress of families living in poverty. These acute needs leave little time for school counselors to deliver school guidance curriculum, connect with students not immediately considered at-risk, or contribute to a system of support that is essential to building protective assets. In order to quantify existing demands on the current counseling

program, each elementary counselor was asked to complete a time and task analysis during March 2014. The results and recommended time distributions for a comprehensive school counseling program as determined by ASCA are summarized below.

Elementary School Counselor Time and Task Audit - March 2014				
	North Hornell	Bryant	Intermediate	ASCA Recommended
Individual Student Planning , including monitoring of individual student outcomes, case management	13%	10%	10%	5%-10%
Responsive Services , includes individual and small group counseling sessions and consultation with stakeholders	56%	63%	80%	30%-40%
Delivery of School Guidance Curriculum (Second Step as well as Olweus classroom lessons)	20%	23%	7%	35%-40%
System Supports , including professional development and info. sharing with school faculty	10%	3%	3%	10%-15%
Non-Counseling Duties , including master scheduling and coordinating assessments	>1%	>1%	>1%	0%

Hornell counselors report that responding to high numbers of students in crisis consistently disrupts the scheduled delivery of counseling curriculum, limits their capacity to provide system support, and forces them to prioritize services to those with the greatest needs. Counselor caseloads for students in weekly and bi-weekly individual and group counseling sessions during the month of March 2014 included 36 students at North Hornell, 70 students at Bryant, and 44 students at the Intermediate School. The Intermediate School counselor estimates she routinely has contact with nearly 90 students classified as needing special education services. She reports devoting nearly 20 hours per week to these students. At present, this caseload requires her to maintain a “wait list” of general education students referred for counseling and support services.

There is a prevalence of district students coming from home environments that do not

support healthy social development or academic achievement. Students’ social and learning problems, when not identified and addressed early on, soon manifest themselves in frustration and anger often expressed in disruptive and violent behaviors that contribute to a poor school climate and loss of academic time. As a whole, Steuben County is above the State average for all indicators of intrapersonal problems and family dysfunction, including emotionally disturbed students, foster care admissions, Child Protective Services indicated reports, and divorce.

Baseline data for **GPRA Measure #2**, the number of incidences in which a student was referred to school personnel for violations of the district’s discipline code, is included in the chart below.

Number of Referrals per School Site for Disciplinary Reasons (2012-2013)		
School	Enrollment	Discipline Referrals
North Hornell (K-1)	283	501
Bryant Elementary (2-3)	280	196
Hornell Intermediate (4-6)	398	364
TOTAL	961	1,061

Analysis of discipline referral data indicates bullying incidents in Kindergarten and Grade 1 account for nearly a third of all such incidents in the entire K-12 Hornell school district. Student fights in Kindergarten and Grade 1 make up nearly 60% of all district fighting incidents. An overall increase in disruptive and inappropriate behavior over the past year, which includes classroom outbursts, threats to students and teachers, and damaging others’ property, poses serious threats to students’ well-being and impedes academic performance.

North Hornell Elementary School – Disciplinary Incidents - Kindergarten and Grade 1			
Type of Incident	2011-2012	2012-2013	% Increase
Harassment/Bullying	76	54	-29%
Fighting	7	17	59%
Disruptive in Class	7	10	30%
Inappropriate Behavior	180	255	30%
Insubordination	6	17	65%
Violent Behavior	23	117	80%
Total Incidents Above	223	416	46%

The rise of disciplinary incidents at grade levels 2 and 3 last school year included:

Bryant Elementary School – Disciplinary Incidents – Grades 2 and 3			
Type of Incident	2011-2012	2012-2013	% Increase
Disorderly Conduct	6	11	46%
Harassment/Bullying	24	28	14%
Inappropriate Behavior	17	41	58%
Insubordination	18	34	47%
Violent Behavior	1	10	1000%
Total Incidents	66	124	47%

In contrast to the elementary schools, Hornell Intermediate School has shown excellent progress in decreasing the incidences of harassment and bullying since the 2010-11 school year. Improvements coincide with the implementation of two programs; a 21st Century Community Learning Center providing enrichment, linkages to community services and parent outreach for students in grades 3-8 and their families, and the introduction of the *Olweus Bully Prevention Program* in grades 4-12 coordinated by the grant-funded At-Risk Counselor.

Intermediate School – Disciplinary Incidents – Grades 4 and 6				
Type of Incident	2010-11	2011-12	2012-13	% Change
Disruptive in Class	33	18	19	-42%
Harassment/Bullying	128	59	54	-58%
Inappropriate Behavior	135	52	81	-40%
Insubordination	136	24	21	-85%
Violent Behavior	39	5	4	-89%
Total Incidents	471	158	179	-62%

During the 2011-12 school year, the district failed to make adequate yearly progress in Elementary/Middle-Level mathematics for economically disadvantaged students and students with disabilities.⁴ Only 48% of all sixth grade students scored at or above proficiency. High numbers of elementary students also struggle with English Language Arts proficiency. In 2012-13, 43% of Kindergarteners scored below or well below benchmark on the DIBELS First Sound Fluency assessment. Examination of district 6th grade cohort performance also shows decreases in achievement as students advance.

ELA Assessment Results from 3rd to 6th grade (2008-2012)				
2011-2012 Sixth-Grade Cohort	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
% of Students at Proficiency	72.9%	54.9%	39.4%	50.8%

The proactive components of a comprehensive school counseling program (those that would benefit the entire school population and create a safer and more supportive school climate) are currently the least likely to be prescribed within the district’s Response to Intervention (RtI) model. Grade-level RtI teams, comprised of the building principal, classroom teachers and the school counselor, meet weekly in each school building to examine attendance and assessment data, monitor students’ academic progress and prescribe interventions as needed. The RtI teams utilize AimsWeb, a tool that identifies students’ academic risk for failure and monitors academic progress.

However, the current RtI model is lacking on two levels. First, teacher accountability and increased pressure for meeting the NYS Common Core Learning Standards has focused nearly all discussions on instructional strategies and academic interventions, not on the development of problem-solving or coping skills to affect behaviors that could support academic motivation and growth. Second, AimsWeb does not provide a standard, unified system for tracking student counseling data. Currently, each counselor tracks information in their own individualized manner, most using pen and paper to take notes and to develop action plans. Review of data is limited to academic reports via AimsWeb and demographic and discipline data found in the student management system (SchoolTool). Counselors indicate that a uniform, counselor-specific data system to record data and counseling notes electronically and measure students’ progress over time would help determine the impact of counseling activities on student success.

The absence of a localized public health infrastructure further challenges the District’s capacity for providing primary education and prevention services. St. James Mercy Hospital in

Hornell, the community's largest health care provider, closed its adult and adolescent psychiatric units in December 2013. Individuals in crisis now must seek treatment at one of four regional facilities, the nearest of which is over an hour away. Prior to closure, the school district maintained a strong relationship with St. James and most parents were trusting when it came to allowing for exchanges of information about their child's diagnosis and treatment plans. School Counselors routinely provided assistance and follow-up to students and families upon hospital release. With the unit's closing, school-based psychologist and counselors now find themselves besieged with requests for support from parents who lack the means to travel for diagnosis, treatment and follow-up care. Already reluctant to seek outside assistance for their child due to the perceived stigma of a mental health diagnosis, many are also overwhelmed at being shuffled between distant facilities to speak with an ever changing cadre of mental health professionals.

2. Quality of Program Design - A. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations.

The STEP Project will maximize school-based and school linked resources under a three tiered Student Assistance Program (SAP) model to expand the range, availability, quantity, and quality of comprehensive school counseling services. Activities will be coordinated and integrated with existing programs and county services to provide a continuum of growth opportunities, individualized supports and appropriate mental health services. The Hornell City School District is currently coordinating a regional 21st Century Community Learning Center program serving 260 Hornell students in grades 3-8. The Aligning Aspirations and Actions (A-3) Project links 5 school districts, three regional colleges, *ProAction of Steuben and Yates, Inc.* and the *Hornell Area YMCA* to ensure that all students are prepared for a full-range of secondary and post-secondary education and career opportunities. A-3 provides students with project-based career and college exploration experiences that build *Foundations for Learning*

and Growth Framework.⁵ Foundations include *Knowledge, Skills, and Abilities* (academic content knowledge; academic success behaviors; communication skills; problem-solving, critical thinking skills; social-skills; goal-setting; and college and career knowledge) and *Personal Resources* (physical/mental health and welfare; self-esteem; motivation; and resilience). The STEP Project will expand the district's ability to introduce *Foundations for Learning and Growth* to students in grades K-2 within a continuum of Tier I counseling curriculum instruction. A Parent Resource Center, to be located at North Hornell Elementary School, will fulfill a K-2 gap in family support services and outreach under the coordination of *ProAction of Steuben and Yates, Inc.* Expanded student opportunities for social emotional growth and development will be provided in collaboration with the *Hornell Area YMCA* through a summertime day camp experience targeting at-risk students in grades K-2. School-based diagnostic testing, Single Point of Access (SPOA) services, and referrals for crisis management assistance will be coordinated in cooperation with the *Steuben County Community Mental Health Center*. Letters of support from these community partners may be found in the **attachments**.

B. The extent to which the design of the proposed will address the needs.

The STEP Project will implement a *Student Assistance Program (SAP)* in two elementary and one intermediate school buildings. SAP will institute “a school-based, evidence-informed framework for prevention, early intervention, referral and support”⁶ for students whose identified needs may prevent them from fully benefitting from their educational experience. The SAP model complements the district's RtI program and aligns with and supports the tenets of the ASCA National Model and the New York State Model for K-12 Comprehensive School Counseling Programs through individual student planning, responsive services, and system support over three levels of interventions and supports:

- **Universal Level (Tier 1)**: The Universal Level focuses on strategies for the entire school population, including policies, procedures, programs and messages that are aimed at building positive youth development and decreasing risk factors. The district will utilize existing prevention education curricula, Second Step Program and Olweus Bully Prevention Program, to promote a safe and learning conducive school environment. **Second Step** is a universal, classroom-based, **School Counseling Guidance Curriculum** that teaches foundational social-emotional and self-regulation skills to strengthen students' abilities to "learn, have empathy, manage emotions, and solve problems."⁷ Second Step aligns with the ASCA National Standards and Competencies for school counseling programs in the areas of academic development, career development (developing interpersonal, problem-solving, and communication skills), and personal/social development (promoting empathy, emotion management, and healthy friendships). STEP Counselors will push into each grade-level classroom on a weekly basis to deliver Group Classroom Instruction lessons, reviewing and expanding upon skills as students' progress from grades K-6. The **Olweus Bully Prevention Program (OBPP)** is a research-based, whole-school systems change program designed to reduce bullying in a school setting, improve peer relations, and prevent the development of new bullying problems. Weekly K-6 classroom meetings, co-facilitated by teachers and counselors, provide information to students about bullying behaviors. The District has decreased the incidences of harassment and bullying at the Intermediate School since executing the OBPP and recognizes the need for bully prevention at the K-3 grade levels. In order to execute the OBPP program with fidelity, the 4-12 At-Risk Counselor will shift focus to grades K-3 in 2014-15 to coordinate OBPP implementation.
- **Selective Level (Tier 2)** strategies are focused on supporting students who demonstrate behavioral or academic issues as well as those deemed at risk due to population characteristics,

such as grief, loss, or divorce. Student support services will include:

- **Individual Counseling and/or Small Group Counseling** - School Counselors will provide short-term interventions in a safe environment. Students will share common concerns, build relationships and learn how to identify and express feelings in a healthy and positive way. The development of coping skills fosters resilience and helps students build trust. Examples of small group topics include coping skills, anxiety, stress management and anger management.

- **Referrals to School-Based Services** such as tutoring and academic intervention services, as well as after-school activities will be offered to address the unique needs of each student.

- Information regarding **Community-Based Services**, such as inpatient mental health care, private counseling services, and social services agencies will be provided to the student to facilitate additional care that the school is unable to provide.

➤ **Indicated Level (Tier 3):** Students who are demonstrating early warning signs (e.g. violence, substance abuse, or delinquency) will receive services at the Indicated Level at a greater frequency and intensity than those at the Selective Level. Strategies are targeted to the individual student and involve responsive services and connections to community resources.

In order to address the needs of the target population, STEP will achieve the following goals, objectives and outcomes:

GOAL #1: Increase capacity and infrastructure to provide a comprehensive school counseling program supporting the academic, career and personal/social growth of all students.		
Objectives	Outcomes	Measures
1. Improve student to mental health professional ratios to better align with those recommended by ASCA. (GPRA Measure #1).	1.1 Ratios of School Counselor/Student will meet or exceed recommendations at targeted schools by Fall 2015.	Addition of: • 3.0 STEP Counselors

<p>2. Utilize professional training to expand and improve practice in:</p> <ul style="list-style-type: none"> • counseling curriculum; • individual and group counseling; • group facilitation; • consultation and collaboration. 	<p>2.1 100% of school-based mental health professionals will participate in 25 hours of targeted professional development related to their specific field of work per year. 2.2 Grade-level SAP Core Teams will be formed and joint RTI/SAP meetings will occur consistently each week by year 2. 2.3 100% of school staff will receive. <i>Olweus Bully Prevention Program</i> training from the at-risk counselor by end of year 1. 2.4 Joint professional development to integrate the <i>Second Step</i> and <i>Olweus</i> curricula with fidelity completed by year 2.</p>	<ul style="list-style-type: none"> • Annual Professional Performance Review • Self-Evaluation • Personal Reflection • Professional Development Attendance Records • Student Intervention Plans • Teacher/Counselor schedules and lesson plans
<p>3. Increase school counselors' abilities to systematically collect, analyze, and use critical data elements to monitor student outcomes and inform the delivery of counseling services.</p>	<p>3.1 100% of school counselors will use data from School Counselor Central to assess, document, analyze, and guide the delivery of the school counseling program. 3.2 100% of school counselors will use data to document how the school counseling program contributes to student success. 3.3 100% Counselors will use summative disaggregated data in communicating with stakeholders to inform strategies for developing community-based supports.</p>	<ul style="list-style-type: none"> • <i>School Counselor Central</i> and <i>SchoolTool</i> Reports
<p>4. Improve delivery balance of Tier I preventative counseling components to benefit all students.</p>	<p>4.1 100% of students will receive weekly School Guidance Curriculum instruction encompassing three domain areas- (academic planning, career awareness, and social emotional competency/self-regulation)-that integrates the <i>Olweus BPP</i> and <i>Second Step</i> Curriculums.</p>	<ul style="list-style-type: none"> • Lesson plans • School Counselor Central Reports
<p>5. Improve awareness of and access to school-based and regional resources to support student growth and mental health.</p>	<p>5.1 100% of school mental health professionals will increase their knowledge of community-based resources available to students. 5.2 Counselor time spent engaged in providing system supports will increase an average of 2% per year. 5.3 Expanded collaboration with ProAction will result in the formation of a Parent Resource Ctr. at N. Hornell School in year 1.</p>	<ul style="list-style-type: none"> • School Mental Health Professional Survey • Project Coordinator Reports • Participant sign-in logs
GOAL #2: Implement a consistent framework of tiered interventions to support a safe and responsive school environment		
Objectives	Outcomes	Measures
<p>1. Reduce the number of discipline</p>	<p>1.1 The average number of referrals for disciplinary reasons will decrease by</p>	<ul style="list-style-type: none"> • Discipline referrals • State Assessment Data

referrals per grant site for disciplinary reasons (GPRA Measure #2).	10% per year at each site. 1.2 Teachers will show improvement in classroom management skills modeling consistent expectations and common language.	<ul style="list-style-type: none"> • APPR Observation • Marzano Teacher Assessments
2. Improve school safety through the reduction of incidents of harassment, bullying, and violence.	2.1 The average number of referrals per grant site for harassment, bullying and violent behaviors will decrease by 10% per year at each site. 2.2 School climate assessment will indicate consistent improvement over the three-year grant period. 2.3 100% of students' will have access to responsive services, eliminating the practice of counselor "wait lists".	<ul style="list-style-type: none"> • Disaggregated discipline data and behavioral referrals • Olweus School Climate Questionnaire • Harvard Family Research -Project Parent Survey • Counselor referral, caseload and student contact data
3. Improve student academic performance and proficiency.	3.1 80% of students in each school will show growth in one or more indicators within <i>the Foundations for Learning</i> framework for increasing academic success skills and personal resources. 3.2 70% students' across each grade-level cohort will meet Math and ELA proficiency standards within 3 years.	<ul style="list-style-type: none"> • Teacher Observations recorded in Report cards • Annual surveys of Parents and Students • Student data from Aimsweb and State Assessments
4. Increase students' protective factors.	4.1 70% of students at each site will demonstrate an increase in protective factors and a decrease in risk factors over the 3-year grant period.	<ul style="list-style-type: none"> • Pre/Post Student Protective Factors/Risk Factor Survey • <i>School Counselor Central</i> and <i>SchoolTool</i> Reports • State Assessment Data
GOAL #3: Maximize school-based and school-linked resources to alleviate barriers to healthy growth and achievement		
Objectives	Outcomes	Measures
1. Improve parent supports and access to services.	1.1 100% of parents will be offered school-based parenting instruction, parent supports and assistance accessing agency services by ProAction.	<ul style="list-style-type: none"> • Addition of Family Resource Center
2. Facilitate school-based diagnostic assessment testing and SPOA.	2.1 School-based student diagnostic testing and SPOA will be provided to 100% of families who have transportation barriers. 2.2 School Counselor follow-up and supports will be offered to 100% of students returning from mental health treatment settings.	<ul style="list-style-type: none"> • <i>School Counselor Central</i> Data - Student Meeting Reports • Number of referrals generated from Core Team meetings
3. Increase student developmental assets through	3.1 Up to ten at-risk students will be referred and sponsored to attend Hornell YMCA Summer Day Camp enrichment each year.	<ul style="list-style-type: none"> • Referrals generated from Core Team Meetings

access to youth development and enrichment.	3.2 100 at-risk 3-6 grade students will be recommended for enrollment in the A-3 21 st CCLC Program.	<ul style="list-style-type: none"> • YMCA Rosters • A-3 Program Rosters and attendance records
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To meet STEP project objectives, the Hornell City School District will integrate the SAP framework creating the infrastructure for “sustaining strong prevention and early intervention across the school system and decreasing behavioral, disciplinary and academic stresses that are disruptive and costly to schools and communities.”⁸ The model encourages viewing the whole child and systematically applying strategies to support a student’s social/emotional development and interventions to mediate life challenges. Whereas the district’s Response to Intervention process will focus on a child’s academic needs, integration of SAP will add a layer of behavioral and social/emotional assessments and responsive strategies as a valuable component to the district’s comprehensive mental health framework. Both RtI and SAP will work hand-in-hand to meet the academic and behavioral needs of every student by proactively addressing the issues impacting a student’s life. A combined RtI/SAP Core Team in each building, comprised of key personnel including the Building Principal, School Counselor, K-6 School Psychologist, Grade-Level Teachers, and a STEP Counselor, will meet at least weekly to review incidences affecting school climate, chart student progress, and modify individual student plans as needed. This proactive approach will be accomplished through a four-step intervention/prevention process of (1) Identification and Referral; (2) Screening; (3) Problem Solving and Case Management and (4) Monitoring; which will be led by a STEP Counselor at each school building.

1. Identification and Referral – a uniform paper referral system will be implemented in each school building. A central location will be instituted for school staff, administrators, parents, and students to submit referrals. The STEP Counselor will provide staff and student training to all faculty in each building on how to complete the referral form, where to submit the form, and

how the SAP process will function. In collaboration with the School Counselors, the STEP Counselor will also work closely with school staff to identify signs of student stress, anxiety, and depression as well as indicators for student at-risk behaviors, signs of relational violence, and alcohol/drug use. The STEP Counselor will review each referral to prioritize immediate crisis response needs, developmental needs, and needs related to strengthening systems of support for families. Each review will generate an appropriate response. This may include the RtI team for academic needs, the SAP Core Team for social/emotional or behavior needs, the school nurse for medical/health needs, or community and agency human service providers for family supports. Decisions on referrals to RtI or SAP will be presented by the STEP Counselor at joint weekly meetings. Between meetings, acute crisis intervention will continue to be coordinated by the Building Principal, the School Counselor, and School Psychologist as appropriate.

2. Screening – The STEP Counselor will screen all behavioral and crisis referrals at the building level. Behavioral and academic data will be collected from the child’s teacher, counselor and parent, and the counselor will conduct separate student and parent interviews. The SAP Core Team will use the results to inform services, treatment, and psychometric testing.

3. Problem-Solving and Case Management – A Student Assistance Program consists of prevention, education, and awareness and skill-building activities that are designed to build protective factors in students. At the weekly meeting, the STEP Counselor and SAP Core Team will discuss the student’s data and develop a unique, *student-centered* plan with short- and long-term goals and strategies to include school-based and/or community-based services and activities. Prevention programs will include the district’s Olweus Bully Prevention and Second Step school counseling guidance curriculum; Education activities will include the Parent Resource Center and Parenting with Heart workshops; and Awareness and Skill-Building

activities will include individual and/or small group counseling and after-school activities.

4. Monitoring – As part of the Student Assistance Program, the district will implement a Data-Driven Accountability System in which the STEP Counselors and School Counselors will utilize a variety of quantitative and qualitative data to evaluate the effectiveness of the supports provided to students. This will include process data (numbers of students seen), perception data (anecdotal information, including counseling notes), and results data (proof of change in student competency). The following tools will be used to collect, monitor, track, and analyze data for progress monitoring: (1) **SchoolTool**, a web-based student information system, will track student demographics, discipline referrals, attendance, interventions, report card grades, and state assessment results; and (2) **School Counselor Central**, a uniform web-based school counselor management system, will be purchased to enhance data management, align activities and lessons to national standards for school counseling, provide tools for quick online reporting, and enhance professional growth with a school counselor forum. School Counselors will be able to monitor student progress, create and print reports, and develop personalized learning plans for each student. Data will then be shared with the SAP Core Team at weekly RtI/SAP meetings and to the Project Coordinator at monthly data meetings. Upon analysis of the data, the SAP Core Team will review each case for effectiveness of the current interventions and make changes as needed.

Parent Outreach activities will be designed to successfully transition and support students in the public school setting. ProAction, Inc. and the District will build upon their existing collaboration, which delivers Head Start/UPK services, extending the continuum of services to grade 8. Specifically, expanded parent outreach activities will focus on education and skills development for effective parenting and facilitate referrals to human services providers based on parent requests. A school-based Parent Resource Center will be located at the North Hornell

School and staffed by ProAction. The Parent Center will offer a supportive, non-threatening environment for parents to seek information about community resources, referrals to service providers, and parenting instruction. Informal opportunities for sharing and problem-solving will be provided through coffee chats during student drop-off and pickup times. Two 10-week “Parenting with Heart” courses will be offered each year. “Parenting with Heart” courses will focus on a range of self-selected topics, including: communication, addiction, discipline, sibling rivalry, and child safety. The course uses a teaching model developed by Judy Nordstrom, founder of the Training for Excellence in Parenting Education (T.E.P.E.) Institute. The series, has consistently high rates of participant engagement, completion, and positive feedback across all age and socio-economic demographics.

Professional Development: In order to successfully implement the STEP Project, the district will partner with the CARON Foundation for high-quality, sustained professional development over the three-year grant period. A certified Student Assistance Program trainer will provide dedicated support for SAP implementation. The initial three-day on-site training in year one will cover topics including the Core Team and SAP process, legal issues, mental health updates, drug and alcohol updates, risk and resiliency, working with families, and cultural considerations. This training will be attended by district administrators, the Project Director and Coordinator, STEP Counselors, mental health staff (school counselors, school psychologist, At-Risk Counselor), and grade-level teachers. A practicum/action planning day will provide an opportunity for the district and trainer to customize the SAP to work within the existing district structure, to integrate the RtI, Olweus, and Second Step programs. Monthly follow-up phone conferences will provide an opportunity to problem-solve and brainstorm the SAP process to ensure appropriate implementation. Each subsequent grant year, the trainer will provide one day on-site

maintenance to review the current process, problem solve and make modifications as needed.

C. The extent to which the project design reflects up-to-date knowledge from research.

The STEP Project will provide the Hornell City School District with a comprehensive mental health program through the implementation of a Student Assistance Program. Student Assistance Programs are a systematic framework comprised of policies, procedures, practices, and strategies that reflect a strong evidence base.⁹ SAPs provide comprehensive school-based methods to identify issues that prevent students from being successful in school. Through a proactive, whole-student approach to prevention, education, risk reduction and positive asset development, SAPs enable students to be healthy, successful, and connected.¹⁰ A number of research studies indicate that Student Assistance Programs are an effective approach in the “delivery of services that reduce truancy and behavior problems while improving academics and bonding to school as well as increasing referrals to community services at rates higher than reported nationally.”¹¹ For example, a Nebraska study found that “students attending schools with SAPs reported lower alcohol use rates (in the last 30 days) and significantly higher levels of academic achievement than schools with no SAP.”¹² This is also supported in a study of a Washington State SAP. Researchers found that students who entered the SAP over the course of the school year demonstrated improvement in academic performance.¹³ Further, results from a study by Apsler et al. (2006) indicated evidence “for the effectiveness of prevention strategies aimed at promoting positive youth development” and the value of “specially trained counselors who are not part of the regular school staff.”¹⁴

Through the implementation of the STEP Project, the district will expand the *Olweus Bully Prevention Program* (OBPP) into grades K-3. OBPP is a whole-school program that is well-researched and thoroughly evaluated with documented findings as to its effectiveness. In 2013,

researchers in Pennsylvania conducted a study with 72,000 students and 5 cohorts in grades 3-11 which found “positive and systematic effects of the OBPP on students’ reports of being bullied and bullying others in nearly all grades, and among boys and girls.”¹⁵ Further, due to the design of the study, researchers were able to demonstrate that “the observed positive changes over time were due to the effects of OBPP.”¹⁶

The *Second Step* curriculum is an evidence-based Social and Emotional Learning program (SEL) designed to increase students’ school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. Students participating in such programs have shown significant gains in SEL skills, attitudes, and behaviors, as well as academic achievement.¹⁷

3. Quality of Management Plan

A. The adequacy of the management plan to achieve the objectives of the proposed project.

Amy Clark, Director of Pupil Personnel Services, will serve as the **Project Director**. She will dedicate 10% of her time to providing administrative oversight for the STEP project. Ms. Clark is a certified School District Administrator and School Administrator/Supervisor with 16 years of experience in an educational setting. She will be responsible for hiring and supervising the Program Coordinator and STEP Counselors. She will work closely with the Project Coordinator to ensure the successful implementation of STEP. She will be responsible for overseeing the delivery of school counseling services (individual student planning, responsive services, and system support), program curriculum, professional development, fiscal management of grant funds, and will be the primary liaison with the Elementary and Secondary School Counseling program office. Ms. Clark will also be responsible for conducting the search for an External Evaluator in alignment with the district’s procurement policies for purchased services. She will work closely with the selected Evaluator to implement the evaluation process

and ensure that annual and final reports are submitted on time. Ms. Clark's resume is attached.

The district will hire a 1.0 FTE **Project Coordinator** who will oversee the entirety of the project to ensure that all program components are implemented with fidelity. Duties will include: (1) facilitating monthly data review meetings; (2) serving as the liaison with the Project Director; (3) working with the Project Director and External Evaluator to implement the evaluation model; and (4) completing required grant project reports. A Master's Level degree in a mental health profession with demonstrated leadership and experience in a school setting will be required.

Three 1.0 FTE **STEP Counselors** (one at each building) will oversee the SAP at their respective school building, including reviewing and processing referrals, screening and data collection, and individual student planning and case management. The STEP Counselors will provide preventative supports and interventions at the Universal (Tier 1) Level to reduce the number of students in crises, deliver the Second Step school guidance curriculum, and work with the district At-Risk Counselor to ensure delivery of the Olweus program. They will meet with students and parents, serve on the Core Team, provide system support and training to school staff regarding the SAP process and function, and report to the Project Coordinator on a monthly basis. Position qualifications are a certified School Counselor with a minimum of a Master's level education and demonstrated leadership and experience as an elementary school counselor.

An **External Evaluator** will be hired to conduct evaluation of the STEP Project's effectiveness. This will include working with the Project Director and Project Coordinator to develop an evaluation methodology, identify assessment instruments, collection processes, and timelines. The External Evaluator will provide expertise and support for project implementation and complete written summative evaluation reports. Required qualifications are a Ph.D. in Education, Psychology, Statistics or a related field and have experience performing evaluations

of federally-funded grant programs in K-12 education, ideally in the area of School Counseling.

A program timeline, including activities and milestones is outlined in the chart below.

<i>Increase capacity and infrastructure of school counseling program</i>		
Milestone	Timeline	Persons Responsible
<ul style="list-style-type: none"> • STEP Project Coordinator hired • 3 STEP Counselors hired 	<ul style="list-style-type: none"> • October 2014 	Project Director
<ul style="list-style-type: none"> • Professional Development on SAP Program • Implementation of SAP 	<ul style="list-style-type: none"> • October 2014 • November 2014 	CARON Foundation STEP Counselors
<ul style="list-style-type: none"> • Establish Referral and Screening Process at each building • Building-Level Core Team Meetings Begin 	<ul style="list-style-type: none"> • November 2014 • November 2014 and ongoing 	Project Coordinator STEP Counselors School Counselors Building Principals Grade-Level Teachers
<ul style="list-style-type: none"> • <i>Olweus Bully Prevention Program</i> Training and Program Implementation in grades K-3 • <i>Second Step</i> Group Classroom Instruction Schedule in place 	<ul style="list-style-type: none"> • October 2014 and ongoing 	STEP Counselors School Counselors At-Risk Counselor Grade-Level Teachers Grade-Level Teachers
<ul style="list-style-type: none"> • Individual and Small Group Counseling services offered by all school counselors. • Referrals to School-Based Services offered 	<ul style="list-style-type: none"> • October 2014 and ongoing 	School Counselors
<ul style="list-style-type: none"> • More intensive responsive services offered. • Community-Based referrals provided 	<ul style="list-style-type: none"> • October 2014 and ongoing 	School Counselors School Psychologist
<i>Establish Data-Driven Accountability System</i>		
<ul style="list-style-type: none"> • Purchase <i>School Counselor Central</i> software program • Access to SchoolTool and <i>School Counselor Central</i> are established • Schedule of monthly data review meetings are in place 	<ul style="list-style-type: none"> • October 2014 • November 2014 • November 2014 and ongoing 	Project Director Project Coordinator School Counselors STEP Counselors
<i>Provide family outreach</i>		
<ul style="list-style-type: none"> • Establish a Family Resource Center at N. Hornell Elem. School • Parenting with Heart workshops offered 	<ul style="list-style-type: none"> • November 2014 and ongoing 	ProAction, Inc. Building-Level Administrators

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

A STEP Project Advisory Committee will be formed to monitor implementation of all aspects of the program. The Committee will ensure that project activities are reviewed, evaluated, and revised as needed to improve the quality of the project. The Advisory Committee will consist of the Project Director, Project Coordinator, STEP Counselors, Building Principals,

School Counselors, School Psychologist, grade-level and Special Education teachers, parents, students, and community partners. The Committee will meet quarterly to review data related to the numbers of referrals, numbers of students seen in individual and group counseling sessions, disaggregated discipline data (GPRA Measure #2), and academics in order to assess the program's effectiveness toward meeting stated goals and outcomes. The committee will also solicit input from the External Evaluator to assess progress toward meeting program goals. Results will be used by the Project Director and Project Coordinator to make adjustments to STEP project activities.

4. Quality of the Project Evaluation

A. The extent to which the methods of evaluation include the use of objective performance measures related to intended outcomes.

The Hornell District is committed to conducting ongoing program evaluation that monitors progress and influences achievement of the intended outcomes. Upon notification of grant award, Project Director Amy Clark, will conduct a survey of potential external evaluators and issue a Request for Proposals. The Advisory Committee will review applicant qualifications and select an evaluator. Evaluation of the STEP Project will include methods that are thorough, feasible and appropriate to the goals, objectives and outcomes of the proposed program. More specifically, the external evaluator will: (1) Enact the SAP Program Logic Model (reflecting proposed inputs to outputs) to respond to *CFDA #84.215E GPRA* reporting requirements as well as the real questions, concerns and continuous improvement issues that local stakeholders encounter; (2) Conduct a literature review to identify models of best practice, related pitfalls and other insights that might be gleaned from relevant peer-reviewed studies; (3) Employ both quantitative and qualitative measures to monitor fidelity of implementation based on the proposed theoretic framework and operating principles, and program and participant outcomes

aligned with performance measures for: a) increasing the number and capacity of school mental health professionals to deliver a comprehensive school counseling program (**GPRA measure #1-Objectives 1:1.1 to 1:5.3**); b) improving school safety and climate (**Competitive Preference Priority #1**); c) reducing the number of school discipline referrals by site (**GPRA measure #2-Objective 2:1.1**); d) increasing student socio-emotional well-being and improving academic outcomes (**Objectives 2:1.2 to 2:4.1**); e) increasing access to information and services to families for supporting children's healthy social/emotional development and education (**Objectives 3:1.1 to 3:2.1**); and f) increasing child protective assets through enrichment programs (**Objective 3:3.1**). Data input shall include results of student academic and behavioral assessments, attendance and discipline records, school mental health and counseling program data, and participant and partner surveys; (4) Identify other sources of data for gathering detailed, descriptive information about the program including program activities, meeting notes, services provided, staff development activities, resource sharing and program organization; (5) Document shifts in policy and related practices that ensure program sustainability; (6) Assess fidelity to core programs enacted and use of data to drive the SAP Model of Tiered behavioral interventions as proposed; (7) Respond to the reporting needs of the US Department of Education; and (8) Disseminate regionally unique aspects of the program and promising practices.

The evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Specifically, the External Evaluator will conduct quarterly site conferences and generate corresponding reports reflecting data gathering, emerging findings and other information to drive continuous program improvement. In the first visit (January), the evaluator and stakeholders, including parents and students, will discuss the purpose and scope of the evaluation: *What are the methods and strategies to be employed for sharing and collecting*

data from school-based and school-linked programs and their participants? The results of this meeting will inform data collection methodology and timelines, shape survey and interview protocols and suggest other evaluation methods not already specified, but consistent with the funding guidelines. A schedule of data-collection windows and protocols will be finalized to include baseline in Year 1 and three yearly collection windows for Years 2-3. Each year, the second meeting (February) will include review of data collected and emerging findings. Discussion will focus on: *What challenges and barriers have emerged and how have they been handled?* The third site visit each year (April) will finalize plans for collecting data and as well as the timeline for end-of-year analysis and reporting. Core issues and related data will reflect: *What are the changes/impacts on students' experiences, reported behaviors, and developmental outcomes?* The fourth site visit (July) will focus on: *Next steps, what critical services, supports, and opportunities are needed to continue improving student outcomes; and What collaborations and resources are needed to provide them?* The evaluator will complete project data and survey analysis and prepare a comprehensive report to be presented to the Advisory Committee each fall. After review, the Committee will identify effective strategies with promise for replication regionally and the means to sustain impact.

B. The extent to which the methods of evaluation will provide performance feedback

The effectiveness of the STEP Project will be measured by data collected and compared over multiple timeframes: immediate (pre and post tests on student competencies addressed in counseling curriculum); intermediate (over a short period of time such as the impact of small-group counseling on student grades); and long term (year-to-year longitudinal achievement data).

GOAL #1- EVALUATION OBJECTIVE -To document the advancement of process-based outcomes for increasing the capacity of school mental health professionals to deliver a comprehensive school counseling program. (Objectives 1:1.1 to 1:5.3)
Area of Examination – The qualifications and distribution of mental health professionals
Documentation – 1. Review of staffing plans; 2. Review of qualifications and vitas for staff personnel (School Counselors, Project Coordinator); 3. Review of hiring records and computation of mental health professional to student ratios (GPRA Measure #1)
Area of Examination- The intended scope and likely impact of professional training
Documentation- 1. Gather post-training feedback from participants; 2. Professional development logs; 3. Review of training scope, intended audiences, and descriptions of content
Area of Examination – The fidelity of curriculum delivery across three domains of quality school counseling practice (academic, career, personal/social)
Documentation – 1. Review Lesson Plans; 2. Review Teacher/Counselor/Class Calendars
Area of Examination – The rate of consistency regarding uniform counseling data collection
Documentation- 1. Examine <i>School Counselor Central</i> data reports for presence of referrals, notes from individual and group counseling sessions, class lessons, and student contact notes
Area of Examination- Integration of the Student Assistance Plan’s three-tiered continuum of supports and services integrated with the existing RtI process
Documentation- 1. Review counselor data reports; 2. Examination of Intervention Plans across three tiers; 3. Observations of program services; 4. Document review of the referral process; 5. Review documentation of waiting lists, Meeting notes, Sign-in sheets
Area of Examination- School Counseling Program capacity for connecting students and their families with school-based and school-linked resources
Documentation- 1. Observation of Family Resource Center operations; 2. Interviews with Collaborative Partners; 3. Conduct surveys of School Mental Health Professionals
GOAL #2-EVALUATION OBJECTIVE - To document project progress on impacting the school environment and increasing student outcomes. (Objectives 2:1.1 to 2:4.1)
Area of Examination- The number of discipline referrals per grant site (GPRA Measure #2)
Documentation – 1. Review of disaggregated discipline data and behavioral referrals
Area of Examination- School safety with regard to incidents of violence and harassment
Documentation- 1. Review of disaggregated discipline data and behavioral referrals by site; 2. Review of yearly <i>Olweus</i> School Climate Surveys; 3. Review of Parent Surveys administered in A-3 21stCCLC; 4. Examination of counselor data in <i>School Counselor Central</i> reports.
Area of Examination- Student social emotional growth and academic achievement
Documentation- 1. Review of report card data and teacher observations; 2. Review of student Risk Factor Surveys; 3. Review of NYS Assessment data.
GOAL #3- EVALUATION OBJECTIVE – To document improvements to the accessibility of services, supports and opportunities to support student outcomes (Objectives 3:1.1 to 3:3.2)
Area of Examination – School-based parenting supports, diagnostic services and SPOA
Documentation - 1. Observation of Family Resource Center programs; 2. Review of referral data to community service providers; 3. Review of School Counselor caseload data.
Area of Examination – Increased access to and participation in youth development programs
Documentation – 1. Review of Tier 2 student referral data; 2. Review enrollment and attendance records for YMCA Summer Camp and A-3 21 st CCLC Program.

Other Attachment File(s)

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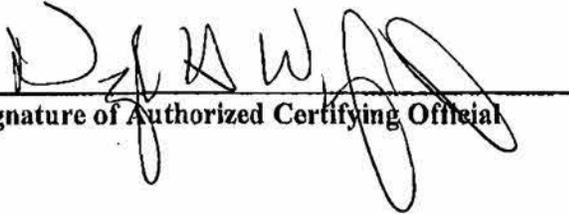
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Program Specific Assurances

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

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

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



Signature of Authorized Certifying Official

Superintendent of Schools

Title

Hornell City School District

Applicant Organization

April 28, 2014

Date Submitted

Amy Feeley Clark

(b)(6)

(b)(6)

Education

School Administrator and Supervisor (SAS) 8/06
School District Administrator (SDA)
New York State Certification
State University of New York at Brockport, Brockport NY

M.S., Speech-Language Pathology 12/04
New York State Certification, Speech-Language Pathologist
State University of New York at Geneseo, Geneseo NY

M.S., Literacy Instruction 8/02
New York State Certification, Reading Teacher
Alfred University, Alfred NY

B.S., Teacher of the Speech and Hearing Handicapped 5/98
New York State Certification, Teacher of the Speech and Hearing Handicapped
Ithaca College, Ithaca NY

Professional/Leadership Experience

Director of Pupil Personnel Services, Hornell NY 5/08 to Present

- Director/Chairperson for CSE, CPSE and 504 meetings (385 current students)
- District Coordinator for Response to Intervention/Instructional Support Teams
- K-12 District Coordinator for Guidance Counselors and Social Workers
- Collaboration/supervision of 90+ staff members
- Special Education Budget and Grant Coordinator
- Special Education Data Coordinator for New York State Indicators (PD System)
- Medicaid Compliance Officer
- District Liaison for Department of Social Services/Foster Care inquires
- Next Generation Learning (Virtual Schooling) Leadership Team

Junior High School Dean of Students, Hornell NY 12/06 to 5/08

- Instructional Support Team Chairperson
- Grades 7-9 Curriculum Coordinator
- Grades 7-9 Student Management Coordinator

CSE/CPSE Chairperson and Pupil Support Team Coordinator 8/06 to 12/06
Teacher on Special Assignment for Pupil Personnel Services, Hornell NY

- Chairperson for CSE, CPSE and 504 meetings
- Responsible for training K-12 staff on IEP development using Clear Track
- Liaison between Pupil Support Teams and Special Education Department

Education Leadership Summer Internship, B.O.C.E.S, Hornell & Bath, NY 6/06 to 8/06

- Supervision of education for 100 students demonstrating moderate to severe cognitive, physical and behavioral abilities, ages 4-21
- Supervision of over 100 teaching personnel in two different buildings
- Responsible for personnel recruitment, hiring and development
- Supervision of discipline and behavior modification intervention
- Responsible for parent involvement and communication

Educational Leadership Practicum, Primary Schools, Hornell NY 1/06 to 4/06

- Supervision of education of over 200 students, ages 4-9
- Responsible for building and maintaining a budget
- Responsible for curriculum oversight and data analysis
- Responsible for building a 2006-2007 master schedule for two buildings
- Responsible for building maintenance oversight for two buildings

Speech-Language Pathologist, Hornell NY 9/99 to 6/06

- Provide speech and language therapy to students, ages 4-21
- Manage a caseload of over 50 students in three different buildings
- Collaborate with teaching professionals to examine speech, language and reading achievement in concurrence with the New York State Learning Standards
- Collaborate with parents and professionals in Committee on Special Education (CSE) meetings to address intervention benchmarks and goals
- Complete diagnostic evaluations and reports in concurrence with the American Speech Language and Hearing Association (ASHA) and New York State's Medicaid guidelines

Speech Therapist, The Special Children's Center, Ithaca NY 9/98 to 8/99

- Provided speech and language therapy to students exhibiting severe cognitive, physical and behavioral abilities, ages 5-8
- Collaborated with parents, special education teachers, nutritionist, occupational and physical therapists
- Team taught and planned activities with special education teachers

Professional Affiliations/Community Experience

Delta Kappa Gamma Society for Key Women Educators

American Speech Language and Hearing Association (ASHA)

New York State Speech-Language and Hearing Association (NYSSLHA)

YMCA, Cardio kickboxing and Golf Instructor, Hornell NY

Director of Junior Golf Program, Twin Hickory Golf Course, Hornell NY

Hornell Varsity Golf Coach, Hornell City School District, Hornell NY

ELEMENTARY SCHOOL COUNSELOR-JOB DESCRIPTION

The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during the elementary years serve as the foundation for future success. A foundation in the understanding of the National School Counselor Model is crucial to the success of the counselor.

CHARACTERISTICS OF A SCHOOL COUNSELOR:

- Knowledge of the demographics of the area
- Ability to build strong relationships
- Good coping skills
- Ability to manage stress and balance several tasks
- Flexibility
- Knowledge of special education, IEP's, 504 Accommodation Plans, etc.
- Sound decision-making and problem solving skills
- Strong organizational skills
- Ability to communicate the role of the counselor to stakeholders in a proactive, professional manner
- Understanding of how data drives decisions
- Understanding of development milestones and how to model and teach developmentally appropriate topics
- Advocate for students

ROLES AND RESPONSIBILITIES:

- Participate in child study teams, "Kid Talk", and CIM meetings
- Collaborate and consult with staff, parents, and students on matters related to students
- Facilitate classroom guidance lessons
- Provide training/workshops to parents and staff on specific topics as identified as building needs
- Facilitate peer mediation
- Crisis counseling
- Network and refer children to outside agencies and services as appropriate
- Coordination of services
- Use data to drive decisions regarding specific topics to be addressed in small group and classroom counseling sessions

Jennifer Mleczynski

From: Wahrlich, Shelley <SWahrlich@dhses.ny.gov>
Sent: Thursday, March 13, 2014 5:46 PM
To: Jennifer Mleczynski
Subject: Re: Intergovernmental Review of Federal Programs - Executive Order 12372

It is not .

On Mar 13, 2014, at 4:21 PM, "Jennifer Mleczynski" <JMLECZYNSKI@gstboces.org> wrote:

Dear Ms. Wahrlich,
Is a grant application for federal funding opportunity **CFDA #84.215E, Elementary and Secondary School Counseling Programs**, subject to state review under Executive Order 12372? If so, please provide details as to the process of facilitating compliance with the order. Thank you for your time and attention to this matter.

Jennifer Mleczynski
Educational Grants Specialist
GST BOCES Grant Services
Booth Education Center
414 Davis Street
Elmira, NY 14901
(P) (607) 735-3370
(F) (607) 735-3379
jmleczynski@gstboces.org

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FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Amy Clark
Director of Pupil Services
Hornell City School District
25 Pearl Street
Hornell, NY 14843

April 24, 2014

Dear Amy Clark,

The Hornell Area Family YMCA is pleased to expand our collaboration with the Hornell City School District to support the **Success through Effective Preventions (STEP) Program** proposal submitted for consideration to receive the U.S. Department of Education's Elementary and Secondary School Counseling Grant.

Since 1883, the Hornell YMCA has been listening and responding to our communities' most critical social needs. We believe that all kids deserve the opportunity to discover who they are and what they can achieve. Our youth development programs focus on cultivating the values, skills and relationships that lead to positive behaviors, better health and educational achievement.

Our relationship with the Hornell School District is one of mutual respect, collaboration and shared responsibility for the well-being of our youth. Our 21st Century Community Learning Center partnership provides school-based programming and year-round access to YMCA facilities for 160 Hornell students in grades 3-8, building academic skills, college and career aspirations and supporting overall growth and development. During the summer, district teachers push into all of the YMCA summer day-camp programs to provide academic enrichment for participants. The district provides 10 scholarships to the YMCA summertime day-camp program allowing low-income, at-risk students who need additional social and emotional supports and positive role models to attend at no charge.

The prospect of further collaboration to expand existing programs and proactively address the social, emotional and mental health needs of our area's young people is very exciting! It is clearly a need in the region and one that we would support and endorse fully.

Regards,

(b)(6)

Executive Director
Hornell Area Family YMCA

YMCA OF HORNELL NEW YORK, INC.

18 Center Street, Hornell, NY 14843

P 607 324 5520

F 607 324 5521

W www.hornellymca.com

PR/Award # S215E140580

Page e48



Amy Clark
Director of Pupil Services
Hornell City School District
25 Pearl Street
Hornell, New York 14843

Dear Ms. Clark:

On behalf of Pro Action of Steuben and Yates, Inc., please accept this letter of support of the Hornell City School District in regard to your 2014 ESEA Elementary and Secondary School Counseling grant proposal submission.

Pro Action has been providing services to low-income children and families for over 45 years. Long-standing programs include Head Start, Early Head Start and the Women, Infants, and Children's Program (WIC). Additionally, the agency operates and funds a network of three community-based Family Resource Centers that provide easily accessible, strength-based programs that include formal parenting education, information and referral, and opportunities for positive parent-child interaction. Support for these centers comes from multiple community partners including Healthy Families, the local Department of Social Services, the faith-based community and area school districts. However, despite much effort we have been unable to secure funding to open such a center within the Hornell City School District.

Pro Action's current collaborations with the Hornell CSD include the provision of Universal Pre-K and Head Start programming to ninety children per year and as a 21st Century School partner we offer formal parenting education to parents of students in 3rd through 8th grades. This leaves a critical service delivery gap for families with children between age five and third grade.

If funded, the 2014 ESEA Elementary and Secondary School Counseling grant award would allow us to close the Kindergarten to 3rd grade gap in family support services, to expand our capacity to deliver parenting education that is proven to build the parental protective factors that research associates with healthy child development and achieve our long desired hope of opening a Family Resource Center within the Hornell CSD.

We value our partnership with the district and are pleased to support you in this grant proposal.

Sincerely,

(b)(6)

Dawn E. Brucie
Deputy Director

STEBEN COUNTY COMMUNITY MENTAL HEALTH CENTER

115 Liberty Street Bath, New York 14810
PH: (607) 664-2255 FAX: (607) 664-2161

CHILD & FAMILY SERVICES PROGRAM
PH: (607) 664-2487
FAX: (607) 664-2162

ALCOHOL/SUBSTANCE ABUSE SERVICES
PH: (607) 664-2156
FAX: (607) 664-2152

FORENSIC SERVICES PROGRAM
PH: (607) 664-2548
FAX: (607) 664-2332

PROS PROGRAM
PH: (607) 664-2348
FAX: (607) 664-2332

SPOA/SPOE SERVICES PROGRAM
PH: (607) 664-2548
FAX: (607) 664-2332

SATELLITE OFFICE LOCATIONS

114 Chestnut Street, Corning, NY 14830
PH: (607) 937-6201 FAX: (607) 937-5553

7454 Seneca Road North, Hornell, NY 14843
PH: (607) 324-2483 FAX: (607) 324-3883

April 25, 2014

Amy Clark, CSE Chairperson Hornell
Hornell High School
134 Seneca Street
Hornell, NY 14843

RE: Elementary/Secondary School
Counseling Grant

Dear Ms. Clark:

I am writing pursuant to our communication about the above mentioned grant and the need for such services within the Hornell School setting.

For well over 20 years now, the Hornell Schools and SCCMHC have worked together in the Hornell area in a productive manner. We have had on going communication, meetings, letters, phone calls and joint conferences regarding service coordination and collaborative work. Our agency typically sends for information from the school as part of our evaluation process, and the communication has always been forthcoming. Our agency has also asked the school teachers and staff for input regarding assessments, and they have been asked to complete psychological forms to assist in this. This has also been productive and forthcoming. The agency takes crisis calls and contacts when needed. The agency has also been present as requested at school meetings to provide input and recommendations so that team recommendations regarding best outcomes for clients/students could be established. SPOA, as part of our agency, has also been actively involved in the school setting with advocacy and crisis management assistance as needed. I feel these activities have been productive and will continue to be productive as we will continue to work together in these capacities in the upcoming years.

PROGRAMS

Clinic Treatment, Community Support Services, Forensic Services, SPOA/SPOE Services, Emergency Crisis Service
Family Centered Intensive Case Management, PROS Program, Alcohol/Substance Abuse Services

STEBEN COUNTY COMMUNITY MENTAL HEALTH CENTER

115 Liberty Street Bath, New York 14810
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PH: (607) 937-6201 FAX: (607) 937-5553

7454 Seneca Road North, Hornell, NY 14843
PH: (607) 324-2483 FAX: (607) 324-3883

The main focus of our work together and the work at this agency focuses on children already in need of services with medically necessary issues. It is not preventative work by nature. Clinicians have high caseloads and strict protocol with OMH and insurances that actually restrict preventative work. Caseloads are often high due to a lack of waiting lists, the availability of a sliding fee scale and budgetary constraints. Again, the focus is typically on children identified as already needing a significant level of treatment versus preventative work.

I feel strongly that preventative work within the school system is a much needed component to our community. This may help prevent future treatment issues and also allow more access to some level of services for greater numbers of children and families.

If I can be of any further assistance, please feel free to contact me at (607) 324-2483.

Respectfully,

(b)(6)

Lynn Lewis, LCSW-R
SCCMHC Child and Family Services Program Coordinator

PROGRAMS

Clinic Treatment, Community Support Services, Forensic Services, SPOA/SPOE Services, Emergency Crisis Service
Family Centered Intensive Case Management, PROS Program, Alcohol/Substance Abuse Services

Endnotes

¹ <http://www.p12.nysed.gov/accountability/allocations/1314/childcount.html>

² <http://www.labor.ny.gov/stats/pressreleases/prtbur.pdf>

³ <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

⁴ <http://data.nysed.gov/reportcard.php?instid=800000037933&year=2012&createreport=1&elemMATH=1>

⁵ American Youth Policy Forum. "Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond". Sarah Hooker and Betsy Brand. October 2009. Online at: <http://www.aypf.org/resources/>

⁶ "Student Assistance Program Guidebook: A Resource for Schools." *Regional Office of Education #11*. Prevention First, 2011. Web. 22 Apr. 2014.

⁷ "Second Step Program: PBIS and RTI Alignment." Committee for Children, n.d. Web. 14 Apr. 2014. <http://cfchildren.org/Portals/0/SS_Multi/SS_DOC/PBIS_RTI_Alignment_SS.pdf>.

⁸ U.S. Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. *Help Is Down the Hall: A Handbook on Student Assistance*. N.p., Jan. 2007. Web. 9 Apr. 2014.

⁹ "Student Assistance Program Guidebook: A Resource for Schools." *Regional Office of Education #11*. Prevention First, 2011. Web. 9 Apr. 2014.

¹⁰ U.S. Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. *Help Is Down the Hall: A Handbook on Student Assistance*. N.p., Jan. 2007. Web. 9 Apr. 2014.

¹¹ "Student Assistance Program Guidebook: A Resource for Schools." *Regional Office of Education #11*. Prevention First, 2011. Web. 22 Apr. 2014.

¹² "Student Assistance Program Guidebook: A Resource for Schools." *Regional Office of Education #11*. Prevention First, 2011. Web. 9 Apr. 2014.

¹³ Torres-Rodriguez, Leslie, Karen Beyard, and Marc B. Goldstein. "Critical Elements of Student Assistance Programs: A Qualitative Study." *ProQuest Education Journals*. ProQuest, Apr. 2010. Web. 25 Apr. 2014.

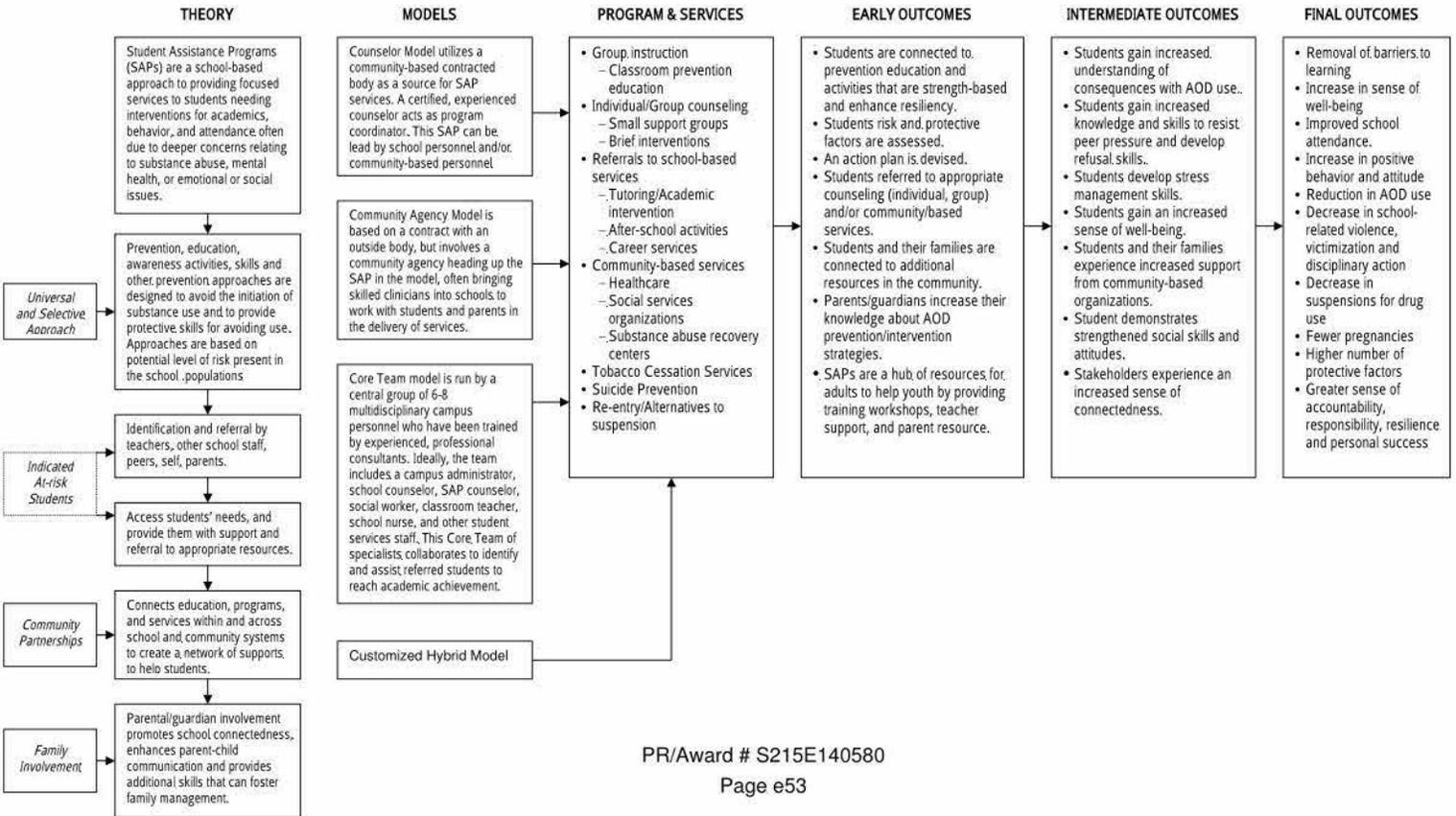
¹⁴ Apsler, Robert, Scott Formica, Beth Fraster, and Rosie McMahan. "Promoting Positive Adolescent Development for At-Risk Students with a Student Assistance Program." *The Journal of Primary Prevention* 27.6 (2006): 533-54. Web.

¹⁵ <http://www.clemson.edu/olweus/researchsummary.pdf>

¹⁶ <http://www.clemson.edu/olweus/researchsummary.pdf>

¹⁷ http://www.cfchildren.org/Portals/0/SS_K5/K-5_DOC/K-5_Review_Research_SS.pdf

Student Assistance Programs Logic Model
Goal: To remove barriers to education so that a student may achieve academically.



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

STEP Project – Budget Narrative

Project staff will be supported by a combination of Elementary and Secondary School Counseling grant funds and district funds. District funds will support 0.10 FTE of the Director of Pupil Personal Services to provide administrative oversight of the project, supervise staff, and manage the program budget. The district is requesting the following support for STEP from Elementary and Secondary School Counseling grant funds:

**PROJECT YEAR 1
(October 2014 – September 2015)**

Budget Details	Grant Request
PERSONNEL	
1.0 FTE Project Coordinator will oversee the entirety of the project to ensure all program components are implemented with fidelity. Duties will include: (1) overseeing the delivery of school counseling services (individual student planning, responsive services, and system support); (2) researching, developing and/or coordinating professional development activities for school mental health staff members; (3) facilitating monthly data review meetings; (4) serving as the liaison with the Project Director; (5) working with the Project Director and External Evaluator to implement the evaluation model; and (6) completing required grant project reports in collaboration with the Project Director.	\$48,000
3.0 FTE STEP Counselors (one at each building) will provide systems support to the district’s K-6 school counseling program through the provision of a Student Assistance Program. Counselors will oversee the SAP at their respective school building, review and process referrals, screen, collect, and review data, provide individual student planning and case management to students, coordinate and deliver the Second Step School Guidance Curriculum in each grade-level classroom as a Tier 1 Universal prevention, meet with students and parents, serve on the SAP Core Team, and report to the Project Coordinator on a monthly basis. (\$42,874 per counselor x 3 counselors)	\$128,622
After-School Stipends for joint curriculum planning for School Counselors and Grade-Level Teachers. (\$16/hour x 312.5 hours)	\$5,000
Substitute Teachers for Student Assistance Program professional development and training. (\$105/sub per day x 3 days x 8 grade level teachers)	\$2,520
TOTAL PERSONNEL	\$184,142

FRINGE BENEFITS	
Benefits calculated at the following rates for professional salaries listed above: Social Security: 7.65%, NYS Retirement: 16.25%, Health Insurance: 28.9%, and Workers Compensation: 3.5%	\$102,284
TOTAL FRINGE BENEFITS	\$102,284
TRAVEL	
Travel costs for one staff to attend the Project Directors' Meeting in Washington, D.C. in Year One only - Airfare (\$450/roundtrip x 1 staff) + Lodging (\$275/night x 1 night x 1 staff), + Meals (\$83/day x 1 staff x 2 days) + Ground Transportation (\$50/day x 2 days).	\$991
Travel costs for the Project Director and Project Coordinator to attend the Office of Safe and Healthy Students National Conference each year of the grant - Airfare (\$450/roundtrip x 2 staff) + Lodging (\$275/night x 2 nights x 2 staff) + Meals (\$83/day x 2 staff x 3 days) + Ground Transportation (\$50/day x 3 days).	\$2,648
Travel to the New York State Counseling Association Conference for 1 Project Coordinator, 3 existing elementary school counselors and 3 STEP Counselors to include: registration (\$250/registration x 7 staff) + mileage (\$0.56/mile x 400 miles) and meals (\$50/day x 7 staff).	\$2,324
Travel to Regional Counseling Workshops for 1 Project Coordinator, 3 existing elementary school counselors and 3 STEP Counselors to include: registration (\$109/registration x 7 staff) + mileage (\$0.56/mile x 40 miles) + meals (\$50/day x 7 staff) x 2 workshops per grant year.	\$2,271
Home visits for 3 School Counselors and 3 STEP Counselor to provide parent outreach (\$0.56/mile flat rate),	\$2,500
TOTAL TRAVEL	\$10,734
EQUIPMENT	
TOTAL EQUIPMENT	\$0
SUPPLIES	
School Counselor Central web-based software for managing case notes, tracking student progress, tracking counselor time management, and printing data reports. Features of the program include management tools (e.g. school counseling plan, student achievement log, school counselor services tracker), comprehensive school counseling model (e.g. lesson creator, framework assessment), and professional development (e.g. survey builder, shared library). School Counselors and STEP Counselors will be able to monitor student progress, create and print reports, and develop personalized learning plans for each student (\$600/district license per year).	\$600
Supplies, Materials, and Furnishings for new Parent Resource Center at North Hornell Elementary School, to include a computer, books, play centers, children's games and toys, tables and chairs, etc..	\$1,800
Professional Development Resource Library for School Counselors and STEP Counselors to stay abreast of current research and topics in the field of school counseling. Resources to include books, videos, and periodical subscriptions.	\$1,000
Computers for the Project Coordinator and 3 STEP Counselors to utilize	

<i>SchoolTool</i> and <i>School Counselor Central</i> to track student progress and review data, manage calendars, and communicate with families and community agencies. (\$800/computer x 4 staff).	\$3,200
<u>Counselor-Specific Professional Development Supplies</u> for specific topics of interest for their individual professional development.	\$1,000
TOTAL SUPPLIES	\$7,600
CONTRACTUAL – The Hornell City School District will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.	
<u>ProAction of Steuben and Yates, Inc.</u> will provide family engagement activities through the establishment of a Family Resource Center at North Hornell Elementary School. Contractual amount includes a part-time coordinator to staff the center, fringe benefits, mileage, office and program supplies, and staff development. ProAction will also offer two <i>Parenting with Heart</i> workshops per year for families. Contractual amount includes two certified, credentialed facilitators, fringe benefits, mileage, and participant materials.	\$30,765
<u>Caron Foundation</u> will provide an in-service, three-day Student Assistance Program training to the Project Director, Project Coordinator, STEP Counselors, School Counselors, and other pertinent building staff in each K-6 school building. Two training days will cover topics such as the SAP process, Core Team, legal issues, working with families, and cultural considerations. A third day will be dedicated to action planning and taking steps to implementing the SAP within the existing structure of each building. Follow-up monthly phone conferences will be provided to troubleshoot any areas of concern and to ensure the successful implementation of the SAP model in the district.	\$8,000
<u>External Evaluator</u> will provide expertise and support for STEP project implementation, work with the Project Director and Project Coordinator to develop an evaluation methodology, including assessment instruments, collection processes, and timelines, and complete written summative evaluation reports. (6% of grant amount)	\$22,500
TOTAL CONTRACTUAL	\$61,265
CONSTRUCTION	
TOTAL CONSTRUCTION	\$0
OTHER	
TOTAL OTHER	\$0

TOTAL DIRECT COSTS YEAR 1	\$ 366,025
TOTAL INDIRECT COST RATE OF 1.7% YEAR 1*	\$ 0
TOTAL TRAINING STIPENDS	\$ 0
TOTAL COSTS YEAR 1	\$ 366,025

* The district is not claiming indirect costs for this grant.

**PROJECT YEAR 2
(October 2015 – September 2016)**

Budget Details	Grant Request
PERSONNEL	
1.0 FTE Project Coordinator will oversee the entirety of the project to ensure all program components are implemented with fidelity. Duties will include: (1) overseeing the delivery of school counseling services (individual student planning, responsive services, and system support); (2) researching, developing and/or coordinating professional development activities for school mental health staff members; (3) facilitating monthly data review meetings; (4) serving as the liaison with the Project Director; (5) working with the Project Director and External Evaluator to implement the evaluation model; and (6) completing required grant project reports in collaboration with the Project Director.	\$49,200
3.0 FTE STEP Counselors (one at each building) will provide systems support to the district’s K-6 school counseling program through the provision of a Student Assistance Program. Counselors will oversee the SAP at their respective school building, review and process referrals, screen, collect, and review data, provide individual student planning and case management to students, coordinate and deliver the Second Step School Guidance Curriculum in each grade-level classroom as a Tier 1 Universal prevention, meet with students and parents, serve on the SAP Core Team, and report to the Project Coordinator on a monthly basis. (\$43,946 per counselor x 3 counselors)	\$131,838
After-School Stipends for joint curriculum planning for School Counselors and Grade-Level Teachers. (\$16/hour x 312.5 hours)	\$5,000
Substitute Teachers for Student Assistance Program professional development and training. (\$105/sub per day x 1 day x 8 grade level teachers)	\$840
TOTAL PERSONNEL	\$186,878
FRINGE BENEFITS	
FRINGE BENEFITS	
Benefits calculated at the following rates for professional salaries listed above: Social Security: 7.65%, NYS Retirement: 16.25%, Health Insurance: 28.23%, and Workers Compensation: 3.5%	\$103,494
TOTAL FRINGE BENEFITS	\$103,494
TRAVEL	
Travel costs for the Project Director and Project Coordinator to attend the Office of Safe and Healthy Students National Conference each year of the grant - Airfare (\$450/roundtrip x 2 staff) + Lodging (\$275/night x 2 nights x 2 staff) + Meals (\$83/day x 2 staff x 3 days) + Ground Transportation (\$50/day x 3 days).	\$2,648

Travel to the <u>New York State Counseling Association Conference</u> for 1 Project Coordinator, 3 existing elementary school counselors and 3 STEP Counselors to include: registration (\$250/registration x 7 staff) + mileage (\$0.56/mile x 400 miles) and meals (\$50/day x 7 staff).	\$2,324
Travel to <u>Regional Counseling Workshops</u> for 1 Project Coordinator, 3 existing elementary school counselors and 3 STEP Counselors to include: registration (\$109/registration x 7 staff) + mileage (\$0.56/mile x 40 miles) + meals (\$50/day x 7 staff) x 2 workshops per grant year.	\$2,271
<u>Home visits</u> for 3 School Counselors and 3 STEP Counselor to provide parent outreach (\$0.56/mile flat rate),	\$2,500
TOTAL TRAVEL	\$9,743
EQUIPMENT	
TOTAL EQUIPMENT	\$0
SUPPLIES	
<u>School Counselor Central</u> web-based software for managing case notes, tracking student progress, tracking counselor time management, and printing data reports. Features of the program include management tools (e.g. school counseling plan, student achievement log, school counselor services tracker), comprehensive school counseling model (e.g. lesson creator, framework assessment), and professional development (e.g. survey builder, shared library). School Counselors and STEP Counselors will be able to monitor student progress, create and print reports, and develop personalized learning plans for each student (\$600/district license per year).	\$600
Supplies and Materials for the <u>Parent Resource Center</u> at North Hornell Elementary School, to include books, play centers, children’s games and toys, etc.	\$500
<u>Professional Development Resource Library</u> for School Counselors and STEP Counselors to stay abreast of current research and topics in the field of school counseling. Resources to include books, videos, and periodical subscriptions.	\$1,000
<u>Counselor-Specific Professional Development Supplies</u> for specific topics of interest for their individual professional development.	\$1,000
TOTAL SUPPLIES	\$3,100
CONTRACTUAL – The Hornell City School District will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.	
<u>ProAction of Steuben and Yates, Inc.</u> will provide family engagement activities through a Family Resource Center at North Hornell Elementary School. Contractual amount includes a part-time coordinator to staff the center, fringe benefits, mileage, office and program supplies, and staff development. ProAction will also offer two <i>Parenting with Heart</i> workshops per year for families. Contractual amount includes two certified, credentialed facilitators, fringe benefits, mileage, and participant materials.	\$30,765
<u>Caron Foundation</u> will provide one-day in-service Student Assistance Program training to the Project Director, Project Coordinator, STEP Counselors, School	

Counselors, and other pertinent building staff in each K-6 school building to review the prior year's implementation of the SAP and problem-solve any areas of concern. Follow-up monthly phone conferences will be provided to troubleshoot any areas of concern to ensure the successful implementation of the SAP model in the district.	\$1,825
External Evaluator will provide expertise and support for STEP project implementation, work with the Project Director and Project Coordinator to develop an evaluation methodology, including assessment instruments, collection processes, and timelines, and complete written summative evaluation reports. (6% of grant total)	\$22,500
TOTAL CONTRACTUAL	\$55,090
CONSTRUCTION	
TOTAL CONSTRUCTION	\$0
OTHER	
TOTAL OTHER	\$0

TOTAL DIRECT COSTS YEAR 1	\$ 358,305
TOTAL INDIRECT COST RATE OF 1.7% YEAR 1*	\$ 0
TOTAL TRAINING STIPENDS	\$ 0
TOTAL COSTS YEAR 1	\$ 358,305

* The district is not claiming indirect costs for this grant.

**PROJECT YEAR 3
(October 2016 – September 2017)**

Budget Details	Grant Request
PERSONNEL	
1.0 FTE Project Coordinator will oversee the entirety of the project to ensure all program components are implemented with fidelity. Duties will include: (1) overseeing the delivery of school counseling services (individual student planning, responsive services, and system support); (2) researching, developing and/or coordinating professional development activities for school mental health staff members; (3) facilitating monthly data review meetings; (4) serving as the liaison with the Project Director; (5) working with the Project Director and External Evaluator to implement the evaluation model; and (6) completing required grant project reports in collaboration with the Project Director.	\$50,430
3.0 FTE STEP Counselors (one at each building) will provide systems support to the district's K-6 school counseling program through the provision of a Student Assistance Program. Counselors will oversee the SAP at their respective school building, review and process referrals, screen, collect, and review data, provide individual student planning and case management to students, coordinate and deliver the Second Step School Guidance Curriculum in each grade-level classroom as a Tier 1 Universal prevention, meet with students and parents, serve on the SAP Core Team, and report to the Project Coordinator on a monthly basis. (\$45,045 per counselor x 3 counselors)	\$135,135
After-School Stipends for joint curriculum planning for School Counselors and Grade-Level Teachers. (\$16/hour x 312.5 hours)	\$5,000
Substitute Teachers for Student Assistance Program professional development and training. (\$105/sub per day x 1 day x 8 grade level teachers)	\$840
TOTAL PERSONNEL	\$191,405
FRINGE BENEFITS	
FRINGE BENEFITS	
Benefits calculated at the following rates for professional salaries listed above: Social Security: 7.65%, NYS Retirement: 16.25%, Health Insurance: 27.6%, and Workers Compensation: 3.5%.	\$104,735
TOTAL FRINGE BENEFITS	\$104,735
TRAVEL	
Travel costs for the Project Director and Project Coordinator to attend the Office of Safe and Healthy Students National Conference each year of the grant - Airfare (\$450/roundtrip x 2 staff) + Lodging (\$275/night x 2 nights x 2 staff) + Meals (\$83/day x 2 staff x 3 days) + Ground Transportation (\$50/day x 3 days).	\$2,648

Travel to the <u>New York State Counseling Association Conference</u> for 1 Project Coordinator, 3 existing elementary school counselors and 3 STEP Counselors to include: registration (\$250/registration x 7 staff) + mileage (\$0.56/mile x 400 miles) and meals (\$50/day x 7 staff).	\$2,324
Travel to <u>Regional Counseling Workshops</u> for 1 Project Coordinator, 3 existing elementary school counselors and 3 STEP Counselors to include: registration (\$109/registration x 7 staff) + mileage (\$0.56/mile x 40 miles) + meals (\$50/day x 7 staff) x 2 workshops per grant year.	\$2,271
<u>Home visits</u> for 3 School Counselors and 3 STEP Counselor to provide parent outreach (\$0.56/mile flat rate),	\$2,500
TOTAL TRAVEL	\$9,743
EQUIPMENT	
TOTAL EQUIPMENT	\$0
SUPPLIES	
<u>School Counselor Central</u> web-based software for managing case notes, tracking student progress, tracking counselor time management, and printing data reports. Features of the program include management tools (e.g. school counseling plan, student achievement log, school counselor services tracker), comprehensive school counseling model (e.g. lesson creator, framework assessment), and professional development (e.g. survey builder, shared library). School Counselors and STEP Counselors will be able to monitor student progress, create and print reports, and develop personalized learning plans for each student (\$600/district license per year).	\$600
Supplies and Materials for the <u>Parent Resource Center</u> at North Hornell Elementary School, to include books, play centers, children’s games and toys, etc.	\$500
<u>Professional Development Resource Library</u> for School Counselors and STEP Counselors to stay abreast of current research and topics in the field of school counseling. Resources to include books, videos, and periodical subscriptions.	\$1,000
<u>Counselor-Specific Professional Development Supplies</u> for specific topics of interest for their individual professional development.	\$1,000
TOTAL SUPPLIES	\$3,100
CONTRACTUAL – The Hornell City School District will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.	
<u>ProAction of Steuben and Yates, Inc.</u> will provide family engagement activities through a Family Resource Center at North Hornell Elementary School. Contractual amount includes a part-time coordinator to staff the center, fringe benefits, mileage, office and program supplies, and staff development. ProAction will also offer two <i>Parenting with Heart</i> workshops per year for families. Contractual amount includes two certified, credentialed facilitators,	

fringe benefits, mileage, and participant materials.	\$30,765
Caron Foundation will provide in-service Student Assistance Program training to the Project Director, Project Coordinator, STEP Counselors, School Counselors, and other pertinent building staff in each K-6 school building to review the prior year's implementation of the SAP and problem-solve any areas of concern. Follow-up monthly phone conferences will be provided to troubleshoot any areas of concern to ensure the successful implementation of the SAP model in the district.	\$1,500
External Evaluator will provide expertise and support for STEP project implementation, work with the Project Director and Project Coordinator to develop an evaluation methodology, including assessment instruments, collection processes, and timelines, and complete written summative evaluation reports. (6% of grant total)	\$22,500
TOTAL CONTRACTUAL	\$54,765
CONSTRUCTION	
TOTAL CONSTRUCTION	\$0
OTHER	
TOTAL OTHER	\$0

TOTAL DIRECT COSTS YEAR 1	\$ 363,748
TOTAL INDIRECT COST RATE OF 1.7% YEAR 1*	\$ 0
TOTAL TRAINING STIPENDS	\$ 0
TOTAL COSTS YEAR 1	\$ 363,748

* The district is not claiming indirect costs for this grant.

GRAND TOTAL COST (3 YEAR GRANT PERIOD)				
	YEAR 1	YEAR 2	YEAR 3	GRAND TOTAL
GRAND TOTAL DIRECT COSTS	\$366,025	\$358,305	\$363,748	\$1,088,078
GRAND TOTAL INDIRECT COSTS*	\$0	\$0	\$0	\$0
GRAND TOTAL TRAINING STIPENDS	\$0	\$0	\$0	\$0
GRAND TOTAL COSTS	\$366,025	\$358,305	\$363,748	\$1,088,078

* The district is not claiming indirect costs for this grant.

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

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

Name of Institution/Organization

Hornell City 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	184,142.00	186,878.00	191,405.00			562,425.00
2. Fringe Benefits	102,284.00	103,494.00	104,735.00			310,513.00
3. Travel	10,734.00	9,743.00	9,743.00			30,220.00
4. Equipment						
5. Supplies	7,600.00	3,100.00	3,100.00			13,800.00
6. Contractual	61,265.00	55,090.00	54,765.00			171,120.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	366,025.00	358,305.00	363,748.00			1,088,078.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	366,025.00	358,305.00	363,748.00			1,088,078.00

***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 Hornell City 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	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Amy		Clark	

Address:

Street1:	123 Seneca Street
Street2:	
City:	Hornell
County:	
State:	NY: New York
Zip Code:	14843
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
607-324-1303	607-324-3421

Email Address:

amy.clark@hornellcsd.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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