

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 # S215E140274

Grants.gov Tracking#: GRANT11637396

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="04/27/2014"/>	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="School District of Lancaster"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="23-1726414"/>	* c. Organizational DUNS: <input type="text" value="0697831400000"/>

d. Address:

* Street1: <input type="text" value="1020 Lehigh Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Lancaster"/>
County/Parish: <input type="text" value="Lancaster"/>
* State: <input type="text" value="PA: Pennsylvania"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="17602-2452"/>

e. Organizational Unit:

Department Name: <input type="text" value="Business Office"/>	Division Name: <input type="text" value="Development Office"/>
---	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Barbara"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Lombardo"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Development Coordinator"/>	

Organizational Affiliation: <input type="text" value="School District of Lancaster"/>

* Telephone Number: <input type="text" value="717-291-6149"/>	Fax Number: <input type="text" value="717-396-6844"/>
---	---

* Email: <input type="text" value="bwlombardo@lancaster.k12.pa.us"/>
--

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:**

SDoL's Support for Student Success

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,200,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,200,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Barbara Lombardo</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>School District of Lancaster</p>	<p>DATE SUBMITTED</p> <p>04/27/2014</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: School District of Lancaster * Street 1: 1020 Lehigh Avenue Street 2: * City: Lancaster State: PA: Pennsylvania Zip: 17602-2452 Congressional District, if known: 16		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Barbara Lombardo * Name: Prefix: * First Name: Pedro Middle Name: * Last Name: Rivera Suffix: Title: Superintendent Telephone No.: 717-291-6121 Date: 04/27/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140274

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.

ESSC GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

School District of Lancaster

2014 Elementary and Secondary School Counseling GEPA Statement

The School District of Lancaster is an equal opportunity employer and educational entity, ensuring that all persons of all abilities have equal access to all facilities and all programs offered in the district. Recruitment of diverse candidates is a priority for the District, as indicated by our hiring policy, which states one of the District's recruitment goals is to "aggressively seek out and attract a qualified and diversified candidate pool." The policy further states that the hiring process "will be governed by such constraints as budget, district size, negotiated contracts, legal requirements and community characteristics and demands." Since nearly 86% of our students are minority, this language indicates the District is charged with making its staff increasingly diverse and representative of the community. The District's Human Resources Office takes several steps to help ensure a diverse pool of candidates for retaining the personnel and agencies described for our proposed program, including reaching out to ALAS (Association of Latino Administrators and Superintendents) and NASBE (National Alliance of Black School Educators). The district posts employment opportunities on its website and on the Pennsylvania School Boards Association website, and in newspapers covering Lancaster and the nearby cities of York, Harrisburg, Reading and Philadelphia. The District advertises in local, regional and national Spanish-language media such as WLCH 91.3, Lancaster's Spanish-language radio station, and La Voz Hispana, a Lancaster Spanish-language newspaper. In addition, the District networks with local Hispanic and African American cultural organizations such as the Spanish American Civic Association, Crispus Attucks and the Lancaster chapters of the NAACP and the Urban League.

Discrimination and harassment policies are in place to protect all personnel, including students. All buildings are accessible to persons with handicaps, and adaptive equipment is available to assist a variety of needs. Translation services are contracted for bilingual and limited English speakers. Students of varying educational needs and abilities are supported in many ways, including but not limited to: use of extended time for test taking, beneficial seating arrangements, instructions and information provided in oral and written forms, small group configurations, highlighters and color-coding, ongoing monitoring of performance, one-on-one tutoring, study groups, and more. Alternate assessments and resources are used when necessary, as are specialized organizational activities, use of visual clues, and teaching to various learning styles and multiple intelligences. Instructional aides are provided to assist students with identified needs.

Our Elementary and Secondary School Counseling grant application addresses meeting the varied and individualized needs of students as they relate to mental health issues. We will by use grant funds to ensure they receive the interventions and services they need at the appropriate level of intensity. Examples of specialized needs include the following:

Barrier – Refugee students have difficulty understanding and assimilating into the American school system and overall culture.

Solution – Grant funds will be used to hire Social Work Intervention Specialists to work with the Refugee students and strengthen relationships with the Refugee community in Lancaster.

Barrier – Students with mental health issues who have no medical insurance are unable to receive services and participate in treatment with school-based mental health clinicians.

Solution – Grant funds will be used to pay for mental health treatment for these students until they are insured.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION School District of Lancaster	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Pedro"/> Middle Name: <input type="text" value="A."/>
* Last Name: <input type="text" value="Rivera"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Barbara Lombardo"/>	* DATE: <input type="text" value="04/27/2014"/>

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:

ABSTRACT

School District of Lancaster

1020 Lehigh Avenue

Lancaster, PA 17603

A recent analysis revealed several needs and gaps in addressing the mental health needs of our students in eight targeted elementary schools. They are: low academic achievement; high poverty; exposure to violence and bullying; lack of available services or transportation to access services; significant minority, ELL, and refugee student populations; uninsured and underinsured students; and lack of personnel to effectively provide necessary mental health and support services. The School District of Lancaster is requesting grant funding to implement a program designed to respond to these needs. Our program will hire four Social Work Intervention Specialists to work with the students in the eight targeted elementary schools (Buchanan, Carter & MacRae, Fulton, Hamilton, Lafayette, King, Price, and Washington). Each Specialist will be assigned two schools and will work with administrators and Tier Teams (intervention panels comprised of school and mental health personnel) to identify at-risk students and devise intervention and treatment strategies. Additionally, funding will be used to cover counseling and treatment costs for students who are uninsured or underinsured. These strategies meet the Absolute Priority to “Establish or expand counseling programs in elementary schools, secondary schools, or both.” Our program will also address Competitive Preference Priority 1: Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement. Using Response to Intervention (RTI) and its tiered levels of intervention, progress monitoring, and data-driven decision making principles, we will work towards improving school safety by reducing bullying and violence while improving the school environment to provide optimum conditions for learning, safety and health for our students.

Project Narrative File(s)

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Need for Project

The School District of Lancaster (SDoL or the District) is located in an urban center in rural south central Pennsylvania. It is comprised of thirteen elementary schools, four middle schools, an early childhood center, a high school campus, an alternative school, and a facility for credit recovery and accelerated path to high school graduation. Lancaster is a mid-size city that has many assets and challenges similar to those of urban areas across the country, including significant poverty (27.8% live below the poverty level), low educational attainment (only 17.1% of residents earned a Bachelor's degree), and high exposure to violence (there are 7.73 violent crimes per 1,000 Lancaster residents). This mirrors the current condition within our schools.

As a Provision 2 provider in the National School Lunch Program, all SDoL students (100%) are considered Economically Disadvantaged, and all receive free breakfast and lunch. The current graduation rate for the School District of Lancaster is 76.59%, lower than Pennsylvania's rate of 80%. The 2013 student survey indicated that only 23% of elementary students, 35% of middle school students, and 38% of high school students want to attend a 4-year college. The survey also revealed Hispanic students in general were less likely to aspire to attend a 4-year college than their fellow students. This is significant because our student population is predominantly Hispanic. Of our 11,127 students, 59% are Hispanic, 18% African American, 15% Caucasian and 8% Asian/Other Races. Roughly 17% of our students are English language learners (ELL), with the predominant native language being Spanish.

Our student survey also asked about exposure to bullying and violence in and around school. Their answers revealed that our students experience more bullying and violence than their peers across the state: 25% of our students said they had been threatened to be hit or beaten up on school property, as compared to 17% of Pennsylvania students. More than twice as many

Lancaster students (15%) than Pennsylvania students (7%) were attacked or beaten up on school property. Three times as many Lancaster students (9%) than Pennsylvania students (3%) were threatened by someone with a weapon on school property, and seven times as many Lancaster students (7%) as Pennsylvania students (1%) were actually attacked by someone with a weapon on school property. Not surprisingly, students who experience bullying and violence feel significantly less safe at school and going to and from school than students who are not bullied.

While our entire school district is at risk, we are focusing our efforts on eight elementary schools that have unique needs and gaps regarding their student populations. In all, 3,866 students will be impacted by the activities of this grant, and they include the three largest elementary schools in the district. These schools are represented in the chart below:

School / Student Enrollment	% Minority	% Free & Reduced Lunch	% ELL	% Special Ed	Attendance Rate	Title 1 Federal Designation & Building Score
Buchanan / 440	64.8	68.27	4.57	6.25	95.99	No Designation / 66.9
Carter & MacRae / 400	91.5	92.15	10.99	17.53	95.03	No Designation / 58.1
Fulton / 448	88.6	89.22	21.81	14.21	94.71	No Designation / 67.4
Hamilton / 492	87.0	81.99	13.19	19.68	95.18	No Designation / 57.8
King / 540	96.3	93.18	22.73	15.03	93.82	Focus / 49.7
Lafayette / 508	90.6	82.67	15.07	12.99	94.40	Focus / 56.9
Price / 448	90.8	86.96	11.90	15.78	94.51	Priority / 65.9
Washington / 590	98.0	91.48	22.49	20.10	94.55	No Designation / 52.6

Needs and gaps for these schools include the following:

State Designations: Three of our targeted schools – Price, King, and Lafayette– are designated by the state as either Priority or Focus Schools. This is based on several factors, including academic achievement and behavior indicators like student suspensions and attendance rates. Price is also designated in School Improvement. As shown above, these three schools have the lowest attendance rates among the thirteen elementary schools in our district. A total of 519 students at the targeted schools were suspended at least once for behavioral issues. The chart below lists the percentage of students at the targeted schools who scored proficient or advanced in the state standardized testing (PSSA) in Math, Reading, and Science, in 2013:

SCHOOLS	Math (%)	Reading (%)	Science (%)
Buchanan	61.58	55.93	65.63
Carter & MacRae	50.00	44.19	63.27
Fulton	57.39	44.32	62.96
Hamilton	55.88	51.23	53.25
King	49.06	33.02	35.90
Lafayette	50.00	38.46	47.14
Price	60.23	40.91	54.38
Washington	54.74	37.07	44.78

High Poverty Rates – King, Washington, and Carter & MacRae serve the highest population of poor students with staggeringly high poverty rates exceeding 90%, although the other schools’ rates are significant as well. Poverty affects both behavior and academic achievement through emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues. Students living in poverty may find it difficult to form attachments, develop proper emotions or respond appropriately to others (Oriakhi et al, 2013). Stressful home environments may lead to disruptive behavior at school and inability of students to work well with other children (Bradley & Corwyn, 2002). Behavior research determined that children living in poverty develop psychiatric disturbances and maladaptive social functioning at a greater rate that

their more affluent peers (McCoy, Firck, Loney, & Ellia, 1999). Additionally, poverty goes hand-in-hand with malnutrition, insufficient health care, and poor living conditions which lead to higher incidences of school absences, tardiness, and undiagnosed or untreated mental and physical health issues. Last year the District served more than 900 homeless students. The National Center on Homelessness indicates that homeless students who are not connected with appropriate services are at increased risk for frequent illnesses; decreased school attendance; exposure to violence, hunger, abuse, mental and behavioral health problems; and school difficulties. According to our Homeless Student Project Coordinator, elementary students make up the majority of the homeless student population in our district. With a homeless shelter located directly across the street, Carter & MacRae serves the highest percentage of homeless elementary students in the district, and with it all of the issues associated with homelessness and poverty. Not coincidentally, Carter & MacRae also serves the greatest number of students in need of Special Education services.

Location – Lafayette, Buchanan, and Hamilton are located in the southwest quadrant of the city, which is the most remote section and the least accessible to clinics, services, and transportation. Hamilton also has a large number of students living in Section 8 housing, which is located further away from the downtown and its conveniences. If students cannot make their way to necessary support services, the services must be brought to them. Additionally, these three schools are located within the target zone of the Lancaster Violent Crime Reduction Initiative (LVCRI), a focused deterrence project aimed at reducing violent crime associated with drug dealing, improving police and community relations, and fostering community mobilization to address crime and other problems. Chosen because of its high crime rate, the neighborhood has

seen increased police presence and identification of offenders, but the efforts are on-going and have not been completely successful in “solving” the problem of violent crime.

Lack of Administrative Support Personnel - Since there are no social workers at the elementary levels, social work “duties” are shared among several staff that could include behavioral specialists, special education teachers, regular education teachers, student-family liaisons and counselors. At most district schools the Principal has either an Assistant Principal or Dean of Students to assist in delegation of duties in efforts to ensure student needs are met. However, at Fulton, Buchanan, and Carter & MacRae, Principals are on their own to handle these concerns. With no Assistant Principal or Dean of Students to take on these responsibilities, Principals must incorporate social work –type duties into their workload, which can be overwhelming and insufficient in spite of best efforts and well intentions.

Special Populations - The SDoL has the second-highest percentage of ELL students in the state (18%) behind Philadelphia. Many of our ELL students have recently moved from Puerto Rico and the Dominican Republic, so their families might be unfamiliar with the education system as well as being unaware of available social services and how to access them (Clemente & Collison, 2000). At Fulton, King, and Washington, more than one-fifth of their student populations are ELLs, a significant portion of the student body. Fulton also has the highest number of elementary refugee students in the district who come from such diverse places as Cuba, Turkey, Russia, Nepal, Bhutan, and the Congo. Refugee students, most of whom are ELLs, are a particularly vulnerable population that is at risk for mental health problems for a variety of reasons: traumatic experiences in and escapes from their countries of origin, difficult camp or transit experiences, culture conflict, adjustment problems in the country of resettlement, and multiple losses, including family members, country, and way of life (Lipson, 1993). Poor immigrant and refugee

youth face obstacles that other children from low-income families encounter, such as an inability to afford adequate care. Immigrant children can also face linguistic barriers, as well as obstacles rooted in negative cultural conceptions of mental health care. In many immigrant and refugee communities, seeking counseling is frowned upon or stigmatized (BRYCS, 2005), thus depriving the children from receiving necessary services.

Uninsured or Underinsured Students – The district instituted School Based Behavioral Health Services in 2005, wherein professional mental health clinicians offer services to all students in the form of individual, group, and/or family sessions. Currently four mental health agencies each serve an assigned number of schools based on agency capacity and school need. Roughly 18% of our student population receives school-based mental health services; however, nearly 12% of these students have no health insurance or are under-insured. In many instances, insurance boards are not accepting new clinicians into their systems. If a clinician is currently assigned to one of our schools, but is not credentialed or approved by their insurance panels, the clinician cannot bill for services rendered. Students go without necessary treatment. This is especially significant at Lafayette, which has the highest number of students in school-based mental health and the highest number of clinicians assigned to the school. Additionally, many students whose families have medical insurance cannot afford the co-pay or deductible, so they also forego treatment and services. Funding is needed to assist these students in having their mental health care needs attended until the insurance problem is rectified

Coordination of Transition from Specialized Care – The School -Based Behavioral Health Services initiative revealed another gap in services. Continuity of care is inconsistent when students transition from higher levels of care such as partial hospitalization programs, inpatient,

and residential treatment facilities back into the school setting. Without a social worker or similar student support coordinator involved, treatment centers often have no means of coordinating discharge and transition planning with the school. Students lose valuable classroom time, the school is unprepared for their return, and the students often lose the gains made in treatment. This can result in increased repeat admissions to higher levels of treatment, behavioral difficulties, truancy, crime involvement, and school drop-out. Even a small level of coordination between the school, student, family, and treatment facility would create a system that supports a much more positive result for all involved.

To address these needs and gaps, the SDoL is requesting grant funding to hire four Social Work Intervention Specialists to serve students in our targeted schools. Each Specialist will be assigned two schools and will work with administrators and Tier Teams (intervention panels comprised of school and mental health personnel) to identify at-risk students and devise intervention strategies. Additionally, funding will be used to cover counseling and treatment costs for students who are uninsured or underinsured. This meets the Absolute Priority to “Establish or expand counseling programs in elementary schools, secondary schools, or both” and moves toward closing the gap between our present ratio of students to mental health providers and bring it more in line with the ratios recommended by the American School Health Association. We will also address Competitive Preference Priority 1: Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement. Using Response to Intervention (RTI) and its tiered levels of prevention and intervention, progress monitoring, and data-driven decision making principles, we will work toward improving school safety by reducing bullying and violence while improving the school environment to provide optimum conditions for learning, safety and health

Quality of the Project Design

According to the *National Center on Response to Intervention*, “the purpose of RTI is to provide all students with the best opportunities to succeed in school, identify students with learning or behavioral problems, and ensure that they receive appropriate instruction and related supports.” Further, RTI “ integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems...schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness.” It begins with Tier 1 or Universal Interventions that are preventive or proactive in nature and affect all students. Tier 2 or Selective Interventions involve smaller groups of students deemed at-risk with interventions occurring more frequently. Tier 3 or Targeted Interventions are the most intense, and focus on individual students with frequent interventions. To identify students in need of interventions and track the progress made by the students once interventions were in place, the District designed and implemented the Student Success Plan. Tied to the district’s student information management system and aligned to RTI principles, the Student Success Plan is the method by which the schools’ Tier Teams (teachers, administrators, nurses, psychologists, clinicians, and other pertinent personnel) input their recommended interventions, track their implementation status, monitor student progress, and make data-driven decisions regarding future treatment.

The key to a successful RTI system is the availability of a wide variety of interventions at every tier provided by qualified community partners. The District has many trusted community partnerships in place to serve our students. T.W. Ponessa and Associates, Pennsylvania Counseling Services, Community Services Group, and TeamCare Behavioral Health provide

school-based mental health services for the District. Each of these agencies serves an assigned number of schools as determined by school need and agency capacity. The agencies provide at least one full time Master's level clinician per school building, and most provide more. They offer individual, group, and/or family treatment options. Additionally, school-based health clinics exist in three of our targeted schools – Fulton, Washington and Carter & MacRae. Lancaster General Health sponsors these clinics and offers health care providers to attend to students and their families throughout the school year. Compass Mark provides intergenerational mentoring programs, and the Lancaster YMCA provides an extended day program for the students at Price to help meet their academic and social needs. The Amachi Project works with children with incarcerated parents, and Lancaster County Big Brothers/Big Sisters Community Based Mentoring program pairs Reynolds Middle School students with Fulton Elementary School students who are identified as at-risk of dropping out. Three of our targeted schools are Full Service Community Schools with lead agencies providing Community School Directors to connect students and families with pertinent social services and community agencies to meet their needs. Heads UP Lancaster is the lead agency for Fulton, Compass Mark is the lead agency for Hamilton, and the Lancaster Boys and Girls Club is the lead agency for Washington. SACA (Spanish American Civic Association) employs a School Family Liaison at King to advocate for students and their families with identified needs. Our relationships with SACA as well as the Lancaster County Refugee Coalition have helped us to reach out to and learn from other cultures in our district. As a Communities That Care site, Lancaster involves all factions of the community in addressing identified risk factors and promoting protective factors in efforts to decrease antisocial behaviors in adolescents. Representatives from the school district, city and county government, Lancaster City Police Department, social service agencies, faith based

groups, community-based non-profits, Franklin & Marshall College and the Lancaster County United Way are represented on our Key Leaders Board. These “systemic partners” meet on a monthly basis and have all committed to ongoing, long-term partnerships to work on behalf of our students. Our varied and far-reaching partnerships allow us to meet the needs of our students in myriad ways while also providing the potential to expand the number and types of programs and services that are offered.

The following chart aligns our identified needs and gaps for the target population (the students at Buchanan, Carter & MacRae, Fulton, Hamilton, King, Lafayette, Price and Hamilton) with our strategies, objectives and outcomes, and indicators of effectiveness.

Needs and Gaps	Strategies	Objectives & GPRA Measures	Indicators
<p>519 students at the targeted schools were suspended at least once for disciplinary reasons</p> <p>In 2012-13 the poverty rate for targeted schools ranged between 68.27 and 93.18</p>	<p>Strengthen partnerships with community mental health agencies to provide onsite services and interventions for at-risk students and their families</p> <p>Identify and select appropriate interventions and connect students to these interventions based on RTI by tagging and tracking students and monitoring their progress</p>	<p>Reduce the number of referrals per site for disciplinary reasons (GPRA 2)</p> <p>Reduce the number of student suspensions</p>	<p>Number of disciplinary referrals decrease 5% from baseline and in each year of the project per district records</p> <p>Number of student suspensions decrease 5% from baseline and in each year of the project per district records</p> <p>Number of students with Student Success Plans increases by 10% from baseline and in each year of the project per individual building data reports</p> <p>Two new RTI</p>

<p>Targeted schools lack accessibility to services</p>			<p>services/programs are added to the existing inventory each year, per entries in Student Success Plans</p>
<p>Many students at targeted schools are uninsured or underinsured</p> <p>Lack of administrative support to assist outside agencies in providing social support and transition services in</p>	<p>Hire four Social Work Intervention Specialists to each serve two targeted schools</p> <p>Establish funding to support treatment for students in need of services who are uninsured or underinsured at identified sites</p> <p>Strengthen partnerships with SACA and the Lancaster County Refugee Coalition to improve relationships and facilitate acculturation and understanding with immigrant</p>	<p>Improve student/mental health professional ratios (GPRA 1)</p> <p>Increase support for students transitioning from high levels of treatment into back into the school setting</p> <p>Increase intensity of treatment and support for identified students</p>	<p>Pre/post change in number of students per mental health professional at baseline and each year of the project</p> <p>Pre/post change in mean number of minutes student contact per week in baseline year vs. minutes per week in each year of the project, as measured by mental health professional quarterly reports</p> <p>Increase the number of students who are linked to interventions using Student Success Plan and Behavior Tracking Module by 10% from baseline and every year of the project; data collected annually through district records</p>

<p>schools</p> <p>Targeted schools serve high percentages of ELL students</p>	<p>students</p>		
<p>Targeted schools located in high violence/high crime areas of the city</p> <p>25% of students said they had been threatened to be hit or beaten up on school property; 15% of students were attacked or beaten up on school property.</p>	<p>Use the Olweus Bullying Prevention Program, the Boys Town Model, and/or Responsive Classroom in each of the identified sites to positively impact student behavior</p> <p>Intensify interventions concerning bullying and/or acts of violence</p>	<p>Reduce the percentage of students reporting being a victim of bullying or violence</p> <p>Reduce the percentage of students reporting engaging in bullying or violent behaviors</p>	<p>Student responses to violence and bullying questions on annual survey will show decreases in the number of students reporting being a victim of an act of violence and/or bullying as well as decreases in the number of students engaging in bullying or violent behaviors 5% from baseline and in each year of the project as demonstrated by the annual student survey</p>
<p>Targeted schools have federal designations of Focus, Priority, and in School Improvement</p>	<p>In order to meet the identified needs of students, increase use of and assess the progress of students via the Response To Intervention (RTI) model and</p>	<p>Improve student social and emotional skills</p>	<p>Increase by 5% each year from baseline in student perception ratings of their social/emotional skills including conduct problems, emotional symptoms, and pro social behavior; data collected via annual</p>

<p>Attendance rates at targeted schools range from 93.82 to 95.99</p> <p>Percentage of students at targeted schools scoring proficient or advanced on 2013 PSSA in Reading ranged from 33.02% to 55.93%, with an average of 43.14%; students at identified sites scoring Proficient or Advanced in Math ranged from 50.00% to 61.58%, with an average of 54.86%; students at identified sites scoring Proficient or Advanced in Science ranged from 35.90% to 65.63%, with an average of 53.41%</p>	<p>the Three-Tier process for academic and social supports through the Student Success Plan program and Behavior Tracking Module</p>	<p>Increase student academic self-efficacy</p> <p>Increase the percentage of students meeting state and district math , reading , and science standards</p>	<p>student surveys and the Strengths and Difficulties Questionnaire</p> <p>Increase by 5% each year from baseline in Students' academic self efficacy, including perceptions of academic performance and ability to succeed in school; data collected annually via student survey using the Morgan-Jinks Student Efficacy Scale</p> <p>Increase in attendance at identified sites .5% each year from baseline; data collected annually from district records</p> <p>Increase 5% from baseline and each year in PSSA math, reading, and science scores; data collected annually from district records</p>
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Research cited in the Needs and Gaps section in conjunction with research cited in this section will demonstrate that our program reflects up-to-date knowledge and effective practice.

In a recent study, children's mental health was found to have a direct impact on their academic, social, and emotional progress at school (Zins, Weissberg, Wang, & Walberg, 2004).

According to the groundbreaking U.S. Surgeon General's Report and Supplemental Report on Children's Mental Health, 1 in 5 children and adolescents will experience a significant mental health problem during their school-age years, and approximately 70% of those students who need mental-health treatment will not receive it. In June 2012, the National Association of School Psychologists published the findings of several research studies regarding the relationship between student mental health and academic achievements, including the following:

- Students who participated in school based social and emotional learning programs improved in grades and standardized test scores by 11 percentile points (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)
- Not only are several aspects of school climate and connectedness related to student achievement, but positive change in school climate and school connectedness is related to significant gains in student scores on statewide achievement tests (Spier, Cai & Osher, 2007; Spier, Cai, Osher, & Kendziora, 2007)
- Interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better grades (Fleming, Haggerty, Brown, Catalano, et al., 2005)
- Students who receive social-emotional support and prevention services achieve better academically (Greensberg, Weiss berg, O'Brien, Zins et.al, 2003; Welsh, Parke, Widaman, & O'Neil, 2001; Zins, Bloodworth, Weissberg, a& Walberg, 2004)

- There is proven support for a causal relationship between good social skills and higher academic achievement (Malecki & Elliot, 2002), and
 - School-based mental health programs improve educational outcomes by decreasing absences and discipline referrals and improving test scores (Jennings, Pearson, & Harris, 2000)
- (Competitive Preference 1).

Nationally, the public school system is the primary setting for identifying mental health problems in youth and providing them with mental health services (American Academy of Pediatrics, 2004). For many, the school system is their sole source of care (Rones & Hoagwood, 2000; Burns, Costello, Angold Tweed et al., 1995). Hiring four Social Work Intervention Specialists and using funds to pay for treatment for underinsured and uninsured students will augment the levels of school-based services, increase the numbers of students receiving services, decrease the number of students referred for disciplinary reasons, and help close the gap in the ratio of students to mental health professionals. Our referral, tracking, and progress monitoring system, the Student Success Plan, is tied to the District's student information system and will ensure our identified and at-risk students are receiving the care and services they require by providing the Tier Teams and Specialists with information needed to make data-driven decisions regarding treatment using RTI principles and process. All of the above allows us to meet the Absolute Priority required of this funding opportunity, and provide data for the GPRAs. Use of RTI and its tiered structure of interventions of evidenced-based programs and practices also allows us to meet the requirements of Competitive Priority Preference #1 and foster a positive school climate.

Promoting universal or primary prevention helps to ensure a positive school environment that allows for effective and coordinated services for students who may need targeted or intensive, individualized support. One of the following Tier 1 or Universal interventions -

Olweus Bullying Prevention Program, Responsive Classroom, and Boys Town - is in place in all targeted schools. All are evidence-based programs that are proven successful when implemented with fidelity, and all are aimed at providing students with a safe, comfortable learning environment (Competitive Preference 1). Considerable research has demonstrated the effectiveness of the Olweus Bullying Prevention Program (OBPP) in reducing bullying, victimization, and other school related problems. Students who are bullied or victimized suffer a wide range of emotional and physical symptoms, including depression, and have high rates of absenteeism (Fekkes, et al.2004; Hansen, et al. 2006; Limber et al, 2004). A recent meta-analysis revealed that bullying prevention programs are effective in reducing bullying and “the programs inspired by the work of Dan Olweus worked best” (Ttofi & Farrington, 2008). Also, Pennsylvania recently concluded the largest evaluation of the OBPP in the USA to date and involved more than 70,000 students in 214 schools. Findings revealed positive effects of OBPP with marked decreases for verbal, physical, relational, and cyber bullying across all grade levels. Responsive Classroom (RC) has been evaluated in many different settings, and studies indicate that RC improves student academic achievement in reading and math (Rimm-Kaufman, Fan, Chiu, & You, 2007), reduces problem behaviors (Elliott, 1999), improves social skills (Rimm-Kaufman & Chiu, 2007), and improves students’ attitudes towards school (Zins, Bloodworth, Weissberg, & Walberg, 2004). Boys Town is a comprehensive, school-wide approach to developing positive behavior support for students through proactive classroom behavior management and a social skills curriculum. In one case study, Harper High School in Chicago was experiencing a low graduation rate, high drop-out rate, incidents of serious misconduct, and ineffective teaching methods. Harper instituted Boys Town and within one year student

attendance increased by 15%, incidents of serious misconduct decreased by 80%, and the number of freshman on track to graduate increased by 26%.

For those students requiring more intensive Tier 2 or Tier 3 individual interventions, the individualized support received in school can serve as a protective factor. Based on the stress-diathesis model (Zubin & Spring, 1977), and later redesigned as the stress-vulnerability-protective factors model, a student’s ability to successfully manage the demands of school depends on the interaction of his/her individual characteristics, the standards in which he/she is expected to perform, and the degree of support found in his/her environment. Some students can manage school demands with limited support, some need additional assistance, and some require significant assistance. The Tier 1 or Universal supports already in place in our schools, like those mentioned above, enable an environment that is more responsive to the individual needs of students and more conducive to managing a system of coordinated care.

Quality of the Management Plan

Our project will be managed by a highly qualified and diverse Leadership Team that has a track record of overseeing successful initiatives. The chart below provides a schedule of key project tasks, milestones, responsible personnel, and timeframe. Following the chart is a description of key personnel involved in the proposed program.

ACTION	PERSON(S) RESPONSIBLE	TIMEFRAME
Hire Intervention Specialists	Human Resources Office	December 2014
Software update to support inclusion of new interventions into Student Success Plans	IT Department	January – February 2015
Tier Teams in place to support students through Student Success Plans; provide ongoing feedback for program implementation, delivery, and evaluation	Project Director, Principals, Nurses, Clinicians, Psychologists, Teachers, Intervention Specialists and others as necessary	Ongoing, December 2014 – November 2017

Establish funding account for uninsured and underinsured students for treatment and intervention services	Project Director, Business Office	December 2014; use of funds ongoing, December 2014 – November 2017
Evaluation/Data Collection begins, develop assessment tools, schedule assessments and data collection	Project Director, COR	January 2015
Expand number of type of intervention services offered through recruitment of community providers	Project Director, Coordinator of School, Family, and Community Partnerships, mental health agencies	Ongoing, December 2014 – November 2017
Develop screening process for students to include criteria for each Tier, checklists, key “look-fors” for proper functioning and eventually transitioning to lower levels of intervention	Project Director, Intervention Specialists, Psychologists, School Counselors	January – February 2015
Develop application form and “quality assurance” criteria for community intervention providers to ensure they are able to meet district standards and deliver effective interventions	Project Director, Intervention Coordinator, Pertinent Central Office Staff	January – February 2015
Establish/develop data points and other measurements to demonstrate students are progressing and that agencies are providing effective interventions	Project Director, Intervention Coordinator, Evaluators, Data/Research Specialist	January – February 2015
Appoint and convene Advisory Board to review project status, give feedback, and offer input for direction; continue to meet quarterly	Project Director; teachers, parents, service providers, administration, community partners, community leadership	March, June, September, December 2015, 2016, 2017
Develop training for key school personnel (school Tier Teams) on the program and use of Student Success Plan to track student interventions	Project Director, Social Work Intervention Specialists, IT	March – April 2015
Begin accepting applications from new intervention providers	Project Director/ Social Work Intervention Specialists	Ongoing, commencing January 2015 – November 2017
Schedule trainings around	Social Work Intervention	March 2015, with professional

enhanced framework for school staff, intervention providers, and other key stakeholders (e.g. Tier Teams at schools)	Specialists, Coordinator of Professional Development, Teachers, Service Providers, other appropriate school staff	development held each semester during the school year in September, December, March, May
State Standardized Tests administered	School administrators and Teachers	April 2015, 2016, 2017
Student Survey administered	Evaluators	May 2015, 2016, 2017
Parent Survey for “customer satisfaction”, feedback, suggestions from parents of children receiving services administered	Evaluators	June 2015, 2016 2017
Report to stakeholders (school board, central office administrators, parents, teachers, community	Project Director, Social Work Intervention Specialists, Evaluators	November 2015, 2016, 2017
2 staff attend Office of Safe and Healthy Students Conference in Washington D.C.	Project Director, + 1 staff member	2015, 2016, 2017 when scheduled
Attend required grantee meeting in Washington, D.C.	Project Director	2014 or 2015 - when scheduled
Write and submit annual reports; write and submit final report in the last year	Project Director, Evaluators, Social Work Intervention Specialists, Business Office	2015, 2016, 2017 - When scheduled by USDE

Project Director: The Project Director will be the District’s Coordinator for School, Family and Community Partnerships, Pamela Smith, who will oversee all aspects of the initiative, including: convening key school and District personnel to develop a roll out plan; working with Human Resources on recruiting and hiring Social Work Intervention Specialists; developing additional community partnerships to expand the number and type of interventions available to our students; assisting our external evaluator in collecting data; meeting with Tier Teams in every targeted school; advocating consistent and increased use of the Student Success Plan and Behavior Tracking Module; communicating evaluation results; and completing required grant reports. Ms. Smith received her MSW from Temple University, served as a school social worker in Greensboro, N.C., and gained extensive experience in the mental-health field as a clinician in

community and school-based programs. Ms. Smith is eminently qualified to direct the project, having several years of Federal Grant management experience in the areas of program development and implementation, data collection, fiscal tasks, personnel supervision, sustainability, and community collaboration. The Project Director will spend 35% of her time overseeing the program.

External Evaluator: We will contract with The Center for Opinion Research (COR) at Franklin & Marshall College to serve as our external evaluator. In particular, we will work with Mr. Berwood Yost, COR's Director, who received his Bachelor of Social Science from Penn State University and his Master of Arts in Political Science from Temple University. Mr. Yost has authored numerous scholarly articles and journals and is highly regarded as an authority in research and evaluation. We will also work closely with Ms. Kelly Frey, who earned a Bachelor of Science and Master of Science in Psychology from Millersville University. She has been COR's Project Manager since 2006.

Tier Teams: Tier Teams exist in every school and are comprised of teachers, counselors, psychologists, nurses, administrators, mental health clinicians, and other relevant personnel. Using the RTI framework, Tier Teams recommend appropriate interventions and document them in the Student Success Plans, which are then used to monitor the student's progress, log activities and observations, and update any changes. Tier Teams are crucial to the success of our proposed project. In their role they will also provide guidance, input and feedback to the Project Director regarding all components of our plan and will act as a sounding board in terms of analyzing and evaluating our progress.

Social Work Intervention Specialists – The Social Work Intervention Specialists each will be assigned two targeted schools to serve. They will be full-time, year-round employees so they can

assist in the critical summer transition process from 5th to 6th grade, ensuring that appropriate supports and interventions are in place at the students' new middle schools. They will collaborate with the principal and school leadership team, provide input regarding intervention program planning and implementation at the school site, train and coach teachers in the use of selected intervention curricula and assessments as needed, work collaboratively with other intervention specialists, school staff, parents and community partners to deliver services to students related to all three tiers of the RTI model. A job description is attached.

Recruitment of diverse candidates is a priority for the District, as indicated by our hiring policy, which states one of the District's recruitment goals is to "aggressively seek out and attract a qualified and diversified candidate pool." The policy further states that the hiring process "will be governed by such constraints as budget, district size, negotiated contracts, legal requirements and community characteristics and demands." Since nearly 86% of our students are minority, this language indicates the District is charged with making its staff increasingly diverse and representative of the community. The Human Resources Office takes several steps to ensure a diverse pool of candidates for retaining the personnel and agencies described for our proposed program, including reaching out to ALAS (Association of Latino Administrators and Superintendents) and NASBE (National Alliance of Black School Educators). The District advertises in local, regional and national Spanish-language media such as WLCH 91.3, Lancaster's Spanish-language radio station, and La Voz Hispana, a Lancaster Spanish-language newspaper. In addition, the District networks with local Hispanic and African American cultural organizations such as the Spanish American Civic Association, Crispus Attucks and the Lancaster chapters of the NAACP and the Urban League to identify potential candidates for employment.

There are several avenues in place to ensure feedback and continuous improvement in the operation of our proposed project. A team of administrators consisting of the Director of Student Services, Director of Secondary Education, Coordinator of Drop-out Prevention, Student Assistance Program Coordinator, a Special Education Consultant, an Assistant Principal, the SIS Manager, and the Coordinator of School, Family, and Community Partnerships meet on a bi-monthly basis centrally to discuss and evaluate the status of the student support process and behavior tracking module. Principals meet monthly to discuss the effectiveness and usefulness of the student services in place and offer suggestions for changes when deemed necessary. The Tier Teams at the targeted schools will also proffer their opinions and suggestions as they will be the most involved in using the Student Success Program, monitoring student progress, and using data obtained to alter the intervention plan. The Project Director will conduct biweekly “check-ins” via emails, phone calls, or on-site visits with Tier Team members to troubleshoot any problems and ensure implementation is on track. The Project Director also holds monthly meetings with school based mental health services personnel for program and service delivery updates. Academic intervention elements are reviewed and evaluated at the monthly Assistant Principals/Dean of Students meetings and the bi-weekly Academic Coaches meetings. The Communities That Care Key Leader Board (or “systemic partners” team) meets monthly to discuss new and existing programs and procedures addressing the behavioral and non-cognitive supports and interventions. Our evaluators will give us progress reports each quarter, and our annual comprehensive evaluation report will allow us to make data-driven decisions regarding our ability to meet our projected outcomes. The evaluators will also survey the parents of students receiving services to obtain their feedback on services provided, observations of their child’s behavior, and suggestions for the project moving forward. In addition to these existing

resources, the Project Director will appoint an **Advisory Board** comprised of administrators, teachers, parents, service providers, community partners, and community leaders to help guide the process. The Advisory Board will convene quarterly to review the evaluator's current findings, receive updates from the Social Work Intervention Specialists, and provide feedback and input moving forward.

Quality of the Project Evaluation

We will contract with the Center for Opinion Research (COR) at Franklin & Marshall College to serve as our external evaluator. The COR has worked with the district since 2003 to evaluate many grant funded programs. COR maintains a database of student information including academic achievement, attendance, behavior, demographics, and program participation. We will use quantitative and qualitative measurements to evaluate our progress in implementing all aspects of our program and its results. Through this evaluation, we seek to understand the effectiveness of the project as a whole and its individual components. Our evaluator will work with the District and program administrators to properly track student participation in various programs and to identify natural control and comparison groups.

Evaluation and data collection will be based on the objectives and indicators aligned to our needs/gaps assessment and proposed strategies that were outlined in the Quality of Project Design section on pages 10 - 13. The COR will lead in aggregating, disaggregating and analyzing the data and will work closely with program administrators, mental health professionals, and clerical support to efficiently and accurately collect the necessary data. While most data collection methods and tools are in place, the evaluators will have to devise a "consumer satisfaction" type survey to administer to parents whose children are receiving services. Data collection includes, but is not necessarily limited to, the following:

Data Element	Collection Method/Tool	Collection Schedule
Student Achievement – PSSA scores in Reading, Math, and Science	State standardized tests administered by school teachers	April 2015, 2016, 2017, results available in Fall
Attendance	School and district records	June 2015, 2016, 2017
Suspensions	Behavior Tracking Module	June 2015, 2016, 2017
Referrals for discipline reasons (GPRA 2)	Behavior Tracking Module	June 2015, 2016, 2017
Exposure to bullying and /or violence	Annual Student Survey administered by COR	May 2015, 2016, 2017, with results available in the Fall
Academic self efficacy	Annual Student Survey administered by COR	May 2015, 2016, 2017, with results available in the Fall
Student perception of social-emotional skills	Annual Student Survey administered by COR	May 2015, 2016, 2017, with results available in the Fall
Parent satisfaction with program/observations of child’s behavior	Parent “Customer Satisfaction” Survey	June 2015, 2016, 2017 with results available in the Fall
Student/mental health professional ratios, including four Social Work Intervention Specialists on staff (GPRA 1)	Human Resources employment records, Contracted services, Student Success Plans	July 2015, 2016, 2017
Number of students receiving intervention services	Student Success Plans; use of Fund for uninsured and underinsured students	December 2014, June 2015, December 2015, June 2016, December 2016, June 2017
Intervention services available, including new interventions added each year	Student Success Plans, Contracted Services with community partners	December 2014, June 2015, December 2015, June 2016, December 2016, June 2017
Intensity of intervention services provided	Student Success Plans, service providers’ logs and reports	December 2014, June 2015, December 2015, June 2016, December 2016, June 2017

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

Schools participating in the grant	Students enrolled 2013-14	Number of School Psychologists (baseline 2012-13)	Number of School Counselors (baseline 2012-13)	Number of school social workers (baseline 2012-13)	Number of Other Qualified Mental Health Professionals** (baseline 2012-13)
Buchanan	440	.25 FTE	1 FTE	0	1 FTE
Carter & MacRae	400	.25 FTE	1 FTE	0	1 FTE
Fulton	448	.25 FTE	1 FTE	0	2 FTE
Hamilton	492	.25 FTE	1 FTE	0	1 FTE
King	540	.25 FTE	1.5 FTE	0	1 FTE

Lafayette	508	.25 FTE	1 FTE	0	2.5 FTE
Price	448	.25 FTE	1 FTE	0	1 FTE
Washington	590	.25 FTE	1.5 FTE	0	1 FTE

**** These Mental Health Care Professionals are the clinicians provided by community mental health agencies. Currently these clinicians only serve students with medical insurance; if the student is underinsured or non-insured, the student is not being treated. The numbers would be greater if this barrier were removed.**

GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program. (Since we are only newly able to track the number of referrals for disciplinary reasons, we will need to establish a baseline following the 2013 – 14 school year.)

Schools participating in the grant	Number of students enrolled (baseline 2013-14)	Number of referrals for disciplinary reasons (baseline 2013-14)
Buchanan Elementary School	440	Baseline TBD
Carter & MacRae Elementary School	400	Baseline TBD
Fulton Elementary School	448	Baseline TBD
Hamilton Elementary School	492	Baseline TBD
King Elementary School	540	Baseline TBD
Lafayette Elementary School	508	Baseline TBD
Price Elementary School	448	Baseline TBD
Washington Elementary School	590	Baseline TBD

The project evaluation is designed to provide frequent performance feedback on each of the key strategies in order to continually assess our progress and the effectiveness of each strategy, and refine individual strategies accordingly. The evaluation will be ongoing and results will be reported quarterly/annually in written form and in public presentations at School Board of Directors meetings. The COR will work with the district to develop a systematic data collection process to facilitate ease of reporting, including a quarterly reporting structure for mental health professionals to use. This multifaceted evaluation will allow us to determine how to sustain our work after the completion of the grant, reallocate funds to support the strategies we discover to be most effective for serving our students, and gauge a better understanding of how the project fits into the district’s overall vision and strategic plan.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

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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

Title

School District of Lancaster

Applicant Organization

4-25-19

Date Submitted

**TITLE: Social Work Intervention Specialist
(Elementary and Secondary School Counseling Grant)**

Draft

QUALIFICATIONS:

1. Bachelors Degree in social work, education or a related field; Masters Preferred
2. Knowledge of and experience working with Lancaster City/County human services, School District of Lancaster academic, behavioral, and non-cognitive supports; as well as other regional and national best practice evidence based interventions.
3. Knowledge of clinical and educational assessment and ability to advocate for needed support services based on assessment
4. Strong background working with diverse families
5. Demonstrated ability in working in partnership with parents, community behavioral health/treatment agencies, and School Districts as part of a cohesive multidisciplinary team
6. Highly effective presentation and communication skills
7. Experience facilitating parent and/or educator skill workshops
8. Bilingual preferred
9. Other qualifications to the above that the Board may find acceptable and appropriate

REPORTS TO: Director of Student Services

SUPERVISES: Not Applicable

JOB GOAL: In collaboration with the principal and school leadership team, provide input in intervention program planning and implementation at the school site; train and coach teachers and other staff in the use of selected intervention curricula and assessments as needed; work collaboratively with other intervention specialists, school staff, parents, and community partners to deliver services to students related to all three tiers of the Response to Instruction and Intervention model.

ESSENTIAL FUNCTIONS:

1. Assist with the refined design and implementation of a building specific tiered system of academic, behavioral, and non-cognitive supports that begins with exemplary primary instruction and includes interventions within the classroom as well as interventions that extend beyond classroom interventions.

**TITLE: Social Work Intervention Specialist
(Elementary and Secondary School Counseling Grant)**

Draft

2. Collaborate with Tier Team to develop a seamless system for delivering services to students that are regularly monitored and assessed to ensure effectiveness in providing the highest quality of student intervention support.
3. Provide crisis support as needed across all three levels of the Response to Instruction and Intervention model.
4. Provide information and/or assist families of targeted students with connecting to community and school-based intervention services as needed or requested
5. Facilitate ongoing communication regarding targeted students with vested parties including parents/guardians, treatment facilities, referral agencies, and School District of Lancaster (including, but not limited to Central Records, Building level staff, student services, and/or Special Education Department) as needed.
6. Conduct home visits as needed to ensure access to relevant supports and services including parental engagement in the support process
7. Complete student referrals and enter data information for each student; summarize monthly using relevant student information and tracking systems
8. Develop and coordinate staff & parent information and education components related to academic, behavioral and non-cognitive intervention supports.
9. Prepare reports on the interventions and student progress as required; assist with compiling and reporting on assessment data.

MARGINAL FUNCTIONS:

1. Able to work in a fluid environment:
 - a. tolerate high levels of ambiguity
 - b. see multiple view points
 - c. bring issues and problems to the forefront with a problem-solving orientation
 - d. willing to change
 - e. able to navigate multiple systems to achieve best outcomes for students based on student need
2. Maintain a list of school and community resources, interventions and agencies that can be shared with students, staff, parents and partners to assist students with their social, emotional and academic development
3. Demonstrate sensitivity to students' needs and establish rapport with students, families, partners and staff
4. Provide assistance in specific skill buildings areas as needed
5. Work flexible hours; may involve locations at Behavioral Health/Treatment facilities, community organization locations, student homes, and/or other locations off site from SDOL

TERMS OF EMPLOYMENT:

**TITLE: Social Work Intervention Specialist
(Elementary and Secondary School Counseling Grant)**

Draft

Board's request

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel

PHYSICAL/MENTAL/ENVIRONMENTAL DEMANDS:

Physical Demands:

Sitting for limited time periods and time
100% physically active, standing and walking for extended periods of time
Kneeling, bending, crouching, stooping, and squatting
Ability to climb stairs

Sensory Abilities:

Normal/corrected vision
Visual acuity to read correspondence
Ability to speak clearly and distinctly
Normal/corrected hearing

Temperament:

Ability to work as a member of a team
Must have positive attitude, cooperative spirit, and sensitivity in relating to students, staff, parents, and community

Mental Demands:

Ability to interpret detailed written and verbal communications
Ability to perform basic math skills
Frequently fast-paced and high-pressure situation

Environment:

Normal office and student home environment, community based treatment facilities as necessary in accompanying student/family

Approved by Cabinet Member:

Signature

Date

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4/1/2014

PR/Award # S215E140274

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Page 3 of 3

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The file was missing in the application package
submitted through Grants.Gov

Pamela M. Smith

(b)(6)

Objective: To utilize my skills, knowledge, and resources to effectively collaborate with community partners and coordinate various projects in relation to the goals of Safe Schools/Healthy Students

Education: **Temple University**, Philadelphia/Harrisburg, Pennsylvania
Masters of Social Work 2003
Messiah College, Grantham, Pennsylvania
B.A.: Psychology 1998

Experience: **School District of Lancaster** 2007-present
Coordinator of School, Family, and Community Partnerships

- Provide oversight, facilitation, and coordination for school, family and community partnerships and related initiatives
- Serve as school district liaison for several community partnership teams/boards to ensure easy and aligned access to services, supports, data, facilities, and other resources that benefit students and families
- Direct Full-Service Community School activities including recruitment and development of lead agencies, agency and school capacity assessments, alignment with current services and resources, community involvement/communication, and data management
- Supervise Project staff and serve as Field Instructor for MSW students from accredited MSW programs
- Responsible for budget maintenance, invoice management, and compliance with applicable State and Federal grant requirements including the following projects:
 - *Safe Schools/Healthy Students Federal Grant*
 - *Readiness Emergency Management for Schools (REMS) Federal Grant*
 - *Education Leading to Employment and Career Training (ELECT); Pregnant & Parenting Teens State Grant*
 - *HRSA School Health Clinic Federal Grant*
 - *Communities That Care Pennsylvania Commission on Crime & Delinquency State Grant*
 - *Violence Prevention; Olweus Bully Prevention Program Pennsylvania Commission on Crime & Delinquency State Grant*

Safe Schools/Healthy Students Federal Project Director ('07-'09)

- Directly responsible for oversight and implementation of multi-faceted 7 million dollar Federal Initiative
- Coordinate service delivery of over 15 community partners within 21 schools
- Responsible for budget maintenance, invoice management, and compliance with Federal grant requirements
- Convene and collaborate with key stakeholders to leverage resources, create systemic policy changes, facilitate results based decision making and accountability, as well as sustainability of implemented supports, services, and project success.

YWCA Sexual Assault Prevention and Counseling Center 1999-2011
Part-time on-call Medical Advocate, as needed Hotline counselor.

- Provide crisis counseling and intervention to victims of sexual assault and significant others; make appropriate assessments and referrals with collaborating agencies for additional services
- Serve as an advocate to victims as a Sexual Assault Forensic Examination team member through accompaniment to the hospital, police station, court proceedings, and other appointments as needed

Philhaven Behavioral Healthcare 1998-2004, 2005-2007

Clinical Coordinator of Lancaster School Based Therapy ('05-'07)

- Assist students and families in gaining access to mental health services by providing onsite assessment and treatment in the form of individual, group, and family sessions
- Collaborate with school personnel, community agencies, and families to support and promote healthy emotional and educational functioning of identified students
- Serve as an onsite community partner through participation in Leadership Team and Student Assistance Program within the school building; including intervention and management in situations of crisis which may require student referral to a higher level of mental health care
- Provide direct staff management and support to Philhaven school based therapy team as they provide services and build partnerships within diverse systems
- Policy and Procedure creation as part of organizational change to support School Based Therapy, budget management, data collection and review for program process improvement, RFP development and submission for continuing contracts with community partners, oversight of grant compliance and required documentation

Mobile Therapist/Behavior Specialist ('03-'04)

- Provide individual and family therapy to children, adolescents, and their families in the home, school, and community, including situations of crisis requiring higher levels of care
- Develop and implement treatment plans and methods for behavior modification, completing accurate written and verbal communication in a timely manner
- Coordinate and collaborate with various community agencies/services to ensure continuity of care
- Supervise Therapeutic Support Staff during weekly group supervision as well as on an individual basis, monitoring the implementation of treatment plans for individual cases, development of relationships with collaborating partners, and providing staff support as they serve clients within a variety of diverse settings

Summer Camp Therapist/Manager ('02-'07)

- Provide individual therapy to therapeutic summer camp clients, crisis support, and clinical direction for client, parent, and community program interactions
- Supervised Therapeutic Summer Camp staff to ensure development and implementation of therapeutic milieu, adherence to personnel expectations, as well as providing oversight as a liaison to on-site community based location

Therapeutic Support Staff ('98-'03)

- Provide therapeutic services to children and families in various settings
- Implement treatment goals for behavior modification and monitor progress through charts and documentation
- Participate in various service meetings including psychiatric evaluation, CASSP, IEP, and Inter-agency

Adult Intensive Outpatient (IOP) Group Facilitator

- Design and facilitate various types of group sessions
- Provide on-going clinical assessment of clients to determine level of functioning, appropriate goals, and discharge readiness
- Clinical collaboration with program psychiatrist and therapist as well as collaboration for aftercare planning

Guilford County School District

2004-2005

School Based Clinical Social Worker

- Served as a liaison between home, school, and community for various educational, emotional, behavior, and social service needs of students and families
- Coordinated and collaborated partnerships with the school and the following community entities: court system, law enforcement agencies, area businesses, district level administration, government, and national organizations
- Coordinated design and implementation of several new initiatives within the building
- Served on Administrative Leadership Team and Student Assistance Team

Family Service

2009-2002

Deb's House Crisis Nursery Worker

- Provide direct care to children ages 0-7 during sleepover hours at facility

- Led staff development training on various topics
- Designed and created Crisis Kids Support Group for clients served through Harb-Adult (transitional homeless shelter)

Harb-Adult Kids Support Group Leader/Facilitator

- Developed curriculum and facilitated child and adolescent support groups for children residing at the shelter
- Worked with families to assess, advocate, and coordinate service needs with outside agencies, school, and community contacts
- Developed and maintained relationships with children and families to ensure continuity of care when families left the shelter
- Supervised volunteers and interns who worked in the program

Big Brothers/Big Sisters of the Capitol Region

1995-1998

Caseworker, Manager of Messiah College Program

- Responsible for recruitment of Messiah student volunteers as well as casework supervision of matches involving those volunteers.
- Conducted home visits and interviews for clients and volunteers interested in the program, both in Harrisburg and at college campus
- Organized on campus activities for matches as Outreach Team Manager

Executive and Advisory Board & Committee Participation

Lancaster Communities That Care Coalition

Membership: 2011-present

Serve as Community Mobilizer

School District of Lancaster "Leadership Team Lancaster"

Membership: 2007-present

Serve as Student Services Department Representative; 2010-present

Pennsylvania 21st Century Community Learning Centers Statewide Advisory Board

Nominated Membership; 2010-present

United Way of Lancaster County Education Solution Council

Membership: 2009-present

Serve as Resource Investment Team member to review agency applications for funding

Lancaster City Weed & Seed Initiative (Federal and State combined Teams)

Membership: 2007-2012

Serve as Chair of Advisory Team; 2009-2012

The Mix at Arbor Place Teen Center

Membership: 2008-2012

Serve as Executive Board Secretary; 2009-2012

Professional Presentations & Activities

Various presentations provided for regional and state agencies, and Federal Offices of Health and Human Services, Department of Education, and Department of Justice covering topics such as: Establishing and Maintaining Community Collaborations, Community Mobilization and Sustainability, School Based Mental Health Services Implementation, and Engaging community leaders and public officials in successful school and community partnership work. Serve as peer reviewer for several federal grant funding initiatives

Additional Professional Information

Extensive knowledge and experience with community resources and agencies. Completed *Good to Great Leadership Training*. Completed five-day *Adventure Based Counseling* training at Project Adventure (Ropes Course & Group Initiatives for team building) and facilitated adventure-based groups. Designed and created a parenting program called *The Parenting Challenge*; this included assessment of need and curriculum development. Certified in Non-violent Therapeutic Crisis Intervention (TCI). Extensive experience and passion working with minority, at risk, and traumatized clients & families.

References:

Will be furnished upon request

SCHOOL DISTRICT OF LANCASTER
ACADEMIC RTII INTERVENTIONS

READING

Elements of Reading

Phonics for Reading

Corrective Reading

My Sidewalks/ERI

Foundations

Earobics

K-Pals

Read Naturally

Fluency First

Study Island

Language

Kid Biz 3000

MATH

Number Worlds

Math Navigator

Study Island

Read 180

System 44

TUTORING

Small –group and 1:1 Tutoring

Credit recovery

BEHAVIORAL RTII INTERVENTIONS

Elementary Youth Support Program (EYSP) “Caring and Sharing” Program

EYSP prevents the onset of drug and alcohol use among children who are determined to be at risk through small group sessions. EYSP does this through small group sessions which strengthen positive coping strategies related to the family, school, and community stressors through increased levels of self-efficacy, trust and the ability to ask for help.

Olweus Bullying Prevention Program

This program prevents or reduces bullying and makes schools a safer and more positive place to learn. Olweus deals with bullying at the school, classroom, individual, and community levels, using varying levels of interventions.

Responsive Classroom

This research and evidence based approach to elementary education leads to greater teacher effectiveness and higher student achievement and improved school climate. Positive teacher language changes how students and teachers feel about being in school, about learning, and about each other.

Boys Town

The Boys Town Model believes every child and family can succeed regardless of circumstances by building healthy relationships, learning decision-making skills, and supporting children and families in their practices and values.

Compass Mark Intergenerational Mentoring

This initiative helps youth ensure a successful future by staying in school, exploring career options and giving back to their community via 1:1 relationships and service projects. Youth will acquire the character traits and leadership abilities necessary to become self-sufficient, productive adults. Local college students are matched with a high school student, who mentors a middle school students, who in turn mentors an elementary 3rd grader, who then mentors a 1st grader.

Girls on the Run

This is a national experiential program which combines training for a 5K race/walk with curriculum designed to promote good choices for a lifetime of self-respect and healthy living for elementary girls.

School Resource Officers

SROs are uniformed police officers that are school-based to promote positive and safe school environment and culture through building relationships with students, as well as working closely with parents, students, and members of the community. SROs coach, run small groups, and meet with students one on one to promote positive skill building and relationships. It also works to prevent juvenile delinquency and promote positive student behavior.

School Based Behavioral Health

School Based Behavioral Health Services are mental health services for children and teens with severe emotional and/or behavioral problems that interfere with their learning. They are typically provided in school and can include mental health assessments, case management, crisis support, trauma exposure screening, substance abuse screening, individual therapy, group therapy, family therapy, and more.

NON-COGNITIVE INTERVENTIONS

Exit Lancaster

Exit Lancaster is dedicated to increasing the number of college graduates from economically disadvantaged communities. The program provides students with activities, learning opportunities, and discipline. The program matches community adults and teachers with small groups of students to promote opportunity, non-cognitive skill building, and academic opportunities.

Kinder Associates LLC

Kinder Associates provide small group connections to develop healthy personal, interpersonal, and family dynamics with students, and supports teachers and families in developing mental, emotional, social, and physical competencies in student's lives.

Lions Quest

Skills for Adolescence (SFA) are based on highly targeted research of students in grades 6-8. Lessons include Making Healthy Choices units which cover drug abuse, anger/stress management, and cross-curricular activities to encourage team—teaching.

Music for Everyone

Music for Everyone is a nonprofit charitable organization which provides education regarding the positive impact of music in our school and communities. They connect individual and small groups of students with adult music mentors who provide lessons and support.

Youth Venture

Youth Venture inspires and invests in teams of young people to start and lead their own social ventures, and is building a powerful network of young change makers across the world. Students meet in facilitated groups to find an advocacy issue they want to see a change in, create a business plan, present to a board for approval, and receive start-up costs to implement. Each team has an adult “champion” to support their work.

Compass Mark Intergenerational Mentoring

This initiative helps youth ensure a successful future by staying in school, exploring career options and giving back to their community via 1:1 relationships and service projects. Youth will acquire the character traits and leadership abilities necessary to become self-sufficient, productive adults. Local college students are matched with a high school student, who mentors a middle school student, who in turn mentors an elementary 3rd grader, who then mentors a 1st grader.

Girls on the Run

This is a national experiential program which combines training for a 5K race/walk with curriculum designed to promote good choices for a lifetime of self-respect and healthy living for elementary girls.

Rotary Career Prep

The Lancaster Rotary Club and McCaskey High School Career & Technical Education Program entered into a partnership to provide a mentor program for high school juniors and seniors that is focused on equipping students with fundamental soft skills for the world of work. Mentors and mentees participate in various activities throughout the school year that foster the relationship between the students and the Rotarian. The desired outcome is to increase the academic success of each student and decrease the potential for dropping out of school.

STRIDE

STRIDE is a fun, character-building afterschool program for boys in grades 3-5. This team-building and running program gives boys a chance to share their thoughts and opinions about life topics and develop character.

TECH Girls – YWCA

This youth empowerment program is designed to raise girls' interest, confidence, and self-efficacy in the STEM areas through a safe, supportive, girls-only environment for exploration and learning while developing critical thinking and problem solving skills.

Big Brothers/Big Sisters – Project Success

Path to Success is a tiered mentoring program matching children at risk of school failure in 3rd grade with a student at risk of dropping out of Middle School. The pair will engage in the traditional school based program and be supported by professionals. The Middle School students

will then be matched with a Big Sister in the community based program. The adults Big Sister will meet with the younger student as well. These relationships will help both at risk students achieve high school graduation.

Check & Connect (Truancy)

Check & Connect is a research-based intervention used with students who are disengaged from school and learning. The core of a trusting relationship between the student and a caring, trained mentor. The mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

JUMP Academy

JUMP is a summer instructional academy that allows a targeted group of in-coming freshmen to receive specialized skills and experience over a four week span to support their transition to high school. While completing experiential and relationship building opportunities with their 9th grade teachers in both individual and small group settings, students practice study habits, organization, goal setting, team building, and other skills that compliment their academic efforts.

Refugee Paraeducator

Members of the Refugee community are hired as district staff to forge individual and small group relationships with refugee students to support academic success. These relationships are designed to offer a mentor on adjustment to school culture, support with academic transitions, and overall persistence in school co potion as a transitional refugee student.

SWAN

SWAN offers free 1:1 music lessons, music workshops, afterschool help, and mentoring to children with incarcerated parents. The program offers the opportunities to children to give back to the community by providing music at special events and musical concerts.

School Based Behavioral Health

School Based Behavioral Health Services are mental health services for children and teens with severe emotional and/or behavioral problems that interfere with their learning. They are typically provided in school and can include mental health assessments, case management, crisis support, trauma exposure screening, substance abuse screening, individual therapy, group therapy, family therapy, and more.

RESTRICTED INDIRECT COST RATE CERTIFICATION

APPLICABLE TO FISCAL YEAR JULY 1, 2013 THROUGH JUNE 30, 2014
 BASED ON ANNUAL FINANCIAL REPORT FOR YEAR ENDING JUNE 30, 2012

Commonwealth of Pennsylvania
 Department of Education
 333 Market Street
 Harrisburg, PA 17126

1-13-36-400-2
 Lancaster SD

-----> ALLOCATIONS <-----

Func-Obj	Description	Amount
1000 - 000	Instruction	101,686,237.27
2100 - 000	Support Services - Pupil Personnel	6,597,664.63
2200 - 000	- Instructional Staff	6,758,817.88
2300 - 000	- Administration	8,703,949.10
2400 - 000	- Pupil Health	1,946,252.73
2500 - 000	- Business	2,107,514.97
2600 - 000	- Operation & Maint	10,150,106.55
2700 - 000	- Student Transp Svcs	3,484,472.71
2800 - 000	- Central	3,165,266.98
2900 - 000	- Other Support Service	131,918.46
3000 - 000	Oper of Non-Instruct Svcs	2,197,210.81
4000 - 000	Facilities Acquisition, Constr & Improv	0.00
5100 - 000	Other Financing Uses - Debt Service	25,245,984.47
5200 - 000	- Fund Transfers	5,439.00
	- Food Svc Fund	5,671,870.00
	- Oth Enterprise Fund	0.00
	Total Oper Expenses	5,671,870.00
	Total Allocations	A 177,852,705.56

-----> ELIMINATIONS <-----

Func-Obj	Description General Fund Expenditures	Amount
1000 - 322	Instruction - Prof Edu Svc IU	5,582,987.67
- 323	Instruction - Prof Edu Svc - Oth Edu Agy	0.00
- 560	Instruction - Tuition	6,925,436.67
- 700	- Property	888,626.12
1200 - 594	- Spec Prog - IU Svc	0.00
- 597	- IC Spec Prog - IU Svc	0.00
1807 - 000	Pre-K Pass thru	407,264.00
2100 - 700	Support Svc - Pup Per - Property	0.00
2200 - 700	- Ins Stf - Property	4,189.77
2300 - 700	- Admin - Property	55,374.06
- 820	- Judgements	0.00
2400 - 700	- Pup Hlth - Property	83,458.00
2500 - 700	- Business - Property	676.80
2600 - 700	- Op & Mnt - Property	215,943.46
2700 - 700	- Stu Trn Svcs - Property	0.00
2800 - 700	- Central - Property	171,907.49
2900 - 595	- Oth Sup Svcs - IU Withhold	39,257.98
- 596	- IU Dir Pay	0.00
- 700	- Property	0.00
2990 - 899	- Pass Thru	92,660.48
3000 - 700	Oper of Non-Instruct Serv - Property	7,260.00
3100 - 571	Food Serv Mgmt - Food	0.00
- 630	- Food	2,918,473.72
4000 - 000	Facilities Acquisition, Constr & Improv	0.00
5100 - 000	Oth Fin Uses - Debt Serv	25,245,984.47
5220 - 000	- Fund Tran - Spec Rev	0.00
5230 - 000	- Cap Proj	439.00
5240 - 000	- Debt Serv	5,000.00
5250 - 000	- Enterprise	0.00
5260 - 000	- Intrnl Serv	0.00
5270 - 000	- Trust & Agncy	0.00
5280 - 000	- Activity Fund	0.00
	Depreciation - Food Svc Fund	57,994.00
	- Other Enterprise	0.00
	Claims + Judgements - Food Svc Fund	0.00
	- Other Enterprise	0.00
	Total Eliminations	B 42,702,933.69

-----> **INDIRECT COSTS** <-----

Func-Obj	Description	Amount
2300-000	Administration - General Audit	56,400.00
2310-000	Administration - Business Manager	0.00
2500-000	Business	1,930,898.87
2830-000	Central - Staff Services	904,886.13
2840-000	Central - Data Processing	1,182,336.28
xxxx-115	Termination Leave/Payouts (excludes functions above)	0.00
Total Indirect Costs ----->		C 4,074,521.28

-----> **COMPUTATIONS** <-----

Actual 2011-12 Indirect Costs	C	4,074,521.28
Actual 2011-12 Base for Allocation	A-B-C	131,075,250.59
Applicable 2011-12 Restricted Indirect Cost Rate		0.0372 D

2011-12 Carry-Forward Adjustment

Actual 2011-12 Indirect Costs	C	4,074,521.28
2009-10 Carry-Forward Adj - (O)/U Recovery		444,657.81 E
2011-12 Indirect Costs for Carry-Forward Adj	C + E	4,519,179.09 F
2011-12 Estimated Indirect Costs	(A-B-C)*D	4,875,999.32 G
2011-12 Carry-Forward Adj - (O)/U Recovery	F - G	-356,820.23 H

Restricted Indirect Cost Rate Applicable to 2013-14

Actual 2011-12 Indirect Costs	C	4,074,521.28
2011-12 Carry-Forward Adj - (O)/U Recovery	H	-356,820.23
2011-12 Indirect Costs for Rate Calculation	C + H	3,717,701.05 I
Restricted Indirect Cost Rate for 2013-14	I/(A-B-C)	0.0284

APPROVED BY BUREAU OF COMMONWEALTH ACCOUNTING - ECD FEDERAL ACCOUNTING

SIGNATURE : Lori A. Graham
 TITLE : Acting Director, Bureau of Budget and Fiscal Management
 DATE : 10/30/2013

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](#)

2014 ESSC BUDGET NARRATIVE

Activity	Year One	Year Two	Year Three	TOTAL
Salaries – 4 FTE Social Work Intervention Specialists to make referrals, implement interventions, track student progress; 2% raise in Years 2 and 3; 4 Intervention Specialists @ \$55,000 /year	\$220,000	\$224,400	\$228,888	\$673,288
<i>Salaries subtotal</i>	<i>\$220,000</i>	<i>\$224,400</i>	<i>\$228,888</i>	<i>\$673,288</i>
Benefits - for Social Work Intervention Specialists – FICA, workers comp, healthcare, vision, dental, life insurance, retirement; estimated at 40% of salary	\$88,000	\$89,760	\$91,555	\$269,315
<i>Benefits subtotal</i>	<i>\$88,000</i>	<i>\$89,760</i>	<i>\$91,555</i>	<i>\$269,315</i>
Travel – for 2 staff to attend Office of Safe and Healthy Students Conference to include 2 nights lodging @ \$250/night X 2 nights X 2 staff, \$71 per day for meals X 3 days X 2 staff, and roundtrip train tickets from Lancaster to Washington D.C. @ \$250/ticket X 2 staff. Plus, travel for Project Director in the first year for mandatory grantee meeting, to include 1 night lodging @ \$250, \$71 for meals X 2 days, and roundtrip train ticket from Lancaster to Washington D.C. @ \$250.	\$2,568	\$1,926	\$1,926	\$6,420
<i>Travel subtotal</i>	<i>\$2,568</i>	<i>\$1,926</i>	<i>\$1,926</i>	<i>\$6,420</i>
Contractual Services – External evaluation by Center for Opinion Research at Franklin & Marshall College; 5% of total budget for data collection, analysis, and reporting	\$20,000	\$20,000	\$20,000	\$60,000
<i>Contractual Services subtotal</i>	<i>\$20,000</i>	<i>\$20,000</i>	<i>\$20,000</i>	<i>\$60,000</i>
Other – School Based Mental Health Services fund to pay for mental health treatments for uninsured and/or underinsured students	\$58,072	\$52,554	\$46,271	\$156,897
<i>Subtotal for Other</i>	<i>\$58,072</i>	<i>\$52,554</i>	<i>\$46,271</i>	<i>\$156,897</i>

Total Direct Costs				
Indirect costs @ 2.84%	\$11,360	\$11,360	\$11,360	\$34,080
Total Program Budget	\$400,000	\$400,000	\$400,000	\$1,200,000

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

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

Name of Institution/Organization

School District of Lancaster

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	220,000.00	224,400.00	228,888.00	0.00	0.00	673,288.00
2. Fringe Benefits	88,000.00	89,760.00	91,555.00	0.00	0.00	269,315.00
3. Travel	2,568.00	1,926.00	1,926.00	0.00	0.00	6,420.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	20,000.00	20,000.00	20,000.00	0.00	0.00	60,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	58,072.00	52,554.00	46,271.00	0.00	0.00	156,897.00
9. Total Direct Costs (lines 1-8)	388,640.00	388,640.00	388,640.00	0.00	0.00	1,165,920.00
10. Indirect Costs*	11,360.00	11,360.00	11,360.00	0.00	0.00	34,080.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00	0.00	0.00	1,200,000.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 2.84 %.

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

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Pamela		Smith	

Address:

Street1:	251 S. Prince Street
Street2:	
City:	Lancaster
County:	
State:	PA: Pennsylvania
Zip Code:	17603-5396
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
717-396-6501	717-396-6844

Email Address:

pmsmith@lancaster.k12.pa.us

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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Kelly L. Frey

Education

Master of Science, Psychology, Clinical Program
Millersville University, Millersville PA May 2004
4.0 GPA

Bachelor of Arts, Psychology, Minor in Business Administration
Millersville University, Millersville PA May 1999
Cum Laude
Psi Chi National Honor Society in Psychology

Work Experience

Franklin & Marshall College, Center for Opinion Research – Lancaster PA
Project Manager, June 2006 – present
Develop evaluation plans; Design research projects; Verify accuracy of data collected; Conduct data analysis; Report findings; Deliver training and monitor performance of part-time personnel

Family Service – Lancaster PA
Program Coordinator, August 2004 – February 2005
Provided psycho-educational group services on domestic violence;
Supervised group facilitators; Managed caseload of sixty clients;
Conducted assessments and made referrals as needed

Franklin & Marshall College, Center for Opinion Research – Lancaster PA
Coordinator, December 2003 – August 2004
Assisted in research projects; Verified accuracy of data collected; Coordinated with colleagues to ensure timely project completion; Interviewed, hired, oriented new employees; Assisted development of organizational procedures

Millersville University, Center for Opinion Research – Millersville PA
Graduate Assistant, August 2002 – December 2003
Assisted in research projects; Oversaw supervisory staff; Interviewed, hired, trained, supervised new student employees; Managed daily call center operations

Philhaven Behavioral Health Services – Lancaster PA
After-School Program Coordinator & Counselor, May 2000 – May 2003
Provided group and individual counseling to children; Coordinated program activities and maintained therapeutic milieu; Assessed new clients and developed treatment plans; Interviewed, supervised, oriented new personnel

Residential Counselor, February 1999 – May 2000
Provided supervision and behavioral modification to adolescents; Facilitated groups and provided individual counseling

BERWOOD A. YOST

VITA

EDUCATION

1988 Bachelor of Social Science
Public Policy
The Pennsylvania State University

1999 Master of Arts
Department of Political Science
Temple University
Areas of Study: Political Theory, American Government

PROFESSIONAL POSITIONS & EXPERIENCE

August 2003 – Present Director
Floyd Institute's Center for Opinion Research
Franklin & Marshall College
Instructor, Franklin and Marshall College
Courses Taught: Business Research Methods
Political Science Research Methods
Public Health Research

September 1999 – May 2003 Instructor of Political Science
Millersville University
Courses taught: Research Methods
Public Policy

September 1994 – July 2003 Director
Center for Opinion Research
Millersville University

November 1991 - August 1994 Assistant Director
Center for Survey Research
Institute of State & Regional Affairs
Penn State Harrisburg

December 1989 - October 1991 Survey Research Coordinator
Center for Survey Research
Institute of State & Regional Affairs
Penn State Harrisburg

January 1989 - June 1989 Project and Data Specialist
Pennsylvania State Data Center
Penn State Harrisburg

SCHOLARLY RESEARCH REPORTS AND PRESENTATIONS

Miller, K., Yost, B. et al (2007). Health Status, Health Conditions, and Health Behaviors among Amish Women: Results from the Central Pennsylvania Women's Health Study. *Women's Health Issues* (17): 162 - 171.

Yost, B. A., Miller, K. (2007) Health Status and Health Behaviors of Amish Women. Paper accepted for presentation at the Amish in America International Conference, June 2007, Elizabethtown, PA.

Harding, J., Yost, B., Knittle, A. (2007) Should I Stay or Should I Go? Predictors of Telephone Interviewer Tenure. Paper accepted for presentation at the American Association for Public Opinion Research Annual Conference, May 2007, Anaheim, CA.

Knittle, A., Yost, B., Harding, J. (2007) Measuring Interviewer Performance: Are We Over-Quantifying? Paper accepted for presentation at the American Association for Public Opinion Research Annual Conference, May 2007, Anaheim, CA.

Sims, B., Yost, B.A., Abbott, C.L. (2006) The efficacy of victim services programs: alleviating the psychological suffering of crime victims? *Criminal Justice Policy Review* 17 (4): 387 - 406.

Weisman CS, Hillemeier MM, Chase GA, Dyer AM, Baker SA, Feinberg M, Downs DS, Parrott RL, Cecil HK, Botti JJ, MacNeill C, Chuang CH, Yost B. (2006) "Preconceptional Health: Risks of Adverse Pregnancy Outcomes by Reproductive Life Stage in the Central Pennsylvania Women's Health Study (CePAWHS). *Women's Health Issues* 16(4):216-226.

Yost, B.A., Sims, B., Abbott, C.L. (2005). Use and Nonuse of Victim Services Programs: Implications from a Statewide Survey of Crime Victims. *Criminology and Public Policy*, Volume 4 (2): 361 – 384.

Yost, B. A., Harding, J. L., Abbott, C. L., & Knittle, A. (2005). *The do not call registry: Friend or foe? The effect of the do not call list on survey response. Paper accepted for presentation at the American Association for Public Opinion Research Annual Conference, May 2005, Miami, FL.*

Harding, J. L., Knittle, A., Yost, B. A., & Abbott, C. L., & Knittle, A. (2005). *Amish women's health survey: Methodological considerations with unique populations on sensitive topics. Paper accepted for presentation at the American Association for Public Opinion Research Annual Conference, May 2005, Miami, FL.*

Abbott, C.L., Yost, B.A., Harding, J.L. (2004). Measures of Personality Type and Interviewer Performance: Tools for Interviewing Training. Paper presented at the American Association for Public Opinion Research Annual Conference, May 2004, Phoenix, AZ.

Abbott, C.L., Yost, B.A., Harding, J.L., Markel, J. (2004). Effects of Optical Mark Read (OMR) Technology on Response Rates of Self-Administered Surveys. Poster presented at the American Association for Public Opinion Research Annual Conference, May 2004, Phoenix, AZ.

Yost, B.A. (2004). 2003 Recreation Participation Survey Summary of Findings, in Pennsylvania's Recreation Plan 2004 – 2008. Pennsylvania Department of Conservation and Natural Resources.

Yost, B.A. (2003). Disappearing Democrats: Rethinking Partisanship Within Pennsylvania's Electorate. *Commonwealth*, Volume 12: 77 – 86.

Abbott, C.L., Yost, B.A., Harding, J.L., Francis, S.A. (2003). Personality Type as a Predictor of Interviewer Performance. Poster presented at the American Association for Public Opinion Research Annual Conference, May 2003, Nashville, TN.

Kozlowski, L.T., Vogler, G. P., Vandenberg, D. J., Strasser, A. A., O'Connor, R. J., Yost, B. A. (2002). Using a telephone survey to acquire genetic and behavioral data related to cigarette smoking in 'made-anonymous' and 'registry' samples. *American Journal of Epidemiology*, Vol. 156, No. 1: 68-77.

Yost, B., Bohl-Fabian, L., Petri, J. (2001) A Longitudinal Study of Perceived Satisfaction with Undergraduate Education of Students and Graduates of a Public University System. Paper presented at the American Association of Higher Education Assessment Conference, Denver, CO. June 24 -27.

Kozlowski, L.T., Palmer, R., Stine, M., Strasser, A., Yost, B. (2001) Persistent effects of a message counter-marketing light cigarettes: Results of a randomized controlled trial. *Addictive Behaviors*, Vol. 26: 447 - 452.

Kozlowski, L.T., Yost, B.A., Stine, M. M., Celebucki, C. (2000) Massachusetts' Advertising Against Light Cigarettes Appears to Change Beliefs and Behavior. *American Journal of Preventive Medicine*, Vol. 18, No. 4: 339-342.

Kozlowski, L.T., Goldberg, M.E., Yost, B.A. (2000) Measuring Smokers' Perceptions of the Health Risks from Smoking Light Cigarettes. *American Journal of Public Health*, Vol. 90, No. 5.

Sims, B., and Yost, B.A. (1999) Crime Victimization in Pennsylvania: Results of a Statewide Telephone Survey. Paper presented at the 1999 American Society of Criminology Conference, Ontario, Canada. November 17-21.

Yost, B.A. (1999) Rethinking Partisanship in Pennsylvania's Electorate. Paper presented at the Pennsylvania Political Science Association Annual Meeting. Villanova University.

Kozlowski, L.T., Yost, B.A., Stine, M. M., Goldberg, M.E., Celebucki, C.(1999). Effects of different questioning procedures on perceived risks of smoking light and ultra-light cigarettes. Poster presented at the Meeting of the Society of Behavioral Medicine, March, San Diego, CA.

Kozlowski, L.T., Goldberg, M.E., Sweeney, C.T., Palmer, R.F., Pillitteri, J.L., Yost, B.A., White, E.L., Stine, M.M. (1999) Smoker Reactions to a Radio Message that Light Cigarettes are as Dangerous as Regular Cigarettes. *Nicotine & Tobacco Research*, 1, 67-76.

Kozlowski, L.T., White, E.L., Sweeney, C.T., Yost, B.A., Ahern, F.M., Goldberg, M.E. (1998) Few Smokers Know Their Cigarettes Have Filter Vents. *American Journal of Public Health*, Volume 88, Number 4.

Kozlowski, L.T., Goldberg, M.E., Yost, B.A., White, E.L., Sweeney, C.T., and Pillitteri, J.L. (1998) Smokers' misperceptions of Light and Ultra-light cigarettes may keep them smoking. *American Journal of Preventive Medicine*, Volume 15, Number 1.

Yost, B.A., (1998) Legislative and citizen attitudes toward campaign reform. Paper presented at the 59th Annual Meeting of the Pennsylvania Political Science Association Annual Meeting. Huntingdon, PA.

Kozlowski, L.T., Goldberg, M.E., Palmer, R., Sweeney, C.T., White, E.L., Yost, B.A., & Pillitteri, J.L. (1998) Smoker's reactions to information about the dangers of Light cigarettes: Results of a national survey. Poster presentation presented at the Annual Meeting of the Society of Behavioral Medicine. New Orleans, LA.

Stine, M.M., Kozlowski, L.T., Yost, B.A., White, E.L., & Sweeney, C.T. (1998) Possible bias in multiplicity sampling in health surveys. Poster presentation presented at the Annual Meeting of the Society of Behavioral Medicine. New Orleans, LA.

Kozlowski, L.T., Pillitteri, J.L., Yost, B.A., Goldberg, M.E., & Ahern, F.M. (1998). Advertising fails to inform smokers of official tar yields of cigarettes. *Journal of Applied Biobehavioral Research*, 3, 1, 55-64.

Yost, BA (1997) Respondent Selection Methodology. Poster presentation accepted for the American Association for Public Opinion Research Annual Meeting. Norfolk, VA.

Kozlowski, L.T., Sweeney, C.T., Goldberg, M.E., Ahern, F.M., & Yost, B.A. (1997). Self-reported reasons for smoking ultra-light and light cigarettes: Results of a national survey. Poster presentation at the Society for Behavioral Medicine Annual Meeting. San Francisco, CA.

Kozlowski, L.T., Goldberg, M.E., Yost, B.A., Ahern, F.M., Aronson, K.R., & Sweeney, C.T. (1996) Smokers are unaware of the filter vents now on most cigarettes: Results of a national survey. *Tobacco Control*, 5, 265-270.

Kozlowski, L.T., Goldberg, M.E., Yost, B.A., Ahern, F.M., Aronson, K.R., & Sweeney, C.T. (1996). Smokers are unaware of the filter vents now on most cigarettes: Results of a national survey. Poster presentation at the American Public Health Association Annual Meeting. New York, NY.

Bentley, M.E. and Yost, B.A. (1993). Performance Measures for Academic Medical Centers: Measuring Bias in the Pennsylvania Data. Poster session, presented at the Association of Health Care Policy and Research. Washington, D.C.

MANUSCRIPTS

Yost, B.A. (1997) Campaign Reform: Possibilities for Pennsylvania. Whitepaper produced for the Pennsylvania League of Women Voters' Campaign Integrity Conference. September 1997.

G. Terry Madonna and Berwood A. Yost (1996) Pennsylvania Votes: Presidential Primaries, 1972-1992: A Sourcebook. Published by Millersville University, Center for Politics and Public Affairs.

G. Terry Madonna and Berwood A. Yost (1995) Pennsylvania Votes: 1994. Published by Millersville University, Center for Politics and Public Affairs.

ARTICLES

Yost, B., Abbott, C. Harding, J. & Markel, J. (2007, February). Effects of Optical Mark Read Technology on Response Rates of Self-Administered Surveys. *Public Opinion Pros.*

Yost, B., Abbott, C. Harding, J. & Knittle, A. (2005, June). *Among the Amish: Interviewing Unique Populations on Sensitive Topics*. *Public Opinion Pros.*

G. Terry Madonna and Berwood Yost (2004). "Keys to the Keystone State." *The Polling Report*, Volume 20, No. 19.

Christina Abbott, Berwood Yost, and Jennifer Harding (2003). "Personality Type as a Predictor of Interviewer Performance." *Survey Research*, Volume 34, No. 3.

Berwood A. Yost and G. Terry Madonna. *Public Education, Education Funding, and Public Opinion: What do Pennsylvanians have to say?* Center for Opinion Research, Floyd Institute for Public Policy, Franklin & Marshall College. November 2003.

G. Terry Madonna and Berwood A. Yost (2000). "Battle for the 'Burbs.'" *The Polling Report*, Volume 16, No. 22.

G. Terry Madonna and Berwood A. Yost, (1999). "Interviewer Effects and the Philadelphia Mayor's Race." *The Polling Report*, Volume 15, No. 20.

G. Terry Madonna and Berwood A. Yost, (1999). "The Race to Succeed America's Mayor." *The Polling Report*, Volume 15, No. 8.

G. Terry Madonna and Berwood A. Yost, (1996). "The Pennsylvania Story: Bob Dole, Tom Ridge and the Vice Presidency." *The Polling Report*, Volume 12, No. 15.

SELECTED MAJOR PROJECTS & GRANTS

Central Pennsylvania Center of Excellence for Research on Pregnancy Outcomes – Collaborating with Penn State University on a Pennsylvania Department of Health grant to establish a Center of Excellence for Research on Pregnancy Outcomes. Responsible for collecting data from Lancaster County's Amish population and for participating as a member of the project's research core.

University of Rhode Island - Assisting the University of Rhode Island in evaluating adult exposure to local and statewide tobacco control programs and tobacco related knowledge, attitudes, and behavior.

Pennsylvania Department of Conservation and Natural Resources - Served as principal investigator. The project is designed to measure the outdoor recreation behaviors of Pennsylvania residents ages 5 and above. The data will be used to develop the state's five year recreation plan.

Pennsylvania Commission on Crime & Delinquency - Served as principal investigator to study the use, non-use, and efficacy of the state's victim services programs.

Center for Rural Pennsylvania - Served as principal investigator in a survey of Pennsylvania's superintendents.

Roswell Park Cancer Institute - Managing the design and administration of a national telephone survey to measure knowledge and beliefs about nicotine replacement products.

Pennsylvania Commission on Crime & Delinquency - Served as project director to design and administer a crime victimization survey among Pennsylvania residents. This statewide survey of Pennsylvanians 12 and older detailed crime victimization experiences to enable the PCCD to make comparisons to the state's Uniform Crime Report.

Association of Teachers of Preventive Medicine and the Centers for Disease Control - A cooperative project between the Center for Opinion Research and the Office of Biobehavioral Health at Penn State University. Assisted in the study design, and responsible for directing the data collection efforts for this ongoing national survey regarding cigarette smoking and light cigarette smokers. The first wave of research included samples of light, ultra light, and regular cigarette smokers to ascertain levels of awareness of cigarette vent holes. The follow up to this research measured the impact of advertising on light cigarette smokers.

The Keystone Poll - The Keystone Poll is an ongoing survey that measures Pennsylvanians' attitudes toward public policy issues and elected officials. The survey is conducted on behalf of the Philadelphia Daily News, KYW-TV3, and the Harrisburg Patriot News. Acts as head methodologist for the survey.

Alcoholic Beverage Manufacturers Research Foundation - A cooperative project between the Center and the Office of Biobehavioral Health at Penn State University. Responsible for directing the data collection process. The study was used to describe the use of alcohol-interactive prescription drugs by an elderly population. The study assessed alcohol-related behaviors, knowledge of risks related to alcohol-drug use, compliance behaviors, measures of functional status, signs and symptoms of adverse effects and outcomes associated with alcohol-drug interactions.

State System of Higher Education - The State System Assessment of Student Satisfaction was a telephone survey of 5,600 State System students. The survey is being used by the State System of Higher Education in Pennsylvania to measure student satisfaction as part of a continuous quality improvement effort. Acted as principal investigator.

Hospital Association of Pennsylvania - This project used a telephone survey of 700 adult Pennsylvanians to assess citizens' attitudes toward health care in the state. The results of the research are being used by the Association to guide their planning and lobbying efforts. Acted as principal investigator.

Improve Management Performance and Cost Control Task Force - This commission was created by the State Legislature and Governor Tom Ridge in 1995 to study the management of current government operations and propose changes which will reduce costs, increase accountability and improve service. The Center was asked to conduct a study of Pennsylvanians on behalf of the commission to measure Pennsylvanians' policy priorities and satisfaction with state government. Acted as principal investigator.

Pennsylvania Partners - The dislocated workers satisfaction survey was funded by Pennsylvania Partners. This survey was used to measure participants' satisfaction with the Job Training Partnership Act Title III programs operated in Pennsylvania. Acted as principal investigator for the project.

Pennsylvania Association of Colleges and Universities - Acted as principal investigator. This survey of 800 Pennsylvania residents was a comprehensive study of the attitudes of state residents toward the function, role, and performance of the state's institutions of higher education.

Pennsylvania Medical Society - Acted as co-principal investigator. Co-directed a telephone survey of 625 adult Pennsylvanians. The project was aimed at determining Pennsylvanians' attitudes towards various health care reform measures.

Pennsylvania Legislative Black Caucus - Acted as the co-principal investigator. This project was aimed at understanding the current situation of blacks living in Pennsylvania through a telephone of 500 black Pennsylvanians.

Pennsylvania Turnpike Commission - Acted as principal investigator. This project used a telephone survey of 650 Beaver and Lawrence county residents to understand the reasons for use and non-use of Toll 60.

Pennsylvania State University, Undergraduate Admissions - Acted as principal investigator. Using a telephone survey, this project was designed to specify those variables which affected enrollment decisions, and also provided insight into prospective students' perceptions of the University.

Pennsylvania Department of Health - Acted as project director. Conducted a telephone survey for the PA Department of Health to discover adult Pennsylvanian's attitudes, knowledge, and behaviors regarding AIDS.

Department of Environmental Resources - Acted as project manager. Assisted D.E.R. in preparation of their 1991-1995 recreation plan through a concerted data collection effort. Responsible for a mail survey (N = 12,000) and a telephone survey (N=3,000) of Pennsylvanians, and the coordination of 10 focus groups.

SELECTED RESEARCH REPORTS TO SPONSORS

Zemsky, et al. A Rising Tide: The Current State of Higher Education in the Commonwealth of Pennsylvania. Presented to the Education Policy and Leadership Center. April 2006.

Yost. 2004 School Reform Survey: Summary of Findings. Presented to the William Penn Foundation. April 2004.

Yost. 2003 Recreation Participation Survey, Summary of Findings. Presented to the Pennsylvania Department of Conservation and Natural Resources. January 2004.

Yost, Abbott, Sims. Use, Non-Use and Efficacy of Pennsylvania's Victims Services Programs. Prepared for the Pennsylvania Commission on Crime and Delinquency, August 2003.

Kosanovich, Fleck, Yost, Armon, and Siliezar. Comprehensive Assessment of Self-Employment Assistance Programs. ETA Occasional Paper 2002-01. U.S. Department of Labor, Employment and Training Administration.

Yost, Young, Abbott. Pennsylvania Superintendents' Perspectives, Summary of Survey Results. Prepared for The Center for Rural Pennsylvania, October 2002.

Yost, Sims, Young. Pennsylvania Crime Victimization Survey. Prepared for the Pennsylvania Commission on Crime and Delinquency, August 2000.

McKenna, Munzenrider, Young, Yost. Program Evaluation of Pennsylvania's Driver Education Program. Prepared for the Pennsylvania Driver Education Task Force, June 2000.

Yost, B.A. State System Assessment of Student Satisfaction. Prepared for the State System of Higher Education, February, 1997.

Yost, B.A. Citizen Attitudes Toward Health Care. Prepared for the BlueCross/BlueShield Association, December, 1996.

Yost, B.A. Satisfaction With the JTPA Title III Program. Prepared for Pennsylvania Partners, May, 1996.

Yost, B.A. Pennsylvanians' Attitudes Toward Higher Education. Prepared for the Pennsylvania Association of Colleges and Universities, August, 1995.

Yost, B.A. and Young, M.L., Managed Care and PremierBlue: Strategic Questions. Prepared for Pennsylvania Blue Shield, August, 1994.

Madonna, G.T.; Yost, B.A. and J. Marvin Bentley. Health Care Issues Survey. Prepared for the Pennsylvania Medical Society, October, 1993.

Yost, B.A. Use of Toll 60. Prepared for the Pennsylvania Turnpike Commission, September, 1993.

Yost, B.A. Meaning of Hazardous Waste. Prepared for the Pennsylvania Business Roundtable, July, 1993.

ACADEMIC HONORS AND MEMBERSHIPS

Scholar-in-Residence, Montgomery County Community College, Fall 2000

Delta Tau Kappa - National Social Science Honor Fraternity

Golden Key National Honor Society

American Association for Public Opinion Research

