

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

FULL SERVICE COMMUNITY SCHOOLS PROGRAM

CFDA # 84.215J

PR/Award # U215J080044

Grants.gov Tracking#: GRANT00451866

There were problems converting one or more of the attachments. Please see list below.

OMB No. 1890-0009, Expiration Date: 06/30/2008

Closing Date: APR 15, 2008

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There was a problem converting the following attachments:

- (2425-JAM_Supervisor_Resume.doc)

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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

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
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* 3. Date Received: 04/11/2008	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: 82118684	* 5b. Federal Award Identifier: _____
--	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: United Way of Buffalo & Erie County	
* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(2)	* c. Organizational DUNS: 074026857

d. Address:

* Street1: 742 Delaware Avenue
Street2: _____
* City: Buffalo
County: _____
* State: NY: New York
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 14209

e. Organizational Unit:

Department Name: Closing The Gap DBA UWBE C	Division Name: Community Impact
---	---------------------------------

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

Prefix: Ms.	* First Name: Robin
Middle Name: _____	
* Last Name: King	
Suffix: _____	
Title: _____	
Organizational Affiliation: _____	
* Telephone Number: 716-887-2615	Fax Number: 716-887-2770
* Email: robin.king@uwbec.org	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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-021508-001

* Title:

Full-Service Community Schools Program CFDA 84.215J

13. Competition Identification Number:

84-215J2008-1

Title:

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

Buffalo, NY, Erie County Southside Elementary School #93 Lovejoy discovery School #43

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

The FSCS-CTG Consortium will expand our full service community school model to two low performing Buffalo Public Schools, serving a total of 1,648 students and their families.

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="481,400.00"/>
* b. Applicant	<input type="text" value="20,000.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="35,788.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="537,188.00"/>

*** 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.)**

- Yes
- No

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:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 United Way of Buffalo & Erie County

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	S 44,000	S 45,320	S 46,680	S 43,922	S 33,765	S 213,687
2. Fringe Benefits	S 0	S 0	S 0	S 0	S 0	S 0
3. Travel	S 4,000	S 4,000	S 4,000	S 3,000	S 3,000	S 18,000
4. Equipment	S 0	S 0	S 0	S 0	S 0	S 0
5. Supplies	S 10,000	S 10,000	S 10,000	S 8,000	S 8,000	S 46,000
6. Contractual	S 419,000	S 423,175	S 431,603	S 440,291	S 447,595	S 2,161,664
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 0	S 0	S 0	S 0	S 0	S 0
9. Total Direct Costs (lines 1-8)	S 477,000	S 482,495	S 492,283	S 495,213	S 492,360	S 2,439,351
10. Indirect Costs*	S 4,400	S 4,532	S 4,668	S 4,392	S 3,377	S 21,369
11. Training Stipends	S 0	S 0	S 0	S 0	S 0	S 0
12. Total Costs (lines 9-11)	S 481,400	S 487,027	S 496,951	S 499,605	S 495,737	S 2,460,720

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

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

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

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

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

Approving Federal agency: ED Other (please specify): _____

(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(e)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 United Way of Buffalo & Erie County

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

(b)(4)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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.

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Prescribed by OMB Circular A-102

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Robin King</p>	<p>* TITLE Director of Grants and Foundation Relations</p>
<p>* APPLICANT ORGANIZATION United Way of Buffalo & Erie County</p>	<p>* DATE SUBMITTED 04-11-2008</p>

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

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

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. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

2249-GEPA_for_FSCS-CTG.doc

Mime Type

application/msword

EQUITABLE ACCESS AND PARTICIPATION GENERAL EDUCATION PROVISIONS ACT (GEPA) REQUIREMENT

The United Way of Buffalo & Erie County (UWBEC) is committed to equal employment opportunity and equitable access to our programs and services. The proposed FSCS-CTG Consortium project will ensure that all students, families, teachers, staff and other program beneficiaries, with special needs, will have equitable access to program services. In fact, meeting the social, emotional, and physical needs of all students in the schools so that they may thrive, is the primary purpose of this project.

UWBEC does not discriminate against employees or applicants for employment on any legally recognized basis including, but not limited to: veteran status, marital status, physical or mental disability, race, age, color, religion, sex or national origin. In addition, creed, religion, arrest records, sexual orientation, genetic predisposition or carrier status and participation in lawful activities outside the workplace are protected classes in New York State. This policy governs all terms and conditions of employment including, but not limited to: hiring, selection, job assignment, promotion, compensation, discipline, termination, and access to benefits and training. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action up to and including termination.

In addition, the FSCS-CTG Consortium works within the requirements of the Buffalo City School District (BCSD) which is an equal opportunity educational organization that does not discriminate in any program with regard to employment or equal opportunity to access program services. FSCS-CTG is a member of the BCSD's Site Based Management Teams at each school, ensuring full integration in the school community. Members of the SBMT include teachers, parents, administrators, students, and community stakeholders, representing all constituencies in the school. These representatives bring information back to their constituent groups and provide feedback regarding services at the SBMT meetings. This communication cycle ensures relevancy and the ability to address equitable access concerns immediately if they arise.

A student/parent orientation will be held at the start of the school year to introduce the programs and services of the FSCS-CTG Consortium to the school community. In addition parents/guardians sign a participation agreement to access intensive services provided through the family resource center. The FSCS-CTG School Coordinator is the point of entry for all students and families- creating the opportunity to fully assess student needs and address them accordingly. Other multiple points of contact with students and parents make it possible to fully understand issues that may hinder a student's ability to succeed in school. The FSCS-CTG School Counselor coordinates parent outreach and involvement and ensures alignment is aligned with in-school activities. Parents are contacted, not only when their children are having difficulty, but also included to share expertise and provide assistance to students. Communication will be in English, and/or Spanish, and/or other languages as necessary, to remove language communication barriers. In addition, meetings will be scheduled at flexible times to accommodate the needs of parents and encourage their full involvement. When necessary, translators and translations of written material will be provided.

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

United Way of Buffalo & Erie County

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Ms. * First Name: Robin Middle Name:
--

* Last Name: King Suffix: * Title: Director of Grants and Foundation Relations
--

* SIGNATURE: Robin King * DATE: 04/11/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Nicole

Bycina

*** Address:**

742 Delaware Avenue

Buffalo

NY: New York

14209

USA: UNITED STATES

*** Phone Number:**

716-887-2749

Fax Number:

Email:

nicole.bycina@uwbec.org

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **5278-FSCS-CTG_Abstract.doc**

The United Way of Buffalo & Erie County
742 Delaware Avenue, Buffalo NY 14209

Anne Ryan, Vice President of Community Impact
716.887.2799; anne.ryan@uwbec.org

The Full Service Community School-Closing the Gap in School Performance Consortium PROJECT ABSTRACT

For the proposed project, the FSCS-CTG Consortium- which includes Buffalo City School District, Buffalo Public Schools #43 and #93, Catholic Charities of Buffalo, Every Person Influences Children, Joan A. Male Family Support Center, United Way of Buffalo & Erie County, and Western New York United Against Drugs and Alcohol- will expand our full service community school model to serve an additional two low performing schools in the Buffalo City School District, serving all 1,648 students and their families each year of the project.

The FSCS-CTG Consortium has implemented its fully integrated service model in six Buffalo Public Schools since 2000, serving over 3,000 students this year. The FSCS-CTG Consortium will coordinate the following services at each of the two schools identified for expansion at the request of the Buffalo City School District: remedial education and academic enrichment activities (2); programs that promote parental involvement and family literacy activities (3); mentoring and other youth development activities (4); parenting education and parent leadership (5); programs that provide assistance to students who have been truant, suspended or expelled (7); and mental health counseling services (11). With this model, the FSCS-CTG Consortium will address six of the twelve service objectives identified by the Department of Education.

Funding to expand the FSCS-CTG model to two additional schools will bring vital resources to a community- Buffalo, NY- that was recently ranked as the second poorest big city in the nation based on U.S. Census data. As is common with urban schools, Buffalo Public School students often live in single female-headed households, experience poor health and housing instability. The FSCS-CTG Consortium will mitigate these factors by coordinating comprehensive services that address nonacademic barriers to learning (social, emotional, and physical) for students and their families, providing the supports needed for students to thrive academically.

Goals and expected outcomes **for each school year** for the proposed project follow:

Academic Achievement: Schools will meet Adequate Yearly Progress determined by the NYS Education Department; NYS Assessment scores will increase school-wide by 20%; and of students enrolled in services 20% will earn a passing Grade Point Average.

Attendance will increase school-wide by 8% and by 20% for students enrolled in services.

Developmental Assets: A 20% increase of enrolled students in grades 5-8 will report staying out of fights, keeping their anger under control, and improved decision making skills.

Parental Involvement: Attendance at parent teacher conferences, open houses, and family events will increase 10% at each school annually.

Parenting Skills: Workshop participants will score a minimum of 80% positive impact across each domain (knowledge, self-evaluation, attitude, parental confidence and parental isolation).

School Climate: By year 5, each school will score 80% on the PBIS School-wide Evaluation Tool, indicating full implementation of Positive Behavioral Intervention and Supports.

Discipline: School-wide discipline referrals/informal suspensions will decrease by 40%; and an increase of 20% of the students enrolled in services will have fewer discipline referrals.

Suspensions: An increase of 20% of students enrolled in services will have fewer informal suspensions over the course of the school year.

Project Narrative

Project Narrative

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The Full Service Community School-Closing the Gap in School Performance Consortium

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The Full Service Community School-Closing the Gap in School Performance Consortium

I. QUALITY OF PROJECT DESIGN

The following comprehensive plan was established by the Full Service Community School-Closing the Gap in Student Performance (FSCS-CTG) Consortium to improve the coordination, service delivery, and outcomes for 1,648 students and their families enrolled in two high need schools in the city of Buffalo, New York- Buffalo Public School #43 and Buffalo Public School #93. Recent U.S Census numbers identify Buffalo as the second poorest big city in the country, with nearly half of all children living in poverty. Poverty in Buffalo, because it is everywhere and runs so deep, has created a culture that especially for our children is very hard to escape.

The Buffalo City School District however, recognizes that we can improve students' success in school and in life, by maintaining safe and orderly school environments that are supported by a deeply involved community. Historically, educators have often viewed the aim of providing social and emotional support as separate from addressing academic goals; however research suggests that both components are needed to achieve high-level academic achievement, especially among low-income students (Lee, V.E., J.B. Smith, T.E. Perry and M.A. Smylie, 1999). Lee and his constituents also assert that academic success is based upon the twin components of "academic press" and "social support." The Buffalo City School District has a Three-Year Academic Plan that clearly defines "academic press" strategies in support of academic achievement. FSCS-CTG provides the "social support" component with our full service community school model that addresses non-academic barriers to learning.

The FSCS-CTG Consortium was created in 2000 at the request of the New York State Education Department and the Buffalo City School District to implement a Full Service Community School model in six of the District's lowest performing schools. This effort

culminated in the creation and staffing of six Student Family Resource Centers, organizing the efforts of over 20 agencies and County Departments in supporting the needs of over 3,000 students. Today FSCS-CTG is much more than co-location of health and human service providers on site at schools. FSCS-CTG is a fully integrated service model that ensures consistent performance among partners- measuring outcomes of services against eight indicators of student achievement embraced by the District.

The key to FSCS-CTG Consortium's success is our belief that all partners have a role in improving student achievement. This belief is undergirded by our understanding that when students' social, emotional and physical needs are met, they will achieve their academic potential. But, actions speak louder than words. For our six current schools combined since the beginning of the school year, 75% of students passed their core subjects and 91% decreased/maintained their number of suspensions. At Harvey Austin Buffalo Public School #97, eighth-grade graduation rates increased from 63% to 85% in one year (2006-07). Most recently, Hillery Park Buffalo Public School #27 became a School in Good Standing, after meeting Annual Yearly Progress benchmarks set by the New York State Education Department proving, that with the right supports, great teachers and administrators, we can Close the Gap.

A. The project objectives, which are based on scientifically based research

For the proposed project the FSCS-CTG Consortium (Consortium) will expand our full service community school model to two additional high need schools- Buffalo Public School #43 and Buffalo Public School #93- in support of the Buffalo City School District's three-year academic plan to improve student success. Our full service community school model is based on scientifically-based research (as defined in section 9101(3) of the ESEA) and has been recognized nationally by the U.S. Department of Education, the Coalition for Community

Schools, and the United Way of America. With this model, the Consortium integrates health, human, and social services in the schools to enhance conditions for learning. The FSCS-CTG Consortium will address six of the twelve service objectives identified by the Department of Education for full service community schools. These include: remedial education and academic enrichment activities (2); programs that promote parental involvement and family literacy activities (3); mentoring and other youth development activities (4); parenting education and parent leadership (5); programs that provide assistance to students who have been truant, suspended or expelled (7); and mental health counseling services (11).

With the FSCS-CTG model, we will integrate the above service components in a coordinated, comprehensive system of care to meet the individual needs of all students in the school. This coordination of services in the school becomes increasingly important the more providers there are. Historically school-based (mental) health programs have been challenged by duplication and fragmentation of services, lack of focus and direction on a common set of outcomes, and interference with academic instruction (School Based Mental Health Service, American Academy of Pediatrics and Removing Barriers to Learning and Improving Student Outcomes, the American Counseling Association). In the FSCS-CTG model, the School Coordinator works as a full-time gate keeper to provide this necessary coordination of services. As Martin J. Blank, Staff Director Coalition for Community Schools stated, “full-time coordination is critical to the management of a Full Service Community School.”

The FSCS-CTG model knits together inventive, enduring relationships among educators, families, volunteers and community partners. Key components of this model include:

1. Strong collaboration and shared decision-making: all sectors of community work together with schools to create a rich array of needed resources. This includes school district

administrative staff, heads of County departments, funders, including United Way business partners, agencies, and FSCS-CTG School Coordinators.

2. School based provider teams meet regularly bringing together the principal, school staff and families with community providers to plan and create resources to meet identified needs.
3. Sustainable resources are created for children and families, including academic, health, mental health, school climate, prevention, basic needs support, afterschool/summer programming, youth development, crisis intervention and other supports. Assets and resources of FSCS-CTG partners clearly support the school's mission.
4. Ongoing assessment includes outcome data on academic achievement, attendance, discipline, informal/formal suspension, developmental assets, parent involvement, and parenting skills.
5. Ongoing assessment of qualitative measures such as school climate, student, parent, teacher and administrative satisfaction as well as process measures such as number of students served and number of student, family, teacher contacts made.

The following project objectives for each service component will support our overall program goals, which are to: improve academic achievement; improve average daily attendance, decrease discipline referrals, decrease informal suspensions, improve developmental assets, improve school climate, increase parent involvement, and increase parenting skills.

Remedial education and academic enrichment activities (2)

The Achievement Mentor Program and Leaders in Training provided by WNY United, and the Check and Connect program simultaneously address the “remedial education and academic enrichment” and “mentoring” objectives of the FSCS-CTG model (please see the following Mentoring section). The Achievement Mentor Program focuses on English Language Arts and Math as well as commitment to school by providing a caring adult in the school environment to:

work with students in the classroom, individually and in small groups; engage parents at the outset and throughout the program; and periodically reinforce student progress. WNY United will place two to three achievement mentors (AM) in each building, targeting at least 60 students per building, with each AM having a caseload of 20-30 students at a time. Services will be integrated into the normal school day, allowing AMs to become embedded within the school culture and handle referrals from teachers and administrators on a predictable basis. AMs will “push in” to classrooms during Math and ELA periods so they know exactly what the classroom instructor is teaching and they can reinforce the specific skills and information being covered with their students when they are “pulled out” at other times for one on one or small group help. This technique provides immediate, practical help that students and teachers both appreciate. Students who show progress and determination are rewarded with periodic recognition, various incentives and special events. The FSCS-CTG School Coordinator, in collaboration with the principal and teachers, will strategically refer 60 students from each school for AM services. These students will be deemed as Intensive or Strategic level, not reaching proficiency on the NYS Education Department Assessments (grades 3-8) and/or DIBELS progress monitoring assessments (preK-2). The level of integration that the Achievement Mentor Program achieves in the school and classroom make this program truly unique- resulting in true integration of academic content and service delivery.

Another academic enrichment activity that will be implemented by all FSCS-CTG Consortium partners that provide services is the Check and Connect program. Twenty (20) students at each school (40 total) who are not meeting the NYS assessment benchmark or not passing in core subject areas will participate. Other referral criteria include warning signs of school withdrawal primarily attendance indices (absences, tardiness, or skipping class). Check

& Connect is a data-driven, research-based model of sustained intervention for improving academic performance, with demonstrated outcomes in increasing school completion, improving literacy, reducing truancy, and decreasing drop-out rates (<http://ici.umn.edu/checkandconnect>).

The FSCS-CTG School Coordinator, as external mentor of the Positive Behavioral Intervention and Supports team, will provide an overview and structure for this program to all providers. Check & Connect will be implemented by the Consortium partner working with the student. Students check-in in the morning prior to class to review goals for the day (e.g. work completion) via a progress chart. Teachers will score students' progress for each class. At the end of the day, students "check-out" to discuss how the day went, tally scores on the progress chart, and send the progress chart home to be signed by a parent/guardian. This check-in/check-out process is done each day, with an established reward system for meeting goals.

Programs that promote parental involvement and family literacy activities (3)

Every Person Influences Children (EPIC) will support parents' efforts to positively impact their children's education with a series of workshops for parents, teachers, and administrators. EPIC's parental involvement workshops, which are grounded in the work of parenting experts Drs. Catalano and Hawkins, are offered in schools and community agencies and sites to build parents' skills and the partnership between parent and teacher to support student academic achievement and increase a student's developmental assets. A part-time EPIC School Liaison will work in collaboration with the FSCS-CTG School Coordinator at each of the schools to serve on the Parent Action Team (a parent committee of the school's Site Base Management Team), to provide technical assistance on parent involvement activities and to work in partnership with the Family Social Worker (a program of Joan A. Male Family Support Center).

Upon receiving referrals from the FSCS-CTG School Coordinator, the EPIC School Liaison will coordinate specific activities to be led by EPIC-trained facilitators. 40 parents at each school (80 total) will participate in a series of parent groups entitled, Helping Your Child Succeed in School (HYCSS). These are research-based, scripted discussion groups that prepare parents to become involved in their children's education and to support learning at home. Each two-hour session (6 total) is designed to achieve specific outcomes and each activity or discussion within the session builds toward those outcomes. Workshop participants will receive a *HYCSS* parent manual and the *Building Your Child's Success in School manual*, builds on workshop content in an easy to read, parent friendly way, including information about No Child Left Behind and activities that support learning in the home. The EPIC School Liaison will work in partnership with each of the full-time Family Social Workers of the Joan A. Male Family Support Center to reach parents through calls and home visits that encourage parent involvement.

EPIC will also engage 25 teachers, administrators, and parents at each school (50 total) in a Creating Home/School Partnerships dialogue session. This five-hour session assists teachers, administrators and parent leaders of a school to work together in a single, comprehensive effort to reduce barriers to parent involvement and increase parent engagement in their child's education. Participants will develop a plan to increase parent involvement and to implement effective parent involvement policies and practices, leading to improved academic achievement.

The Joan A. Male Family Support Center (JAM) will work in partnership with EPIC to improve parent involvement, with the placement of a full time social worker in each school to serve approximately 30 families (60 families total). The FSW will create a critical bridge between the home and school through home visits and other outreach strategies, eliminating barriers such as lack of transportation, work schedules, and apprehensions regarding the school

environment, among others. Family social workers demystify school expectations in the relaxed setting of home, and add to parents' understanding of how their child learns (*Home-Visiting, Forging the Home-School Connection* by Mildred Winter).

The family social workers play a valuable role in improving student attendance. For example, if a student has been out of school more than three days, the FSW will call the parents. In conversations with parents, the FSW will determine the root cause of the student's absence and either provide the assistance needed or refer the family to the FSCS-CTG School Coordinator to find the most appropriate service. Importantly, the FSW also assesses family's basic needs and links them with services and supports. The FSW is also responsible for the Good News Card program- a positive note sent to parents, that is written by a teacher, administrator, support staff or anyone in the school that wants to recognize a student. Lastly, an important avenue for the FSW to work with parents (particularly those with students at-risk) will be to sit in on re-entry meeting with parents and school administrators, upon a student's return from an out-of-school suspension. The FSW will use this opportunity to make service linkages with the FSCS-CTG School Coordinator and EPIC School Liaison. The EPIC School Liaison will provide technical assistance and workshops, and the FSW's will work more intensely with individual parents/families in need.

Mentoring and other youth development activities (4)

As stated above, the Achievement Mentor Program, Leaders in Training and Check and Connect, simultaneously address the "remedial education and academic enrichment" and "mentoring" objectives of the FSCS-CTG model. Youth development is further supported by the implementation of School Community Action Teams (SCAT).

The Achievement Mentoring Program not only ensures that students improve academically, but also improves school connectedness. In building relationships with their mentors, students feel a stronger bond to the school and become more committed to school- ultimately improving students' average daily attendance. Furthermore, mentors are in constant communication with the FSCS-CTG School Coordinator and classroom teacher regarding students' behavior. Regular student check-ins regarding behavior provide teachable moments, resulting in decreased discipline referrals and informal suspensions as well as increased developmental assets.

Working in conjunction with the Leaders In Training program, is the WNY United School Community Action Team (SCAT). A SCAT Prevention Specialist will be in each school two days a week to provide a 5 session Conflict Resolution Training to grades K-4, a 12 session Social Competency Development Curriculum to grade 5, and an 8 session Social Competency Development Booster to grade 6. Students, who have been in the classrooms with SCAT, are given preference to participate in Leaders In Training. Statistical differences on self-report measures of cooperation, goal-setting, assertiveness, stress and anger management have been found for students participating in SCAT, versus the control group of students who have not.

In addition to its academic outcomes, the Achievement Mentor Program will work to increase students' commitment to education. This academic and life skills support program is modeled after Dr. Brenna Bry's Behavioral Monitoring and Reinforcing Program developed at Rutgers University. As a school-based intervention that utilizes behavior modification principles, the Achievement Mentor Program focuses on collecting up to date information on students, providing systematic feedback, and attaching value to the student's actions. This best practice has been proven to be effective in improving grades and attendance, decreasing substance abuse, and decreasing criminal behavior (18 months following intervention). Research

indicates that five years after the program ended, youth participants were 66 percent less likely to have a juvenile record than were youth in a control group (Information provided by Brenna H. Bry, Graduate School of Applied and Professional Psychology, Rutgers University, Piscataway, NJ: "Program Fact Sheet.") Students who show progress and determination are rewarded with periodic recognition, various incentives and special events.

In addition to the mentor program, WNY United will continue to run a Leaders In Training (LIT) program in both schools #43 and #93 for the 2008-2009 school year (a total of 20 students will participate). As with all services and programs in the schools, the FSCS-CTG School Coordinator will refer students and ensure integration with other programs in the school. LIT is a leadership program for nominated seventh graders who are engaged in a year long process that enables them to become active agents for positive change in their schools and communities and role models for their peers and younger students to follow. Leaders In Training will run a summer program that includes academic support, social skill and team building exercises, recreation, artistic activities, field trips and a service learning project.

Parenting education and parent leadership (5)

Research by the Better Homes Fund rated EPIC as the best parent education program nationally for homeless and very high need families because of its strength-based model, affirming its effectiveness for high-risk families. The EPIC Pathways to Parenting workshops cover more than 50 in-depth topics designed to strengthen parenting skills, increase parent confidence, improve parent/child communication, and reduce parent isolation, while simultaneously empowering parents to become more involved in their children's education. EPIC parent workshop evaluations have consistently found: : 85% of parents report increased parental self-confidence; 90% report improved relationships with their children, increased their

knowledge of, and ability to implement new parenting techniques and improved ability to communicate with professionals; and 70% of parents felt comfortable reading to their children. Research has also shown that 3 years later, 90% of EPIC parent workshop participants continue to use skills they gained in the workshops.

One such workshop is the *Parent Advocacy Series*- that assists parents with building expertise in a number of areas in order to become more effective in advocating for children. Up to 25 parents in each school (50 total) will participate in an advanced Parent Advocacy series, offered in English and Spanish, that includes four workshops: What is Advocacy?, Communication Strategies and Supporting Your Child's Education, Introduction to Standards and Academic Assessments, and Building a Relationship With Your Child and Managing the Environment. Parents attending the Parent Advocacy workshops will receive a parent manual and resources developed by the district, New York State Education Department, and US Department of Education. The workshop facilitator will review the manuals and handouts and parents' questions will be answered or documented for follow-up at a later date.

Programs providing assistance to students who have been truant, suspended or expelled (7)

Schools #43 and #93, as in our existing schools, are in the first year of implementing the Positive Behavior Intervention and Supports (PBIS) program, supported by Erie County BOCES and the Buffalo Public School District. PBIS (www.pbis.org) has an established record of reducing challenging behaviors and increasing positive social interactions School-Based Mental Health, An Empirical Guide for Decision Makers, April 2006. In fact, recent research indicates that school-wide positive behavior is associated with decreased exclusionary, reactive and punitive discipline practices (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Luiselli, Putnam, & Sunderland, 2002), increased student satisfaction (Lewis-Palmer, Horner, Sugai, Eber, &

Phillips, 2002), and improved perceptions of school safety (Schneider, Walker, & Sprague, 2000). Lastly, a number of initial studies have illustrated that school-wide behavior supports decrease problem behavior; increase time spent in academic instruction, and are associated with improved academic outcomes. Features of PBIS include; establishing school-wide behavioral expectations, teaching behavioral expectations to all students, acknowledging appropriate behaviors, using a continuum of consequences for violating behavioral expectations, using data regularly for decision making and providing function based support for students with chronic problem behaviors (such as avoidance, control, and avoidance of task, among others).

A dedicated staff person to implement PBIS is critical to its success- the FSCS-CTG School Coordinator is this point person. The FSCS-CTG School Coordinator (external coach) will co-facilitate a team of teachers and school staff (Student Support Team) with a teacher or staff person (internal coach) to implement PBIS strategies school-wide. When visiting a school that has integrated PBIS into the school culture, the results are quite evident- PBIS schools are safe, calm environments where students know what is expected of them and teachers do not yell.

Mental health counseling services (11)

In addition to promoting students' self-confidence, mental health services contribute to better school performance and improved school climate. Students participating in mental health interventions have better attendance, fewer behavioral incidents, improved personal skills, increased student achievement, and a higher sense of school and home connectedness than nonparticipating students (Center for Mental Health in Schools, 1999, 2000). Catholic Charities' Monsignor Carr Institute will assign a full time mental health counselor at each school to provide individual and group counseling to 20 students at each school (40 total) with chronic issues and/or an impairment of functioning. Issues that are referred are emotional, behavioral or social

in nature. The mental health counselor will maintain regular contact with the teacher and parent(s)/guardian(s). Furthermore, the mental health counselor will have an active presence in the school building, responding to crises as they arise to de-escalate aggressive behavior or provide mediation to students in conflict. Other services include: comprehensive mental health/chemical dependency assessment, psychiatric evaluation, school-based substance abuse prevention education, counseling, home monitoring and case planning for families with children who are at risk of placement, and referral to community based care for most intensive cases.

This model of service delivery parallels the model referenced in *School-based Mental Health: An Empirical Guide for Decision Makers from the Research & Training Center for Children's Mental Health*. In this model, three tiers of service are found to be effective in addressing the mental health needs of children- universal (or prevention) strategies serving all students, secondary strategies serving groups of students and/or classroom interventions and tertiary levels for students and families with chronic needs. The FSCS-CTG Consortium will work to ensure the full array of support services are available to every student in the school.

B. The students, families, and school community to be served

Located in Western New York, Buffalo is the State's second largest city. The Buffalo City School District's (BCSD) is made up of 64 public schools that serve an economically, culturally, and ethnically diverse population of approximately 36,536 students. Recent Census numbers showed that Buffalo has the second highest poverty rate in the United States with nearly half of all children in the city living in poverty. More than 7% of the BCSD's students are identified as being Limited English Proficient and the classification rate of students with disabilities is 30%. According to the District's 2005 - 2006 *Accountability and Overview Report* (NYSED, May 18, 2007), economic data indicates that 72.5% of our student body is eligible to receive free lunch,

compared to an average of 38% students in other New York State (NYS) school districts. A disproportionate number of students in the Buffalo schools, over one-third (38.4%), are considered educationally disadvantaged- close to or have actually failed a significant number of State proficiency final examinations. Yet these same students are continually challenged by the more rigorous requirements of the revised NYS Standards and Assessments. In addition, Buffalo City Schools experiences high dropout rates with only 51 percent of our students graduating within four years of starting high school. The most recent NYS School Report Card identifies the Buffalo City School District as a Title 1 *District in Need of Improvement*.

The FSCS-CTG Consortium will expand our full service school model to two additional high need schools- Lovejoy Discovery School #43 and Southside Elementary School #93. Criteria used to identify schools for expansion include: District endorsement, Principal support, not meeting or at-risk of not meeting Adequate Yearly Progress as determined by the New York State Department of Education and Title 1 Accountability Status, the implementation of the Positive Behavior Interventions and Supports (PBIS) initiative, high rate of suspensions and the need for services and coordination of existing providers.

Lovejoy Discovery School #43 is a pre K-8 grade school with a student enrollment of 457 this year. Poverty is high given that the Free/Reduced Lunch Rate is 86% (a family whose household income is less than 120% of the federal poverty guideline qualifies for free lunch). The ethnic enrollment of School #43 is 56% white, 36% black and 6% Hispanic. 31.8% of the student population is enrolled in special education. The principal, David Hills, reported that School #43 did not meet NYS Education Department Adequate Yearly Progress goals. Academic achievement is measured by the NYS Education Department proficiency rate on State Assessments that are administered to elementary students in grades 3 thru 8 annually. The

percentage of students scoring a Level 3 (Meeting Learning Standards) and Level 4 (Meeting Learning Standards with Distinction) are defined as proficient. Average Proficiency rate for School #43 on NYS English Language Arts (ELA) State Assessments in the 2006-2007 school year was 26.6%. 8th graders are particularly challenged performing at an 11.5% proficiency rate, 37% behind their peers in NYS. In Mathematics proficiency decreased slightly from 35.2% to 34.3 from 2005-06 to 2006-07. Again, in math 8th graders at School #43 are drastically behind, performing at 12.7% as compared with 54% for their NYS peers.

Southside Elementary School #93 is a pre K-8 grade school. With a student population of 1,181 this year, it is the largest school in the District. Poverty is high given that the Free/Reduced Lunch Rate is 82%. The ethnicity of students is 71% white, 17% black and 8% Hispanic, 2% Asian and 2% American Indian. 28% of the student population is enrolled in special education. School #93 has been designated as Restructuring as determined by the NYS Accountability Measures for No Child Left Behind. The proficiency rate for School #93 on the NYS English Language Arts (ELA) Assessments in 2006-07 is 43.3%. 8th graders are particularly challenged performing at 20.9% proficiency rate, 28.4% behind their NYS peers. In Mathematics NYS Assessment average proficiency was 44% in 2006-2007. 8th graders are particularly challenged performing at 28.4% proficiency rate, 25.6% behind their peers in NYS.

Poor performance on standardized tests correlates with high drop-out rates and low graduation rates. Therefore, the standardized test data is a reliable indicator of future academic success and completion rates. For these students the cycle of poverty, reliance on government assistance, involvement in crime and family dysfunction are a virtual certainty unless the student receives intense, effective intervention to enable the student to begin succeeding in school. The highest correlation for academic achievement is school attendance. We are seeing a decline in

Average Daily Attendance (ADA) (defined as the number of days present in school over the total number of days of school) this year for both Schools #43 and #93. For both Schools #43 and #93, there has been a 2% decrease of recent ADA compared to this time last year, a decline that has been worrisome for the schools and the District. Additionally, both Schools #43 and #93 have had a combined number of 974 informal suspension incidents, a remarkably high figure relative to other schools in the District.

C. Qualified services, how services meet needs, frequency of services

FSCS-CTG Consortium will serve a total of 1,638 students at two schools through research based primary prevention and intervention services (in addition to the 6 schools and 3,000 students currently served by the Consortium). Primary prevention services center around implementation of Positive Behavior Intervention and Supports (PBIS) and classroom based character education strategies. PBIS and student support will be supported by all FSCS-CTG Consortium staff led by the FSCS-CTG School Coordinator. In addition to prevention strategies a full array of intervention supports including conflict resolution, de-escalation, classroom behavior management interventions, and mediation will be implemented on an as needed basis for all students. The value of this cannot be overstated. Teachers and administrators feel that with FSCS-CTG in their schools, they are better supported to do their jobs.

Of the 1,638 total student population, an estimated 490 students and their families will register for more intensive services offered by the FSCS-CTG, such as mental health and other social service supports. Students who rise to the level of intensive interventions will be seen two to three times per week or as needed including home visits if necessary. This comprehensive approach to service delivery is designed to meet the needs of all students in the schools. The FSCS-CTG School Coordinator plays a critical role in assuring services are focused, non-

duplicative, and comprehensive. The FSCS-CTG School Coordinator ensures service integration at both the school-wide level and for individual students and their families.

The following is an outline of services to be provided at our two expansion schools, the FSCS-CTG Consortium partners providing those services, and the anticipated number of students, families, teachers and administrators that will be reached. Caseloads for each service were determined based on our experience at existing FSCS-CTG Consortium schools. A full description of services is provided in section I.A. of this proposal.

Remedial Education and Academic Enrichment Activities (2)

- Western New York United Against Drug & Alcohol Abuse, Inc. (WNY United) will implement the Achievement Mentor Program to work with a caseload of at least 60 students at each school (120 total minimum) every day of the school year.
- The Consortium partner working with the student targeted for Check & Connect (CC) will be the primary liaison for the student. CC will be implemented with at least 20 students (40 total). CC is a daily check-in and check-out program for students.

Parental Involvement (3)

- Every Person Influences Children (EPIC) will reach 40 parents at each school (80 total) with “Helping Your Child to Succeed in School” - a total of six two-hour sessions.
- EPIC’s “Creating Home/School Partnerships” will include 10 teachers, administrators, and parent leaders at each school (20 total) in a five-hour facilitated discussion and work group.
- Joan. A. Male Family Support Center (JAM) will place a full time family social worker at each school to work intensively with 30 students and their families at each school (60 total).

Mentoring and Other Youth Development Activities (4)

- Please see the Achievement Mentor Program above under “remedial education.”

- In addition, WNY United will continue to run the Leaders in Training program with ten students at each school (20 total) and the School Community Action Team which works in all classrooms to address social competency and conflict resolution. These activities will be coordinated by the FSCS-CTG School Coordinator but are not paid for out of this grant.

Parenting Education and Parent Leadership (5)

- EPIC's "Parent Advocacy Series" will reach 25 parents at each school (50 total) with a series of four workshops.

Assistance to Students who have been truant, suspended or expelled (7)

- The Buffalo Public School District, Erie IBOCES, and FSCS-CTG will coordinate PBIS in each school, reaching all 1,638 students.
- The provider working with the student targeted for Check & Connect (CC) will be the primary liaison for the student. CC will be implemented with at least 20 students (40 total). CC is a daily check-in and check-out program for students.

Mental Health Counseling Services (11)

- Catholic Charities' Monsignor Carr Institute will provide counseling to 50 students/families at each school (100 total)- meeting students as needed, at least one time per week.

II. ADEQUACY OF RESOURCES

A. The adequacy of support, including facilities, equipment, supplies, and other resources

The United Way of Buffalo and Erie County (UWBEC) has served as the lead partner for the FSCS-CTG Consortium since its inception in 2000, and will continue in this role for the proposed project as the applicant organization and fiduciary agent. UWBEC has extensive experience in managing grants and contracts, handling over \$15 million in resources annually that are invested in programs in five impact areas (Early Childhood Development, Kids on

Track, Tools For Living, Aging With Honor, and System Access & Efficiency.) The FSCS-CTG Consortium is a major initiative of the Kids On Track impact area and is managed by the UWBECE Director of Community School Collaborations (100% time) and the UWBECE Vice President for Community Impact (50% time). Other UWBECE resources devoted to the Consortium include our finance, human resources, and IT departments.

UWBECE is governed by a strong Board which has a Finance Committee to oversee the financial position of the organization. UWBECE is audited annually and follows generally accepted accounting principles, with direction provided by the financial policies and procedures of the United Way of America. Recent government grants and contracts include: \$1.4 million over two years from the NYS Office of Child and Family Services for 211 Western New York, \$150,000 from the NYS Office of Children and Family Services for the FSCS-CTG SAFE after school program; \$150,000 from the NYS Office of Children and Families for Success By 6; a \$280,000 subcontract with Every Person Influences Children for U.S. Department of Health & Human Services Early Learning Opportunities Act funding, and annual contracts with the County of Erie Department of Social Services for Success By 6 (\$91,000) and Closing the Gap (\$25,000). The FSCS-CTG Consortium currently contributes \$346,500 in United Way funding to leverage an additional \$647,955 in NYS Department of Social Services funding. This \$994,455 supports the partner agencies in the existing FSCS-CTG schools.

Significantly, Schools #43 and #93 will designate space within the school to create a family resource center where all Consortium services will be provided, as do the other FSCS-CTG schools. The Buffalo City School district is in the process of reconstructing 14 schools at a cost of \$327 million. Three FSCS-CTG schools have undergone major renovations, with construction of the family resource centers based on input from the Consortium.

B. Relevance and demonstrated commitment of each partner

Please see the attached Memorandum of Understanding which has been signed by each Consortium partner as their demonstrated commitment to expand the FSCS-CTG model to two additional schools in support of student success and the BCSD's Three Year Academic Achievement Plan. The FSCS-CTG model was first implemented at the request of the NYS Education Department and the Buffalo Public Schools. Remarkably, the Leadership Team which includes the Commissioners of the Erie County Departments of Health, Mental Health, and Social Services; the Principals of all participating schools; the Associate Superintendent and other key personnel of the Buffalo City School District, in addition to high level representatives from each Consortium partner, has provided consistent guidance since inception. The seven years of experience of working together that FSCC-CTG partners bring to the proposed project is noteworthy. Over time as partners have entered the schools, we have created programs specific to needs of students, reduced or eliminated some programs, and increased funding for services with the greatest outcomes. In a unique partnership with the County of Erie, county contracts for services in the schools have changed based on FSCS-CTG data on performance measures.

The following provides a brief overview of each Consortium partner:

The United Way of Buffalo and Erie County has been working in the community to affect positive change since 1917 through our mission "to lead positive change by bringing people, institutions and resources together to address our community's most critical human service needs." UWBEC has been facilitating community collaborations for over twenty years, and now regards our system changing work, such as FSCS-CTG, as central to our mission. As a neutral convener in the community, UWBEC has the unique ability to facilitate community problem solving through multi-sector collaboration and shared decision-making.

The Buffalo City School District has supported the implementation of the FSCS-CTG model for approximately 5 years. Theresa Schuta, Principal of Southside # 93 and David Hills, Principal of Lovejoy Discovery School #43 are both eager and willing partners in this FSCS-CTG Consortium grant application based on interactions with peers from existing FSCS-CTG schools. Ms. Schuta, a lifelong resident of South Buffalo is a graduate of the school she now leads. A non-traditional educator she prides herself on actively partnering with parents and the community in which she lives. Mr. Hills has led the Lovejoy Discovery School for two years. He came out of the Professional Development Center where he was Supervisor of Staff Development. After serving as a central office administrator he returned to the school setting, preferring to work with students and their families. Mr. Hills is committed to the transformative role schools can have in the City of Buffalo where he lives and raises his own family.

Catholic Charities of Buffalo is the most comprehensive human service provider in Western New York, reaching all eight counties with professionally staffed locations. Each year, Catholic Charities serves more than 160,000 Western New Yorkers without regard to age, race or religious affiliation <http://www.coanet.org/>. Today Catholic Charities leads the way for an integrated human service delivery system. In 2007, the agency voluntarily sought and received its first four-year accreditation from the Council on Accreditation, attesting to its adherence to the highest national professional standards and delivery of the best quality services. Catholic Charities offers programs that strive to empower individuals, children and families. Among them are comprehensive counseling services for all ages, basic emergency assistance and referrals, child and adult mental health services, chemical dependency treatment, educational and vocational services, services to the aging, parish outreach and advocacy, marriage counseling,

foster care and adoption services, child and adult day care, and a variety of programs that address prevention and treatment of a number of family issues.

Catholic Charities is the human resources provider for the FSCS-CTG School Coordinators. With the 6 existing FSCS-CTG schools, a leveraged funding arrangement between UWBECC and the Erie County Department of Social Services funds the FSCS-CTG School Coordinator, requires third-party contracting. This collaborative funding arrangement enables the partners to leverage dollars to increase local dollars through the State Community Optional Preventive Services' (COPS) contracting process. Catholic Charities will provide the human resources function for the FSCS-CTG School Coordinators as they currently do.

Monsignor Carr Institute is a dual licensed (Office of Mental Health (OMH) and Office of Alcohol and Substance Abuse Services (OASAS) outpatient clinic operating five full service sites for children ages 5+ and adults, including home and school based services.

Every Person Influences Children, Inc. (EPIC) incorporated in 1981 as a not-for-profit agency. With a \$4,000,000 annual budget, EPIC has been providing parent education services and programs to large urban, suburban, and rural communities across New York State for over 26 years. EPIC serves the five major metropolitan areas in New York State and targets parents identified as high need and whose communities are marked by high levels of poverty, crime, and unemployment. Through this experience, EPIC has built its capacity to serve high need communities. EPIC currently operates a National and Greater Buffalo office in Buffalo, NY as well as regional offices in New York City, Westchester, Central Hudson, Central New York, and Niagara Falls. In addition, EPIC has eight Parental Information Resource Centers located in Yonkers, Fallsburg, Monticello, Bronx, Queens, Syracuse, Rochester and Buffalo. EPIC's programs have been replicated in hundreds of locations throughout New York State and in 16

other states across the nation. Principal sources of funding for EPIC's \$4 million budget include government grants; foundation grants; and individual donor contributions.

EPIC recently concluded the first year of a four-year longitudinal quasi-experimental design study analyzing the impact that the EPIC Pathways to Parenting program has on new parents, and more importantly, their children. The results are substantial. The positive impact of the curriculum is most evident in the comparison of the experimental group to the normative data in the validation study of the Ages and Stages questionnaire. Across all domains, the experimental group in this study scored above the norm, providing very strong evidence of EPIC's Pathways to Parenting benefit to families. Overall, the children of the experimental group scored above the mean approximately 77.5% of the time. This finding suggests that children of participants in EPIC's Pathways to Parenting programs will develop communication and language, problem solving/cognitive, gross motor, fine motor, and personal/social/emotional domains to a greater extent than the average child whose parents do not participate in the program. In addition to these outcomes, parent participants reported high levels of Parental Self-Efficacy, the level of comfort a parent has with soothing her or his child and a strong predictor of future parent/child engagement. Those parents who articulated higher levels of Parental Self-Efficacy also reported interacting with their children more. Those children who interacted more with their parents performed better on the Ages and Stages outcomes.

The Joan A. Male Family Support Center was founded in 1973 by foster parents, Joan and Jerry Male, with one parent support group for a handful of parents and the only 24 hour Parent Help-Line to the families in Western New York. Today, JAM is incorporated as a not-for-profit organization, with a specialized New York State licensed childcare center, food pantry, and clothes closet. Since 1992, Erie County has contracted with the Joan A. Male Family Support

Center to provide mandated Preventive and Intensive Home-Based Services to families at high risk of having their children removed to foster care. In 1994, at the request of the Erie County Department of Social Services, the Joan A. Male Family Support Center initiated the only 24 hour a day, 365 days per year, community advice line for relatives, friends, and community members who are concerned about the safety of children. In 1996, the Joan A. Male Family Support Center was one of five organizations chosen nationally to receive a five-year federal demonstration grant to provide services to families identified as experiencing issues of chronic child neglect. This program was titled the Family Network Project. Project results demonstrated that JAM's approach to home visits and parent support groups does in fact reduce child neglect.

Western New York United Against Drug & Alcohol Abuse, Inc. (WNY United) is a primary substance abuse prevention and education agency designed to train and mobilize local schools and communities to implement proven strategies that prevent the abuse of alcohol, tobacco and other dangerous drugs. WNY United offers comprehensive, sustained prevention services to high-risk schools and communities that willingly enter into long-term partnership agreements with WNY United to foster the development of healthy, capable young people. WNY United has formally partnered with the Buffalo City Schools since 1996 and the United Way of Buffalo and Erie County since inception.

The WNYU partnership philosophy has built long term relationships with school districts, schools and a broad range of community organizations. Prevention service plans implemented in each school and community are constructed with the active participation of the partner and tailored to specific needs and resources. Programming ranges from evidence based classroom curricula, to service learning training, to high visibility events, to parent educational

forums. WNYU works with several Buffalo Public Schools, but prefers to work in schools with the CTG-FSCS model because of its coordinating function and high quality services.

C. Costs are reasonable in relation to number served and services to be provided

For the proposed project, the Consortium will serve all 1,648 students at two low performing Buffalo Public Schools for close to \$500,000 annually over five years. In other words- for about \$300 per student, the FSCS-CTG Consortium will work towards our goal to improve academic achievement at Schools#43 and #93. The United Way of Buffalo & Erie County has worked closely with partners over the years to assure all costs are reasonable and comparable to other providers in the community working towards similar outcomes.

III. QUALITY OF MANAGEMENT PLAN

A. Description of planning, coordination, management, and oversight of qualified services.

The FSCS-CTG Consortium recently adopted a strategic plan that will provide direction for the next three years. As part of the process, and at the request of the Buffalo Public School District, the Consortium has been asked to expand from six to a total of ten schools. The FSCS-CTG strategic plan incorporates input from diverse community stakeholders and supports BCSD Superintendent Williams' Three-Year Academic Plan to improve school and student success.

Overall planning and coordination for expansion to two new schools- Buffalo Public Schools #43 and #93 through the FSCS-CTG Consortium - will be provided by Nicole Bycina, Director of School Community Collaborations at the United Way of Buffalo & Erie County (see resume). Ms. Bycina has considerable background with grant programs of the U.S. Department of Education, including the Middle School Coordinator's, Safe and Drug-Free Schools, and Safe Schools/Healthy Students. All programs have incorporated evidenced-based prevention and mental health practices, which informs her work as Director of Community School Collaborations. Ms. Bycina also brings broad experience with coordination of full service

community schools, program evaluation, school-based mental health, training, and consultation with afterschool programs. Furthermore, Ms. Bycina has extensive expertise with the implementation of Positive Behavioral Intervention and Supports (PBIS) in inner-city schools.

Ms. Bycina will continue to supervise the School Coordinators, who are employees of Catholic Charities, in partnership with the Chief Executive Officer and Director of Human Resources at Catholic Charities. Ms. Bycina provides overall guidance for the program including the collection and analysis of data, coordinates the Leadership Team, and maintains regular communication with school Principals. She also attends monthly provider meetings at each school to ensure continuity of service coordination and fidelity of practice at each site.

Anne Ryan, Vice President for Community Impact, will provide supervision for Ms. Bycina. Ms. Ryan manages the FSCS-CTG budget for the overall program and for each provider in coordination with the Erie County Departments of Social Services and Mental Health. She also serves as the FSCS-CTG liaison with the Buffalo City School District, agency CEOs, the Senior Vice President of Community Initiatives and President of the United Way of Buffalo and Erie County. Ms. Ryan is the leader of the Early Childhood/Success By 6 and Kids on Track Impact Councils of the United Way which assess community need and establishes community goals and program investments in the areas of early childhood and youth. This work supports, informs and funds the work of the FSCS-CTG Consortium.

The primary function of the FSCS-CTG School Coordinator is to ensure coordination and integration of services that show a positive impact on the eight core outcomes of the project. This is a full-time employee whose primary responsibility is to coordinate the Provider Team, working in partnership with the Principal. The FSCS-CTG School Coordinator assesses needs of the school through vigorous data analysis, mapping of community resources, and triage of

referrals. (See School Coordinator job description). The FSCS-CTG School Coordinator develops a personal relationship with every student, teacher and parent in the school and serves as the entry point for services.

School-based Provider Teams are comprised of all FSCS-CTG partners that deliver services in the school, led by the FSCS-CTG School Coordinator in collaboration with the school Principal. This team meets formally on a monthly basis to discuss school and program updates, outcomes, budgetary and programmatic issues. The Provider Team also meets informally at least once a week to coordinate services for individual students and their families. School-based service providers are selected as follows:

- 1.) Every agency offering services in a FSCS-CTG school is committed to be a collaborative, supportive participant on the school-based provider team, working within the full service school model governed by a set of FSCS-CTG core values (see Appendix E).
- 2.) All providers contribute to core outcomes.
- 3.) Ensure that the FSCS-CTG School Coordinator and Principal are the single points of entry for services provided.
- 4.) Demonstrate flexibility based on student needs and the school culture with the primary concern being a willingness to stay student focused and academically centered.

The Buffalo City School District uses Site Based Management Teams (SBMT) as its school based governing body, comprised of the English Language Arts and Mathematics committees, as well as Parent Action Team and Student Support Team. Comprehensive School Education Plans are developed by these committees/teams. The FSCS-CTG School-based Provider Teams serve as key members of both the Parent Involvement and Student Support Teams and in developing and implementing Comprehensive School Education Plans.

All students in the school receive primary prevention services, which includes the Positive Behavior Intervention and Supports (PBIS) initiative. Students have access as needed to other services such as classroom interventions, mediation, de-escalation, and conflict resolution. Students requiring more intensive services such as counseling, social services or mentoring must sign a participation agreement which requires informed parental consent. Referrals to FSCS-CTG Consortium are made by parents, teachers and school staff or by the student themselves. Referrals are based on an identified need or specific challenge that interferes with a child's ability to perform in school. Once referred, an assessment is completed by the FSCS-CTG School Coordinator who then determines the issues to be addressed and the providers best equipped to address those issues. If the referral is from school staff, parents are notified in order to discuss possible solutions and strategies with the School Coordinator. Student data also trigger referrals, such as absences, poor test scores and high incidence of disciplinary referrals.

As the lead partner and fiscal agent for the proposed project, the United Way of Buffalo & Erie County's Board of Directors will be legally responsible for: a) use of all grant funds; b) ensuring that the project is carried out by the Consortium partners in accordance with federal requirements and; c) ensuring that indirect cost funds are determined as required under Sec.75.564(e). Additional oversight will be provided by the FSCS-CTG Leadership Team whose membership includes representatives from each Consortium partner, the Commissioners of the Erie County Departments of Health, Mental Health, and Social Services; the Principals of all participating schools; the Associate Superintendent of the Buffalo City School District, the BPSD Director of Communications and Community Relations, the Safe and Civil Schools School Counselor for the Buffalo City School District, representatives from the BCSD Student Support/Safe and Drug-Free Schools, the Chief Executive Officer of Catholic Charities; the

President, Senior Vice President of Community Impact, and Director of Community School Collaborations of the United Way of Buffalo & Erie County; the Director of the University at Buffalo's Center for Children and Families; and all School Coordinators. The FSCS-CTG Leadership Team also serves as an advisory body that meets quarterly and receives regular updates. Further, the respective Boards of Consortium partners provide specific oversight for grant-funded activities and assurances regarding all federal regulations and requirements.

B. Time commitments of the project director and other key project personnel

The Director of School Community Collaborations, who is a full-time employee of United Way, will devote half of her time to the six existing FSCS-CTG schools and half of her time to the development and implementation of the FSCS-CTG Consortium at Schools #43 and #93. Additionally, School Coordinators and Principals from two of the most improved and well established FSCS-CTG existing schools will provide technical assistance, support and coaching to the staff of Schools #43 and #93 at least one day a week at the onset of the project. Nicole Bycina will enlist Anne Ryan's support as needed and all School Coordinators will meet weekly with these supervisors. The level of service at each school and staffing by Consortium partners were determined based on what has proven to work in our existing six schools, as follows:

- A full time FSCS-CTG School Coordinator at each school is critical to the success of our model. The School Coordinators will be supervised by the UWBECC Director of School Community Collaborations and supported by existing FSCS-CTG personnel.
- Two full time mental health coordinators hired by Catholic Charities' Monsignor Carr Institute will be supervised on site by the School Coordinator and clinically supported through Monsignor Carr Institute.

- The half time Every Person Influences Children (EPIC) School Liaison will be supervised by Regional Director of EPIC. The Liaison will serve on the Parent Action Team, provide technical assistance on parent involvement activities and work in partnership with the JAM Family Social Worker. The Liaison will also coordinate parent workshops conducted by trained EPIC facilitators. EPIC will provide all necessary evaluation support.
- The full time JAM Family Social Workers will be supervised on-site by the School Coordinator and clinically supported by their agency.
- The Western New York United Achievement Mentors will be part time employees supervised on-site by the School Coordinator and agency staff. Training and recruitment will be done by WNY United. All additional WNY United programming will be implemented and supported by the FSCS-CTG School Coordinator and agency staff.

IV. QUALITY OF PROJECT EVALUATION

A. Methods of evaluation including objective performance measures

The FSCS-CTG Consortium has a strong evaluation plan that incorporates the following evaluation tools- GapTrack, the School-wide Information System (SWIS), contact logs, the School-wide Evaluation Tool (SET), and the Rochester Evaluation of Asset Development for Youth (READY) tool- in addition to program specific evaluation tools utilized by Consortium partners. A brief description of these evaluation tools is provided below along with a chart that delineates linkages between program goals, service objectives, and specific performance measures linked to outcomes. Each of the performance measures clearly relate to academic achievement, attendance, developmental assets, parental involvement, parenting skills, school climate, and disciplinary referrals and suspensions.

To measure our success the FSCS-CTG Consortium, led by the FSCS-CTG School Coordinator, will primarily utilize a database tool developed specifically for the Consortium

called GapTrack. GapTrack is a web-based system designed by Buffalo IT Solutions that is compatible with the Buffalo City School District's database, eSIS. Progress monitoring scores for individual students that are imported in to the database and analyzed regularly, include grades in the core subject areas, attendance, ELA and Math State Assessment scores, and DIBELS (The Dynamic Indicators of Basic Early Literacy Skills). FSCS-CTG School Coordinators will have full use this database with full support from IT and existing FSCS-CTG staff.

FSCS-CTG School Coordinators will add all services and students enrolled in BPS #43 and #93 into the GapTrack data base. Buffalo IT Solutions and GapTrack analyze the data through queries and cross tabulations according to the needs of the FSCS-CTG School Coordinator or the school based team. Outcomes will be shared regularly at monthly provider meetings and quarterly Leadership Team meetings. If goals are not met, corrective plans will be established with the School-based Provider Team and school-led Site-based Management Team. Additionally, an annual report of outcomes will be developed and distributed to the FSCS-CTG Leadership Team which includes all Consortium members. All eight schools utilizing this database can compare student as well as provider performance across the system.

Another database that will be utilized by FSCS-CTG Consortium is the School-Wide Information System (SWIS™) (www.swis.org). SWIS is the Buffalo Public School District's web-based information system designed to help school personnel to use office discipline referral data to design school-wide and individual student interventions. However, only a few schools in the district utilize this system because they do not have the manpower to input the discipline slips or analyze the data. Because the FSCS-CTG School Coordinator will have time and access to SWIS™, school personnel in partnership with the FSCS-CTG Consortium team will be given the capability to evaluate individual student behavior, the behavior of groups of students, behaviors

occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS™ reports indicate times and/or locations prone to elicit problem behaviors, and will allow the FSCS-CTG Consortium team to shape school-wide environments to maximize students' academic and social achievements.

School wide climate improvements will be measured by the School-wide Evaluation Tool (SET). SET is a research-validated instrument that is designed to assess and evaluate the critical features of school-wide effective behavior support across an academic school year. The SET was designed to determine the extent to which a school is implementing Positive Behavior Interventions and Supports (PBIS) and to determine if the use of PBIS procedures is related to valued change in the safety, social culture, and violent behavior in schools.

The FSCS-CTG Consortium will also collect qualitative data on the developmental assets that students acquire such as anger management and decision making skills. These are barriers to learning which have a causal impact on attendance, discipline and suspensions. The FSCS-CTG Consortium will evaluate developmental assets through the administration of the READY (Rochester Evaluation of Asset Development for Youth) Tool developed by the University of Rochester. READY evaluates four core outcomes: Basic Social Skills, Caring Adult Relationships, Decision Making Processes, and Constructive Use of Leisure Time. This tool was piloted and field tested to establish validity, reliability and feasibility.

Given the comprehensive nature of the services provided, the Consortium will have access to numerous other sources of data to support our service evaluation. The FSCS-CTG Consortium will evaluate individual measures as well as school-wide measures. For the quantitative data, FSCS-CTG Consortium will utilize databases attached to specific evaluation tools and school reports. Process measures will also be recorded by student, teacher and parent

contact. FSCS-CTG Consortium staff members will fill out daily contact logs to track contacts.

The Director of Community Schools Collaborations and volunteers will analyze contact logs

twice a year.

Program Goal	Project Objectives	Performance Measures *of students enrolled in FSCS-CTG
Improve Academic Achievement	<input type="checkbox"/> Parent Involvement/Parent Education <input type="checkbox"/> Mentoring <input type="checkbox"/> Assistance for Truant, Suspended or Expelled Students (through the PBIS Initiative) <input type="checkbox"/> Mental Health Counseling	<input type="checkbox"/> Schools will meet Adequate Yearly Progress determined by the NYS Education Department <input type="checkbox"/> State Assessment scores will increase school-wide by 20% <input type="checkbox"/> Students with a passing Grade Point Average will increase by 20%*
Improve Average Daily Attendance	<input type="checkbox"/> Mentoring <input type="checkbox"/> Mental Health Counseling	<input type="checkbox"/> Average Daily Attendance will increase school-wide by 8% <input type="checkbox"/> Average Daily Attendance will increase by 20%*
Decrease Discipline Referrals	<input type="checkbox"/> Mentoring <input type="checkbox"/> Assistance for Truant, Suspended or Expelled Students (PBIS) <input type="checkbox"/> Mental Health Counseling	<input type="checkbox"/> School-wide discipline referrals will decrease by 40% <input type="checkbox"/> An increase of 20% of students will have fewer number of discipline referrals*
Decrease Informal	<input type="checkbox"/> Mentoring	<input type="checkbox"/> School-wide informal

Suspensions	<input type="checkbox"/> Assistance for Truant, Suspended or Expelled Students (PBIS) <input type="checkbox"/> Mental Health Counseling	suspensions will decrease by 40% <input type="checkbox"/> An increase of 20% of students will have fewer number of informal suspensions *
Improve Development Assets	<input type="checkbox"/> Mentoring <input type="checkbox"/> Assistance for Truant, Suspended or Expelled Students (PBIS) <input type="checkbox"/> Mental Health Counseling	<input type="checkbox"/> An increase of 20% of enrolled students in grades 5-8 who report staying out of fights, keeping their anger under control, and improved decision making skills
Improve School Climate	<input type="checkbox"/> Assistance for Truant, Suspended or Expelled Students (PBIS) <input type="checkbox"/> Mental Health Counseling	<input type="checkbox"/> By year 5, each school will score 80% on the PBIS School-wide Evaluation Tool, indicating full implementation of PBIS at the universal level
Improve Parental Involvement	<input type="checkbox"/> Parent Involvement/Parent Education	<input type="checkbox"/> Increase attendance at parent teacher conferences, open house, and family events by 10% annually at each school
Increase Parenting Skills	<input type="checkbox"/> Parent Involvement/Parent Education	<input type="checkbox"/> Participants will score at least 80% across 5 domains (knowledge, self-evaluation, attitude, parent confidence and parent isolation).

B. Provision of timely, valid information on management, implementation, and efficiency

Outcomes will be shared regularly at monthly provider meetings and quarterly Leadership Team meetings. If goals are not met, corrective plans will be established with the School-based Provider Team and school-led Site-based Management Team. Additionally, an annual report of outcomes will be developed and distributed to the FSCS-CTG Leadership Team which includes all Consortium members. All eight schools utilizing this database can compare student as well as Consortium partner performance across the system. As the lead applicant and fiscal agent, UWBECC will be responsible for submitting fiscal and programmatic reports to the Department of Education. Information for the reports will be collected quarterly from Consortium partners.

C. Guidance/strategies for replication or testing the intervention in multiple settings

A data manual has already been developed and will be utilized to support the new FSCS-CTG School Coordinators at Schools #43 and #93. A FSCS-CTG Consortium replication handbook will be developed upon completion of the 5 year initiative with a replication process and comprehensive evaluation. All databases and instruments can be easily implemented at additional sites.

**United Way of Buffalo and Erie County
Director School Community Collaborations
Nicole Collette Bycina**

Education

MBA, August 2002, Simmons College, School of Management, Boston, Ma.
MSW, May 1994, Simmons College, Graduate School of Social Work, Boston, Ma.
BA, Social Work Major, May 1992, Bridgewater State College, Bridgewater, Ma.

LMSW (Licensed Master Social Worker) for the State of New York license #066108-1
School Social Worker, Educator's Licensure, Department of Education certificate #:
405084

Professional Experience

1/07-present: United Way of Buffalo & Erie County, Buffalo, NY, Director,
School Community Collaboration

- Supervise and coach six Site Facilitators
- Provide strategic direction for the Closing the Gap Initiative
- Collaborate with key stakeholders
- Evaluation program and share findings

6/04-1/07: Boston Public Schools, Boston, Ma., Safe Schools/Healthy Students Grant,
Training and Evaluation Specialist

- Developed a three million dollar a year, safe schools/mental health program
- Evaluated the SS/HS Initiative with the Evaluation Team
- Coached project staff in evidence-based practices
- Provided positive behavior supports training to project staff and schools

2/00-6/05: Boston Public Schools, Boston, Ma., Safe and Drug-Free Schools & Middle
School Coordinators' Grant

- Provided district-wide training on school climate
- Developed school/community coalitions
- Wrote grants and reports to funders

11/96-2/00: Vinfen Corporation, Jamaica Plain, Ma., Clinical Supervisor

- Supervised staff and interns
- Provided program development
- Launched Continuous Quality Improvement efforts

Memorandum of Understanding

WHEREAS THE FOLLOWING IS THE BUFFALO CITY SCHOOL DISTRICT/UNITED WAY OF BUFFALO & ERIE COUNTY INTEGRATED SYSTEM FULL SERVICE COMMUNITY SCHOOLS – CLOSING THE GAP IN STUDENT PERFORMANCE CONSORTIUM

BY AND AMONG THE FOLLOWING AGENCIES: Buffalo City School District, Buffalo Public School #43, Buffalo Public School #93, Catholic Charities of Buffalo, Every Person Influences Children (EPIC), Joan A. Male Family Support Center (JAM), United Way of Buffalo & Erie County and Western New York United Against Drugs and Alcohol.

HEREBY AGREE AS MEMBERS OF THE Full Service Community Schools Closing the Gap in Student Performance (FSCS-CTG) Consortium for the purposes of US Department of Education Full-Service Community Schools Program CFDA Number 84-215J and

TO PARTICIPATE AS JOINT AND EQUAL PARTNERS: All partners in this Memorandum of Understanding have participated in the development of the **Full Service Community School Closing the Gap in Student Performance (FSCS-CTG) Consortium** application to improve the coordination, service delivery and outcomes for students and families enrolled in poor performing Buffalo City School District. All partners have agreed to the submitted Consortium for the FSCS-CTG and the attached proposed budget. This MOU therefore binds all the above partners to the required federal assurances including the Assurances for Non-Construction Programs and Certification regarding Lobbying.

TO EXPAND THE COORDINATION OF MULTIDISCIPLINARY APPROACH SUPPORTING INCREASED SOCIAL, ACADEMIC AND MENTAL HEALTH SUPPORTS TO INCREASE ACADEMIC AND PROSOCIAL BEHAVIOR FOR SCHOOLS ADVERSLY IMPACTED BY POVERTY: In 2000 the New York State Education Department, New York State Department of Mental Health, The New York State Coordinating Council of Children and Families, the Buffalo City School District, the Erie County Departments of Health, Mental Health and Social Services and the United Way of Buffalo and Erie County developed a partnership to implement a Full Service Community School service model in low performing Buffalo City School District. The original pilot was funded through a three year grant from the John R. Oishei Foundation and United Way program investments. The original six schools were chosen in partnership with the district on the basis of poor academic performance, high rates of disciplinary actions and high enrollment in the free lunch program.

In 2008, Closing the Gap in Student Performance (CTG) partners and service providers developed the Closing the Gap in Student Performance Strategic Plan (see attachment MOU-1). Through the CTG strategic planning and implementation process the District has identified as its goal the expansion of the Full Service Community School service delivery model into four additional schools. The Buffalo City School District Academic Improvement Plan includes the identification of ten schools as Positive Behavior Intervention and Supports (PBIS) schools. The current CTG schools are all in this cohort and the proposed two expansion schools are also in this cohort.

The Goals of this FSCS-CTG Consortium are to increase the capacity of School 93 and School 43 to provide a safe, supervised and positive environment for expanded student support to:

- Goal 1: Improve academic achievement**
(as defined by schools meeting the NCLB guidelines and New York State Department of Education Annual Yearly Progress goals, an increase in ELA State Assessments scores of 8% annually, an increase of Mathematics State Assessments scores of 5% annually and for students enrolled in CTG an increase of GPA passing by 5% annually)
- Goal 2: Improve average daily attendance**
(as defined by an increase in school-wide ADA by 3% annually and for students enrolled in CTG an increase ADA of 5% annually)
- Goal 3: Decrease discipline referrals**
(as defined as a decrease in school-wide by 10% annually and an increase of 10% of students enrolled in CTG that have fewer discipline referrals annually)
- Goal 4: Decrease informal suspensions**
(as defined as a decrease in informal suspension incidents of 10% school-wide annually and an increase of 10% of students enrolled in CTG that have fewer informal suspensions annually)
- Goal 5: Improve developmental assets**
(as measured by a validated self-survey instrument, the Rochester READY TOOL, increasing specific assets by 10% annually)
- Goal 6: Improved school climate and positive school wide interactions**
(as measured by a annual increase of 10% in the School Wide Evaluation Tool (SET) score (PBIS evidenced based practice);
- Goal 7: Increase parental involvement**
(as measured by a 10% annual increase in Parent/Teacher Conference attendance, family events and Open House (Types of contacts will also be tracked in accordance to the Joyce Epstein Model of the National Network of Partnership Schools)
- Goal 8: Increase parenting skills**
(through EPIC parenting workshops)

TO BE RESPONSIBLE FOR PROJECT DEVELOPMENT AND IMPLEMENTATION:

The Director of School Community Collaborations (Director) for the United Way of Buffalo and Erie County, currently the supervisor of the existing six CTG school teams, will coordinate the project development and implementation in the two new schools, BPS #43 and 93, funded under the successful attainment of the US Department of Education Full-Service Community Schools Program grant CFDA Number 84.215J. The Director will be supervised by the Vice President of Community Impact for the United Way of Buffalo & Erie County. Additional oversight is provided by the Closing the Gap in Student Performance Leadership Team whose membership includes the Commissioners of the Erie County Departments of Health, Mental Health, and Social Services, the principals of all participating schools, the Associate Superintendent of the Buffalo City School District, the Director of Communications and Community Relations of the Buffalo City School District and the Positive Behavior Intervention Supports; Safe and Civil Schools School Counselor for the Buffalo City School District, the Executive Director of Catholic Charities and the President of the United Way, the Director of the University at Buffalo's Center for Children and Families, among other partners. These various autonomous agencies have agreed to become part of one student focused group. The Director, in partnership with building principals and agency partners, will select and hire all appropriate staff. By joining the CTG Consortium, the

parties have committed themselves to achieving the highest levels of student support as measured by the eight goals of the FSCS-CTG Consortium.

TO ADDRESS THE NEEDS OF STUDENTS IN POOR PERFORMING SCHOOLS:

Lovejoy Discovery School #43 and Southside Elementary School #93 are both rated high on the criteria for schools to be chosen for Closing the Gap in Student Performance expansion. The categories for expansion include: District Endorsement, Principal readiness and support of full service community school philosophy, at-risk of not meeting Adequate Yearly Progress goals set by the New York State Education Department, Title I Accountability Status, the implementation of the Positive Behavior Interventions and Supports (PBIS), high rate of suspensions and the need for additional student support and coordination of existing services.

School #43 is a pre K-8 grade school located in the Lovejoy area of Buffalo, NY. In the 2007-2008 School Year it has a total enrollment of 457 students. 86 percent of the students qualify for Free/Reduced Lunch. Their ethnic enrollment breakdown is 56% white, 36% black and 6% Hispanic. 31.8% of the student population is enrolled in special education. School #43 has been School Under Registration Review – year 4 Corrective Action as determined by the New York State Accountability Measures for No Child Left Behind. School 43 had 305 incidents of informal and 41 incidents of formal suspension last school year. Its attendance rate was below 90 percent.

Southside Elementary School #93 is a pre K-8 grade school located in the Southside area of Buffalo, NY. In the 2007-2008 School Year it has a total enrollment of 1181 students. 82 percent of the students qualify for Free/Reduced Lunch. Their ethnic enrollment breakdown is 71% white, 17% black and 8% Hispanic, 2% Asian and 2% American Indian. 28% of the student population is enrolled in special education. School #93 has been designated as Restructuring as determined by the New York State Accountability Measures for No Child Left Behind. While Southside is improving academically, the number of underperforming students is still excessive in relation to their large enrollment numbers. School 93 had 669 incidents of informal and 249 incidents of formal suspension last school year. Its attendance rate was below 92 percent.

TO CONTINUE TRAINING OF PARTNER AGENCY STAFF AND SCHOOL STAFF: The signatories of the Memorandum of Understanding agree to participate in the development of protocols and training to foster increased student support. Training demands include behavior management support in classrooms and implementation of PBIS and other school wide student support strategies. In classroom and after school tutor mentor support, anger management, grief and loss and/or specific mental health counseling and basic need supports will also be a key tenants of service delivery. A key component of the FSCS-CTG model is that services are student centered and delivered to meet the specific needs of the school.

TO ESTABLISH A STUDENT FAMILY RESOURCE CENTER: The Center will coordinate service provision through use of a central intake managed by the FSCS-CTG School Coordinator (site facilitator) and assist students and their families in achieving long-term stability and increased academic performance. Consortium partners will support the Consortium by providing on-site counseling, advocacy, and referral services, including food and shelter. Consortium partners will engage in cross-training and share information to improve student performance and service provider accountability. The performance of all Consortium partners will be tracked against the 8 agreed upon outcomes for the FSCS-CTG Consortium.

TO MEASURE OUTCOMES AND PERFORMANCE THROUGH THE CTG GAPTRACK DATABASE ACCORDING TO THE SHARED PERFORMANCE OUTCOMES

ENUMERATED IN THIS MEMORANDUM OF UNDERSTANDING: GapTrack is a web-based database designed specifically for Closing the Gap, developed by Buffalo IT Solutions of Buffalo, NY. This database is compatible with the Buffalo City School District's database, eSIS. GapTrack records and compares Grade Point Average, Attendance, ELA and Math State Assessment scores, as well as DIBELS (The Dynamic Indicators of Basic Early Literacy Skills) and progress monitoring scores of individual students are analyzed regularly. Site Facilitators add all services and students enrolled into the GapTrack data base. Buffalo IT Solutions and GapTrack analyze the data through queries and crosstabulations. Outcomes are shared regularly and if goals are not being met, corrective plans will be established with Consortium partners. Additionally, annual report of outcomes will be developed and distributed to all Consortium partners. FSCS-CTG School Coordinator (site facilitator) will coordinate all Consortium partner outcomes and reports through the GapTrack system.

TO IMPLEMENT THE DEPARTMENT OF EDUCATION'S FULL SERVICE COMMUNITY SCHOOLS MODEL, the grant application and budget were developed, written and reviewed jointly and agreed to by all parties to the MEMORANDUM OF UNDERSTANDING. All parties, the Buffalo City School District, Buffalo Public School #43, Buffalo Public School #93, Catholic Charities of Buffalo, Every Person Influences Children (EPIC), Joan A. Male Family Support Center (JAM), United Way of Buffalo & Erie County and Western New York United Against Drugs and Alcohol agree to participate in the responsibilities and obligations as specified in the Full Service Community Schools (CTG) Consortium grant application and as delineated below in order to achieve stated project goals:

BUFFALO CITY SCHOOL DISTRICT; agree to provide the FSCS-CTG School Coordinator (site facilitator) access to School-wide Evaluation Tool data (administered by Debra Cooper), adequate space in the schools and the support of central district administration in the coordination of non-academic services on site at the school. The Buffalo City School District and the administration at Schools #43 and 93 agree to appoint the FSCS-CTG School Coordinator to serve as external coach for PBIS. BPS will provide eSIS data and read-only access to eSIS, Schools will provide State Assessment and progress monitoring scores on individual students, schools will give copies of all office discipline referrals and informal suspensions to the FSCS-CTG School Coordinator to enter and analyze this data into the SWIS database. The administration of BPS #43 and #93 also agree to appoint the FSCS-CTG Site Facilitator and any appropriate Consortium partner staff to serve on the Student Support Team, Parent Involvement Action Team and/or any other school wide team that acts in support of achieving FSCS-CTG outcomes. FSCS-CTG School Coordinator and any appropriate Consortium partner staff will also be key partners in core academic or school climate improvement and strategies enumerated in the Comprehensive School Education Plan (CSEP).

IN SUPPORT OF PARENTAL INVOLVEMENT & PARENT EDUCATION – EVERY PERSON INFLUENCES CHILDREN (EPIC) agrees to provide a .5 liaison to serve on the Parent Action Team, to provide technical assistance on parent involvement activities and to work in partnership with the JAM Family Social Worker. Additionally, six workshops will be provided by EPIC trained facilitators to at least 80 parents and a Creating Home/School Partnership dialogue session will be provided. EPIC will provide all necessary evaluation support. EPIC commits to maximizing existing agency resources to support services in the FSCS-CTG Consortium schools. **JOAN A. MALE FAMILY SUPPORT CENTER,** agrees to provide two full-time Family Social Workers, one for each school, to work in partnership with EPIC on promoting parent involvement. Family Social Workers will provide outreach (e.g. home visits) to

families in need of support, basic needs, etc. JAM commits to maximizing existing resources to support services in the FSCS-CTG Consortium schools.

IN SUPPORT OF MENTORING PROGRAMS TO INCREASE ACADEMIC ENRICHMENT –WESTERN NEW YORK UNITED AGAINST DRUGS AND ALCOHOL, Inc., agrees to implement a science based tutor mentor program focused on English Language Arts and Math as well as provide a caring adult in the school environment to: tutor students individually and in small groups; engage parents at the outset and throughout the program; and periodically reinforce student progress. The agency will place two to three achievement mentors (AM) in each building, targeting at least 60 students per building, with each AM having a caseload of 25 students at a time. Services will be integrated into the normal school day, allowing AMs to become embedded within the school culture and efficiently handle referrals from teachers and administrators. Typically AMs will “push in” to classrooms during Math and ELA periods supporting the classroom teacher. This classroom experience also better prepares the AM’s efforts to reinforce the specific skills and information being covered with their students when they are “pulled out” at other times for one on one or small group tutoring. Students who show progress and determination would be rewarded with periodic recognition, various incentives and special events. Western New York United, Inc. commits to maximizing existing resources to support services in the FSCS-CTG Consortium schools.

IN SUPPORT OF PROGRAMS FOR STUDENTS WHO HAVE BEEN TRUANT, SUSPENDED – BUFFALO CITY SCHOOL DISTRICT, The Buffalo City School District will continue the full implementation of PBIS in School #43 and #93 and schools will continue to add PBIS goals onto the Comprehensive School Education Plan (CSEP). The administration at Schools #43 and 93 agree to appoint the FSCS-CTG School Coordinator to serve as external coach for PBIS and support monthly PBIS/Student Support meetings with teachers/school staff. School-wide Evaluation Tool (SET) will be administered and results will be shared.

IN SUPPORT OF PROGRAMS TO INCREASE MENTAL HEALTH SERVICES AVAILBLE ON SITE AT SCHOOLS AND SERVICES TO COORDINATE, INTEGRATE AND TRACK STUDENT PERFORMANCE- CATHOLIC CHARITIES OF BUFFALO, NY, agrees to hiring and clinical support of one full time mental health counselor in each school. The mental health coordinator will be designated to each school to provide individual and group counseling to students with chronic issues and/or an impairment of functioning. Issues that are referred are emotional, behavioral or social in nature. The mental health counselor will maintain regular contact with the teacher and parent(s)/guardian(s). Furthermore, the mental health counselor will have an active presence in the school building, responding to crises that may arise, to de-escalate aggressive behavior or provide mediation to students in conflict. The licensed community based clinic of Catholic Charities of Buffalo, NY, Monsignor Carr Institute, will also receive referrals on a priority basis for students referred by the mental health coordinator in the FSCS-CTG schools #43 and #93. Referrals to Monsignor Carr Institute will be made through the Behavioral Health Central Intake unit.

Catholic Charities of Buffalo, NY also agrees to hire one additional FSCS-CTG School Coordinator (Site Facilitator) for each of the FSCS-CTG Consortium Schools #43 and #93. As with the existing six CTG Site Facilitators, Catholic Charities will manage payroll, benefits and sundry administrative support duties related to the FSCS-CTG School Coordinator. The Director

of School Community Collaborations, an employee of the United Way of Buffalo & Erie County will continue in their current role as supervisor of the two additional FSCS-CTG School Coordinators (Site Facilitators). All hiring will be done in collaboration with Catholic Charities, United Way, and Principals of School #43 and #93. Catholic Charities commits to maximizing existing resources to support services in the FSCS-CTG Consortium schools.

IN SUPPORT OF IMPLEMENTING SERVICE COORDINATION, INTEGRATION AND TRACKING UNITED WAY OF BUFFALO AND ERIE COUNTY, agrees to be the lead applicant for the consortium and is legally responsible for: a) Use of all grant funds; b) ensuring that the project is carried out by the consortium partners in accordance with federal requirements and; c) ensuring that indirect cost funds are determined as required under SEC.75.564 (e).

Providing resources to the design and implementation of the Full Service Community Schools model through the FSCS-CTG Consortium is a key strategy in the filling of our United Way's Promise to our community to raise academic performance for students in the Buffalo City School District. United Way of Buffalo & Erie County will provide meeting space, facilitation services, data/analysis from human services assessment, material, volunteer referrals, and office furniture/computers through our Gifts in Kind program. United Way will also assist in developing resources to sustain the Consortium, expand existing matching grant opportunities through the county/state government, and provide a financial, administrative and supervisory support for the Director of School Community Collaborations.

THIS MEMORANDUM OF UNDERSTANDING WILL REMAIN IN EFFECT FOR THE DURATION OF THE AWARDED GRANT. THIS MEMORANDUM OF UNDERSTANDING MAY BE AMENDED BY ANY PARTY, WITH THE CONSENT OF ALL OF THE SIGNING PARTIES AND 90 DAYS NOTICE.

WHEREAS, It is in the best interest of the Buffalo City School District, Buffalo Public School #43, Buffalo Public School #93, Catholic Charities of Buffalo, Every Person Influences Children (EPIC), Joan A. Male Family Support Center (JAM), United Way of Buffalo & Erie County and Western New York United Against Drugs and Alcohol to become active stakeholders under the Full Service Community School - Closing the Gap in Student Performance Consortium.

NOW, THEREFORE, BE IT

RESOLVED, that the below organizations support Full Service Community Schools Closing the Gap in Student Performance Memorandum of Understanding. The term of this agreement shall be dependent upon the award of the US Department of Education's Full Service Community Schools Program grant CFDA Number 84.215J.

PUBLIC SCHOOL DISTRICT

James A. Williams, Ed.D.
Superintendent Buffalo City School District

Will Keresztes
Associate Superintendent for Educational Services

June Simmons Barrow
Assistant Superintendent of Federal and State Programs

Diane Cozzo
Director Communications and Community Relations

David P. Hills, Principal
Buffalo Public School #43

Theresa Schuta, Principal
Buffalo Public School #93

PARENT INVOLVEMENT & PARENT EDUCATION AND LEADERSHIP

Vito J. Borrello, President
Every Person Influences Children

Deborah Merrifield, Executive Director
Joan A. Male Family Support Center

MENTORING

Linda Flowers, Executive Director
Western New York United Against Drugs and Alcohol

**PROGRAMS FOR STUDENTS WHO HAVE BEEN TRUANT, SUSPENDED OR
EXPELLED**

Deborah A. Cooper
Positive Behavior Interventions and Supports/Safe & Civil Schools, School Counselor

MENTAL HEALTH

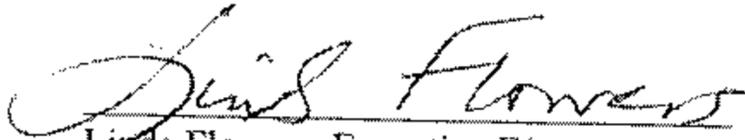
Dennis Walczyk, Chief Executive Officer
Catholic Charities of Buffalo

SERVICE COORDINATION, INTEGRATION AND TRACKING

Arlene Kaukus, President
United Way of Buffalo & Erie County

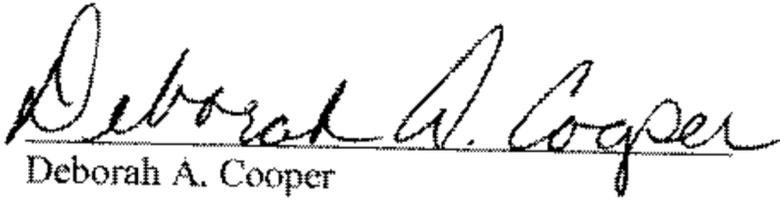
Dennis Walczyk, Chief Executive Officer
Catholic Charities of Buffalo

MENTORING



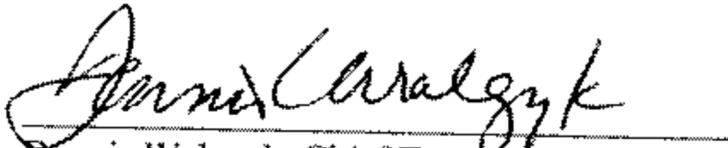
Linda Flowers, Executive Director
Western New York United Against Drugs and Alcohol

**PROGRAMS FOR STUDENTS WHO HAVE BEEN TRUANT, SUSPENDED OR
EXPELLED**



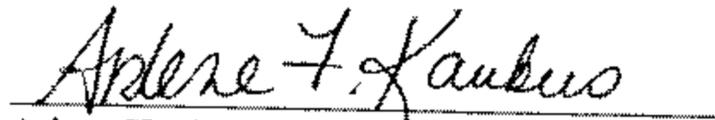
Deborah A. Cooper
Positive Behavior Interventions and Supports/Safe & Civil Schools, School Counselor

MENTAL HEALTH

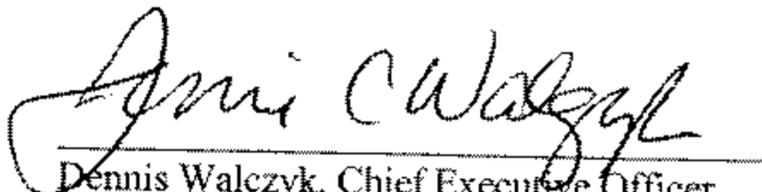


Dennis Walczyk, Chief Executive Officer
Catholic Charities of Buffalo

SERVICE COORDINATION, INTEGRATION AND TRACKING



Arlene Kaukus, President
United Way of Buffalo & Erie County



Dennis Walczyk, Chief Executive Officer
Catholic Charities of Buffalo

Full Service Community Schools Closing the Gap in Student Performance
Consortium

James A. Williams, Ed.D.
Superintendent
Buffalo City School District
712 City Hall
Buffalo, NY 14202
716-816-3007

Dennis Walczyk
Chief Executive Officer
Catholic Charities of Buffalo
525 Washington Street
Buffalo, NY 14203
716-856-4494

Vito J. Borrello
President
Every Person Influences Children
1000 Main Street
Buffalo, NY 14202
716-332-4116

Deborah Merrifield
Executive Director
Joan A. Male Family Support Center
60 Dingens Street
Buffalo, NY 14206
716-822-0919

Linda Flowers
Executive Director
Western New York United Against Drugs and Alcohol
1067 Harlem Road
Cheektowaga, NY 14227
716-821-7722

Arlene Kaukus
President
United Way of Buffalo and Erie County
742 Delaware Avenue
Buffalo, NY 14209
716-887-2604

United Way of Buffalo & Erie County

Capability Statement

The United Way of Buffalo and Erie County (UWBEC) has been working in the community to affect positive change since 1917 through our mission “to lead positive change by bringing people, institutions and resources together to address our community's most critical human service needs.” UWBEC has extensive experience in managing grants and contracts, handling over \$15 million in resources annually that are invested in programs in five impact areas (Early Childhood Development, Kids on Track, Tools For Living, Aging With Honor, and System Access & Efficiency.) The FSCS-CTG Consortium is a major initiative of the Kids On Track impact area and is managed by the UWBEC Director of Community School Collaborations and the UWBEC Vice President for Community Impact.

The FSCS-CTG Consortium was created in 2000 at the request of the New York State Education Department and the Buffalo City School District to implement a Full Service Community School model in six of the District’s lowest performing schools. This effort culminated in the creation and staffing of six Student Family Resource Centers, organizing the efforts of over 20 agencies and County Departments in supporting the needs of over 3,000 students. Today FSCS-CTG is much more than co-location of health and human service providers on site at schools. FSCS-CTG is a fully integrated service model that ensures consistent performance among partners- measuring outcomes of services against eight indicators of student achievement embraced by the District.

The full service community school model we will be implementing for the proposed project has proven to get results locally in six Buffalo Public Schools over the past seven years. At Harvey Austin Buffalo Public School # 97, eighth-grade graduation rates increased from 63% to 85% in one year (2006-07). Most recently, Hillery Park Buffalo Public School #27 became a School in Good Standing, culminating five years of hard work, by meeting Annual Yearly Progress benchmarks set by the New York State Education Department proving, that with the right supports, great teachers and administrators, we can Close the Gap.

UWBEC is governed by a strong Board which has a Finance Committee to oversee the financial position of the organization. UWBEC is audited annually and follows generally accepted accounting principles, with direction provided by the financial policies and procedures of the United Way of America. Recent government contracts include: \$1.4 million over two years from the NYS Office of Child and Family Services for 211 Western New York, \$150,000 from the NYS Office of Children and Families for the FSCS-CTG Consortium; \$150,000 from the NYS Office of Children and Families for Success By 6; a \$280,000 subcontract with Every Person Influences Children for a U.S. Department of Health & Human Services Early Learning Opportunities Act funding, and annual contracts with the County of Erie Department of Social Services for Success By 6 (\$91,000) and Closing the Gap (\$25,000). The FSCS-CTG Consortium currently contributes \$346,500 in United Way funding to leverage an additional \$647,955 in NYS Department of Social Services funding. This \$994,455 supports the partner agencies in the existing FSCS-CTG schools.

FSCS-CTG

CORE VALUES

Current:

- **Respect:** We treat students, families, educators and all members of our community with dignity and with appreciation of their uniqueness, rights and beliefs.
- **Accountability:** FSCS-CTG is accountable to the District, schools, students and their families for the quality of its interventions and the results of its work.
- **Full Service School:** FSCS-CTG is based on the philosophy of the full-service school with evidence-based or best practices. Such a school serves as a central point of delivery for whatever education, health, mental health, youth development and family support services have been determined locally to be needed to support a child and his/her family's success.
- **Collaboration:** Collaboration with educators and other providers is the only path toward the mutual goal of student achievement success. Cooperative relationships multiply the talents of all involved and promote the best possible solutions for students and schools.
- **Child-focused:** The best interests of the child are at the core of each decision.
- **Cultural Competence and Literacy:** We accept and embrace diversity, and work toward providing the best possible services in the context of a student's individual cultural guidelines. Access to services should not be limited based on the English literacy level of students and/or their families.
- **Flexibility:** Within an overarching model the program is implemented to address the specific circumstances within each school's academic and social culture.

MISSION STATEMENT

FSCS-CTG is a school-based partnership of education, human and community services that promotes resiliency, helps students to succeed academically, and provides necessary family supports.

VISION STATEMENT

All students will have available, through their schools and community partners; the necessary social and emotional supports to allow for academic achievement.

FSCS-CTG School Coordinator Job Description

Primary Function:

In partnership with a school building principal and community-based agencies, build an infrastructure addressing the non-academic barriers to learning of the students in the school. The FSCS-CTG team will staff the Student/Family Resource Center (S/FRC) and support students achievement in increased academic performance, increased attendance, increased parental involvement, decreased disciplinary referrals, and decreased suspensions.

Duties and Responsibilities:

1. Builds a human services collaboration that:
 - Serves as a gatekeeper to non-academic services and support in the school building.
 - Identifies the needs of students, families, and school personnel.
 - Maps and analyzes current resources and activities on an ongoing basis.
 - Identifies gaps in resources and opportunities to fill them.
 - Frequently distributes supportive information to school staff, parents and students about the collaboration and its resources and goals to increase enrollment in S/FRC services.
 - Serves as a liaison between providers and principals.
2. Implements the Student and Family Support System and its collaborative infrastructure utilizing school based strategies including Student Support Team, Parent Involvement, Site Based Management, and ISST. The Student and Family Support System will incorporate the following essential elements: preventative, family-centered and driven, integrated, developmental, flexible, sensitive to cultural, gender, and racial concerns, and outcome oriented.
Assures and enhances communication among school personnel, health and human service providers, community, parents, and youth.
3. Meets with parents at any time to distribute information particularly those with students returning from suspension to explain and offer CTG services.
4. Addresses imminent need situations including de-escalation of behavior and conducting due diligence on circumstances to present to administrator (SF will not serve as primary disciplinarian, police or safety officer or in any other capacity that could require physical intervention.)
5. Records all conduct reports utilizing the BPS SWIS database providing regular feedback to administration regarding patterns of behavior and targeted areas of intervention
6. Support and assist in the implementation of district wide initiatives such as EIOP, School Community Health Index, School Service Matrix and PBIS.

7. Participates in regular networking sessions with other FSCS-CTG School Coordinators, Vice President of Community Impact, and Gap Coordinator to share information and best practices.
8. Monitors and evaluates progress of service providers towards child and family outcomes and makes changes in service provision in accordance to better meet the needs of the school.
9. Maintains access database and reports child and family outcomes to the initiative and school principal on a quarterly basis.

Reports to:

FSCS-CTG Program Manager

Education and/or Experience:

The individual must possess a:

- Bachelors Degree (B.A.) from a four year college or university in Liberal Studies, Human Services, Communications, Planning, Education, or a related degree with at least 5 years experience preferred working with educational systems and human service organizational management or
- Masters degree in Liberal Studies, Human Services, Communications, Planning, Education, or a related degree with at least 3 years experience preferred working with educational systems and human service organizational management or
- An equivalent combination of education and experience.

Steven J. Harvey

4350 Arondale Drive
Williamsville, New York 14221

Phone: (716) 633-9194
Email: harvey1510@msn.com

PROFESSIONAL SUMMARY

Results oriented individual with an entrepreneurial spirit and extensive experience in the areas of strategic planning, staff supervision and development, organizational systems development, financial management and forecasting, cultivation of community relationships, and revenue generation seeking a professional position that will benefit from an advanced, multi-faceted skill set and over a decade of experience in management.

- Strategic Planning
- Performance Management
- Partner Development
- Community Relations
- Change Management
- Project Planning & Management
- Financial Management
- Budget Projections
- Evidence-Based Research
- Grant Writing & Reporting
- Staff Supervision
- Engaging and Dynamic Presenter
- Database Management
- Professional Training/Teaching
- Federal/State/Local Advocacy

PROFESSIONAL ACHIEVEMENTS

- Played leading role in the development of national and state partnerships that resulted in significant expansion of operations, and securing \$7,100,000 in revenue connected to the collaborations
- Played leadership role in strategic regional literacy initiative that culminated in five-year strategic plan, universal programmatic logic model, and selection of multi-agency participant database tracking system
- Authored and awarded \$8,710,000 in federal, foundation, and corporate grants between 2005 and 2006
- Authored winning national application for Mutual of America Community Partnership Award, recognizing EPIC and 8 WNY partners as one of the top three community collaborations in the nation
- Restructured organizational evaluation and research program resulting in stronger presentation of programmatic outcomes and leading to increased funding potential realized in following years, 2004
- Recognized by the Harvard Family Research Project for the development of a multi-variable evaluation model

RELEVANT EXPERIENCE

EPIC - Every Person Influences Children, Inc., Buffalo, New York, 2001 to Present

Vice President of Research and Program Funding

- Oversee the generation of 94% of the revenue generation for \$4,000,000+ annual organizational budget
- Work directly with President on national and state advocacy initiatives, presenting research outcomes, program content, implementation strategies, as well as participant demographics to federal and state agencies/groups
- Serve on the executive team responsible for the development and implementation of the national expansion strategy, examining marketing, business development, public relations, financial capacity and HR related issues
- Direct the EPIC Development Team that consists of cross-functional, upstate and downstate, and staff representation and is directed to achieve budgetary projections and goals set by national office
- Work with EPIC Board on strategic initiatives like marketing and public relations and strategic planning
- Author federal, state, foundation, and corporate grant proposals that meet organizational goals and needs, directly contributing to efforts that raised over \$11.12 million or \$3.78 million annually since taking on role
- Oversee all company-wide grant compliance for federal, state, and foundation grants, ensuring that grant requirements are met, financial tracking is accurate, and outcomes-based evaluation is being conducted
- Principal investigator for organization, managing all research and evaluation activities for EPIC
- Supervise selection, purchase, installation, and implementation of comprehensive organizational database that houses donor, grant, and participant data that will be utilized to greatly enhance EPIC's unrestricted funding
- Supervise the selection, purchase, and implementation of foundation research program that will serve national office as well as individual regions and national expansion through county level targeted queries
- Manage multiple research initiatives and collaborations including but not limited to the University at Buffalo, Canisius College, University of Missouri, St. Louis, Rutgers University, and internal research staff and projects
- Maintain all responsibilities as the Director of Research and National Program Coordination

Director of Research and National Program Coordination

- Member of EPIC National Management Team, developing strategic initiatives and organizational goals in order to guide and measure annual performance, ensure future sustainability, and grow the organization
- Direct internal grant writing and statewide grant writing consultants, managing the internal and external activities of revenue generating operations accounting for more than 67.5% of \$3.8 million annual budget
- Manage the quality of implementation at 7 statewide Regional Offices, partnering with Regional Directors to effect positive changes in programming and enhance quality and consistency throughout the organization
- Direct community-wide collaboration for the US Department of Health and Human Services, leading coalition of five agencies attempting to increase the quality of early learning opportunities throughout Buffalo
- Cultivate key relationships with community stakeholders that result in expansion of programs and services
- Direct the development activities throughout the organization, identifying, developing and implementing organization-wide funding campaigns in order to increase programs/revenue across New York State
- Perform financial projections/tracking, develop reports, and construct budgets for Regional operations
- Identify and cultivate key alliances that connect to higher education institutions or established research organizations in order to validate EPIC programs, establishing a national reputation for excellence
- Manage all research activities for multi-million dollar national organization, developing and implementing standard protocol that increased the accuracy of evaluation and demonstrated the efficacy of EPIC services
- Compile evaluation reports that connect effectiveness of programs to grant objectives and outcomes
- Conduct community-wide needs assessments in order to justify program funding requests, assess unmet community needs, and make recommendations on program development and expansion
- Conceptualize, develop and implement research initiatives for various programs in order to demonstrate effectiveness, examine non-traditional venues, and test delivery model modifications and enhancements

Director of Grant Compliance and Evaluation and National Programs Coordinator

- Managed all aspects of a multi-million dollar federal grant, the largest of its kind, that provided for the development, implementation, and continuation of resource centers in six cities across New York State
- Trained, supervised, and developed 25 professionals based in six cities across New York State, monitoring grant compliance, addressing personnel issues, and providing various trainings on goal attainment
- Networked with key U.S. Department of Education and NYS Education Department representatives in order to better understand and impact the implementation of the No Child Left Behind legislation
- Directed federal lobbying campaign that yielded support from 9 US Congressmen and 2 US Senators
- Trained managerial staff on appropriate tracking and data collection practices as well as writing reports
- Initiated marketing/outreach campaign that reached over 9 million people across New York State
- Researched, developed and implemented comprehensive training on federal legislation and its impact on program implementation, sustainability, and expansion of service delivery
- Ensured that U.S. Department of Education grant requirements were achieved and accurately reported
- Constructed Annual Federal Report that detailed quantitative and qualitative data

Career Planning and Placement, University at Buffalo, Buffalo, New York

Testing Administrator, September 1997 to October 2001

- Co-authored proposal that secured Computer-Based Testing (CBT) center at the University at Buffalo, one of only fifty awarded in the United States by the Educational Testing Service
- Managed the finance and operations of the Computer-Based Testing center, organizing revenue and expenses on Microsoft Excel, developing detailed tables and graphs, and adding \$70,000 in annual revenue
- Organized annual survey of graduates in Microsoft Access, attained a 40% response rate, analyzed data in SPSS, and developed a comprehensive report that broke down by individual department/professional school

Senior Development Associate, December 1999 to October 2001

- Trained university personnel on professional development issues, assessment tools, and advance technology
- Developed training for professional staff, detailing assessment tool, validity research, and interpretation
- Trained university faculty on the recruitment process for graduate students seeking academic and professional positions in and outside of higher education
- Conceptualized, developed and implemented curriculum for the Career Planning & Placement course, coordinating training and assessment of new instructors, marketing of class, and scheduling
- Trained national audiences to apply educational research and cutting edge recruitment technology in Philadelphia, Orlando, Cleveland, Baltimore, Washington, D.C., Norfolk, Houston, Albany, & Buffalo
- Trained counselors on the interpretation and application of the World of Work Inventory
- Re-organized the Graduate and Law School Fair by chairing a university-wide committee

Recruitment Coordinator, February 1997 to September 1997

- Coordinated largest recruitment program in New York State utilizing Resume Expert relational databases to manage hundreds of employer visits, recruitment schedules, and daily recruitment operations
- Trained and supervised professional support staff and student employees
- Marketed extensive resources to Fortune 100 and 500 companies; expanding the number of employers that utilized the recruitment program and increasing Fortune 500 recruitment
- Documented increased employer satisfaction with the University at Buffalo's recruitment program
- Developed employer and University relations by organizing mailing strategies, informational brochures, on-campus outreach programs, and recruitment media
- Prospected, initiated, and maintained contacts with employers, developing lasting partnerships between the University and recruiting organizations
- Coordinated and participated in various programs including but not limited to: *mission development committee, work-study program coordinator, handout development, workshop committee, recycling program, and office registration video updating committee*

Career Development Associate and Student Employment Coordinator, 1997 to 1997 and 1994 to 1995

- Developed a series of lectures on the graduate application process for the Ronald McNair Program
- Advised student athletes from the Division of Athletics on various vocational issues utilizing the Internet and other technological resources
- Served as *Generalist Counselor*, counseling students from all areas of study, administering and interpreting various assessments, coordinating hiring, training, and placement of department's work-study program, and developing professional presentations for orientation activities
- Developed technological workshops concerned with career opportunities and job search strategies

Office of the Vice President for Research, University at Buffalo, Buffalo, New York

Research Project Assistant, August 1995 to January 1997

- Developed and maintained an industrial database that monitored the sponsorship of research activities for the University at Buffalo and its affiliated hospitals, conducting statistical analyses and generating reports utilized by the Office of the Provost
- Trained professional staff on complex database system and tracking of statistical data
- Organized reporting materials from affiliated hospitals to facilitate the analysis of sponsorship data
- Maintained the Research Quarterly Database, updating records, deleting entries, and printing reports

CONFERENCE PRESENTATIONS

- Presenter at the National Association of Student Personnel Administrators (NASPA) Conference, 1998
Presentation I: Virtual Career Services: A Look at Technology in the Career Services Area
Presentation II: Wheeling Through the Glass Floor: Career Planning for Students with Disabilities
- Presenter at the SUNY at Buffalo Graduate School of Education Annual Conference, Buffalo, 1996:
Paper Topic: Leveling the Playing Fields: An Examination of Gender Typing in Male and Female Physical Education Teachers
- Presenter at the Association for the Study of Higher Education 20th Annual Conference, Orlando, 1995:
Paper Topic: Masculinity Construction in Male Collegiate Volleyball Players
- Presenter at the American Educational Studies Association 27th Annual Meeting, Cleveland, 1995:
Paper Topic: Masculinity Construction in Male Collegiate Volleyball Players
- Presenter at the Conference On Student Government Associations (COSGA), Houston, 1993:
Presentation: How to Market Higher Education Concerns to the Nation

RESEARCH ACTIVITIES

- US Department of Education Parental Information Resource Centers Grant, Principal Investigator for EPIC, University at Buffalo School of Social Work, 2006 to 2011
- US Department of Education Partnerships in Character Initiative, Principal Investigator for EPIC, Buffalo Public Schools, University of Missouri at St. Louis Collaborative, 2006 to 2010
- EPIC Liaison to Rutgers University and Prevent Child Abuse NJ, Examining the Impact of the Ready, Set, Read Family Literacy Curriculum, Quasi-Experimental Research Project, 2006 to 2011
- Develop logic model for Ready, Set, Parent hospital-based initiative, detailing inputs, environment, outputs, and three levels of impacts/outcomes that highlight evaluation and research activities IRB Approved, 2006
- EPIC Liaison to Columbia University, Examining the Impact of Parent Education on Post Traumatic Syndrome clients, Quasi-Experimental Research Project, 2005 to 2006
- EPIC Liaison to Research Institute on Addictions (RIA) NIIH Grant, The Role EPIC Curriculum Can Play In A Therapeutic Counseling Environment, Quasi-Experimental Research Project, 2003 to 2004
- EPIC Liaison with the University at Buffalo Graduate School of Education and Buffalo State College Educational Foundations Department, 2003 to Present
- Developed assessment tool that evaluated New York State Distance Learning Initiative, Funded by The Verizon Foundation in partnership with EPIC and the University at Buffalo, 2002
- Year-After Survey of University at Buffalo Graduates, 1998, 1999, & 2002
- Faculty Perspectives on Student Retention and Academic Success, 2000
- Employer Perspectives on Graduate Qualities and Employability, 2000

PUBLICATIONS, MANUALS, & GUIDES

- Harvey, S. & Wood, G. (Fall, 2007) Overcoming Practical Obstacles to Meaningful Program Evaluation. Harvard Family Research Project Quarterly News Letter.
- Harvey, S. & Meyers-Rogerson, L. Measuring Success: A Four-Year Pilot Study of a Character Education Initiative. EPIC Every Person Influences Children, Inc., Proprietary Position Paper.
- Building Your Child's Success In School. EPIC Every Person Influences Children, Inc., Contributor, 2002, Proprietary handbook distributed nationally, Buffalo, New York.
- Harvey, S. (2001) College to Career: How 4 years of college can determine 40 years of career, 3rd Edition. The Center for Educational and Career Advancement (CECA), Inc. Clarence, New York.
- Harvey, S. (2001) College to Career: How 4 years of college can determine 40 years of career, 2nd Edition. The Center for Educational and Career Advancement (CECA), Inc. Clarence, New York.
- Harvey, S. (2001) College to Career: How 4 years of college can determine 40 years of career. The Center for Educational and Career Advancement (CECA), Inc. Clarence, New York.
- Harvey, S. (2000) Beating the Odds: How the Select Few Earn a College Degree. The Center for Educational and Career Advancement (CECA), Inc. Clarence, New York. (*Out of print*.)
- Harvey, S. (Fall 1999). Hegemonic Masculinity, Friendships, and Group Formation in an Athletic Subculture. Journal of Men's Studies. Harriman, TN: Men's Studies Press. pp. 91-108 v8 n1.
- Ryan, D. & Harvey, S. (Winter, 1999). Meeting the Career Development Needs of Students with Disabilities. Journal of Career Planning & Employment: National Association of Colleges and Employers. pp. 36 - 40.
- Harvey, S. (1999) The Quality Job Search Guide Made Quick and Easy. The Center for Educational and Career Advancement (CECA), Inc. Clarence, New York.
- Harvey, S. (1999) Preparing for Success: The Best Way to Select a Major. The Center for Educational and Career Advancement (CECA), Inc. Clarence, New York.
- Harvey, S. (April, 1997). The Construction of Masculinity: An Examination of Adult Male Athletes and How They Continue to Construct Their Masculinity. Dissertation: University at Buffalo.
- Harvey, S. (Jan., 1997). The Construction of Masculinity in Male Collegiate Volleyball Players. Journal of Men's Studies. Harriman, TN: Men's Studies Press, pp. 131-151, v5 n2.
- Harvey, S. (1995) A Qualitative Research Manual used by Doctoral and Master's students in the State University of New York at Buffalo's Educational Leadership and Policy Department

TEACHING

- **Adjunct Faculty Member:** Buffalo State College, Graduate School of Education, 2004 to Present
→ *Sociology of Education* and *Historical and Philosophical Foundations of Education*
- **Adjunct Faculty Member:** University at Buffalo, Graduate School of Education, Department of Educational Leadership and Policy, 1997 to 2001
→ *Sociology of Education*, *Nature of Inquiry*, and *Foundations in Education*
- **Curriculum Coordinator:** University at Buffalo, UB 202, Career Planning Course, Fall 1999 to 2001

PROFESSIONAL COMMITTEES

- *Best Practices Committee*, Care Management Coalition, Buffalo, New York, 2004 to Present
- Buffalo Reads Literacy Coalition, Buffalo, New York, 2004 to Present
 - *Co-Chair Research & Tracking Committee, Steering Committee, RFP Committee, Publication Committee*
- New York State Team Representative, US Department of Education Conference, Washington, D.C., 2002
- National Parent Information Resource Center (PIRC) Directors Conferences, Washington, D.C./Norfolk, VA/Baltimore, MD, 2001 to 2002
- Committee for the Promotion of Respect for Diversity, University at Buffalo, 1997 to 2001
 - *Public Relations Sub-Committee; Response Sub-Committee; Celebrating Diversity Logo Designer*

HONORS

- Faculty Appreciation Award for Outstanding Teaching, Buffalo State College, December 2007
- Leadership Buffalo, Class of 2007, January 2007 to December 2007
- Who's Who in the World, 2008 25th Silver Anniversary Edition, January 2008
- Who's Who in America, 2007 and 2008, 61st and 62nd Editions, January 2007
- Outstanding Young American Professionals Award, National Award, 2001
- Certificate of Recognition for Service, Committee for the Promotion of Respect for Diversity, 1998
- Students First Award for Outstanding Service, Division of Student Affairs, University at Buffalo, 1998
- Provided grant support from the Graduate Student Association for Conference Presentation, 1995
- Provided grant support from the Educational Organization, Administration, and Policy Department for Conference Presentation, 1995

BOARD & VOLUNTEER WORK

- *Member*, Board of Directors, Computers for Children, 2008 to Present
- *Chairperson*, Board of Directors, SafeWNY, Inc. 2007 to Present
- *Member*, Legacy Fund, Nativity of the Blessed Virgin Mary, 2007 to Present
- *Member*, Leadership Buffalo: Program Committee; Research Initiative; 2007 Class Chair; and Education, Health Care, and Human Services Committee, 2007 to Present
- *Member*, Finance Committee, Nativity of the Blessed Virgin Mary, 2006 to Present
- *Chair*, Nativity of Mary, Alumni Relations/Membership Committee, 2007 to Present
- *Head Coach*, Nativity of Mary Track Team, 2007 to Present
- *Chairperson*, Development & Marketing Committee, Chairperson Marketing Subcommittee, Nativity of the Blessed Virgin Mary School, 2004 to Present
- *Mentor*, REALM, Real Experience and Leadership Mentoring, University at Buffalo, 2006 to Present
- *Member*, Diocese of Buffalo, Department of Education, Marketing Subcommittee, 2006 to 2007
- Kenmore East and Kenmore West High Schools, Preparing for College Presentation, 1999 to 2000
- Town of Clarence Library Fundraising Committee, Corporate Solicitation/Fundraising, 1999 to 2000
- Team Leader, Day of Caring, United Way of Buffalo, 1998 to 2001
- Life Workshops Presenter: Resume Writing, Job Interviewing, & Networking Seminars, 1997 to 2001

RELEVANT EXPERIENCE

- The Center for Educational and Career Advancement (CECA), Inc., Williamsville, New York
President/Founder, 1992 to Present, www.stevenharveyceca.com
- Develop a comprehensive career/educational assessment that assists high school age students with developing future success strategies
 - Trained educators and other professionals on assessing the needs of clients in order to make sound decisions
 - Consultant for a multi-division business, providing educational and career services and products that assist with life planning and enrichment
 - Utilize vocational theory to conduct educational and career consulting in the areas of career decision making, resume construction, career advancement, career change, business management, starting a business, job search strategies, college preparation, choosing a major, and returning to college
 - Create books, guides, and assessments under the Center for Educational and Career Advancement (CECA), Inc. logo that concisely define strategies for educational and career advancement

Harvey Instruments Inc., Tonawanda, New York

Consultant, 1992 to 2002

- Trained President and Vice President on recruitment strategies and new internal communication flow
- Planned a corporate operations meeting that re-organized the company's administrative structure
- Conducted cost/benefit analysis on existing technology and implemented upgrades of computer system

CONTINUING EDUCATION

- Analyzing Financial Statements for Not-for-Profit Organizations, Freed, Maxick & Battaglia, 2006
- Developmental Disabilities Education Seminar, People Inc., 2005
- Managing Grants with the Investor Model, United Way of Buffalo, 2004
- Developing Revenues from Grants and Donors, UB Institute for Nonprofit Agencies, 2002
- Managing People for Positive Performance Outcomes, UB Institute for Nonprofit Agencies, 2002
- Strategic Management in Nonprofit Organizations, UB Institute for Nonprofit Agencies, 2002
- Train the Trainer, EPIC - Every Person Influences Children, Inc., 2002
- Facilitator Training, EPIC - Every Person Influences Children, Inc., 2002
- Character Education Training, EPIC - Every Person Influences Children, Inc., 2002
- Advocacy Training, EPIC - Every Person Influences Children, Inc., 2002
- Meyers Briggs Professional Training, Spring 2001

EDUCATION

University at Buffalo, Buffalo, New York

Doctor of Philosophy in Sociology of Education, Minor: Higher Education Administration, 1997

Master of Education in Higher Education Administration, 1995

Bachelor of Science in Business Administration, Concentrations: Marketing and Human Resources, 1993

COMPUTER

Database/Statistical: Access, FoxPro for Windows, and SPSS 9.0 (familiarity)

Publishing/Presentation: Microsoft Publisher, PowerPoint

Word Processing/Spreadsheet: Microsoft Word, Excel

Internet (Basic): FrontPage 2000, FrontPage Express, WS_FTPLE, HTML (basic), and EZ2Edit

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BRIAN T. O'HERRON

125 PARKSIDE AVENUE, BUFFALO NY 14214

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Email: oherron@buffnet.net

- 2005 – present **Director, Clinical and Aging Services**, Catholic Charities of Buffalo NY
- Retain all duties of Vice-President of Clinical Services;
 - Administrative responsibility for services to the Aging, including Social Model Adult Day Care, housing and supportive services, foster grandparents and telephone assurance program.
- 1999 – 2005 **Vice-President of Clinical Services**, Catholic Charities of Buffalo NY
- Director of Monsignor Carr Institute, a licensed behavioral health subsidiary of Catholic Charities;
 - Oversee five mental health clinics serving children and adults;
 - Additional programs and services include intensive treatment for at-risk children, chemical dependency treatment, marriage counseling, adult psychosocial club, therapeutic art studio, school-based substance abuse prevention, abstinence-until-marriage education, case management, counseling for homebound individuals;
 - Oversee \$8 million budget, 120 staff including 11 direct reports, and 12 service sites;
 - Managed 100% growth in budget over four years;
 - Member, Catholic Charities senior management team.
- 1987 – 1999 **Director of Mental Health Services**, Buffalo Federation of Neighborhood Centers
Developed and managed multi-service behavioral health department in community-based organization, including residential, case management and psychosocial rehabilitation programs.
- Managed 700% growth in budget and personnel.
 - Oversaw \$3.5 million budget, 100 staff, and nine service sites;
 - Wrote funding proposals, policies and procedures;
 - Served as agency liaison to government and community.
- 1983 – 1987 **Case Management Supervisor**, Buffalo Federation of Neighborhood Centers
Started and supervised case management unit for adults with mental illness and individuals with developmental disability. Promoted to department head after four years.
- 1980 - 1983 **Emergency Outreach Counselor**, Suicide Prevention & Crisis Services, Buffalo NY
- Provided face to face assessment, linkage and referral for persons in psychiatric and familial crisis;
 - Determined need for and expedited psychiatric emergency evaluations;
 - Trained and supervised volunteers.
- 1978 – 1980 **Residential Aide**, United Cerebral Palsy Association of Western New York
Provided daily living skills training, medication management, socialization and support to developmentally disabled adults in a group home setting.

COMMUNITY AND VOLUNTEER EXPERIENCE

- 2002 – 2005 ***Vice-President***, Erie County Network, Inc.
Behavioral health consortium of 30+ agencies in Erie County
- 1999 – present ***Board Member & Treasurer***, Quality Behavioral Health MCO
For-profit network of behavioral health outpatient, inpatient and emergency facilities in Western New York
- 1999 – present ***Board Member & Secretary***, Counseling Center for Clergy and Religious
Agency of Roman Catholic Diocese of Buffalo NY
- 1997 – 1999 ***Board Member & Western Region Director***, Association for Community Living
New York State trade association of agencies providing residential psychiatric rehabilitation services
- 1987 - 1993 ***Founding Board Member & Treasurer***, Providence Community, Buffalo NY
NFP organization providing family homes for persons with developmental disability
- 1991 - 2008 ***Music Minister & Co-director***, SUNY Buffalo State College Campus Ministry
- 1995 - 2006 ***Board Member***, Buffalo Friends of Folk Music
All volunteer organization promoting the appreciation of folk and roots music

EDUCATION

SUNY University at Buffalo, ***MEd***, 1980, ***MBA***, 1990
St. Bonaventure University, ***BA***, 1977

REFERENCES: Furnished upon request

Lori M. Ricupito
207 West Woodside Avenue
Buffalo, New York 14220
(716) 824-1377

EDUCATION

- 1998 PH.D., Counselor Education, State university of New York at Buffalo (SUNY at Buffalo)
- 1994 M.S., Rehabilitation Counseling, SUNY at Buffalo.
- 1982 Ed.M., Community Counseling, SUNY at Buffalo
- 1980 B.A., Psychology (Cum Laude); Daemen College; Buffalo, NY.

CERTIFICATION

- 1994–Present Certified Rehabilitation Counselor (CRC), Commission on Rehabilitation Counselor Certification (CRCC)

PROFESSIONAL EXPERIENCE

- 2004-Present **Facilitator**, Catholic Diocese of Buffalo. Train diocesan employees and volunteers on the prevention of child sexual abuse (“Protecting God’s Children.”)
- 2001-Present **Supervisor**, Substance Abuse Prevention and Counseling (SAPAC) Unit, Monsignor Carr Institute; Buffalo, N. Y. Supervise Masters Level SAPAC staff and graduate level interns. Provide weekly training to interns. Member of ProjecTruth Advisory Board and Steering Committee, and Catholic Charities (CC) Diversity Awareness Team, facilitate Catholic Charities School-Based Services Committee. Write grants, counsel students, grades kindergarten through twelfth. Served as coordinator at the Turner Carroll Family Support Center. Train CC staff on various topics including Teens and Substance Abuse, Children of Alcoholics (COAS) Prepare budgets and contracts. Publicize SAPAC Program. Provide clinical supervision for Holy Cross Hispanic Youth Mentoring and Counseling Program.
- 1993-Present **Counselor**, Substance Abuse Prevention and Counseling (SAPAC) Unit Monsignor Carr Institute, Buffalo, NY. Provide individual and group counseling to students, grades pre-kindergarten through twelfth. Counseling issues include anxiety, anger, depression, substance abuse and sexuality. Counseled substance abuse clients aged 18 – 58. Develop and present workshops to parents on various topics including Attention Deficit/Hyperactivity Disorder (ADHD), grief and children, anger management, children and divorce. Develop and make classroom presentations. Serve as consultant to parents and faculty. Coordinate assessment procedures for SAPAC unit.

- 1998-2000 **Adjunct Faculty**, Counselor Education Department, Canisius College, Buffalo, NY. Instructed and supervised graduate level students in the area of counseling techniques.
- 1992-1993 **Coordinator** of writing and study skills tutorial services, Thomas J. Edwards Learning Center, SUNY at Buffalo. Recruited, trained and supervised 55 tutors. Scheduled tutoring hours; compiled statistics and prepared biweekly and semi-annual reports. Coordinated publicity, acted as office liaison with faculty.
- 1990-1992 **Teaching Assistant**, Thomas J. Edwards Learning Center, SUNY at Buffalo. Taught a 3 credit hour course, "Survey of Learning Methods". Assisted individual students with reading and study skills. Developed and presented workshops to campus community.
- 1986-1990 **Counselor**, Student Support Services Program, SUNY College at Fredonia, Fredonia, NY. Counseled students in all areas: personal, academic, career and financial. Assessed and evaluated needs of students with physical and learning disabilities and arranged for appropriate accommodations. **Coordinated** tutorial services; participated in the selection, hiring, supervision and training of tutors; scheduled tutoring sessions; managed the payroll of tutors. Co-developed and taught a freshman and transfer student orientation course. Developed and presented workshops to the campus community. Served as academic advisor, worked closely with students on academic probation to increase retention. Developed and monitored a student advisory board.
- 1985-1986 **Counselor**, Jamestown Community College, Jamestown, NY. Provided full range of counseling including academic advisement, career development and high school recruitment. Coordinated publicity for the counseling office. Developed and taught workshops for students and staff. Taught a 3 credit hour developmental studies course, "Achievement and Self".
- 1984-1985 **Counselor**, Community Pastoral Care Grief Center, Inc; Buffalo, NY. Co-facilitated group discussions; topics included illness, aging, and death. Counseled individuals and assessed students' readiness to begin ministering to their community.
- 1983-1985 **Counselor**, Private practice; Buffalo, NY. Counseled clients having difficulties in areas including interpersonal relationships, family discord, and overeating.

INTERNSHIPS

- 1992-1993 **Counseling Intern**, Office of Vocational and Educational Services for Individuals with Disabilities (V.E.S.I.D.): Buffalo, NY. Provided full range of counseling for addictions population: vocational, personal, financial and academic; eligibility determination; testing; linkage with community agencies; job development. Assisted with Job Club.

- 1992 **Counseling Intern**, Mid-Erie Mental Health Agency; Buffalo, NY. Counseled individuals having a variety of mental health and physical problems including chemical dependency, depression, anxiety, and co-dependency. Took intakes and completed assessments. Co-facilitated an Adult Mental Health group session, a Parenting group session, and Self-Esteem group session
- 1991 **Administrative Intern**, Methadone Clinic, Sisters of Charity Hospital; Buffalo, NY. Developed program policies, designed and implemented quality assurance plan, collected and analyzed data regarding patterns of drug use among clients.
- 1987-1988 **Administrative Intern**, Office of Academic Advising, SUNY College at Fredonia; Fredonia, NY. Evaluated and prepared articulation agreements between SUNY Fredonia and participating colleges/universities.
- 1978-1982 **Counseling Intern**, Daemen College, Buffalo, NY. Counseled students in all areas; established and staffed college drop-in center for students; developed and presented workshops for campus community.
- 1981 **Counseling Intern**, Presbyterian House of Western New York, Buffalo, NY. Developed, organized and maintained a counseling program for residents. Researched and wrote articles for the Presbyterian newsletter.
- 1979-1980 **Telephone Counselor**, Crisis Services, Inc: Buffalo, NY. Counseled people dealing with issues including addictions, family discord/domestic violence, and unemployment. Made referrals to community agencies.

RELATED EXPERIENCE

- 1985 **Instructor**, Arthritis Foundation of Western NY; Buffalo, NY. Taught a five week self-help course to people with arthritis.

PROFESSIONAL ACTIVITIES

- 2001 Member, Planning Committee for Intern Welcome and Orientation; Catholic Charities, Buffalo, NY
- 1986-1993 Member, Collegiate Consortium of Disability Advocates; Buffalo, NY
- 1986-1990 Member, Affirmative Action Sub-committee for the Disabled, SUNY College at Fredonia, Fredonia, NY.
- 1986 Member, Ad-hoc committee to evaluate and redesign Developmental Studies Program; Jamestown Community College, Jamestown, NY.

ACHIEVEMENTS

- 1994-Present **Certified Rehabilitation Counselor (CRC)**; Commission on Rehabilitation Counselor Certification (CRCC)
- 1989 Earned certificate as **disability advocate** upon completion of five week training program; Mayor's Advocacy Training Program, Mayor's Office for People with Handicapping Conditions, and Eastern Paralyzed Veteran's Association; Buffalo, NY
- 1980 **President**, Pi Gamma Mu Honor Society; Daemen College; Buffalo, NY
- 1978 Listed in Who's Who Among Students in American Universities and Colleges.

DISSERTATION

- 1998 The process by which teachers in Catholic parochial schools identify students who are underachieving, underachieving with a learning disability, or underachieving with attention deficit hyperactivity disorder.

REFERENCES Available upon request

Deborah A. Cooper

Experience	2006-Present	Buffalo Board of Education	Buffalo, NY
		District Support Teacher for Positive Behavior Interventions and Supports (PBIS)	
		<ul style="list-style-type: none">□ Serving 10 schools in the district with training and support strategies for the implementation of PBIS.	
		School Counselor	
		<ul style="list-style-type: none">▪ Served Academy School @ School #44	
	2004-2006	Westminster Community Charter	Buffalo, NY
		School Counselor	
		<ul style="list-style-type: none">▪ Served Westminster Community Charter	
	1998-2004	Buffalo Board of Education	Buffalo, NY
		School Counselor	
		<ul style="list-style-type: none">▪ Served Westminster Community School #68	
	1992-1998	Buffalo Board of Education	Buffalo, NY
		Title 1 School Counselor	
		<ul style="list-style-type: none">▪ Served Buffalo Public Schools numbered Broadway Village Elementary School 57, Harbor Heights School 4 Hamlin Park School 74 and School 45	
	1986-1992	Buffalo Board of Education	Buffalo, NY
		Second Grade Teacher	
		<ul style="list-style-type: none">▪ Served Buffalo Public Schools Fredrick Law Olmstead School 64, ECC School 82	
	March 1986	Buffalo Board of Education	Buffalo, NY
		Pre-kindergarten Teacher	
		<ul style="list-style-type: none">▪ Served Buffalo Public School # 19	
	1984-March 1986	1085 Eggert Road	Buffalo, NY
		Fourth Grade Teacher and Cheerleading Coach	
		<ul style="list-style-type: none">▪ Served Martin Luther Christian School	
	1982-1984	1333 South Avenue	Niagara Falls, NY
		Fourth & Fifth Grade (82-83) Fifth & Sixth Grade (83-84)	
		<ul style="list-style-type: none">▪ Served Trinity Lutheran Christian School	
	1979-1982	9439 South Wentworth Avenue	Chicago, IL

Kindergarten (79-80) First & Second Grade (80-82) Teacher

- Served Resurrection Luther Christian School

1976-1979 8301 South Damen Avenue Chicago, IL

Pre-Kindergarten Teacher

- Served Emmanuel Christian School

**Professional
Certification**

1997 State of New York – Permanent Certification in Counselor Education

1997 Certificate of Advance Study at Canisius College

1989 Buffalo, New York – Permanent Certification for Elementary Education

1989 New York State Permanent Certification for Elementary Education

Experience

1986-Present Buffalo Board of Education Buffalo, NY

African/African American Program Liaison for Board of Education

1996-Present Buffalo Board of Education Buffalo, NY

**Instructional Support Service for Teachers (I.S.S.T) Facilitator and
Team Member**

1998-Present Buffalo Board of Education Buffalo, NY

Section 504 Facilitator and Team Member

1998-2000 Buffalo Board of Education Buffalo, NY

President and Past President Buffalo School Counselors Association

1998 Buffalo Board of Education Buffalo, NY

Title 1 Curriculum Committee Conflict Resolution

1997-1999 Buffalo Board of Education Buffalo, NY

Non-Violent Training and Certification

1992-1996 Buffalo Board of Education Buffalo, NY

Title 1 – District Trainer for Conflict Resolution

1996-Present Buffalo Board of Education Buffalo, NY

Member-New York State Counselors Association

1996-2000 Buffalo Board of Education Buffalo, NY

Member-American Counselors Association

**Volunteer
Experience**

1982-Present 26 Brunswick Blvd. Buffalo, NY

Church Board of Christian Education

Served Lutheran Church of Our Savior

1992-1998

1550 Hertel Avenue

Buffalo, NY

Board of Directors Member

Community Services for the Developmentally Disabled

Tammy Regnet

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821-7722 ext. 21 (office)
tregnet@wnyunited.org

Education

Masters of Science, Student Personnel Administration, *May 2005*
Buffalo State College, Buffalo, New York

Bachelor of Arts, Sociology, *December 2002*
Buffalo State College, Buffalo, New York

Professional Experience

Achievement Mentor Program (AMP) Coordinator

WNY United Against Drug & Alcohol Abuse, Inc., Cheektowaga, New York, *September 2006-present*

- Administer and facilitate the AMP in 10 Buffalo Public Schools to adhere to WNY United's practice of preventing the use of alcohol and drugs.
- Oversee budget lines for all 10 AMP schools.
- Recruit and supervise Achievement Mentor Advisor and 30 Achievement Mentors.
- Responsible for planning and implementing student achievement events.
- Maintain database for managing program, including referral process.
- Participate in "Best Practices" Mentoring Roundtable and WNY Service Learning Coalition.
- Plan and implement monthly Achievement Mentor meetings at each school.
- Facilitate Achievement Mentor training.
- Coordinate AMP with "Closing The Gap" practices in all 6 "Closing The Gap" schools.
- Develop and oversee a facilitation process in "Non-Closing The Gap" schools.

Prevention Specialist

WNY United Against Drug & Alcohol Abuse, Inc., Cheektowaga, New York, *November 2005-present*

- Facilitate Lifeskills curriculum in 5th and 6th grade to inner city youth to prevent the use of drugs and alcohol.
- Adept in providing Conflict Resolution in Pre-k-4th grade.
- Advise, recruit, and maintain enrollment for student Leaders In Training at selected school(s).
- Responsible for classroom management and facilitation of 6th grade summer program class.
- Adhere to "Closing The Gap" policies and procedures in selected schools.
- Mentor students in areas of Academics, behavior, and attendance.

Internships/Graduate Assistantships

Graduate Intern, Evening Student Activities

Medaille College, Buffalo, New York, *January 2005 -May 2005*

- Develop, implement, and advise evening student council.
- Recruit evening student leaders.
- Oversee evening student newsletter.
- Plan and implement events on campus.
- Work with Institutional Research department to evaluate campus activities.

Graduate Assistant, Health and Counseling Center

Medaille College, Buffalo, New York, *August 2004- June2005*

- Responsible for the planning and implementation of all health related educational programming.
- Developing the utilization of health education programming on campus.
- Assess the wellness needs of the campus community.
- Marketing the health and counseling services and programs.

Tammy Regnet

Graduate Intern, Alcohol, Other Drugs, and Violence (AODV)

Buffalo State College, Buffalo, New York, *August 2004- May 2005*

- Administer AODV programming on campus.
- Provide leadership regarding the awareness and education of alcohol, other drugs, and violence prevention.
- Supervise 4 peer educators.
- Develop, present, and evaluate AODV prevention programming.
- Conducted Client Education Sessions to females on campus.
- Participate in on campus planning committees to raise awareness on campus during events

Graduate Intern, Health Education

Buffalo State College, Buffalo, New York, *August 2003- May 2004*

- Instrumental in the planning and development of major events including Breast Cancer Awareness, Great American Smoke Out, and World AIDS Day.
- Supervised 3 peer educators.
- Conducted Client Education Sessions to females on campus.
- Organized and developed health education programs.
- Developed a community service project to raise funds for local charity.
- Coordinated Breast Cancer Fashion Show to raise awareness.
- Initiated inter-departmental cooperation in sponsoring events.
- Hosted a weekly call-in radio show on sexual awareness, alcohol, and drugs.
- Organized "Wellness Wednesday's" Series and recruited area professionals.
- Planned and implemented weekly peer educator meetings.
- Received the Student Personnel Administration Program award for "Outstanding Internship".

Skills

- Adept at program planning and development.
- Serve as an initiator with creative talents.
- Excellent oral and written communication skills.
- Experienced in preparing budgets, balancing income and expenditures.
- Highly successful in advertising and marketing educational programs.
- Consistently use teamwork and interdepartmental resources.
- Able to establish strong working relationships with students and staff.
- Trained in Social Norms Theory and Environmental Management.
- Successful as a team player and motivator.

Related Educational Training

- What Works In Prevention, Chautauqua Alcoholism and Substance Abuse Council, *September 2006*
- True Colors Training, WNY United, Inc, *May 2006*
- Current Trends In Substance Abuse, The Erie County Council for The Prevention of Alcohol and Substance Abuse, Inc., *May 2006*
- Training Curriculum for Substance Abuse Prevention Specialist, NYS Office of Alcoholism and Substance Abuse Services, *January 2006*
- College Student Personnel Association of New York Annual Conference, *October 2004*
- Response to Sexual Violence in a College Community, Crisis Services, *June 2004*
- Targeting the Enemy-Obesity: A Growing Epidemic, Western New York Health Care System, *November 2003*
- Safe Zone Training, Buffalo State College, *November 2003*
- Student Personnel Administration Professional Development Conference, *November 2003*
- Overview of HIV Infection and AIDS Training, AIDS Community Services of Western New York, *August 2004*
- Peer Education Training, Buffalo State College, *August 2003, August 2004*
- Welcoming Diversity Workshop, Buffalo State College, *February 2003*
- Sociology Conference, In the Age of Machines, Buffalo State College, *March 2002*
~Presented a paper titled the *Covered Power*

Beth A. Anzalone, CPP
5118 Orchard Ave.
Hamburg, NY 14075
(716) 627-6523

BACKGROUND

I am a Senior Prevention Specialist with 20+years experience in the implementation of critical prevention programming. I successfully combine expert qualifications in strategic planning, youth management, teambuilding, and leadership with consistent success. I am trained in using an environmental systems approach in trying to create a climate on the college campus that benefits all students. It is my belief that by creating environments where students feel valued, bonded to their school/community, and used as resources that they will contribute in a positive way to their surroundings. I have a deep commitment to help individuals make healthy life choices and decisions and, more importantly, help young people reach their fullest potential.

PROFESSIONAL EXPERIENCE

1993-Present

**Senior Prevention Specialist,
WNY United Against Drug & Alcohol Abuse**

- Supervise all aspects of the prevention department, including programming.
- Assist Prevention Specialist in the department with program development and implementation. This service is provided in the Buffalo Public School system along with suburban and rural districts.
- Provide training for administrators, teachers, staff, parents, and students in the concepts of prevention.
- Provide specialized training for groups in research, school success, social, emotional learning concepts, along with life skills development and creative problem solving facilitation.
- Conduct community/school surveys to develop awareness and create educational materials.
- Serve on a number of school/community boards, providing technical assistance as well as direct service.
- Facilitate Violence Prevention workshops with each of the stakeholder groups.

1990-1993

**Prevention Specialist, Moline, IL
Rock Island County Council on Addictions (RICCA)**

- Worked in urban, rural and suburban school district providing program development and implementation in the area of substance abuse prevention.
- Provided training, conducted needs assessments, and served as a resource for program development.
- Certified Natural Helpers trainer.
- Certified as a Conflict Resolution specialist.
- Facilitated the states Parenting Partnership program at the Rock Island Arsenal (extensive parenting skills program).
- Facilitated mentor/tutor training to all young adults who worked in our after school program.

1983 – 1993

**Assistant Program Coordinator
Town of Hamburg Youth Bureau, Hamburg NY**

- Worked specifically on the development and implementation of a town-wide drug & alcohol prevention program.
- Responsible for the collaboration of both school districts in the town to implement this program.
- Worked with administrators, teachers, staff, and parents to provide training in the area of drug and alcohol abuse prevention.
- Worked as a staff member at the local youth center to provide after school programming (tutoring and mentoring).

1978 – 1983

**Classroom Teacher, Hamburg Pre-School,
Hamburg, NY**

- Responsible for total curriculum development for children 4-5 years old.
- Responsible for Kindergarten school screening.
- Monitored daily classroom activities and social/cognitive development of students.

2000 Received certification as Credentialed Prevention Professional (CPP)

Education

1978 State University of New York At Alfred
Associate Degree in Human Services

Volunteer/Professional Business 1999 to present:

Life Skills Coach for Men's and Woman's Basketball

Buffalo State College

Canisius College

D'Youville College

University of MD Eastern Shore

Mount Mercy High School

Sweet Home High School

Lancaster High School

Lake Shore High School.

BRIAN HIGGINS
27TH DISTRICT, NEW YORK

COMMITTEE ON TRANSPORTATION
AND INFRASTRUCTURE
HIGHWAYS, TRANSIT AND PIPELINES
WATER RESOURCES AND ENVIRONMENT
COAST GUARD AND MARITIME
TRANSPORTATION

COMMITTEE ON GOVERNMENT
REFORM
ENERGY AND RESOURCES
NATIONAL SECURITY, EMERGING THREATS,
AND INTERNATIONAL RELATIONS

Congress of the United States
House of Representatives
Washington, DC 20515-3227

WASHINGTON OFFICE:
431 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3305
(202) 224-0347 (FAX)

WESTERN NEW YORK OFFICES:
LARKIN BUILDING
726 EXCHANGE STREET
SUITE 601
BUFFALO, NY 14210
(716) 852-3501
(716) 852-3929 (FAX)

FENYON BUILDING
2 EAST 2ND STREET
SUITE 305
JAMESTOWN, NY 14701
(716) 484-9728
(716) 484-1049 (FAX)

Website: www.house.gov/higgins

April 7, 2008

U.S. Department of Education
Office of Innovation and Improvement
Full-Service Community Schools Program
400 Maryland Avenue, SW
Washington, D.C. 20202

**RE: Support for United Way of Buffalo & Erie County's application - (CFDA Number: 84.215J)
OMB No. 1890-0009.**

To Whom It May Concern:

The 27th Congressional District, of which I proudly represent, is home to this regions' industrial past and also holds great promise for restoration and re-use. While the challenges are substantial, the increased focus on rebuilding our economic base by smartly targeting private and public investments to our waterfront, our former steel plants and maximizing our proximity to our country's greatest trading partner, Canada, is bringing back a renewed sense of community confidence.

Education as an economic development strategy is a cornerstone of our re-emergence as a strong and stable community. There is recognition that academic success is better achieved when there is an underlying system of schools that maintain safe and orderly environments, supported by a community deeply involved in the success of children, rising from a base of collaboration and cooperation with the School District and community resources.

It is because of that recognition that I support United Way of Buffalo & Erie County's application for a Full Service Community Schools Program grant award to implement the FSCS-CTG Consortium in two low performing Buffalo Public Schools within the 27th Congressional District. Lovejoy Discovery School #43 and Southside Elementary School #93 are the two schools targeted for the Full Service Community Schools Program, providing comprehensive academic, social, mental, physical and other supportive programs to meet individual needs of students and their families. With poverty numbers greater than the School District average and faced with serious academic challenges, both schools more than qualify for this additional support.

Every student and family in the 27th Congressional District and in Western New York deserves the opportunity to reach their fullest potential. With your support of this application, the students and families of Buffalo Public Schools #43 and #93 will have that opportunity. Thank you.

Sincerely,


Brian Higgins

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **0020-Mandatory_27CDLtr_of_support.pdf**

BRIAN HIGGINS
27TH DISTRICT, NEW YORK

COMMITTEE ON TRANSPORTATION
AND INFRASTRUCTURE
HIGHWAYS, TRANSIT AND PIPELINES
WATER RESOURCES AND ENVIRONMENT
COAST GUARD AND MARITIME
TRANSPORTATION

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Sincerely,


Brian Higgins

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **496-Mandatory_Budget_Narrative97.doc**

Attachment 2:

Title: Pages: Uploaded File: **6020-Catholic_Charities_Budget.pdf**

Attachment 3:

Title: Pages: Uploaded File: **8937-Catholic_Charities-MCI_Budget.pdf**

Attachment 4:

Title: Pages: Uploaded File: **7201-EPIC_Budget.pdf**

Attachment 5:

Title: Pages: Uploaded File: **1404-JAM_Budget.pdf**

Attachment 6:

Title: Pages: Uploaded File: **619-WNY_United_Budgets.pdf**

Department of Education - Budget Information FSCS-CTG Consortium

Section A – Budget Narrative

Year 1

1. Personnel	
Fulltime, permanent staff	
Director of School Community Collaborations	
\$60,000 x 50% =	\$30,000
VP Community Impact	
\$70,000 x 20% =	\$14,000
Subtotal	\$44,000
2. Fringe Benefits	0
All fringe costs are considered in kind support	
3. Travel	
4 staff – two FSCS School Coordinators	
VP of Community Impact	
Director of School Community Collaborations	
To attend grant meeting in D.C.	\$4,000
4. Equipment	0
Costs considered in kind expense	
5. Supplies	
PBIS supplies only	\$10,000
\$5,000 per school	
6. Contractual	
Costs include all personnel, supervision and support for program staff	
In the partner agencies	
<input type="checkbox"/> Catholic Charities-2 FTE School Coordinators	\$120,000
<input type="checkbox"/> Catholic Charities Monsignor Carr Institute	
2 FTE Mental Health Coordinators	\$100,000
<input type="checkbox"/> Joan A. Male – 2FTE Family Social Workers	\$100,000
<input type="checkbox"/> EPIC - .5 Parent advocate and Parenting workshops	\$50,000
<input type="checkbox"/> WNY United – 6 PT Tutor Mentors	<u>\$50,000</u>
Total	\$420,000
7. Construction	0
8. Other	0
9. Grand Total Direct Costs	\$478,000
10. Indirect Costs – 10% of Salary only	\$4,400
11. Total Costs	\$482,400

Department of Education - Budget Information FSCS-CTG Consortium
 Section A – Budget Narrative
 Year 2

1. Personnel		
Fulltime, permanent staff		
Director of School Community Collaborations		
\$60,000 x 50% x 3%=		\$30,900
VP Community Impact		
\$70,000 x 20% x 3%		\$14,420
Subtotal		\$45,320
2. Fringe Benefits		0
All fringe costs are considered in kind support		
3. Travel		
4 staff – two FSCS School Coordinators		
VP of Community Impact		
Director of School Community Collaborations		
To attend grant meeting in D.C.		\$4,000
4. Equipment		0
Costs considered in kind expense		
5. Supplies		
PBIS supplies only		\$10,000
\$5,000 per school		
6. Contractual		
Costs include all personnel, supervision and support for program staff		
In the partner agencies plus		
<input type="checkbox"/> Catholic Charities-2 FTE School Coordinators x 3%		\$123,600
<input type="checkbox"/> Catholic Charities Monsignor Carr Institute		
2 FTE Mental Health Coordinators		\$100,000
<input type="checkbox"/> Joan A. Male – 2FTE Family Social Workers x 3%		\$103,000
<input type="checkbox"/> EPIC - .5 Parent advocate and Parenting workshops		\$50,000
<input type="checkbox"/> WNY United – 6 PT Tutor Mentors		<u>\$50,000</u>
Total		\$426,600
7. Construction		0
8. Other		0
9. Grand Total Direct Costs		\$485,920
10. Indirect Costs – 10% of Salary only		\$4,532
11. Total Costs		\$490,452

Department of Education - Budget Information FSCS-CTG Consortium
 Section A – Budget Narrative
 Year 3

1. Personnel	
Fulltime, permanent staff	
Director of School Community Collaborations	
\$60,000 x 50% x 3%=	\$31,827
VP Community Impact	
\$70,000 x 20% x 3%	\$14,853
Subtotal	\$46,680
2. Fringe Benefits	0
All fringe costs are considered in kind support	
3. Travel	
4 staff – two FSCS School Coordinators	
VP of Community Impact	
Director of School Community Collaborations	
To attend grant meeting in D.C.	\$4,000
4. Equipment	0
Costs considered in kind expense	
5. Supplies	
PBIS supplies only	\$10,000
\$5,000 per school	
6. Contractual	
Costs include all personnel, supervision and support for program staff	
In the partner agencies plus	
<input type="checkbox"/> Catholic Charities-2 FTE School Coordinators x 3%	\$127,308
<input type="checkbox"/> Catholic Charities Monsignor Carr Institute	
2 FTE Mental Health Coordinators	\$100,000
<input type="checkbox"/> Joan A. Male – 2FTE Family Social Workers x 3%	\$106,090
<input type="checkbox"/> EPIC - .5 Parent advocate and Parenting workshops	\$50,000
<input type="checkbox"/> WNY United – 6 PT Tutor Mentors	<u>\$50,000</u>
Total	\$433,398
7. Construction	0
8. Other	0
9. Grand Total Direct Costs	\$494,078
10. Indirect Costs – 10% of Salary only	\$4,668
11. Total Costs	\$498,746

Department of Education - Budget Information FSCS-CTG Consortium
 Section A – Budget Narrative
 Year 4

1. Personnel	
Fulltime, permanent staff	
Director of School Community Collaborations	
\$60,000 x 50% x 3%=	\$31,827
VP Community Impact	
\$70,000 x 20% x 3%	\$11,140
Subtotal	\$43,922
2. Fringe Benefits	0
All fringe costs are considered in kind support	
3. Travel	
3 staff – two FSCS School Coordinators	
VP of Community Impact	
Director of School Community Collaborations	
To attend grant meeting in D.C.	\$3,000
4. Equipment	0
Costs considered in kind expense	
5. Supplies	
PBIS supplies only	\$8,000
\$5,000 per school	
6. Contractual	
Costs include all personnel, supervision and support for program staff	
In the partner agencies plus	
<input type="checkbox"/> Catholic Charities-2 FTE School Coordinators x 3%	\$131,127
<input type="checkbox"/> Catholic Charities Monsignor Carr Institute	
2 FTE Mental Health Coordinators	\$100,000
<input type="checkbox"/> Joan A. Male – 2FTE Family Social Workers x 3%	\$109,273
<input type="checkbox"/> EPIC - .5 Parent advocate and Parenting workshops	\$50,000
<input type="checkbox"/> WNY United – 6 PT Tutor Mentors	<u>\$50,000</u>
Total	\$440,400
7. Construction	0
8. Other	0
9. Grand Total Direct Costs	\$498,080
10. Indirect Costs – 10% of Salary only	\$4,392
11. Total Costs	\$499,714

Department of Education - Budget Information FSCS-CTG Consortium
 Section A – Budget Narrative
 Year 5

1. Personnel	
Fulltime, permanent staff	
Director of School Community Collaborations	
\$60,000 x 50% x 3%=	\$33,765
VP Community Impact	
\$70,000 x 20% x 3%	in kind
Subtotal	\$33,765
2. Fringe Benefits	0
All fringe costs are considered in kind support	
3. Travel	
3 staff – two FSCS School Coordinators	
Director of School Community Collaborations	
To attend grant meeting in D.C.	\$3,000
4. Equipment	0
Costs considered in kind expense	
5. Supplies	
PBIS supplies only	\$8,000
\$5,000 per school	
6. Contractual	
Costs include all personnel, supervision and support for program staff	
In the partner agencies plus	
<input type="checkbox"/> Catholic Charities-2 FTE School Coordinators x 3%	\$135,061
<input type="checkbox"/> Catholic Charities Monsignor Carr Institute	
2 FTE Mental Health Coordinators	\$100,000
<input type="checkbox"/> Joan A. Male – 2FTE Family Social Workers x 3%	\$112,551
<input type="checkbox"/> EPIC - .5 Parent advocate and Parenting workshops	\$50,000
<input type="checkbox"/> WNY United – 6 PT Tutor Mentors	<u>\$50,000</u>
Total	\$447,612
7. Construction	0
8. Other	0
9. Grand Total Direct Costs	\$492,377
10. Indirect Costs – 10% of Salary only	\$3,377
11. Total Costs	\$495,754



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

OMB Control Number: 1890-0018
Expiration Date: 02/28/2011

Name of Institution/Organization

Catholic Charities of Buffalo

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	79,606	81,994	84,454	86,988	89,597	422,639
2. Fringe Benefits	27,101	27,914	28,751	29,613	30,502	143,880
3. Travel	446	459	473	487	502	2,367
4. Equipment	1,636	1,685	1,736	1,788	1,842	8,688
5. Supplies	398	410	422	435	448	2,113
6. Contractual						
7. Construction						
8. Other	1,968	2,027	2,088	2,151	2,215	10,449
9. Total Direct Costs (lines 1-8)	111,155	114,489	117,924	121,462	125,106	590,136
10. Indirect Costs*	7,961	8,199	8,445	8,699	8,960	42,264
11. Training Stipends	885	911	938	967	996	4,696
12. Total Costs (lines 9-11)	120,000	123,600	127,308	131,127	135,061	637,096

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

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

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

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

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

Approving Federal agency: ___ ED ___ Other (please specify): _____

(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)?

Name of Institution/Organization

Catholic Charities of Buffalo

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 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	10,394	10,706	11,027	11,358	11,699	55,183
2. Fringe Benefits	3,538	3,645	3,754	3,867	3,983	18,786
3. Travel	58	60	62	64	66	309
4. Equipment	214	220	227	233	240	1,134
5. Supplies	52	54	55	57	58	276
6. Contractual						
7. Construction						
8. Other	257	265	273	281	289	1,364
9. Total Direct Costs (Lines 1-8)	14,513	14,949	15,397	15,859	16,335	77,053
10. Indirect Costs	1,039	1,071	1,103	1,136	1,170	5,518
11. Training Stipends	115	119	123	126	130	613
12. Total Costs (Lines 9-11)	15,668	16,138	16,622	17,121	17,635	83,184

SECTION C - BUDGET NARRATIVE (see instructions)

Budget Narrative
Scenario III

Project Year 1

				Gross Costs	Adjustmts to Alloc.	Net	
1 Personnel:							
2.0 FTE	Site Coordinator			\$90,000	-\$10,394	\$79,606	
				<u>\$90,000</u>			\$79,606
2 Fringe Benefits:							
		MH Coord Superv					
	FICA			\$8,884	-\$795	\$6,089	
	Workers Comp.			\$3,189	-\$368	\$2,821	
	Unemployment Insur.			\$680	-\$79	\$601	
	Disability Insur.			\$564	-\$65	\$499	
	Medical Insur.			\$17,478	-\$2,019	\$15,459	
	Dental Insur			\$1,462	-\$169	\$1,293	
	Vision Insur.			\$232	-\$27	\$205	
	Life Insur.			\$132	-\$15	\$117	
	EAP/Other			\$18	-\$2	\$16	
				<u>\$30,639</u>			
Total Salary and Fringe						-\$3,538	\$27,101
					#####		\$106,707
3 Travel:							
Miles	1200 @	\$0.42		\$504	-\$58	\$446	
4 Equipment:							
	Two computer workstations			\$1,850	-\$214	\$1,636	
5 Supplies				\$450	-\$52	\$398	
6 Contractual							
7 Construction							
8 Other							
	Telecommunications			\$1,680	-\$194	\$1,486	
	Audit Fee			\$120	-\$14	\$106	
	Insurance			\$175	-\$20	\$155	
	Repairs and Maintenance			\$250	-\$29	\$221	
				<u>\$2,225</u>			
						-\$257	\$1,968
9 Total Direct Costs				\$125,668			
10 Indirect Costs							
	10.00% Allowable			\$9,000	-\$1,039	\$7,961	
	11.60% CC rate	\$14,363					
11 Training Stipends				<u>\$1,000</u>	<u>-\$115</u>	<u>\$885</u>	
12 Total Costs				<u>\$135,668</u>	<u>-\$15,668</u>	<u>\$120,000</u>	

FEB. 15. 2008 10:20AM

NO. 0687 P. 4
ORIGINAL

NONPROFIT RATE AGREEMENT

EIN #: 1160743251A1

DATE: February 15, 2008

ORGANIZATION:
 Catholic Charities of Buffalo
 525 Washington Street
 Buffalo

FILING REF.: The preceding
 Agreement was dated
 February 22, 2007

NY 14203-1796

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES*

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

TYPE	EFFECTIVE PERIOD		RATE (%)	LOCATIONS	APPLICABLE TO
	FROM	TO			
PRED.	07/01/07	06/30/08	11.6	On-Site	All Programs
PRED.	07/01/08	06/30/09	10.7	On-Site	All Programs
PROV.	07/01/09	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending June 30, 2009.		

***BASE:**

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations) and subawards.

ORGANIZATION:
Catholic Charities of Buffalo

AGREEMENT DATE: February 15, 2008

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its indirect cost pool as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as indirect costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-122 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing indirect costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of indirect costs allocable to these programs.

BY THE ORGANIZATION:

Catholic Charities of Buffalo

(ORGANIZATION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

Todd Humphrey
Todd Humphrey
Chief Financial Officer
2/21/08

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Robert I. Aaronson

(NAME)

DIRECTOR, DIVISION OF COST ALLOCATION

(TITLE)

FEBRUARY 15, 2008

(DATE) 1011

HHS REPRESENTATIVE: Regina DiGennaro

Telephone: (212) 264-2069

FEB. 15. 2008 10:20AM

NO. 0687 P. 5

ORGANIZATION:
Catholic Charities of Buffalo

AGREEMENT DATE: February 15, 2008

SECTION II: SPECIAL REMARKS

TREATMENT OF PAID ABSENCES:

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims for the costs of these paid absences are not made.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs.

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$2,500 or more per unit.

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

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization
Catholic Charities of Buffalo, New York

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	67,957	68,647	69,333	69,333	69,333	344,613
2. Fringe Benefits	22,024	22,244	22,467	22,467	22,467	111,668
3. Travel	576	593	611	629	648	3,058
4. Equipment	1,000	0	0	0	0	1,000
5. Supplies	0	0	0	0	0	0
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	636	651	656	637	618	3,198
9. Total Direct Costs (Lines 1-8)	92,203	92,135	93,067	93,067	93,067	463,539
10. Indirect Costs	6,797	6,865	6,933	6,933	6,933	34,461
11. Training Stipends	1,000	1,000	0	0	0	2,000
12. Total Costs (Lines 9-11)	100,000	100,000	100,000	100,000	100,000	500,000

***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: X Yes ___ No

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2008 (mm/dd/yyyy)
Approving Federal Agency: ED X Other (please specify): DHHS

(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 X Complies with 34 CFR 76.564(c)(2)?

**U.S. DEPARTMENT OF EDUCATION FUNDS
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS
SECTION C – BUDGET NARRATIVE**

PROJECT YEAR 1

1. Personnel: 67,967
 - 2.0 fte social worker III/mental health counselor @ 31,829
 - 0.1 fte supervisor @ 4,309
2. Fringe Benefits: 22,024
 - Worker's comp. @ 2,255
 - Unemployment insurance @ 340
 - Disability insurance @ 1,127
 - FICA @ 4,870
 - Medical @ 10,998
 - Dental @ 992
 - Vision @ 161
 - Life insurance @ 68
 - EAP @ 18
 - Supervisor fringes, 11,940 @ 10%, 1,194
3. Travel: 1,200 miles @ 0.48
4. Equipment: one (1) computer workstation @ 1,000
5. Supplies: N/A
6. Contractual: N/A
7. Construction: N/A
8. Other:
 - Cell phone: 2 @ 240
 - Audit @ 56
 - liability insurance @ 100
9. Total Direct Costs: 92,203
10. Indirect Costs: 10% of salaries, 6,797
11. Training Stipends: conference registration fees @ 1,000
12. Total Costs: 100,000



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

OMB Control Number: 1890-0018
Expiration Date: 02/28/2011

Name of Institution/Organization

EPIC-Every Person Influences Children, Inc.

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	21,400	22,149	22,924	23,727	24,557	114,757
2. Fringe Benefits	4,344	4,496	4,654	4,816	4,985	23,296
3. Travel						
4. Equipment						
5. Supplies	14,816	11,195	11,586	11,992	12,412	62,000
6. Contractual	1,500	1,553	1,607	1,663	1,721	8,044
7. Construction						
8. Other	4,800	4,968	5,142	5,322	5,508	25,740
9. Total Direct Costs (lines 1-8)	46,860	44,360	45,913	47,520	49,183	233,836
10. Indirect Costs*	2,140	2,215	2,292	2,373	800	9,820
11. Training Stipends						
12. Total Costs (lines 9-11)	49,000	46,575	48,205	49,893	49,983	243,656

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:

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

Approving Federal agency: ___ ED ___ Other (please specify): ___

- (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)?

Name of Institution/Organization

EPIC-Every Person Influences Children, Inc.

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 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	6,500	6,728	6,963	7,207	7,459	34,856
2. Fringe Benefits	1,300	1,346	1,393	1,441	1,492	6,971
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	1,000	1,035	1,071	1,109	1,148	5,362
9. Total Direct Costs (Lines 1-8)	8,800	9,109	9,427	9,757	10,099	47,189
10. Indirect Costs	1,320	1,366	1,414	1,464	1,515	7,078
11. Training Stipends						
12. Total Costs (Lines 9-11)	10,120	10,475	10,841	11,221	11,614	54,267

SECTION C - BUDGET NARRATIVE (see instructions)

EPIC Every Person Influences Children, Inc.
Full Service Community Schools

Budget Narrative:

Section A

**** Across the 5 years, starting in Year 2, there is a 3.5% COLA adjustment for all budget items.**

1. **Personnel Costs:** EPIC will hire a .5 FTE School Liaison to coordinate EPIC activities and programs at each of the proposed schools. In addition, the School Liaison will represent EPIC on all committees and boards deemed necessary by the United Way of Buffalo and Erie County, the lead applicant on the proposed initiative. The Regional Director will supervise the School Liaison and oversee EPIC's portion of the project budget.
2. **Fringe Costs:** Calculated at 20% and applied to each of the five years with a 3.5% COLA
3. **Travel:** Zero Costs
4. **Equipment:** Zero Costs
5. **Supplies:** The supplies line will be used to purchase standard office supplies including but not limited to paper, letterhead, stapler, tape dispenser, calendar, etc.
 - **Program Supplies:** Program supplies include all supplies necessary to implement the Parenting Workshop series. This includes handouts, flip charts, markers, paper, etc.
 - **Workshop Series Refreshments:** Each workshop will provide refreshments for its participants. The standard cost is approximately \$50 per workshop with six in a series and four held throughout the year. This multiplied by two schools results in \$2400 for the first year and a COLA adjustment each additional year of the grant.
 - **Manuals & Shipping:** Each participant (10 per series) receives a parent manual. Standard shipping is 6%. There will be 4 series per year for a total of 40 participants at each school.
 - **Building Your Child's Success in School books:** This manual will be provided to all 80 parent participants each year. The content of this manual supports the workshop experience as well as provides overviews on today's educational language, laws, and NCLB services. In addition, it provides activities for parents to engage their children at home.
 - **Parent Advocacy Series:** This is a four part series that helps parents prepare for leadership roles in their school. \$2400 is standard cost for the series. This series has recently been updated.
 - **Creating Home School Partnerships:** This training incorporates teachers, parents and administrators, is in line with the Buffalo Public School parent involvement

initiatives, and assists schools with either creating a strong parent involvement plan or evaluating and fine tuning an existing one.

6. **Contractual:** EPIC has used the services of HausMark Research Associates for over 8 years on federal, state, and foundation grants. This fee is a standard fee for an end of the year evaluation report.
7. **Construction:** Zero Costs
8. **Other:** EPIC provides stipends for EPIC facilitators to implement the EPIC parent Workshops. The stipends include \$50/workshop*6 workshops/series*4series*2 schools
9. **Total Direct Costs:** Sums #1 through #8
10. **Indirect Costs:** Indirect costs of 10% are applied to the Personnel salaries only, prior to applying fringe (applied to #1 only)
11. **Training Stipends:** Zero Costs

Section B

1. **Personnel:** The Vice President of Training will be responsible for monitoring quality control and assessing all training staff. Funds to cover the VP of Training and Development come from other resources including Partnerships in Character grant from the US Dept. of Education as well as several private foundation grants and from organizational operations.
2. **Fringe:** Calculated at 20% an applied to each of the five years with a 3.5% COLA
8. **Other:** Marketing costs are covered and leveraged from other funders like EPIC's Parental Information and Resource Center (PIRC) grant as well as several private foundations.



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

OMB Control Number: 1890-0018
Expiration Date: 02/28/2011

Name of Institution/Organization

Joan A. Male Family Support Center

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	71,493	73,638	75,846	78,121	80,464	379,562
2. Fringe Benefits	13,817	14,021	14,230	14,446	14,668	71,182
3. Travel	1,248	1,142	1,814	1,814	1,814	7,832
4. Equipment	2,000	2,000	2,000	2,000	2,000	10,000
5. Supplies	2,767	2,767	2,767	3,459	4,172	15,932
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	3,613	3,613	3,613	3,613	3,613	18,065
9. Total Direct Costs (lines 1-8)	94,938	97,181	100,270	103,453	106,731	502,573
10. Indirect Costs*	4,662	4,663	4,663	4,662	4,662	0
11. Training Stipends	400	1,158	1,158	1,158	1,158	5,032
12. Total Costs (lines 9-11)	100,000	103,000	106,090	109,273	112,551	530,914

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

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

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

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

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

Approving Federal agency: ___ ED ___ Other (please specify): ___

(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)?

Closing The Gap ~ Full Service Schools Expansion
Budget Narrative

SECTION A ~ U.S. DEPARTMENT OF EDUCATION FUNDS

1. Personnel: Direct service staff (charged as direct service cost) for the **Full Service Schools** program are as follows: **(\$71,493)**

Full-Time Positions (100%):

One (1) Supervisor (16,500)

Two (2) Family Social Worker (53,000)

* Part-Time Positions

One (1) Clinical Director (1,993)

*Part time positions (less than 100%) are calculated by the percentage x annual salary for each position and the number of hours per week the employee devotes to the program, and are allocated as a direct program expense. ***The Clinical Director and Supervisor expenses charged to the U.S. Department of Education Funds have been pro-rated according to the time spent with two of the Program's six workers.***

2. Fringe Benefits include FICA (\$5,469); Workers Compensation insurance (\$1,308); NY State Disability Insurance (\$318); and NY State Unemployment Insurance (\$866), all of which are required employee benefits and are calculated for each employee according to established rates. Health Insurance (\$5,856) is calculated by the Agency's portion (\$250.00) of the monthly health insurance premium for each full-time employee who elects to participate. **(\$13,818)**
3. Travel is an integral part of all Joan A. Male Family Support Center services, including Full Service Schools. This funding allows Family Social Workers to go to client homes for home-based counseling, to take clients to necessary appointments such as doctor's visits, etc. It also allows Family Social Workers to transport children to activities via Agency vans or personal vehicles to assure each child has an opportunity to participate. Each worker keeps a daily record of mileage and is reimbursed at \$.40 per mile, which is charged as an actual expense to the program. Additionally, there are occasions when we provide Bus tokens, cabs in emergencies, tolls and parking to insure clients are able to meet basic needs (i.e. attend WIC appointments, apply for benefits, take a sick child to the hospital emergency room, etc.) These are direct program costs and are charged as actual expenses to the program. **(\$1,248)**
4. Equipment is projected at **\$2,000** to purchase needed computers, software, and printer needed for new Program staff.
5. Supplies includes the following: Refreshments/Incentives are used with both students and parents. Students receive snacks during after school and summer activities. They also receive small items as incentives for participation in peer groups or as an acknowledgement of accomplishments. Parents receive door prizes and refreshments as an encouragement for them to participate in school based activities. Supplies/Books/Other Printed Material includes items used for various in school children's peer groups. This includes books used as part of various activities, basic homework supplies, reference materials and work sheets. Additionally printed material is made available to parents in the schools' Parent Resource Rooms (where applicable). Additional expenses include those related to direct services to families: wraparound services/ client emergency supplies (i.e. household cleaning supplies, emergency medication/child care, formula, etc.) **(\$2,767)**
6. Contractual: No expenses to this program.

7. Construction: No expenses to this program.
8. Other expenses include those related to direct services to families which are direct program expenses necessary for the success of the program, including but not limited to program cell phones provide accessibility to our direct service workers (daytime phones are not always available in the schools for use by our program staff); occupancy expenses (lease building, utilities, supplies, maintenance, dumpster, rented storage space, etc.) which involve direct program costs for client use (i.e. parent/child group meetings, children's activities, etc.) and access to our 24-hour Parent Help-Line for not only all clients served through this program, but the entire community to help assure the safety of children. **(\$3,613)**
9. **TOTAL DIRECT COSTS: \$94,938**
10. Indirect Costs: Administrative overhead includes Salaries and Fringe for administrative staff under including support services from the Director of Administration, Volunteer Coordinator, Administration Assistants, and Accounting staff. Administration expenses are pro-rated by Department based on the number of employees supported in each department vs. the overall number of Agency staff, and is allocated as a direct program expense. Services include distribution and tracking of all expenses to contract, verification and calculation of mileage reports and invoices submitted for payment on this contract, payroll and human resources responsibilities, preparation of required reports and claims to secure revenue from the contract. Administrative and Volunteer Coordinator services include functions that benefit all Agency programs. These are integral positions in the operation of the Agency which include a variety of essential functions and costs identifiable with no one specific program, but are indispensable to the conduct of them all.
11. Training Stipends: Ongoing staff development is a commitment Joan A. Male Family Support Center has made to ensure quality service. This budget line includes actual costs related to staff attending local program related workshops and conferences. It also includes prorated costs of in-house, agency sponsored, education and training opportunities provided to all staff. **(\$400)**

12. TOTAL COSTS: \$100,000

SECTION B ~ NON-FEDERAL FUNDS

1. Salaries – Wages: Direct service staff (charged as direct service cost) for the **Full Service Schools** program are as follows: **(\$127,292)**

<u>Full-Time Positions (100%):</u>	<u>* Part-Time Positions</u>
One (1) Supervisor (16,500)	One (1) Executive Director (4,800)
Four (4) Family Social Worker (104,000)	One (1) Clinical Director (1,992)

*Part time positions (less than 100%) are calculated by the hourly rate for each position and the number of hours per week the employee devotes to the program, and are allocated as a direct program expense.

2. Fringe Benefits include FICA (\$9,738); Workers Compensation insurance (\$2,329); NY State Disability Insurance (\$420); and NY State Unemployment Insurance (\$1,146), all of which are required employee benefits and are calculated for each employee according to established rates.

Health Insurance (\$11,178) is calculated by the Agency's portion (\$250.00) of the monthly health insurance premium for each full-time employee who elects to participate. **(\$24,811)**

3. Travel is an integral part of all Joan A. Male Family Support Center services, including Full Service Schools. This funding allows Family Social Workers to go to client homes for home-based counseling, to take clients to necessary appointments such as doctor's visits, etc. It also allows Family Social Workers to transport children to activities via Agency vans or personal vehicles to assure each child has an opportunity to participate. Each worker keeps a daily record of mileage and is reimbursed at \$.40 per mile, which is charged as an actual expense to the program. Additionally, there are occasions when we provide Bus tokens, cabs in emergencies, tolls and parking to insure clients are able to meet basic needs (i.e. attend WIC appointments, apply for benefits, take a sick child to the hospital emergency room, etc.) These are direct program costs and are charged as actual expenses to the program. **(\$624)**
4. Equipment: No expenses to this contract.
5. Supplies: No expenses to this contract.
6. Contractual: No expenses to this contract.
7. Construction: No expenses to this program.
8. Other expenses include those related to direct services to families which are direct program expenses necessary for the success of the program, including but not limited to program cell phones provide accessibility to our direct service workers (daytime phones are not always available in the schools for use by our program staff); occupancy expenses (lease building, utilities, supplies, maintenance, dumpster, rented storage space, etc.) which involve direct program costs for client use (i.e. parent/child group meetings, children's activities, etc.) and access to our 24-hour Parent Help-Line for not only all clients served through this program, but the entire community to help assure the safety of children. **(\$2,856)**
9. **TOTAL DIRECT COSTS: \$155,583**
10. Indirect Costs: Indirect Costs: Administrative overhead includes Salaries and Fringe for administrative staff under including support services from the Director of Administration, Volunteer Coordinator, Administration Assistants, and Accounting staff. Administration expenses are pro-rated by Department based on the number of employees supported in each department vs. the overall number of Agency staff, and is allocated as a direct program expense. Services include distribution and tracking of all expenses to contract, verification and calculation of mileage reports and invoices submitted for payment on this contract, payroll and human resources responsibilities, preparation of required reports and claims to secure revenue from the contract. Administrative and Volunteer Coordinator services include functions that benefit all Agency programs. These are integral positions in the operation of the Agency which include a variety of essential functions and costs identifiable with no one specific program, but are indispensable to the conduct of them all. **(\$6,560)**
11. Training Stipends: No expenses to this contract.
12. **TOTAL COSTS: \$162,143**



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

OMB Control Number: 1890-0018
Expiration Date: 02/28/2011

Name of Institution/Organization

WNY United Against Drug and Alcohol

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	35,140	35,107	35,140	35,437	35,608	176,434
2. Fringe Benefits	5,685	5,548	5,602	5,686	5,759	28,280
3. Travel	810	846	846	882	833	4,217
4. Equipment	240	240	240	240	240	1,200
5. Supplies	3,300	3,300	3,300	3,300	3,300	16,500
6. Contractual	2,050	2,050	2,050	2,100	2,100	10,350
7. Construction	0	0	0	0	0	0
8. Other	2,775	2,909	2,820	2,355	2,160	13,019
9. Total Direct Costs (lines 1-8)	50,000	50,000	50,000	50,000	50,000	250,000
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	50,000	50,000	50,000	50,000	50,000	250,000

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

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

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

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

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

Approving Federal agency: ___ ED ___ Other (please specify): ___

(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(e)(2)?

Name of Institution/Organization

WNY United Against Drug and Alcohol

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 B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	2,520	2,520	2,520	2,520	2,520	12,600
2. Fringe Benefits	580	580	580	580	580	2,900
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	400	400	400	400	400	2,000
9. Total Direct Costs (Lines 1-8)	3,500	3,500	3,500	3,500	3,500	15,500
10. Indirect Costs	6,500	6,500	6,500	6,500	6,500	32,500
11. Training Stipends						
12. Total Costs (Lines 9-11)	10,000	10,000	10,000	10,000	10,000	50,000

SECTION C - BUDGET NARRATIVE (see instructions)

Section B – Budget Summary
Non-Federal Funds

Project Years 1-5

Line 1 Personnel

Senior Prevention Specialist oversight
 $\$50,399 \times .05 = \$2,520$

Line 2 Fringe Benefits

Senior Prevention Specialist fringes
 $\$50,399 \times .05 \times .23 = \580

Line 8 Other

Youth Transportation - \$200
Field Trip \$200

Line 10 Indirect Costs

NYS OASAS required AOH rate of 13% of the \$50,000 or \$6,500

Department of Education
Budget Information

Section ~~A~~ – Budget Narrative

Year 1

1. Personnel

Fulltime, permanent staff

Project Coordinator

\$30,798 x 20% = \$6,160

Project Assistant

\$27,000 x 33.4% = \$9,000

Subtotal \$15,160

Temporary, parttime

Mentors

\$9/hr x 37 hr per bldg x 30 wks x 2 \$19,980

Total Salary \$35,140

2. Fringe Benefits

Fulltime staff

FICA, Wkers Comp, Disability, UI,
Health Insurance, Pension, EAP

\$15,160 x 23% \$3,487

Temporary, parttime

FICA, Wkers Comp, Disability, UI

\$19,980 x 11% \$2,198

Total Fringe \$5,685

3. Travel

An avg. of 120 mi/mo for Project Assistant

60 mi/mo for Project Coordinator

for 10 months @.45/miles 810

4. Equipment

Prorated cost of equipment rental – duplicating
and mail machines

.05 x \$4,800 240

5. Supplies

Program, office and meeting supplies \$3,300

6. Contractual		
Prorated portion of payroll services, audit, and technology support		
.05 x \$41,000		\$2,050
7. Construction		0
8. Other		
Insurance		
.05 x \$18,000	900	
Postage	60	
Communication		
.05 x \$3,200	160	
Utilities		
.05 x \$7,000	350	
Youth Transportation		
2 short distance bus trips @ \$300	600	
Field Trips		
2 Field trips @ \$200	400	
Recruiting/train.	305	
Subtotal		2,775
Grand Total		50,000