

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Elementary and Secondary School Counseling Program

CFDA # 84.215E

PR/Award # S215E140154

Grants.gov Tracking#: GRANT11636387

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

Closing Date: Apr 28, 2014

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/25/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Lowell Public Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="04 6001396"/>	* c. Organizational DUNS: <input type="text" value="0228435230000"/>

d. Address:

* Street1: <input type="text" value="43 Highland Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Lowell"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="MA: Massachusetts"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="01852-3314"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Susan"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Linn"/>	
Suffix: <input type="text"/>	

Title: <input type="text"/>

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

* Telephone Number: <input type="text" value="617-458-1492"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="slinn@lowell.k12.ma.us"/>
--

Application for Federal Assistance SF-424

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

C: City or Township Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

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

Elementary Counseling Services for Refugee and Newcomer Students

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,180,570.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,180,570.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Susan Linn"/>	TITLE <input type="text" value="Superintendent of Schools"/>
APPLICANT ORGANIZATION <input type="text" value="Lowell Public Schools"/>	DATE SUBMITTED <input type="text" value="04/25/2014"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Lowell Public Schools * Street 1: 43 Highland Street Street 2: _____ * City: Lowell State: MA: Massachusetts Zip: 01852 Congressional District, if known: 3		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Susan Linn * Name: Prefix _____ * First Name Jean Middle Name _____ * Last Name Franco Suffix _____ Title: _____ Telephone No.: _____ Date: 04/25/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140154

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Lowell MA GEPA.pdf

Add Attachment

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Meeting the General Education Provisions Act (GEPA) Section 427 Requirements

The proposed project is designed to serve refugee or recent “newcomer” students and their parents. The most likely barrier this population faces to accessing services is language. To that end, the project budget includes funds for translators and interpreters to help ensure effective communication with students and parents. Every effort will be made to hire staff that have the language skills of the target population, though past experience suggests that it is often impossible to locate qualified staff who speak the more obscure languages spoken by some of the target populations (e.g., Iraqi language dialects). A number of expected refugees in the summer of 2014 are expected to be Congolese, some of whom might speak French, and so the Lowell Public Schools will seek French speakers to serve in the role of School Counselor. In addition, the use of art/music therapy is specifically included in the project design to be able to engage groups of children in therapeutic work that is not as dependent on language as traditional “talking” therapies.

A barrier often faced by refugee/newcomer parents is cultural: parents may not know how to or feel uncomfortable accessing school staff. For this reason, the project is designed to work with agencies with which the target population may already have more interaction/comfort (e.g., the Cambodian Mutual Assistance Association). Parent education will occur at these community sites. In addition, the project seeks to establish Parent Councils at each of the targeted schools. One goal is for parents to be empowered (with support from project staff) to take leadership roles in their schools. It is hoped that by cultivating leadership in the target parent population, natural networks will increase parent engagement. Parent Councils will work to host parent education evenings at school sites both to provide education and to help and encourage newcomer parents to engage in the school environment. Community-based parent education may be difficult for parents to access due to child care needs. For this reason, the proposed project includes community-based mental health services to children (i.e., art/music therapy) in community-based sites during the times that parents are attending the intended 10-session parent education series.

The target population often has difficulty accessing community-based mental health resources for children because of language barriers. A unique project component seeks to uncover and/or develop appropriate resources accessible (e.g., language, cost) to refugee children and their parents. By establishing new linkages, it is hoped that the project will be successful in increasing access to services.

Professional development for school- and community-based staff (e.g., conferences) will occur at ADA-compliant sites. As needed, interpreters and other translators will ensure that all professionals can access materials.

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

Lowell Public Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

Lowell, MA is a city of 107,000 located 30 miles northwest of Boston. Home to diverse refugee and immigrant communities, the city's 24 schools serve almost 14,000 students, 75% of whom are low-income. Grounded in an ecological framework, the proposed project is designed to meet the significant mental health needs of the 5% (140) of elementary-aged children clustered in 6 Lowell public elementary schools who are refugees or "newcomers" (i.e., recent immigrants) by addressing several systems that affect their chances for wellness. The project is especially urgent as Lowell prepares for a new wave of Congolese refugees this summer, who are expected to have an even greater level of mental health needs. Two full-time School Counselors will provide **individual and group counseling** to the target students, and students will be encouraged to participate in school- or community-based art/music therapy (130 per year). **Parent education and engagement** will include parent leadership of the project, 10 hours of parent education for 30 parents per year, and the development of school-based parent councils to help lead site-based engagement and education. **Each school** will work to increase its abilities to successfully serve current and future refugee/newcomer children by becoming "trauma-sensitive schools" and implementing Positive Behavioral Interventions and Supports. In these ways (i.e., school environment and family engagement), the project meets Competitive Preference Priority 1. Professional development to school- and community-based staff will include 6 hours to 185 staff via two conferences and 2-hour in-service trainings to at least 120 school-based staff each year. **Systemically**, the project aims to improve the options for community-based counseling services for refugee/newcomer students by facilitating the integration of school- and community-based mental health services for the target population, establishing a resource and referral database, and providing support for access coordination for at least 40 children by project's end. A Refugee Advisory Council will oversee the project and increase community collaboration. A contracted evaluator will help ensure continuous quality improvement.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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About Lowell. Lowell, a densely populated urban center, is the 4th largest city in MA with a population of 107,000, located 30 miles northwest of Boston. The city is home to diverse refugee and immigrant populations; for example, Lowell has the second largest population (to Long Beach, CA) of Cambodian people in the U.S. In the 2010 census, the city was 60% White, 20% Asian American (13% Cambodian, 2% Indian, 2% Vietnamese, 1% Laotian, 1% Chinese, and 1% Filipino, Korean, Thai, or Burmese), 7% African American, 9% from other races, 4% from two or more races; 17% Hispanic or Latino. In 2010, 25% of the population was foreign-born.

Table 1: 2013-2014 Selected Populations in Lowell Public Schools and MA¹

Title	% of District	% of State
First Language not English	40	18
English Language Learner	29	8
Low-income	75	38
Free Lunch	66	34
Reduced Lunch	9	5
High Needs	82	49
Asian	30	6
Hispanic	29	17
White	31	65

The Lowell Public Schools (LPS) serve 13,879 students in 24 schools, including 12 elementary schools and two PreK-8. There are 5,938 K-4 students.

1. Need for Project

LPS’s proposed project is based on two major factors: (1) Many refugee/newcomer children reside in Lowell, and many more are scheduled to arrive soon; (2) Lowell’s K-4 refugee/newcomer students need extensive mental health services and support in socio-emotional development, which are currently unmet by the schools, which have no School Counselors.

About Refugee Children. Refugee children (i.e., those who have fled another country due to war, natural disaster, or persecution and have been in the U.S. for less than three years) often have significant mental health challenges because of the following three main factors:^{2,3} (1) In

¹ MA Dept. of Elementary and Secondary Education. Accessed April 5, 2014: As of 10/1/3. <http://profiles.doe.mass.edu/profiles>

² Fazel, M. & A. Stein (2002). The mental health of refugee children. Archives of Disease in Childhood, 87:366–370.

their native countries many refugees have experienced considerable trauma, often including fleeing their homes due to war or combat and witnessing or being victims of violence, sexual assault, torture, forced labor, and losses of close family and friends. Refugee children might have no memory of a period of stability and probably lacked basic necessities (e.g., food, clothing, water, shelter, medical care). Their school education, if any, is likely to have been disrupted. Parental distress and general insecurity are common experiences. (2) The journey to a country of refuge is further stressful, often taking many months, typically involving protracted stays in dangerous refugee camps with few resources and exposure to more life threatening dangers, and regularly including separation from parents, either by accident or as a strategy to ensure their safety. (3) The time of resettlement to a new country is increasingly referred to as a period of “secondary trauma:” many families have to prove their asylum claims while trying to integrate in a new society, working through financial stressors and employment challenges while being unable to speak the language and/or understand cultural norms as fundamental as local currency. Refugee children need to settle into a new school and find a peer group while having little, no, or interrupted formal education as well as language and cultural barriers, including those as primary as sitting at a desk. Children may prematurely assume adult roles (e.g., act as a vital language link with the outside world).

But refugees are vulnerable to multiple dimensions of psychopathology beyond those that are narrowly posttraumatic.⁴ Refugees experience diverse stressors that accumulate over the preflight to resettlement period as well as post-migration stressors that include marginalization,

³ National Child Traumatic Stress Network (2012). What have refugee families experienced? Available: <http://learn.nctsn.org/mod/book/view.php?id=4518&chapterid=32>

⁴ E.g., Hollifield M, Warner TD, Lian N. et al. (2002). Measuring trauma and health status in refugees: a critical review. Journal of the American Medical Association;288: 611-621

socioeconomic disadvantage, acculturation difficulties, and loss of social support.⁵ There is a dearth of research on the incidence of mental illness in refugee elementary school-aged children.⁶ However, in a systematic review of research, researchers concluded that refugees are 10 times more likely to have post traumatic stress disorder than the age-matched general population.⁷ Severe and lasting psychological aftereffects have been extensively documented among adult refugees.⁸ However, few resettlement programs address the mental health of refugees.⁹

LPS can make an impact on refugee/newcomers' short- and long-term mental wellness. A 2005 meta-analysis concluded that the psychological impact of the refugee traumatic experience depends "crucially on the economic, social, and cultural conditions from which refugees are displaced and in which refugees are placed."¹⁰ Among protective factors for refugee children's mental health, external factors include strong peer relationships, positive relationship with a caring adult, positive school experiences, school connectedness, social support, adaptive coping skills, and access to activities and community programs.¹¹ Notably, these are all factors that public schools can strengthen. The meta-analysis authors state that psychopathology is not inevitable in refugees and can be significantly remediated by extensive

⁵ Eisenbruch M. (1991). From post-traumatic stress disorder to cultural bereavement: diagnosis of Southeast Asian refugees. Social Science and Medicine;33:673.

⁶ e.g., federally-funded National Child Traumatic Stress Network (2014). Available: <http://learn.nctsn.org/mod/book/view.php?id=4518&chapterid=39>.

⁷ Fazel, M., J. Wheeler, & J. Danesh (2005). Prevalence of serious mental disorder in 7000 refugees resettled in western countries: a systematic review. Lancet; 365(9467):1309-14.

⁸ Porter, P & N Haslam (2005). Predisplacement and Postdisplacement Factors Associated With Mental Health of Refugees and Internally Displaced Persons: A Meta-analysis. Journal of the American Medical Association;294(5):602-612.

⁹ Crum, R. (2014). Evaluating and Responding to the Mental Health Needs of Refugees. Robert Wood Johnson Foundation. Available: <http://www.rwjf.org/en/research-publications/find-rwjf-research/2014/01/evaluating-and-responding-to-the-mental-health-needs-of-refugees.html>.

¹⁰ Porter, P & N Haslam (2005). Predisplacement and Postdisplacement Factors Associated with Mental Health of Refugees and Internally Displaced Persons: A Meta-analysis. Journal of the American Medical Association, 294(5):602-612. Emphasis added.

¹¹ National Child Traumatic Stress Network (2014). Refugees Services Toolkit. Available: <http://learn.nctsn.org/mod/book/view.php?id=4518&chapterid=40>.

support on the part of schools and other agencies. Schools can meet the psychosocial needs of refugee children through programs that provide avenues for emotional expression, personal support, and opportunities to enhance their understanding of their past experience.¹² A dissertation studying the experiences of Somali refugee elementary school children substantiated the significant positive impact schools can make in the success of refugee children.¹³

Despite high levels of trauma and other mental health concerns, while recognized by refugee families, refugees often do not seek mental health services upon resettlement, often because the role of mental health professionals is not understood, because of stigma, and/or because of language or cultural barriers.¹⁴ Fear of authority and a lack of awareness regarding mental health prevent refugee children and their families from seeking help.¹⁵ Certain cultures, and especially those in the target population, tend to use informal support systems and self-care strategies to cope with their mental illnesses rather than rely on professionals.¹⁶

Refugee and Immigrant Children in Lowell. Lowell has long been home to diverse immigrant, and especially refugee, populations. Lowell is one of three sites of the International Institute (II) of New England, whose mission is to help refugees and immigrants, which is often the recipient of newcomers resettling with assistance from the U.S. Department of Homeland Security (USDHS). Table 2 shows the current LPS elementary school refugee population. Once

¹² Rousseau C, Guzder J (July 2008). School-based prevention programs for refugee children. Child and Adolescent Psychiatric Clinics of North America, 17 (3): 533–49, viii.

¹³ Sekhon, M (2008). Acculturation and school adaptation of Somali Bantu refugee children. Dissertation. University of Louisville: Department of Educational and Counseling Psychology.

¹⁴ Piwowarczyk L, Bishop H, Yusuf A, Mudymba F, Raj A. (2014). Congolese and Somali beliefs about mental health services. Journal of Nervous and Mental Disease, 202(3):209-16.

¹⁵ McBrien, J. Lynn (2011). The importance of context: Vietnamese, Somali, and Iranian refugee mothers discuss their resettled lives and involvement in their children's schools. Compare: A Journal of Comparative and International Education 41 (1): 75–90.

¹⁶ Donnelly, Tam Truong; Hwang, Jihye Jasmine; Este, Dave; Ewashen, Carol; Adair, Carol; Clinton, Michael (2011). If I Was Going to Kill Myself, I Wouldn't Be Calling You. I am Asking for Help: Challenges Influencing Immigrant and Refugee Women's Mental Health. Issues in Mental Health Nursing, 32 (5): 279–90.

children lose their “refugee” status (i.e., in U.S. more than three years), they become grouped with all “immigrants;” in LPS, these children are known together as “newcomers” and are grouped in six elementary schools to maximize effective resources (e.g., Newcomer Classrooms with English Language Learner/ELL support, for example.). As shown in Table 3, these six elementary schools serve a large number of “high needs” students (as defined by the ESEA). Further, Lowell’s refugee population is on the rise. In March 2014, Lowell’s II was informed by the USDHS that 80 Congolese refugees will be arriving in Lowell this summer.¹⁷

Table 2: LPS Elementary Students as of April 2014 Meeting Refugee Criteria

Countries of Origin	# Students
Bhutan/Nepal	12
Burma	27
Cambodia	2
Congo	3
Iraq	29
Vietnam	1
Cameroon	5
Somalia/Dibuti	3
Central African	3
Eritrea	5
Haiti	5
Uganda	1
Total	96

Table 3: Students Targeted by the Proposed Project and Disciplinary Referrals¹⁸

	#K-4 students	% 1st Lang. not English	% ELL	% High Needs	Total # R/I students	% R/I students	Total # of Disc Referrals	# Disc. Referrals R/I students
Greenhalge	465	40	36	88	49	10%	121	17
Lincoln	491	52	49	93	8	2%	144	1
McAvinnue	491	37	32	87	4	1%	360	3
Moody	270	62	61	95	41	15%	89	17
Reilly	592	37	35	70	12	2%	92	13
Rogers	73	28	16	87	18	8%	82	4
Total	2382				132		888	55

“For agencies preparing to resettle Congolese refugees for the first time, perhaps the issue of greatest concern is the population’s psychological health status and needs. Few Congolese are

¹⁷ Personal communication with D. Mitchell, International Institute, March 28, 2014. DHS has not specified yet the ages of the refugees.

¹⁸ R/I = Refugee or Immigrant Status; Disc = Disciplinary; ELL = English Language Learner; as of 4/1/14.

arriving with easily observed signs of mental illness ...However, high rates of post-traumatic stress disorder have been observed among this population, due to the severe and widespread nature of the personal violence and trauma the refugees are reported to have witnessed and experienced.”¹⁹ Because of the violent deaths of the vast majority of adults, the Congolese refugees are relatively young, with nearly 55% under the age of 18; only 3% of the population is 50 years of age or older. Many of these refugees are likely to be unaccompanied minors. Almost all will have experienced or witnessed sexual assault.²⁰

Input from LPS and the Greater Lowell Community. A 10-member planning team comprised of district leaders (i.e., student services, ELL services, head of Social Work, Title I Coordinator, Early Childhood Coordinators), II, an evaluator, and Project LEARN (see page 20) met four times to plan the proposed project in March and April 2014. The team conducted an anonymous, confidential survey of staff at all 14 elementary schools. The 51 respondents were 10% school leaders, 45% school social workers/psychologists, 20% school nurses, and 25% aides or other “helpers;” 82% work at schools serving refugees. Key findings are: (a) only 2% agrees that newcomer children are receiving adequate mental health support and only 5% agreed that their school has the resources necessary to adequately support these children; (b) 5% agreed that parents of refugee children are adequately engaged in the school community; (c) 86% agreed that refugee children could use help engaging in the school community; (d) 100% agreed that additional mental health resources for refugee children would help them succeed in school; (e) 100% agreed that art/music therapy would benefit newcomer students; (f) 78% felt staff need more training on trauma in children; (g) 94% felt educators need training in how to work with refugee children in the classroom; and (h) 92% felt that their school needs better linkages to

¹⁹ Cultural Resource Orientation Center (2014). p. 8.

²⁰ Cultural Orientation Resource Center (2014). Refugees from the Democratic Republic of the Congo. Available: file:///C:/Users/slinn/Downloads/Congolese+Backgrounder,+2014.pdf,

community-based resources to support children's socio-emotional health.

In addition, Project LEARN conducted outreach meetings with the Mental Health Coalition (see page 11) and its Refugee Advisory Council, the Cambodian Mutual Assistance Association, Saydanar, the MA School of Professional Psychology, and Lowell Community Health Center. The district Health and Wellness Committee, which is chaired by the Assistant Superintendent for Student Services and includes three additional nonprofit partners, met to help plan the project. To that end, the Committee completed the Centers for Disease Control's School Health Index module on "Counseling, Psychological, and Social Services" revealing a score of 67% (out of 100) for these services.

Input From Parents. The planning team sought parent input in three ways. (1) The II hosted three parent meetings about the proposed project: 16 parents of refugee or recent immigrant students attended. Perhaps indicative of cultural norms (see above), parents were reluctant to discuss their children's mental health and did not see the need to connect with their children's school. None were aware of counseling services in or through the schools. (2) Parent Liaisons who work for the LPS Title I or ELL programs and who are refugee parents themselves of children in LPS were given an anonymous and confidential survey: 88% (7) replied. Key findings are: (a) 100% strongly agreed (71%) or agreed that elementary-aged children who are refugees attending LPS would benefit from additional 1:1 and group counseling by a school counselor during the school day; (b) 100% strongly agreed that post-traumatic stress is a problem in these children; (c) 93% disagreed that "newcomer" parents are adequately engaged in the school community; (d) 100% agreed that the schools should provide more support to parents of refugee children; (e) 100% agreed that art/music therapy would benefit refugee students; (f) 67% felt that teachers need more training on working with newcomer children; (g) 20% felt that

parents would know where to go for help if their children needed it; and (h) 72% of respondents wrote free response answers referencing the need for interpreters and translators. (3) LPS conducts an annual parent survey in March. At the elementary level, 5,830 surveys were disseminated, and 2,715 (47%) were returned in 2014. Survey results show consistency over the past three years in that parents indicated that their child’s school is weak in providing connections between parents and educators and in providing enough information about health and safety intervention or programs.

GPRA Data: Table 3 shows the number of disciplinary referrals in the targeted schools, including those for refugee/immigrant students. As shown in Table 4, the six targeted LPS schools do not meet the ratios recommended of one school counselor to 250 students (i.e., 0).

Participating Elementary Schools	Students enrolled 10/1/13	Number of Child-adolescent psychiatrists (Baseline) 4/1/14	Number of School Psychologists (Baseline) 4/1/14	Number of School Counselors (Baseline) 4/1/14	Number of School Social Workers (Baseline) 4/1/14	Other Qualified Mental Health Professionals (Baseline) 4/1/14
Greenhalge	518	0	0.5 FTE	0	1.0 FTE	0
Lincoln	518	0	0.5 FTE	0	1.0 FTE	0
McAvinnue	532	0	0.5 FTE	0	1.0 FTE	0
Moody	267	0	0.0 FTE	0	0 FTE	0
Reilly	588	0	0.5 FTE	0	1.0 FTE	0
Rogers	226	0	0.0 FTE	0	0.5 FTE	0
TOTAL	2,649	0	2.0 FTE	0	4.0 FTE	0

Table 5 on the next page shows how the project addresses the identified needs.

Table 5: How the Proposed Project Addresses Elementary School Counseling Needs

<i>Needs (Documented by one or more data sources, described above)</i>	<i>Magnitude²¹</i>	<i>How the Proposed Project Addresses the Need (see Section 2 for details)</i>
High and increasing number of refugee children with a high degree of risk factors for mental health challenges and resultant long-term negative outcomes	Very strong	Hiring of 2.0 FTE School Counselors
No dedicated staff to work with newcomer children on their mental health needs; No school counseling program	Very Strong	
Educators at schools with concentrations of newcomer students do not have skills in working with these students	Very strong	Professional development for teachers (6 hr conference; 2 1.5 hour in-service workshops per yr per school); Development of trauma-sensitive classrooms and schools; Implementation of Positive Behavioral Intervention and Supports (PBIS)
Newcomer parents have language and cultural barriers to engaging with the school	Strong	Translators; Working with community-based partners to engage parents; Establishing school-based Parent Councils
Newcomer children often have language or cultural barriers to engaging in counseling	Strong	School- and community-based art/music therapy for refugee/newcomer students; Translators/interpreters
Parent involvement in designing, planning, and implementation of proposed project	Very Strong	Establishment of School-based Parent Councils
Little relationship between schools and parents regarding children’s mental health	Moderate	Through 2.0 FTE School Counselors, work with parents to establish Individual Development Plans for newcomer students
Parent education on children’s mental health issues	Strong	Parent education (3 10-hr series per year & 1 school-based workshop per year per site)
Professional development for school staff (e.g., social workers) working with newcomer children	Moderate	6-hour conference for staff every year, 2 school-based workshops per year at each school
Schools are ill-equipped to provide school climates to successfully address the range of concerns newcomer children bring	Moderate	Development of trauma-sensitive classrooms and schools; Implementation of PBIS
Insufficient linkages with community based mental health resources for refugee children; Insufficient community-based mental health resources for refugee children “known”	Strong	Establish Access Coordinator to assess local resources for mental health services to refugee children, create new linkages and service systems, and provide resource/referral for students
Regular evaluation of the elementary counseling program	Moderate	Contract with an independent evaluator for regular program evaluation

²¹Ratings established by planning team leadership based on data described in the narrative.

2. Quality of the Project Design

Ecological Approach: The proposed project uses the ecological framework for child and family psychology established by Bronfenbrenner in the late 1970s, which considers mental health service delivery within a framework of systems, approaching the complexity of children's behavior in a systematic way using science-based intervention practices.²² Research suggests that this framework is particularly important in working successfully with children in the target population, where the focus on trauma alone may result in inadequate attention to factors associated with resilient mental health outcomes. A review of research literature concludes that approaches to newcomer children's mental health must take an ecological, developmental approach that specifically attends to (1) coping at the individual level, (2) community influences/opportunities, (3) school climate and peer networks, and (4) the role of parents.²³ As show in the workplan on pages 15-18, and described below, the proposed project addresses all four areas.

(1) School-based Counseling and Art Therapy: Two highly qualified School Counselors will provide individual and group school-based counseling to refugee and newcomer children, which is a model recommended for alleviating distress and encouraging resilience and recovery in these children.²⁴ According to the American Psychological Association, "It is crucial that interventions for refugee children utilize the resources offered in the educational environment. Schools can provide a welcome contrast to the disruption that refugee children endured in their

²² e.g., Stormshak EA & Dishion TJ (2002). An ecological approach to child and family clinical and counseling psychology. *Clinical Child Family Psychology Review*, (3):197-215.

²³ Betancourt, T & K Khan (2008). The mental health of children affected by armed conflict: Protective processes and pathways ...*International Review of Psychiatry*,(20) 3,317-328.

²⁴ APA Task Force on the Psychosocial Effects of War on Children and Families Who Are Refugees From Armed Conflict Residing in the U.S.(2009). Working with Refugee Children and Families. Available: <http://www.apa.org/pubs/info/reports/refugees-health-professionals.pdf>. P. 6.

countries of origin and during their resettlement journey.”²⁵ Contracted Art/Music Therapists are an important project component to working with refugee and newcomer children, particularly given language barriers, for which budding research finds support for working through trauma²⁶ and other common mental health issues in the target population.²⁷

(2) Establishing Linkages with Appropriate Agencies/Organizations: The project will be overseen by a Refugee Advisory Council, which is a subgroup of a larger citywide Mental Health Coalition, which includes more than 50 representatives from more than 25 school, public, nonprofit, and private institutions working toward children’s mental health. The Council is chaired by a social worker at one of the targeted schools and also includes two LPS ELL Coordinators, Lowell Adult Education, Department of Children and Families, YWCA, International Institute (II), and Middlesex Community College. The Council will be expanded through the proposed project (i.e., add two parents, at least one educator, and other relevant nonprofits). The project planning team has already begun to develop new and strengthen additional linkages with nonprofit community-based organizations that engage and serve the target population to play roles in parent education and training for educators and other staff: (1) Lowell II focuses on initial resettlement services for children and families for their first three months in the U.S. (2) The Cambodian Mutual Assistance Association (CMAA) serves Cambodians and other minorities in Lowell through educational, cultural, economic, and social programs. (3) SayDaNar Community Development Center supports refugees from Burma to bridge the language and cultural barriers that inhibit their success in Lowell.

²⁵ APA Task Force, above, p. 7.

²⁶ Rousseau, C, L Lacroix, D Bagilishya & N Heusch M(2003). Working with Myths: Creative Expression Workshops for Immigrant and Refugee Children in a School Setting. Art Therapy: Journal of the American Art Therapy Association, (20) 1, 3-10.

²⁷ C Rousseau, A. Drapeau, L Lacroix, Ds Bagilishya, & N. Heusch (2005). Evaluation of a classroom program of creative expression workshops for refugee and immigrant children. Journal of Child Psychology and Psychiatry, (46) 2, 180-185.

According to the American Psychological Association, providing support and creating linkages to accessible and non-stigmatizing locations is critical to serving the target population.²⁸ Yet, according to school and community leaders and practitioners, there are few appropriate local resources for community-based mental health for newcomer children. The project seeks to engage the Freedman Center at the MA School of Professional Psychology (MSPP), a sole source provider, to replicate its successful similar work in more than 25 MA communities. MSPP will deeply assess current resources and work with community-based organizations to create new resources accessible to the target population. For example, in one community, MSPP brokered relationships that led to outplacing appropriate mental health resources at schools for 8 hours per week from a neighboring town so that families could access them. MSPP also offers a unique helpline service: parents or professionals can call for assistance seeking available, appropriate mental health care. Staff conduct a comprehensive assessment, develop 2-3 referrals, assist the family in making connections, and provide follow-up support to ensure the child successfully connected with an appropriate provider. In a recent study of MSPP's work, 94% of helpline users reported that the service was important in helping them address their mental health concern; 60% had been unsuccessful in finding services on their own.²⁹ By establishing an Access Coordinator in Lowell, MSPP will work with LPS to catalogue local resources, work toward systemic improvements in local service provision, and provide individualized support to families and professionals to link the target population to community-based services.

(3) Trauma-Sensitive Schools and Classrooms, Positive Behavioral Interventions and

Supports (PBIS), and Professional Development: “Few school staff understand the many ways

²⁸ APA Task Force on the Psychosocial Effects of War on Children and Families Who Are Refugees From Armed Conflict Residing in the United States (2009). Working with Refugee Children and Families. Available: <http://www.apa.org/pubs/info/reports/refugees-health-professionals.pdf>. p. 8.

²⁹ MSPP (2013). Independent Evaluation of MSPP's INTERFACE services. Available: <http://msppinterface.org/about/evaluation>.

that trauma affects children’s functioning at school, let alone have specific techniques for teaching traumatized children.”³⁰ Beginning in the mid-2000s, working from research by institutions like the Trauma and Learning Policy Initiative and Harvard and Lesley Universities, the MA Department of Elementary and Secondary Education (MADESE) has been advancing the concept of creating *trauma-sensitive schools and classrooms* to help all children, and especially to help traumatized children such as newcomers.³¹ The project includes the six targeted schools completing a self-assessment and action plan in year 1, implementing the action plan in years 2 and 3, and conducting a post-assessment and plan for further work at the end of year 3. Action plans will be school-based and dependent on the unique needs of each school. However, all will include action plans that address training for staff (i.e., 2 1.5 hour training s for 20 staff per school per year), classroom improvements (e.g., creating comforting spaces in classrooms), and work toward implementing PBIS. **PBIS**, a model advanced by USED, is “an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.”³² This school climate improvement work will be guided by consultants working with five-member teams at each school.

³⁰ Curtin, JC (2008). Creating Trauma-Sensitive Schools: Reducing the Impact of Trauma as a Barrier to Student Learning. *Traumatic Stress Points* (22) 4.

³¹ Trauma and Learning Policy Initiative of Massachusetts Advocates for Children and the Legal Services Center of Harvard Law School: Trauma Sensitive School Checklist. Available: www.lesley.edu/WorkArea/DownloadAsset.aspx

³² US Office of Special Education Programs (2014). Positive Behavioral Intervention and Supports. Available: <http://www.pbis.org/school>

In addition, a six-hour conference each year for community- and school-based mental health providers will foster additional community linkages and provide training. The project will also hold an annual conference in each summer for 60 school-based staff. Workshops topics will include presentations about trauma-sensitivity, PBIS, refugee and newcomer populations, family engagement strategies, classroom management techniques, and more.

(4) Parent Engagement and Education: Parent engagement is an important strategy to cultivate in serving the mental health needs of newcomer children; collaboration between school and community are essential to successful interventions.³³ Families are a critical component of student mental health, yet, most parents who are newcomers do not know how to effectively support their children’s mental health. “In fact, there are no phrases to define ‘mental health’ in most home languages of recent immigrants.” Thus, the project seeks to build relationships with families (e.g., implement a strategic communications plan to engage refuge/immigrant parents, work with families to develop individual development plans for students, create school-based Parent Councils to bring parent leadership and parent-led engagement to the schools, recruit at least two parents to sit on the project Advisory Council), provide school-based parent education (1 workshop per year per school to a target of 10 parents each), and work with community-based providers to provide parent education (10 hour series to total of 30 parents per year) at sites that may be more accessible and comfortable for families (e.g., CMAA). As recommended, the project will “Partner with families, [not] just inform them.”³⁴

³³ Price, AD, Ellis BH, Escudero PV, Huffman-Gotschling K, Sander MA, & Birman D (2012). Implementing Trauma Interventions in Schools: Addressing the Refugee and Immigrant Experience, in Advances in Education in Diverse Communities: Research, Policy and Praxis. Cited by the Robert Wood Johnson Foundation. Available: <http://www.rwjf.org/en/research-publications/find-rwjf-research/2012/01/implementing-trauma-interventions-in-schools.html>

³⁴ Kugler, EG & Price, OA (2009). Helping immigrant and refugee students succeed: It’s not just what happens in the classroom. Center for Health and Health Care in Schools. Available: <http://www.embracediverseschools.com/images/Helping-immigrant-students-succeed-article.pdf>.

Workplan													
<i>Timeline in quarters. Q1=Oct-Dec; Q2=Jan-Mar; Q3=Apr-Jun; Q4=Jul-Sep</i>		<i>Year 1</i>				<i>Year 2</i>				<i>Year 3</i>			
ACTIVITY/Milestone	Person(s) Responsible	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
School-based Counseling and Project Management													
Counseling positions posted	LPS Human Resources	x											
2.0 FTE School Counselors hired	LPS Human Resources with Assistant Superintendent and Project Director	x											
School-based counseling: weekly and group therapy for 90 refugee/newcomer students per year	Counselors	x	x	x	x	x	x	x	x	x	x	x	x
Weekly supervision meetings for Counselors	Project Director		x	x	x	x	x	x	x	x	x	x	x
Each refugee/newcomer student meets with Counselor: individual development plans developed	Counselors, Parent/guardian, other school staff		x										
Monthly meeting on progress of each student in program	Counselor, other staff, parent/guardian at least 2x			x	x	x	x	x	x	x	x	x	x
Refugee Advisory Council meets monthly (9 months); reviews formal report from Proj. Dir. & Evaluator at least semi-annually	Refugee Advisory Council	x	x	x		x	x	x		x	x	x	
Expand Advisory Council by at least 3 community-based partners serving the target population	Refugee Advisory Council, with Project LEARN		x										
Advisory Council develops sustainability plan to sustain grant gains	Advisory Council, with Project LEARN						x	x		x	x		
Implement sustainability plan	Project staff, Advisory Council, Project LEARN									x	x	x	x
Select a contracted art therapist to provide weekly art therapy (2 groups at each of 6 schools) to the target population	Project Director, Assistant Superintendent for Student Services	x											
Weekly school-based art therapy for a minimum target of 96 students per year)	Contracted Art Therapist		x	x	x	x	x	x	x	x	x	x	x

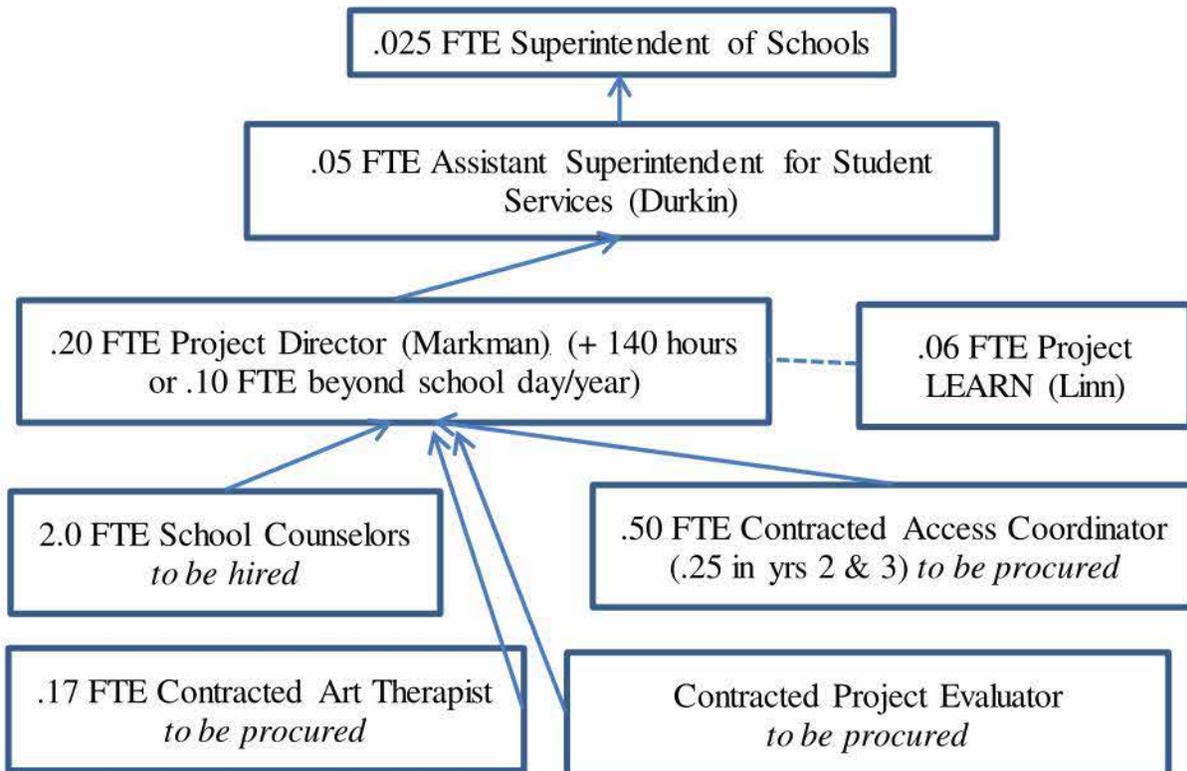
ACTIVITY/Milestone	Person(s) Responsible	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Attendance at USED meeting	Project Director; 1 additional project representative	as specified by USED in each year											
Attend Project Directors meeting	Project Director	as specified by USED in year 1											
Establishing Linkages with Other Appropriate Agencies and Organizations													
Hire .50 FTE Access Coordinator to assess local resources for mental health services to refugee children (.25 FTE in years and 3)	Proj. Dir. with the Freedman Center at the MA School of Professional Psychology	x											
Create community resource map of existing services, document gaps in community-based services, and create action plan to close gaps	Access Coordinator, with Advisory Council and project staff		x	x									
Implement action plan to close gaps in community-based resources for target population	Access Coordinator				x	x	x	x	x	x	x	x	x
Establish/maintain resource/referral database for community-based resources for target population	Access Coordinator					x	x	x	x	x	x	x	x
Provide successful resource/referral services to community-based mental health for a minimum target of 40 children	Access Coordinator, with LPS staff							x	x	x	x	x	x
Trauma-Sensitive Schools and Classrooms, PBIS, and Professional Development													
Select consultant to guide 6 elementary schools to become "Trauma-sensitive schools"	Project Director, Assistant Superintendent for Student Services - w support from Project LEARN	x											
Select consultant to guide 6 elementary schools to implement PBIS		x											
6 targeted elementary schools complete trauma-sensitive schools self-assessment and develop an action plan to improve trauma-sensitivity and to implement PBIS (10 1.5-hour planning meetings of 5 staff per site)	Project and school-based staff with assistance from to be determined consultants		x	x									

ACTIVITY/Milestone	Person(s) Responsible	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
6 elementary schools implement trauma-sensitive and PBIS action plans (15 1.5-hour meetings of 5 staff per site)	School-based staff with assistance from to be determined consultants					x	x	x		x	x	x	
6 elementary schools complete trauma-sensitive schools "post" self-assessment and create action plan for further work													x
Develop and implement a one-day conference (May) for 125 professionals for school- and community-based providers on mental health support for newcomer children	Advisory Council, with assistance from Project Director and Project LEARN & contracted speakers		x	x			x	x			x	x	
Develop and implement a one-day conference (summer) for 60 school-based educators and counselors on supporting newcomer children				x	x			x	x			x	x
Two school-based 2-hour in-service workshops for school-based educators/staff on effectively serving targeted children at 6 schools (12 workshops per year - 20 staff/workshop)	Contracted speakers, with School Counselors.			x	x		x		x		x		x
Parent Engagement and Education													
Recruit at least two parents to Refugee Advisory Council	Refugee Advisory Council, with project staff	x											
Develop strategic communications plan to engage refugee/ immigrant parents as leaders at targeted schools	Project LEARN, with Project Director and Principals		x										
School-based parent councils convened at each school, each with at least 3 initial members	Project LEARN, Counselors, Principals			x									

ACTIVITY/Milestone	Person(s) Responsible	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
School-based parent councils (average of 4 members per school) meet monthly to advise about project, school climate, newcomer issues, increase parent engagement, hold at least one parent ed per year, etc.	Counselors, Principals, Project LEARN				x	x	x	x		x	x	x	
Develop 3 community-based 10-session parent education series targeting parents of newcomer children with supporting students' socio-emotional development. Each series to serve 10 parents (30 parents total per year)	Advisory Council, Project Director, and Project LEARN with community-based providers	x											
Recruit contracted art therapist(s) to work with children during parent education series	Project Director, with support from Project LEARN	x											
Develop art-based socio-emotional support curriculum for children for 10-week series (to be held at comm. sites while parents attend parent ed)	Contracted art therapist(s) with Advisory Council, community-based providers, & Counselors		x										
Recruit parents of newcomer students to participate in parent education series about children's mental health	Community-based host sites for parent education series with School Counselors		x										
Parent education series (min 30 parents and 24 children served per year for a min of 10 hours of service per participant)	Community-based host sites, contracted providers, parents		x	x			x	x			x	x	
Project Evaluation													
Select project evaluator via RFP	LPS Business Office	x											
Ongoing project evaluation activities	Evaluator	x	x	x	x	x	x	x	x	x	x	x	x
Present formative findings to the Refugee Advisory Council	Evaluator with Project Director			x	x	x		x		x		x	
Present summative findings to Advisory Council	Evaluator with Project Director												x
Reporting to grantor	Project Director, with Evaluator and Project LEARN	as specified by USED											

3. Quality of Management Plan

The workplan for the proposed project appears on pages 15-18. The workplan will be used to guide the work of the Project Director and all project staff and be used to monitor progress by LPS. As shown in the workplan and described in Section 4, semi-annual formative evaluation reports will be prepared by the Project Director with the contracted evaluator to ensure regular feedback and continuous improvement. A project organizational chart is shown below.



The Project Director will be Ingrid Markman, who will devote .20 FTE of her existing time as an LPS districtwide support social worker to the project and an additional 140 hours per year (resume attached). As Project Director, Ms. Markman will oversee and manage grant goals and activities, including management and monitoring of sub-contracts and consultants; arrange and oversee trainings for school and community-based personnel and parents; collaborate with contracted project evaluators to ensure all required and locally-determined data are collected,

produce and incorporate formative evaluation results in ongoing project design, and complete a summative program evaluation; work with the LPS Business Office to manage federal funds; and, ensure compliance with all federal grant requirements. Ms. Markman is a Licensed Clinical Social Worker and certified School Social Worker/School Adjustment Counselor and Supervisor/Director. Her 27-year history as a social worker includes 24 at LPS. In 2013, she became the supervisor of all LPS social workers. She holds Masters degrees in Social Work and Divinity from Columbia University and the Union Theological Seminary.

The Project Director will report to the Assistant Superintendent for Student Services, Jeannine Durkin, who is expected to devote .05 FTE of her time to the project. Ms. Durkin has 30 years experience in public education including 10 in administrative roles. She holds a Masters of Education in Curriculum and Instruction. Resume attached.

Project LEARN, a program of the Greater Lowell Community Foundation in collaboration with the University of Massachusetts at Lowell, exists to assist LPS become a model of urban educational excellence by fostering the advancement of LPS. The Executive Director of Project LEARN, Susan Linn, acts in a consultative fashion to LPS as the Director of Grants and Partnership Development. As such, Ms. Linn will support the Project Director as shown in the workplan. As a former federal project director for three multi-year multi-million dollar federal grants and as a Grants Coordinator that managed more than \$10 million annually in grant funds for a public school district including a USED Elementary Counseling Grant, Ms. Linn is uniquely positioned to provide project management support. Ms. Linn holds a Master's Degree in Social Work administration and has more than 13 years experience in grants management for public schools and other skills related to this project. Resume attached.

LPS manages services to more than 13,000 students in 24 schools. A full time Grants

Manager is supported by three full-time assistants who assist program staff to manage diverse grant funds totaling over \$22 million per year. The Grants Manager holds a BS and graduate certificate in Finance. She has held this position for 3.5 years and has an additional 20 years experience in financial management roles in the private sector.

Job descriptions for the to-be-hired 2.0 FTE School Counselors are attached. Along with meeting the statutory requirements of hiring School Counselors, LPS will actively recruit candidates who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; who have special expertise working with refugee or immigrant populations; and who are bilingual and/or bicultural. Job descriptions for the contracted Access Coordinator and Art Therapist are also attached.

LPS proposes to use an external evaluator to conduct the project evaluation that is described in Section 4. An independent position will help ensure that the evaluation is conducted objectively and assure the collection of reliable performance measure data. The evaluator will be selected in accordance with MA procurement laws, which necessitate an open bid process. The selected firm will be one that specializes in the delivery of program evaluation to organizations such as government entities and nonprofits. The firm's personnel must have extensive experience conducting basic and applied social science research, organizing results into publishable material, and presenting findings to professional and lay audiences. To be eligible, proposers must have extensive demonstrable experience in conducting evaluations of federally funded initiatives, with a strong preference for recent experience with the USED. Proposers must also document their experience with conducting evaluations relevant to the proposed project, such as those involving the assessment of mental health issues for students, systems change related to service delivery, and efficacy of professional development programs.

4. Quality of the Project Evaluation

Design of the Process Evaluation: Six broad questions will guide the process evaluation. (1) What were the goals and objectives of the project, and what activities were planned to accomplish them? (2) What were the characteristics of the target populations (i.e., demographics, prevalence, and incidence of the problems the program was designed to address, etc.)? (3) How was the project carried out? (4) Was it implemented as planned? (5) If not, what changes were made in the project design and for what reasons? (6) What problems, if any, were encountered when carrying out the project and how were they addressed? For each project activity, data on at least the following process indicators will be collected: (a) a description of the activity, including its objectives, methods and content; (b) when the activity occurs; (c) frequency of the activity; (d) number of staff who deliver it; and (e) the number and characteristics of both the target population and the population that actually participates in the activity (e.g., the number of parents who participate in workshops vs. the number of parents of newcomer students). Much of the data about project activities will be collected by LPS staff, primarily from written records (e.g., attendance forms at trainings), minutes of meetings, and counselors' records of the number of children served. The evaluator will monitor the quality of the data. For example, the evaluator will develop formats for data collection and train staff in their use. The evaluator will also collect process data by interviewing the counselors and the Project Director each quarter and by observing selected meetings of the Refugee Advisory Council, etc., which will help interpret the records data and help in the early identification of implementation challenges.

Analysis of process data will include quantitative statements (e.g., counts, means, frequency distributions) such as the number of children served. Analysis of qualitative process data will document the extent to which the project achieves milestones. Analyses will also extract common themes and issues from process data. For example, observations of Parent

Council meetings may yield information about obstacles to progress and likely solutions.

Design of the Outcome Evaluation: The outcome evaluation will address whether the project changes policies and practice concerning the way services are delivered to children in the target population. The primary intermediate outcomes of interest are the extent to which the school-based work and training on trauma-sensitive schools and PBIS produce the desired changes in the knowledge, skills, and attitudes of participants. All trainings will be evaluated and school leaders at the target schools surveyed. When feasible and appropriate, pretest and posttest will be used, though posttest only designs will also be used. The content of the questionnaires will vary depending on the specific objectives of the activity, but they will include generic items to measure participants' satisfaction with the activity, improvement in skills, knowledge, and/or attitudes, and observations in changes of school climate. Analyses of these data will depend on the sample size, metric of the measures, and more. As an example, however, pretest to posttest change might be analyzed by using MANOVA, with pretest scores used as a covariate, along with other covariates such as gender or school. If interventions are repeated with new cohorts of participants over the course of the project, results will be compared for these replications. Assuming the participants do not differ on key variables, the evaluator may pool the data across replications to increase statistical power and examine relationships between intermediate and outcome variables that might not be reasonable to do for a single administration of an activity.

The evaluation will focus on three long-term outcomes. The first, decrease in the number of disciplinary referrals, is discussed below (see GPRA). The second is a hypothesized improvement in the school environment to support children's mental health, including an increase in teachers' capacity to work effectively with the targeted students. This change will be assessed by comparing results from a baseline survey (i.e., administered as close as possible to the outset of

the first school year) with follow-up surveys administered at the end of school years one, two, and three. Administered to all staff in the targeted schools online using Perseus or similar software, the questionnaires will collect data about school climate (e.g., degree of perceived student connectedness) and knowledge and attitudes about newcomer children. They will also be asked to assess the degree to which and in what ways the proposed project (e.g., Art Therapy) contributed to reported changes. Analyses of the questionnaires will test for significant, positive changes between the baseline and subsequent data points. Additional analyses will explore whether outcomes vary by school, by grade, by counselor, and other relevant predictors.

The third long-term outcome is other systems changes in policy or practice developed by the project, especially improvements in community-based resources for the target population, increased linkages between schools and community-based organizations for children's mental health, and improvements in targeted parents' leadership/empowerment. The evaluator will describe the policy/practice and will examine whether it leads to the expected results.

GPRA Performance Indicators: Data on the first GPRA indicator (i.e., student/mental health professional ratios) will come from two LPS data sources: (a) records on the number of mental health professionals and student enrollment in the targeted elementary schools and (b) records showing the extent to which School Counselors spend a majority of their time counseling students or in other activities directly related to the proposed project. Baseline data is provided on pages 5 and 8. The evaluator will develop a Time and Effort Reporting System to track this information. Data on the second GPRA indicator (i.e., the number of student disciplinary referrals) will be extracted from LPS records across the 6 elementary schools for each grant year. The evaluator will examine the degree to which the schools institute common procedures for maintaining disciplinary records, promote the adoption of common procedures, and adjust the

data for procedural differences that may occur. The evaluator will be guided by USED in determining what behaviors should be counted as a disciplinary referral.

Reporting and Continuous Quality Improvement (CQI): Findings from the evaluation will be used to refine or replace elements of the project as needed in a CQI process. To facilitate CQI, evaluation findings will be presented to the Project Director and key stakeholders as they become available, and minimally, as shown on page 18. The evaluation will assist the project in identifying subgroups of targeted students for the purpose of allocating resources as cost-effectively as possible. For example, students with certain characteristics (e.g., country of origin) may be found more responsive than others to art therapy. Further, some of the program's interventions may prove more effective than others. The evaluation will first correlate student outcomes with the services they receive. If strong associations are found, program resources can be reallocated toward more promising interventions with Program Officer approval. Subsequent analyses will help determine whether the earlier correlations reflect a causal relationship.

LPS is committed to sharing evaluation findings with parents, teachers, and other community members, whose support would be bolstered by positive findings and who could provide critical feedback in the case of disappointing findings. Sharing results will occur via the LPS website and parent meetings. Findings will be presented using charts/graphs and language that is readily understandable by community members with little or no research experience.³⁵

Assurances: LPS will comply with all relevant regulations to protect the welfare of students, all USED reporting requirements, and will provide the required GPRA data.

³⁵ Cummins, M. (2001) What Now: Effective and Useful Data Presentation – Training Manual. Education Development Center, Newton, MA. Harding, W.M., Vondras, J.J., Cummins, M. Moving Data To Action: Uses of Assessment and Evaluation Findings by Local Organizations. Paper presented at the 120th Annual Meeting American Public Health Association, Philadelphia, PA, November 12, 2002.

Other Attachment File(s)

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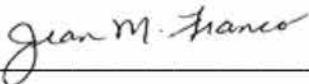
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Program Specific Assurance

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

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

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



Signature of Authorized Certifying Official Title

Superintendent

Lowell Public Schools

Applicant Organization Date Submitted

April 25, 2014

Individual Resumes for Project Directors & Key Personnel

Resume for Project Director Markman	2-3
Resume for Assistant Superintendent Durkin	4-5
Resume for Executive Director of Project LEARN	6-8
Job Description for School Counselors	9
Job Description for Contracted Art Therapist	10
Job Description for Contracted Access Coordinator	11-13

INGRID MARKMAN, LICSW

EXPERTISE:

Working with children and families in an administrative and clinical role.

LICENSURE

- Licensed Independent Clinical Social Worker
- DESE Certified School Social Worker/School Adjustment Counselor
- DESE Certified Supervisor/Director
- CPI (Crisis Prevention Institute) – Nonviolent Physical Intervention

PROFESSIONAL EXPERIENCE

Lowell Public Schools, Lowell MA *1991 – present*

District Support Social Worker 2013 - present

- Oversee and Supervise a staff of 42 School Social Workers, including holding monthly staff meetings and providing ongoing supervision.
- Organize Professional Development for the Social Work staff and extended support staff during the school year.
- Co-lead the District Wide Crisis Intervention Teams.
- Participated in designing and implementing a new District Emergency Response policy.
- Participated in creating a new Attendance policy for the District.
- Member of Community Service Committees working toward providing better mental health services to our students and families.

TITLE ONE SOCIAL WORKER 1997 – 2013

(Washington/Moody/Molloy Schools)

- Cover for principal, as needed – 2009/10 – 2 -3 days/week. 2010/11 – every day.
- Provide clinical and behavioral consultation to all teachers and staff.
- Provide clinical intervention and case management for identified students.
- Run social skills groups and individual therapy as needed.
- Teach in-class social skills programs such as Second Step.
- Provide crisis management for students with identified needs.
- Work with parents to improve the emotional well being of their children
- Communicate and meet with parents around behavioral concerns for their children.
- Chair of the TAT committee leading as many as 100 meetings per year.
- Organize and write 504s for identified students.
- Communicate and consult with SPED staff around students with an IEP and students referred for a CORE evaluation.
- Member of the School Site Council.
- Supervised junior social workers and Interns

Healthy Life Skills Social Worker

1991 – 1997

- Provided consultation and education around healthy life choices including anti-bullying, positive social skills, and peaceful classroom to all schools and administrators in the city of Lowell.
- Presented materials on the peaceful classroom and behavior management to large groups such as at Leadership meetings.
- Ran social skills groups for identified students in several elementary schools.
- Organized and presented at city wide parent meetings on topics such as anti-bullying and child development.
- Wrote grants for Safe and Drug Free Schools programs.
- Co wrote the social skills curriculum “Project Peace”.

Solomon Mental Health Center

1987 – 1991

Psychiatric Social Worker

- Treated multi-problem clients and families using a variety of modalities; individual, family, couple and crisis counseling.
- Gathered psychosocial data and performed comprehensive assessment of clients and families.
- Part of a multi-disciplinary team providing optimal care for clients.
- Supervised and evaluated junior clinicians.

EDUCATION

Master In Social work, Columbia University, New York, NY - 1987

Master in Divinity, Union Theological Seminary, New York NY -1987

Bachelors of Arts, Lawrence University, Appleton, WI - 1979

Conflict Resolution Certification – 1996

Successful Completion of the MTEL – June 2011

EDUCATION

2007-2009

NATIONAL INSTITUTE FOR SCHOOL LEADERSHIP

Educational Leadership, 24 Graduate Credit Equivalency

1997

UNIVERSITY OF MASSACHUSETTS LOWELL

Masters of Education, Curriculum and Instruction

1984

Bachelor of Science, Health Education

PROFESSIONAL EXPERIENCE

LOWELL PUBLIC SCHOOLS, LOWELL, MASSACHUSETTS

2013-Present

Assistant Superintendent for Student Services

2008-Present

Director, Lowell High School Clement G. McDonough Freshman Academy

- Work with students, staff, and parents to create a community of learners at the Freshman Academy that fosters a sense of pride and belonging and addresses the needs of all learners.
- Assist with hiring and serve as contributing evaluator for all staff at the Freshman Academy.
- Serve as the direct supervisor of Guidance Counselors and Support Specialists at the Freshman Academy.
- Collaborate with the Director of Curriculum and Department Chairs at Lowell High School to develop and implement high quality academic programs for grade 9 students and ensure appropriate implementation of academic courses and programs.
- Facilitate the Freshman Academy Staff and Student Leadership Teams.
- Serve as a community liaison for the freshman program.
- Maintain a safe learning environment in the building.
- Write and administer grants to support academics, activities, and citizenship at the Freshman Academy.

2005-2008

Freshman Student Support Specialist, Lowell High School Clement G. McDonough Freshman Academy

- Monitored and supported the academic achievement, behavior, and attendance of students and served as direct case manager for half of the freshman class.
- Chaired teacher assistance team, 504, and cluster team meetings to enhance learning opportunities for all freshman students.
- Worked in collaboration with Freshman Academy Guidance Counselors, Social Worker, Instructional Specialist, Resource Officer and representatives from outside agencies to ensure academic success, emotional well being, and safety of students.
- Supervised lunch periods and routinely monitored classes and corridors.
- Analyzed student discipline and attendance data and implemented strategies to effect positive change and reduce recidivism.
- Served as a contributing evaluator for Freshman Academy teachers.

2002-2005

District Coordinator, School Improvement and Accountability

- Set criteria for development of and coordinated the review process for school and district improvement planning to align with state and federal guidelines.
- Planned and facilitated the School Review Visitation Process modeled after the Massachusetts Department of Education's Panel Review Process.
- Monitored the implementation of School and District Improvement Plans through regularly scheduled activities with schools.
- Assessed the needs of schools and matched them with district and outside school supports.
- Coordinated with other district leaders to direct district resources to address schools' identified needs.
- Provided resources and training on scientifically based strategies for school teams and district administrators.
- Wrote and administered grants, surveys, and evaluations to support K-12 school improvement.
- Facilitated communication between the Massachusetts Department of Education, district administrators, teachers, and support staff.

2000-2002

District Coordinator, Healthy Life Skills Program

- Wrote and administered grants, surveys, and evaluations on Comprehensive School Health for the district.
- Supervised and evaluated program staff.
- Facilitated the implementation of a sequential, developmental, and culturally competent K-12 Health Curriculum.
- Designed assessment instruments to measure student achievement.
- Facilitated the development of the Lowell Public Schools first K-8 Health Curriculum Guide aligned with the Massachusetts Health Curriculum Framework.
- Organized, promoted, and supervised system-wide workshops and professional development opportunities.

1993-2000

Health Educator, Healthy Life Skills Program

- Developed and worked to implement a K-8 Health Curriculum for integration with other disciplines.
- Planned and conducted teacher training to incorporate Health Education into the core curriculum.
- Developed and presented workshops for students, parents, and staff of the Lowell Public Schools.
- Participated in all grant writing, surveys, studies, and evaluations on Comprehensive School Health.

1990-2002

Counselor, Lowell Adult Education Program

- Designed, implemented, and reported on an evaluation of the Lowell Adult Education Program.
- Interviewed prospective students and evaluated transcripts for high school diploma candidates.
- Monitored and evaluated student progress in the Lowell Adult Diploma Program.
- Prepared and maintained student portfolios of credits towards a high school diploma.

1991-1993

Health Educator, Substance Abuse Prevention Program

- Developed and implemented a prevention curriculum for grades 5 and 6.
- Presented health workshops for teachers and parents of the Lowell Public Schools.
- Facilitated support groups for students in grades 5-8 on conflict resolution and familial alcoholism.

1990-1991

Health Educator, Edith Nourse Rogers School

- Designed and implemented the K-8 Health Curriculum.
- Developed and presented workshops for parents of the Edith Nourse Rogers School.

FOXBORO PUBLIC SCHOOLS, FOXBORO, MA

1984-1990

Health Educator, John J. Ahern Middle School

- Developed and taught the 5-8 Health Curriculum.
- Introduced and facilitated Community Service Learning as part of the curriculum.

RELATED EXPERIENCE

Co-author *Project Peace*, K-5 Conflict Resolution Curriculum, 1993

PROFESSIONAL CERTIFICATIONS

COMMONWEALTH OF MASSACHUSETTS EDUCATOR LICENSES

Certificate #290134
 Superintendent/Assistant Superintendent
 Supervisor/Director (All Levels)
 Principal/Assistant Principal (All Levels), Professional Pending Completion of Internship
 Health Education (5-12)

ADDITIONAL CERTIFICATIONS/MEMBERSHIP

Lowell Public School District Dropout Prevention Team
 National Institute for School Leadership, Certified Trainer
 Center for Performance and Assessment, Data Driven Decision Making and Data Teams, Certified Trainer
 Face to Face Mediation, Certified Mediator

SUSAN LINN

(b)(6)

SUMMARY

Nonprofit executive with advanced skills in development and strategic planning. Builds institutional capacity. Implements effective program and fiscal management policies and practices. Facilitates systemic change through effective collaboration with institutional and community based partners. Manages and disseminates information to a wide range of audiences. Demonstrates leadership on the organizational, regional, and national levels. Exceptional skill in:

- Fundraising, Especially Grants
- Fiscal Management/Grants Management
- Strategic Planning
- Empowering, Motivating Staff
- Communications and Marketing
- Nonprofit Development
- Board Development
- Building Collaborations

PROFESSIONAL EXPERIENCE

University of Massachusetts – Lowell

2013 – present

Executive Director, Project LEARN

- Lead a community engagement strategy to define strategic priorities for the Lowell Public Schools (LPS) by engaging diverse stakeholders.
- Act as LPS's Director of Grants and Partnership Development and develop a comprehensive fundraising plan that identifies strategic funding targets.
- Represent LPS with community groups, business organizations, civic leaders, and the general public.
- Develop resources to support the annual operating budget of Project LEARN.
- Work with the Superintendent, the LEARN Advisory Board, and the Community Foundation to identify preferred funding targets and craft solicitation strategies.

The Newton Partnership, Newton Public Schools Newton, MA

2008 – 2013

Director

- Project Director, Safe Schools/Healthy Students Grant (U.S. Depts. of ED, HHS, and DOJ).
- Project Director, Physical Education Program Grant (U.S. Dept. of ED).
- Project Director, Mentoring for Safe Schools (U.S. Dept. of Justice)
- Led the charge to found the collaborative into a 501 c 3 community foundation.
- Managed a \$2 million annual budget (primarily federal funds).
- Developed and implemented a comprehensive development strategy, including major donor development, annual fund, and grant writing (federal, state, and private).
- Chaired 75-member community collaborative.
- Convened 14-member Core Management Team, comprised of nonprofit executives and municipal leaders.
- Responsibility and leadership for ensuring the implementation of all services, which included:
 - restorative justice
 - parent education
 - school building security
 - bullying prevention
 - staff development
 - curriculum research and implementation
 - mentoring programs
 - out of school time services
 - technical assistance to early childhood programs
 - resource and referral database
 - teen center
 - counseling services
- Devised and implemented strategic communications/public relations plan.
- Supervised 16 staff.
- Managed 10 sub-grantees and sub-contractors.

SomerPromise, City of Somerville Somerville, MA

2013

Consultant

- Created fund development plan.
- Assisted in the development of partnerships between municipal, district, nonprofit, and donor partners.
- Provided grant writing services for foundations and federal grants on behalf of the school district, city, and nonprofits, which resulted in \$1.8 million in new funds.
- Provided consultation on the organizational development of SomerPromise.

Newton Public Schools, Newton, MA

2003 – 2008

Grants Coordinator

- Developed, procured, and managed \$11 million in federal, state and private grants, annually.
- Increased grant funding to the district by 70% during tenure.
- Monitored and reported post-award project implementation for approximately 50 projects.
- Provided leadership to 28 Project Directors.
- Led community collaborations that resulted in multi-year plans and administered multi-million budgets.
- Developed public relations materials, including annual mailers to all residents of the City, and regularly wrote district press releases.
- Served on Strategic Planning Executive Team and chaired Strategic Planning Working Group of 30 local leaders.
- Served on Superintendent's Administrative Council.
- Regularly wrote grant proposals that received near perfect reviews; funding proposal success rate for federal, state, and private grants of 95%.
- Chair: Emergency Response and Crisis Planning Team, Teaching American History Multi-District Collaborative, Physical Education for Lifelong Wellness, INTERFACE Collaborative (mental health), Safe Schools/Healthy Students Team, Smaller Learning Communities Team.

City of Fall River, MA

2001 – 2003

Grant Writer

- Designed programs, developed collaboratives, and constructed funding proposals for all municipal functions that resulted in approximately \$12 million in new revenue.
- Designed and implemented fundraising campaigns, raising \$100,000 for a police memorial and \$450,000 to support the city's bicentennial celebration.
- Wrote white papers, position statements, and research documents relative to municipal issues.
- Represented the Mayor's Office and/or the City to a diverse spectrum of community organizations and special issue groups.

Father Joe's Villages, San Diego, CA

2000 – 2001

Comprehensive social service agency with sites across the Southwest.

Development Officer

- Led the planning team to establish a comprehensive social service center to assist the homeless and impoverished.
- Designed service delivery systems, conducted needs assessments, published literature reviews, and designed evaluation protocol across the agency, including daycare centers, child and adult counseling centers, education centers, teen community programs, medical clinics, dining facilities, homeless shelters, chemical dependency programs, and adult education/career centers.
- Managed grant writing functions that achieved over \$1 million in grant awards each year.
- Participated in a successful \$8.7 million capital campaign.

Home Start, Inc., San Diego, CA

1999 – 2000

A medium-sized nonprofit dedicated to preventing child abuse.

Grant Writer, Community Organizer

- Conducted community outreach and organized community forums.
- Co-developed and drafted the agency's strategic plan.
- Coordinated grant writing functions, including successful proposals of \$600,000.

Consumer Credit Counseling Services

1997 – 1999

Franchises in San Francisco and San Diego

Community Outreach Coordinator/Counselor

- Directed education functions for six satellite offices.
- Designed programs, such as housing counseling and financial literacy.
- Acted as the agency's public relations representative, including talk show appearances and speeches.
- Provided individual counseling services.
- Coordinated development functions, including grant writing and special events, raising more than \$150,000.

Previous Professional Experience

1995 – 1999

Therapeutic counselor to children, teens, and families on behalf of Youth Homes, Inc., (1997) and Kids in Crisis, Inc. (1995-1997). Hospital social worker (1998-1999).

EDUCATION

San Diego State University , San Diego, CA	
Master of Social Work	2000
Practice concentration: administration; Field concentration: children, youth, and families	
Cornell University , Ithaca, NY	
Bachelor of Science Degree: Human Development and Family Studies	1995

SELECT PUBLICATIONS AND PRESENTATIONS

Linn, Susan (March, April 2014). Grant 101 and 102. Greater Lowell Community Foundation. Lowell, MA.

Linn, Susan (January 2011). Grant Opportunity Research. The Newton Partnership. Newton, MA

Linn, Susan (December 2010). Grants 101. The Newton Partnership. Newton, MA

Linn, Susan (December 2010). Fundraising Landscape in Newton: Challenges. The Newton Partnership. Newton, MA

Linn, Susan (2007). "An Exploratory Study of the Fairness of Grant Review Panels." Journal of the American Association of Grant Professionals.

Linn, Susan (December 2007). About the Grant Professional Certification. MA Chapter of AAGP. Lexington, MA

Linn, Susan (December 2009). Implementing Federally Funded Programs. MA Chapter of AAGP. Lexington, MA

Linn, Susan (December 2007). About the Grant Professional Certification. MA Chapter of AAGP. Lexington, MA

Linn, Susan (November 2007). The Workplan: An Invaluable Tool. 9th Annual Conference of the AAGP. Washington, D.C.

Linn, Susan & Perry-Wood, Lisa (November 2007). How to Write a Successful K-12 Proposal to the U.S. Department of Education. 9th Annual Conference of the AAGP. Washington, D.C.

Linn, Susan & Perry-Wood, Lisa (Sept. 2007). Writing Successful K-12 Federal Grant Proposals: A Primer. MA Chapter of AAGP. Lexington, MA.

Linn, Susan (June 2007). Panel Chair and Facilitator. Program Evaluation. MA Chapter of AAGP. Lexington, MA.

Linn, Susan (November 2006). Program Evaluation. 8th Annual Conference of the AAGP. Nashville, TN.

Linn, Susan (November 2005). About Strategic Planning. 7th Annual Conference of the AAGP. Scottsdale, AZ.

Linn, Susan & Kemp, Susan (November 2005). About the National Grants Partnership. Scottsdale, AZ.

Linn, Susan. (August 2004). Proposal Writing for Scientific Research. Boston University. Boston, MA.

VOLUNTEERISM AND SERVICE

Grant Professionals Association	2005-2010
Vice President	2007
Secretary	2006
Executive Committee	2006-2007
Chair, Research and Authority Committee	2007
Journal Editorial Board	2007
Chair, Long Range Planning Committee	2005-2006
Chair, Professional Growth and Development Committee	2005-2006
MA Chapter of the American Association of Grant Professionals	2006-present
Founder and Charter Member	2005
Vice President	2007
Grant Reviewer	
U.S. Department of Health and Human Services	2006-present
U.S. Department of Education	2004-present
Massachusetts Service Alliance	2002
Charter Board Member, Katie Brown Educational Program	2001-2003

HONORS AND AWARDS

- Certified Grant Professional (2008), Grant Professional Certification Institute
- Selected as a "Content Expert" (2006), Grant Professionals Certification Institute
- Valedictorian (2000), San Diego State University, Graduating GPA of 4.0
- Dean's List (1993, 1994, 1995), Cornell University

Lowell Public Schools School Counselor – Job Description

Requirements:

- Masters Degree in the area of counseling from an accredited College or University.
- One of the following:
 - a.)Massachusetts educator license as a School Social Worker/School Adjustment Counselor
 - b.)Massachusetts educator license as a School Psychologist
 - c.)Massachusetts license as a Clinical Social Worker
- A minimum of three years experience working with elementary age students in a school setting who exhibit social/emotional behavioral difficulties.
- Familiarity and preferably experience using different therapy modalities such as music and art therapy.
- Ability to communicate effectively with parents and outside agencies.
- Experience working with a culturally diverse population of children and families.
- Bilingual/bicultural strongly preferred.

Responsibilities:

1. Implementation of individual and small group counseling in the areas of Social Skills, Trauma, and Mental Health.
2. Providing or coordinating therapeutic interventions for non-English speakers.
3. Will provide psycho-educational support for parents.
4. Will collaborate with outside agencies to insure quality support for identified students and their families.
5. Will coordinate the referral of students/families to various agencies and support networks for interventions as necessary.
6. To consult and collaborate with other school personnel in gathering information and providing support for students as needed.
7. To maintain case records and files.
8. To perform other duties related to community engagement and parent involvement as directed by the District Social Worker and/or Coordinator for Student Support Services.

Contractual Art Therapist

Point of Contact: Project Director for the USED Elementary Counseling Grant

Status: Contractual/hourly

Purpose of the Position:

- Provide a total of 12 weekly groups to refugee and newcomer elementary school aged children at 6 schools for approximately 28 weeks during the school year.
- Provide clinical art therapy consultation as an active member of school-based teams.
- Provide comprehensive art therapy assessment and treatment interventions for children with trauma and other mental health risk factors.
- Plan, develop and implement a comprehensive art therapy program for children.

Responsibilities:

- Create art/music interventions to address mental health needs of refugee or newcomer children who may have little or no English language skills.
- Provide art therapy interventions and strategies.
- Regularly assess individual and group development.
- Manage and maintain art therapy resources.
- Provide educational opportunities to other school or community-based staff and other disciplines as appropriate and requested.
- Serve as clinical resource to staff regarding Art Therapy.

Qualifications:

- Masters Degree in Art Therapy
- ATCB Accreditation or equivalent
- Demonstrable experience working with diverse cultures and language skills.
- Demonstrable knowledge or experience working with refugee or newcomer elementary school aged children.
- Demonstrable knowledge and experience of the working properties of art media and materials

**Access Coordinator – Contracted to the Lowell Public Schools
.50 FTE in year 1; .25 FTE in years 2 and 3
To be Hired and Employed by the Freedman Center at the
MA School of Professional Psychology**

TITLE: Lowell Elementary Counseling Project ACCESS COORDINATOR

REPORTS TO: Executive Director, Freedman Center at MSPP AND
Lowell Public Schools Elementary Counseling Grant Project Director

Position Summary: Provides mental health access and community linkages to the Greater Lowell Elementary Schools and families by utilizing the MSPP INTERFACE resource and referral model.

Essential Duties and Responsibilities

I. CLINICAL/DIRECT SERVICES

- Create a community resource map of existing services, document gaps in community-based services, and create action plan to close gaps for community-based mental health services to refugee and newcomer elementary-aged students. Seeks new partnerships for better mental health linkages and access to care for the target population.
- Develops and maintains collaborative working relationships with Greater Lowell providers to support continuity of care, network coordination, and responsiveness to consumer needs.
- Participates in school or community initiatives focusing on youth (e.g. task forces, conferences, committees).
- Responds to requests for mental health resources and referrals for Lowell elementary families and school personnel who access the MSPP INTERFACE helpline.
- Consults with families and providers re: presenting problems; helps clarify mental health terminology; explains types of mental health services and makes recommendations about the appropriate services for each case.
- Coaches families on selecting a mental health provider, navigating the insurance system, and collaborates effectively with the schools.

- Utilizes INTERFACE database and other tools (e.g. consultation with colleagues; phone and internet research) to find appropriate services for families as well as negotiates with community mental health resources to establish new models of service.
- Responds to families and/or school staff within 1-2 weeks of initial contact and provides resources and referrals that match families' needs as well as provides coaching on follow-up mental health processes
- Provides follow-up services to each case as is needed to insure the family has been safely placed within a therapeutic relationship. 2 weeks after resources and referrals are given; if resource or referrals have not worked out, continues searching for services until appropriate match is secured
- Respects and protects the Human Rights of youth and families in Greater Lowell.
- Maintains confidentiality of clinical records and privileged youth and family information in conformity with state and federal law and regulations.
- Completes case documentation in a complete, accurate, and timely manner.

II. HEALTH & SAFETY

- Complies with DCF mandated reporting regulations.
- Supports & participates in program activities that maintain a safe and clean work environment.

III. GENERAL & ADMINISTRATIVE

- Monitors trends in case demographics and reports them to supervisor in order to address community's needs (for example, increased number of families with Mass Health); adds resources and providers to database and/or website that meet needs.
- Routinely surveys Project INTERFACE website to ensure comprehensiveness; writes articles for the website to guide and inform visitors about mental health issues.
- Maintains contact with providers in Project INTERFACE database about current openings; updates provider information per provider's request; recruits new providers to join database.
- Maintains detailed records on all Project INTERFACE cases and reports data regularly to supervisors as measure of accountability for relevant grantors.

- Attends all required administrative meetings.
- Attends scheduled supervision meetings, comes to meetings prepared, and utilizes feedback constructively to improve performance.

IV. OTHER RESPONSIBILITIES

- Driving is required in order to attend required trainings, meetings, and sessions, or to fulfill other responsibilities defined in this role.

Qualifications

- Masters Degree in a clinical mental health discipline and licensed within the State of MA.
- Clinical experience working with youth and families in a community setting.
- Valid driver's license, safe driving record, and car.

Physical/Mental Requirements

- Ability to respond to youth, families, and staff in an empowering, sensitive, and respectful manner.
- Ability to collaborate effectively with a clinical team, understand and work with complex systems, and utilize supervision to support professional growth.
- Physical ability to safely perform job functions with or without the aid of mechanical devices.
- Manual dexterity and gross motor skills sufficient to operate a computer or manually complete required documentation in a legible and timely manner.
- Ability to communicate verbally and in writing in language that can be readily understood by the majority of the program's clients, staff, and funders.
- Ability to effectively perform job responsibilities in a high stress environment.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Lowell Public Schools: Budget Narrative for USED Elementary Counseling Grant

Item	Yr1	Yr2	Yr3	3-yr total	Notes
Personnel					
2.0 FTE School Counselors	158,200	161,364	164,591	484,155	2.0 full-time equivalent elementary school counselors will be hired at expected annual salaries of approximately \$79,100 per counselor: actual salaries will be based on collective bargaining agreements and be dependent on years of experience and degree. 2 % increases expected in years 2 and 3.
Project Director	4,550	4,550	4,550	13,650	A District Support Social Worker will oversee the project, including supervision of the grant-funded counselors, grant reporting, and oversight of all project components (with assistance from Project LEARN - see contractual). She is expected to spend .20 FTE of her time in this regard, which is already funded by the Lowell Public Schools. Funds are requested to support her time in organizing summer professional development and for work above and beyond the school day (e.g., grant reporting, helping organize parent meetings), for which she will keep a time sheet. Funds are requested at \$32.50 per hour at an additional 140 hours per year for work beyond the regular school year/school day as per collective bargaining agreements.
<i>Subtotal</i>	<i>162,750</i>	<i>165,914</i>	<i>169,141</i>	<i>497,805</i>	
Fringe					
Fringe	34,804	35,500	35,903	106,207	Health, dental, and Medicare for the Counselors, estimated at 22% of the salaries of the Counselors. Health and dental insurance costs are dependent on the plan choices (and dependents) of the to-be-hired counselors; only actual benefit costs will be charged to the grant.
<i>Subtotal</i>	<i>34,804</i>	<i>35,500</i>	<i>35,903</i>	<i>106,207</i>	

Item	Yr1	Yr2	Yr3	3-yr total	Notes
Supplies					
Supplies for professional development	2,795	2,795	2,795	8,385	Supplies will include binders/handouts for conference participants (185 at \$7 each), guides for trauma-sensitive school team members (\$10 each for 30 team members), and binders/information for school-based staff at the 6 schools (40 per school @\$5 each).
Supplies for trauma sensitive classrooms		6,000	6,000	12,000	Funds are requested to support the implementation of trauma - sensitive classrooms, which are likely to include classroom materials (e.g., creating safe, comforting areas in the classroom). Actual supplies will be based on 6 school teams' recommendations. Costs are estimated at \$1,000 per school for each of 6 schools in years 2 and 3.
Positive Behavioral and Intervention Supports (PBIS) Consultant	12,000	25,000	25,000	62,000	Funds are requested to support the implementation of PBIS. Costs are estimated at \$100 per hour for 20 hours per school in year 1. In years 2 and 3, past LPS experience shows that the National Center for PBIS charges \$25,000 for all 6 targeted schools. Services will include staff training, coaching educators, and consulting on assessment and implementation.
Supplies for Art Therapy	5,376	5,376	5,376	16,128	Funds will be used to support the work of art therapists (e.g., paint, clay) and are estimated at \$56 per participant/group (\$2 per week per child for 28 weeks) (12 groups at 8 participants or 96 school-based and 30 community-based students or 126 total).
Laptops	2,000			2,000	The Counselors will each require a laptop, estimated at \$1,000 each.
<i>Subtotal</i>	<i>22,171</i>	<i>39,171</i>	<i>39,171</i>	<i>100,513</i>	

Item	Yr1	Yr2	Yr3	3-yr total	Notes
Travel					
Project Directors Meeting	630			630	As required, Project Director to DC for one night: airfare (\$350), lodging (\$180), ground transportation/parking (\$100).
Office of Safe and Healthy Students National Conference	1,670	1,670	1,670	5,010	As required, Project Director and one additional staff to DC: airfare (\$350 each), two hotel nights (\$360 ea.), ground transportation/parking (\$125 ea).
<i>Subtotal</i>	<i>2,300</i>	<i>1,670</i>	<i>1,670</i>	<i>5,640</i>	
Training Stipends					
Stipends for summer conference attendance	10,800	10,800	10,800	32,400	A 6-hour conference (summer) for 60 school-based educators and counselors on supporting refugee children: \$30 per hour at 6 hours at 60 participants. \$30 per hour is the collective bargaining rate for such participation.
Stipends for afterschool meetings for trauma-sensitive schools and PBIS	13,500	20,250	20,250	54,000	Yr1: 5 staff per school for 6 schools spend 10 1.5-hour meetings beyond school day to complete trauma-sensitive schools self-assessment and develop an action plan to improve trauma-sensitivity and implement PBIS at \$30 per hour. Yr2&3: 6 elementary schools implement trauma-sensitive and PBIS action plans (15 1.5-hour meetings of 5 staff per 6 sites @ \$30 per hour). \$30 per hour is the collective bargaining rate for work beyond the school day.
<i>Subtotal</i>	<i>24,300</i>	<i>31,050</i>	<i>31,050</i>	<i>86,400</i>	

Item	Yr1	Yr2	Yr3	3-yr total	Notes
Other					
Conference Space rental	3,000	3,000	3,000	9,000	Conference space for two full-day conferences per year is expected to cost \$1,500 per day
<i>Subtotal</i>	<i>3,000</i>	<i>3,000</i>	<i>3,000</i>	<i>9,000</i>	
Contractual					
Project LEARN	11,250	9,000	9,000	29,250	The district's contracted Director of Grants and Partnership Development and Community Relations provider (i.e., Project LEARN) will provide assistance in project oversight, including ensuring project timelines are met, support for the Project Director in understanding federal grants management, building support for additional collaboration with community-based and other partners, establishing and using parent councils at each of 6 schools, support with grant report writing, and acting as a supportive point of contact with contractors, such as the program evaluator. Hours are expected at 60 during the first quarter of year 1 with an additional 10 hours per month for the remainder of year 1 (i.e., 90) for a total of 150 hours in year 1. In years 2 and 3, 10 hours per month = 120 hours per year. Fees are \$75 per hour. Project LEARN is a sole source provider.

Item	Yr1	Yr2	Yr3	3-yr total	Notes
MA School of Professional Psychology (MSPP)	33,000	16,500	16,500	66,000	MSPP's Freedman Center for Child and Development is a sole source provider and a state-recognized expert in helping communities establish linkages between schools and community-based partners for mental health services and in providing resource and referral. Funds will be used to hire a .50 FTE Access Coordinator in year 1, and .25 FTE in years 2 and 3, to create a community resource map of existing services, document gaps in community-based services, create action plan to close gaps, and provide resource and referral. Costs are based on a full time equivalent salary for the Access Coordinator of \$50,000 plus 20% in benefits and 10% in oversight of the Access Coordinator (e.g., clinical supervision and guidance).
Speaker Fees (conference I)	3,000	3,000	3,000	9,000	For one-day conference (May) for 125 professionals for school- and community-based providers on mental health support for refugee school children: 10 speakers @ \$300 each.
Speaker Fees (conference II)	2,700	2,700	2,700	8,100	For 6-hour conference (summer) for 60 school-based educators and counselors on supporting refugee children: 9 speakers at \$300 each.
Speaker Fees (in-service trainings)	4,200	4,200	4,200	12,600	Community-based providers or other experts will provide two school-based 2-hour in-service workshops for school-based educators on serving refugee children at six target schools (12 workshops per year) at a cost of \$350 per workshop.

Item	Yr1	Yr2	Yr3	3-yr total	Notes
Contracted School-based Art Therapist	24,000	26,880	26,880	77,760	An art therapist will be contracted to provide weekly groups to the target population @ 28 weeks @ 6 schools @ 2 groups per school per week @ 45 minutes per group (1 hour of service including prep and travel) = 336 hours at \$80 per hour. *25 weeks in year 1 reflective of start-up time to procure services.
Community-based Providers: Parent education	4,800	4,800	4,800	14,400	Three community-based providers (i.e., Cambodian Mutual Assistance Association, Saydanar, International Institute) will each work with the project Advisory Board and project staff to develop a 10-session parent education series (i.e., 3 series- 1 per site), including hosting the series (parents and their children) and developing curriculum. Each site will be compensated at \$60 per hour @ 20 hours of direct service plus \$50 per hour at 20 hours of planning and follow-up time.
Contracted Community-based Art Therapist(s)	7,200	4,800	4,800	16,800	Three community-based providers (i.e., Cambodian Mutual Assistance Association, Saydanar, International Institute) will host a 10-part parenting education series. To be accessible, parents must be able to bring their children. An art therapist will be contracted to develop and implement a 10-part art therapy curriculum for students while their parents attend parent education. The to-be-selected art therapist(s) will be compensated at \$80 per hour for 20 hours of direct service in each year at each of 3 sites (60 hours) plus an additional 10 hours of planning time per series in year 1 (30 hours).

Item	Yr1	Yr2	Yr3	3-yr total	Notes
Parent Education Speakers		1,800	1,800	3,600	By year 2, each of 6 schools will have a parent council that will host one school-based parent education evening per year. Speaker fees are for parent ed. At \$300 each.
Consultant for trauma-sensitive schools	7,500	6,000	6,000	19,500	To-be-determined consultant will provide a 1.5 hour kick-off (2 hrs incl prep) at each of 6 schools and an additional 8 hours of service to each of 6 schools in every year, to include help with self-assessments, providing professional development, recommending policy, etc. At \$125 per hour.
Translators and interpreters	3,300	4,500	4,500	12,300	Translators and interpreters will likely be needed for Counselors and other project staff to communicate with parents of students served in the project, translate parent recruitment information, etc. Estimated 10 hours per week for 22 weeks in year 1 and 30 weeks in years 2 and 3 @ \$15 per hour.
Evaluator	34,468	35,432	35,796	105,695	An evaluator will be contracted at 10% of direct project costs, which is consistent with prevailing rates in MA of 9-15% of direct project costs for evaluation services.
<i>Subtotal</i>	<i>135,418</i>	<i>119,612</i>	<i>119,976</i>	<i>375,005</i>	
TOTAL	384,743	395,917	399,911	1,180,570	

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

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

Name of Institution/Organization

Lowell Public Schools

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	162,750.00	165,914.00	169,141.00			497,805.00
2. Fringe Benefits	34,804.00	35,500.00	35,903.00			106,207.00
3. Travel	2,300.00	1,670.00	1,670.00			5,640.00
4. Equipment						
5. Supplies	22,171.00	39,171.00	39,171.00			100,513.00
6. Contractual	135,418.00	119,612.00	119,975.00			375,005.00
7. Construction						
8. Other	3,000.00	3,000.00	3,000.00			9,000.00
9. Total Direct Costs (lines 1-8)	360,443.00	364,867.00	368,860.00			1,094,170.00
10. Indirect Costs*						
11. Training Stipends	24,300.00	31,050.00	31,050.00			86,400.00
12. Total Costs (lines 9-11)	384,743.00	395,917.00	399,910.00			1,180,570.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Ingrid		Markman	

Address:

Street1:	43 Highland St
Street2:	
City:	Lowell
County:	
State:	MA: Massachusetts
Zip Code:	01852
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
978-674-2038	

Email Address:

imarkman@lowell.k12.ma.us

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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