

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 # S215E140242

Grants.gov Tracking#: GRANT11637215

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="04/26/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="271894231"/>	* c. Organizational DUNS: <input type="text" value="9621744910000"/>
---	---

d. Address:

* Street1:	<input type="text" value="330 Alabama Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Brooklyn"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NY: New York"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="11207-0000"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Sandra"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="DuPree"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="718-495-5620"/>	Fax Number: <input type="text" value="718-495-5827"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Hyde Leadership Charter School's Elementary School Counseling Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="317,703.00"/>
* 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="317,703.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Sandra Dupree</p>	<p>TITLE</p> <p>Principal</p>
<p>APPLICANT ORGANIZATION</p> <p>Hyde Leadership Charter School</p>	<p>DATE SUBMITTED</p> <p>04/26/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Not Applicable * Street 1: Not Applicable Street 2: _____ * City: Not Applicable State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Not Applicable	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: Not Applicable Middle Name: _____ * Last Name: Not Applicable Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: Not Applicable Middle Name: _____ * Last Name: Not Applicable 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: Sandra Dupree * Name: Prefix: _____ * First Name: Not Applicable Middle Name: _____ * Last Name: Not Applicable Suffix: _____ Title: _____ Telephone No.: _____ Date: 04/26/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140242

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.

Add Attachment

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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

Hyde Leadership Charter School

* 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

The Hyde Leadership Charter School in Brooklyn’s Elementary Counseling Program will serve approximately 410 at-risk K-5 students in one of Brooklyn’s most promising charter schools. The school was specifically selected because it serves a significant population of students from low-income families (91%) and is at risk of educational failure. To address its needs, the school is requesting \$930,576 over three years to develop and implement an elementary school counseling program critically needed to improve the school environment and safety (competitive preference #1) including overall schoolwide strategies (class meetings, character education programs, staff development, and counselor leadership activities), direct counselor services (individual and group counseling, parenting classes, etc.), and case management services. Special services focusing on the stability and normalcy of the family will be made for students of military families including group counseling and referrals by a veteran counselor, and services to trying to get their lives back, find jobs, reconnect with their families, and learn how to cope with debilitating physical injuries and mental trauma (competitive preference #2). The program will address the absolute priority by using funds to supplement (not supplant) the existing program by adding one full-time counselor to serve the students at the school, expanding the existing program as the school enrollment continues to grow.

The objectives of this program targets improving student achievement of NY state content standards in English language arts and mathematics, decreasing the number of disciplinary referrals and suspensions, increasing practice and reinforcement of positive behavior throughout the school, and ensuring parent, student, and teacher satisfaction.

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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ED 80-0016 Certification.....	
ED 80-0013 Certification.....	
427 GEPA.....	

Application Narrative

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PROJECT NARRATIVE

1) NEED FOR PROJECT

At Hyde Leadership Charter School in Brooklyn (HLCS-BKLYN), teachers believe that good character is just as important to success as academic skills. The targeted school is a part of the Hyde Foundation’s public school initiative modeled after the Hyde School, a private boarding school in Bath, Maine, dedicated to character development and created with the motto of “developing a child’s character is as important as developing a child’s mind”. The schools are designed to ensure that all students are prepared for the challenges of college and life beyond.

HLCS-BKLYN’s Elementary Counseling Program will serve approximately 410 at-risk K-5 students in one of Brooklyn’s most promising charter schools. The HLCS in Brooklyn was specifically selected because it serves a significant population of students from low-income families (91%) and are at risk of educational failure. An Elementary Counseling Advisory Committee consisting of representatives from the school (principals, teachers, parents), HLCS-BKLYN counselors, and representatives from several community agencies analyzed the needs of our students and developed a program to improve the school environment and safety (competitive preference #1) including overall schoolwide strategies (class meetings, character education programs, staff development, and counselor leadership activities), direct counselor services (individual and group counseling, parenting classes, etc.), and case management services. Special services focusing on the stability and normalcy of the family will be made for students of military families including group counseling and referrals by a veteran counselor, and services to trying to get their lives back, find jobs, reconnect with their families, and learn how to cope with debilitating physical injuries and mental trauma (competitive preference #2).

The program will address the absolute priority by using funds to supplement (not supplant) the existing program by adding one full-time counselor to serve the students at the

school, expanding the existing program as the school enrollment continues to grow.

The objectives of this program targets improving student achievement of NY state content standards in English language arts and mathematics, decreasing the number of disciplinary referrals and suspensions, increasing practice and reinforcement of positive behavior throughout the school, and ensuring parent, student, and teacher satisfaction with the program.

A. The extent to which specific gaps or weakness in services, infrastructure, and opportunities have been identified and will be addressed by the proposed project.

Hyde Leadership Charter School is located in a residential neighborhood in the eastern section of the borough of Brooklyn in New York City, home to 2,504,700 residents. Since the late 1950's East New York has the highest crime rate in Brooklyn and is the known for its numerous murders. Many social problems associated with poverty from crime to drug addiction have plagued the area for decades. Despite the decline in crime compared to its peak period, violent crime continues to be a serious problem in the community. Higher rates of poverty (42% of families living below poverty), alcohol and drug use, and youth violence in the community, coupled with a changing population, including many with limited English proficiency and different cultural backgrounds and experiences, have strained the school and community services to address local needs.

HLCS-BKLYN opened in September 2010 and has grown to a school enrollment of 330 students in Kindergarten through Grade 4. With an additional grade to be added to the school in 2014-15, the school is anticipated to grow to 410 students or more in grades K-5. The changing conditions of the community have led to a need for counseling services at the school. The table below provides information regarding the enrollment and demographic makeup of the students at HLCS-BKLYN as compared to the average NY charter schools.

DEMOGRAPHIC DATA , 2013-14

	English Learners	Special Education	Economically Disadvantaged ¹	Ethnicity/Race		
				Black	Hispanic	Other
Hyde Leadership Charter	10%	10%	91%	77%	21%	2%
NY Charter School Avg.	5%	12%	74%	62%	31%	7%

¹As determined by free and reduced price meals enrollment.

Beginning in the 2012-2013 school year, the New York State Department of Instruction implemented new assessments designed to be aligned with the Common Core State Standards. The new standards for proficiency in these subjects are higher than in previous years and the percent of students earning a proficient score at HLCS-BKLYN is far below its peer charter schools or an average Brooklyn traditional public school. The school also serves high percentages of students who enter the school who are already performing below state content standards in English language arts and mathematics.

ENGLISH LANGUAGE ARTS & MATH, NY STANDARDS TEST SCORES FOR HLCS-BKLYN STUDENTS, 2013 AS COMPARED TO PEER CHARTER SCHOOLS, AND THE AVERAGE BROOKLYN SCHOOLS

(reported as percent of students scoring **below** *Proficient*, i.e. **below** state content standards)

	HLCS-BKLYN	Peer Charter Schools	Average Brooklyn Schools
English Language Arts	88.9%	76.2%	78.0%
Mathematics	69.7%	46.8%	53.7%

The school has implemented State Board of Education-adopted materials in English language arts and mathematics focused on state content standards, and teachers have undergone extensive training in common core standards-aligned instructional materials and effective instructional strategies for at-risk students. The results of these efforts have been seen in recent improvements in student achievement; however, lackluster student achievement in spite of these intensive efforts points to conditions outside the classroom faced by our students that affect their achievement, such as family problems (divorce, alcohol/drug use, etc.), domestic and

neighborhood violence, and so on.

These conditions also affect student behavior at school. According to the April 2012 Department of Education Charter School Annual Comprehensive Review Report, during classroom observations at HLCS-BKLYN, rigorous instruction was inconsistent and in some classrooms pacing was slow which appeared to lead to disengagement and some behavior interruptions. In addition, the report identified areas of growth and recommendations to include: (a) The school is encouraged to continue focusing on building the “Hyde” culture to support its mission. Although the teachers consistently mentioned the strength of the culture in their interviews, there was minimal evidence that the students have internalized the behaviors and principles; (2) The school leadership explained the increase in suspensions and expulsions for the 2012 school year to date is attributed to an increased focus on higher expectations for student behavior and a closer adherence to the school’s behavior code. The school is encouraged to continue identifying strategies to support improvement in student behavior; and (3) The school is encouraged to provide support for teachers in integrating the Hyde Words and Principles into the instructional day and to use these principles when addressing behavioral concerns. A variety of behavioral issues, such as fighting and defiance, have resulted in 42 incidents that have led to suspensions of which 71% range from the use of inappropriate language, graffiti, physical altercations with adults, continuous disruption, profanity, and bullying.

Poor student achievement and negative school behavior are only symptoms of the problems addressed by many of our students. At a recent meeting of teachers, parents, administrators, school counselors, and representatives of counseling agencies in the community identified some troubling counseling-related issues. The school counselor reported that they are seeing more and more students being bullied and more fighting is occurring in and out of the

school, creating more physiological and mental health issues for the students living in the community. The community partners who provide mental health and counseling services outside of the school day report similar increases in this issue as well. The group identified that the causes of this shift include the lack of the ability of students to problem solve issues between themselves, lack of character education within the school and community, poverty, lack of parenting/coping skills, lack of support for parents, and the decreased availability of community services to help address these issues. In short, as poverty, and violence grow in the community, and as the ability of families to access services decreases because of the decrease in the availability of community services due to state budget cuts and the inability of many families to communicate with existing services due to limited English proficiency, the intensive needs of children, particularly those at the elementary school level, proliferates and the pressure placed on schools to fill the gap grows.

Currently, HLCS-BKLYN employs one qualified school counselor¹. The school counselor has been employed since the opening of the charter school. While the employment of the school counselor represents a commitment on the part of the school to provide counseling services to our most at-risk students, the counselor cannot come close to meeting the need that exists at the growing charter school. The following needs and gaps in services to be addressed by this proposal were identified:

Lower student to counselor ratio to respond to issues daily at schools serving high-poverty populations – One of the things we have learned from the provision of services from one counselor is that the current ratio of students to counselor does not allow for effective implementation of a comprehensive, developmental, preventive counseling program. Counselors must be able to respond to crises as they happen, provide assistance to teachers in the classroom

¹ This position will be retained in the upcoming years, and project funds will be used only for a *new* position.

on a regular basis, be available to parents on an ongoing basis, and have sufficient time to provide direct services to students, this is nearly impossible with a 1:415 counselor to student ratio. Adding additional support through an additional counselor brings the ratio of counselor to student to 1:208 allowing more time for more preventative services and youth development.

Staff development – The school and community partners identified professional development as a critical link to ensuring school-wide climate change and consistency for students. As teachers receive training in class meetings and reinforcing positive behavior they can begin to facilitate classroom activities and provide classroom learning environments that support a comprehensive approach and prevent problems before they occur. Training of classified staff and administrators will further support this comprehensive approach so that the strategies implemented with students in the program are reinforced throughout the school.

School-wide focus – The program has a school-wide focus on school climate and positive behavior that must include everyone at the school and not just counseling staff. It requires the involvement of all members of the school community, including parents and students, as well as teachers, classified staff, and administrators. A school-wide focus is also necessary to help develop external assets (resiliency factors) for our students' school and peer environments.

Case management – Case management is required for the students with multiple intensive needs at these schools to link them with services available in the community and to follow-up with students and their families to ensure that the referrals actually result in access to services.

As mentioned above, one counselor currently services the entire school. This counselor sees an average of 330 Kindergarten – 4th grade students (this number will grow to 410 Kindergarten – 5th grade students next school year) including all general education students plus

mandated group and individual counseling sessions for students with Individual Education Plans (IEPs), makes 40 weekly phone calls to parents including 2-4 home visits per month, holds 10 meetings with parents, participate in 30 consultations monthly, and works with the Special Education Director and teachers to support and guide classroom interventions. This should be contrasted with the needs of 330 students, and 42 behavioral incidents serious enough for suspension. Clearly, the need for this project is extensive.

The HLCS-BKLYN leadership, partners, and school counselors developed the program as described and are requesting \$930,576 over the three years to implement the program. Elements of this plan come from the *What Works Warehouse* of best practices including the evidenced based Positive Action program. As the project is fully implemented and refined, and as outcome data are available, the *Counseling and Guidance Plan* will be updated and modified so the plan can be replicated at other elementary school sites, as well as at other sites in the county, state, and nation. Our strategies are particularly easy to replicate in other settings because they focus on strategies that teachers, administrators, classified staff, and counselors can do to improve school climate and address identified needs of students. As we achieve our outcomes, the project will provide a model for other schools serving high percentages of students living in poverty and diverse student populations. The program is based on a body of research documenting the effectiveness of elementary school counseling on improving student achievement and positively influencing student behavior. The key elements of the project (positive behavior, class meetings, case management services, etc.) are also supported by research cited in the application narrative. The theoretical basis of the project focuses on the importance of developing character skills for all students in a schoolwide climate change approach, and providing graduated levels of more intensive services for students with multiple needs where schoolwide strategies are insufficient.

2) QUALITY OF THE PROJECT DESIGN

The overall goal of the HLCS-BKLYN counseling program is to provide a counseling program that (1) provides equal access to all students regardless of each child's background or language, (2) impact the school as a whole, supporting teachers, principals, and staff so that the ultimate goals of keeping children safe in school, and raising test scores, and (3) directly impact students' social and emotional abilities, providing a positive foundation to help them achieve academically. To help us achieve our goal, we have targeted the following implementation and outcome objectives.

Implementation Objectives:

- ▶ **Objective 1:** Increase counseling services by 1.0 FTE, providing a total of 2.0 FTEs of counseling services (closing the gap between the existing student/counselor ratio and the 250:1 ratio recommended by the American School Health Association). The average student to counselor ratio (based on 2014-15 projections) will be 410:1, almost doubling the recommended ratio.
- ▶ **Objective 2:** By June 2017, train all teachers (37 teachers total) in conducting and facilitating class meetings and implement in all K-5 classrooms.
- ▶ **Objective 3:** Each year, provide case management services for at least 30 students.
- ▶ **Objective 4:** Provide training for all teachers, classified staff, and administrative staff in Positive Action program and implement the programs through class meetings.
- ▶ **Objective 5:** Conduct monthly Elementary Counseling Advisory Committee meetings to review implementation and outcome data and provide a forum for parents, teachers, classified staff, administrators, school counselors, and community counseling providers to come together to provide implementation guidance for the program.

Outcome Objectives:

- ▶ **Objective 6:** By June 2015 and each year thereafter, the number of students meeting proficiency or advanced in NY state content standards in English language arts and mathematics will increase by at least 10%.
- ▶ **Objective 7:** By June 2015 and each year thereafter, at least 50% of case managed students will demonstrate improvement in achieving NY State Content Standards in English language arts and mathematics by increasing at least one performance level (i.e. moving from *Below Basic* to *Basic*, from *Basic* to *Proficient*, etc.) or by meeting or achieving proficiency on the NY Standards Tests in English language arts and mathematics.
- ▶ **Objective 8:** Each year the number of discipline referrals and suspensions will decrease by at least 10%.
- ▶ **Objective 9:** Each year the number of discipline referrals and suspensions for case managed students will decrease by at least 20%.
- ▶ **Objective 10:** Each year student problem-solving and positive behavior will increase, as measured by teacher, parent, and student surveys.
- ▶ **Objective 11:** Each year, parent, student, and teacher satisfaction with the program will remain at or above 90% (i.e. 90% of parents, students, and teachers reporting satisfaction with the program), as measured by parent, student, and teacher surveys.

Please refer to the evaluation section for the school's plan to measure the achievement of all of the objectives.

A) The extent to which the project will establish linkages with other appropriate agencies and organizations providing services to the target population.

HLCS has created partnerships with five organizations that serve as the primary providers of counseling and related services in Brooklyn Community Services, the East New York

Diagnostic & Treatment Center, Oasis Community Corp., New York City Department of Health and Preferred Health Partners. In addition to the administrator, teacher, and parent representatives and the school counselors, each of these organizations is represented on the HLCS-BKLYN Elementary Counseling Advisory Committee. In addition, each of these organizations played a role in the development of this proposal and will play important roles in the implementation of the program over the next three years.

Brooklyn Community Services (BCS) is a non-profit organization founded in 1866 dedicated to strengthening families, helping children reach their full potential, and supporting adults in leading productive, fulfilling lives. Over the years, BCS has strengthened countless families at risk of separation; supported and stabilized people with psychiatric illnesses; and offered guidance, education, and support to children and young adults. With programs in 17 Brooklyn locations, BCS serves more than 13,000 people each year. As part of the agency's ongoing commitment to strengthening family life in Brooklyn, BCS has developed a wide variety of programs and services to meet the needs of families in our community. BCS family and supportive program provides services to families that are in crisis and helps them to maintain a stable, nurturing environment for their children through setting clear personal and parental goals and embracing each family's strengths. BCS services include parenting trainings, counseling and referral services so families have the tools they need to stay together and grow stronger. In 2013, BSC held youth socialization groups focused on coping with peer pressure and with improving parent-youth communication. BSC is partnering with HLCS-B's Elementary Counseling Program by providing family support services including health and wellness programs enabling families to enhance their children's and family emotional, social and physical well-being.

East New York Diagnostic & Treatment Center (ENYDTC) provides quality, affordable and personalized care in East New York and the surrounding communities in Brooklyn. The Center provides the full spectrum of care for children and adults. The Center serves as a care coordinator, working with the primary care physicians, nursing staff, social workers, and nutritionist to ensure the children’s medical, psychological, and emotional needs are met. As part of the Center’s ongoing commitment to strengthening family life in East NY, the Center has developed a wide variety of programs and services to meet the needs of families in our community. Primary care services in public schools during school hours and to community members after school hours; psychiatric assessment and treatment for all children, especially those with learning disabilities; Individual, couple, family, and child counseling is available, as well as group therapy and educational programs addressing specific issues concerning family life.

Oasis Community Corp (OCC) is a non-profit agency established in 2000 dedicated to a community-oriented, holistic approach to youth development. OCC collaborates with schools to create outstanding student enrichment programs for children and families. OCC’s mission is “to provide customized, engaging programs for children and families by transforming local school and public spaces into fun, vibrant communities”. OCC’s programs create safe and inclusive environments where children develop life skills through quality experiences in arts, athletics, and enrichment activities. OCC is partnering with HLCS-BKLYN’s Elementary School Counseling Program by creating a summer enrichment program available to HLCS students that allow students to progress and improve academically while developing social skills and self confidence in a motivating challenging environment.

New York City Department of Health (NYDH) provides services targeting the

prevention, treatment, and rehabilitation of mental health and substance abuse disorders and disabilities experienced by NY residents. The Department has developed a continuum of care for which it has received national and international attention, and provides programs following state health guidelines. Its strategic plan addresses timely access to mental health services as a critical need for children, youth and their families to intervene at the earliest point possible. Preventable emergency department visits for behavioral or mental health conditions by children and youth under 20 years of age living in very high-poverty neighborhoods is seen as both a marker for social problems with potentially lifelong health consequences and a measure of unmet need for community-based mental health services. In addition, social and environmental experiences in childhood are strongly associated with the development and prevalence of risk factors for chronic diseases, behavioral health problems, and injuries throughout a child's life. In collaboration with HLCS-BKLYN's Elementary Counseling Program, NYDH will provide case management and mental health counseling services through referrals.

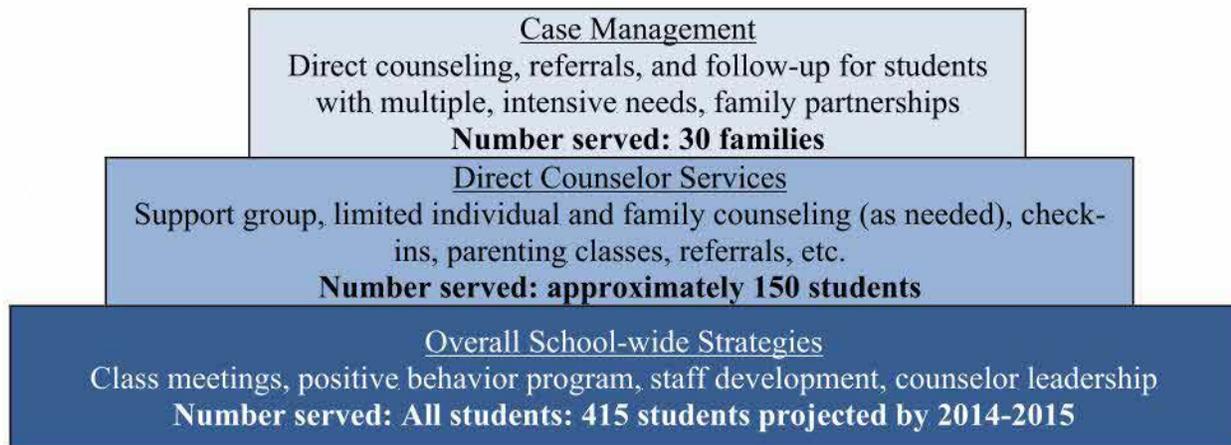
Preferred Health Partners (PHP) is the largest multi-specialty, physician-owned medical group practice in Brooklyn that provides medical care to children and families. In collaboration with HLCS-BKLYN's Elementary Counseling Program, PHP will provide case management support and training, as well as participate in a countywide referral system.

B) The extent to which the design of the project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The HLCS elementary counseling program has been designed to address identified needs. Specifically, counseling services will be provided to ensure access for students and families who are low-income and limited English abilities. Class meetings and the positive behavior program are prevention strategies designed to improve children's decision-making skills, their understanding of peer relationships, and to improve peer interactions. Staff development, class

meetings, positive behavior, and counselor leadership activities will extend the scope and reach of the project beyond what could be accomplished by a single counselor during the funding period, and the presence of a counselor to provide direct counseling services, including individual, group, and family counseling services, parenting classes, and referrals to outside agencies will play a significant role in helping to mitigate the effects of poverty, and violence the family and community experienced by many of our students. Providing case management for a cohort of our most needy families will allow us to reach those students for whom traditional prevention measures would not be effective because of the intensive nature of the multiple issues in those students' lives. Having the time to not only make referrals to outside services for these students and families, but also to *follow-up* to ensure that these services have actually been accessed, will make all the difference for these struggling families.

The HLCS elementary counseling program is based on the design of providing services of graduating intensity as needed, starting off with a base of services for the overall school population (class meetings, bullying prevention, positive behavior program, staff development, counselor leadership) for *all students*, with the provision of a variety of direct counseling services (group, individual counseling, family services, parenting classes, etc.) for identified students with specific needs. Finally, case management services will be available for approximately 30 families with multiple needs who would particularly benefit from assistance accessing outside services and long-term (12 months or more) follow-up. The graphic below illustrates our program design:



Overall School-wide Strategies – These strategies include class meetings, a positive behavior program, staff development, and counselor leadership activities. **Class meetings** focus on teaching children to speak positively about each other, to understand what a problem is and how to express it, to take responsibility for their own actions, to learn how to solve problems, to understand what logical consequences/solutions are and to be able to apply them fairly and respectfully to all, to understand their reasons for misbehavior, to seek non-violent ways to solve a conflict, and to learn social and communications skills. The school counselors will provide training for teachers on strategies for effective use of class meetings and model class meetings until teachers are prepared to take over. The ultimate goal is for teachers to conduct class meetings effectively on their own, calling on counselor support only when necessary.

After class meetings have been implemented in all classrooms, the counselor will assist with the establishment of **the Positive Action program**. It follows the implementation of class meetings because students will need the skills developed through the class meeting process to most effectively participate in the Positive Action program. The counselors will train teachers and staff on the program, organize a school-wide assembly to introduce the program, train student Positive Action managers, provide ongoing training and weekly meetings of positive

behavior and student boards, and provide presentations to classrooms to teach thoughts-action-feelings process that relate to students working on teams and interactions that are going on in class meetings, positive actions for the physical, intellectual, social and emotional areas, the nature and relevancy of positive and negative actions/behaviors. Since problem behaviors are correlated and share several of the same predictors, this program applies a comprehensive approach to addressing the predictors of youth problem behaviors that includes self-concept development, school-wide environmental change, and parental and community involvement in an attempt to successfully affect multiple outcomes (e.g., academic performance, violence, etc.). It is believed that the program itself will positively impact both children's knowledge and skills (character/self-concept, learning/study skills, self-management, interpersonal/social skills, self-honesty and responsibility, and goal setting/future orientation) and school and classroom outcomes (improved relationships amongst school administrators, teachers, students, and parents; improved classroom management; increased involvement of school with parents and community).

Staff development for teachers will focus on training in class meetings and the Positive Action program, as well as additional training provided for the staff as a group or individually based on a staff development needs survey. Additional training may include training in class management, dealing with bullies, helping new students fit into the school, logical consequences, positive reinforcement, character education, Mega Skills, etc. Training will also be provided for all classified staff and administrators in the Positive Action program and techniques for supporting a positive school climate.

Counselor leadership activities reflect the role of the school counselor as a leader in the implementation of the school-wide counseling program. Leadership activities will include

meeting with staff to lay out a plan that focuses on school climate through a schoolwide behavioral supports, providing training (or arranging for outside training) for facilitation and support in creating and implementing the schoolwide Positive Action plan, becoming a part of the implementation of the plan, providing continued training in the areas of parenting, consistency, encouragement, consequences, etc., and providing ongoing consultation with teachers and the school principal to assist them in dealing with individual students.

Direct Counseling Services – In addition to supporting overall schoolwide strategies that form the foundation of the program, the counselors will also provide direct services to identified students in the form of group, individual, and family crisis counseling services, and parenting classes. Students and families will be referred for counseling services by teachers or through self-referrals. Groups will be organized based on referrals and specific needs that arise at each school, and may include managing your inner anger (anger management), banana-splits (dealing with divorce and separation), social and life skills support, grief and bereavement support, bullying (both victim and perpetrator), military family support, as well as other groups. Groups will be flexible and offered in 5-12 week modules (depending on the group and the curriculum or strategy used by the counselor for each group), but family crisis counseling services will intentionally be limited to 1-3 sessions with the assistance of BCS, a program partner, and families needing lengthier counseling services will be referred to external counseling providers through program partners such as ENYDTC and PHP. Parenting classes will focus on single session or workshop topics that arise from the situations and issues experiences by the students at the school, and could be offered in conjunction with other parent nights. Suggestions for topics may also be provided by the school’s Parent Leadership Council (PLC) or School Site Council. Referrals for parenting courses provided by organizations in the community (such ENYDTC and

BCS) will be made available as needed.

Several students at the school have been identified as part of military families. For example, the school has a second grade female student whose mom recently joined the reserves and will be leave for six weeks of training. Many of the students and families are in crisis since many of the parents have come back from active duty with a disability, or the children suffer from separation anxiety. Focusing on the stability and normalcy of the family, the program will offer group counseling and referrals to military families in crisis. The program will recruit recognized experts in military counseling, including counseling professionals who served tours of duty in Iraq, Afghanistan, and Guantanamo Bay. These professionals will work with returning vets who are trying to get their lives back, find jobs, reconnect with their families, and learn how to cope with debilitating physical injuries and mental trauma.

Case Management – Finally, some of our students have multiple intensive needs, and while these students will certainly benefit from our school-wide strategies (class meetings, Positive Action program, etc.) and direct counseling services such as group and individual counseling, these students need ongoing and long-term assistance and follow-up if they are going to experience success. Case management services may include home visits, referrals to outside counseling services, referrals to external social service providers, multiple contacts with parents, classroom observations, and other forms of assistance that target a student’s individual needs. Because of the intensive nature of case management work, approximately 30 families will be selected for case management based on protocol developed by a team at the school consisting of the school principal, counselor, and teacher and parent representatives, following guidelines provided by the Elementary Counseling Advisory Committee.

C) Design of the project reflects up-to-date knowledge from research and effective practice.

A significant body of research supports the relationship between elementary counseling programs and improvements in student achievement in general, and the effectiveness of our implementation strategies specifically. Several studies document the positive effect that participation in elementary school counseling programs have on academic achievement (Baker & Gerler, 2001; Hanish & Guerra, 2000; Sink & Stroh, 2003, Whiston & Quinby, 2009). Not only do counseling programs have a positive effect on academic achievement, but they also have a significant influence on discipline and mental health problems (Jones, 2001; Schlossberg & Lieberman, 2001). These studies indicated that students who participated in school counseling programs had significantly fewer inappropriate behaviors and more positive attitudes towards school, and that participants in group counseling demonstrated fewer aggressive and hostile behaviors. Studies validate the effectiveness of counseling programs on teaching social skills, and in reducing victimization and bullying behaviors (Lapan, Gysbers & Petroski, 2001). Activities such as individual and small group counseling, classroom guidance, and consultation activities contribute directly to students' success in the classroom, as well as outside of the classroom. Studies also support the effectiveness of peer mediation/positive behavior programs, particularly for upper elementary grade students (i.e. 5th grade) (Brigman & Campbell, 2003).

Our model for class meetings is based on that developed in Sacramento City Schools that draws heavily upon the work of Rudolph Dreikurs. Regular class meetings in which students can participate in decision making allows for the development of a group ethic focused on values and promotes self-direction, self-control, and cooperation. Browning, Davis, and Resta (2000) found that first grade students, who participated in classroom meetings, increased their number of positive strategies for solving problems and had decreased acts of physical and verbal aggression.

In a primary evaluation of Positive Action, results of the randomized study in Chicago revealed that, compared to the control condition, the students and schools in the intervention condition showed significantly higher socio-emotional and character development at grades 5; lower self-reported substance use at grades 5; lower self-reported violence at grades 5; and lower self-reported bullying at grades 5 (Li, Washburn, DuBois, et al, 2011).

3) QUALITY OF MANAGEMENT PLAN

A) Adequacy of management plan to achieve the objectives of the proposed project on time and within budget.

The table below provides a timeline for implementing activities necessary to achieve our objectives on time and within budget.

IMPLEMENTATION MANAGEMENT PLAN TABLE

Objective(s)	Activity	Person(s) Responsible	Timeline
1	Finalize contracts with program partners	Principal	July-Sept. 2014
1-11	Convene HLCS Elementary Counseling Advisory Committee	Counselor	Monthly; ongoing
1-11	Hire and place 1 new counselors	Principals, Lead Counselors	By Oct. 2014
1-11	Convene Elementary Counselor Advisory Committee Meetings for purposes of staff development and program coordination	Lead Counselor	Monthly, beginning in Oct. 2014
2, 6, 8, 10	Provide teacher training in class meetings	Counselors	Oct. – Dec. 2014
2, 6, 8, 10	Implement weekly class meetings	Teachers (with counselor assistance as needed)	Fall 2014 (after training); ongoing
2, 6, 8, 10	Monitor class meetings and implementation of class meeting schedule	Principal, Counselors	Ongoing; monthly administration walk throughs
4, 6, 8, 10	Train teachers in Positive Action program	Counselors	Feb.-March 2015
3, 7, 9, 10	Develop protocol for selection of case managed students	Counselors	Fall 2014
3, 7, 9, 10	Selection of case managed students; intake visits with parents	Counselors (with teacher input)	Fall 2014
1-4, 6-11	Provide individual and group counseling	Counselors	Beginning Oct.

Objective(s)	Activity	Person(s) Responsible	Timeline
	services		2014; ongoing
4, 6, 8, 10	Develop protocol for selection of student Positive Action managers	Counselors	February 2015
4, 6, 8, 10	Select and train Positive Action managers	Teachers, Counselors	April 2015
4, 6-10	Implementation and monitor Positive Action program	Counselors, Principals, Teachers	April 2015; ongoing
1-11	Convene evaluation team meetings	Evaluator, Counselors	Sept. 2004; ongoing monthly
6-11	Implement parenting classes	Counselors	Beginning Nov. 2014; ongoing
4, 6-11	HLCS-BKLYN Elementary Counseling Advisory Committee to review evaluation data and provide input	Evaluator	Quarterly
6-11	School Site Councils and school staffs to review evaluation data and provide input	Principal	Quarterly
3, 7, 9, 10	Provide case management services for approximately 30 students	Counselors	Ongoing after selection
6-11	Administer professional development needs survey	Evaluator	Oct.-Nov. 2014 (and each fall thereafter)
6-11	Provide professional development (individual and group) based on survey results	Counselors, Principals	Ongoing
6-11	Assist in development, review, and implementation of Positive Action/school climate plans	Counselors, Principals	Fall, annually
1-11	Develop annual performance evaluation reports compliant with U.S. Department of Education guidelines	Evaluator, Evaluation Team	Spring, annually
1-11	Present evaluation results to HLCS-BKLYN Board of Trustees	Counselors, Evaluator	Annually after report is developed

B) Adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

The existing counselor who has been providing services at the school since it opened in 2012 will serve as the **Project Director (100% of time)** and as the Lead Counselor for the project. She will be responsible for convening advisory committee meetings, training new

counselors in the program and project expectations, working closely with the evaluator to gather data documenting our progress and achieving our objectives, serve as members of the evaluation team, and serve as the liaison between the counseling staff and administration, and the Advisory Committee. Members of the advisory committee will also have the opportunity to provide input as data is presented, making recommendations for program improvement. A student and parent satisfaction survey will be conducted several times throughout the program to ensure that the program staff receive feedback and meet the needs of the targeted students. The program implementation will follow the nationally known Baldrige continuous improvement model (plan, do, study, act), which will include continuous assessment of the strategies, and improvement based on data through surveys, focus group, individual comments or evaluation recommendations.

4) QUALITY OF THE PROJECT EVALUATION

A) Methods of evaluation include use of objective performance measures and produce quantitative and qualitative data.

The evaluation of the HLCS-BKLYN Elementary Counseling Program is based on a continuous improvement model in which data regarding project effectiveness is collected throughout the life of the project and analyzed to inform project changes, leading to continuous improvement. Data collection activities will focus on the collection of data to measure both the effectiveness of implementation of the strategies and activities described in the project design and formal outcomes. Implementation and outcome objectives have been developed, along with a preliminary evaluation management plan to guide data collection efforts (see table below).

PRELIMINARY EVALUATION MANAGEMENT PLAN / DATA COLLECTION PLAN TABLE

Objective	Measure	Person(s) Responsible	Timeline
Obj. 1: Increase counseling services by 1.0 FTE, as compared to baseline of 1.0 FTE in	Human Resources records, budget	Principal	By October 2014

2013-14. GPR	records		
Obj. 2: Train all teachers (37 teachers total) in conducting and facilitating class meetings and implement in all K-5 classrooms	Professional development logs, counselor notes, class meeting schedules	Lead counselors (current), new counselor	Training by December 2014; review of notes/schedules – monthly
Obj. 3: Provide case management services for at least 30 students.	Case management records	Counselors	Monthly
Obj. 4: Provide training for all teachers, classified staff, and administrative staff in Positive Action programs and implement the programs through class meetings.	Training logs	Counselors	Monthly
Obj. 5: Conduct monthly Elementary Counseling Advisory Committee meetings.	Meeting minutes	Lead counselors	Monthly
Obj. 6: The number of students meeting proficiency or advanced in NY state content standards in English language arts and mathematics will increase by at least 10%.	NY Standards Tests	Principal, Evaluator	Annually, spring (when results are available)
Obj. 7: At least 50% of case managed students will demonstrate improvement in achieving NY State Content Standards in English language arts and mathematics by increasing at least one performance level or by meeting or achieving proficiency on the NY Standards Tests in English language arts and mathematics.	NY Standards Tests	Principal, Evaluator, Counselors	Annually, spring (when results are available)
Obj. 8: Each year the number of discipline referrals and suspensions at each target site will decrease by at least 10%, as compared to baseline of 42 in 2013-14. GPR	Site discipline referrals and suspension records	Principal	Monthly
Obj. 9: Each year the number of discipline referrals and suspensions for case managed students will decrease by at least 20%.	Site discipline referrals and suspension records	Principal, Counselors	Monthly
Obj. 10: Each year student problem-solving and positive behavior will increase, as measured by teacher, parent, and student surveys.	Teacher, parent, and student surveys	Counselors, Evaluator	Twice per year (fall & spring)
Obj. 11: Each year, parent, student, and teacher satisfaction with the program will remain at or above 90%.	Teacher, parent, and student surveys	Evaluator, Principal	Twice per year (fall & spring)

The project counselors, under the direction of the lead counselor, and school site staff (principals and support staff) will share the responsibility for data collection. Appropriate qualitative and quantitative data analysis (please see the section below) will be completed by the

project's external evaluator, Dr. Greg Mueller (see resume in Appendix) and results will be reviewed by the HLCS-BKLYN Elementary Counseling Advisory Committee. In addition to gathering data to determine the degree to which our objectives have been achieved, the project will focus on answering several pertinent evaluation questions and data addressing our objectives, as well as additional qualitative data (i.e. focus groups, etc.) will be used to help answer those questions. Evaluation questions will be finalized by the advisory committee once funding is received and the project is under way; however, the following preliminary evaluation questions have been developed to serve as a starting point: 1) Has the program been implemented as planned?; 2) Have significant improvements in academic achievement and behavioral outcomes been demonstrated for all students at the school, as well as for case managed students?; 3) Have we made progress toward moving the Government Performance and Report Act (GPRA) indicators of success for the Elementary and Secondary Counseling Program (decreased disciplinary referrals and suspensions, and closing the gap between pre-project student to counselor ratios and the 250:1 standard established by the American School Health Association)?; and 4) What evidence documents that the program is leading to systemic change at the targeted school site? The preliminary evaluation management plan provided above includes measures to be used to help us determine the degree to which we have achieved our objectives, and most of the objectives include built-in performance benchmarks (i.e. the number of students scoring at the proficient level on the NY Test will increase by at least 10%; 50% of case managed students will demonstrate improvement in behavioral outcomes; etc.).

Quantitative data to be collected for the evaluation include the number of disciplinary referrals and suspensions, NY Test results for English language arts and mathematics, and records of professional development (including hours of training, etc.). Quantitative data will be

analyzed using appropriate statistical analysis techniques, including analysis of descriptive statistics (i.e. frequency counts, means, etc.) and more advanced statistical techniques as appropriate (t-tests, etc.). Data for objectives targeting overall school changes will be analyzed using both general comparisons of pre- and post-data (comparing overall results from the baseline year with overall results from each follow-up year), as well as matched score analyses (comparing baseline and follow-up scores for exactly the same students from year-to-year). Objectives targeting changes for case managed students will be measured using matched score analyses of outcomes. Qualitative data collected to document our effectiveness will include focus groups, surveys (open-ended questions), staff development logs, counselor program implementation notes, and minutes of monthly HLCS-BKLYN Elementary Counseling Advisory Committee meetings. These data will be analyzed using qualitative analysis techniques, including trend analyses and other techniques.

B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

An evaluation team made up of the project evaluator, the two counselors, and the principal will meet monthly to review available data and monitor data collection efforts. They will report quarterly to the HLCS-BKLYN Elementary Counseling Advisory Committee, highlighting evidence regarding objective achievement and documentation relating to each of the project's evaluation questions. Representatives on the advisory committee will present to School Site Councils and school staff, giving teachers, classified staff, and parents the opportunity to provide input, which the site principals will bring back to the advisory committee at the following monthly meeting. Members of the advisory committee will also have the opportunity to provide input as data is presented, making recommendations for program improvement. Minutes of the advisory committee meetings will be taken and distributed to teachers and staff.

Teachers, classified staff, and parents may provide input regarding program activities at anytime (not just following quarterly evaluation sharing sessions) by communicating with their teacher, parent, or administrator representative to the advisory committee who can represent their views, or by submitting comments to the advisory committee in writing. All advisory committee meetings will be open to any parent, teacher, or classified staff member who wishes to attend, and meetings will be held at convenient times to promote attendance. Spanish translation services will be available at advisory committee meetings, as needed, to allow the participation of parents who are not fully proficient in English.

The evaluator, with the assistance of the evaluation team and the guidance of the advisory committee, will develop an annual report addressing the project evaluation questions, including documentation regarding the degree to which objectives have been achieved. This report will comply with all guidelines and requirements of the U.S. Department of Education, Office of Safe and Healthy Students. A brief summary of the report will be developed for distribution to teachers, classified staff, and parents. The evaluation team will present the report of findings annually to the HLCS-BKLYN Board of Trustees.

Using the annual report of findings, the advisory committee will review the school's *Counseling Plan* each year, updating it as necessary to maximize its use as a document to guide project replication for other sites in the community. The updated plan and the annual report of findings will also be made available to other schools throughout King county (and beyond).

Other Attachment File(s)

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Baseline Data

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

Schools participating in the grant	Students enrolled (Baseline) (2012-2013)	Number of Child-adolescent psychiatrists (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013)
Hyde Leadership Charter School - Brooklyn	330	0 FTE	0 FTE	1.0 FTE	0 FTE	0 FTE
TOTAL	330	0 FTE	0 FTE	1.0 FTE	0 FTE	0 FTE

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

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
Hyde Leadership Charter School - Brooklyn	330	42
TOTAL	330	42

HLCS-BKLYN Elementary Counseling Program – Logic Model

Resources	Activities	Outputs	Outcomes	Goals
<p>1.0 FTE Counselor (current)</p> <p>Additional 1.0 FTE Counselor (grant-funded)</p> <p>Positive Action curriculum model</p> <p>Class meeting research & training</p> <p>Research & longitudinal studies</p> <p><u>Partner Linkages</u> Brooklyn Community Services</p> <p>East New York Diagnostic and Treatment Center</p> <p>New York City Department of Health</p> <p>Oasis Community Corp.</p> <p>Preferred Health Partners</p>	<p>Overall School-wide Strategies</p> <ul style="list-style-type: none"> Class meetings, Positive Action program, Staff development, Counselor Leadership <p>Direct Counselor Services</p> <ul style="list-style-type: none"> Support group, Limited individual and Family Counseling (as needed), Check-ins, Parenting Classes, Referrals <p>Case management</p> <ul style="list-style-type: none"> Direct counseling, Referrals, Follow-up for students with multiple, intensive needs, Family partnerships 	<p>415 students served through school-wide strategies</p> <p>150 students receive direct counseling services</p> <p>30 families/students served through case management</p> <p>9 parenting classes conducted</p> <p>Additional counselor added to the school counseling program</p> <p>37 teachers trained in class meeting strategies</p> <p>37 teachers trained in Positive Action program</p> <p>5 finalized contracts with program partners</p> <p>HLCS-BKLYN Advisory Committee</p>	<p>Increased counseling services</p> <p>Developed training in conducting and facilitating class meetings</p> <p>Increased case management services for at least 30 students.</p> <p>Developed training in Positive Action program</p> <p>Established Counseling Advisory Committee</p> <p>Increased student proficiency in NY state content standards in English language arts and mathematics</p> <p>Increased student achieving in NY State Content Standards in English language arts and mathematics for case managed students</p> <p>Decreased discipline referrals and suspensions</p> <p>Decreased discipline referrals and suspensions for case managed students</p> <p>Increased student problem-solving and positive behavior</p> <p>Parent, student, and teacher satisfaction with the program</p>	<p>Provide equal access to all students regardless of each child's background or language</p> <p>Impact the school as a whole, supporting teachers, principals, and staff so that the ultimate goals of keeping children safe in school, and raising test scores</p> <p>Directly impact students' social and emotional abilities, providing a positive foundation to help them achieve academically</p>

Program Specific Assurances

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.

(b)(6)

Signature of Authorized Certifying

Executive Director/Principal
Official Title

Hyde Leadership Charter School
Applicant Organization

April 28, 2014
Date Submitted

Layla Lindau

68 Dunlop Road, Huntington, NY 11743 (631) 742-2237

LaylaLindau@yahoo.com

Professional Experience

Case Manager, June 2011-Present

Central Nassau Guidance and Counseling Services Inc., Hicksville, NY

- Plan and problem-solve to overcome obstacles faced by community members such as systems rigidity, fragmented services, under-utilization of services, and lack of accessibility to resources
- Cut across organizational and disciplinary boundaries to coordinate resources and ensure timely access to medical and psychosocial services
- Perform assessments in order to identify and address individual needs, with the intent of developing a goal-oriented service plan for each community member

School Psychologist, September 2010-June 2011

Manetuck Elementary School, West Islip, NY

- Developed skill-targeted interventions to support educational reform
- Assisted teachers with the implementation of positive behavior support plans, to develop self-advocacy and emotional self-regulation skills, using techniques such as mindfulness-based stress reduction
- Provided consultation to parents, teachers, and administrators to ensure the ongoing success of educational programs and to produce greater gains in student achievement
- Coordinated all phases of assessing students for special education, including pre-referral interventions and post team meeting follow-ups
- Conducted bullying prevention and social emotional awareness lessons for grades K-5

Behavior Consultant, September 2010-June 2011

West Islip Public Schools, West Islip, NY

- Provided Behavior Intervention Consultation Services to parents of high-need students
- Collaboratively implemented and instructed others on Applied Behavior Analysis techniques to promote pro-social behaviors

School Psychologist, November 2010-June 2010

Alleghany and Albany Avenue Elementary Schools, Lindenhurst, NY

- Analyzed curriculum-based measurement data in order to monitor student progress
- Conducted evaluations and observations of severely disabled students in order to manage appropriate educational placement
- Exercised building level resources within an RTI framework in order to improve student outcomes
- Provided crisis intervention support to students, families, and teachers in need of immediate service
- Counseled students with various academic, cognitive, and social-emotional needs using techniques such as cognitive behavioral therapy

School Psychologist, September 2009-November 2009

Paul E. Kirdahy Elementary School at Captree, West Islip, NY

- Created various Functional Behavior Assessments and Behavior Intervention Plans
- Participated in weekly Instructional Support Team meetings, faculty meetings, and district wide professional development opportunities
- Implemented counseling groups that targeted improvement of social skills deficits

School Psychology Intern, September 2008-June 2009

John H. Glenn High School, Elwood, NY

- Assisted in the delivery of the Operation Respect program, which links students with social disabilities to monthly extracurricular outings with their mainstreamed peers
- Trained with the JGHS team to develop and coordinate a pilot peer mentoring program under the auspices of the Mentoring Partnership of Long Island
- Facilitated multiple counseling groups at the high school level using techniques such as rational-emotive behavior therapy

Program Facilitator, July 15, 2008

CHOICES About Alcohol™

Student Counseling Center, Adelphi University, Garden City, NY

- Helped manage an evidence-based alcohol abuse prevention program aimed at reducing alcohol consumption by college students at-risk for developing symptoms of alcohol abuse
- Provided students with accurate information about drinking, ways to assess their drinking risk, and strategies to abstain from drinking or drink with less risk and harm to themselves and others
- Administered several one-hour long sessions to small groups of college students, consisting of a facilitator presentation, journal exercises, and group discussions

Graduate Assistant, January 2008-May 2008

Gordon F. Derner Institute of Advanced Psychological Studies

Adelphi University, Garden City, NY

- Conducted group interviews for applicants to the Master of Arts, School Psychology Program
- Participated, as a student representative of the School Psychology program, in a collaborative decision-making process of applicant acceptance

Education

Adelphi University, Garden City, NY

Master of Arts, School Psychology, May 2009

Long Island University, C.W. Post Campus, Brookville, NY

Bachelor of Arts, Psychology, May 2006

Sorbonne University, Paris, France

Certificate of Foreign Language Studies, January 2005-May 2005

Professional Affiliations and Awards

International Council of Psychologists

United Nations Psychology Day Committee Member, June 2009-August 2009

Outcome Assessment Award in Psychology

Awarded by Long Island University, May 12, 2007

Member of the National Honor Society for Psychology

Previous Secretary of the Long Island University Chapter

Member of the National Association for School Psychologists

Member of the Suffolk County Psychological Association

Greg O. Muller

Resume

3/3/2010

Contact

Dr. Greg O. Muller

(b)(6)

Education

Ph.D., Sociology, Texas A&M University, 2002
M.S., Sociology, Brigham Young University, 1992
B.S., Sociology, Brigham Young University, 1989

Background

Academic Background: Sociology of Deviance, Social Psychology and Family
Applied Background: Evaluation, Grant-Writing, Program Administration

Research, Evaluation & Administration Experience

- 2006-Present *Resource Associates*, Evaluator. I have provided a wide range of grant-writing and grant evaluation services to various clients throughout the U.S. Programs evaluated include at-risk youth-focused programs (mentoring, abstinence, life skills, counseling and delinquency), education enhancement initiatives (advanced placement, teacher professional development, GearUp) and other evaluations.
- 2000-Present *Family and Community Support Institute (FACSI)*, Co-Director. Conceived, developed and continue to oversee a fledgling community organization that has evolved into a 501c3 non-profit that provides family-to-family mentoring, community grant-writing support, life-coach services and training, women's conferences, and other support designed to improve the quality of life and promote safe and healthy living throughout south-central Utah.
- 2003-2005 *Snow Community Grant Support Office*, Director. Established and oversaw a small grants center, offering a wide range of grant-writing support, training and program evaluation services to rural communities. Secured over 1 million dollars in extramural funding. (*reasons for leaving: to work full-time for FACSI and evaluation consulting, and segue to my publishing/public speaking career*)

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G. Muller, resume

- 1998-2003 *School-to-Work Opportunities Project, Snow College, Director.* Administration of 1.7m program designed to prepare students for academic and employment success. Responsibilities included instruction, training, staff development, budgeting, reporting, grant seeking, program development and evaluation. (*reasons for leaving: to establish a grant support office at Snow College*)
- 1991-1998 *Public Policy Research Institute, Texas A&M University, Research Assistant.* Involved in policy relevant research projects in the public health, technology transfer, and drug-prevention arenas; involved all phases of research, including program evaluation, grant-writing and reviewing, research design, survey instrumentation, data collection, data management, SAS/SPSS/STATA programming, data analysis, report preparation and presentation; and periodic university course instruction. (*reasons for leaving: to care for the health of a family member in Utah*)
- 1989-1991 *Women's Research Institute, Brigham Young University, Research Assistant (Dr. Marie Cornwall, thesis chair).* Research and administrative duties related to the Adolescent Development Study, a multi-year, national study, including survey design, data collection, data analysis, database management, report writing and literature review research (*reasons for leaving: graduate school in Texas*).

Selected Publications

- Muller, G.O. (2010). Get Your Kit Together! Edit/Fix ONE Problem Scene To Change Everyscene In Your Life. In Press.
- Muller, G.O. (2007). The Hunt Is On! Find More Glory In Yourself, Others and Everyday Life, Knowbility Press.
- Muller, G.O. (2002-2007) APR – GEARUP Program, Annual Reports submitted yearly to U.S. Department of Education, Washington, D.C.
- Muller, G.O. (2003) APR - 21st Century Learning Centers: Summary Report. Final Report submitted to U.S. Department of Education, Washington, D.C.
- Nader, R., Muller, G.O., Johnson, C. D., & Blakely, C.H. (1999). Developing Effective University-Community Collaboration Through Grantwriting: The Community Grant Support Initiative. In R. Lerner & T. R. Chibucos (Eds.), Serving Children And Families Through Community-University Partnerships: Success Stories. New York: Sage Publications.
- Kotch, J.B., Muller, G.O., & Blakely, C.H. (1999). Understanding the Origins and Incidence of Child Abuse and Neglect. Lead Chapter (ch.1) in T.P. Gullotta & S. McElhaney (Eds.), Preventing Family and Community Violence: Voices vs Violence. New York: Sage Publications.

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G. Muller, resume

- Menon, R., Muller, G.O., Jordan, J.A., Bell, M. & Halperin, L. (1997). Juvenile Justice in Texas: Factors Correlated with Processing Decisions (Final Report). Criminal Justice Division of the Texas Governor's Office, Austin, TX.
- Muller, G.O. & Blakely, C.H. (1996). The Graphic Program: A Tool For NSF/IUCRC Evaluators In The Collection And Presentation Of L.I.F.E., Extended L.I.F.E., And Meeting Effectiveness Data. Computer software application and accompanying evaluation instruction pamphlet presented to the National Science Foundation, Washington, D.C.
- Muller, G.O. & Blakely, C.H. (1998) (1997) (1996). Process/Outcome Survey Of Industry, Faculty, And Students At The NSF Industry/Cooperative Research Center In Ergonomics at Texas A&M University. Annual center report to the National Science Foundation, Washington, D.C.
- Blakely, C.H., Menon, R., Jones, D.C., Bell, J.M., Jordan, J. Muller, G.O., Haynes, F.L., and Bacz, L.A. (1995). Project BELONG (Building Essential Life Options Through New Goals) 1992-1995. Final report for the Drug-Free Schools and Community Prevention Programs, U.S. Department of Education, Washington, D.C.
- Muller, G.O. and Wolf, A. (1994). Conflict Resolution And Other Mentoring Issues. In Project BELONG Mentoring At-Risk Youth: Training Manual. U.S. Department Of Education, Washington, D.C.
- Menon, R., Johnson, C.D., Messer, I., Blakely, C.H., and Muller, G.O. (1992) Tactics And Technologies Survey: A Summary Report. Final Report Submitted To The Institute For National Drug Abatement Research, Texas A&M University, College Station.
- Carmichael, D.J., Blakely, C.H., and Muller, G.O. (1992). Fiscal Policy Alternatives For Special Program Finance: A Review Of The Literature And Survey Of The States. Final Report Submitted To The Legislative Education Board/Educational Economic Policy Center In Austin, TX.
- Hammond, R.J., and Muller, G.O. (1992). The Late-Life Divorced: Another Look. Journal of Divorce and Remarriage 17, 135-150.

Selected Presentations

- Muller, G. O. (December 3-4, 2009). Grant Writing: Storytelling For Success. Presented at NWC Center For Training and Development, Cody, WY
- Muller, G. O. (March 2-3, 2009). Grant Writing Is Easy...And Fun? Presented at San Antonio Riverwalk Bolero II, San Antonio, TX

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G. Muller, resume

- Muller, G. O. (November 6-7, 2008). Finding Your Inner Grant Writer: The Right Words, The Right Way. Presented at Goodwill Industries of El Paso, TX
- Muller, G. O. (December, 2006). Evaluation 101. Presented at Evaluation Associates Conference, Las Vegas, NV.
- Muller, G. O. (September, 2005). Diving For Dear Life: Finding Your Pearl Of Great Price And Then Giving Up Everything For It. Presented to the Relief Society at the Warehouse, Evanston, WY.
- Muller, G. O. (August, 2005). Finding Happiness By Lowering Your Expectations/Increasing Your Preparations, Presented at Youth Conference, American Fork Canyon, Utah.
- Muller, G. O. (April, 2003). Simplify Your Life – A Coaching Workshop. Presented at Orem Conference Center, Orem, Utah.
- Muller, G. O., John, C.R. (October, 2001). Applied Sociology: A Framework For Turning College Student Assignments Into Resume, Network And Community Building Opportunities. Presented at the Society for Applied Sociology Meetings, St. Louis, MO.
- Muller, G.O., Olmstead, B., Scott, C., and McGulivary, B. (April., 1999). Strategic Volunteerism: A Unique Strategy for Developing a Resume of Experience. Presented at the Utah Conference on Volunteerism, Salt Lake City, UT.
- Menon R. & Muller, G.O. (August, 1998). Understanding Minority Overrepresentation In The Juvenile Justice Population: Perceptions Of Juvenile Justice Practitioners. Presented At The Annual Meeting Of The American Sociological Association, San Francisco, CA.
- Muller, G.O. (April, 1998). Center Evaluation and Process-Outcome Survey Results for the I/UCR Center in Ergonomics. Presented at the National Science Foundation's I/UCRC Bi-Annual Industry Advisory Board Meetings, San Antonio, TX.
- Muller, G.O., Muller, P.A., Blakely, C.H. & Menon, R. (August, 1997). The effects of mentoring on family environment, adolescent substance use, delinquency, and academic achievement. Presented at the Annual Meeting of the American Sociological Association, Toronto, Canada.
- Hunter, P. & Muller, G.O. (August, 1996). A Preliminary Analysis Of Qualitative Research Focusing On Sexual Abstinence. Presented At The Annual Meeting Of The Sociological Association, New York.
- Muller, G.O., Menon, R., Jordan, J.A., Blakely, C.B., & Muller, P.A. (August, 1996). The Impact Of Mentoring On The Relationship Between Parental Rejection And Parental Monitoring, And Antisocial Behavior. Presented At The Annual Meeting Of The American Sociological Association, New York.

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- Blakely, C.H., Johnson, C.D., Jones, D.J., Muller, G.O., & Menon, R. (June, 1996). Mentoring At-Risk Youth: A School-Focused Intervention. Presented At The Annual Meeting Of The Society For Prevention Research. San Juan, PR.
- Muller, G.O. (March, 1995). Mentoring And The Relationship Between Family Environment And Problem Behaviors Among At-Risk Youth. Presented At The Annual Meeting Of The Southwestern Social Science Association, Houston, TX.
- Muller, G.O. & Menon, R. (August, 1995). Family Influences On Peer Associations And Delinquency: A Tale Of Two Constructs. Presented At The Annual Meeting Of The American Sociological Association, Washington, DC.
- Muller, G.O. (March, 1995) Only The Lonely? Non-Affiliation In Voluntary Associations. Presented At The Annual Meeting Of The Southwestern Social Science Association, Dallas, TX.
- Knight, L., Haynes, F.L., Muller, G.O., Glenn, C. Menon, R., & Blakely, C.H. (March, 1995). Mentoring At-Risk Adolescents: Project BELONG (Building Essential Life Options Through New Goals). Presented At The Annual Meeting Of The National Association Of The National Association Of School Psychologists, Chicago, IL.
- Muller, G.O., Blakely, C.H., Haynes, F.L., Menon, R., & Wolf, A. (October, 1994). Family Interaction, Self-Esteem, And Aggressive Attitudes Among At-Risk Adolescents. Presented At The Annual Meeting Of The Mid-South Sociological Association, Lafayette, LA.

Selected Grants

- 2005 Distance Education Grant, funded by U.S. Department of Education (\$200,000)
- 2004 Community Mosquito Abatement, funded by Utah Department of Agriculture (\$25,000)
- 2004 Adult Education and Family Literacy Grant, funded by Utah State Office of Education, (\$50,000)
- 2004 Transportation Enhancement Grant, funded by Utah Department of Transportation (\$250,000)
- 2004 Enhancement of Education Technology Training (EETT) Grant, funded by Utah State Office of Education (\$254,000)
- 2003 Adult Education and Family Literacy Grant, funded by Utah State Office of Education, (\$30,000)
- 2002 Gaining Early Awareness and Readiness for Undergraduate Programs Grant, funded by the U.S. Department of Education (\$2,500,000)

G. Müller, resume

- 2000 21st Century Community Learning Center Grant, funded by the U.S. Department of Education (\$1,503,000)
- 1998 Automated Process/Outcome: A Data Processing Tool for Evaluators, a grant funded by the National Science Foundation (\$7,500).
- 1995 Disproportionate Minority Confinement, a grant funded by the State of Texas Governor's Office (\$100,000).

Selected Consulting, Training and Evaluation

- Ongoing Grant Writing Training GWS – Spring City Utah.
- Ongoing Program Evaluation, Resource Associates - Evaluation Associates, Farmington New Mexico.
- 2003-2009 Program Evaluation, Gaining Early Awareness and Readiness for Undergraduate Programs, Sanpete Community
- 1998-2005 Consulting, Technical Assistance Provider Pool, Office of Juvenile Justice and Delinquency Prevention, Washington, D.C.
- 2001-2003 Consulting, Chair, Utah Department of Workforce Services Western Region Youth Council, Utah Western Region
- 2001-2004 Program Evaluation, 21st Century Community Learning Centers, Sanpete Community
- 1999-2002 Program Evaluation, Extended Year School Program Evaluation, North Sanpete School District and South Sanpete School District
- 2000 (Nov.) Consulting, U.S. Department of Education Safe and Drug-Free Recognition Program Advisory Panel, Phoenix, AZ
- 1999-2002 Program Evaluation, Extended Year School Program Evaluation, North Sanpete School District and South Sanpete School District
- 1995-1998 Program Evaluation, National Science Foundation I/UCRC for Ergonomics and I/UCRC for Applied Materials and Devices, Texas A&M University
- 2000-2001 Consulting, Meridian GeoSystems, Inc., Production of demographic maps and reports for major U.S. Corporations
- 2000 (Aug.) Consulting, U.S. Department of Education, Review of GEARUP State Grant Proposals, Washington, D.C.
- 2000 (Nov.) Consulting, U.S. Department of Education Safe and Drug-Free Recognition Program Advisory Panel, Phoenix, AZ.

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G. Müller, resume

- 1997 (Aug.) Consulting, U.S. Department of Education SDFSC Program, Review of Effective Programs and Strategies to Prevent Youth Drug Use, Violent Behavior, or Both Grant Proposals, Washington, D.C.
- 1997 (June) Consulting, U.S. Department of Health and Human Services , Substance Abuse and Mental Health Services Administration (SAMSHA), CSAP, Review of Starting-Early-Starting Smart (Primary Health Care and Data Coordinating Centers) Grant Proposals, Washington, D.C.
- 1996 (July) Consulting, U.S. Department of Education, Panel Chair and Reviewer for SDFSC Program Drug and Violence Prevention Demonstration Grants, Washington, D.C.
- 1996 Consulting, Brazos Community Health Needs Assessment, Served as interviewer and interviewer supervisor, College Station, Texas.

Professional Associations

American Sociological Association
Society for Applied Sociology

Recent Professional Development

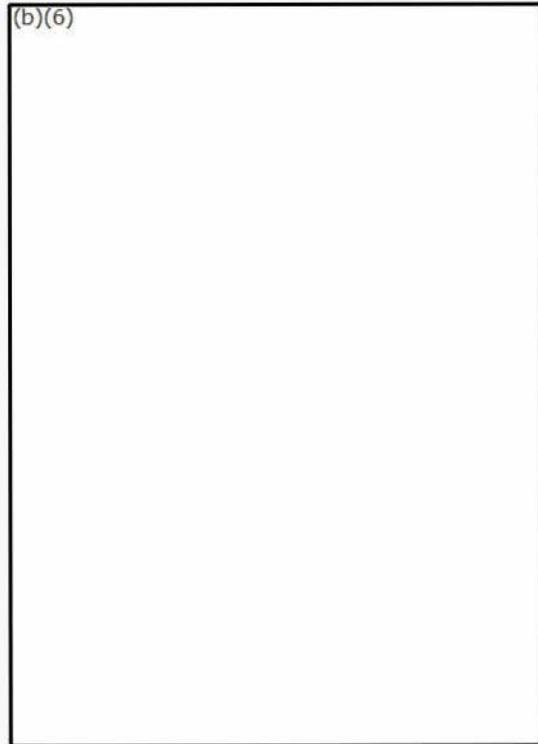
Human Sexuality HBD 6769.E1 (Amberton University); March – May 2009.

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References

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HYDE Leadership Charter School-Brooklyn

School Counselor JOB DESCRIPTION

Job Title: School Counselor
Reports To: Head of School
Prepared By: Human Resources

Department: Administration
FLSA Status: Non-Exempt
Prepared Date: 5/29/09

SUMMARY:

Utilizing leadership, advocacy, and collaboration, this position promotes student success by providing preventive services, and responding to identified student needs by implementing our comprehensive school counseling program that addresses academic, career, and personal/social development for all students. This position requires knowledge of teaching strategies and interventions. Some teaching experience is preferred as well as knowledge of the stages of child development.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans and maintains an effective, data-driven comprehensive school counseling program
- Informs General Education Teachers and Staff regarding policy and procedures relative to pre-referral process and 504 Plans
- Facilitates writing/implementation of 504 Plans for students who qualify
- Discusses the comprehensive school counseling program with the Head of School/Executive Director; communicates the goals of the comprehensive school counseling program to education stakeholders
- Contacts families regarding academic and behavioral concerns; conducts interviews with students and parents/guardians
- Collaborates with school professionals including, but not limited to Dean's Area, Family Learning Center, School Psychologist, Teachers and Staff; counsel Individualized Education Program (IEP) Students
- Address behavior issues in collaboration with the Dean of Students and families; serve as MS and ES behavior analyst; develop behavior plans
- Conduct a yearly program audit to review extent of program implementation
- Monitor student academic performance, behavior and attendance and assists with appropriate interventions
- Facilitates Student Support Team Meetings; collaborates with and refers families to community resources
- Maintains updated and secured files which include but are not limited to student records/files; confidential reports, teacher referral forms and classroom observations
- Acquire and/or Secure Form 4 (parent/guardian interview documentation) and Form 6 (permission to test the student), SST Conference notes and correspondence with parents/guardians
- Maintains records of contacts with staff; families; and administration
- Serve as resource to teachers for intervention to implemented in the classroom
- Other duties as assigned

SUPERVISORY RESPONSIBILITIES:

There are no supervisory responsibilities with this position.

QUALIFICATIONS:

Previous school counseling experience is required.

HYDE Leadership Charter School-Brooklyn

EDUCATION AND/OR EXPERIENCE:

Masters degree in School Counseling or MSW in Social Work is required, supplemented with three (3) years of previous experience and/or training.

LANGUAGE SKILLS:

Bilingual skills preferred

MATHEMATICAL SKILLS:

Not Applicable

REASONING ABILITY:

Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with multiple abstract and concrete variables

CERTIFICATES, LICENSES, REGISTRATIONS:

Not Applicable

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is often required to use hands to finger, handle or feel; reach with hands and arms; and taste ` smell. The employee must regularly lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions moving mechanical parts; high, precarious places; fumes or airborne particles; toxic or caustic chemicals; outside weather conditions; extreme cold; extreme heat; and risk of electrical shock. The noise level in the work environment is usually moderate.

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](#)

Hyde Leadership Charter School's Elementary School Counseling Budget Narrative

	Year 1 Grant Request	Year 2 Grant Request	Year 3 Grant Request
1. Personnel			
<p>a. Full-time School Counselor (1.00 FTE) The new School Counselor, to be hired, will work in conjunction with the Lead Counselor and teachers at targeted school to plan and implement the Counseling and Guidance Plan. The Counselor will ensure implementation of all program activities including professional development for teachers, group and individual counseling, case management, and class meetings. The Counselor, with the Lead Counselor will oversee and implement the delivery of the Positive Action curriculum and must have prior school counseling experience. Utilizing leadership, advocacy, and collaboration, this position promotes student success by providing preventive services, and responding to identified student needs by implementing our comprehensive school counseling program that addresses academic, career, and personal/social development for all students. This position requires knowledge of teaching strategies and interventions. Some teaching experience is preferred as well as knowledge of the stages of child development. The Counselor must hold a Masters degree in School Counseling or MSW in Social Work, supplemented with three years of of previous experience and/or training. Bilingual skills preferred. Starting salary for Hyde Schools for School Counselor with the required experience is \$70,013. (36 weeks x \$48.62 x 40 hours per week) plus a 3% Cost of living increase per year. *****NOTE: The existing counselor will serve as the Project Director giving 100% of her time to the project through inkind services. This requested position serves as an additional position to supplement the existing program (not supplant) *****</p>	\$ 70,013	\$ 72,113	\$ 74,277
<p>b. Stipends and Substitutes for teachers to attend training Stipends for staff members to attend summer training session - \$40/hr average teacher pay x 5 days of training x 6 hours x 40 K-5 teachers, plus at least one substitute teacher for each teacher to attend a one day training with the school counselor or with a national trainer for class meetings or Positive Actions. Substitutes (40 teachers x \$100/day).</p>	\$ 52,000	\$ 52,000	\$ 52,000
2. Fringe Benefits			
<p>a. Employee Benefits (20% of gross salary per agency protocol) Covers employees' retirement (2%), sick leave, medical insurance (5%), FICA (3%), and payroll taxes (10%).</p>	\$ 24,403	\$ 24,823	\$ 25,255
3. Travel			
<p>a. Staff Conference Travel **For year one of the grant budget, we are requesting funds to cover the Lead Counselor to attend the grantees or a national conference in Washington DC. This cost includes projected airfare (\$600) plus hotel (\$250 daily rate x 3 days = \$750). **For each year of the grant, we will also be sending the 2 counselors to the Positive Action conference. The annual cost of this trip includes airfare (\$1,200) plus 3 days of hotel (\$250 daily rate x 3 days x 2 people = \$1,400). Registration fees of \$225 per person for each attendee of the 3 day meeting.</p>	\$ 4,850	\$ 3,050	\$ 3,050
4. Equipment			

No equipment is being requested.

5. Materials and Supplies

a. Duplicating Cost

Cost of copying program handout materials for students, teachers and Advisory Committee members.

\$ 750 \$ - \$ -

b. Printing

Covers the cost for professional and computerized printing of permission slips, evaluation reports, and other information materials to disseminate to facilitators, students, families, and stakeholder agencies

\$ 500 \$ 500 \$ 500

c. Curriculum

Covers the cost Positive Action curriculum per classroom for the teachers to implement the program. 40 K-5 teachers x \$460 per classroom, plus 5 new kits in years 2 & 3 for new teachers at the school

\$ 18,400 \$ 2,300 \$ 2,300

Covers the cost after the first year of replacing consumables for the Positive Action curriculum per classroom for the teachers to continue to implement the program. 42 teachers x \$130 per classroom for years 2 & 3

\$ - \$ 5,460 \$ 5,460

Covers the kit for bullying prevention, drug education, conflict resolution, parenting and family classes. 2 kits (one for each counselor and one for each partner agency) at \$1,450 x 7 kits

\$ 10,150 \$ 10,150 \$ 10,150

Covers the cost of the Climate Development Kit (\$460) available for the principal to develop School Counseling and Guidance/School Climate plan.

\$ 460 \$ - \$ -

Covers the cost of the Positive Action School Counselor for the counselors to become leaders for the school program. \$150 per unit x 2 counselors.

\$ 300 \$ - \$ -

Covers the cost of training kit for Positive Action onsite training to be conducted each year (\$300 per kit per year)

\$ 300 \$ 300 \$ 300

d. General Office

Pens (\$200), paper (\$300), postage (\$1,500), file folders (\$200), and other routine office supplies (\$1,200).

\$ 4,700 \$ 4,700 \$ 4,700

6. Contractual

a. Positive Action Training Consultants

Covers training costs: on-site provided by developer staff, on-line webinars and self-

\$ 4,300 \$ 4,300 \$ 4,300

training workshop kits. On-site training provided by Positive Action trainers, which are certified by Blueprints. On-site training lasts an average of one day at \$3,000 per day plus trainer travel. (\$3,000 per year plus travel includes \$600 airfare plus 2 nights at a hotel \$250/per night (\$500) plus per diem for meals and transportation cost \$100 per day (\$200).

b. Third Party Evaluation Specialists

A selected third party evaluation agency will assist the staff in collecting, aggregating, and analyzing data as described in the evaluation section of the proposal. The cost includes travel cost for a site visit. Lead Evaluator 19 hours per month x \$140/hr x 12 months. In addition, each year, the evaluator will conduct on-site formative assessments at the school to determine if the program is being implemented with fidelity. This cost

\$ 33,920 \$ 33,920 \$ 33,920

d. Professional Development Trainers

Based on the expressed needs of teachers, the Counseling program will arrange for 5 full of training per year by a national expert and trainer in class meetings, and preventative programming. The topics of these trainings may include how to conduct class meetings, how to encourage positive behavior through collaborative teamwork, etc.. The typical cost of training is projected to be \$2,700 per session, which includes travel, the trainer's time, and handouts/resources for participants.

\$ 13,500 \$ 13,500 \$ 13,500

c. School Counseling Data Specialist (1.0 FTE). The PE Data Specialist will assist school in the collection of data, input the data into the database for the development of the individual counseling plans, and provide aggregated data reports for the Advisory Committees. Salary for one year - \$31,200/year (40 hours a week x \$15/hr x 52 weeks)

\$ 31,200 \$ 31,200 \$ 31,200

e. Partner Agency Service Providers

Cost covers the time of direct service providers from partnering agencies who will deliver workshops and help facilitate student and family workshops. The providers/partners will assist the school counselors in implementing the group and individual counseling services for students and families. Each agency will designate a staff counselor, medical, or mental health professional to provide at least 20 hours a month x \$50/hr x 9 months x 5 agencies. Each agency will determine if the hours will be committed by one or multiple individuals.

\$ 45,000 \$ 45,000 \$ 45,000

7. Other

a. Shipping and Handling

Shipping and handling for Positive Action kits and materials (10% cost of Positive Action materials)

\$ 2,961 \$ 1,821 \$ 1,821

8. Total Direct Costs

\$ 317,706 \$ 305,137 \$ 307,733

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

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

Name of Institution/Organization

Hyde Leadership Charter School

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	122,013.00	124,113.00	126,277.00			372,403.00
2. Fringe Benefits	24,403.00	24,823.00	25,255.00			74,481.00
3. Travel	4,850.00	3,050.00	3,050.00			10,950.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	35,560.00	23,410.00	23,410.00			82,380.00
6. Contractual	127,920.00	127,920.00	127,920.00			383,760.00
7. Construction						
8. Other	2,961.00	1,825.00	1,825.00			6,611.00
9. Total Direct Costs (lines 1-8)	317,707.00	305,141.00	307,737.00			930,585.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	317,707.00	305,141.00	307,737.00			930,585.00

***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 Hyde Leadership Charter School	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:
	Sandra		DuPree	

Address:

Street1:	330 Alabama Avenue
Street2:	
City:	Brooklyn
County:	
State:	NY: New York
Zip Code:	11207
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
718-495-5620	

Email Address:

sdupree@hydebrooklyn.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

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No Provide Assurance #, if available:

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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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