

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 # S215E140343

Grants.gov Tracking#: GRANT11637711

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

Closing Date: Apr 28, 2014

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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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="161603918"/>	* c. Organizational DUNS: <input type="text" value="1270914570000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

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: * First Name:
Middle Name:
* Last Name:
Suffix:
Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(716) 931-9110 ext.1140"/>	Fax Number: <input type="text" value="(716) 876-9758"/>
--	---

* Email:

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Charter School (LEA)

*** 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:**

The Charter School for Applied Technologies will implement the EAGLE program, which will meet students' mental health needs, improve behavior, and reduce chronic absenteeism.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>J. Efrain Martinez</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Charter School for Applied Technologies</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Charter School for Applied Technologies * Street 1: 2303 Kenmore Avenue Street 2: _____ * City: Buffalo State: NY: New York Zip: 14207 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US DOE	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name n/a _____ Middle Name _____ * Last Name n/a _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name n/a _____ Middle Name _____ * Last Name n/a _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: J. Efrain Martinez * Name: Prefix _____ * First Name Efrain _____ Middle Name _____ * Last Name Martinez _____ Suffix _____ Title: _____ Telephone No.: _____ Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140343

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.

CSAT - GEPA Compliance.pdf

Add Attachment

Delete Attachment

View Attachment

**Charter School for Applied Technologies (CSAT)
Compliance with Section 427 of GEPA**

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.

CSAT is committed to serving students with special needs, including educationally disadvantaged students, economically disadvantaged students, children with disabilities, and English Language Learners. As described in CSAT's admissions policy, brochures, pamphlets, and fliers are readily available for interested families and, when possible, printed in Spanish, or other languages, as well as English. Additionally, the distributed materials state that CSAT is open to a full array of students and that children of all needs are welcomed in the school.

Provided below are descriptions of CSAT's existing services and systems to serve students with special needs. The EAGLES program to be funded by this grant will be established school-wide, including in all classrooms that serve students with special needs. All students, including those with special needs, will participate in the Universal/Tier 1 intervention to include overt instruction, modeling, and reinforcement of good behavior, including incentive programs and celebrations. Teachers who serve students with special needs will participate in EAGLES and utilize the PBIS approach that is one of its major strategies. Teachers who serve students with special needs will draw on their expertise of the relationship between these special needs and behavior, and will make accommodations as needed to teach, model, and reinforce positive behavior in ways that are consistent with each type of special need. The PBIS Coach will incorporate highly focused training related to special needs for the Core Team and for teachers who serve these students. The School Counselors to be hired will serve all students referred to them for counseling, including those with special needs, and will draw on their expertise in mental health to provide appropriate interventions. All students in Grades K-3, including those

**Charter School for Applied Technologies (CSAT)
Compliance with Section 427 of GEPA**

with special needs, will be assessed for appropriateness for Primary Project. The existence of Special Needs will not result in the exclusion of any students from consideration for participation.

Services Provided

CSAT is in contact with and has developed a working relationship with all feeder districts and their pupil services operations. As a result, CSAT has established processes for expeditious transfer of Individualized Education Programs (IEP) for all students with disabilities attending the school. Once the school develops a final list of admitted students, specific written requests for the IEP's for each student with a disability are issued to the student's district of residence in accordance with the established process. This enables CSAT to anticipate student needs along the continuum of services, including staffing needs relating to self contained settings.

The vast majority of CSAT's students are serviced through inclusive settings. This includes services to students with limited needs and students with multiple developmental delays. CSAT has demonstrated capacity to fulfill the requirements of most IEP's without placing students in substantially separate settings. CSAT also offers speech therapy, occupational therapy, physical therapy, modified physical education, and psychological consulting both as part of IEP's and as additional services. When an IEP calls for 15:1 (15 students to 1 teacher) services in one or two subject areas, students are pulled out for a period of time in order to comply with the IEP and provide appropriate time of small group instruction for said subject area. At this point, the school has not had enough students within the specific age spans and specific profiles as to open every single type of self contained group. Therefore, when a student who has been accepted with a 6:1:1, 8:1:1, full time 15:1:1 (services for all subject areas) or a specialized related service not yet offered at CSAT, the school responds by notifying the sending district that

Charter School for Applied Technologies (CSAT) Compliance with Section 427 of GEPA

the students is enrolled with CSAT and that he/she requires these services. This communication triggers either a formal re-convening of the Committee on Special Education (CSE) to review each individual case or a meeting with district, school, and parent representation. Responses to each situation vary from, the district providing the services at CSAT, the district providing the service at one of their schools, or the IEP being amended to provide services in a least restrictive, inclusive, format at CSAT. In case of an IEP amendment, the amended IEP includes references to a monitoring process to ensure success. This process currently in use has been developed in consultation with regional SED officers and district representatives.

Special Education staff and classroom teachers work together to ensure that special needs students remain active and focused. The Special Education Coordinator is a Special Education teacher that works full time in a coordinating role. The Coordinator is responsible for organizing, facilitating, and supporting the team's sharing of special education requirements, both administrative and instructional. The coordinator, like all Special Education teachers, is expected to exhibit the same skills, knowledge, and qualities required of the general classroom teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities and relationships, family involvement, and school community. Students with disabilities are provided with the same resources as other CSAT students. Technology accommodations (such as specialized keyboards) are also provided as applicable.

CSAT complies with the Individuals with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and 34 CFR Part 300. CSAT understands that it is prohibited from establishing a committee or subcommittee on special education; and that it is responsible for implementing the IEP of any student enrolled in the school prescribed by the CSE of the

Charter School for Applied Technologies (CSAT) Compliance with Section 427 of GEPA

student's school district of residence. CSAT does not adjust a student's IEP and is fully aware that the CSE of the child's district of residence is responsible for the IEP. CSAT delivers all IEP services accordingly, per the IEP. CSAT ensures that all IEP mandated services are provided to each eligible student, including all related services, the full range of inclusive setting special education services, and more restrictive services including self contained classes, as required.

Meetings

CSAT makes every effort to cooperate with the appropriate Committee on Special Education (CSE) of the student's district of residence to ensure that all IEP's are met. The Special Education Coordinator for CSAT coordinates meetings with the appropriate CSE's. Special education teachers and at least one regular education teacher meet with the appropriate CSE on a regularly basis to ensure compliance and to keep the CSE's informed of students' progress in accomplishing the goals of their IEP's.

Teachers of students with disabilities participate in their student's district CSE meetings to assist the CSE in establishing the students' IEP. The child's special education teacher and at least one regular education teacher attend all CSE meetings involving each student. The school ensures that teachers attending meetings make the necessary provisions (such as hiring substitutes) to allow the teacher of a child to attend CSE meetings in the child's district.

Training

Under the guidance of the Special Education Coordinator, who is responsible for organizing, facilitating, and supporting the special education team's sharing of special education requirements (both administrative and instructional), teachers are trained to understand their responsibilities in implementing IEP's in general and individual students' IEP's. This education

**Charter School for Applied Technologies (CSAT)
Compliance with Section 427 of GEPA**

design ensures that all staff training is on going so that all teachers, general and special education, will be knowledgeable of IEP implementation issues.

Training for staff includes, in addition to other subjects, discipline, special education, and the intersection between the two. School administrators responsible for administering special education and discipline programs (including the principal, assistant principal, SE coordinator, counselor, and other staff as appropriate) ensure full compliance with IDEA and state requirements regarding suspension (including manifestation determination requirements as coordinated with the relevant CSE), alternative instruction, and due process. CSAT maintains a central database that keeps track of discipline days. The database is in compliance with FERPA and IDWEA requirements regarding confidentiality of student records.

Child Find Compliance

CSAT complies with Child Find provisions of the IDEA to identify and locate all children with disabilities, regardless of the severity of their disabilities, who are in need of special education and related services. If a child is suspected of needing special education services or upon a request made by a parent or teacher, the CSAT Special Educational Coordinator notifies the CSE of the child's district of residence for the student's evaluation for special education services.

Reporting

CSAT complies with all IDEA reporting requirements to be filed by the student's district of residence by providing student records and reports to the district of residence prior to the due date of the reports (October 1, December 1, and year-end report). CSAT provides to parents IEP progress reports in accordance with the reporting directives of the student's IEP. In addition, parents receive Report Cards on a quarterly basis, separate from the quarterly IEP progress

Charter School for Applied Technologies (CSAT) Compliance with Section 427 of GEPA

reports. The Report Cards are provided to all students, including students with disabilities. Though there may be overlaps between Report Cards and IEP progress reports for students with disabilities, the documents are separate assessments of students.

Confidentiality

CSAT complies with FERPA and IDEA requirements regarding confidentiality of student records. Files are kept in a secure, locked, file room that has limited access (only the principal and a staff member that has been designated by the principal have direct access). Files that are removed from the secure room must be signed out by authorized personnel (such as SES staff) and noted in a records access log, may not leave the school, and must be returned by the end of school day. All staff members are instructed on maintaining student confidentiality.

English Language Learners

CSAT is particularly advantageous to students whose first language is not English. These students learn English in an environment in which English speakers also learn another language. At the same time, they develop their native language skills and learn core subjects in their primary language, when appropriate. They work in groups with other students who are just beginning to learn English; yet, through the school's house structure, they also spend a great deal of time with students whose first language is English. Students use school- and home-based technology to build their language proficiency, as well. CSAT also fully complies with all federal, state, and local requirements.

The Board does not believe that one-and only one-English language learning model should be implemented everywhere. CSAT is committed to ensuring that all implemented programs are based on the best-known practices and achieve the best possible results. The use of English as a Second Language (ESL) program for the enrolled population does not represent a

**Charter School for Applied Technologies (CSAT)
Compliance with Section 427 of GEPA**

preference over models in which the native language is used for instruction. ESL model use has been due to the low incidence of Limited English Proficiency (LEP) population so far and due to the variety of native languages represented.

Students from varying language backgrounds are not segregated from one another; they learn with and from one another. Students with different language backgrounds work together during morning meeting, music, art, and physical fitness. In general, all students learn together when high levels of English-language proficiency are not required. Appropriate groupings for reading, writing, and English language arts, as well as mathematics and other core subjects are established according to the results of a balanced set of formal and informal measures. Students from varying language backgrounds receive the same academic content as those students who are native English speakers. Whether teaching involves Specially Designed Academic Instruction in English or SDAIE (also referred to as Sheltered English) or the student's native language, the subject matter remains the same. Time commitments are also essentially the same. All students receive a minimum of two and a half hours of reading and language arts instruction daily in English and a second language.

Scott Foresman Reading is CSAT's core program for K-5 reading and language arts, in English and Spanish, and addresses the needs of an ELL population. Dr. Jim Cummins and Lilly Wong-Fillmore, co-authors of the ELL components, are both well known for their knowledge on second language learning and literacy development. The Scott Foresman Reading program includes many resources to ensure success for every child. The ELL Teaching Guides provide alternate comprehension lessons in a highly visual format, extra vocabulary games to support the current stories and selection stories in English, as well as five other languages to help students have access to content. These students are supported in writing and speaking proficiencies with

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strategies, grammar and phonics lessons, and are assessed frequently to monitor progress. The ELL posters provided build language by learning background information, activating prior knowledge, assessing content and extending language. Another component of the ELL resources is the ELL Readers. These readers represent all genres and are clear, engaging and colorful for English language learners, vocabulary is reinforced in each story, and the students learn songs, plays, dialogues and chants which provide rich language models that foster comprehension and extend English grammar skills. Professional development is provided by Scott Foresman to ensure proper use of the program, as well as home links to involve families in a child's learning.

Identifying English Language Learners

CSAT follows New York requirements for the identification and support of Limited English Proficiency of non-native English Language Learners. The initial identification process consists of the following:

All incoming families complete a Home Language Questionnaire as part of the enrollment process. For families that report that only English is used as home language, the process ends here as the child is now categorized as a native English speaker. If the Questionnaire reveals that a language other than English is used at home, an interview with the family is conducted with the parents in their native language and in English. To accomplish this task, the school has used individuals that have been referred to us by the Erie 1 BOCES office and/or CSAT's own bilingual staff. If the family declares that, although a language other than English is used in the home, yet the student only understands and speaks English, this student is classified as not LEP and joins the general education program. If, on the other hand, the family reports that the child uses a language other than English, an initial assessment process is used in which English proficiency is determined by the use of the Language Assessment Battery-Revised

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(LAB-R). If the student scores at the proficient level, he/she is classified as not Limited English Proficiency (LEP). If the student scores at the beginning, intermediate or advanced level, the student is placed in ESL program.

ELL or LEP identified students participate in annual administration of the New York State English as a Second Language Achievement Test (NYSESLAT), which is the only legal instrument for determination of program placement. When the student scores at the proficient level, he/she is no longer considered an LEP student.

Non-Exclusion

LEP students are not excluded from curricular and extra curricular activities in CSAT because of inability to speak and understand the language of instruction. As stated above, students from varying language backgrounds receive the same academic content as those students who are native English speakers.

Staff, Curricular Materials, and Facilities Plan

In order to meet the needs of every student, the educational program for each student is designed with his or her language proficiency level in mind. To plan for school wide services, an English for Speakers of Other Languages (ESOL) teacher may be staffed at each grade level as needed. Additionally, one of the world language teachers at CSAT with an ELD/bilingual program will also hold ESOL certification. Due to the shortage of certified teachers, consideration is made to allow teachers seeking certification to staff these positions. In order to qualify for these positions, teachers must provide documentation of their plan developed at a university outlining the number of courses necessary to be certified. Progress must be made towards fulfilling the certification requirements and regular updates submitted to the school.

Professional development:

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- ESOL/bilingual teachers meet on a regular basis during house or grade level meetings to plan strategically for the needs of their students.
- Campus staff training is arranged through the Leadership Team.
- School representatives attend district meetings and training sessions.
- Teachers participate in ESOL courses and professional development through the district, local universities, and online sources.
- The members of the ESOL Committee are identified and trained in the first month of school.

Evaluation Standards

The ESOL Committee meets a minimum of twice a year to monitor student progress. Additional meetings are held as necessary. At the end of the school year the committee meets to review the progress of all ESOL students, including those waived from the program and those not served. At this time the instructional program of each student is examined. Exit Criteria: A student being considered for exit from the ESOL program would meet the District's criteria for exit. Students who do not meet the exit criteria are recommended for continued services. Students who meet the exit criteria are exited from the ELD program and placed on the monitoring list for two years. Changes in any instructional program are noted in the meeting minutes and documented in the student's file. The committee informs parents of this change in writing; the letter is then signed by a parent, returned to CSAT, and filed in the student's folder.

Continued Program Assessment and Monitoring

The ESOL Committee meets at the beginning of the school year and each semester to monitor student progress. Minutes of these meetings are filed at CSAT. In the spring, each LEP student takes the language proficiency test in addition to standardized tests for redesignation.

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National origin minority students in CSAT are not assigned to classes for the disabled because of their lack of English skills. As stated above, students from varying language backgrounds are not segregated from one another—they learn with and from one another. Parents with limited English proficiency receive notices and other information for CSAT in their primary language by either printed means or direct oral translation.

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

Charter School for Applied Technologies

* 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:

The Charter School for Applied Technologies (CSAT) will conduct the EAGLES project at its Elementary School, located at 2303 Kenmore Avenue, Tonawanda, NY, 14207. Effective August 2014, the Elementary School will serve Grades K-5 (currently, K-8). Through EAGLES, CSAT will expand and improve the elementary counseling program (Absolute Priority) to provide the quantity and quality of counseling services and interventions needed to address students' mental health issues and create a positive, safe school environment. This project will address **3 Issues:** 1) behavioral issues that result in a high number of disciplinary referrals; 2) chronic absenteeism; and 3) school adjustment concerns. For Issue 2, special attention will be given to improving school safety by decreasing the incidence of harassment and bullying (Competitive Preference Priority 2). This project will address **4 Gaps** in CSAT's counseling services that contribute to these problems, including 1) Shortage of School Counselors; 2) Inability of CSAT's mental health professionals to address chronic absenteeism without deflecting resources away from meeting students' other needs; 3) Lack of a guiding philosophy or framework geared toward prevention of behavioral problems; and 4) Impending elimination of the Primary Project intervention. The EAGLES project has **5 Objectives:** 1) Close the gap between existing student/mental health professional ratios and the ratios recommended by the statute (GPRA 1); 2) Reduce the number of referrals for disciplinary reasons (GPRA 2); 3) Enhance CSAT's ability to implement the Positive Behavioral Intervention and Support (PBIS) process model; 4) Improve school climate and culture; and 5) Improve school-day attendance. To meet these objectives, CSAT has designed EAGLES to include **3 Strategies:** 1) CSAT will formally implement PBIS; 2) CSAT will hire two new School Counselors; 3) CSAT will (continue to) implement Primary Project. EAGLES will serve approximately 862 students during Year 1, with an increase of 135 students each year as the Elementary School grows.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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I. Need for Project

A. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

The Charter School for Applied Technologies (CSAT) is located in the Town of Tonawanda, just outside of the City of Buffalo in Erie County, New York. The vast majority (83%) of CSAT's students live in Buffalo, where 30% of all people and 45% of all children under the age of 18 live below the federal poverty level. Buffalo is one of only 3 cities nationally with a poverty rate over 30%, more than twice the national average of 15%. CSAT's students face many poverty-related stressors that contribute to mental health problems. Many students have parents who are chronically unemployed or underemployed, resulting in long-term dependence on government assistance, very limited resources, and food insecurity. Eighty-three percent of CSAT's students are eligible for free or reduced-price lunch. At least 10% of students experience homelessness at least once per year. Many students come from bad neighborhoods and witness violence and illegal activity daily, including fighting, drug dealing and use, gang activity, and the presence or use of weapons.

These stressors have serious consequences on students' socio-emotional development and mental health. Children who grow up in poverty often become very emotionally hardened in order to cope with the realization that they can't help everyone. This lack of empathy is a major problem in CSAT's student population, one which CSAT's mental health professionals (MHPs) address constantly. Students are unable to recognize and react to other people's emotions, which inhibits social skill development. Students don't know how to negotiate with their peers, resulting in outbursts that often escalate. Compounding this problem is that a vast majority of CSAT's students have been taught by their parents that they need to retaliate with violence. This is a common response of children who come from traumatized backgrounds. CSAT's MHPs

constantly counsel students who have difficulty handling conflict and problem solving, as they focus only on what the other person did to them. In addition to the lack of empathy, violence, aggression, and anger management problems, CSAT's MHPs also counsel many students who are depressed and have very low self-confidence and who misbehave as a way to get attention. Parents who are overwhelmed by the stressors of poverty often react to and punish bad behavior as a means of control but often do not overtly teach, reinforce or praise good behavior.

These negative factors in students' social environments and the effects on their mental health results in not only a great need for mental health counseling, but contributes to two major issues at school: behavioral problems and chronic absenteeism.

Issue 1: Behavioral Problems: The most prevalent discipline problem at CSAT is insubordination. Teachers constantly have to deal with this in the classroom, which interrupts teaching and disrupts learning. Other problems include fighting, bullying, harassment, and other disruptive behavior. Bullying and harassment create an unsafe school environment, especially given students' tendencies to retaliate with violence. Of the 980 overall disciplinary referrals issued to students in Grades K-5 during the 2012-13 school year, 29 were for bullying, harassment, and intimidation; and 4 students had 2 or more incidents. MHPs are requested throughout the school daily to intervene in situations that have escalated. Of the 980 overall disciplinary referrals that were issued to students in Grades K-5 during the 2012-13 school year, 45% led to detentions and 47% led to suspensions.

Issue 2: Chronic Absenteeism: Chronic absenteeism is defined by The National Center of Children in Poverty as missing 10% or more of school days. During the 2012-13 school year, just over 18% (157) of the 853 students in Grades K-5 (cumulative, includes students who enrolled later in the year) were absent for 10% or more of the days that they were enrolled. When

MHPs intervene, they find that family factors are usually to blame. A common attitude of adults trapped in cyclical poverty is learned helplessness, where they believe that nothing can change their situations and that their children will end up just like them. Parents of students who are chronically absent often lack a sense of urgency for sending their children to school, and may not wake them up for school or in time to catch the bus. Sixty-seven percent of students in Grades K-5 live in single-parent households, further reducing support. According to research published in the journal of the American Sociological Association, “more than one out of three children with poor Kindergarten and First Grade attendance rates lived in a single-parent home compared to less than one out of four children who had average or good attendance.” (Ready, D. 2010). Many students in Grades K-5 like coming to school but are unable to overcome parental barriers.

Issue 3: School Adjustment Concerns. Students who live in poverty are at greater risk for school adjustment problems, which contribute to behavioral problems and negatively impact learning. CSAT uses the Teacher-Child Rating Scales to identify at-risk students in Grades K-3. The data for the 2013-14 school year include the following:

Measure	Mild to Moderately at Risk	Severely at Risk
Task Orientation	17% of students (89)	10% of students (54)
Behavior Control	18% of students (95)	8% of students (44)
Assertiveness	14% of students (75)	5% of students (29)
Peer and Social Skills	8% of students (44)	4% of students (19)

CSAT is committed to providing its students with the necessary supports to address all of these issues. Students in Grades K-5 are served by one School Counselor and one School Social Worker (who is also a Licensed Master Social Worker), who provide counseling services to help with building empathy, problem solving, emotional and anger management, and responding appropriately to interactions. Students are also served by an additional Licensed Master Social Worker (LMSW) who directs a Family Support Center. Students with frequent disciplinary

referrals are seen by a Behavioral Intervention Specialist. However, CSAT has identified several gaps that contribute to the perpetuation of behavioral problems and chronic absenteeism:

Gap 1: Shortage of School Counselors. The American School Health Association recommends that schools provide 1 counselor per 250 students, 1 social worker per 800 students, and 1 school psychologist per 1,000 students. CSAT’s existing K-5 population of 810 students (2013-14 school year) only has 1 School Counselor to serve them. This puts CSAT out of compliance with the recommended ratios, and greatly limits CSAT’s ability to provide counseling services at the level that they are needed. CSAT’s School Counselor and School Social Worker have a combined caseload of about 60 K-5 students who receive ongoing, weekly small group counseling. Because of time constraints, they are only able to serve these students once per week for thirty minutes. This is insufficient compared to the magnitude of these students’ problems, which would be better addressed by frequent meetings (2-3 times per week).

This problem will worsen considerably in the next several years. In August 2014, CSAT will be expanding and opening a dedicated middle school for Grades 6-8. During the 2014-15 school year, the K-5 population will include 862 students, an increase of 6% from this year. Incremental increases in enrollment will occur annually until the 2019-20 school year, when the K-5 population will include 1,094 students. The table below depicts this change:

GPRA 1: Student/mental health professional ratios for Grades K-5

School Year	Students enrolled	Number of Child-adolescent psychiatrists	Number of School Psychologists	Number of School Counselors	Number of School Social Workers	Number of Other Qualified Mental Health Professionals
2012 – 2013 (baseline)	853	0	0	1	2	1
2014 – 2015 (projection)	862	0	0	1	2	1

Gap 2: CSAT’s MHPs do not have the capacity to address chronic absenteeism without deflecting time and resources away from meeting students’ other needs. CSAT implements an attendance policy based on a 4 stages of attendance intervention. The Chief Information Officer (CIO) tracks attendance and informs MHPs when certain thresholds are met.

Step	Days of Instructional Absence	Intervention provided by MHPs
1	5	Letter home placed by Counseling Dept. with Attendance Expectation
2	9	Personal call placed by Counseling Dept.
3	15	Parent/Student meeting to develop Attendance Improvement Plan
4	20	Attendance Review Board; examine, verify spectrum of interventions, provide suggestions, possible expulsion for continued absences

Due to the specialized nature of these interventions, the CIO and MHPs have incredible strains placed on their traditional duties as they have to reallocate a large percentage of their time to tracking attendance and engaging in individual community outreach. MHPs often spend 3-4 hours per day providing attendance interventions; time which would be better spent providing more frequent and preventive counseling services. There is great concern among CSAT’s administration and MHPs regarding how CSAT will sustain this vital new component of the district’s policy while still attending to students’ other social-emotional needs.

Gap 3: CSAT’s interventions are not connected to a guiding philosophy geared towards prevention of behavioral (including attendance) problems. Many issues of student behavior, discipline and attendance are inextricably woven. CSAT’s MHPs agree that when one issue is addressed programmatically, other areas of concern may also be alleviated concurrently. CSAT has developed a tiered continuum of interventions to remedy various student behaviors. Please find the “System of Positive Behavior Interventions” in “Other Documents.” Some of these solutions promote and reward good behavior; however, they have been applied in isolation or “piecemeal” fashion and only reach some students, at different times, and for different

reasons. Lacking is a universal intervention that will model, promote and reinforce positive behavior at all times.

The only universal interventions currently in place for Grades K-5 are: 1) the reactive and punitive Card System, where students start each day with a green card and progress through 4 more colors and consequences with each reprimand, and 2) the Soaring Eagle Program, in which students receive small rewards for remaining on the green card for a certain period of time. This creates a punitive environment in which behavior is only recognized when it is bad, and students are only rewarded when they have failed to “be bad” for a long time. During an evaluation of the school’s behavioral management features (discussed below), 60% of students interviewed reported having received a reward at some point; however, most stated that they received it for “being green” or, broadly, for “being good.” These systems are insufficient for teaching good behavior, including what that entails.

CSAT has 4 major rules: 1) Follow directions of all adults; 2) Keep hands, feet and objects to yourself; 3) Use appropriate language and gestures; 4) Work to the best of your ability. CSAT’s school pledge is “Today and every day, I promise to act in such a way that I will be respectful, I will be responsible and I will be ready to learn.” Teachers are expected to actively teach and display these rules in their classrooms. A PBIS Coordinator from Erie 1 BOCES (a state-supported regional educational services provider), evaluated compliance to this expectation and found it to be inconsistent and ineffective throughout the school. Fifty percent of the locations observed within the school had some form of these expectations on display, but they varied in content and at least one poster had these rules framed negatively. Of the staff interviewed, the majority stated that they had taught behavioral expectations to students this

year; however, only 33% of the students and staff who were interviewed were able to recite the 4 rules, motto, or pledge. Please find the full report of the findings in “Other Documents.”

The attendance policy is also reactive and punitive. Interventions are only provided once problems have occurred, and when compliance to attendance expectations is achieved it is due to the threat of eventual expulsion. The attendance policy is necessary and is effective at improving attendance for some students, but on its own is not able to cultivate the level of eagerness and insistence to attend school needed for many students to make their parents send them regularly.

Despite CSAT’s attempts to promote positive behavior, the Behavioral Intervention Specialist still receives approximately 5-6 disciplinary referrals per day (Grades K-5). The below table depicts the number of overall discipline referrals issued during the 2012-13 school year:

GPRA 2: Disciplinary Referrals (2012-2013 School Year)

Number of Students Enrolled (K-5)	Number of referrals for disciplinary reasons
853	980

Gap 4: CSAT will soon lose the ability to conduct Primary Project, its early intervention program. Primary Project is an indicated prevention program that seeks to maximize children’s healthy school adjustment and as such is targeted primarily for children with evident or incipient school adjustment problems in the mild to moderate range, not for children with already crystallized, serious dysfunction. CSAT has National Certification in Primary Project, and the School Social Worker and 3 Child Associates (interns) currently serve 52 children annually. Due to budget cuts, CSAT has not been able to fund this program for the last 2 school years and has only been able to sustain it through donations received from a one-time request to individuals and businesses. These donations will only fund the program for one more school year. Without funding, Primary Project will be eliminated after June 2015.

To address these gaps and improve behavior and attendance at the K-5 level, CSAT will implement EAGLES (Empathy, Accountability, (be) Genuine, Leadership, Excellence, Safety). The goal of EAGLES will be to expand the elementary counseling program (Absolute Priority) in order to better meet students' mental health needs and improve behavior and attendance. EAGLES will meet the following objectives, which will be met by 3 Strategies:

Objective 1 (GPRA 1)	Close the gap between existing student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.
Objective 2 (GPRA 2)	Reduce the number of referrals for disciplinary reasons (ODRs).
Objective 3	Enhance the ability of CSAT to implement PBIS.
Objective 4	Improve school climate and culture.
Objective 5	Improve school-day attendance.

Strategy 1: CSAT will formally implement the Positive Behavioral Intervention and Support (PBIS) process model. PBIS is a prevention-oriented framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS utilizes a tiered intervention model that provides a range of supports to students depending on their needs, with a focus on teaching positive behavioral expectations. Formal implementation of PBIS will create an ideological shift in CSAT's behavioral management approach, as student relations and behaviors will be actively and uniformly promoted school-wide through restorative rather than punitive reinforcement. CSAT's Director of Student Services met with a group of parents to explain the program and solicit feedback. The parents were interested in learning EAGLES could improve their children's school experience. Several parents expressed interest in joining the Advisory Board. Please find the Parent Meeting Agenda and Minutes in "Other Documents."

Utilizing the PBIS approach will assist CSAT's staff to work with students to define, teach and model appropriate behaviors that create a positive school climate while utilizing a tier-

approach to systems of support. Several of CSAT's interventions already align with PBIS, but formal, coordinated and uniform adoption of PBIS is needed to achieve the desired results.

CSAT will identify the contextual settings, events and environmental conditions that enable exhibition of appropriate behavior. CSAT will systematically provide those resources, such as by 1) consistently displaying CSAT's 4 rules throughout the school; 2) overtly teaching and modeling good behavior; and 3) by providing incentives and celebrations to reward good behavior (including attendance). Students who don't respond to this universal intervention will receive Tiers 2 and 3 interventions. To evaluate the impact of interventions and determine whether more are needed, CSAT will collect data from established systems including discipline referral and performance data. CSAT has well-established data collection and analysis practices and will utilize 3 types of internal assessments: 1) screening of data comparison daily and monthly for total discipline referrals; 2) diagnostic determination of data by time of, problem behavior, and location; and 3) progress monitoring. Evaluator will participate in all of these activities and work to develop evaluation capacity of the Project Management Team for sustainability into the future.

CSAT will form a Core Team to facilitate PBIS implementation throughout the school. This will include scheduling trainings, working with the PBIS Coach (described below) to arrange coaching, and developing and coordinating the various tiered interventions including the incentives and celebrations. CSAT will hire two new School Counselors, who in addition to providing attendance interventions and traditional counseling will assist with PBIS implementation. More detail is given below in the description of Strategy 2.

CSAT will contract with Erie 1 BOCES or another experienced provider to provide PBIS training the Core Team and all of the K-5 teachers. In Year 1, initial training will be provided in

all 3 tiers of intervention. As PBIS will only be implemented at the school level, CSAT expects that training all staff at all 3 levels during Year 1 will be manageable, efficient and ideal. CSAT will utilize the services of a PBIS Coach (consultant), to be provided by the PBIS training provider. The Coach will provide extensive coaching to the Core Team and teachers in all 3 years, including Classroom Management training in Year 1 to address insubordination. During Years 2 and 3, the Coach will provide additional trainings in Tiers 2 and 3. Formal implementation of PBIS will address Issue 1 (will improve behavior), Issue 2 (will improve attendance), Gap 3 (provide framework), and Objectives 2-5. By reducing the incidence of bullying, harassment, and intimidation, it will address Competitive Preference Priority 1 (will improve safety in school environment).

Strategy 2: CSAT will hire two new School Counselors. The new School Counselors will assist in PBIS implementation and provide attendance and traditional counseling services. The **Counselor 1/PBIS Specialist** will be fluent in and experienced with PBIS. Counselor 1 will be a key figure on the Core Team, will assist to coordinate trainings for all K-5 faculty and staff in the various tiers of PBIS support, collaborate with school-wide mental health personnel to develop targeted and intensive team level interventions, and gather applicable student data to drive behavioral support decisions. Counselor 1 will also assist in development of classroom attendance incentives and initiatives. In addition to providing guidance to the Core Team, Counselor 1 will take the lead in implementing the attendance policy, including 1) providing attendance interventions according to the model described on page 5; 2) conducting weekly reporting of attendance concerns in consultation with mental health and school-based medical support staff; 3) and conveying pertinent information back to the school mental health professionals and/or administration; and 4) working with the Director of Student Services and

the Superintendent to notify parents of hearing outcomes. Counselor 1 will be responsible for the daily attendance data entry and analysis, and will be trained by the Chief Information Officer in utilization of the eSchool student information management system. As PBIS becomes firmly integrated into the school, attendance improves and fewer interventions are needed, Counselor 1 will provide traditional counseling services.

The **Counselor 2/PBIS Counselor** will assist with PBIS implementation, work with Counselor 1 to provide attendance interventions, and provide traditional counseling services. Counselor 2 will supply mandated counseling minutes to students in Grades K-2 who have IEP-mandated counseling services, and will intervene with academically low-performing students. Counselor 2 will provide additional positive behavioral supports within the context of the PBIS process at both Tiers 2 and 3, and will collaborate with teaching teams in a shared decision making process to implement foundational school-wide expectations of PBIS. Counselor 2 will coordinate and implement celebrations and parent involvement opportunities.

Hiring 2 School Counselors will address Issue 1 (will improve behavior), Issue 2 (will improve attendance), Gap 1 (will meet counselor/student ratios), Gap 2 (will increase capacity for attendance interventions), Gap 3 (counselors will implement PBIS), and Objectives 1-5.

Strategy 3: CSAT will implement Primary Project. CSAT will conduct Primary Project as a Tier 2 intervention to serve students in Grades K-3 who score in the mild-moderate range for the 4 measures of school adjustment problems. CSAT's School Social Worker (SSW) will oversee this program and will be assisted by three Child Associates (CAs), who will be Social Work interns from local universities and who will serve for an entire school year. The SSW and the CAs will attend training provided by the Children's Institute (Rochester, NY). Teachers in Grades K-3 will be trained by the SSW in use of- and will assess their students

using- the Teacher-Child Rating Scale (T-CRS). Students who score within the mild-moderate range will be reviewed by their teachers and the SSW, who will select approximately 2 students from each classroom to receive interventions. Priority will be given to students based T-CRS results; and then further on teacher recommendation and/or parent requests, the child's developmental state, the presence of social or cultural risk factors, and the risk of escalating adjustment problems if intervention does not occur. Permission slips will be signed and returned prior to initializing services. Screenings and parent conferences will be provided.

Students selected for the program will be carefully paired with a CA, who will administer the Associate-Child Rating Scale (A-CRS). Each pair will meet once per week for 30 minutes, 12-15 times, during a non-instructional period of the day. CAs will provide nondirective play therapy, with the goal to reduce social, emotional and school adjustment difficulties by building positive, trusting relationships with the students as well as providing safe settings for them to express their feelings and to practice their social skills. Primary Project will address Issue 1 (will provide early intervention for school adjustment issues, which affect behavior), Issue 3 (will provide early intervention for school adjustment issues), Gap 3 (is a Tier 2 intervention that will align to PBIS), Gap 4 (funding will ensure continuation of this program), and Objective 2 and 4 (will improve behavior, decreasing bullying and harassment and contributing to a better climate).

Sustainability: CSAT's Superintendent, Efrain Martinez, has committed to funding the two new School Counselor positions and Primary Project after the grant period. CSAT will also apply for grants to support continued development of the counseling program. Teachers hired after PBIS training is complete will be instructed by the Project Director (in his role as Director of Student Services) and Counselor 1, to ensure continuous PBIS implementation.

II. Quality of the Project Design

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

Through EAGLES, CSAT will develop a relationship with BOCES or another experienced PBIS training provider. BOCES provides an array of educational programs and supportive services for both child-aged and adult students. Developing a strong relationship with BOCES, if they are chosen as the PBIS training provider, may provide opportunities for additional collaborations or referrals for students in need. Continuation of Primary Project will strengthen CSAT's relationship with the Children's Institute as well as with the universities from which the interns will be recruited, providing opportunities for additional collaborations. CSAT will recruit community members and external educational and mental health providers to serve on the Advisory Board, which will also lead to collaborative opportunities and provide resources.

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

EAGLES will significantly improve CSAT's ability to address students' mental health needs and to teach and promote social, emotional, and behavioral competence; resulting in improved behavior and attendance. As a positive approach to behavior management, PBIS will improve student's self-esteem and confidence. When students are recognized, praised and rewarded for good behavior, they will feel good about themselves. Implementation of PBIS school-wide will provide constant opportunities to be recognized, praised, and rewarded for good behavior, which will contribute to continuously elevated levels of self-esteem and confidence.

Students will have better interactions with their peers and teachers because they will learn that poor behavior will not be rewarded nor will it make them feel good about themselves. PBIS will foster better relationships between teachers and students, students will feel important and valued when their teachers recognize, praise and reward them for good behavior. As positive self-esteem, interactions, and confidence normalize, depression and anxiety will decrease.

As the school environment becomes very positive, fun, and rewarding, the desire to come to school that is already exhibited by most students will intensify. Students' excitement and continuous insistence that they go to school will overcome the reluctance of some parents to send them regularly. MHPs will continue to identify and resolve issues that prevent good attendance.

EAGLES will result in all teachers being trained in behavior and classroom management relative to PBIS principles, and will allow for continuous and supported practice. Teachers will be better able to provide structured, disciplined learning environments, which will teach students responsibility. Extending positive behavior management practices beyond the counseling office will also result in a greater number of staff members modeling and fostering skills in empathy.

The multi-tiered service delivery system and continuous progress monitoring will ensure that resources are driven to individual students. Progression through multiple tiers of support will ensure that individual students who do not respond to universal interventions will be given the focused attention needed to overcome the issues that contribute to poor behavior so that they can effectively learn and demonstrate good behavior.

Hiring two new School Counselors will significantly increase CSAT's capacity to provide high quality, frequent counseling services to students who do not respond to universal interventions or who will still need additional counseling. As behavior and attendance improves and MHPs see a reduction in the number of interventions they have to provide for escalating incidents, isolated behavior incidents, and poor attendance, they will have more time to provide ongoing counseling. MHPs will be able to serve these students more than just once per week, strengthening the effectiveness of the therapies utilized. This will also create a safer school environment (CPP 2), as research has shown that when interaction between counselors and students increases, bullying and harassment decrease.

Primary Project will promptly and consistently address the needs of students with school adjustment issues, and will allow them to improve their social, emotional, and behavioral skills. This will improve their ability to learn, interact positively with their peers and teachers, and will improve their success with PBIS' universal interventions. These students will have the skills and competencies needed to exhibit good behavior and receive the PBIS' mental health benefits.

CSAT and Via Evaluation will utilize the following performance measures (PMs) to ensure that EAGLES will successfully meet CSAT's needs identified as Issues 1-2 and Gaps 1-4. The objectives and PMs are drawn directly from GPRA requirements and the project design. The PMs, which include benchmarks, will help to assess whether EAGLES is being implemented as intended and may be used to explore how process affects outcomes.

Objective 1 (GPRA 1): Close the gap between student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.
PM 1.1: Hire 2.0 FTE School Counselors for CSAT with 6 months of grant approval, reducing the student:mental health professional ratio, compared to baseline.
Benchmark: Two School Counselors hired before April 1, 2015.

Objective 2 (GPRA 2): Reduce the number of referrals for disciplinary reasons (ODRs).
PM 2.1: Decrease the number of ODRs by 30% from the 2012-13 school year (baseline) in Y1, an additional 15% in Y2, and an additional 10% in Y3.
PM 2.2: Decrease the number of ODRs for bullying or harassment by 20% from the 2012-13 school year (baseline) in Y1, an additional 10% in Y2, and an additional 5% in Y3.
PM 2.3: Establish threshold criteria for determining when a Tier 2 referral is warranted by the end of the second quarter in Y1.
PM 2.4: Implement Tier 2 interventions, incl. Primary Project, with high fidelity by end of Y1.
PM 2.5: Increase the number of referrals to Tier 2 interventions starting in Y2 compared to Y1.
Benchmark: PBIS Universal Level is fully implemented by end of Y1 and ODRs decrease overall, and for bullying and harassment, as expected.
PM 2.5: Decrease the number of referrals to Tier 2 interventions starting in Y3 compared to Y2.
Benchmark: PBIS Tier 2 Interventions begin implementation with high fidelity, utilizing threshold criteria by end of Y1.
PM 2.6: Establish threshold criteria for determining when a Tier 3 referral is warranted by the end of the second quarter in Y2.
PM 2.7: Implement Tier 3 interventions with high fidelity by end of Y2.
PM 2.8: Increase the number of referrals to Tier 3 interventions starting in Y3.
Benchmark: PBIS Tier 3 interventions begin implementation with high fidelity, utilizing threshold criteria by the end of Y2.

Objective 3: Enhance the ability of CSAT to implement PBIS.
PM 3.1: In Y1, 85% of all school staff will receive at least 6 hours of PBIS training on the implementation of universal strategies.
PM 3.2: In Y1, 85% of all school staff will receive at least 12 hours of PBIS training on the implementation of Tier 2 strategies.
PM 3.3: In Y1, the Core Team will receive 54 hours of highly focused training and coaching on implementing PBIS and other project components.
PM 3.4: In Y1, the school staff will receive 54 hours of highly focused training and coaching on implementing PBIS and other project components.
PM 3.5: Annually, project counselors will facilitate Tier 2 interventions at least weekly.
PM 3.6: Annually, project counselors and leadership staff previously defined will meet monthly as the Core Team, addressing all issues related to project implementation and success.
PM 3.7: In Y1, school staff will receive classroom management training to facilitate continuous quality improvement in the school climate and culture, followed by content specific training in Y2 and Y3 based upon the PBIS plan.
PM 3.8: In Y1, 85% of all school staff will receive at least 12 hours of PBIS training on the processes and roles of staff regarding the implementation of Tier 3 strategies.
PM 3.9: Annually, beginning in Y2, project counselors will facilitate Tier 3 interventions at least monthly.
PM 3.10: In Y2, the Core Team will receive 36 hours of highly focused training and coaching on implementing PBIS and other project components.
PM 3.11: In Y2, the school staff will receive 36 hours of highly focused training and coaching on implementing PBIS and other project components.
PM 3.12: In Y3, the Core Team will receive 18 hours of highly focused training and coaching on implementing PBIS and other project components.
PM 3.13: In Y3, the school staff will receive 18 hours of highly focused training and coaching on implementing PBIS and other project components.
PM 3.14: Annually, staff will complete an End of Year survey to evaluate effectiveness of training and overall program implementation to contribute to continuous quality improvement.
Benchmark: PBIS reaches high level of sustainability in Y3 after substantial training, coaching, and implementation.

Objective 4: Improve school climate and culture.
PM 4.1: At beginning of Y1, then in May of Y1 and each Year thereafter, CSAT will conduct a school-wide climate and culture survey with staff, students, and parents.
PM 4.2: The Project Management Team will utilize the results of both sets of surveys and other data from ODR tracking to create and update the PBIS action plan, review it with the Advisory Board, and share final version with school staff, students, and parents.
PM 4.3: 80% of school staff will report on the annual survey that they were able to utilize new strategies with children to avoid escalating a behavior problem.
Benchmark: End of Year and School Climate and Culture surveys completed, reviewed, and results used to develop PBIS action plan for Y2 and again for Y3.

Objective 5: Improve school-day attendance.
PM 5.1: Increase the percentage of students who have satisfactory attendance (miss <5% of

enrolled school days) to 60% in Y1 (2014-15), 70% in Y2, and 80% in Y3.

PM 5.2: Decrease the percentage of students absent among those students missing 10% or more school days in the previous year by 20% each Year of the project.

Benchmark: Student attendance improves by end of Y1 as expected, with regular improvements at the end of each subsequent year.

C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

PBIS: PBIS is an evidence-based systems approach supported on a national level by the Technical Assistance Center on Positive Behavioral Interventions and Supports, established by the U.S. Department of Education's Office of Special Education Programs (OSEP). When implemented in an overall school setting, it has the goal of creating learning environments that improve outcomes so that all students—including those with behavior problems, disabilities, and academic deficits—have the same opportunity to achieve. The universal school-wide PBIS model has been widely disseminated throughout the U.S. and has been implemented in over 16,000 schools across 44 states (PBIS 2011). According to the National Association of School Psychologists, all students, both disabled and non-disabled, can benefit from positive behavioral supports: **1)** Research conducted over the past 15 years has shown that PBS is effective in promoting positive behavior in students and schools. Use of PBS as a strategy to maintain appropriate social behavior will make schools safer. Safer schools are more effective learning environments. **2)** Schools that implement system-wide interventions also report increased time engaged in academic activities and improved academic performance. **3)** Schools that employ system-wide interventions for problem behavior prevention indicate reductions in office discipline referrals of 20-60%. **4)** Appropriately implemented PBS can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills, and problem behavior in individuals with disabilities. **5)** A review of research on PBS effectiveness showed that there was over a 90% reduction in problem behavior in over half of the studies; the

problem behavior stopped completely in over 26% of the studies.

Primary Project: CSAT will partner with Children's Institute (CI) out of Rochester, NY, to implement Primary Project as a Tier 2 intervention. Through sound research and evaluation and collaborative relationships with school districts, government, and community partners, CI continues to develop and promote effective prevention and early intervention programs, materials, and best practices for children, families, schools, and communities. CI serves professionals across the U.S. through a programs and services that are grounded in research and offer new and innovative solutions to challenges that children face in their everyday lives.

Primary Project has been described in numerous publications, including peer-reviewed journals and books. Primary Project's development and evaluation were summarized in School-Based Prevention for Children at Risk: The Primary Mental Health Project (Cowen, Hightower, Pedro-Carroll, Work, & Wyman, 1996), published by the American Psychological Association. A second comprehensive source of information about the Primary Project model and how it can be implemented and evaluated is found in the Primary Project Program Development Manual (Johnson, 2001). Program evaluations of Primary Project indicate that it can be effectively implemented in geographically, ethnically and economically diverse communities.

Importance of Attendance Interventions: Numerous scientific educational research studies espouse the importance of regular attendance, and have shown that chronic absenteeism is a better predictor of who will be a future dropout than is standardized achievement or any other factor. Regular attendance is critical during the formative years of K-3. According to research published in the journal of the American Sociological Association, 77% of students who entered Kindergarten with strong skills and had good attendance during their first 2 years of school were performing at grade level on their 3rd ELA CST's, as compared to 13% of their strong-skilled

peers who were chronically absent. Good attendance is especially important for socioeconomically disadvantaged students: “although absolute achievement levels for the socioeconomically disadvantaged remain lower than their peers; this subgroup of children “who have good attendance rates gain more literacy skills than their higher socioeconomic status peers during Kindergarten and First Grade.” (Ready, D. 2010)

III. Quality of Management Plan

A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The following tables present the personnel on the Project Management and Core Teams, and what activities will be conducted to support each Strategy.

Project Management Team (PMT):

Title, Staff Member	Duties
Project Director (PD), Director of Student Services: Garrick Loveria	Oversee project implementation; schedule trainings and meetings; lead monthly Project and AB meetings; review written reports; prepare quarterly and year-end progress reports; train and monitor new counselors; complete grant reporting; analyze data for internal evaluations and decision making.
Principal (P): Andy Lyle	Work with PD to monitor project implementation; attend all Project and Advisory Board meetings; exercise authority to ensure school-wide participation in PBIS implementation
Superintendent (S): Efrain Martinez	Same as above.
Counselor 1/PBIS Specialist (C1): TBD	See pages 10-11.
Counselor 2/PBIS Counselor (C2): TBD	See pages 10-11.
Chief Financial Officer (CFO): Tanya Moore	Exercise fiscal oversight for project implementation; work with PD to review and approve expenditures and complete grant reporting
Via Evaluation (Evaluator Amy Puca, Manager Jessica Weitzel, Supervisor Gary Ciurczak)	See pages 23-25.

Core Team (CT):

Title, Staff Member	Duties
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Project Director (PD): Garrick Loveria	Direct Core Team meetings, all duties below. Facilitate PBIS implementation throughout school. Meet monthly to discuss progress, problems, evaluations, plan school-wide events. Participate in trainings directed only at Core Team members; utilize knowledge gained to guide and support the rest of the staff in PBIS implementation. See page 9.
Principal (P): Andy Lyle	
Assistant Principal (AP): Sue Jurewicz	
Counselor (C): John Bresnock	
School Social Worker (SW): Marie Dionne	
Counselor 1/PBIS Specialist (C1): TBD	
Counselor 2/PBIS Counselor (C2): TBD	
Six Teachers (T): 1 from each level: TBD	

Qualifications for All Key Personnel:

Name	Qualifications*
Andrew Lyle	CAS Educational Administration, 9 years at CSAT
Counselor 1 (TBD)	MS School Counseling or related, fluent and experienced in PBIS
Counselor 2 (TBD)	MS School Counseling or related, PBIS experience preferred
Efrain Martinez	MA Linguistics, Certificate Adv. Grad. Studies, 25 yrs. admin exp.
Garrick Loveria	MS General Education, SDL & SAS Certifications, 7 yrs. admin exp.
John Bresnock	MS Counselor Education, 7 yrs. exp. as School Counselor
Marie Dionne	LMSW, Certified School Social Worker, 8 yrs. exp. School Social Worker
Sue Jurewicz	MS Education, SDL & SBL Certifications, 12 yrs exp. at CSAT
Tanya Moore	MBA, 30 yrs. experience in fiscal management
Via Evaluation	15 yrs. experience evaluating U.S. Dept. of Education grants

*For more information, please find resumes attached in “Other Documentation.”

Advisory Board (AB): Will consist of parents, community members, administrators, teachers, and service providers from other organizations. AB will meet twice per year to discuss progress, problems, and improvements.

Project Management Timeline: Supports Objectives 1, 2, 3, 4, 5.

Activity (all include entire PMT unless otherwise noted)	Month
Year 1:	
Project Meeting: review grant contract, finalize and publish job descriptions for C1 and C2	10/14
Meet and contract with PBIS trainer, schedule training	10/14
Meet and contract with Evaluator, schedule evaluation dates	10/14
Hire C1 and C2 for November 1 start date	11/14
Project Meeting: Refine and finalize project timeline for Year 1, including all meeting, conference, training dates	11/14
Send letter home to parents about project	12/14
Recruit and select parents, community members to serve on Advisory Board	12/14
First quarterly report due to PMT (PD will write)	12/14
Attend Project Director’s Meeting (PD)	TBD
Recurring Tasks in Years 1, 2, 3:	
Monthly Project Meetings	Monthly

Advisory Board Meetings	Jan., June
Information Table at CSAT Open House (PD, C1, C2)	Fall
Quarterly progress reports due to PMT (Q1 = December)	Quarterly
Annual progress reports due to PMT	October
Attend Office of Safe and Healthy Students National Conference	TBD

PBIS Implementation Timeline: Supports Objectives 2, 3, 4, 5.

Activity	Month	Personnel
Year 1:		
Meet/contract with PBIS provider, schedule training	10/14	PMT
Train C1+2 on scope of project, expectations, CSAT policies	11/14	PD
PBIS Training: Universal/Tier 1 Strategies (6 hours)	11/14	CT, staff
PBIS Training: Tier 2 strategies (12 hours)	12/14	CT, staff
Highly focused PBIS training and coaching (54 hours)	Nov-May	CT
Highly focused PBIS training and coaching (54 hours)	Nov-May	Staff
Classroom Management training (provided by PBIS Coach)	TBD	Staff
PBIS Training: Tier 3 strategies	3/15	CT, staff
Year 2:		
12 hours additional training in Tiers 2 and 3	TBD	CT, Staff
Highly focused PBIS training and coaching (36 hours)	Oct-May	CT
Highly focused PBIS training and coaching (36 hours)	Oct-May	Staff
Year 3:		
6 hours additional training in Tiers 3		
Highly focused PBIS training and coaching (18 hours)	Oct-May	CT
Highly focused PBIS training and coaching (18 hours)	Oct-May	Staff
Recurring Tasks for Year 1, 2, 3:		
Core Team Monthly Meeting	Monthly	CT
Ongoing Implementation of PBIS Interventions, support from CT especially C1+C2	Ongoing	Staff
Attend PBIS National Conference	TBD	PD + 2 from CT

Primary Project Implementation Timeline: Supports Objectives 2, 4.

Activity (Recurring each Year; all include SSW and CA unless noted)	Month
Recruit Child Associates (CA), Training at Children's Institute	September*
Additional Trainings at Children's Institute, National Conference	TBD
Teachers train/complete T-CRS for Grades 1-3, Selection Mtgs. (SSW)	Sept-Oct
First cycle of interventions, A-CRS w within 4 weeks, ongoing supervision	Oct-Jan
Parent Conferences, Terminations, Post A-CRS for first cycle	November
Teachers train/complete T-CRS for Kindergarten, Selection Mtgs. (SSW)	January
Second cycle of interventions, A-CRS within 4 weeks, ongoing supervision	Feb-May
Parent Conferences, Terminations, Post A-CRS for second cycle	April
Profession Summary Reports Completed, End of Year Celebration	May

*This training is free, so will still occur in Year 1 despite the grant period not starting until October. CSAT will fund transportation to the annual training for Year 1.

Attendance Intervention Timeline Supports Objective 5.

Activity	Month	Personnel
Year 1:		
Train C1+2 in eSchool student information management system for attendance tracking purposes	11/14	C1+2, Chief Information Officer
Recurring Tasks for Year 1, 2, 3:		
Daily attendance monitoring and interventions	All	C1+2
Weekly attendance reporting	All	PD, C1

Please see page 23 for an Evaluation timeline. Please see pages 15-17 for project benchmarks.

B. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

The PMT will meet monthly to discuss progress and challenges based on observations, tasks completed, data, and evaluation results when available, and will create plans for mitigating any problems or challenges. Quarterly and year-end progress reports will be prepared by the PD with the assistance of the Evaluator, and shared with the PMT and AB. Between meetings, the PMT will communicate as necessary in person and via phone and/or email. The PD will be heavily involved in meeting with individual project personnel. The AB will review progress twice per year, and will provide oversight and support to ensure goals and objectives are achieved.

CSAT is a Professional Learning Community (PLC). CSAT’s educators work collaboratively in ongoing processes of collective inquiry and action research to achieve better results CSAT’s students. As a PLC, CSAT operates under the assumption that the key to improved student learning is continuous, job-embedded learning for educators. Characteristics include a shared mission, values, and goals; collaborative teaming focused on learning; collective inquiry, action orientation, commitment to continuous improvement and are results oriented. CSAT will utilize the processes, structures, and practices already in place (such as twice daily meetings of all teachers) to ensure school-wide feedback and continuous improvement in the

operation of EAGLES.

IV. Quality of the Project Evaluation

A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

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

The following table presents a basic evaluation plan, displaying the data to be collected; alignment to the GPRAs, objectives, and PMs; data sources; and timelines. The “when” column refers to approximately when data will be collected/analyzed each year, unless otherwise noted. All data collection instruments already exist and are in use in CSAT, except for the teacher and counselor training day evaluation forms, and the End of Year Survey. These will be developed at least one month prior to each use.

Data to be Collected/Type	Alignment	Collection Method	When
Employment status update/Quantitative (QN)	GRPA1, PM 1.1	From (F): Human Resources	February
Enrollment and demographics/QN	All	F:eSchool	November, June
Disciplinary records, referral information & results (including Tier 2 and 3), by student id/QN & Qualitative (QL)	GRPA 2, PM 2.1-2.9, 3.5, 3.9	F: School data files	Monthly
Counselor training records and training day surveys/QN & QL	PM 3.1-3.3, 3.6-3.8, 3.10, 3.12	F: PD, Counselors (C)	As occur
Teacher training records and training day surveys/QN & QL	PM 3.1-3.2, 3.7-3.8, 3.11, 3.13	F:PD, C	As occur
End of Year Survey/QN & QL	PM 3.14, 4.2-4.3	F:School Staff, C	May
Climate/Culture Survey/QN & QL	PM 4.1 – 4.2	F:School Staff, C	Year 1 only: November; Annually: May
Attendance Records, by student id/QN	PM 5.1, 5.2	eSchool	Monthly

Student demographics, discipline, and attendance data are entered into eSchool and other school databases. These data are available to staff at the school for their use on this project. The Project Director and counselors will meet with the Evaluator to create additional data tracking

tools as may be required as soon as the counselors are hired. Via Evaluation has created grant data tracking programs for many other federal grants, and have been recognized nationally for these systems.

Upon grant award, the PMT will work with Via Evaluation to select an appropriate, valid school climate and culture survey, such as the *Respect and Responsibility School Culture Survey*. Project staff training will be assessed using Guskey's (2002) five levels of professional development evaluation model, including noting changes in student behavior as required in this project, at the end of each year of the project. This survey and the student tracking databases will gather both quantitative and qualitative information. Results will be compiled and shared with project staff within 30 days of receipt of data so results can be used to inform programming.

The PMT will review the quantitative and qualitative data as they become available, and compare progress to performance measures and benchmarks. For example, the PMT will review disciplinary data at least monthly, and assess whether they are on track to meet related outcomes (e.g., in December, is the number of ODRs for the year to date less than the previous December). Quantitative data for the performance measures will be analyzed by the evaluator using SPSS and data analytic techniques appropriate to the data; most frequently used techniques include simple frequency analysis, t-test, Chi-square, and Analysis of Variance (ANOVA). Qualitative data will be analyzed to add depth to other information and explore unanticipated outcomes.

Via Evaluation will work collaboratively with the school, including participating in monthly project meetings and biannual Advisory Board meetings, to determine the most appropriate way to gather, interpret, and foster use of project data. Upon grant award, Via Evaluation will meet with relevant staff to revisit the evaluation plan. The final evaluation plan will be presented in a user-friendly checklist format that the evaluators have used with grantees and stake-

holders to gather required data so it can be used effectively. It will be updated annually and modified as needed.

The evaluation will focus on providing project staff with highly useable information to improve the project in an ongoing way. Periodic information provided back to the PMT and AB by the evaluators will supplement data analyzed by the Core Team, and teachers and counselors. The external analyses will provide an assessment of the extent to which processes and activities are occurring (e.g., are counselors receiving and utilizing training) and whether the project is on target to reach PMs. This will inform programming decisions and help with accountability.

Via Evaluation will provide data analyses and assist the Project Director in completing the required annual and final reports. Via Evaluation also will complete an update to the annual report early the following school year, when data not available for the annual report will be available (e.g., ODRs for the entire school year). Project staff will share outcomes and strategies with federal project monitors to inform replication efforts, as appropriate. Via Evaluation will present each annual/update report to project staff and the AB so that they can see longer-term results of ongoing project activities and adjust as necessary.

Via Evaluation has participated in the development of this proposal and will be the evaluator for this project. Via Evaluation has evaluated US Department of Education grants since 1998, including six Elementary Counseling grants, in addition to state and other grants. Via Evaluation has evaluated grant-funded educational projects at CSAT in the past, and is familiar with CSAT systems for collecting and analyzing data relevant to this grant. Via Evaluation draws heavily on Patton's (2008) Utilization-focused evaluation approach and presents nationally on evaluation use.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Andrew Lyle

Objective-The school, the home and the community must work together as a team for the benefit of each child. Schools educational programs should ensure that all students receive the enrichment, help and support the need to reach their full potential. Learning should be purposeful, relevant, and appropriate to each student's needs and fun! As the Principal for the Charter School of Applied Technologies, I would seek to utilize my leadership skills and experiences to facilitate the fulfillment of this philosophy.

Experience

June 2005 Charter School of Applied Technologies Buffalo New York

Principal

- Coordinate overall operations of K thru 8 building of 1000 students and 75 faculty/staff members
- Instructional Leader
- Recruited, secured and evaluated staff

March 2004 to June 2005 Newton learning New York New York

Vice President of Operations

- Coordinate overall after school operations for the New York City School District comprising of 66 Schools
- Hire, Train, and manage all necessary operations staff
- Develop and manage the operation budget in excess of 10 million dollars

March 2003 to March 2004 Newton Learning New York New York

Director Operations Eastern United States

- Coordinated overall after school Operations in 6 different states for 8 different School Districts comprising of 60 plus school sites.
- Hired, Trained and managed 16 Regional Operations Managers
- Monitored data, rations, and budget costs using NEWT Data Systems

Principal Charter School for Applies Technologies Rochester NY

- Coordinate overall operations of K thru 8 building of 1500 students and 75 faculty/staff members
- Instructional Leader
- Recruited, secured and evaluated staff

September 2002 Edison Schools New York New York

Start Up Manger

- Coordinated overall start up operations for charter School in Eastern United States
- Recruited, secured and evaluated staff
- Monitored and evaluated budget

Andrew Lyle

Education

December 2002

Brockport State University

Brockport New York

CAS Educational Administration

- Graduated with High Honors
 - SAS and SDA in Educational Administration.

References

References are available on request.

J. EFRAÍN MARTÍNEZ

(b)(6)

(b)(6)

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EXPERIENCE

- 8/05 - Present • Superintendent
Charter School for Applied Technologies Buffalo, N.Y.
- 2/10 – 7/12 • President
eDoctrina® Corporation (School's subsidiary) Buffalo, N.Y.
- 7/07 - Present • President
Efficient Schools Team (EST), LLC (School's subsidiary) Buffalo, N.Y.
- 7/03 - 7/05 • Principal
Charter School for Applied Technologies Buffalo, N.Y.
- 7/01 - 6/03 • Edison Schools – Principal, Project Manager
Holyoke Community Charter School Holyoke, MA
Edison Schools Philadelphia Project Philadelphia, PA
- 7/89 - 6/01 • Principal
Germán Gerena Community School Springfield, MA.
- 7/87 - 6/89 • Principal
Holyoke Magnet Middle School for the Arts Holyoke, MA
- 7/86 - 6/87 • Director of Magnet Programs
Holyoke Public Schools Holyoke, MA.
- 8/81 - 6/86 • Teacher
Holyoke Public Schools Holyoke, MA.

EDUCATION

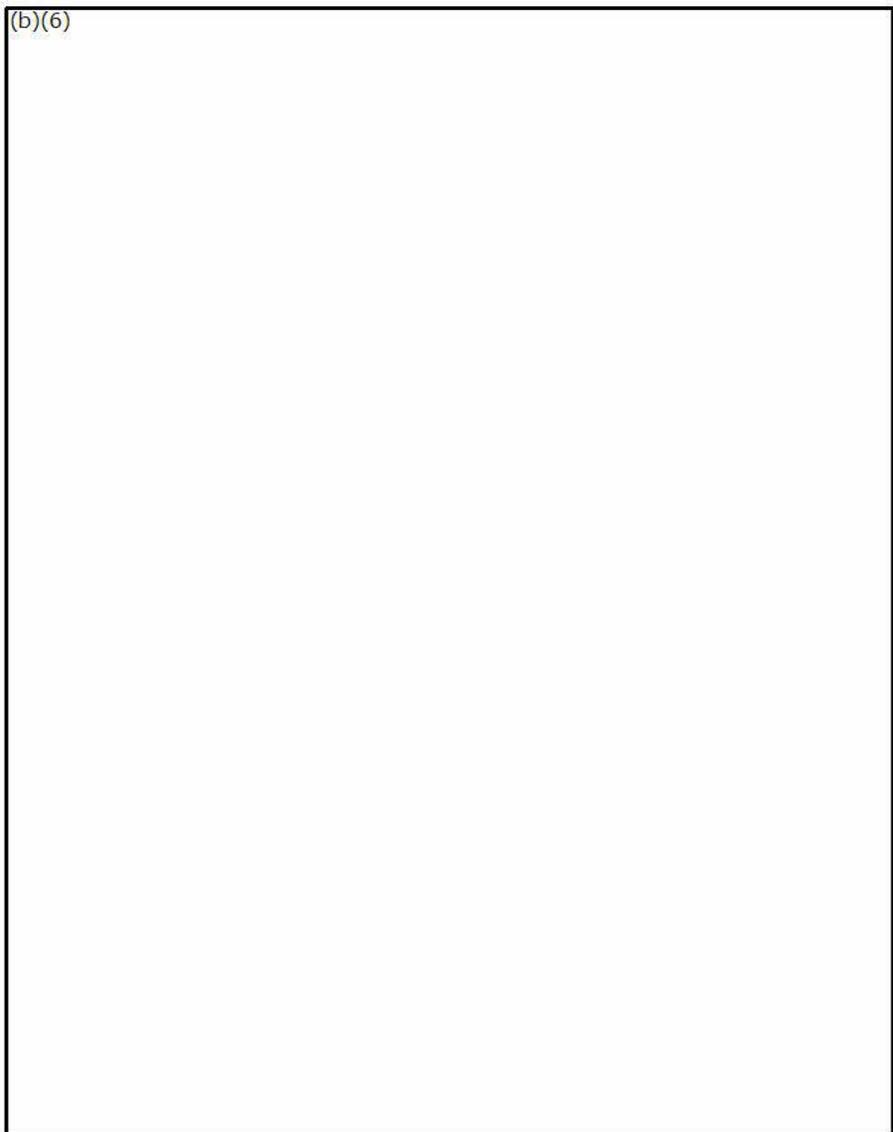
- 1977 - 1982 • University of Massachusetts Amherst, MA.
■ Certificate of Advanced Graduate Studies in Education
■ M.A., Linguistics
- 1972 - 1974 • University of Puerto Rico Río Piedras, P.R.
■ B.A., Social Sciences

RELATED WORK EXPERIENCE

- Member, Massachusetts Commission on the Common Core of Learning
- Accelerated Schools Coach
- Superintendents Prepared, Inc. Training
- University of Buffalo's Center for Entrepreneurial Leadership 2009 Core Program

REFERENCES

(b)(6)



Garrick Loveria Jr.

(b)(6)

gloveria@csat-k12.org

Certifications

New York State Professional Certification as School District Leader (SDL)
New York State Permanent Certification in Secondary History 7-12

Summary of Qualifications

- Assisted in formulating high school vision and implementing achievement goals through the use of data-driven assessment
- Collected and organized behavioral data in a coherent method to confirm school needs then responded with implementation of appropriate intervention policies.
- Demonstrated dispositions, attitudes and behaviors of a successful leader.
- Proven ability to effectively lead high school, middle school and elementary school staff in adapting to systematic change and developing methodical processes to assess its success.
- Utilized ability to communicate in a clear and concise manner with various community members and stakeholders to effectively promote the district's vision.

Leadership Experience

Charter School for Applied Technologies (district-wide) - Buffalo, New York

Director of Student Services

2011 – Present

- Renovated district-wide SAVE policy and procedures to comply NIMS standards, including training staff on ICS and providing leadership in regard to capital facility upgrades to secure all facilities.
- Rewrote district-wide Student Code of Conduct, including Dignity Act policy for Board consideration and approval. Trained building-level DAC's and provided professional development to entire staff regarding Dignity Act implementation.
- Spearheaded Career Convention in order to raised student and parent awareness of regional job market opportunities. Focus on advanced manufacturing and other family-sustaining careers.
- Directed all elements of district-wide student disciplinary data collection and provided corresponding response (etc. Ambassador Program)
- Served Board of Trustees as Career Readiness subcommittee convener/lead augmenting strategies to turn policy into results-oriented action.
- Supervised Counseling department and Family Support Center with a team-oriented approach that encourages all individuals to shine by utilizing their strengths to help others in the team develop the same competencies.

Charter High School for Applied Technologies (high school) - Buffalo, New York

Assistant Principal/Dean of Students

2008 – 2011

- Served as on-site administrator in absence of principal
- Developed strategic student policies and plans in response to specific behavioral data glean from student management system and VADIR data
- Acted as impartial hearing officer presiding over Superintendent's Hearings for both the elementary and middle school campuses.
- Completed application to secure over \$800,000 in allocated funds under the Federal Consolidated Grant for 2008-09 and 2009-2010 school years
- Coordinate activities of Student Support Team and Behavior Intervention Specialists Team

Charter School for Applied Technologies (elementary) - Buffalo, New York**Assistant Principal/Special Projects and Initiatives**

2007 – 2008

- Served as on-site administrator for three different campuses in absence of principal with responsibilities ranging from student discipline to student transportation issues.
- Completed application to secure over \$700,000 in allocated funds under the Federal Consolidated Grant for 2007-08
- Responsible for promoting the district's annual United Way of Buffalo and Erie County donation efforts, resulting in highest total in district history.
- Coordinated district-wide student support team efforts among three campuses, utilizing the Masonic Student Assistance Program model with responsibilities for the academic success of at-risk students.
- Coordinated school-wide efforts to revise and update Technology Plan.
- Organized and implemented Introductory Parent Technology evening class to broaden technological assess for all stakeholders.

International Charter School of Schenectady – Rotterdam, New York**Interim Director/Principal**

March – June 2007

- Facilitated shift from previous Educational Management Organization to self-managed model based on Professional Learning Communities.
- Supervised purchase distribution of new curricular resources for school.
- Completed the hiring of ten new teachers, three Curriculum Coaches and Behavior Management Specialist.
- Reported to and worked with the Board of Trustees to develop an overall plan to redefine the school's vision

Administrative Internship

- **Clarence High School – Clarence, New York** Summer 2006
- **Charter High School for Applied Technologies – Buffalo, New York** Spring 2006

Teaching Experience**Charter School for Applied Technologies – Buffalo, New York**

- **6th, 7th, 8th, 9th Grade History/Lead Teacher** 2002 – March 2007

Education

Canisius College, 2001 Main St., Buffalo, New York 14208

2007-2008	Professional Certification as School District Leader (SDL)
2005-2006	Provisional Certification as School Administrator and Supervisor (SAS)
1999-2001	Master of Science in General Education (M.S.)
1994-1999	Bachelor of Arts in History (Minors in Classics and Anthropology) (B.A.)

Community/Volunteer Service

AmeriCorps - Athletes in Service to America site base at Canisius College 2000-2001

- Specialized training in conflict resolution, diversity issues, and gender sensitivity while performing tutoring and coaching services.

Continuing Education Efforts

- Contributing writer of two entries (**Herodotus** and **Plutarch**) for Dr. H. James Birx, professor of anthropology at Canisius College and chief editor for the *Encyclopedia of Time* to be published January 6, 2009.

John Bresnock

Objective

To gain employment and experience in the area of school counseling.

Experience

2007-Present Charter School for Applied Technologies Buffalo, New York

NYS Certified School Counselor

- School Counselor for grades Kindergarten through 8th Grade, concentrating on grades 4-6 – regularly meet with students in group and individually to help develop social/emotional skills, including peer relationship skills, emotion management, organizational skills and behavior management; aided in development of Character Education program; Trainer for the Second Step Violence Prevention Program; developed “Be Here Today, Graduate Tomorrow” attendance awareness campaign; attendance monitor; Student Support Team member; Safety Team Member; and advisor to the CSAT Young Gentlemen’s Club; provide parent support.
- McKinney-Vento LEA Homeless Liaison – responsible for improving school application/address change forms; identifying homeless children and families; connecting them with social service resources; tracking and collecting data for BEDS; facilitating communication between CIO, Transportation Coordinator and Enrollment Coordinator.
- Dignity for All Students ACT Coordinator – develop, track, intervene, investigate and monitor reported instances of harassment among students; track and record data; work with Behavior Intervention Specialist, report data to NYS.

2004-2005 Buffalo Public School #33 Buffalo, New York

School Counselor Intern

- Met with students to address issues of violence and relationships among peers; administered and scored the Career Occupational Preference System inventory to 8th graders to help develop a sense of career direction; led individual and group sessions with students; implemented the High School Ahead program that helped 8th graders gain a clearer picture of their high school options.

2005-2006 Ken-Ton Family Support Center Tonawanda, NY

Counselor Intern

- Used Solution Focused Brief Therapy model with a team of counselors to help families overcome and adapt to changes in their lives; collaborated with counseling team to develop strategies for families to use at home; conducted intake interviews to recommend for services for the Family Support Center or referred to other agency

Related Experience Niagara Chocolates 2001-2007 Buffalo, New York

Warehouse Supervisor

- Manage a team responsible for the efficient operation and control of material for production

Shipping/Receiving Manager Staples 1998-2002 Plattsburgh, NY

- Responsible for shipping, receiving loss prevention, and inventory control

Marie R. Dionne

(b)(6)

mdionne@csat-k12.org

Education

University at Buffalo, Buffalo, NY
Masters in Social Work Degree: September 2006

Buffalo State College, Buffalo, NY 2004
Bachelors in Social Work Degree: August 2004

Licensure and Certification

Licensed Master Social Worker: June 2012
License # 075303

Certified School Social Worker: September 2009
Permanent Certification# 1082937

Professional Employment

2006-Present Charter School for Applied Technologies, Buffalo, NY

School Social Worker

- Assess mental health needs of students
- Facilitate individual and group counseling
- Confer with teachers, staff and parents to address needs of students
- Respond to crisis situations within the school
- Collaborate with the schools Family Support Center and other community agencies to make appropriate referrals for students and their families.
- Attend CSE meetings and prepare appropriate counseling goals and objectives.
- Supervise social work interns and the Primary Project program.
- Coordinate and participate in weekly Student Support Team meetings.
- Support classrooms with implementation of the ant-violence curriculum, Second Step.
- Address attendance concerns with families to develop intervention that will decrease absences.

2006- 2009 Sarah Minnie Badger Foster Care Agency, Buffalo, NY

Mapp/GPS Trainer- Per Diem

- Facilitate Modern Approach to Partnership in Parenting (MAPP) classes for prospective foster parents in training.
- Prepare home studies for foster and adoptive families

2005-2006 Family and Children's Services of Niagara Inc., Niagara Falls, NY

Casey House Youth Shelter

Safe Place Coordinator

- Assess crisis situations and take appropriate action in a polite empathetic manner.
- Responsible for recruiting, training, and maintaining Project Safe Place sites and volunteers
- Conduct school and community presentations to explain services offered by the agency.
- Develop and maintain community relations with key school personnel, business contacts and community organizations.

2004-2005 St. Augustine Center Inc., Buffalo, NY

Caseworker

- Prepared and maintained weekly case records and Uniform Case Reviews.
- Participated in staff meetings, trainings and service plan reviews.
- Performed bi-weekly visits to foster homes,
- Supervised weekly family visitations.
- Collaborated with family court, schools, and other human service agencies for assessment and intervention purposes.
- Presented court summaries and advocated for clients during court proceedings.
- Facilitated MAPP/GPS classes to prospective foster parents.

Professional Experience

2006 WNY Children's Psychiatric Center, Amherst, NY

Intensive Day Treatment Facility

- Conduct thorough bio psychosocial assessments and prepare individualized treatment plans.
- Maintain case records in the MHARS computer system
- Facilitate individual and group therapy
- Coordinate and facilitate family and school meetings to discuss progress and recommendations.
- Collaborate with human service agencies to facilitate treatment.

2003-2004 Spruce Elementary School

Special Friends Intern

- Utilized non-directive play therapy to address specific problems with students first through third grade,
- Co-facilitated a weekly social skills group.
- Provided self-esteem curriculum to third grade students.
- Conferred with parents, teachers and staff
- Completed social histories to assist with CSE meetings.
- Participated in weekly trainings on non-directive play therapy.

Volunteer Experience

2005-2007 UB Dream Team

Education Enhancement Coordinator

2003-2004 Student Social Work Organization, Buffalo State College

Treasurer

Susan D. Jurewicz

(b)(6)

Profile: Enthusiastic, strong leader looking to utilize skills and experience to effectively lead and develop a school culture that fosters respect, responsibility, and professional growth.

Education:

Administrative Certificate, School District Leader. Canisius College, Buffalo, NY.

G.P.A. 4.0

September 2013

Administrative Certificate, School Building Leader. Canisius College, Buffalo, NY.

G.P.A. 4.0

September 2012

Master of Science in Education, concentration in Literacy. Buffalo State College,
Buffalo, NY. G.P.A. 3.9

August 2005

Bachelors of Science degree in Special Education, certification in Elementary
Education. D'Youville College, Buffalo, NY G.P.A. 3.7

May 2001

Associates degree in Math and Science. Niagara County Community College,
Sanborn, NY

December 1997

Experience:

Assistant Principal, Charter School for Applied Technologies, Buffalo, NY.

January 2009 - Present

- Observe and monitor instruction of teachers, student growth, and achievement.
- Provide leadership, direction, and support to the implementation of the school's design.
- Collaborate and formulate annual preparation, adjustments, and design of Instructional and program plans with the administrative team.
- Support the professional learning communities and data driven decision making processes.
- Work with departments, lead teachers and supervisor to address team and department needs.
- Communicate and model the school vision.
- Support development of student support systems.

- Support the culture of professionalism among team members.
- Contribute to a comprehensive School Improvement Plan.

Special Education Coordinator, Charter School for Applied Technologies,

July 2007 –

Buffalo, NY.

January 2009

- Support and develop Special Education teachers in a co-teaching environment.
- Facilitate and collaborate planning and problem-solving processes
- Support development of student support systems
- Provide opportunities for professional development in the area of students with special needs.
- Collaborate with outside districts to ensure appropriate services for students.
- Facilitated CSE meetings with multiple districts.
- Supported related service teachers to ensure compliance.

Reading First Coordinator, Charter School for Applied Technologies, Buffalo, NY

September 2005 –

July 2007

- Managed and oversight of the Reading First budget.
- Supervised reading coaches and teachers in K-3.
- Collaborated with reading coaches to develop and provide professional development in the five components of reading.
- Facilitated collaborative planning.
- Lead an effective team for the attainment of school goals, and committed to achieving Excellence.
- Support the professional learning communities and data driven decision making.
- Responsible for state reporting indicating achievement and student growth.

Special Education Teacher, Charter School for Applied Technologies,

September 2001–

Buffalo, NY

June 2005

- Developed and co-taught lesson plans for 3rd and 4th graders.
- Participated and took a leadership role in professional learning communities.
- Use data driven decision making to improve student achievement.
- Implemented differentiated instruction to meet the needs of individual kids.
- Ensured the implementation of the school's performance standards.

References:

Available upon request.

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BUSINESS ACUMEN

Successfully created, redeveloped, and managed business operations, inclusive of Accounting, Human Resources, Facilities, Procurement and Inventory departments. Goals accomplished with strategic thought, creativity, innovation, and resilience, while assuring organizational alignment and customer satisfaction. Team building methods included positive use of team conflict, diverse ideas and continual development of staff.

SKILLS AND QUALIFICATIONS

- Demonstrated commitment to the organization’s mission and vision
- Project Management - able to simultaneously manage large scale, long term, complex projects
- Communication – effectively collaborated and communicated with organization’s stakeholders
- Annual Audit – full preparation of and response to internal workpapers analyzed by Independent Auditors
- Team Membership – effective creation, collaboration, and leadership of teams while building consensus
- Presentation – internal and external representation
- Obsessive attention to detail – problem analysis and solving – passionate

EDUCATION

- Niagara University – Education Leadership
 - Kappa Gamma Pi - inductee
- State University of New York at Buffalo – **MBA** - Master of Business Administration
- State University of New York – Empire State College – **BPS** – Business Management & Economics
- Bryant & Stratton College – **AOS** – Computer Program

LICENSES AND AFFILIATIONS

- **Notary Public** – Erie County, New York State
- **Real Estate Salesperson** – New York State
- **Former - Board of Trustees – Treasurer** – MODEP – Minority Organ Donation Education Program

EXPERIENCE

CONSULTANT SERVICES 2001 TO PRESENT

Business Management Consultant

Serving Charter and Catholic schools • Interim Business Manager services • Recruitment Team member • New Hire coaching • Business Department Start-up coaching • Charter Application assistance • E-Rate applications filing • Consolidated Application filing • Ongoing Q&A support • District billing directives • Report templates and presentations

AREA CHARTER SCHOOLS 2001 TO PRESENT

Chief Financial Officer / Director of Finance / Business Manager

- Charter School for Applied Technologies – 2005 to present
- Responsible for the overall fiscal management of the organization’s \$20m operation • Restructured operations and secured the first ‘clean audit’ after first year as Business Manager • Managed increase of Contingency Fund

TANYA MOORE

138 West Winspear Ave. / Buffalo, NY 14214
716-831-9364 / tmoore.consult@gmail.com

from \$2.5m to \$9m • Created a transparency structure with the development of various financial reports for management and Board of Trustees • Full management of the Accounting, Human Resource, and Copy Center departments • Administered all financial management systems, evaluated and integrated new applications • Development of a skilled team to achieve established objectives

- Global Concepts Charter School – 2004-2005

Complete redevelopment of Accounting, Business, and IT department and its functions • Administered all financial management systems, evaluated and integrated new applications • Strategically restructured financial reporting processes in accordance with organizational changes

- Edison Schools – 2001-2004

Liaise with Management Company as Business Site Manager • Monitored, managed and/or provided Finance, Human Resource, Food Service, Annual, Quarterly, Monthly Reporting Requirements, Facilities, Procurement and Inventory Services

TURNER / CARROLL HIGH SCHOOL- Buffalo, NY 1999 – 2001

Director of Finance

Complete redevelopment of the school's accounting systems and various policies related to the Business Office • Created and managed processes to attain the school's first, in 4 years, successful independent audit • Directed first year end net income, not attained in recent past • Complete turnaround of payroll funding coverage environment

LAKESHORE BEHAVIORAL HEALTH - Buffalo, NY 1993 - 1999

Financial Analyst

Created internal auditing processes • Analyzed financial statements, reconciliations, payroll and general ledger postings • Created database to analyze receivables • Conducted heavy cost analysis • Property lease negotiations • Not for Profit compliance report generation

IVOCLAR NORTH AMERICA - Amherst, NY 1991 – 1993

Canadian Accounting

Compiled various calculations and computations, i.e., Fixed Assets, Refining Sales, Foreign Currency • Self adaption of new accounts payables system with creation of user guide for A/P staff • Year end preparation of internal workpapers for annual independent audit • Various A/P functions

WHITE DIRECTORY PUBLISHERS - Tonawanda, NY 1984 – 1991

Accounting Department Supervisor

Various duties related to the processes and creation of: Accounting – year end preparation of internal workpapers, monthly financial statements, salesmen commission calculations and report generation, sales and use tax, payroll tax, census reports, all A/P, A/R, payroll functions • Customer Relations • Purchasing • Human Resources - inclusive of multi state payroll processing

(b)(6)

(a) Professional Preparation

B.S. Honors Psychology, Wayne State University, 2005

M.A. Psychology in Education, Teachers College at Columbia University, New York, NY, 2009

M.S. Secondary Mathematics Education (5-9), The City College of New York, New York, NY, 2010

(b) Experience

- Evaluator, Via Evaluation , Buffalo, NY, 2013-present
- Evaluation Associate, Via Evaluation (formerly Ciurczak & Co. Inc.), Buffalo, NY, 2012-2013
- Research Assistant, Ciurczak & Co. Inc., Buffalo, NY, 2011-2012
- School Programmer, The Bronx Latin School, Bronx, NY, 2008-2012
- Mathematics Teacher, The Bronx Latin School, Bronx, NY, 2007-2011
- GED Preparation Teacher, Community Impact of Columbia University, New York, NY, 2006
- Sample Manager, Henry Ford Health System, Detroit, MI, 2005
- Research Assistant, Henry Ford Health System, Detroit, MI, 2004
- Supplemental Instruction Leader, Academic Success Center of Wayne State University, Detroit, MI, 2003-2004

(c) Current or Recent Evaluation Projects

Federally-Funded Projects

- Department of Defense Education Activity Educational Partnership Program
- Elementary and Secondary School Counseling

State-Funded Projects

- 21st Century Community Learning Centers
- Extended School Day/School Violence Prevention
- School District Performance Improvement

Foundation-Funded Projects

- United Way of Buffalo and Erie County Needs Assessment

Select Foundation or Client-Funded Projects

- United Way of Buffalo and Erie County Community Needs Assessment
- Native American Community Services Needs Assessment
- School District Attendance Analyses
- Logic Modeling

(d) Professional Memberships

- American Evaluation Association (AEA)

(e) Relevant Certifications and Training

- 21st Century Community Learning Centers State Conference, 2013
- AEA: Working with Programs to Develop Effective Systems for Collecting Implementation Data, 2013
- AEA: Visualizing Process: How to Create a Stakeholder-friendly Graphic Timeline of Process Data, 2013
- Bullying in Your Community Training: Policies, Prevention, and Intervention, Pace Women's Justice Center in conjunction with Tri-County Training Collaborative, 2012
- The Evaluator's Institute: Applied Measurement for Evaluation, 2012
- New York State 5-12 Secondary Mathematics Teacher Certification, 2007
- College of Reading and Learning Association Level One Certification, 2003
- Collaborative Institutional Training Initiative (CITI) IRB Certification for Human Research Protection Education

Amy Puca, M.S., M.A.

(b)(6)

- Collaborative Institutional Training Initiative (CITI) IRB Certification for HIPAA in Research
- Collaborative Institutional Training Initiative (CITI) IRB Certification for Data Security in Research
- National Institute of Health (NIH) IRB Certification for Protection of Human Research Participants

Jessica Aungst Weitzel, M.P.H.

(b)(6)

(a) Professional Preparation

B.A. English, State University of New York at Geneseo, Geneseo, NY, 1995

M.P.H. Behavioral Science and Health Education, Emory University, Atlanta, GA, 2005

(b) Experience

- Director of Evaluation, Via Evaluation (formerly Ciurczak & Co., Inc.), 2009 to present
- Evaluator, Ciurczak & Company, Inc., 2007-2009
- Project Director, University at Buffalo School of Social Work Research Center, 2005-2007
- Project Director/Research Assistant, Emory University Rollins School of Public Health, 2003-2006
- Research Assistant, Institute of Medicine, Board on Health Sciences Policy, 2000-2003
- Research Assistant/Reporter, The Maldon Institute, 1999-2000

(c) Evaluation Project Experience

Federally-Funded Projects

- Elementary and Secondary School Counseling
- Strengthening Institutions (Title III, Part A)
- High Quality Supplemental Educational Services and After-School Partnerships Demonstration Program
- Smaller Learning Communities
- Department of Defense Education Activity Partnership Grant
- Community-Based Abstinence Education

State-Funded Projects

- 21st Century Community Learning Centers
- Extended School Day/School Violence Prevention
- Learning Technology Grant
- McKinney-Vento Education of Homeless Children and Youth
- Teacher Leader Quality Partnerships
- Virtual Advanced Placement
- Bilingual/English as a Second Language Technical Assistance Center
- Regional Bilingual Education Resource Network
- Two-Way Bilingual Education

Select Foundation or Client-Funded Projects

- United Way of Buffalo and Erie County Community Needs Assessment
- Youth Risk Behavior Survey Analyses
- School District Attendance Analyses
- Organizational Assessment
- Evaluation and Data Consultation
- High School Graduate and Dropout Analysis
- Logic Modeling
- Community Health Foundation of Western and Central New York (now Health Foundation of Western and Central NY): Coordinated School Health Evaluations
- JC Penney Foundation: United Way of Seneca County Out-of-School Time Project
- John R. Oishei Foundation: Computers For Children Buffalo Community Center Collaborative Evaluation
- John R. Oishei Foundation: Music in Action Evaluation
- John R. Oishei Foundation: Next Up Leadership Program Evaluation
- Building Skills Validation and Evaluation

(d) Publications and Presentations

- Taggart, C., **Weitzel, J.A.** (2013, November). *Crafting a Useful Logic Model*. Child Care Resource Network Annual Conference, Amherst, NY.
- **Weitzel, J.A.**, Taggart, C. (2013, October). *Don't Let Your Data be a Doorstop: How to Convey Results for Action*. American Evaluation Association 2013 Annual Conference, Washington, DC.
- **Weitzel, J.A.**, Session Chair. (2013, October). *Successes and Challenges of Educational Evaluation and Evaluation Capacity Building Within an International Context: Governments and Schools in Santiago, Chile Propose to Address School Violence Utilizing National and International Educational, Training, and Evaluation Teams*. American Evaluation Association 2013 Annual Conference, Washington, DC.
- **Weitzel, J.A.** (2013, August). *Using Piktochart to Create Infographics for Evaluation*. American Evaluation Association Coffee Break Webinar.
- Ventresca, A., **Weitzel, J.A.** (2012, October). *Overcoming Barriers to Collecting Student Health Risk Behavior Information*. 2012 American School Health Association Conference, San Antonio, Texas.
- Hagstrom, E., **Weitzel, J.A.** (2012, October). *Working with New Grantees*. American Evaluation Association 2012 Annual Conference, Minneapolis, Minnesota.
- Howard, C., **Weitzel, J.A.** (2012, October). *Innovative Tools for Evaluation Project Management*. American Evaluation Association 2012 Annual Conference, Minneapolis, Minnesota.
- **Weitzel, J.A.**, Taggart, C.A. (2011, November). *Dealing with Sensitive Data in Community-based Organization Settings*. American Evaluation Association 2011 Annual Conference, Anaheim, CA.
- Howard, C., **Weitzel, J. A.** (2011, May). *Innovative Tools for Evaluation Project Management*. Presentation at the Eastern Evaluation Research Society, Galloway, New Jersey.
- Mays, D., Usdan, S., Arriola, K.J., **Weitzel, J.A.**, Bernhardt, J. 2009. Development and Validation of the Retrospective Alcohol Context Scale. *The American Journal of Drug and Alcohol Abuse*, (35:2), 109-114.
- **Weitzel, J. A.** (2009, May). *Using Wireless Handheld Computers and Other Technologies to Reduce the Negative Consequences of Drinking Alcohol*. Presentation at the University of New Mexico Community DWI Conference, Albuquerque, New Mexico.
- Usdan, S., Martin, R.J., Mays, D., Cremeens, J., Jacob-Arriola, K., **Aungst-Weitzel, J.** & Bernhardt, J. 2008. Self-reported consequences of intoxication among college students: Implications for harm reduction approaches to high-risk drinking. *Journal of Drug Education* (38:4), 377-387.
- **Weitzel, J. A.**, Nochajski, T. H., Coffey, S., Farrell, M. G. 2007. Mental health among suburban drug court participants. *The American Journal of Drug and Alcohol Abuse*, (33:3), 475-481.
- **Weitzel, J. A.**, Bernhardt, J., Usdan, S., Mays, D., Glanz, K. 2007. Using Wireless Handheld Computers and Tailored Text Messaging to Reduce Negative Consequences of Drinking Alcohol. *Journal of Studies on Alcohol*, (68:4), 534.
- Bernhardt, J.M., Usdan, S., Mays, D., Arriola, K.J., McGill, T., **Weitzel, J.A.**, Cremeens, J., Martin, R.J. 2007. Alcohol assessment using wireless handheld computers: A pilot study. *Addictive Behaviors* (32:12), 3065-3070.
- **Aungst, J.**, Nochajski, T.H., and Farrell, M. G. 2006. Assessing mental health in a drug court. [Abstract]. *Alcoholism: Clinical and Experimental Research*, 30(6), Supplement, P610.
- Farrell, M. G., **Weitzel, J. A.**, Nochajski, T. H., Coffey, S. (2006, November). *Improving identification and treatment of co-occurring substance abuse and mental illness in therapeutic justice courts*. Poster presentation at the Robert Wood Johnson Foundation Substance Abuse Policy and Research Project Annual Meeting, Hilton Head, South Carolina.
- Farrell, M. G., **Weitzel, J. A.**, Nochajski, T. H. (2006, November). *Extending the Therapeutic Justice Model to problem gamblers*. Poster presentation at the 2006 Annual Meeting of the American Public Health Association, Boston, MA.
- **Aungst, J.**, Nochajski, T. H., Farrell, M. G. (2006, June). *Assessing mental health in a drug court*. Poster presentation at the 29th Annual Scientific Meeting of the Research Society on Alcoholism, Baltimore, MD.
- Farrell, M. G., Nochajski, T. H., **Aungst, J.** (2005, November). *Characteristics of drug court participants with additional mental health problems*. Poster presentation at the Robert Wood Johnson Foundation Substance Abuse Policy and Research Project Annual Meeting, Tucson, Arizona.
- **Aungst, J.**, Bernhardt, J. M., Usdan, S., Mays, D., Glanz, K. (2005, December). *Using wireless handheld computers to reduce the negative consequences of drinking alcohol*. Oral presentation at the 2005 Annual Meeting of the American Public Health Association, Philadelphia, PA.
- Usdan, S., **Aungst, J.**, Cremeens, J., Martin, R. J., Bernhardt, J. M. (2005, December). *Context and consequences of heavy drinking among college students: Results from a series of undergraduate focus*

groups. Poster presentation at the 2005 Annual Meeting of the American Public Health Association, Philadelphia, PA.

- Bernhardt, J. M., Usdan, S., Mays, D., **Aungst, J.**, Cremeens, J., Martin, R.. (2005, December). *Improving alcohol assessment with wireless handheld computers*. Poster presentation at the 2005 Annual Meeting of the American Public Health Association, Philadelphia, PA.
- Koski, G., **Aungst, J.**, Kupersmith, J., Getz, K., Rimoin, D. 2005. Cooperative research ethics review boards—a win-win solution? *IRB: Ethics and Human Research*, 27(3), 1–7.
- **Aungst, J.**, Haas, A., Ommaya, A., Green, L., Eds. IOM. 2003. *Exploring Challenges, Progress, and New Models for Engaging the Public in the Clinical Research Enterprise: Workshop Summary*. Washington, DC: Nat. Academies Press.

(e) Professional Memberships

- American Evaluation Association
- American Educational Research Association
- American School Health Association

(f) Relevant Certifications and Training

- The Evaluator's Institute: Linking Evaluation Questions to Analysis Techniques, 2013
- American Evaluation Association (AEA): Data Dashboard Design, 2012
- AEA-Centers for Disease Control Summer Evaluation Institute, 2012
- AEA: Developmental Evaluation for Beginners eStudy, 2012
- AEA: Intermediate Consulting Skills, 2011
- AEA: Cost-Effectiveness Analysis of Health and Human Service Programs, 2011
- University at Buffalo: Peer Victimization and Bullying: Research and Prevention Strategies, 2011
- Nonprofit Works: Using Logic Models to Plan Programs and Write Grants, 2011
- Results Based Accountability Training, 2010
- The Evaluator's Institute: Evaluation Consulting Business Skills, 2009
- The Evaluator's Institute: Alternative Evaluation Designs, 2009
- The Evaluator's Institute: The Basics of Program Evaluation, 2007
- AEA: Using Systems Tools, 2007
- AEA: Using Systems Thinking, 2007
- NIH Human Participants Protection Education for Research Teams
- Collaborative Institutional Training Initiative (CITI) IRB Certification for Human Research Protection Education
- Collaborative Institutional Training Initiative (CITI) IRB Certification for HIPAA in Research
- Collaborative Institutional Training Initiative (CITI) IRB Certification for Data Security in Research

Gary A. Ciurczak, Ph.D.

(b)(6)

(a) Professional Preparation

- **B.A. Sociology**, Honors, SUNY at Buffalo, Buffalo, NY, 1979
- **M.A. Sociology**, SUNY at Buffalo, Buffalo, NY, 1982
- **M.A. Economics**, SUNY at Buffalo, Buffalo, NY, 1986
- **Ph.D. Sociology**, SUNY at Buffalo, Buffalo, NY, 1992

(b) Experience

- President and CEO, Via Evaluation (formerly Ciurczak & Co., Inc.), 2012 – present
- President, Ciurczak & Co., Inc., 1998 to 2012
- Independent Evaluation Consultant, 1991-1998
- Vice President, Every Person Influences Children, Inc. (EPIC), 1988-1997
- Assistant Professor, SUNY Fredonia, January 1987-May 1987

(c) Current or Recent Projects

Federally-Funded Projects

- Advanced Placement Incentive
- Arts in Education Model Development & Dissemination
- Character Education
- Community Based Abstinence Education
- Department of Defense Education Activity
- Elementary and Secondary Counseling
- Foreign Language Assistance Program
- Grants to Reduce Alcohol Abuse
- High Quality Supplemental Educational Services & After-School Partnerships Demonstration Program
- Mentoring
- Safe Schools/Healthy Students
- Smaller Learning Communities
- Teacher Quality Enhancement
- Teaching American History
- Title III Strengthening Institutions

State-Funded Projects

- 21st Century Community Learning Centers
- Bilingual/English as a Second Language Technical Assistance Center (BETAC)
- Enhancing Education Through Technology
- Extended School Day/School Violence Prevention
- Math/Science Partnerships
- Regional Bilingual Education - Resource Networks (RBERN)
- Teacher/Leader Quality Partnership

(d) Presentations

- **Gary Ciurczak** (Via Evaluation), "Planning for Evaluation Capacity Development in Santiago Chile Metropolitan Region Schools with National and International Partners" 27th Annual Conference of the American Evaluation Association, Washington DC, October 18, 2013
- **Gary Ciurczak** (Via Evaluation) and Dr. Kathleen Toms (Research Works, Inc.), "The Development of New York State's 21st Century Community Learning Center Evaluation Manual: A Journey of Collaboration, Resistance and Dialogue" 26th Annual Conference of the American Evaluation Association, Minneapolis, MN, October 25, 2012.
- **Gary Ciurczak** (Via Evaluation), Samantha Hagel and Leah Goldstein Moses (The Improve Group), Richard Hezel (Hezel Associates LLC), "Improving Evaluation Practice Management During Chaotic Economic Times: Three CEOs Reflect on Strategic and Innovative Diversification, Budgeting, and Employee Support and Development" 26th Annual Conference of the American Evaluation Association, Minneapolis, MN, October 25, 2012.
- **Gary Ciurczak, Christine E.B. Howard** (Via Evaluation), "Big takeaways from Arts in Education and

STEM instruction: What bridges can we make to teaching history?" Annual Conference of the Western Southern Tier Council for the Social Studies, Ellicottville, NY, April 27, 2012.

- **Ciurczak, G.**, and Ciurczak Colleagues on "Statewide APR Data 2005-06 – What is the federal government seeing from New York ?" Presented at the 21st Century Community Learning Centers and Extended School Day/School Violence Prevention Annual Conference: Tarrytown, NY, November 28, 2007.
- **Ciurczak, G.** "What do you mean, 'How are we doing?'" Guest speaker for *Mission, Money, Metrics, and Mobility: Current Issues in Nonprofit Leadership* Center for Professional Development at Canisius College: Buffalo, NY, October 15, 2007 - November 5, 2007.
- **Ciurczak, G.**, Fuchs Nadeau, D., & Ciurczak Colleagues. "Realistic Objectives – Holy Grail?" Presented at the 21st Century Community Learning Centers and Extended School Day/School Violence Prevention Annual Conference: Albany, NY, June 8, 2005.
- Kaiser, M., King, D., Fogan, M., & **Ciurczak, G.** "Sharing the Evidence: How Works of Art Used as 'Texts' Deepen Teaching and Enrich Learning," Presented at the 67th Annual Conference of the National School Board Association: San Francisco, CA, April, 2007.
- James, R., & **Ciurczak, G.** "Student Voices: A Five-Year Study of Student Ideas on Improving Learning, School Safety, Risk-Prevention, and Relationships," Research brief #4, *NYS Center for School Safety*, February, 2004. Available at <http://www.nyscenterforschoolsafety.org/files/filesystem/brief4.pdf>
- **Ciurczak, G.** "Developing a Partnership - Community Assessment Center". Presented at the 11th Annual Conference of the Center for the Study and Stabilization of the Black Family, Niagara University and the New York State Office of Children and Family Services: Buffalo, NY, March 1998.
- **Ciurczak, G.** "Implementing Utilization-Focused Evaluation". Presented at the Annual Conference, New York State Education Department, Division of Bilingual Education: New York City, NY, 2005.
- **Ciurczak, G.** "Student self-esteem and academic achievement: Case history in Buffalo, NY," Presented at the Annual Convention of New York State School Boards Association: Albany, NY, 1991.
- **Ciurczak, G.** "Changes in self-concept in at-risk, inner-city alternative school transescents with teacher, parent, and community involvement," Presented at the National Middle School Association 17th Annual Conference: Long Beach, CA, 1990.

(e) Professional Memberships

- American Evaluation Association

(f) Relevant Certifications and Training

- American Evaluation Association: Lean Thinking for Program Evaluation, 2013
- American Evaluation Association: Developing Monitoring and Evaluation Frameworks, 2013
- American Evaluation Association: Propensity Score Matching: Theories and Applications, 2012
- American Evaluation Association: Advanced Evaluation Methods, Concepts & Problems, 2012
- American Evaluation Association: Longitudinal Data Analysis: From the Classics to Modern Structural Equation Modeling, 2011
- American Evaluation Association: Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use, 2011
- The Evaluator's Institute: Using Non-experimental Designs for Impact Evaluation, 2010
- SUNY at Buffalo School of Management, Center for Entrepreneurial Leadership, Advanced Core Program, 2009 - 2010
- The Evaluator's Institute: Evaluation Consulting Business Skills, 2009
- The Evaluator's Institute: Alternative Evaluation Designs, 2009
- SUNY at Buffalo School of Management, Center for Entrepreneurial Leadership, Core Program, 2007 - 2008
- The Evaluator's Institute: Management for Evaluators and Those with Oversight Responsibility, 2007
- The Evaluator's Institute: Management for Evaluators, 2006
- Joint Conference of the American Evaluation Association and the Canadian Evaluation Society:

Quantitative Research, 2005

- Joint Conference of the American Evaluation Association and the Canadian Evaluation Society: Random Clinical Trials, 2005
- I.R.B. for Human Participants Protection Education for Research for Social and Behavioral Sciences Institutional Review. National Science Foundation, Grants Training.

Charter School of Applied Technologies

4/22/2014 Visit

Ann Adams, PBIS Coordinator

SET (School-wide Evaluation Tool)

The purpose of the SET is to assess the critical features of PBIS within your building. The SET is designed to provide trend lines of improvement and sustainability over time. A goal of **80%** in the behavioral expectations taught category in combination with **80%** for the total average score determine that a school is functioning effectively at the Tier 1 level.

The results for your school are: **20%** teaching in combination with a **55%** total average score.

❖ **Expectations Defined achieved a level of 50%.**

- The standard is to have one main set of school-wide expectations / rules from which all other rules for classroom and common areas are defined specifically. CSAT's School Pledge is: "Today and every day, I promise to act in such a way, that I will be Responsible, Respectful and Ready to Learn."
- The standard is to have rules and expectations publicly posted in 8 of 10 locations. Fifty percent of the locations observed had some form of expectations on display; however they did not directly correlate to the school-wide expectations (School Pledge) and they varied in content; for example, one poster was labeled School Rules and listed 4 behavioral expectations, there were some posters observed in classrooms that were specific to that classroom, and there was at least one poster that had statements that were not stated positively.
- It is highly recommended that behavior expectations signage be posted throughout the building including the bathrooms. Expected behaviors should be consistent with a building wide behavior matrix and should be stated in positive terms. (For example, a sign that states: "No Talking" could be reframed to state "0 Voice Level)
- It is highly recommended that the statement about "Today and every day...." be unified under one heading. It has been referred to as the school motto, the school pledge, and the school's code of conduct.

❖ **Behavioral Expectations Taught* achieved a level of 20%.**

- Of the staff interviewed, the majority stated that the teaching of behavioral expectations to students has taken place this year.
- When asked to recite the school-wide rules / motto / school pledge, 33% of the students and staff interviewed were able to recite it. The standard is to achieve a rating of at least 70%.

- It is highly recommended that all teachers provide instruction on behavioral expectations in an explicit manner within their classroom on an annual basis and as the need arises for re-teaching
- It is recommended that students have opportunities for learning and practicing expected behaviors in locations throughout the building
- It is expected that the behavioral lesson plans / cool tools that staff reference, be documented and kept on file.

**Please note that a lack of correlation exists between the majority of interviewees who stated that the teaching of behavioral expectations has taken place this year with the minority of interviewees that were able to accurately recite the behavioral expectations. A possible conclusion is that although some initial teaching of behavioral expectations may be done at the beginning of the year, it is not consistent throughout the building.*

❖ **On-going System for Rewarding Behavioral Expectations achieved a level of 66%**

- Sixty percent of students interviewed stated receiving a “Good Time Ticket” or a “Soaring Eagle Treat”. 100% of staff interviewed indicated that they have delivered rewards.
- When students were asked why they received a reward, most stated that it was because they were “green”. When further questioned, the students stated a general broad term like “being good”.
- Recommendation is to continue to emphasize the direct correlation between receiving a tangible reinforcement with specifically stating what behavior (being respectful, being responsible, being ready to learn) the student is receiving it for.

❖ **System for Responding to Behavioral Violations achieved a level of 88%.**

- One hundred percent of staff asked indicated agreement with administration on what behavior problems are office-managed and what behavior problems are classroom-managed.
- All staff interviewed were able to state the documented procedure for handling extreme emergencies in the building.
- The standard is for a documented crisis plan for responding to extreme dangerous situations be readily available in 6 of 7 locations. The document titled: Emergency Response Procedures was observed in 5 of 7 locations and the majority of staff interviewed wore the procedure cards on their name tag lanyard.
- Staff / faculty are to be commended on these achievements.

❖ **Monitoring and Decision-Making achieved a level of 25%.**

- Staff/faculty has a choice of entering behavior write-ups into eschool or completing a paper CSAT Disciplinary Report. School-wide data is summarized and used by administration to identify specific trends in behavior and to determine professional development needs of teachers. Individual student data is used by the SST.

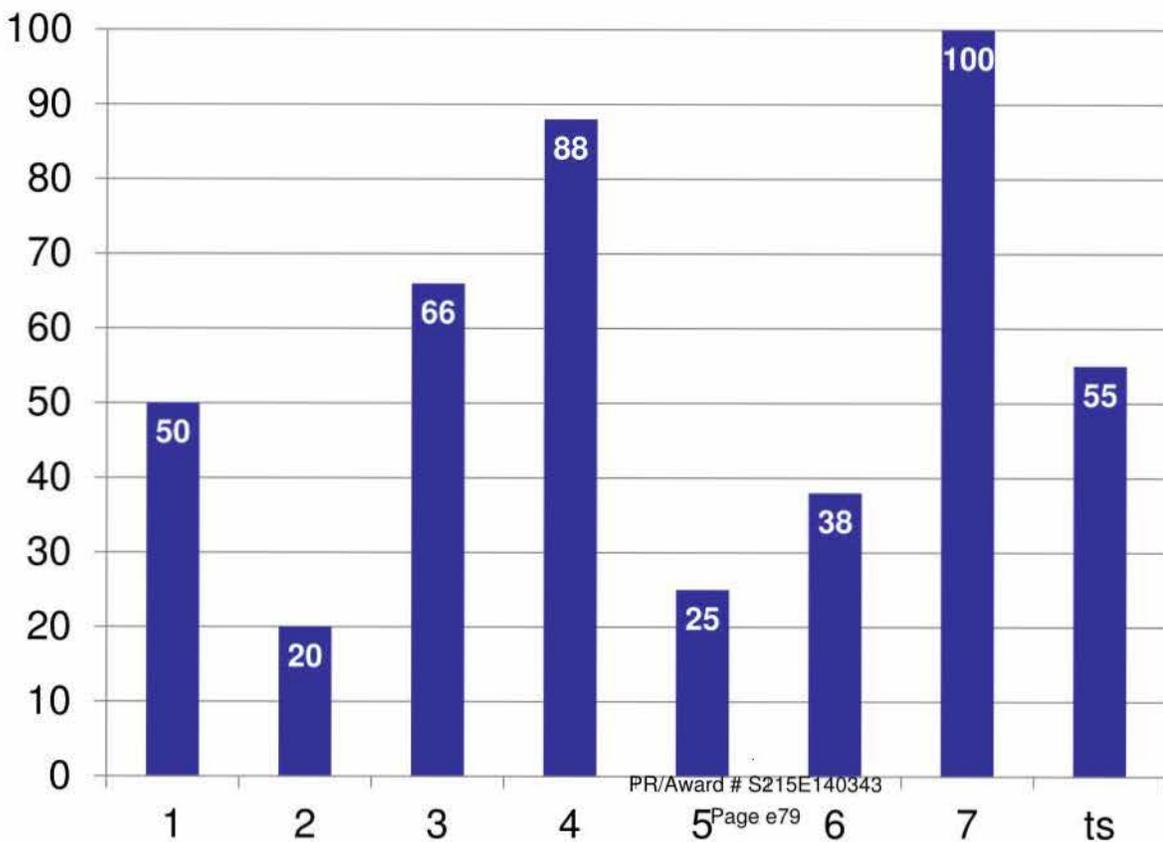
- It is recommended that the Disciplinary Report include a more objective listing of (non-VADIR) behaviors and locations, rather than a narrative format detailing the incident. VADIR reportable offenses should take a less prominent place on the document.
 - It is recommended that school-wide discipline data summary reports should be shared with all staff at least three times per year.
 - It is highly recommended that behavior data become a routine and priority topic to be addressed on the Tier 1 Team's monthly agenda.
- ❖ **Management achieved a level of 38%.**
- It is the standard for discipline data summary reports to be shared with all building staff at least three times per year and that the team report progress to staff at least four times per year. It is recommended that the monthly faculty meeting include a routine agenda item about PBIS.
 - The standard is for the Tier 1 Team to be representative of all staff. It is highly recommended that the core team reflect the following: administrator (assistant principal recommended), general education teacher(s) (grade level representation is recommended), special education teacher (s), behavioral specialist (SST Chair, School Psychologist or Social Worker), school counselor, attendance designee and/or teacher, and parent of child attending the school.
- ❖ **District Support is at a 100% level**
- The building has identified an out-of-school liaison to provide external coaching.
 - The school budget contains an allocated amount of funds for building and maintaining school-wide behavior systems.
 - Special recognition is given to the District for their continued support to build a more positive culture within the CSAT community.
- ❖ **Total Average is 55%.**

Charter School of Applied Technologies

School-wide Evaluation Tool (SET)

% "In-Place" per SET Component

■ April 2014



- **SET Components**

- 1) Expectations Defined
- 2) Expectations Taught
- 3) Rewards System
- 4) Violations System
- 5) Monitoring
- 6) Management
- 7) District Support
- ts = Average % "In-Place"

Counseling Federal Grant Parent Design Team

Initial meeting – 04/25/14 (4:45-5:15) M.S. Conference room - 104

- I. **Grant Opportunity** – discuss the request for proposal (RFP) and the funding available

- II. **CSAT's specific plan and the reasons its request**
 - a. Shift to a K-5 positive support system that focuses on emphasizing positive behaviors that we want kids to exhibit (current system)
 - b. Reduce misbehaviors and increase time focusing on instruction while introducing more celebrations that reinforce the many positive behaviors that most student exhibit
 - c. Decrease disciplinary referrals, suspensions and bullying/harassment
 - d. Increase student motivation to attend school regularly

- III. **Proposed allocation of funding to the K-5**
 - a. Increase number of counselors by 2 (250-to-1 ratio)
 - b. Introduce Positive Behavioral Intervention and Supports (PBIS) system
 - i. Tiered system of Interventions
 - ii. Why this fits CSAT – existing infrastructure, data-driven, scientifically proven
 - iii. Addresses all aspects of a school's culture and we can receive ongoing support for the grant from BOCES and national consultants

- IV. **Parent Collaboration**
 - a. Initial meeting followed-up by grant status - awarded in late September
 - b. Need 1 or 2 of permanent parent members for the **PBIS Advisory Team** that will meet review implementation, provide program suggestions and community outreach
 - i. If interested let me know – Garrick Loveria, Director of Student Services
(716) 876-7505 ex. 2105 / (716) 392-1336
Email: gloveria@csat-k12.org

Counseling Federal Grant Parent Design Team Meeting

04/25/2014

Start Time: 4:45

End Time: 5:20

Present: Garrick Loveria, Kristine Giammarise (minutes), Joel Mena, Ann Binga: annbinga@gmail.com, Danielle Salasavage: none given, Dorothy Erckert: DErckert@yahoo.com, Michelle Folon: hellythequeen@yahoo.com, Rut V Reyes: Rut.reyes@yahoo.com

Introduction

- Universal Behavior Management System (Cohesive)
- Question- How Many students are there K-5?
- Year 2013 – 832, year 2014 – 849, year 2020 – 1,030 (projected)
- Concerns – Students wanting OSS (stay home), Loveria replied that the point of the PBIS system is to provide incentives and reinforce behaviors that draw students to school. In effect, getting to the root/antecedent of the reasons why students try to escape school.

Change in ideology - PBIS grant will better enable CSAT to change the culture of student/parent perception if the root of the issue is students trying to be suspended to stay out of school, as well as improving attendance.

What will it take?

A) \$43,000 in professional development written into grant to try staff in PBIS model

B) Tiered system of supports: Universal, small group, individualized supports implemented in a systematic way and based on data of student's response to intervention. Incentive rewards for students

C) Community outreach – this is where we want you (attendees) to provide us design advice and feedback in creating a system that will draw students in. As parents; we'll need your ideas and guidance to determine how to best reinforce the overall model at all Tiers

Please submit your interest for 1 or 2 parents interested in becoming a part of the tier 1 team- contact Loveria if interested.

Counseling Federal Grant Parent Design Team

Initial meeting - 04/25/14 (4:45-5:15) M.S. Conference room - 104

Parent Sign-in Sheet

Print Name	Signature
Anne Binga	(b)(6)
Danielle Salasavage	
Dorothy Erckert	
Michelle Aldea	
Aunt V. Reepers	
Ruth. Poyes@vhs.com	
Joel Mena	

(b)(6)



OFFICE OF SCHOOL INNOVATION
ROOM 475 EBA
Tel. 518/474-4817
Fax 518/474-7558

July 23, 2012

TO: New York State Charter Schools
Other Interested Parties

FROM: Sally Bachofer, Assistant Commissioner

(b)(6)

SUBJECT: Charter Schools as Local Educational Agencies (LEAs)

New York's Charter School Law provides that federal funds for services for students with disabilities flow from the school district of residence to charter schools, but is silent about LEA status for other federal programs. Based on the provisions of the Charter School Law that establish charter schools as independent, autonomous public schools and the applicable federal LEA definition, in 2001, the New York State Commissioner of Education determined that, starting with the 2001-2002 school year, charter schools will be deemed to be LEAs for all federal funding programs under the Elementary and Secondary Education Act of 1965. For purposes of the Individuals with Disabilities Education Act, however, the school district of residence serves as the LEA, with charter schools treated as schools of the school district. Charter school LEA status for any other non-ESEA program or any new ESEA program will be determined on a case-by-case basis, though charter schools will be treated as LEAs unless the federal LEA definition applicable to the particular program indicates that New York charter schools should be treated as schools of the school district.

Any charter school that elects to participate in a federal funding program will have to follow the same procedures as public school districts. This means that charter schools must follow the procedures for applying, requesting payment, and reporting for financial and programmatic purposes for each federal program in which they elect to participate.

A list of approved NYS Charter Schools can be found on the NYS Education Department's web site at: <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>

c: Commissioner John B. King, Jr.
Ken Slentz
Cliff Chuang



Charter School Office

2014 - 2015 Approved New York State Charter Schools

A listing of the 259 charter schools currently approved to operate in New York State as of January 2014 can be found below. By clicking on the link of each charter school, you will find directory information about each school, the most recent annual reports and audited statements, and a link to the school's website. Charter schools authorized by the Chancellor of the New York City Department of Education and the SUNY Board of Trustees also have links to information that is maintained by their authorizers.



Click on the map to find a charter school by county.

CSAT
listed on
page 3

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Charter School Directory

Charter School Name	School District	2013-14 Year of Operation	Authorizer
Academic Leadership Charter School	NYC CSD 7	5	NYC-DoE
Academy Charter School	Hempstead UFSD	5	SUNY BoT
Academy of the City Charter School	NYC CSD 30	3	SUNY BoT
Achievement First Apollo Charter School	NYC CSD 19	4	SUNY BoT
Achievement First Aspire Charter School	NYC CSD 19	1	SUNY BoT
Achievement First Brooklyn Academy Charter School	NYC CSD 19	Opening Fall 2014	SUNY BoT
Achievement First Brownsville Charter School	NYC CSD 23	6	SUNY BoT
Achievement First Bushwick Charter School	NYC CSD 32	8	SUNY BoT
Achievement First Central Brooklyn Charter School	NYC CSD 17,23 or 32	Opening Fall 2014	SUNY BoT
Achievement First Crown Heights Charter School	NYC CSD 17	9	NYC-DoE
Achievement First East New York Charter School	NYC CSD 19	9	NYC-DoE
Achievement First Endeavor Charter School	NYC CSD 13	8	NYC-DoE



Charter School Name	School District	2013-14 Year of Operation	Authorizer
<u>Albany Community Charter School</u>	Albany City	8	SUNY BoT
<u>Albany Leadership Charter School for Girls</u>	Albany City	4	SUNY BoT
<u>Aloma D. Johnson Charter School</u>	Buffalo City	6	Board of Regents
<u>Amani Public Charter School</u>	Mount Vernon	3	Board of Regents
<u>Amber Charter School</u>	NYC CSD 4	14	SUNY BoT
<u>American Dream Charter School</u>	NYC CSD 7	Opening Fall 2014	Board of Regents
<u>Ark Community Charter School</u>	Troy City	13	SUNY BoT
<u>Bedford Stuyvesant Collegiate Charter School</u>	NYC CSD 16	6	SUNY BoT
<u>Bedford Stuyvesant New Beginnings Charter School</u>	NYC CSD 16	4	NYC-DoE
<u>Beginning with Children Charter School</u>	NYC CSD 14	13	NYC-DoE
<u>Beginning with Children Charter School II</u>	NYC CSD 14	2	SUNY BoT
<u>Boys Preparatory Charter School of New York</u>	NYC CSD 7 or 8	Opening Fall 2014	SUNY BoT
<u>Brighter Choice Charter Middle School for Boys</u>	Albany City	4	SUNY BoT
<u>Brighter Choice Charter Middle School for Girls</u>	Albany City	4	SUNY BoT
<u>Brighter Choice Charter School for Boys</u>	Albany City	12	Board of Regents
<u>Brighter Choice Charter School for Girls</u>	Albany City	12	Board of Regents
<u>Brilla College Preparatory Charter School</u>	NYC CSD 7	1	Board of Regents
<u>Bronx Academy of Promise Charter School</u>	NYC CSD 9	6	NYC-DoE
<u>Bronx Charter School for Better Learning</u>	NYC CSD 11	11	SUNY BoT
<u>Bronx Charter School for Children (The)</u>	NYC CSD 7	10	Board of Regents
<u>Bronx Charter School for Excellence</u>	NYC CSD 11	10	SUNY BoT
<u>Bronx Charter School for the Arts</u>	NYC CSD 8	11	Board of Regents
<u>Bronx Community Charter School</u>	NYC CSD 10	6	NYC-DoE

2

Charter School Name	School District	2013-14 Year of Operation	Authorizer
<u>Bronx Global Learning Institute for Girls Charter School</u>	NYC CSD 7	6	NYC-DoE
<u>Bronx Lighthouse Charter School</u>	NYC CSD 12	10	NYC-DoE
<u>Bronx Preparatory Charter School</u>	NYC CSD 9	13	SUNY BoT
<u>Brooklyn Ascend Charter School</u>	NYC CSD 18	6	NYC-DoE
<u>Brooklyn Charter School</u>	NYC CSD 14	14	NYC-DoE
<u>Brooklyn Dreams Charter School</u>	NYC CSD 22	4	SUNY BoT
<u>Brooklyn East Collegiate Charter School</u>	NYC CSD 13	4	SUNY BoT
<u>Brooklyn Excelsior Charter School</u>	NYC CSD 16	11	SUNY BoT
<u>Brooklyn Laboratory Charter School</u>	NYC CSD 13	Opening Fall 2014	Board of Regents
<u>Brooklyn Prospect Charter School</u>	NYC CSD 15	5	SUNY BoT
<u>Brooklyn Scholars Charter School</u>	NYC CSD 19	5	NYC-DoE
<u>Brooklyn Urban Garden Charter School</u>	NYC CSD 15	1	Board of Regents
<u>Broome Street Academy Charter High School</u>	NYC CSD 2	3	SUNY BoT
<u>Brownsville Ascend Charter School</u>	NYC CSD 23	5	NYC-DoE
<u>Brownsville Collegiate Charter School</u>	NYC CSD 23	5	SUNY BoT
<u>Buffalo Academy of Science Charter School</u>	Buffalo City	10	Board of Regents
<u>Buffalo United Charter School</u>	Buffalo City	11	SUNY BoT
<u>Bushwick Ascend Charter School</u>	NYC CSD 32	4	NYC-DoE
<u>Canarsie Ascend Charter School</u>	NYC CSD 18	1	SUNY BoT
<u>Central Queens Academy Charter School</u>	NYC CSD 24	2	SUNY BoT
<u>Challenge Preparatory Charter School</u>	NYC CSD 27	4	NYC-DoE
<u>Charter High School for Law and Social Justice</u>	NYC CSD 8	Opening Fall 2015	Board of Regents
<u>Charter School for Applied Technologies</u>	Kenmore- Tonawanda UFSD	13	Board of Regents
<u>Charter School of Educational Excellence</u>	Yonkers City	9	Board of Regents
<u>Child Development Center of the Hamptons Charter School</u>	Wainscott Common	13	SUNY BoT
<u>Children's Aid College Prep Charter School</u>	NYC CSD 12	2	SUNY BoT

3



Charter School Office

Charter School for Applied Technologies

Authorizer: Board of Regents

Enrollment in 2013-2014:	1,675
Grades Offered 2013-2014:	K-12
Planned Enrollment at Full Capacity:	1,675
Planned Grades at Full Capacity:	K-12
District of Location:	Kenmore-Tonawanda UFSD
Year of Operation in 2013-2014:	13

- [Institution data](#) such as school's address, principal, phone number
- [Charter School for Applied Technologies website](#)

2011-2012

[Financial Statement](#) (360 KB)

2009-2010

[Annual Report](#) (2 MB)

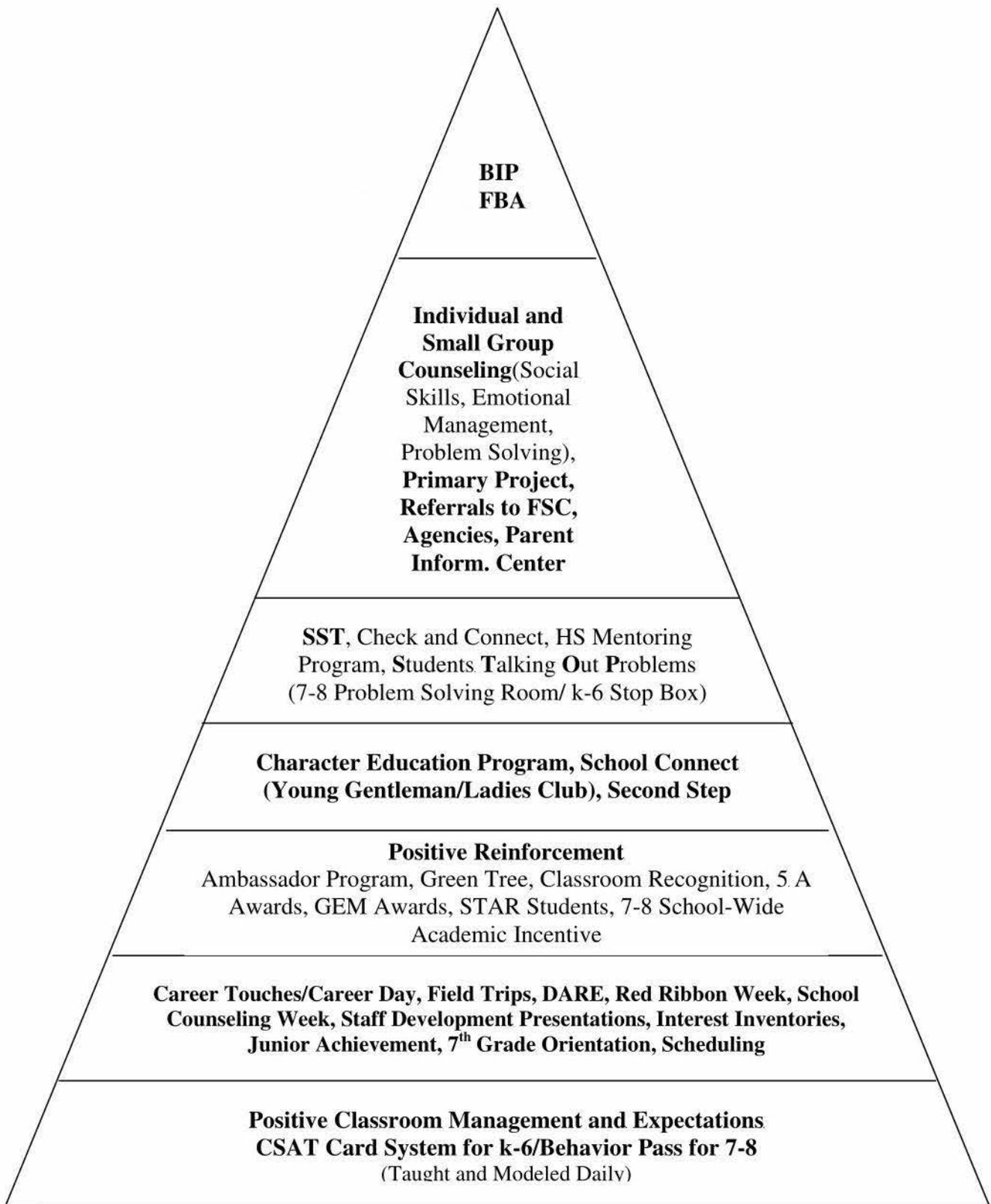
[Financial Statement](#) (345 KB)

2008-2009

[Annual Report](#) (4 MB)

[Financial Statement](#) (259 KB)

***Note to Charter School Administrators: If any of the information on this page needs to be updated, please email charterschools@mail.nysed.gov. If any of the information on the cross-linked institutional data page needs to be updated, please update the SEDREF system (the Department's centralized directory for all schools) by emailing dataquest@mail.nysed.gov (and copy charterschools@mail.nysed.gov) with the updated information and include your BEDS code.**



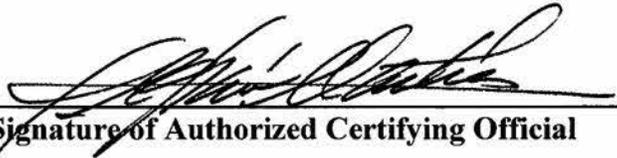
System of Positive Behavior Interventions

Program Specific Assurances

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

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

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



Signature of Authorized Certifying Official

Superintendent

Title

Charter School for Applied Technologies

Applicant Organization

April 28, 2014

Date Submitted

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="575,700.00"/>
* b. Applicant	<input type="text" value="108,096.00"/>
* 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="683,796.00"/>

*** 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:

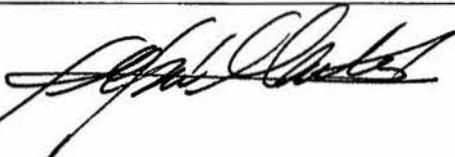
X

4/28/2014

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Completed on submission to Grants.gov	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
Charter School for Applied Technologies	Completed on submission to Grants.gov

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

X 

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

Charter School for Applied Technologies

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Efrain Middle Name:

* Last Name: Martinez Suffix:

* Title: Superintendent

* SIGNATURE: Completed on submission to Grants.gov

* DATE: Completed on submission to Grants.gov

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: Charter School for Applied Technologies *Street 1: 2303 Kenmore Avenue Street 2: _____ *City: Buffalo State: NY: New York Zip: 14207 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: US DOE	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ *First Name n/a _____ Middle Name _____ *Last Name n/a _____ Suffix _____ *Street 1 _____ Street 2 _____ *City _____ State _____ Zip _____		
b. Individual Performing Services (Including address if different from No. 10a) Prefix _____ *First Name n/a _____ Middle Name _____ *Last Name n/a _____ Suffix _____ *Street 1 _____ Street 2 _____ *City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the fter 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: Completed on submission to Grants.gov * Name: Prefix _____ *First Name Efrain _____ Middle Name _____ *Last Name Martinez _____ Suffix _____ Title: _____ Telephone No.: _____ Date: Completed on submission to Grants.gov		
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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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The Charter School for Applied Technologies (CSAT) requests \$575,700 in funding from the Elementary and Secondary School Counseling Program to implement the EAGLES program. The total cost of this project is \$683,796 and CSAT will provide \$108,096 in matching funds (not required). A detailed breakdown of all project costs is as follows.

MATCHING FUNDS – (b)(4)
 (b)(4)

\$35,993 for Year 1

- \$11,000 Project Director Salary (58% of total cost of Project Director)
- \$9,400 Primary Project Coordinator Salary
- \$8,550 Project Director Fringe Benefits
- \$4,230 Primary Project Coordinator Fringe Benefits
- \$2,813 Substitute Teacher Fringe Benefits

\$35,416 for Year 2

- \$12,570 Project Director Salary (64% of total cost of Project Director)
- \$8,807 Project Director Fringe Benefits
- \$9,682 Primary Project Coordinator Salary
- \$4,357 Primary Project Coordinator Fringe Benefits

\$36,687 for Year 3

- \$13,157 Project Director Salary (65% of total cost of Project Director)
- \$9,071 Project Director Fringe Benefits
- \$9,972 Primary Project Coordinator Salary
- \$4,487 Primary Project Coordinator Fringe Benefits

PERSONNEL

Personnel	Year 1	Year 2	Year 3	Objectives	Strategies
Project Director: 0.2 FTE of \$95,000 with 3% annual increase.	19,000	19,570	20,157	ALL	ALL
Primary Project Coordinator: 0.2 FTE of \$47,000 with 3% annual increase	9,400	9,682	9,972	2,4	3
Counselor 1: 1.0 FTE	41,250	46,350	47,741	ALL	1,2

of \$45,000 with 3% annual increase; Y1 only work 11 of 12 months					
Counselor 2: 1.0 FTE of \$45,000 with 3% annual increase; Y1 only work 11 of 12 months	41,250	46,350	47,741	ALL	1,2
Substitute Teachers to cover 75 teachers during 2 training days @ \$125/day	18,750	0	0	3	2
Personnel Total Match Contribution Personnel Request	(b)(6)				

Total Personnel	377,213
Total Match	(b)(4)
Total Personnel Request	

Project Director: Garrick Loveria, Director of Student Services, will serve as Project Director.

As such, he will devote 0.2 FTE to overseeing project implementation; scheduling trainings and meetings; leading monthly Project and AB meetings; reviewing written reports; preparing quarterly and year-end progress reports; training and monitoring new counselors; completing grant reporting with the assistance of the Chief Financial Officer; and analyzing data for internal evaluations and decision making. Mr. Loveria will also serve on the Core Team. Duties will include facilitating PBIS implementation throughout school; meeting monthly to discuss progress, problems, evaluations, and plan school-wide events; participating in trainings directed only at Core Team members; utilizing knowledge gained to guide and support the rest of the staff in PBIS implementation.

Of the \$58,787 in Mr. Loveria's salary costs that will be incurred, CSAT is only requesting funds for \$22,000 (\$8,000 in Year 1, \$7,000 in Year 2, \$7,000 in Year 3). CSAT will donate the remaining \$36,787 in salary costs.

Primary Project Coordinator: Marie Dionne, School Social Worker, will coordinate the Primary Project. Ms. Dionne will train K-3 teachers in the use of the Teacher-Child Rating Scale and assist them in screening their students; train and oversee the Child Associates; work with teachers to select students to participate in Primary Project; complete Parent Conferences and terminations; and conduct all final reporting for student outcomes. Ms. Dionne will also serve on the Core Team. Ms. Dionne will spend approximately 0.2 FTE serving in this role. CSAT will donate Ms. Dionne's salary costs.

Counselor 1/PBIS Specialist: The Counselor 1/PBIS Specialist, to be hired through this grant, will spend 1.0 FTE on project activities. Counselor 1 will have an MS in School Counseling or the equivalent, and will be fluent in and experienced with PBIS. Counselor 1 will be a key figure on the Core Team, will assist the Core Team to coordinate trainings for all K-5 faculty and staff in the various tiers of PBIS support, collaborate with school-wide mental health personnel to develop targeted and intensive team level interventions, and gather applicable student data to drive behavioral support decisions. Counselor 1 will also assist in development of classroom attendance incentives and initiatives. In addition to providing guidance to the Core Team, Counselor 1 will take the lead in implementing the attendance policy, including 1) providing attendance interventions according to the existing model 2) conducting weekly reporting of attendance concerns in consultation with mental health and school-based medical support staff; 3) and conveying pertinent information back to the school mental health professionals and/or administration; and 4) working with the Director of Student Services and the Superintendent to

notify parents of hearing outcomes. The PD will be responsible for the necessary data entry and analysis, and will be trained by the Chief Information Officer in utilization of the eSchool student information management system. As PBIS becomes firmly integrated into the school, attendance improves and fewer interventions are needed, Counselor 1 will provide traditional counseling services. Counselor 1 will also serve on the Core Team. Duties will include facilitating PBIS implementation throughout school; meeting monthly to discuss progress, problems, evaluations, and plan school-wide events; participating in trainings directed only at Core Team members; utilizing knowledge gained to guide and support the rest of the staff in PBIS implementation.

Counselor 2/PBIS Counselor: The Counselor 2/PBIS Counselor, to be hired through this grant, will assist with PBIS implementation, work with Counselor 1 to provide attendance interventions, and provide traditional counseling services. Counselor 2 will have an MS in School Counseling or the equivalent. Counselor 2 will supply mandated counseling minutes to students in Grades K-2 who have IEP-mandated counseling services, and will intervene with academically low-performing students. Counselor 2 will provide additional positive behavioral supports within the context of the PBIS process at both Tiers 2 and 3, and will collaborate with teaching teams in a shared decision making process to implement foundational school-wide expectations of PBIS. Counselor 2 will coordinate and implement celebrations and parent involvement opportunities. Counselor 2 will also serve on the Core Team. Duties will include facilitating PBIS implementation throughout school; meeting monthly to discuss progress, problems, evaluations, and plan school-wide events; participating in trainings directed only at Core Team members; utilizing knowledge gained to guide and support the rest of the staff in PBIS implementation.

Substitute Teachers: CSAT will hire 75 substitute teachers for each of 2 training days during Year 1. CSAT will use its professional development days for PBIS training, but during Year 1 will have 2 training days that it will not be able to do on staff development days. Please see pages 12-14 for more information. The substitute teachers will fill in for CSAT’s teaching and other staff who will be attending PBIS training. The substitute teachers will follow lesson plans and directions left for them by the personnel that they are filling in for. Each substitute teacher will work for the entire day, on both days required.

FRINGE BENEFITS

Personnel	Year 1	Year 2	Year 3	Objectives	Strategies
Project Director: 45% of salary	8,550	8,807	9,071	ALL	ALL
Primary Project Coordinator: 45% of salary	4,230	4,357	4,487	2,4	3
Counselor 1: 45% of salary	18,563	20,858	21,483	ALL	1,2
Counselor 2: 45% of salary	18,563	20,858	21,483	ALL	1,2
Substitute Teachers: 15% of salary	2,813	0	0	3	2
Fringe Benefits Total	(b)(4)				
Match Contribution					
Fringe Benefits Request					
Total Fringe Benefits					
Total Match					
Total Fringe Benefits Reque					

CSAT contributes the equivalent of 45% of all personnel’s salaries toward fringe benefits, including but not limited to health insurance, social security, disability, and NYS unemployment benefits. CSAT contributes the equivalent of 15% of substitute teachers’ daily salaries to NYS unemployment insurance, worker’s compensation, FICA, and to the Retirement System.

CSAT will provide the fringe benefits for the Project Director, Primary Project Coordinator and Substitute Teacher as an in-kind donation toward this project. CSAT only requests funding for fringe benefits for Counselor 1 and Counselor 2.

TRAVEL

Travel Expenses	Calculation	Year 1	Year 2	Year 3	Objectives	Strategies
Office of Safe and Healthy Students Conference (2 nights, 3 days)						
Airfare	2 x \$500	1,000	1,000	1,000	ALL	ALL
Hotel	2 x \$400	800	800	800	ALL	ALL
Per Diem	2 x \$213	426	426	426	ALL	ALL
Project Director's Meeting (1 night, 2 days; Y1 only)						
Airfare	1 x \$500	500	0	0	ALL	ALL
Hotel	1 x \$200	200	0	0	ALL	ALL
Per Diem	1 x \$142	142	0	0	ALL	ALL
National PBIS Leadership Forum (2 days, 2 nights)						
Airfare	3 x \$500	1,500	1,500	1,500	2,3,4,5	2
Hotel	3 x \$418	1,254	1,254	1,254	2,3,4,5	2
Per Diem	3 x \$142	426	426	426	2,3,4,5	2
Primary Project Trainings (4 grant funded trips in Y1, 5 grant						

funded trips in Y2 and Y3, including 2 overnight trips each year)						
Fuel (car)	\$100/trip	400	500	500	2,4	3
Hotel	4 x \$125	1,000	1,000	1,000	2,4	3
Per Diem	4 x \$120	960	960	960	2,4	3
Primary Project National Conference (2 days, 1 night)						
Fuel (car)	\$100/trip	100	100	100	2,4	3
Hotel	4 x \$125	500	500	500	2,4	3
Per Diem	4 x \$120	480	480	480	2,4	3
Total Travel		9,688	8,946	8,946		

Total Travel Request	\$27,580
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Travel to Office of Safe and Healthy Students Conference: CSAT will send the Project Director and one other staff member to this conference in Washington D.C. for each year of the grant period, as required by the grant program. Airfare was calculated as a general estimate. The hotel (\$200/night/per person) and per diem costs (\$71/day/person x 3 days/conference) were calculated based on information found specifically for Washington D.C. on the website of the U.S. General Services Administration (gsa.gov).

Travel to Project Director’s Meeting: CSAT will send the Project Director to the Project Director’s Meeting in Washington D.C. during Year 1 of the grant period, as required by the grant program. Airfare was calculated as a general estimate. The hotel (\$200/night/per person) and per diem costs (\$71/day/person x 2 days/conference) were calculated based on information

found specifically for Washington D.C. on the website of the U.S. General Services Administration (gsa.gov).

Travel to National PBIS Leadership Forum: CSAT will send the Project Director and two other personnel from the Core Team to the National PBIS Leadership Forum during each year of the grant period. This Forum is held annually in Chicago during the month of October. The Forum will provide CSAT personnel with opportunities to attend workshops on PBIS principles and implementation, and to learn what has and has not worked at other schools. CSAT personnel will be provided with opportunities to network with personnel from other schools nationwide who are implementing PBIS, and to exchange ideas. This valuable educational opportunity will ensure that CSAT implements PBIS utilizing the latest knowledge available in the field and can draw on other schools nationwide for support. Airfare was calculated as a general estimate. The hotel (\$209/night/per person) and per diem costs (\$71/day/per person x 2 days/conference) were calculated based on information found specifically for Chicago on the website of the U.S. General Services Administration (gsa.gov).

Travel to Primary Project Training: CSAT will send the Primary Project Coordinator and the 3 Child Associates to Primary Project Training throughout the year. These 4 personnel will each attend 4 trainings: the free training provided in September, and 3 additional fee-based trainings throughout the year. Attending these trainings will ensure that the Primary Project personnel are well-versed in the various components of this program and are able to deliver it as expected to CSAT's students. Many of the trainings are 2-hour trainings at the Children's Institute in Rochester, NY, but there are some valuable 2-day trainings available throughout New York State. CSAT has budgeted for Primary Project personnel to attend two 2-day trainings outside of the Buffalo area. During Year 1, Primary Project personnel will attend the free training in

September, prior to the start of the grant period. CSAT will fund transportation to this training, resulting in a transportation cost of only \$400 (\$100/trip for gas) during Year 1. During Years 2 and 3, grant funds will be used for each of the 5 trainings. CSAT has budgeted hotel costs (\$125/night/person) and per diem costs (\$60/day/person x 2 days/training) to allow personnel to attend 2 lengthier trainings per year. These costs were located on the website of the U.S. General Services Administration (gsa.gov), and are specific to New York State.

Travel to Primary Project National Conference: Each Fall, the Children’s Institute holds a National Conference at a location in New York State. Attending this conference will allow Primary Project personnel to attend workshops on Primary Project methods. CSAT personnel will be provided with opportunities to network with personnel from other schools who are implementing Primary Project, and to exchange ideas. This valuable educational opportunity will ensure that CSAT implements Primary Project utilizing the latest knowledge available, drawn from the Children’s Institute and other Primary Project providers. CSAT has estimated the cost of driving to another location in NYS to be \$100. CSAT has budgeted hotel costs (\$125/night/person) and per diem costs (\$60/day/person x 2 days/training). These costs were located on the website of the U.S. General Services Administration (gsa.gov), and are specific to New York State.

EQUIPMENT

Equipment Expenses	Calculation	Year 1	Year 2	Year 3	Objectives	Strategies
Laptops for Child Associates	3 x \$500	1,500	0	0	2,4	3
Total Equipment		1,500	0	0		

Total Equipment Request	\$1,500
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CSAT will purchase 3 new laptops for use by the Child Associates working for the Primary Project program. These laptops will allow them to complete their Associate-Child Rating Scales in a timely manner and to document all of their services. Having to share one computer will place a great strain on the Child Associates' time, minimizing the time that can be spent on providing services to the students participating in the program. CSAT has estimated \$500 as the general cost for a quality laptop.

SUPPLIES

Supplies Expenses	Year 1	Year 2	Year 3	Objectives	Strategies
Incentives, Celebrations, other PBIS Implementation Costs	2,000	2,000	2,000	2,3,4,5	1,2
Primary Project Supplies: art supplies, play doh, sanitizer, etc.	200	200	200	2,4	3
Primary Project Graduation	300	300	300	2,4	3
Total Supplies	2,500	2,500	2,500		

Total Supplies Request	\$7,500
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Incentives, Celebrations, and other PBIS Implementation Costs: Implementation of the PBIS process model requires the use of incentives and celebrations to reward and thus promote positive behavior. Other implementation costs may include creating positive behavior oriented signage for display throughout the school. CSAT will not know exactly what the incentives or celebrations will be or in what quantity they will exist or occur until training and implementation

has begun. CSAT has estimated \$2,000 as a starting point for these costs. CSAT will fund any costs that exceed what has been budgeted for.

Primary Project Supplies: Primary Project is implemented by providing play therapy to children so that they can develop social, emotional, and behavioral skills. In order to provide play therapy, CSAT needs to purchase art supplies, play doh, and other materials to support this. CSAT will also require miscellaneous items such as hand sanitizer. CSAT has estimated \$200 as a general cost for these supplies.

Primary Project Graduation: A key component of Primary Project is an end-of-year graduation celebration for children who participated. This also aligns with PBIS. CSAT has estimated that \$300 will cover food and a small trinket for each child to commemorate their participation in Primary Project.

CONTRACTUAL

Contractual Expenses	Year 1	Year 2	Year 3	Objectives	Strategies
PBIS Training from BOCES or another Provider (\$1,000 = 1 day)				2,3,4,5	1,2
Training in Universal/Tier 1 Interventions	1,000	0	0	2,3,4,5	1,2
Highly focused training and coaching in Tier 1 for Core Team	3,000	0	0	2,3,4,5	1,2
Highly focused training and coaching in Tier 1 for Staff	3,000	0	0	2,3,4,5	1,2

Training in Tier 2 Interventions	2,000	1,000	0	2,3,4,5	1,2
Highly focused training and coaching in Tier 2 for Core Team	3,000	3,000	0	2,3,4,5	1,2
Highly focused training and coaching in Tier 2 for Staff	3,000	3,000	0	2,3,4,5	1,2
Training in Tier 3 interventions	2,000	1,000	1,000	2,3,4,5	1,2
Highly focused training and coaching in Tier 3 for Core Team	3,000	3,000	3,000	2,3,4,5	1,2
Highly focused training and coaching in Tier 3 for Staff	3,000	3,000	3,000	2,3,4,5	1,2
Evaluation Services from Via Evaluation					
Evaluation Services	18,000	18,000	18,000	ALL	ALL
Total Contractual	41,000	32,000	25,000		

Total Contractual Request	\$98,000
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PBIS Training from BOCES or another Provider: CSAT will contract with an external entity to provide PBIS training to the Core Team and Staff. PBIS training is a vital component of PBIS implementation. CSAT's Core Team and Staff will learn about PBIS principles, intervention programs for Tiers 1, 2, 3, and how to develop and implement PBIS interventions throughout the school. Training will follow a model of formal group training for Core Team and/or Staff by a

PBIS Trainer, followed by ongoing one-on-one coaching from a PBIS Coach. Erie 1 BOCES, which assisted CSAT with evaluating the school's appropriateness for PBIS, quoted costs of training and coaching at \$1,000 per day.

During Year 1, the Core Team and Staff will attend a 6-hour (1 day) training on Universal/Tier 1 interventions a 12-hour (2 days) training on Tier 2 interventions, and a 12-hour (2 days) training on Tier 3 interventions. CSAT will use 2 staff development days for the 2-days of Tier 2 training, and 1 staff development day for one of the 2 days of Tier 3 training. CSAT will utilize substitute teachers to allow for the 1-day Tier 1 training and one of the 2 days of Tier 3 training. See these costs under Personnel.

After each of these trainings, the Core Team and Staff will then participate in ongoing, highly focused training and coaching provided by a PBIS Coach (part of contractual fee). The Coach will work with Core Team personnel and Staff one-on-one in classrooms and throughout the school to help them adopt to the PBIS principles and interventions. During Year 1, the Core Team will engage in a total of 54 hours (9 days) of training from the Coach and the Staff will engage in a total of 54 hours (9 days) of training from the Coach, for a total of 108 (18 days) hours of training.

During Years 2 and 3, the Core Team and Staff will engage in additional, follow-up training in Tiers 2 and 3 interventions. In Year 2, they will engage in 6 hours (1 day) of Tier 2 and 6 hours (1 day) of Tier 3. In Year 3, they will engage in 6 hours (1 day) of Tier 3. Training will likely be directed mostly at the Core Staff, who will champion the training to the rest of the Staff, but CSAT will engage the entire Staff if needed. The purpose of these follow up trainings are to provide additional expertise in the various Tier 2 and 3 interventions, which are more complex

than Tier 1 interventions. CSAT will schedule its staff development days around these trainings to avoid the need to incur additional expenses for substitute teachers.

During Years 2 and 3, the Core Team and Staff will continue to participate in highly focused trainings and coaching from the PBIS Coach to support implementation of Tiers 2 and 3 interventions. In Year 2, the Core Team will have a total of 36 hours (6 days) of highly focused training and coaching, and the Staff will have a total of 36 hours (6 days) of highly focused training and coaching. In Year 3, the Core Team will have a total of 18 hours (3 days) of highly focused training and coaching, and the Staff will have a total of 18 hours (3 days) of highly focused training and coaching.

Evaluation Services from Via Evaluation: CSAT will contract with Via Evaluation, an evaluation services consulting company in Buffalo, NY. Formal project evaluation is required for this grant program. Via Evaluation has evaluated US Department of Education grants since 1998, including six Elementary Counseling grants, in addition to state and other grants. Via Evaluation has evaluated grant-funded educational projects at CSAT in the past, and is familiar with CSAT systems for collecting and analyzing data relevant to this grant. Via Evaluation draws heavily on Patton's (2008) Utilization-focused evaluation approach and presents nationally on evaluation use. Via Evaluation will work collaboratively with the school, including participating in monthly project meetings and biannual Advisory Board meetings, to determine the most appropriate way to gather, interpret, and foster use of project data. Upon grant award, Via Evaluation will meet with relevant staff to revisit the evaluation plan. The final evaluation plan will be presented in a user-friendly checklist format that the evaluators have used with grantees and stakeholders to gather required data so it can be used effectively. It will be updated annually and modified as needed.

The evaluation will focus on providing project staff with highly useable information to improve the project in an ongoing way. Periodic information provided back to the PMT and AB by the evaluators will supplement data analyzed by the Core Team, and teachers and counselors. The external analyses will provide an assessment of the extent to which processes and activities are occurring (e.g., are counselors receiving and utilizing training) and whether the project is on target to reach PMs. This will inform programming decisions and help with accountability. Via Evaluation will provide data analyses and assist the Project Director in completing the required annual and final reports. Via Evaluation also will complete an update to the annual report early the following school year, when data not available for the annual report will be available (e.g., ODRs for the entire school year). Project staff will share outcomes and strategies with federal project monitors to inform replication efforts, as appropriate. Via Evaluation will present each annual/update report to project staff and the AB so that they can see longer-term results of ongoing project activities and adjust as necessary. Via Evaluation's costs were provided based on the size of the project and the time expected to complete all work, based on Via Evaluation's experience with other Elementary and Secondary School Counseling grants.

OTHER

Other Expenses	Year 1	Year 2	Year 3	Objectives	Strategies
Registration for National PBIS Leadership Forum @ 3 x \$220	660	660	660	2,3,4,5	2
Registration for Primary Project National Conference @ 4 x \$125	500	500	500	2,3,4,5	2

Access to Primary Project Assessment Tool (online)	0	2,200	2,200	2,4	3
Total Other Expenses	1,160	3,360	3,360		

Total Other Expenses Request	\$7,880
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Registration for National PBIS Leadership Forum: CSAT will send the Project Director and 2 additional Core Team members to the National PBIS Leadership Forum during each year of the grant. The Forum and its benefits are described on page 8. There is a registration fee of \$220 for each participant to cover the costs of the workshops.

Registration for Primary Project National Conference: CSAT will send the 4 members of the Primary Project Team to the annual Primary Project National Conference. The Conference and its benefits are described on page 9. There is a registration fee of \$125 for each participant to cover the costs of the workshops.

Access to Primary Project Assessment Tool: Implementation of the Primary Project program will require access to the online assessment tools. CSAT currently pays \$2,170 per year for access to this tool, and has estimated a cost of \$2,200 to cover the increase in the number of individual assessments provided through this tool that will be needed when a few more children are added. CSAT currently has enough donations from community members to fund this tool for the first year of the grant period, but will not have funding for Years 2 and 3. The estimated figure includes access to: the T-CRS for screening students K-3, post-tests for students served, the A-CRS (pre and post), the BIF, the CL, and the PSR. The three hundred dollar COMET annual fee and is also included in this figure.

TOTAL REQUESTS FOR ALL BUDGET CATEGORIES (excludes match amounts)

Budget Category	Year 1	Year 2	Year 3	Total
Personnel	109,250	99,700	102,482	311,432
Fringe Benefits	37,126	41,716	42,966	121,808
Travel	9,688	8,946	8,946	27,580
Equipment	1,500	0	0	1500
Supplies	2,500	2,500	2,500	7500
Contractual	41,000	32,000	25,000	98,000
Other	1,160	3,360	3,360	7,780
Total	202,224	188,222	185,254	575,700

Total Grant Request	\$575,700
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Charter School for Applied Technologies

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	109,250.00	99,700.00	102,482.00			311,432.00
2. Fringe Benefits	37,126.00	41,716.00	42,966.00			121,808.00
3. Travel	9,688.00	8,946.00	8,946.00			27,580.00
4. Equipment	1,500.00	0.00	0.00			1,500.00
5. Supplies	2,500.00	2,500.00	2,500.00			7,500.00
6. Contractual	41,000.00	32,000.00	25,000.00			98,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	1,160.00	3,360.00	3,360.00			7,880.00
9. Total Direct Costs (lines 1-8)	202,224.00	188,222.00	185,254.00			575,700.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	202,224.00	188,222.00	185,254.00			575,700.00

***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 Charter School for Applied Technologies	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Garrick		Loveria	

Address:

Street1:	2303 Kenmore Avenue
Street2:	
City:	Buffalo
County:	
State:	NY: New York
Zip Code:	14207
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(716) 876-7505 ext.2105	(716). 876-9758

Email Address:

gloveria@csat-k12.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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