

**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 # S215E140434**

**Grants.gov Tracking#: GRANT11638154**

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:<br><input type="checkbox"/> Preapplication<br><input checked="" type="checkbox"/> Application<br><input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application:<br><input checked="" type="checkbox"/> New<br><input type="checkbox"/> Continuation<br><input type="checkbox"/> Revision | * If Revision, select appropriate letter(s):<br><input type="text"/><br>* Other (Specify):<br><input type="text"/> |
|--|--|--|

|  |  |
|--|--|
| * 3. Date Received:<br><input type="text" value="04/28/2014"/> | 4. Applicant Identifier:<br><input type="text"/> |
|--|--|

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

|   |  |
|---|--|
| * a. Legal Name: <input type="text" value="Adams-Friendship Area School District"/>             |  |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="39-6000587"/> | * c. Organizational DUNS: <input type="text" value="9638347910000"/> |

**d. Address:**

|  |
|--|
| * Street1: <input type="text" value="201 W. Sixth Street"/>  |
| Street2: <input type="text"/>                                |
| * City: <input type="text" value="Friendship"/>              |
| County/Parish: <input type="text"/>                          |
| * State: <input type="text" value="WI: Wisconsin"/>          |
| Province: <input type="text"/>                               |
| * Country: <input type="text" value="USA: UNITED STATES"/>   |
| * Zip / Postal Code: <input type="text" value="53934-9135"/> |

**e. Organizational Unit:**

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

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

|  |  |
|--|--|
| Prefix: <input type="text" value="Ms."/>                       | * First Name: <input type="text" value="Barbara"/> |
| Middle Name: <input type="text"/>                              |  |
| * Last Name: <input type="text" value="Gransee"/>              |  |
| Suffix: <input type="text"/>                                   |  |
| Title: <input type="text" value="Director of Pupil Services"/> |  |

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

|   |                                  |
|---|----------------------------------|
| * Telephone Number: <input type="text" value="608-339-3213 x1013"/> | Fax Number: <input type="text"/> |
|---|----------------------------------|

|  |
|--|
| * Email: <input type="text" value="gransee_b@af.k12.wi.us"/> |
|--|

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

CFDA Title:

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

\* Title:

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

**13. Competition Identification Number:**

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Adams-Friendship Area School District: Breaking Down Student Barriers

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

|                     |   |
|---------------------|---|
| * a. Federal        | <input type="text" value="1,049,216.00"/> |
| * b. Applicant      | <input type="text" value="0.00"/>         |
| * c. State          | <input type="text" value="0.00"/>         |
| * d. Local          | <input type="text" value="0.00"/>         |
| * e. Other          | <input type="text" value="0.00"/>         |
| * f. Program Income | <input type="text" value="0.00"/>         |
| * g. TOTAL          | <input type="text" value="1,049,216.00"/> |

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

|   |  |
|---|--|
| <b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b><br><input type="text" value="Lori Uttech"/>      | <b>TITLE</b><br><input type="text" value="Authorized Representative"/> |
| <b>APPLICANT ORGANIZATION</b><br><input type="text" value="Adams-Friendship Area School District"/> | <b>DATE SUBMITTED</b><br><input type="text" value="04/28/2014"/>       |

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

|  |  |  |
|--|--|--|
| <b>1. * Type of Federal Action:</b><br><input type="checkbox"/> a. contract<br><input checked="" type="checkbox"/> b. grant<br><input type="checkbox"/> c. cooperative agreement<br><input type="checkbox"/> d. loan<br><input type="checkbox"/> e. loan guarantee<br><input type="checkbox"/> f. loan insurance | <b>2. * Status of Federal Action:</b><br><input type="checkbox"/> a. bid/offer/application<br><input checked="" type="checkbox"/> b. initial award<br><input type="checkbox"/> c. post-award | <b>3. * Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br><input type="checkbox"/> b. material change |
|--|--|--|

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: ADAMS FRIENDSHIP AREA SCHOOL DISTRICT

\* Street 1: 201 W. SIXTH STREET Street 2: \_\_\_\_\_

\* City: FRIENDSHIP State: WI: Wisconsin Zip: 53934

Congressional District, if known: \_\_\_\_\_

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

|  |  |
|--|--|
| <b>6. * Federal Department/Agency:</b><br>NOT APPLICABLE | <b>7. * Federal Program Name/Description:</b><br>Fund for the Improvement of Education<br>CFDA Number, if applicable: 84.215 |
|--|--|

|   |   |
|---|---|
| <b>8. Federal Action Number, if known:</b><br>_____ | <b>9. Award Amount, if known:</b><br>\$ _____ |
|---|---|

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name NOT APPLICABLE Middle Name \_\_\_\_\_

\* Last Name NOT APPLICABLE Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name NOT APPLICABLE Middle Name \_\_\_\_\_

\* Last Name NOT APPLICABLE Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Lori Uttech

\* Name: Prefix \_\_\_\_\_ \* First Name Barbara Middle Name \_\_\_\_\_  
\* Last Name Gransee Suffix \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 04/28/2014

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PR/Award # S215E140434

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

# **General Education Provisions Act Statement**

## **Section 427:**

### **Equitable Access and Participation**

The Adams Friendship Area School District will provide equal access to all program activities described in the grant project to ensure that all persons, regardless of gender, race, country of origin, color, disability, age, or economic status will reap the benefits of this undertaking. Said district fully intends to provide equitable access to the activities and benefits of this project by implementing its non-discrimination and equal opportunity policies (on file at each district's administrative office) relative to potential staff members and program participants alike. The Project Director, as the person charged with the responsibility for implementing this project in an effective manner, will ensure equitable access to all, regardless of gender, race, national origin, color, disability, or age. The assurance of equitable access will provide a framework for the following project components:

- hiring/appointing/firing project staff and consultants;
- project-specific policy development and implementation;
- project-specific programs, activities, and strategies;
- student/staff/parent/community trainings related to project activities;
- student/staff/parent/community project management groups;
- program marketing and community outreach activities; and
- evaluation activities.

Following are example descriptions of how the district plans to address any perceived barriers throughout implementation of this project, and thus comply with Section 427:

Given the fact that there is a population of Hispanics in the district, steps will be taken to ensure any strategies are linguistically appropriate and culturally competent. Any evaluation tools or project reports will be in both English and Spanish, or any other language as needed. Any materials used in programs and services (e.g., Positive Action / Lifeskills curriculum, parent educational events, etc.) or to communicate and information about the project would be in both English and Spanish, as needed. Translators would be made available for any activities involving Hispanic students and their parents/guardian, as needed – such as for Mental Health Seminars, Parent Sessions, Restorative Practice circles or conferences, mental health services, wraparound services, project committee meetings, etc. Any media used to convey information about the school counseling program and its services/programs would be printed in both Spanish and English – such as brochures, website information, surveys, flyers, news articles, newsletters, fact sheets, briefs, performance reports, etc. Take home and parent letters and notifications would also be made available in both Spanish and English.

School staff will be trained in issues surrounding cultural competency – and the needs of students and their families impacted by the military, poverty, special needs, etc. through the Mental Health Seminars to better understand the mental health beliefs and issues among different ethnic, cultural, racial, and socio-economic groups and help-seeking behaviors. Steps will be

taken to ensure the voice of the Hispanic and other cultural groups, families living in poverty, families with special needs, and military-impacted students are heard as far as project design and implementation by including representatives from these groups on the Advisory Council.

We will ensure that all evaluation methods conducted and tools used as part of this initiative will be culturally competent and linguistically appropriate.

Poverty is a major issue in our community. In order to more effectively understand and address the needs of those who live in poverty, school staff/project staff will have be provided training in poverty issues (such as *Framework for Understanding Poverty*) to better understand the perspective of those living with economic hardship. The current After School and Lighted Schoolhouse programs will be utilized outside of regular school hours to increase access to services for more families, for those who work, or for those or to do not have childcare. This will also enable access to computers and the Internet. Transportation will be provided an needed, as well, for students/families in need. Students/families will be connected with the Community Resource Navigator to link them up with necessary resources. All teachers will be trained in Trauma-Informed Care to create Trauma Sensitive Classrooms to provide a more caring, understanding, and responsive environment for students impacted by trauma, such as poverty, divorce, deployment, substance abuse, transiency, violence, and more. Students will gain appreciation of diversity through Safe Schools Ambassadors (SSA) and Restorative Practices. We will recruit students to serve as Student Ambassadors (SSA) that are representative of the makeup of the student body.

Given the fact that there is a significant population of students with special needs within the district, steps will be taken to ensure their participation and representation in the project. For any event that would include persons with special needs, services would be provided that would accommodate their needs (assistive technology devices, audio tape, special tutoring, Braille, enlarged print, etc.). For example, school counselors will consult with special education teachers when designing and developing curriculum and services for students. Parent information events will also include presentations on issues affecting students with special needs. A parent peer specialist will be made available to support families with special needs.

Likewise, special education school staff will be provided training on bettering understanding the mental health issues that affect students with special needs – as well as how to work with their parents to help insure their success. Building Assistance Teams will include representatives of special education teachers to increase capacity to address the needs of students with special needs. All training and educational events held as part of this initiative will be held in facilities that are handicap accessible. Any focus groups of evaluation strategies will consist of representatives of families that have a child with special needs. Furthermore, special attention will be paid to include an equal representation of special needs students and their families by ensuring their participation on the Advisory Council.

For any staff/student/parent/community trainings, special measures to provide necessary access to facilities or make materials available to those with special needs will occur. All district facilities and transportation services to be utilized for the provision of program activities are and will be fully accessible for students, school staff, parents, and project staff with special needs. Only fully accessible facilities will be utilized for program activities. All meetings held by the

Advisory Council and other project management meetings will be held in handicap accessible facilities. Student privacy and confidentiality rights will be ensured in all project activities (such as mental health assessments and services), data collection practices, and evaluation methods.

It is our intention through this initiative to implement and institutionalize Support Groups for students and families impacted by poverty, abuse, trauma, military, substance abuse, special needs, etc. – to better address the needs of a diverse student population. Access would be ensured by making these available during school, after school, and evening hours (e.g., After School and Lighted Schoolhouse programs, etc.)

It is our intention through this initiative to implement and institutionalize Support Groups for students and families impacted by poverty, abuse, trauma, military, incarceration, substance abuse, special needs, etc. – to better address the needs of a diverse student population. Access would be ensured by making these available during school, after school, and evening hours (e.g., Lighted Schoolhouse, etc.).

We will hire 2 School Social Workers through this project – and as such we will invite applications from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

All students will benefit from this project regardless of age or need. Although the above list of activities is not meant to be exhaustive, these are some examples of steps that will be taken to ensure equitable access and participation. There are many issues affecting the local circumstance of the district, and although the district does implement effective steps to this regard, should any barriers arise or become evident they will be immediately addressed.

## 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

Adams-Friendship Area School District

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms.

\* First Name: Lori

Middle Name:

\* Last Name: Uttech

Suffix:

\* Title: Authorized Representative

\* SIGNATURE: Lori Uttech

\* DATE: 04/28/2014

## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:



## Abstract

The Adams-Friendship Area School District is the largest school district located entirely in rural Adams County, Wisconsin. This project will target 1,675 students enrolled in grades 4K-12 across 5 school buildings.

Ethnic makeup is 90.5% White, 6.3% Hispanic, 1.6% Black, 0.8% American Indian, and 0.5% two or more, while our free and reduced lunch rate averages 75% district wide. A high population of students with special needs; and mounting levels of violence, disciplinary issues, substance abuse, mental/behavioral health distress, and academic failure create an urgent need for this project.

Entitled “**Breaking Down Student Barriers**”- our initiative will address the *Absolute Priority* to expand the counseling program by hiring 2 Social Workers (to close the staffing gap) and increasing the number of supportive services within the prevention framework to address the needs of more students in our elementary and secondary schools. *Competitive Preference Priority (CPP) 1* (Improve School Engagement, Environment, and Safety; and Family and Community Engagement) will be addressed by integrating School-Based Mental Health and Wraparound Services; and a range of evidence-based prevention programs within a multi-tiered system of supports targeting substance abuse, violence, bullying, school climate, and social-emotional learning, including: Positive Action, Lifeskills, Restorative Practices, Safe Schools Ambassadors, Student Assistance Program, and Project SUCCESS. Trauma Sensitive Schools (TSS) and PBIS will transform the environment. *CPP 2* will be addressed by identifying the needs of military-impacted families, then aligning them with a range of supportive services to include School-Based Mental Health Services and Wraparound services, Military Family Support Groups, trauma-informed care, and resources from Wisconsin Operation: Military Kids, County Veterans Services, U.S. Dept. of Defense Deployment Support Camps, and WI Military.org. Parent, community, and staff linkages are key components as many agencies have committed services; parent skill-building, support groups, and educational events support family engagement; staff assume universal prevention strategies; and all stakeholders are involved on planning and implementation teams.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

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## Adams-Friendship Area School District “Breaking Down Student Barriers” Elementary and Secondary School Counseling Grant Application

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### **Attachments:**

#### **Attachment A:**

- Required GPRA Baseline Data
- Proof of Negotiated Restricted Indirect Cost Rate
- State Point of Contact Information
- Resumes of Key Personnel
- Social Worker Position Description

#### **Attachment B:**

- Project Narrative References
- Letters of Commitment from Partnering Agencies
- Example Classroom Behavior Intervention Plan Documents
- Graph 1 and Graph 3 – “**Enabling Component**”
- Positive Action Information
- Lifeskills Training Information
- Safe Schools Ambassadors Information
- Adam County Promise Neighborhood Memorandum of Agreements

## 1. NEED FOR PROJECT

**(A) Gaps and Weaknesses in Services & (B) Magnitude of Need:** The Adams-Friendship Area School District (AFASD), covering 490 square miles, is the largest school district located entirely in Adams County (population 20,480), Wisconsin. Current enrollment is 1,675 students in grades 4K-12 across 5 school buildings: Adams-Friendship Elementary (527 students, grades 4K-5), Grand Marsh Elementary (139, grades K-5), Roche-A-Cri Elementary (138, K-5), Adams-Friendship Middle School (279, grades 6-8), and Adams-Friendship High School (500, grades 9-12). Our district employs 149 licensed professionals, 8 administrators, and 94 support staff. AFASD is based in the City of Adams and Village of Friendship, which have a combined population of 2,700. Characterized as a rural and sparsely populated region of the state with few resources to tap into, the school is the center of family life. As described next, extreme poverty and mounting levels of violence, disciplinary issues, substance abuse, mental health distress, and academic failure point to dire need for this initiative.

**Poverty:** Poverty is rampant among our families where nearly 75% of AFASD students participate in free and reduced lunch, reaching a high of 80% in Grand Marsh. At 75%, this figure is nearly twice the statewide average of 41%.<sup>1</sup> This is not surprising given that the leisure and hospitality sector is the county's top employment industry with an annual wage of about \$15,806.<sup>2</sup> In fact, the 2012 median household income at \$36,155 is far below the state and national averages of \$49,824 and \$50,157<sup>3</sup>, respectively – and the current unemployment rate at 11.6% greatly exceeds the state (7.0%) and national (7.0%) averages 2013.<sup>2,4</sup> Nearly 30% of Adams County children under age 18 live in poverty (WI = 18%, U.S. = 22%); 37% of children live in a single parent household (WI = 29%); 25% of housing units are mobile homes (WI = 3.7%, U.S. = 6.5%); and 55% of grandparents who live with grandchildren are responsible for them.<sup>5,6,7</sup> Nearly one in 10 AFASD high school students reports to living in a supervised shelter.<sup>8</sup> Most poverty families simply do not have the resources to provide the same preparatory experiences for their children as those

who are better off financially.<sup>9</sup> Moreover, many reside in the type of hostile environment that can generate so much stress as to make school adjustment and learning excessively difficult, which is often manifested in behavior problems that can get in the way of learning – as is documented next.

**Violence & Disciplinary Issues:** We are experiencing mounting levels of adverse behaviors that often exceed state and/or national levels. **Last school year, we recorded a total of 5,041 disciplinary referrals within our schools.** By March of this school year, 28% of our K-5 students (or 186) had more than 10 absences from school! Our high school’s truancy rate skyrocketed over the past five years from 2.9% to 17.5%, while the statewide average actually decreased from 16.6% to 12.4%.<sup>1</sup> The average 2012 suspension rate for grades 6-12 at 13.5% is more than double the statewide average of 6.6%.<sup>1</sup> Between 2005 and 2012, the incident rate (per 1,000 students) related to weapons and drugs increased from 2.4 to 14.4 across grades K-12 - surpassing Wisconsin’s 6.2 average.<sup>1</sup> At a rate of 194.3 (per 1,000) students, the non-weapons related disciplinary incident rate for grades 6-12 is nearly double the statewide average of 113.6.<sup>1</sup> More disturbing data gained from a Youth Risk Behavior Survey (YRBS) conducted in 2013, as shown in Table 1 below, reveals the comparative severity of risk factors among our students in grades 6-12.<sup>8,10,11</sup>

**Table 1: Youth Violence - 2013 YRBS**

- ⊗ Nearly 23% of our high school students carried a weapon, such as a gun, knife or club on at least 1 day during the 30 days before the survey (WI = 14.4%, U.S. = 16.6%).
- ⊗ Disturbingly 9% of our high school students were threatened or injured with a weapon on school property 1 or more times during the 12 months before the survey (WI = 4.3%, U.S.= 7.4%). It is no wonder, then, that fully 10% did not go to school on at least 1 day in the previous 30 days because they felt they would be unsafe at school or on their way to or from school (WI = 5.8%, U.S.= 5.9%). An average of 15.4% of our middle school students have not gone to school because they felt unsafe at school or on their way to or from school.
- ⊗ Nearly half (47%) of our middle school students have ever been in a physical fight. 13% of our high school students got into a physical fight on school property in the last year (WI = 6.8%, U.S = 12.0%). This figure increases to 33.3% among students who earn mostly Ds for grades. 27% of our high school students report that someone has tried to hurt them on school property (WI = 14.1%); this figure increases to 40.0% among those earning mostly Ds.
- ⊗ 22% of our high school students never, rarely, or only sometimes feel safe from physical harm at school, while only 26.3% **disagree** that violence is a problem at their school (WI = 49.6%).

- ⊗ 68.7% of our middle school students have ever been bullied on school property. Among our high school students in the previous year, 37.1% were bullied on school property (WI = 22.7%, U.S. = 20.5%) and 22.5% were bullied electronically (WI = 17.6%, U.S. = 16.1%). A mere 17.8% **disagree** that harassment/bullying is a problem at their school (WI = 24.3%).
- ⊗ One in five (20.7%) of our freshmen students tried to hurt themselves 1 or more times in the 12 months before the survey; this figure rises to 26.7% for students earning mostly Ds.

**Substance Abuse:** Wisconsin's rates of alcohol use are among the highest, if not the highest, in the country.<sup>12</sup> Children of substance abusing parents are at increased risk for substance abuse and related problems.<sup>13</sup> Indeed, the situation in Adams County is grave, where 25% of adults are binge drinkers (U.S. = 16.9%) and 69% of all driving deaths are related to alcohol impairment (WI = 39%).<sup>5</sup> It is of no surprise to find the same risk factors among our youth as confirmed in the 2013 YRBS<sup>8</sup>: the percentage of our students who report to drinking alcohol explodes from 18.3% to 76.2% between grades 6 and 12. A staggering 12.3% of our middle schoolers report to current use; this figure triples to 38.2% for high school students (WI = 32.7%). Indeed, 23.4% of our high school students drank alcohol before the age of 13 (WI = 14.6%, U.S. = 20.5%), while 22.2% are current binge drinkers (WI = 18.4%, U.S. = 21.9%).<sup>8,10,11</sup> 10.2% of students drove a vehicle at least once during the past 30 days when they had been drinking alcohol (WI = 8.9%, U.S. = 8.2%).<sup>8,10,11</sup>

Unacceptably, 17.2% of our high schoolers are current cigarette users (WI = 11.8%); and during their lifetimes, a shocking 35.7% have used marijuana (WI = 31.2%), 19.7% have taken prescription drugs without a doctor's prescription (WI = 14.9%), 11.4% have sniffed glue or inhalants (WI = 5.9%), and 9.8% have taken an over-the-counter drug to get high. By the time they were age 13 or 14, 18.2% had their first cigarette and 21.9% had tried marijuana. Students who are at risk academically report to higher levels of current drug and alcohol use: among those earning mostly Ds, 40.0% binge drank, 33.3% used marijuana and/or cigarettes, 26.7% used an over-the-counter drug to get high, and 40.0% took a prescription drug without a doctor's approval in the previous 30 days. Perception of harm is a contributing factor among our grade 9-12 students: 30.1% feel **there is no or only a slight risk** with binge drinking, while 49.5% for smoking marijuana. A

strong relationship exists between substance abuse and many social, emotional, behavioral, and academic problems, as is evidenced next.<sup>14</sup>

**Mental, Emotional, and Behavioral (MEB) Health Issues:** Symptoms usually start in early childhood with the onset of major mental illness occurring as early as 7 to 11 years old. In fact, half of adults with mental health disorders were first diagnosed by age 14.<sup>15</sup> At least 20% of youth ages 13-18 have experienced a mental disorder severe enough to cause significant impairment in daily functioning.<sup>16</sup> Of the 20% of youth struggling with mental health issues, about two-thirds do not receive the appropriate mental services to address their needs. In fact, *“as many as one in seven adolescents have no health insurance and therefore are unable to receive third-party reimbursable mental health services in the private sector. This indicates that sole reliance on referrals to providers outside of the school environment may not be a realistic way for all children and families to access mental health services.”*<sup>17</sup> Furthermore, MEB issues can have a dramatic impact on the ability for children to learn and succeed. Students suffering from depression or psychosocial dysfunction are more likely to experience problems with concentration, homework completion, absenteeism, and tardiness.<sup>18,19</sup> Compared to students with disabilities as a whole, secondary students suffering from mental illness are more likely to earn failing grades and be retained.<sup>20</sup> Finally, only 32% of students with serious mental health issues successfully continue on to postsecondary education.<sup>21</sup>

More disturbing news: Wisconsin's youth suicide rate has been higher than the national rate for 26 of the last 29 years (1981-2010).<sup>22</sup> Alarming, the suicide death rates (per 100,000) between 2000 and 2011 for Adams County youth ages 5-14 at 4.1 (WI = 0.9, U.S. = 0.6) and ages 15-24 at 20.8 (WI = 12.0, U.S. = 9.9) are both gravely higher than state and national averages.<sup>23</sup> The 2013 YRBS found that nearly 63% of our high school students reported that their mental health was not good in the past 30 days (WI = 55.6%).<sup>8</sup> Almost 30% reported to feeling so sad or hopeless almost every day for 2 weeks or more in a row that they stopped doing their usual activities (WI = 24.6%, U.S. = 28.5%). Among middle school students, 25.9% have seriously thought about killing themselves, while 8.3% of our high school students attempted suicide in the previous 12 months (WI

= 6.0%, U.S. = 7.8%). Mental health, suicidal, and depressive issues are magnified among students earning mostly Ds or Fs. Note that the percentage of all AFASD students with Emotional and Behavioral Disorders at 3.3% is 94% higher than that statewide average of 1.7%.<sup>1</sup> Compounding these issues is the fact 47.1% of our high schools students have had sexual intercourse (WI = -35.3%). It is no surprise that the county's teen birth rate at 48 (per 1,000 women, ages 15-19) exceeds both State (23.2) and National (31.3) rates.<sup>5,24</sup> These needs are magnified by the sheer lack of access to services: the ratio of population to mental health providers is 5,537:1 in Adams compared to the state's ratio of 1,050:1.<sup>5</sup> In fact, Adams County is ranked near last at 70th for overall health outcomes among all 72 counties in Wisconsin.<sup>5</sup> Feeling supported by adults and connected to the school serve as protective factors for youth to help them thrive and succeed, which is another unmet need: 25.5% of our high school students do not feel, or are not sure, there is at least one teacher or other adult in the school that they can talk to with a problem, this figure rises to 73.3% among students earning mostly Ds. Also, 39.6% do not feel like, or are not sure, they belong at this school (WI = 26.3%).<sup>8,10</sup>

**Academic Failure:** Many challenging risk factors have taken a toll on our academic outcomes. Results from the Wisconsin Knowledge and Concepts Exams reveal that our students lag behind their statewide peers in core content areas. For example, between 2009 and 2013: an average of 70.1% of our students (grades 3-8, 10) were not proficient in Reading and Math, compared to the statewide average of 57.5%; our 12<sup>th</sup> grade students scored an average of 19.9 on the ACT college placement exams, behind the statewide average of 22.0; and only 28.7% of our seniors planned on attending a 4-year college, versus the statewide rate of 51.5%. These figures are worrisome knowing that only 13.0% of Adams County adults over 25 hold a Bachelor's Degree or higher (WI = 26.7%, U.S. = 28.6 %), and 14.7% do not have a high school degree (WI = 9.6%).<sup>8,25</sup>

**Gaps and Weaknesses in Services:** We are “**POISED AND READY**” for systems change. In 2012, in alliance with a robust partnership base, we pursued and successfully landed a U.S. Department of Education Promise Neighborhood Planning Grant, the goal of which is to turn

around low performing schools and “*build a continuum of cradle-through-college-to-career solutions of educational programs and family and community supports.*” As a result, we have engaged in an in-depth needs assessment process over the past year to identify the barriers to student success and the strengths and gaps in our current school counseling system.

**Strengths:** We are in the process of implementing the Wisconsin Comprehensive School Counseling Program (WCSCP) Model and the Positive Behavioral Interventions and Supports (PBIS) framework. Specific programs and services within these frameworks have been implemented to address need, such as guidance curriculum, 9<sup>th</sup> Grade Transition Program, after school programs (K-12), 11<sup>th</sup> Grade Career Academy, career conferencing, homerooms, Building Assistance Team (BAT) Referral process, student group work, Teen Screen Suicide Prevention, and access to wraparound services. We recently landed a 3-year WDPI School Age Parents Grant to address our high rate of teen births through *Reducing the Risk* prevention curriculum and case management. A successful addition at the start of this school year has been a Home-School Liaison position in which a school counselor works closely with highly at-risk families by facilitating wraparound services. To date, more than 40 families have been served with more on the waiting list.

**Weaknesses:** It is clear we are failing to make a substantial impact on many levels of student need. Due to a lack of staffing, collaboration, and resources, the implementation of the WCSCP Model is inconsistent with major gaps in service delivery. Programs and services are fragmented and marginalized, making them less effective. Guidance counseling curriculum, inconsistently taught by school building, is “home grown” without use of evidence-based programs and lacking any scope or sequence. Due to limited school counselor time, most classrooms are not able to incorporate guidance curriculum, thus students lack in universal prevention education. We have no evidence-based programs in place for AODA, bullying, and/or violence prevention/intervention. Counselors spend the majority of their daily time in a reactive (versus proactive) manner addressing the primary needs of students that have become more severe and pervasive; we focus on fixing problems rather than preventing them. In many cases, local school staff is forced to deal with

critical situations themselves, often without the necessary training or skills to do so in areas such as behavior management, conflict resolution, and other social-emotional issues. While 2,615 veterans reside in Adams County, we offer no explicit services for - and are unaware of - the number of military-impacted students. Due to a lack of resources and staff time, the PBIS framework has not been implemented with fidelity or consistency between schools and grade levels. Our current staffing structure includes 5 School Counselors and 2 School Psychologists; we have no School Social Workers. Thus, the mental health professional-to-student ratio averages 1 to 335 for School Counselors across the district, and 0:1,675 for Social Workers (Attachment A) -- falling far short of the recommended ratio of 1 to 250 for school counselors, and 1 to 800 for school social workers. We do not have access to a child-adolescent psychiatrist - and due to a lack of providers in our county – a waiting list of several months exists at County Human Services. One School Counselor, serving as the Home School Liaison, spends 50% of her time in coordination of wraparound services and is barely scratching the surface of need. Given our high rate of students with special needs, our School Psychologists spend the bulk of their time in assessments, rather than service delivery. We are unable to offer any form of school-based mental health services. This staffing gap impeded the effectiveness of our program and the ability to address students' MEB health needs. Moreover, severe budget deficits along with revenue caps limit our ability to hire mental health professionals, provide much-needed professional development, and acquire supportive resources (magnified by extreme poverty). Our program is designed to address these needs by transforming our current model of reactive, fragmented, and marginalized programs and services to one that institutionalizes an expanded continuum of learning that will eliminate barriers and **enable** learning.

## 2. QUALITY OF PROJECT DESIGN

### (A) Linkages With Appropriate Agencies and Organizations

**Goal 1: Increase collaboration among and linkages with schools, professionals, community, and other appropriate agencies to support and expand our school counseling program.**

*Community Linkages* will be established with multiple organizations to build the infrastructure

for systems integration and increased capacity to address student need – and to insure our services are culturally competent. For example, pupil services staff will connect with local agencies to enhance opportunities for career planning, positive youth development, parent education, family engagement, student/family support groups, integrated services for wraparound care, mental health services, teen parent resources, supports for military families, and more. A robust partnership base is already in place as a result of the ACPN initiative; many agencies have Memos of Agreements to provide cradle-through-college-to-career solutions to insure youth and family success (See Attachment B for Memorandum). This project has been developed to align with the ACPN initiative. In this project, community members and organizations will be invited to participate (or provide training) in a range of educational events and evidence-based programs. They will also be empowered to provide feedback and input on program design by serving on the **Student Supports Advisory Council** (page 21). Further, numerous agencies have partnered with the district to provide a range of services to support and expand the school counseling program and address student needs as listed in **Table 2 below (Please see Letters of Commitment in Attachment B)**.

**Table 2: Community Linkages & Project Partners**

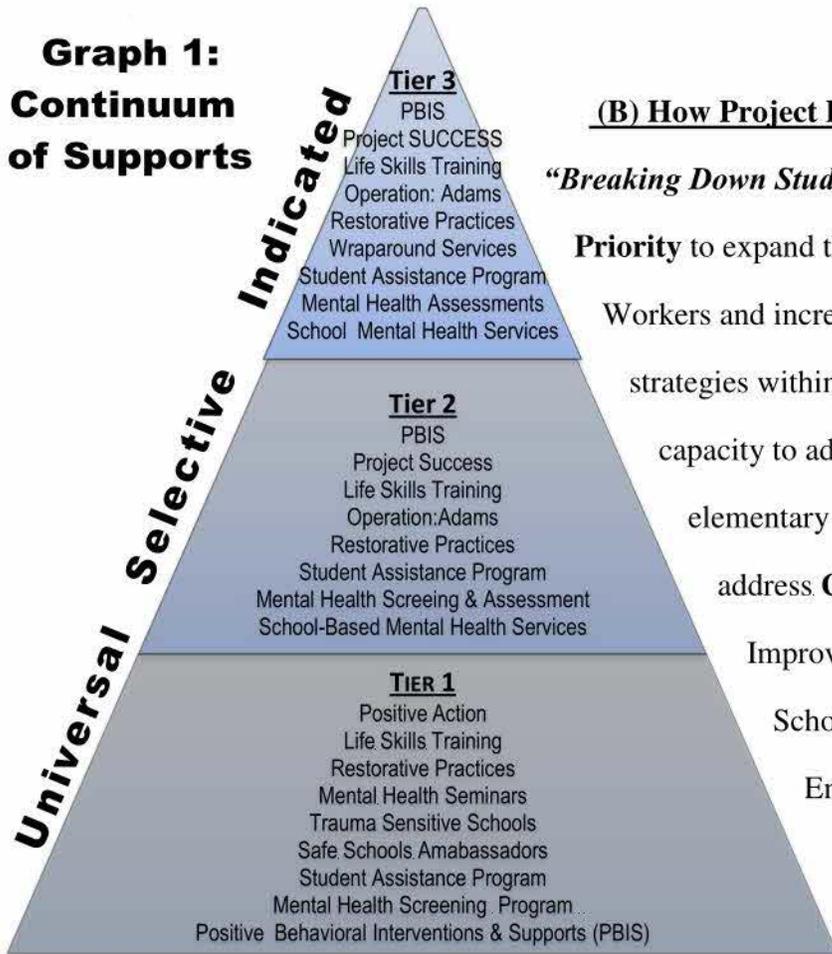
- ☐ **Hope House:** Serve on Advisory Council, educational events/support groups on violence prevention.
- ☐ **Adams County Promise Neighborhood:** Serve on Advisory Council, education events for Mental Health Seminars, Community Navigator to link resources for military families, sponsor asset-building activities in SAP, support a military child to attend U.S. Dept. of Defense Youth Camp.
- ☐ **Adams County Prevent Suicide:** Serve on Advisory; coordinate with suicide prevention services.
- ☐ **Adams County Sheriff’s Department:** Serve on Advisory Council; educational events on substance abuse and violence prevention for youth and families.
- ☐ **Northwest Counseling Services:** Emergency mental health services, day treatment, outpatient mental health counseling, and residential treatment facility.
- ☐ **Moundview Memorial Hospital:** (ACPN) Advisory; distribute information on program services.
- ☐ **Compass Counseling:** Will support school-based mental health services by providing a licensed therapist to conduct counseling sessions for (12) high school students 2 days per week.
- ☐ **Adams County Human Services:** Serve on Advisory Council, training on mental health topics, collaborate on wraparound services, and resources for pregnant teens, AODA-involved youth.
- ☐ **Adams County Drug Free Task Force:** "Drug Identification Training for Education Professionals, parent events on drug abuse and prescription drug use prevention education (& take back events).
- ☐ **CESA 5:** Serve students in the WIA Youth Employment and Training Program.

- 
- ☐ **Coordinated Educational Resource Group:** Train staff and community in Restorative Practices.
  - ☐ **Adams County Veterans Office, WI Operation: Military Kids, WI Military.org, University of WI - Extension:** Link resources, programming, and activities for military-impacted families.
  - ☐ **AFASD After School Program/Lighted Schoolhouse:** Advisory Council, support groups, family engagement, academic support, educational events on mental health topics, positive youth development, character education, participate in training on RP and Trauma Sensitive Schools.
- 

**Parent Linkages:** Evidence-based programs implemented through this project will provide a host of opportunities for family involvement, such as Parent Sessions offered in Positive Action (PA), Project SUCCESS (PS), and Lifeskills (LST); educational events offered through Mental Health Seminars; family conferences in Restorative Practices (RP); systems of care for families in wraparound services; and support groups/counseling offered through the Student Assistance Program (SAP) and mental health services. Parents and students will provide input and feedback on the design of this program by serving on the **Student Supports Advisory Council** (page 21).

**Staff Linkages:** Pupil services personnel will work closely with classroom teachers, support staff, and administrators to deliver the integrated counseling curriculum; collaborate with other school-based specialists (such as Interventionists, Speech/Occupational Therapists, Special Education teachers, After School Coordinators, etc.) to assess need and identify services for students, advocate for underrepresented groups, support cultural competency, and serve on BATs; provide training and information to staff on all program services and strategies; and serve on a number of project management teams to provide guidance and feedback, such as **Steering Committee, SAP Core Team, PBIS Planning Team, TSS Champions, Advisory Council**, and more (pages 20-21). We will employ a **service-delivery shift** wherein classroom teachers will be responsible for delivering universal prevention and guidance curriculum as part of daily instruction (such as PA, Trauma Sensitive Schools (TSS), RP, PBIS, LST, etc.). This will enable our pupil services staff to provide more targeted and indicated interventions and supports. All school staff will be provided ample professional development in a range of programs and services to be integrated as part of this initiative (e.g., TSS, PA, LST, RP, Mental Health Seminars, etc.) to increase capacity for implementation and sustainability success.

**Graph 1:  
Continuum  
of Supports**



**(B) How Project Design Addresses Identified Need:**

**“Breaking Down Student Barriers”** will meet the **Absolute**

**Priority** to expand the counseling program by hiring two Social Workers and increasing the number of supportive services and

strategies within the prevention framework for increased

capacity to address the needs of more students in our

elementary and secondary schools. The project will

address **Competitive Preference Priority (CPP) 1** to

Improve School Engagement, School Environment,

School Safety, and Family and Community

Engagement by integrating School-Based

Mental Health and Wraparound Services; a

range of evidence-based prevention and

intervention curricular programs targeting substance abuse, violence, bullying, school climate and

social-emotional learning; and implementing PBIS with integrity. **Competitive Preference**

**Priority (CPP) 2** will be addressed by identifying the needs of military-impacted families, then

aligning them with a range of supportive services. Our approach, designed to transform our

counseling program, will implement an innovative, replicable model that **address the barriers to**

**learning** through a multifaceted, integrated, and multi-tiered continuum of supports as described

next by goal and area of need (**Graph 1**). **Intended Outcomes by Goal are listed on pages 23-25.**

**Goal 2: To promote mental, emotional and behavioral health among all AFASD students.**

(a) **School-Based Mental Health Services (4K-12, Tiers 2 & 3):** Increased capacity to address the widespread mental, emotional, and behavioral (MEB) health needs of students will be supported by offering **School-based Mental Health Services**. Provided by mental health professionals (School Psychologists, Social Workers, Counselors), services will include student/family counseling, psycho-educational support groups, and drop-in therapy. All mental health providers will be trained in

**Trauma-Focused Cognitive Behavior Therapy** (TF-CBT), which is a psychotherapy approach in which children/adolescents (and parents) learn new skills to help process and resolve distressing thoughts, feelings, and behaviors related to traumatic events. Identified as an evidence-based program by the National Registry of Evidence-based Programs and Practices (NREPP), TF-CBT treatment and can be delivered in a variety of settings (school, home, and community). Our School Psychologists will implement a pioneering **Mental Health Screening System** to support earlier identification of students with MEB health needs using a variety of research-based tools, and referring them to the appropriate follow-up services. *(CPP 1 & CPP 2)*

**Wraparound Services (4K-12, Tier 3)** will be expanded within School-based Mental Health Services model by the addition of another Home-School Liaison (Social Worker) enabling our district to expand wraparound services for students/families dealing with crises. “Wraparound” is a process for building constructive relationships and support networks among youth with emotional and/or behavioral challenges, their families, teachers, and other caregivers. In wraparound, a team works to identify the underlying needs of families, and to develop a plan that addresses these interests using natural and community supports and interventions. *(CPP 1 & CPP 2)*

**(b) Mental Health Seminars** (Tier 1) will be provided by specialists on a quarterly basis to staff and community to increase capacity to identify, understand, and appropriately address mental health issues. Topics will include recognition of warning signs, information about the range of mental health issues, and the process for referral to school- and community-based services.

**(c) Operation Adams: Support for Military Families (4K-12, Tiers 2 & 3): In Operation:** Adams, pupil services will first develop a protocol for identifying military families, assessing their needs, and aligning them with the appropriate level of services. Pursuant to that, several key strategies described in this section are designed to support military families, including **School-based Mental Health Services (providing TF-CBT), wraparound services, Support Groups, Project SUCCESS, and Trauma Sensitive Schools**. Wraparound services will serve as a conduit to connect families with County and State Veterans Services. We will leverage resources from **Wisconsin**

**Operation: Military Kids** (WOMK), which is designated to provide support for families impacted by the Global War on Terrorism. Specifically, WOMK provides the *Operation Military Kids Curriculum* (lessons plans for students with a parent on military deployment); deployment support resources; 4-H military curriculum; and access to *U.S. Department of Defense Deployment Support Camps* offered in partnership with UW-Extension (e.g., Military Kids University, Adventures Abound Camp, etc. – See Attachment B). We will team up with *Wisconsin Military.org* to promote/provide youth and family services and assistance, such as WING Child & Youth Program, Badger Yellow Ribbon, Military & Family Life Consultants, etc. An **Operation: Adams webpage** will be created on our website to provide a Military Family Resource List and information about the services available as described in this section. (*Addresses CPP 2*)

**Goal 3: Provide a more caring and responsive school environment and climate.**

**Goal 4: Reduce and prevent violence, bullying, and other disciplinary issues among students.**

**(a) Positive Behavioral Interventions and Support (PBIS) (4K-12, Tiers 1-3):** A focused effort will be made to implement the PBIS framework with fidelity, integrity, and consistency in all classrooms and schools. This will be achieved by identifying a **PBIS Leader** and **PBIS Facilitation Team** in each building and providing them with structured, collaborative **PBIS Planning Time** to develop materials, strategies, and programming. (*Addresses CPP 1*)

**(b) Trauma Sensitive Schools (TSS) (4K-12, Tier 1):** Early adversity impacts the development of the growing brain, and those organic changes lead to impaired cognitive, social, emotional, and behavioral functioning. Without intervention by caring adults, these children are much more likely to struggle in school. Fortunately, schools can help many children who struggle with the impacts of complex trauma, as is characteristic of many of our youth. *“A trauma-sensitive school is a safe, respectful, and culturally-responsive environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically, while supporting their physical health and well-being.”*<sup>26</sup> Accordingly, all staff will be trained in the principles of Trauma-Informed Care, impact of trauma on learning/development,

and signs of trauma. After more advanced training, an internal team of “TSS Champions” from each building will develop a “TSS Curriculum” based on the unique needs of each school, which will provide classroom management strategies to create safe, responsive learning environments. Classroom teachers will then be required to develop a *Classroom Behavioral Intervention Plan* that describing the progressive steps, strategies, and supports that would be implemented in response to both academic and behavioral concerns in the classroom (see Attachment B). *(CPP 1 & CPP 2)*

**(c) Positive Action (PA) (4K-5, Tier 1):** As a universal strategy, all 4K-5 classrooms will implement **PA**, an NREPP evidence-based program that addresses diverse problems, such as substance use, violence, attendance, disruptive behavior, bullying, social–emotional learning, positive youth development, character, and academics. It is also improves parent-child bonding, family cohesion, and family conflict. PA curriculum offers 15-minute lesson plans delivered 2 to 4 times per week that that include six topical units on self concept, body and mind, managing oneself responsibly, getting along with others, being honest, and self improvement. *(CPP 1)*

**(d) Restorative Practices (RP) (6-12, Tiers 1-3):** RP will be used to foster a more caring and responsive school climate – as well as proactively reduce disciplinary issues – in both the middle and high school classrooms. RP are based on principles that emphasize the importance of positive relationships as central to building community and involve processes that restore relationships when harm has occurred. RP employ several strategies for effective implementation including conferencing, circles, family group conference (FGC) / family group decision-making (FGDM), and informal methods. For example, circle (e.g., morning meetings) are a versatile practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. FGC/FGDM brings together family support networks to make important decisions. All grade 6-12 educators will enhance skills to create a more caring climate by being trained as circling facilitators through a 4-day Restorative Practices Basic Training. *(CPP 1)*

**(d) Safe Schools Ambassadors (SSA) (6-12, Tier 1):** Bullying and violence prevention will be addressed through the **SSA** program for students in grades 6-12. As an NREPP evidence-based

program, SSA is a school-wide and student-driven peer support approach designed to address peer mistreatment, violence, and bullying from the inside out – or by harnessing the power, empathy, intervention skills, and support of the students themselves. A team of **Student Ambassadors** will be trained in each school with powerful non-violent communication, intervention, and conflict resolution skills. Equipped with strong observation skills to notice the exclusion, put-downs, teasing, aggression, bullying, harassment and other forms of mistreatment – they will then be able to interact with peers to prevent, intervene, and stop this mistreatment when and where it happens. Ambassadors will receive regular support in Family Group Meetings led by trained adults serving as Family Group Facilitators where they discuss their interventions and practice their skills. *(CPP 1)*

**Goal 5: Reduce and prevent substance abuse among all AFASD students.**

**(a) Positive Action (PA) (4K-5, Tier 1):** As described on page 13, PA will be used to prevent and addresses a diverse range of problems, including **substance abuse prevention** in all elementary classrooms -- to be supported along the continuum by Lifeskills Training described next.

**(b) Lifeskills Training (LST) (6-12, Tiers 1-3):** Targeted for grades 6-9, this NREPP evidence-based program is proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social-psychological factors that promote the initiation of substance use and other risky behaviors. It provides adolescents/teens with the confidence and skills necessary to successfully handle challenging situations and strengthen *personal self-management, social, and drug resistance skills*. LTS will be implemented in homerooms, Health Education, and other core classes through 5 to 10 sessions (45 minutes each) using a variety of teaching techniques *(CPP 1)*.

**(c) Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) (6-12, Tiers 2 & 3)** will provide more intensive interventions via Student Support Groups for pupils in grades 6-12 who are at risk for substance use/abuse issues and other risk factors. As an NREPP evidence-based program, the **Project SUCCESS (PS)** curriculum includes the Prevention Education Series (an 8-session ATOD program to help students identify and resist

pressures); schoolwide activities to increase the perception of harm, a Parent Education Program; and individual/group counseling for at-risk youth and families. *(CPP 1 & CPP 2)*

**(d) Student Assistance Program (SAP) (6-12, Tiers 1-3):** A SAP is a school-based approach to providing focused services to students needing interventions for substance abuse, mental health, academic, emotional, or social issues. As a process, SAPs identify troubled students, assess needs, and provide them with support and referral to appropriate resources. The *SAP Core Team Model* will be implemented in our high school by a central group of multidisciplinary personnel who have been trained to facilitate a SAP. This Team will collaborate with the Building Assistance Team (BAT) to identify and refer students to the SAP for more supplemental and intensive supports, which would include group or classroom instruction or facilitation, small Support Groups (using Project SUCCESS), individual counseling, brief intervention approaches, asset-building activities, and referrals to school- and community-based services. *(CPP 1 & 2)*

**Goal 6: Increase capacity to implement/institutionalize an expand school counseling program.**

**Professional Development:** A systematic professional development program will ensure that all staff gains capacity, skill, and knowledge to effectively implement and institutionalize the program model. All targeted classroom, pupil services, administrative, and support staff will be trained in the evidence-based programs and strategies listed on pages 10-15 appropriate for the level to support implementation fidelity. A training-of-trainer (TOT) protocol will be utilized in all programs to insure increased capacity for sustainability by developing a cadre of in-house trainers and experts.

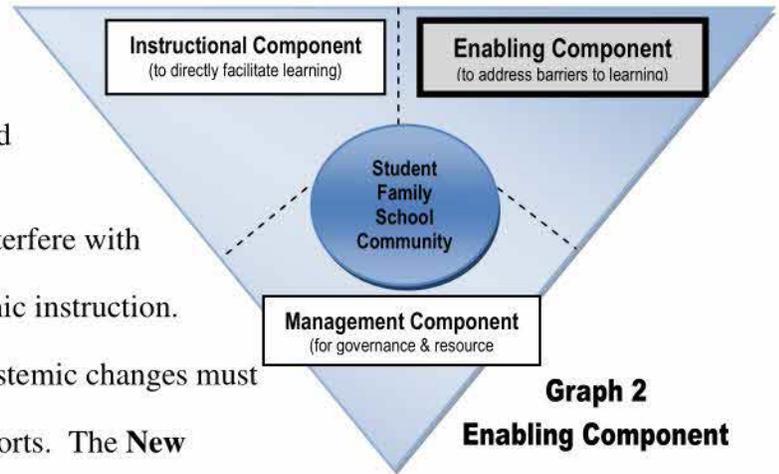
**Close the Staffing Gap:** The gap in the student-to-mental health professional ratio will be addressed by hiring two, full time licensed Social Workers to serve grades 4K-12 (all school buildings). One will serve as a Home-School Liaison to provide in-home therapy and wraparound services, while the other will support school-based mental health services in the middle and high school buildings. (See Position Description in Attachment A).

**(C) Project Design Reflects Up-To-Date**

**Knowledge/Research:** Barriers to learning and teaching – such as violence, substances abuse,

bullying, trauma, and mental health issues - interfere with a student’s ability to benefit fully from academic instruction.

For school improvement efforts to succeed, systemic changes must be made in how schools provide learning supports. The New



**Directions for Student Support Initiative**, facilitated through the Center for Mental Health in Schools at the University of California – Los Angeles (UCLA), provides an adaptable system for addressing barriers to learning and teaching. This initiative, spearheaded by Dr. Howard S. Adelman and Dr. Linda Taylor - co-directors of the UCLA Center for Mental Health in Schools - is based on a 3-component model that includes Instruction, Governance, and **Enabling** (Graph 2).<sup>9,27</sup>

The **Enabling Component** provides the context for a *comprehensive, multifaceted, and integrated continuum of student learning supports* that is woven into three overlapping systems (systems for positive development and prevention (Tier 1 – Universal), systems of early intervention (Tier 2 – Selective), and systems of care for those with more chronic and severe problems (Tier 3 – Indicated). The model weaves six clusters of “**enabling**” into the fabric of the school to address the barriers to learning and promote healthy development for all students, which include: (1)

- Enhancing the classroom teacher capacity for addressing problems and for fostering social, emotional, intellectual, and behavioral development;**
  - (2) Responding to minimizing impact and preventing crises;**
  - (3) Enhancing school capacity to handle the variety of transition concerns confronting students and their families;**
  - (4) Enhancing home involvement;**
  - (5) Outreach to the community to build linkages and collaborations;**
  - and (6) Providing special assistance for students and families.**
- This model is endorsed by more than 20 professional organizations, including the American School Counselor and American School Health Associations, National Associations of Pupil Services Administrators, School Nurses, and School Psychologists, and the School Social Work Association of America, among others.<sup>9,27</sup>

Since the framework of our project is based on this model, **all** programs and strategies were selected due to their **ability to support the “Enabling Component” (see Graph 3 in Attachment B) and the 3- tiered prevention framework (Graph 2)**. Each program or strategy was also selected based on their peer-reviewed research and ability to address our students’ needs to enable learning. Positive Action (PA), Project SUCCESS (PS), Lifeskills Training (LST), and Safe Schools Ambassadors (SSA) are evidence-based programs listed on the NREPP with substantial research to demonstrate positive outcomes related to addressing violence, substance abuse, bullying, school climate, academics, and social-emotional learning.<sup>28</sup> For example, based on 30 years of research **PA** is different than other educational programs as it promotes an intrinsic interest in learning and becoming a better person. The U.S. Department of Education's What Works Clearinghouse recognizes PA as the only **character education** program that achieves **positive effects in both academics and behavior** (Attachment B).<sup>29</sup> **LST** is a groundbreaking, multi-component **substance abuse prevention** program based on more than 30 years of peer reviewed scientific research addressing social, psychological, cognitive, and attitudinal factors associated with the use of various legal and illegal substances. LST now holds the distinction of being the top research-based substance abuse prevention program and has been selected for excellence by the U.S. Departments of Education, U.S. Department of Justice, Blueprints for Violence Prevention, Center for Substance Abuse Prevention, National Institute on Drug Abuse, CDC, and other federal agencies (Attachment B).<sup>30</sup> **PS** is proven effective at preventing and reducing **substance abuse and other related high-risk behaviors** by using interventions that are effective in reducing risk factors and enhancing protective factors.<sup>31</sup> PS uses group support to build resiliency, share successful coping skills and understand the negative effects of alcohol and other drug abuse -- a highly effective strategy for use in a **SAP**. Utilizing a team approach, a **SAP** comprehensively addresses **students’ social, emotional, and mental health issues** that create **barriers to learning**. Evaluations of several SAP models found that SAPs increase students’ grades, positive attitude towards school, sense of self-worth, ability to communicate, and positive relationships – and decrease dropout rates, alcohol/drug use, discipline

referrals, drinking/driving, and other behavior problems. A peer-reviewed study conducted among 3,454 students in grades 7 to 12 at 83 Nebraska schools found that students from schools with a SAP reported lower alcohol use and a significant difference in academic achievement.<sup>32</sup>

**SSA** is the nation's most effective bystander education program designed to **stop bullying and violence and improve school climate**.<sup>33</sup> SSA was developed by Rick Phillips and Chris Pack in 2000 after the tragedies at Columbine occurred based upon their own expertise in youth development and on the bullying in schools research of experts Dr. Ron Slaby, Dr. Dan Olweus and Dr. Wendy Craig. Studies show that students have more influence on their peers than adults do. A case study conducted at Kenilworth Junior High (Petaluma, CA) found the following remarkable results six months after the launch of SSA: harassment down 50%, defiance down 13%, outside disruption down 32%, bus incidents down 25%, and sexual harassment down 55%. Another study involving 19 schools implementing SSA for at least 3 years found that suspensions rates had declined 33.1% on average from baseline to.<sup>33</sup> (See Attachment B)

**Trauma Sensitive Schools (TSS):** An estimated 1 in 4 children in the U.S. will experience a traumatic event before the age of 16.<sup>34</sup> Research shows that *toxic stress physically damages a child's developing brain and impacts all aspects of a child's development*, including emotional regulation, memory, cognitive processing, social skills, and physical health. Trauma can undermine a child's ability to learn, form relationships, and function appropriately in the classroom.<sup>35</sup> Traumatized children are 2.5 times more likely to fail a grade in school, score lower on standardized achievement tests, and are suspended and expelled more often.<sup>36-38</sup> Adverse classroom behavior includes being reactive, impulsive, aggressive, defiant, or withdrawn. Educators misinterpret students' behaviors, learning patterns, or social skills. By being trained in trauma-informed care, teachers will create an environment where students can learn in a safe, proactive, and positive environment - and strong, behavioral management skills are taught to/developed in students.

Providing school-based mental health services has the potential to meet many of the unmet mental health needs of youth, who are more likely to seek help if these services are available in

schools. Among the many benefits experienced by students participating in mental health services are reduced barriers to learning, improved functioning, increased attendance, improved grades, decreased symptoms, and fewer discipline problems, course failures, and social impairments.<sup>39-45</sup>

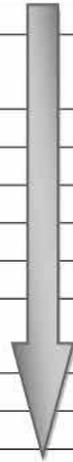
### 3. QUALITY OF MANAGEMENT PLAN

**(A) Management Plan to Achieve Objectives:** Table 3 provides an outline of how the project is intended to achieve proposed objectives on time and within budget as evidenced in the timeline of activities, persons responsible, projected budget amount, and milestones (depicted by number).

Please note that the **“Budget Amount”** will be filled in upon funding notification pending budget modifications; and **“Actual Amounts”** would be filled in as expensed per line item. **See pages 20 & 21 for acronym descriptions and definitions.**

| Table 3 – Project Management & Implementation Plan |  |                        |           |                                      |               |
|--|--|------------------------|-----------|--------------------------------------|---------------|
| Mile-stone #                                       | Project Activities   | Date Completed         | Persons   | *Budget Amount                       | *Actual Cost  |
| 1.   | Project Director (PD) in place   | 9/14                   | PD        | *To be filled in upon funding notice | **As expensed |
|  | Grant accounting system set up   | 9/14                   | Business  |                                      |               |
|  | Orient staff/community partners  | 9/14                   | PD        |                                      |               |
| 2.   | Convene project management teams                                       | 10/14                  | PD, SSSC  |                                      |               |
| 3.   | Contract with external evaluator                                       | 10/14                  | PD        |                                      |               |
| 4.   | Memorandum of Agreements with partners                                 | 11/14                  | PD        |                                      |               |
|  | Collect pre-project baseline data                                      | 11/14                  | PET       |                                      |               |
| 5.   | Hire 2 School Social Workers   | 11/14                  | PD        |                                      |               |
| 6.   | Positive Action implement in Grades K-1                                | By 12/14               | PAC       |                                      |               |
|  | Referral protocol complete; staff trained                              | 12/14                  | SSSC      |                                      |               |
| 7.   | Quarterly Review Meetings (Year 1)                                     | 1/15, 3/15, 6/15, 9/15 | PET,SSAC  |                                      |               |
| 8.   | Mental health screening program in place                               | 1/5                    | SSSC      |                                      |               |
| 9.   | Mental Health Seminars begin; held quarterly throughout project period | 1/15 & ongoing         | PD        |                                      |               |
| 10.  | Implement LST in grades 9 & 12.  |                        | PD, SSSC  |                                      |               |
| 11.  | Initiate School-Based Mental Health Wraparound Services                | By 2/15                | SSSC, PD  |                                      |               |
| 12.  | Launch Positive Action in grades 3-6.                                  | By 2/15                | PAC       |                                      |               |
| 13.  | Launch SSA   | By 2/15                | SSSC, SSA |                                      |               |
| 14.  | TSS “Curriculum” launched  | By 3/15                | Champions |                                      |               |
| 15.  | Implement LST in grades 6 & 9  | By 3/15                | PD, SSSC  |                                      |               |
| 16.  | Mid-year progress report disseminated                                  | 3/15                   | PET       |                                      |               |
|  | <b>Operation: Adams</b> webpage completed                              | 4/15                   | PD        |                                      |               |
| 17.  | PBIS Tier 1 strategies in place districtwide                           |                        | PBIS Team |                                      |               |

|     |  |                        |              |  |  |
|-----|--|------------------------|--------------|--|--|
| 18. | Staff trained as RP Circling Facilitators                                    | By 7/15                | PD, SSSC     |  |  |
|     | Military youth attend Summer Camps   | 7/15, 7/16, 7/17       | PD           |  |  |
| 19. | SAP launched (grades 6-12); webpage up                                       | 9/15                   | SAP Core     |  |  |
| 20. | Services plan for military families  | By 9/15                | PD           |  |  |
| 21. | Annual Performance Report disseminated;<br>Quality Improvement Plan in place | 9/15-10/15             | PET,<br>SSAC |  |  |
| 22. | Commence project dissemination activities                                    | 10/15                  | PET          |  |  |
| 23. | Launch LST in grades 7 &8  | By 1/15                | PD, SSSC     |  |  |
| 24. | Project SUCCESS initiates  | By 1/15                | SAP Core     |  |  |
| 25. | Quarterly Review Meetings (Year 2)   | 1/16, 3/16, 6/16, 9/16 | PET,SSAC     |  |  |
| 26. | Mid-year progress report disseminated  | 1/16                   | PET,SSAC     |  |  |
| 27. | Annual Performance Report disseminated;<br>Quality Improvement Plan in place | 9/16-/10/16            | PET,SSAC     |  |  |
| 28. | Quarterly Review Meetings (Year 3)   | 1/17, 3/17, 6/17, 9/17 | PET,SSAC     |  |  |
| 29. | TOT in place for PS, RP, LST, SAP, SSA                                       | By 8/17                | PD, SSSC     |  |  |
| 30. | Annual Performance Report disseminated;<br>Quality Improvement Plan in place | 9/17-10/17             | PET,<br>SSAC |  |  |
| 31. | Sustainability Plan in place   | 9/17                   | PET,SSAC     |  |  |
| 32. | Project Dissemination & Replication  | 10/17-2/18             | PET,SSAC     |  |  |



**(B) Procedures for Ensuring Feedback and Improvement:** Strong leadership and collaborative decision-making will ensure that this program is a success, a process for project feedback and improvement is in place, all key stakeholders are represented, and the cultural and linguistic needs of students are met. The management structure will consist of the following: **(1) Project Director:** Barbara Gransee, Ed.S, AFASD Director of Pupil Services/District Assessment Coordinator, will serve as a 0.25 FTE Project Director to provide overall project administration, leadership, coordination, and evaluation. She has been integrally involved in all aspects of program and for ensuring grass roots ownership of this initiative at all levels. (Resume in Attachment A). **(2) Student Supports Steering Committee (SSSC):** This team will consist of the Project Director, Pupil Services staff members, at least one regular and special education teacher from each building, AODA Coordinator, and After School Coordinators. Serving as the core leadership team, they will ensure collaboration between all disciplines in project components, support the Project Director with implementation fidelity, engage in community and parent outreach, and establish linkages with additional partners. This team will report to the Advisory Council. (Resumes in Attachment A). **(3)**

**Project Evaluation Team (PET):** The **internal team**, comprised of the Project Director, and a School Counselor, Social Worker, Psychologist, and teacher will work closely with the external evaluator to implement the Evaluation Plan, prepare progress reports and Quality Improvement Plans, and disseminate evaluation findings. Ms. Carol Roth, M.S., will utilize her extensive experience on state and federal grant program initiatives, to serve as the **external evaluator**. A continuous process of evaluation and improvement will take place on implementation as the PET works in tandem with the SSSC and project staff to gather and analyze data; then report all findings to the Advisory Council and other stakeholders. (Resumes in Attachment A). **(4) Student Supports Advisory Council (SSAC):** Comprised of at least 15 members, this group will consist of pupil services, teachers, administrators, parents, students, community members, and partners that will meet monthly to review and provide feedback on the goals and accomplishments, provide a forum for open dialogue between school and community, gather information for program development and improvement, synthesize information on community expectations for the counseling program, and plan for systems integration and sustainability. **(5) Additional Implementation Teams:** To insure an effective and streamlined implementation process and build capacity for sustainability, we will harness the energy and commitment of school personnel and community members to support key components, including: **(a) SAP Core Team:** At least 6 high school staff members (AODA Coordinator, Counselor, Social Worker, teachers) who will develop, implement, and institutionalize the SAPr; **(b) TSS Champions:** 15 4K-12 staff members who will cultivate and support implementation of TSS in each building; and **(c) Positive Action Coaches (PAC):** A teacher from each elementary building who will assume leadership for implementation, training, and support for PA. A representative from each of these teams will serve on the SSSC, described above.

#### 4. QUALITY OF THE PROJECT EVALUATION

##### **(A) Evaluation Includes Performance Measures & (B) Evaluation Provides Performance Feedback and Periodic Assessment of Progress Toward Achieving Outcomes**

A comprehensive evaluation program has been developed to ensure we are able to monitor

project progress and adjust accordingly, successfully attain project goals and objectives, and are able to provide accountability information about project success and effective strategies for replication. Continuous monitoring of project progress will provide feedback on implementation strategies, improve effectiveness and accountability, and identify the need to implement necessary changes. Evaluation along key points and milestones will be utilized to revise, enhance, and augment project activities as necessary. A Project Evaluation Team (PET) will employ both an **internal and external evaluation** to support an in-depth, comprehensive, and transparent process. The internal evaluation will be led by the Project Director, several pupil services staff, and a teacher; while Ms. Carol Roth will be contracted to provide an un-biased external evaluation. This PET will collectively measure the successful completion and attainment of project activities, goals, and objectives regularly throughout the project period and recommend adjustments and improvements as needed. The evaluation plan will include both an on-going assessment of proposed “project” activities and the overall effectiveness of the implementation of the model. Data will be collected at the **beginning** of the project (or pre-program) to establish a baseline, then at **regular intervals** (such as quarterly and/or post-program) each project year. This data will be analyzed to assess progress relative to timelines, goals, objectives, and outcomes – and used to prepare local *mid-year progress reports* and *Annual Performance Reports (APR)*. These reports will be submitted to stakeholders (e.g., SSAC, SSSC, school board, partners, and federal program officers) and made available via the website and newsletter updates to the community. Working closely with the SSSC, the evaluators will utilize evaluation results to develop a *Quality Improvement Plan* that outlines any necessary modifications or revisions for the upcoming year. At the conclusion of the project, the evaluators will prepare a detailed *Comprehensive Evaluation Report* detailing outcomes on goals and objectives, quality of grant implementation procedures, and any noted strengths, weaknesses, and accomplishments; this will be submitted to federal program officers and all stakeholders. Evaluation findings will be used to develop a Sustainability Plan to *institutionalize the Social Worker positions and successful project components* using a portfolio of resources and systems integration with community organizations.

A great deal of qualitative and quantitative data will be collected from both a formative and summative evaluation process to assess progress toward goals, objectives, and related student outcomes and integrity of program implementation. To assess progress made on ***goals and objectives***, we will gather: (1) **Process Data**, which provides evidence that an event or activity occurred (who, what, when, how); (2) **Perception Data**, which is qualitative information that indicates how a participant is different as a result of an intervention, strategy or activity (attitudes, beliefs, knowledge, opinions); (3) **Results Data**, that provides answers to the question "so what?" and provides evidence that intervention, activity, or strategy has or has not influenced behavior (academic achievement, climate, etc.); and (4) **School-based Data**, which includes student records and performance data (attendance, graduation, disciplinary, test scores, etc.). Data will be collected using a variety of methods - such as surveys, interviews, pre/post tests, observation, focus groups, review of records, etc. Types of data would include achievement-based (grades, test scores, etc.); achievement-related (disciplinary referrals, etc); and district and program-related (demographics, participation). **Table 4** lists the project's specific goals, intended outcomes (*including GPRA measures*), and evaluation methodology that will be used to assess progress and ensure success.

| <b>Table 4: Outcomes (by Goal) and Corresponding Evaluation Methodology</b>  |
|--|
| <b>Goal 1: Increase linkages between among schools, professionals, parents, and community-based organizations to support and expand our school counseling program.</b>   |
| <p><b>1.1:</b> Increase the number of community partners who provide integrated services to students through our school counseling program by at least 2 each project year. *<b><i>Evaluation:</i></b> Annual Partnership Inventory and review of Interagency Agreements</p> <p><b>1.2:</b> By June 2017, at least 80% of parents surveyed will agree with the following: (a) they have participated in at least one program offered through the school counseling program over the past year; (b) that they are given information about school and community services to support their child’s learning, mental health, and/or behavioral needs; and (c) that the school counseling program has helped their child to develop socially, emotionally, and academically. (Benchmark (BM): 50% June 105; 65% June 2016) * <b><i>Evaluation:</i></b> Parent Survey.</p> <p><b>1.3:</b> By June 2017, at least 90% of staff will agree their school provides adequate counseling and support services for students, is a supportive and inviting place for students to learn, and effectively handles discipline and behavioral problems.* <b><i>Evaluation:</i></b> Annual Staff Survey</p> |
| <b>Goal 2: To promote the MEB health and well-being among all AFASD students.</b>  |
| By October 2014, close the gap between our student/mental health professional ratios and the   |

student/mental health professional ratios recommended by the Statute by hiring 2 School Social Workers at 1.0 FTE each; by September 2017, sustain these positions after grant funding ends **(GPRA Indicator 1)**. \*Evaluation: Review of employer records and contracts.

**2.2:** Increase the number of students who are referred to and receive school- and community-based mental health or wraparound services by at least 15% annually.\*Evaluation: Monthly and annual review of referral and case management records.

**2.3:** Decrease the percentage of students in grades 9-12 who report their mental health was not good on 4 or more days during the past 30 days by at least 3% by June 2015; 5% by June 2016; and 10% by June 2017. \*Evaluation: Implement YRBS in May each year and compare to baseline data.

**2.4:** Decrease the percentage of students in grades 6-12 who feel like they do not belong in this school - and who do not have at least one teacher or other adult in this school that can talk to with a problem by at least 5% by June 2015; 10% by June 2016; and 20% by June 2017. \* Evaluation: Implement YRBS in May each year and compare to baseline data.

**2.5:** During each project year, intake and discharge problem severity scores will be reduced among at least 85% of students who participate in school-based mental health or wraparound services as measured by therapists, students, and parents. \* Evaluation: Pre/Post CANS Assessment Tool

**2.6:** Each year, at least 100 school personnel will attend Mental Health Seminars, and of these, 90% will report to having an increased understanding of mental health issues, awareness of the warning signs, and the ability to make the referrals to appropriate services. \* Evaluation: Implement pre- and post-training staff surveys for each event.

### **Goal 3: Provide a more caring and responsive school environment and climate.**

**3.1:** Increase the percentage of students in grades 6-12 who feel like they belong at this school by at least 5% by June 2015, 10% by June 2016, and 20% by June 2017.\* Evaluation: Implement YRBS in May each project year and compared to baseline pre-project data.

**3.2:** Students (grades 3-12) will agree their school/classroom provides a caring school climate as measured by a score of 4 or higher on the WDPI School Climate Survey by June 2017.

**3.3:** By June 2017, all schools will have demonstrated fidelity of PBIS implementation in at least Tier 1 and at least be recognized as a School of Merit. \*Evaluation: PBIS Benchmarks of Quality (BoQ)

**3.4:** Each year, show at least a 3% increase in the percentage of K-12 students who meet targeted growth scores in Math and Reading. \*Evaluation: Fall & Spring implementation of MAP

### **Goal 4: Reduce and prevent violence, bullying, and other disciplinary issues among students.**

**4.1:** Reduce the number of office disciplinary referrals (ODRs) by at least 5% by June 2015, 15% by June 2016, and 25% by June 2017 compared to baseline. **(GPRA Indicator 2)** \*Evaluation: Track ODR each project year (as reported in Skyward) and compared to baseline data.

\*\*Evaluation for Outcomes 4.2-5.2: YRBS in May each year; compare to baseline pre-project data.

**4.2:** Decrease the percentage of students who report they have ever not gone to school (grades 6-8), or did not go to school on 1 or more days in the past year (grades 9-12) because they felt they would be unsafe at school by at least 3% by June 2015, 8% by June 2016, and 20% by June 2017. \*\*

**4.3:** Decrease the percentage of high school students who feel violence is a problem at their school

by a minimum of 3% by June 2015, 8% by June 2016, and 20% by June 2017. \*\*

**4.4:** Decrease the percentage of students (3-12) who have ever been bullied on school property – and who feel bullying is a problem at their school by a minimum of 5% by June 2015, 15% by June 2016, and 30% by June 2017.\*\*

**Goal 5: Reduce and prevent substance abuse among all AFASD students.**

**5.1:** Reduce percentage of students (grades 6-12) reporting current (30-day) marijuana, alcohol and tobacco use 2% or more by June 2015, 10% by June 2016, and 20% by June 2017. \*\*

**5.2:** By June 2017, increase by at least 10% each year the percentage of students (grades 6-12) who feel there is a risk for physically harming themselves by using alcohol, tobacco, or other drugs. \*\*

**Goal 6: Increase capacity to implement/institutionalize an expand school counseling program.**

**6.1:** By September 2017, at least 95% of targeted staff participated in identified training activities, and applicable TOTs are in place. \*Evaluation: Review of attendance rosters, PD Plans, certification

**6.2:** By September 2017, the Sustainability Plan will have institutionalized effective strategies and Social Worker positions. \*Evaluation: Program Audit; Staffing Plan; Strategic Plan

The evaluation plan will also assess the overall effectiveness of *program implementation* in terms of executing day-to-day project activities, services, and programs. Information would be gathered from a variety of sources, such as participant surveys and interviews, review of agendas, minutes, expenditures, and agreements, program audits, and curriculum plans. Examples:

- ✗ Are community partnerships, linkages, and services helping to address student need?
- ✗ Are students, staff, parents, and community educated about and satisfied with the program?
- ✗ Are all components of the program in place, and what is the fidelity of each component?
- ✗ Are services culturally/linguistically appropriate? Participation representative of population?
- ✗ Is the program cost-effective? Are any modifications and/or resources needed?
- ✗ What resources/policies are committed to speak to sustainability and institutionalization?

**Dissemination for Replication:** The evaluation will provide accountability information about success at our site and effective strategies for replication in other settings. To do so, the evaluation will prepare “policy briefs” or fact sheets based on the evaluation reports. They will also publish articles with findings in applicable school counseling, school psychology, or educational journals. Dissemination of results will occur through presentations at state and/or national conferences of practitioners (ASCA, NASP, SSWAA, etc.), social networking media, and websites that report on implementation and success of project components (such as Positive Action, Project SUCCESS, Trauma Sensitive Schools, SAP, etc.). Finally, evaluation reports will be posted on the district’s website and made available upon request.

# **ATTACHMENT B**

- ▶ **Project Narrative References**
- ▶ **Letters of Commitment from Partnering Agencies**
- ▶ **Example Classroom Behavior Intervention Plan Planning**
- ▶ **Example Military Youth Camp**
- ▶ **Graph 3 – Enabling Component**
- ▶ **Positive Action Information**
- ▶ **Lifeskills Training Information**
- ▶ **Safe Schools Ambassadors Information**
- ▶ **Adam County Promise Neighborhood Memorandum of Agreements**

# **PROJECT NARRATIVE REFERENCE LIST**

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# LETTERS OF COMMITMENT

# prevent suicide

A D A M S C O U N T Y

PARTNERS SAVING LIVES IN WISCONSIN

**Adams County Health and Human Services**

**108 East North Street**

**Friendship, WI 53934-9443**

**Phone (608) 339-4379**

**Fax (608) 339-4560**

**CRISIS LINE: 608-339-3304**

Adams-Friendship Area School District

Attention: Ms. Barbara Gransee

201 W. Sixth Street

Friendship, WI 53934

April 23, 2014

Dear Ms. Gransee,

Thank you very much for your invitation from Adams-Friendship School District to participate in your School Counseling Grant application process. On behalf of Prevent Suicide Adams County, a service of Adams County Health and Human Services department, we welcome this opportunity and would like to offer our enthusiastic commitment to participate fully should the Adams-Friendship School District be awarded this grant.

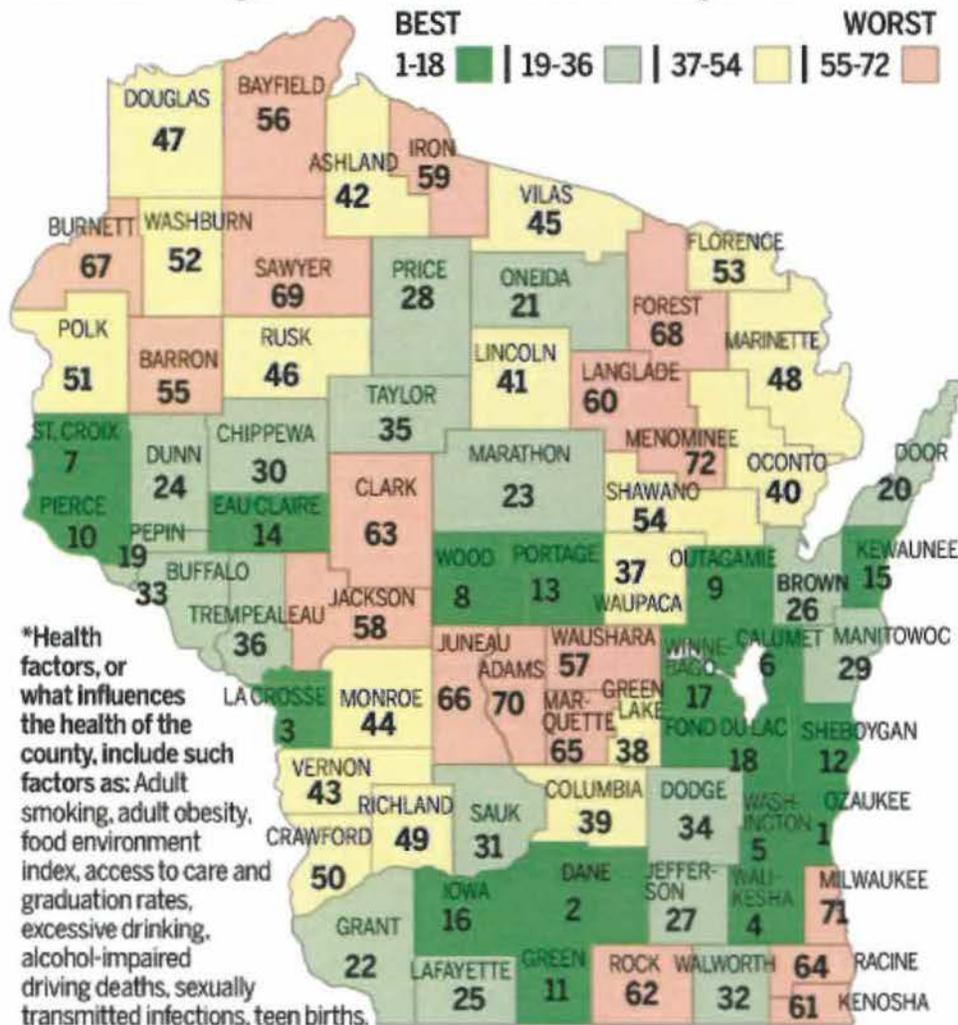
Our organization to prevent suicide is new, having been founded a little less than one year ago. Our efforts are primarily grant-funded so we understand the importance of community partners in such projects. Currently our suicide prevention efforts are focused on two populations, one of which is a perfect match for the grant you mentioned in your letter – teenaged students. Since the grant funding we have currently secured is for the other population – older adult males, we believe that partnering with Adams-Friendship Area Schools on mental health concerns for our teenagers is an ideal way to expand our outreach for suicide prevention.

Prevent Suicide Adams County meets monthly and our membership includes law enforcement, community health, clergy, school counselors, medical examiner, county legal counsel, and others. We look forward to the expanding of our work on teen suicide prevention, and on improving behavioral health for our community by coordinating our efforts jointly with the Adams-Friendship School District. Additionally, we are excited to see the outcome of your grant application and the potential for some great new initiatives for the young people of Adams County.

Graphic showing Adams County ranked #70 of 72 counties for health.  
Wisconsin Counties Ranked by Health, 2014 (graphic)  
<http://media.jrn.com/images/HEALTH31G.jpg>

# Wisconsin counties ranked by health 2014

A report that evaluates factors\* in the health of county populations closely correlates with life expectancy in those counties. In general, counties with higher incomes have healthier and longer lives.



Source: Robert Wood Johnson Foundation

Journal Sentinel

There is a tremendous need for increasing youth access to mental health and behavioral supports in Adams County. While we provide a crisis line for emergencies the need is much greater, and the existing supports, such as therapists for youth are stretched thin. For example, waiting times for a young person to see a therapist at Adams County Behavioral Health can be up to two months, and even longer to see our part-time visiting psychiatrist who travels from Milwaukee.

To illustrate the need for the grant you mentioned in your letter we should consider the 2014 Wisconsin county health statistics from the Council on Health Care Economics and Policy's annual conference, as featured in the Milwaukee Journal-Sentinel story of March 31, 2014:

Health tied to wealth: Ozaukee ranks first, Milwaukee near bottom (story)

<http://www.jsonline.com/business/health-tied-to-wealth-ozaukee-ranks-first-milwaukee-near-bottom-b99235292z1-253125631.html>

Wisconsin Counties Ranked by Health, 2014 (graphic)

<http://media.jrn.com/images/HEALTH31G.jpg>

As the story and graphic show, Adams County is ranked 70<sup>th</sup> of 72 Wisconsin counties in health, while neighboring Wood County is ranked 8<sup>th</sup> of 72 Wisconsin counties. This tremendous disparity exists in spite of rather close rankings between our two counties for median household income (\$4219.00 less than Wood County, and percent of population living below the poverty level 1.6 percent higher than Wood County) – Source: census information:

<http://quickfacts.census.gov/qfd/states/55/55001.html>. We hope that with a successful grant application, with a grant awarded to the Adams-Friendship School District, that such gaps can be tightened and Adams County can have health results closer to our neighbor, Wood County.

We look forward to being a “key partner” in your efforts to strengthen and support the youth of Adams County with improved access to mental and behavioral health services. Please feel free to call back with questions or help with any area of your grant proposal or implementation.

Sincerely,

(b)(6)

Sarah Grosshuesch – Health Officer, Adams County Wisconsin

(b)(6)

Lisa J. Krizan – Health Department, Adams County Wisconsin. Co-chair of Prevent Suicide Adams County

April 23, 2014

Ms. Barbara Gransee  
Adams-Friendship Area School District  
201 W. Sixth Street  
Friendship, WI 53934

Dear Ms. Gransee,

It is with great pleasure that the Adams County Sheriff's Office provides this letter of commitment as a partner with the Adams-Friendship Area School District for the U.S. Department of Education Elementary and Secondary School Counseling initiative. As a stakeholder in the community, our organization has been involved in initial planning efforts with regards to the design of the program. Because our organization has a stake in the success of area students and their families, we strongly support this initiative.

Our community is faced by many risk factors related to poverty, substance abuse, trauma, mental health, and social-emotional issues. Research clearly shows that these issues create barriers to academic and school success, and impede healthy development and college and career readiness. This proposed school counseling program, entitled Breaking Down Student Barriers, represents a proactive approach to enable learning by providing a continuum of integrated services that address prevention, intervention, and on-going systems of care.

We understand that success is truly possible by forming a united front as a community to leverage our resources for systems integration with the goal of improving student outcomes. By supporting this initiative, we will increase capacity for addressing these issues – as well as sustaining the program once funding ends. Therefore, as part of this grant project, our organization will commit to: (1) Serving on the Students Supports Advisory Council; and (2) Providing educational events to youth and parents related to the warning signs of mental health and substance abuse issues.

Thank you again for facilitating our participation in this important initiative!

Sincerely,

(b)(6)

Floyd Lindsey  
Deputy/School Resource Officer  
Adams County Sheriff's Office  
Adams-Friendship School District



April 22, 2014

Ms. Barbara Gransee  
Adams-Friendship Area School District  
201 W. Sixth Street  
Friendship, WI 53934

Dear Ms. Gransee,

We are pleased to provide this letter of commitment as a partner with the Adams-Friendship Area School District for the U.S. Department of Education Elementary and Secondary School Counseling initiative. The grant will enable the school to expand its counseling program by providing more supportive services for students and their families to create a more caring school environment, increase access to mental health and wraparound services and reduce barriers to overall student success.

Moundview Memorial Hospital & Clinics strongly supports this initiative. As the community's local hospital, we have seen many youth in our family clinic and emergency room that would benefit from the increased access to mental health and wrap around services that the proposed program would provide.

Our community is a medically underserved, rural, low income area. We consistently rank near the bottom of the Wisconsin County Health Rankings for poor health outcomes and behaviors. We face many risk factors related to mental health, substance abuse, trauma, social-emotional issues, and poverty. These issues have been shown to create obstacles to academic success, delay healthy development and delay college and career readiness. The school's proposed counseling program, "Breaking Down Student Barriers", is a positive approach to facilitate learning by offering a variety of integrated services that address prevention, intervention, and on-going systems of care.

One of the strengths of our community is its ability to band together to work on common goals to avoid duplication of efforts. Our organizations and businesses have great working relationships with past success in working on initiatives to make a difference in our community. This will be helpful in sustaining the program once funding ends.

Moundview Memorial Hospital & Clinics will provide support to the proposed project by providing the expertise of our clinical staff as needed in developing the program. We will also distribute the program's educational materials to our clinic and emergency room staff and our patients to increase awareness of the local services offered. We look forward to partnering in this effort.

Sincerely,

(b)(6)

Jeremy Normington, CEO

# ADAMS-FRIENDSHIP AREA SCHOOL DISTRICT

201 WEST SIXTH STREET  
FRIENDSHIP, WISCONSIN 53934-9135

PH 608-339-3213  
FAX 608-339-6213  
www.af.k12.wi.us

**Rick Waski - District Administrator**  
*Extension 1015*

**Veronica VanDerhyden - Business Manager**  
*Extension 1014*

**Barbara Gransee - Director of Pupil Services**  
*Extension 1013*

**Maureen Hauswald, Ed.D. - Director of Teaching & Learning**  
*Extension 1006*

April 20, 2014

Ms. Barbara Gransee  
Adams-Friendship Area School District  
201 West Sixth Street  
Friendship, WI 53934

**Re: Support for an Elementary and Secondary School Counseling grant from the U.S. Department of Education.**

Dear Review Committee member:

I am honored to submit this letter of commitment for an Elementary and Secondary School Counseling grant from the U.S. Department of Education. The 21<sup>st</sup> Century Community Learning Center (CLC) programs at both Adams-Friendship Elementary (AFE) and Middle School (MS) are the only out-of-school program of its kind in all of Adams County. Going into its 3rd year cycle, CLC has become a vital component of our school and community as evidenced by the fact that over 1,000 students and families are served on an annual basis.

As a stakeholder in this community, CLC has been involved in the initial planning efforts regarding the design of the program. Because CLC has a stake in the success of our students, families and community, we strongly support this initiative.

Our students remain challenged by many risk factors related to poverty, substance abuse, trauma, mental health, and social emotional issues. This proposed school counseling program, entitled *Breaking Down Student Barriers*, represents a proactive approach to enable learning by allowing students access to counseling during afterschool programs; this critical time when students are most likely to engage in at-risk behaviors.

Together, CLC staff, and community partners will continue our objectives, such as:

- Provide afterschool programming to include Brain Teasers, Homework Help & Tutoring, Reading Enrichment (Balanced Literacy Workshop Model), Math Enrichment (Math Kits, Guided Math, Math Games, etc.), ELL Literacy, Physical Fitness & Recreation (SPARK, field trips, teambuilding), Project-based Enrichment Activities (that integrate STEM, art, social studies, and reading), Character Education (PBIS, Scouts, 4-H Youth Leadership programs), and Nutrition Education.

- The Lighted Schoolhouse will offer weekly family engagement events featuring meals and educational opportunities to support student and family success and snacks for afterschool attendees.
- Provide educational events to youth and parents related to the warning signs of mental health and substance abuse issues.
- Establishes strong links to the school day and communicates with school-day staff to monitor academic and behavioral progress of students by using assessment data and continuous progress monitoring.
- Serve on the Students Supports Advisory Council
- Provide assistance from AmeriCorps member serving AFE if awarded.
- Participate in Restorative Practices, Trauma-Informed Care and other professional development staff trainings.

We believe our support and commitment will directly impact the outcomes we all seek for the students of the Adams-Friendship School District.

We look forward to continue working on this exciting endeavor.

Sincerely,

(b)(6)

Mary Jocham  
CLC Coordinator  
Adams-Friendship School District  
201 West 6<sup>th</sup> Street  
Friendship, WI 53934



# Hope House

## of South Central Wisconsin

*Hope House of South Central Wisconsin, in cooperation with the community, provides advocacy and shelter to people affected by domestic/dating violence and sexual assault and works to prevent these issues through community education in Sauk, Columbia, Marquette, Juneau, and Adams Counties.*

April 23, 2014

Ms. Barbara Gransee  
Adams-Friendship Area School District  
201 W. Sixth Street  
Friendship, WI 53934

Dear Ms. Gransee,

Hope House of South Central Wisconsin is pleased to write a letter of commitment as a partner with the Adams-Friendship Area School District for the U.S. Department of Education Elementary and Secondary School Counseling initiative. Hope House is the local domestic violence and sexual assault advocacy center, and we regularly see the drastic needs of teens and their families in Adams County.

In 2013, we provided support and resources during 265 calls to our helpline from Adams County residents, and we housed Adams County residents for a total of 721 nights in our shelter. These individuals and families often are dealing with a multitude of adversities, due in part to the abuse they have experienced. They face poverty and mental health issues. They turn to unhealthy coping mechanisms like alcohol and other drug abuse, eating disorders, risky sexual behavior, self-harm, and suicide ideation.

When teens are exposed to domestic violence in the home or have themselves experienced dating violence or sexual assault, these traumas also impede their ability to concentrate, learn, and retain information. Growing up with toxic stress, their bodies have learned to stay in a survival mode of fight, flight, or freeze. Through collaboration between school and service agencies, students can receive on-going prevention and intervention services thus enabling learning. This proposed school counseling program, entitled Breaking Down Student Barriers, does just that.

Hope House currently supports Adams-Friendship High School through staff trainings, classroom presentations, teen support groups, and individual counseling and advocacy to teens that are referred to us. As part of this grant project, Hope House will also commit to serving on the Students Supports Advisory Council and help provide educational events and projects to youth and parents related to violence prevention.

Thank you for considering important initiative.

Sincerely,

Jess Kaehny  
Community Education Coordinator  
Hope House of South Central Wisconsin



# HEALTH & HUMAN SERVICES DEPARTMENT

Adams County □ 108 East North Street  
Friendship, Wisconsin 53934-9443

Telephone • 608≅339≅4505 Facsimile • 608≅339≅4585 e-mail • adamshhsd@co.adams.wi

April 24, 2014

Ms. Barbara Gransee  
Adams-Friendship Area School District  
201 W. Sixth Street  
Friendship, WI 53934

Dear Ms. Gransee,

The Health and Human Services Department is excited and pleased to partner with the Adams-Friendship Area School District for the U.S. Department of Education Elementary and Secondary Counseling initiative. The mission and work of Health and Human Services supports this initiative. Health and Human Services, as a key stakeholder in the community, views collaborative efforts with the School District as fundamental in meeting the needs of students and families.

Adams County, with the Adams-Friendship Area school district the largest school district in the county, is a rural county that has many barriers and risk factors related to poverty, mental health, substance abuse, and social-economic issues. A University of Wisconsin Survey of mental health needs revealed Adams County mental health needs as one of the greatest of any county in Wisconsin. These risk factors are barriers for healthy development and success for students, families, and progressive development for the County. The proposed school counseling program, entitled Breaking Down Student Barriers, is an approach designed to provide a continuum of integrated services to increase healthy outcomes for students, families and the community. The proposed program integrates well with several Health and Human Services programs and initiatives, such as the Coordinated Services Team Program, (CST) and the Comprehensive Community Services Program (CCS).

We understand the importance of partnering and collaborating with the School in this project, to create a sustained system that will break down the barriers and achieve student success. Therefore, as part of this grant project, the Health and Human Services Department will commit to (1) Serving on the Students Supports Advisory Council, (2) Collaborate and participate in joint trainings and (3) Assess programming and services that could be jointly or collaboratively provided. This could include groups for children of military families, children dealing with mental health and/or substance abuse issues, and social-skill building groups.

We are pleased to support this proposed program, Breaking Down Student Barriers, as a vital initiative for the health of our students, families and community.

Sincerely,

(b)(6)

Diane Cable, MSW

Director

Adams County Health and Human Services Department



Adams County  
**PROMISE**  
Neighborhood

Lisa Curless, Project Director  
201 West 6th Street  
Friendship, WI 53934

Office: 608-339-3213 (ext 1022)  
Fax: 608-339-6213  
Email: curless\_l@af.k12.wi.us

April 22, 2014

Ms. Barbara Gransee  
Adams-Friendship Area School District  
201 W. Sixth Street  
Friendship, WI 53934

Dear Ms. Gransee,

It is with great pleasure that Adams County Promise Neighborhood provides this letter of commitment as a partner with the Adams-Friendship Area School District for the U.S. Department of Education Elementary and Secondary School Counseling initiative. As a stakeholder in the community and has a stake in the success of area students and their families, we strongly support this initiative.

Adams County Promise Neighborhood and our research team has completed a comprehensive study of our community and that research shows that the Adams-Friendship community is faced with many risk factors related to poverty, substance abuse, trauma, mental health, and social-emotional issues. Research clearly shows that these issues create barriers to academic and school success, and impede healthy development and college and career readiness. This proposed school counseling program, entitled Breaking Down Student Barriers, represents a proactive approach to enable learning by providing a continuum of integrated services that address prevention, intervention, and on-going systems of care. This model aligns with Adams County Promise Neighborhoods initiatives in the areas of student achievement, family support and success, as well as our wrap-around services pilot program and Parent Peer Specialist position.

We believe that success is truly possible by forming a united front as a community to leverage our resources for systems integration with the goal of improving student outcomes. By supporting this initiative, we will increase capacity for addressing these issues – as well as sustaining the program once funding ends. Therefore, as part of this grant project, our organization will commit to serving on the Student Supports Advisory Council to help provide project oversight, ideas, troubleshooting, and evaluation support; Facilitate communications and partnerships between the School District and local businesses, service clubs, educational institutions, or other groups; Sponsor or help provide educational events for families and staff related to mental health topics, substance abuse, violence / bullying / cyber bullying prevention, etc.; Help provide resources or services for military families through our Community Resource Navigator; Support a child of a military family to attend a US Department of Defense Youth Camp – in partnership with UW Extension (fun camps at the Dells, Youth Leadership, etc.); and Sponsor positive youth development activities for youth to support asset development as part of the SAP Program such as youth groups, mentoring, etc.

We look forward to working closely with the Adams-Friendship Area School District on this initiative!

Sincerely,

Lisa Curless  
Project Director  
Adams County Promise Neighborhood

## Menu for Support

- Serve on the Student Supports Advisory Council to help provide project oversight, ideas, troubleshooting, and evaluation support.
- Facilitate communications and partnerships between the School District and local businesses, service clubs, educational institutions, or other groups
- Sponsor or help provide educational events for families and staff related to mental health topics, substance abuse, violence / bullying / cyber bullying prevention, etc.
- Help provide resources or services for military families.
- Support a child of a military family to attend a US Department of Defense Youth Camp – in partnership with UW Extension (fun camps at the Dells, Youth Leadership, etc.)
- Sponsor positive youth development activities for youth to support asset development as part of the SAP Program – such as Youth Groups, mentoring, etc.

# CERG

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## Coordinated Educational Resources Group, LCC

*Wisconsin Affiliate of the International Institute for Restorative Practices*

April 20, 2014

Adams-Friendship Area School District  
201 West 6th Street  
Friendship, WI 53934

This letter is written to express the strong interest of Coordinated Educational Resources Group, LLC (CERG) in participating in program design and activities related to an Elementary School Counseling grant proposal for submission to the United States Department of Education. As the Wisconsin Affiliate of the International Institute for Restorative Practices (IIRP), we wholeheartedly support this initiative.

Restorative practices is a rapid developing field of study that is proven to positively influence human behavior and strengthen relationships between individuals, groups and entire organizations. In schools and the broader community, the use of restorative practices has been proven to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. Those in positions of authority, including educators, parents, police and government officials, report high satisfaction and benefits from implementation of restorative practices within their work.

Coordinated Educational Resources Group is licensed to provide IIRP evidence-based professional development through a continuum of strategies including: classroom support circles; school, family, and community conferences; victim-offender conferences; victim support circles; and offender accountability conferences. Training participants will engage in the IIRP 4-Day Basic Restorative Practices curriculum comprised of: Introduction to Restorative Practices; Using Circles Effectively; Facilitating Restorative Conferences; and Family Engagement and Empowerment. Upon completion, trainees will understand the premises and potentials of restorative practices, and be certified to conduct restorative circles, group and family decision-making conferences, and prevention/intervention programs to reduce youth risk behaviors that can result in disciplinary referrals, suspensions and expulsions, and involvement in the juvenile justice system.

On behalf of CERG, I thank you for your solicitation of our involvement in this exciting and important initiative.

Sincerely,

*Patrice Vossekuil (electronic)*

Patrice Vossekuil, Owner/Trainer

Coordinated Educational Resources Group, LLC

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514 Rice Street

Horicon, WI 53032

920/858-9468

pvossekuil@iirp.edu

## Trainer Biography

Patrice Vossekuil, M.A., is the Director of Coordinated Educational Research Group, LLC, the Wisconsin Affiliate of the International Institute for Restorative Practices (IIRP), Bethlehem, Pennsylvania. As a licensed IIRP trainer in restorative practices, Ms. Vossekuil also facilitates restorative circles and conferences in schools and conducts family group empowerment and decision-making conferences that involve school, family, and community participants in conflict reconciliation, relationship-building and positive youth development.

Ms. Vossekuil is a baccalaureate graduate of Northwestern University and received her Master's degree in Instructional Leadership from Marquette University. Her background is in professional development of educators in alternative/at risk education, restorative practices and humane education. She is and an adjunct instructor in restorative practices at the University of Wisconsin-Oshkosh.

Jeremy Biehl, Agency Administrator

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April 23<sup>rd</sup>, 2014

To: Adams Friendship Area School District  
201 West 6<sup>th</sup> Street  
Friendship, WI 53934

CESA5 WIA Youth Employment Program is pleased to have the opportunity to work with the Adams Friendship Area School District on the Elementary and Secondary School Counseling Grant. We fully support the goal to provide a healthier, safer school climate that in turn promotes increased academic achievement. We also support the district in working toward the goals to expand their school counseling program by providing more supportive services for their students and families to create a more caring school environment, increase access to mental health and wraparound services, and reduce the barriers to overall student success.

As a youth partner in this community we are surrounded by the grim statistics of Adams County. Recent research clearly indicates that poverty, substance abuse, trauma, mental health, and social-emotional issues impact a student's academic success and overall development. The Elementary and Secondary School Counseling Grant will allow are district to take necessary steps to assist their students in becoming healthy and productive citizens.

CESA5 WIA Youth Employment and Training Program acknowledges that the schools success within this grant depends on collaboration from community partners. We agree to collaborate with the Adams Friendship Area Schools Elementary and Secondary School Counseling initiative as indicated below:

- 1.WIA Youth Employment and Training Program will be available to screen 100% of all reffered participants for an appropriate match with our programing. We also agree to provide all the 10 elements of the WIA youth program to those students who choose to co-enroll.
- 2.WIA Youth employment program will help address student barriers by holding a Job Club training program open to all area youth ages 14-21 and award students with a completion certificate.
- 3.The local WIA Youth provider will actively advocate for all programing needs.



WIA Youth Program  
1100 Centerpoint Dr. #203  
Stevens Point, WI 54481  
715-345-6505 fax: 715-345-5221  
[www.cesa5.org](http://www.cesa5.org)

Jeremy Biehl, Agency Administrator

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CESA5 WIA Youth Employment Program is pleased the Adams Friendship Area School District is working to address the needs of their students and families. We are fully committed to doing all that we can to ensure the success of this program.

Sincerely,

(b)(6)

Crystal Holmes  
CESA5  
WIA Youth Case Manager for Adams County



April 24, 2014

Ms. Barbara Gransee  
Adams-Friendship Area School District  
201 W. Sixth Street  
Friendship, WI 53934

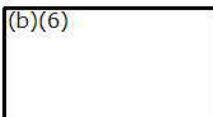
Dear Ms. Gransee,

The Drug Free Adams County Task Force (DFAC) submits this letter of commitment as a partner with the Adams-Friendship Area School District for the U.S. Department of Education, Elementary and Secondary School Counseling initiative. DFAC is a newly formed partnership that was convened through funding from the WI Department of Health Services to reduce and prevent prescription drug abuse in Adams County.

Our community is faced by many risk factors related to poverty, trauma, mental health, and social-emotional issues, which are all contributing to the prescription drug abuse epidemic. This proposed school counseling program, entitled Breaking Down Student Barriers, represents a proactive approach to enable learning by providing a continuum of integrated services that address prevention, intervention, and on-going systems of care. The work of DFAC is community based environmental prevention efforts – so compliment the initiatives proposed in this application.

There are several components of the grant-funded work of DFAC that have a direct correlation to this proposed project. We will offer a “Drug Identification Training for Educational Professionals” (DITEP) that will be open to educators within the Adams Friendship school district. In the upcoming school year, DFAC will host a parent event to provide skills training related to drug abuse prevention. Additionally, DFAC is distributing prescription drug prevention materials and hosting take back events for unused prescription medications as a part of our funded work. These initiatives all correlate to the overall community prevention efforts and serve to reinforce the work of this application.

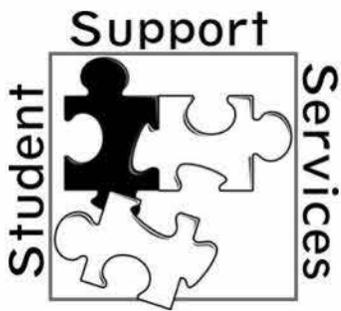
Sincerely,

(b)(6)  


Dorothy Chaney  
President WI Community Health Alliance

Coordinator, Drug Free Adams County Task Force

**EXAMPLE  
CLASSROOM  
BEHAVIOR  
INTERVENTION  
PLAN  
PLANNING  
TOOLS**



## AFHS Intervention: Student Supports

*Improving how we enable students to learn by addressing individual learning barriers!*

### Essential Question:

How does a quality classroom and school intervention system support increased student learning?..

### Learning Targets:

- Teachers will identify the differences between tier 1, tier 2 and tier 3 interventions and what percentages of students are serviced in each tier.
- Teachers will explain the differences between academic and emotional/social/behavioral student supports.
- Teachers will discuss the “Student Supports Guiding Principles” including both academic and social/emotional supports.
- Teachers will discuss academic classroom interventions and reflect on how they can be applied to their classroom.
- Teachers will discuss possible behavioral classroom interventions and reflect on how they can be applied to their classroom.
- Teachers will discuss the Root Analysis process and how it applies to behavioral/social/emotional classroom intervention..
- Teachers will create a classroom behavioral/social/emotional intervention plan using background knowledge and new knowledge as a guide.

**“The most important question in the world is why is the child crying?”**  
~Alice Walker

### Learning Activities:

1. *Create Group Ground Rules*
  - a. Review the Team Procedures and Protocol Document
  - b. Review Team Norms and Re-Norming Plans
2. *Activate and Build Background Knowledge*
  - a. Watch Video for Context of Intervention Work
  - b. Tier 1, 2, 3 Interventions
  - c. Academic versus Emotional/Social/Behavioral Student Supports
  - d. Review Academic Building Supports
    - i. *Create Question Web*
  - e. Review plan for creating Behavior/Emotional/Social Building Supports
    - i. *Create Question Web*
  - f. *Create Group Question Webs* (Behavioral/Emotional/Social=pink) (Academic=yellow)
  - g. *Gallery Walk*
    - i. Post Group Question Webs on wall and review what teams have reported
  - h. *Stop, Think and React to Information: Journal Entry*
    - i. What did I learn that I can apply to my classroom?
    - ii. What did I learn that caused me to re-think an assumption, professional practice, classroom strategy, etc.?
3. *Stop, Think and React to Information*
  - a. Behavioral: Analyze Risk Behavior Summary of Survey Data from Building Assistance Team (BAT) Summer Work
  - b. Behavioral: Analyze ACT ENGAGE Student Survey.

4. *Activate and Build Background Knowledge*
  - a. Review *AFHS Root Analysis Process* and consider how it applies to how you respond to student behaviors? (identifying learning barriers)
  - b. *Turn and Talk*
5. *Activate and Build Background Knowledge*
  - a. Review the *Classroom Intervention Planning document and resources*
  - b. Review *expectations and support resources*

## AFHS Classroom Intervention Planning

Prior to the start of 2013-14 the following a classroom behavior intervention plan should be outlined and turned into Tanya before Tuesday, September 3<sup>rd</sup>

### Classroom Behavior Intervention Plan

- c. What behaviors do you need to be prepared to immediately address? (classroom expectations)
  - d. What is your progressive disciplinary plan to address the behavior? (lay out your plan to intervene with students)
  - e. How will you build relationships from the first day of school?
- 

### Professional Reflection Questions:

- What procedures need to be in place to have procedures/activities run effectively?
- What is your plan for slowly infusing the procedures into a norm in the classroom?
- How do you model/practice the procedures with students so they know what it looks like?
- What do you do if you need to address a behavior? (refer to classroom behavioral intervention plan)

### Planning:

1. What classroom procedures/activities do you find students mostly off-task?
  - a. Writing assignment
  - b. Discussion activities
  - c. Partner work
  - d. Etc.
2. What are the expectations when students are conducting these activities?
  - a. **Writing assignment: Process and Procedures (Example)**
    - i. Work quietly for the first three minutes
    - ii. Share out main idea
    - iii. Complete jigsaw to collect additional ideas
    - iv. Build off ideas of others in personal writing for 2 more minutes (insist on quiet and be ready to address the issues if it is not)
      1. One warning and send out of room (call home)
      2. Meet with the student during prep to have a one on one conversation about mutual respect and how you can help him/her be successful: check lexiles and test scores to ensure student's skills
      3. Second warning send out of room *with disciplinary referral*. (call home)
      4. Meet with student during ELT to get work completed from sending the student out
      5. Call guidance and have a meeting with the student and counselor
      6. Send home letter to parent/guardian
      7. Refer to the Building Assistance Team (BAT)
      8. Hold a staffing meeting with student and all teachers
      9. Etc.
    - v. **BUILD STAMINA:** You may only be able to have kids write for one minute for the first couple weeks. Slowly add on time and process as students develop confidence and they begin to understand procedures.
  - b. **Discussion Activities: Process and Procedures (Example)**
    - i. Check board for partners/groups for the day/week

- ii. Get in partners or groups in 10 seconds or less (if they don't get it done, practice it again) send everyone back to their seat and practice, practice, practice
  - iii. Sit quietly and listen for instructions
    - 1. Establish outcomes: What are they supposed to accomplish and how will they show you they accomplished it? (**accountability**)
      - a. Need to write on overhead transparency/white board/document the team's ideas
      - b. Share out ideas with whole class in creative way
  - iv. Spend 2 minutes discussion the topics
  - v. BUILD STAMINA: You may only be able to have kids discuss for one minute for the first couple weeks. Slowly add on time and additional process steps as students develop confidence and they begin to understand procedures and your expectations.
- c. Partner Work: Process and Procedures (Example)**
- i. Respect your partner and their ideas (what does this look like?) Show students how to work/discuss/collaborate with student they may not know/like. Role modeling is important. You can role model this with a student a couple times; maybe the first two or three days so they really know how it works.
    - 1. Building off ideas of others
    - 2. Listening gestures (eye contact, head nods, etc.)
    - 3. Smiling and cordial attitudes
    - 4. Etc.
  - ii. Plan for pulling students back on task; practice it so students know what they need to do and how it looks.

# AFHS Root Analysis

“The most important question in the world is why is the child crying?”

~Alice Walker



## Analysis Objectives:

- Determine what happened
- Determine why it happened
- Figure out what to do to reduce the likelihood that it will happen again

## Step 1:

- ✓ Define the problem
  - What do you see happening?
  - What are the specific symptoms?

## Step 2:

- ✓ Collect Data
  - What evidence do you have that the problem exists?
  - How long as the problem existed?
  - What is the impact of the problem?

## Step 3:

- ✓ Identify Possible Causal Factors
  - What sequence of events leads to the problem?
  - What conditions allow the problem to occur?
  - What other problems surround the occurrence of the central problem?

## Step 4:

- ✓ Identify the Root Cause
  - Why does the causal factor exist?
  - What is the real reason the problem occurred?
  - Look at the Brutal Facts

## Step 5:

- ✓ Recommend and Implement Solutions
  - What can you do to prevent the problem from happening again?
  - How will the solution be implemented?
  - Who will be responsible for it?
  - What are the risks of implementing the solution?

# Student Intervention Plan

Teacher: Christina Patrin

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Course: \_\_\_\_\_  
Parent/Guardian Name: \_\_\_\_\_ Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

## Level I Teacher Interventions: Classroom Environment/Course Preparation and Ongoing

- ✓ Seating Chart beginning of course and changed 1-2 more times during course or as needed.
- ✓ Discuss/Post Classroom Behavioral Expectations & Work Habits at start of course, review as needed
- ✓ Discuss Classroom Procedures in beginning of course, review as needed
- ✓ Build Relationships (teacher/student and student/student). Team building and "Getting to Know You" activities in the beginning of course and periodically throughout (transition between new units).
- ✓ Grouping (intentional and random grouping strategies). Use grouping cards, seasonal buddies and numbering.
- ✓ Parent Letter to be emailed and sent home with student at beginning of course. Regular communication to parents using Skyward Family Access throughout course. Will communicate new unit overview, learning targets and important assessment dates. Provide positive accolades regarding student.
- ✓ Review IEP plans of current students and meet with case managers prior to beginning course. Communicate weekly on student progress.
- ✓ Acknowledge positive student behaviors and successes through notes, email and verbalizing to student.

## Level II Teacher Interventions: Classroom Management (check those applicable)

- Non-verbal warning (eye contact/proximity/hand cue) Date: \_\_\_\_\_
- Verbal Warning Date: \_\_\_\_\_
- Move Student to New Seat Date: \_\_\_\_\_
- Conference w/ Student Date: \_\_\_\_\_
  - After class (no peers present) discuss behavior
  - Root Analysis
  - Checked Lexiles, Test Scores and previous Disciplinary Infractions
  - Student Self-Reflection using Work Habits Rubric
  - Develop Student Action Plan
  - Inform student of next steps:
  - **My Notes:**
- Temporary Removal of Student Participation in Classroom Activity Date: \_\_\_\_\_
  - Hallway "time out"
  - Request for ELT to make up missed instruction as needed
  - Inform student of next steps:
  - **My Notes:**
- Visit Student Outside of Class to Build Relationship/Send Positive Notes Date: \_\_\_\_\_

## Level III Teacher Interventions: Student Support Resources (check those applicable)

- ALAC room "time out", no referral Date: \_\_\_\_\_
  - Followed by conference with student of next steps
  - **My Notes:**
- Parent Contact Date: \_\_\_\_\_
  - Phone call
  - Email
  - **My Notes:**
- Guidance/Case Manager Contact Date: \_\_\_\_\_
  - **My Notes:**
- Principal Contact (INFORMAL email/call/conversation) Date: \_\_\_\_\_

## Level IV Teacher Interventions: Control Release (check those applicable)

- ALAC/Disciplinary Referral (print and attach to student intervention plan) Date: \_\_\_\_\_
- BAT Referral (print and attach to student intervention plan) Date: \_\_\_\_\_
- Parent Contact Date: \_\_\_\_\_
  - **My Notes:**
- Parent/Student/Staff/Admin. Meeting Date: \_\_\_\_\_



# AFHS Root Analysis

“The most important question in the world is why is the child crying?”

~Alice Walker

## Analysis Objectives:

- Determine what happened
- Determine why it happened
- Figure out what to do to reduce the likelihood that it will happen again

## Step 1:

- ✓ Define the problem
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## Step 2:

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  - What evidence do you have that the problem exists?
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- ✓ Identify the Root Cause
  - Why does the causal factor exist?
  - What is the real reason the problem occurred?
  - Look at the Brutal Facts

## Step 5:

- ✓ Recommend and Implement Solutions
  - What can you do to prevent the problem from happening again?
  - How will the solution be implemented?
  - Who will be responsible for it?
  - What are the risks of implementing the solution?

# **EXAMPLE CAMP FOR MILITARY YOUTH**

# Military Kids University



June 13-15

University of Wisconsin-Madison

Ages 8-18



Parent or Guardian will accompany/participate in camp with their child.  
Youth with a parent/guardian/sibling in the military are eligible to participate.

**\$20 Registration Fee**

**Limited to 25 children (plus adult) (First received first registered basis)**

Are you interested in Science or Arts?  
Create inspiring memories at UW-Madison while you experience fun college classes led by top UW faculty and staff. Military Kids University camp offers you the chance to learn about something new while creating lasting memories and strengthening the bond between you and your child.



Experience science by exploring the unknown with hands-on exploration! Create a masterpiece by telling your own story through art! This camp is open to all branches of the military. You can find more information and registration forms at <http://fyi.uwex.edu/wiomk>.

Contact Jackie Mastny with questions at:  
[jackie.mastny@ces.uwex.edu](mailto:jackie.mastny@ces.uwex.edu) or 608-213-6490

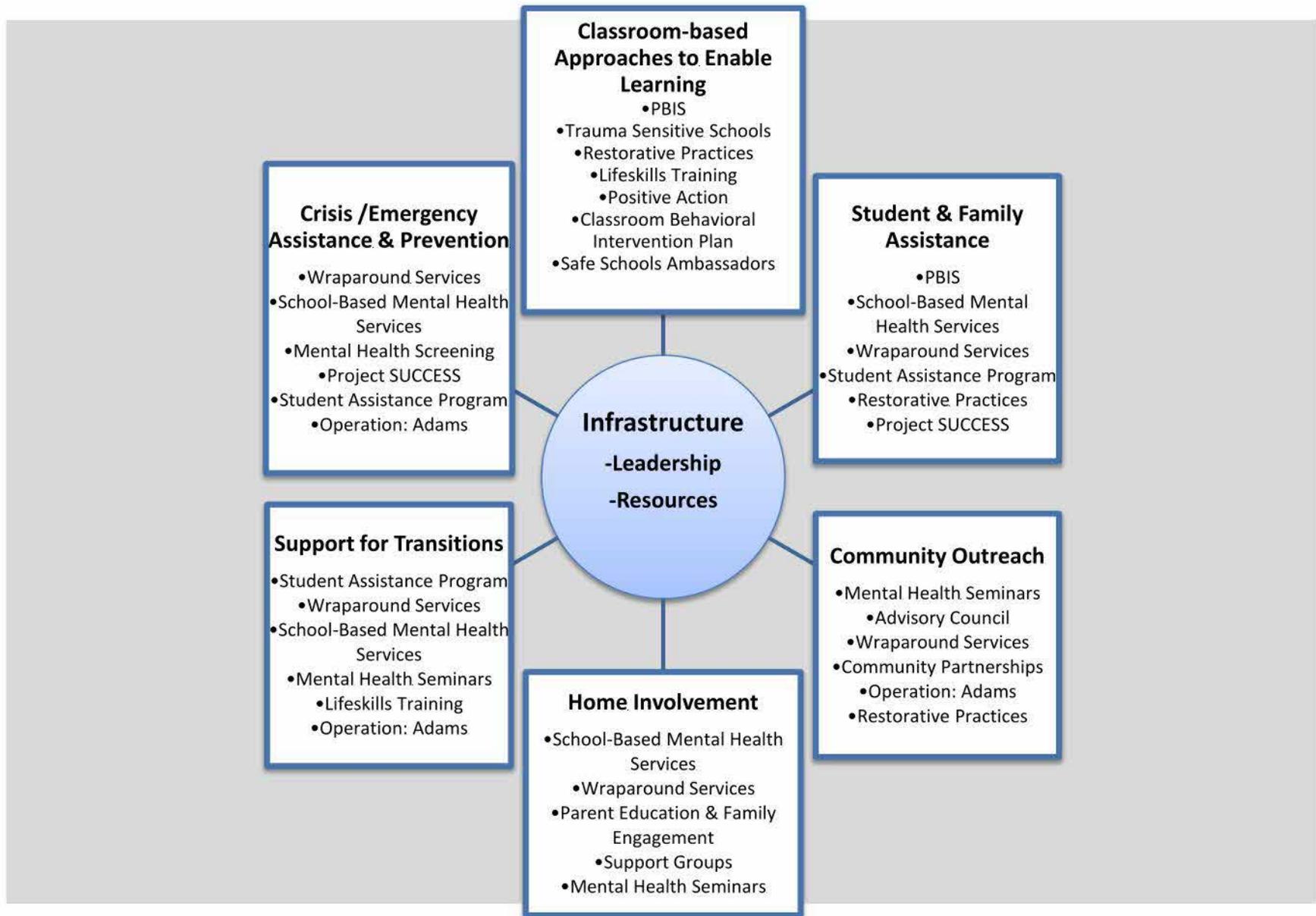
This 2014 Department of Defense Deployment Support Camp is funded through a partnership of the Department of Defense, Office of the Secretary of Defense, Military Community & Family Policy, Office of Family Policy/Children and Youth and the U. S. Department of Agriculture, National Institute of Food and Agriculture under Kansas State University special project number 2010-48713- 21882..

The University of Wisconsin-Madison Biotechnology Center is a co-sponsor of OMK U Camp.

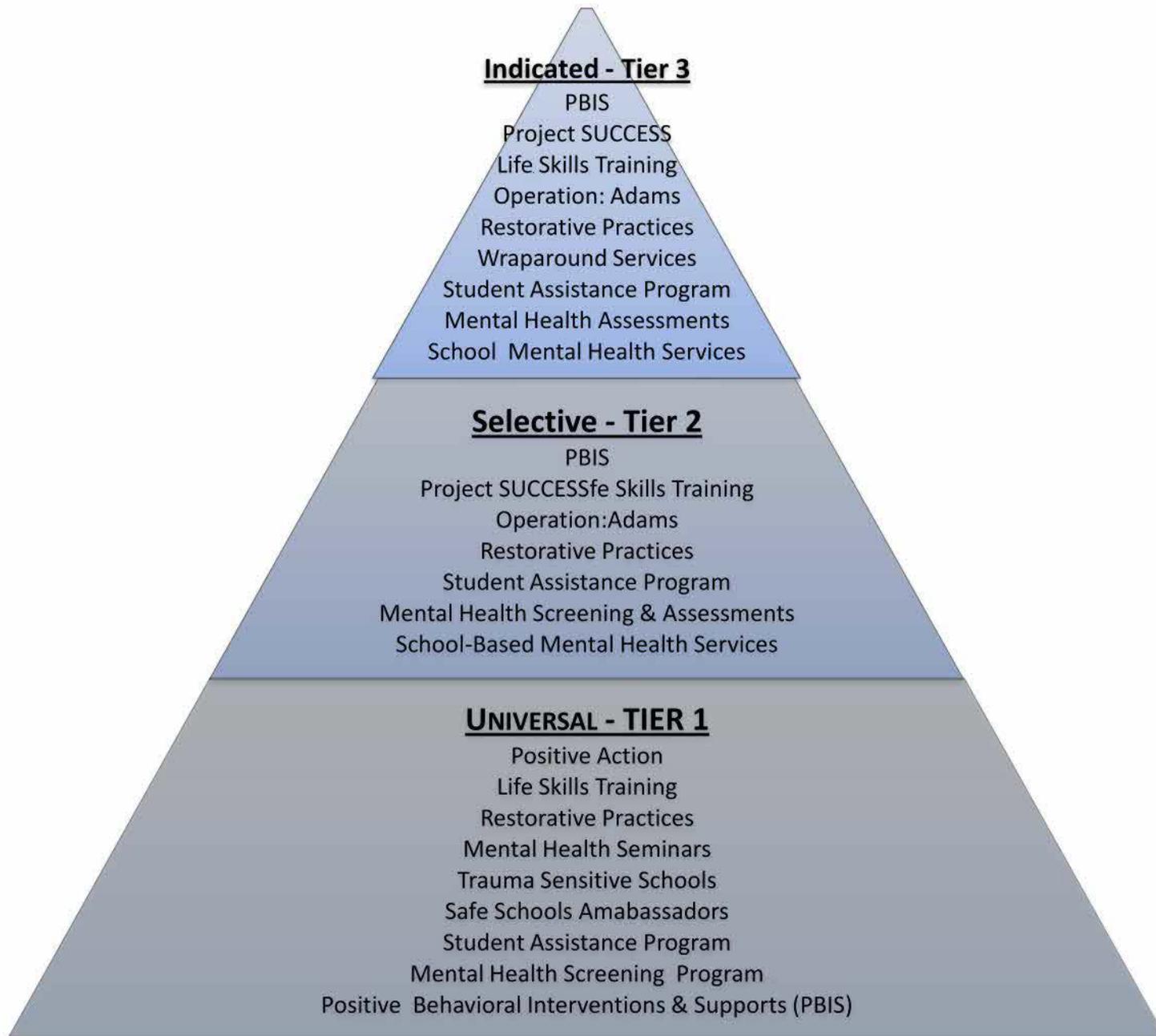
"An EEO/AA employer, University of Wisconsin Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements. Please make requests for reasonable accommodations to ensure equal access to educational programs as early as possible preceding the scheduled program, service or activity."

PR/Award # S215E140434

**GRAPH 1 &  
GRAPH 3  
ENABLING  
COMPONENT &  
PREVENTION  
FRAMEWORK**



**Graph 3: Six Clusters of Enabling Component with Corresponding Project Programs & Services**



**Graph 1: Prevention Framework with Continuum of Programs and Services**

# **POSITIVE ACTION INFORMATION**

## **Name of Program/Strategy: Positive Action**

### **Report Contents**

1. Overview and description
  2. Implementation considerations (if available)
  3. Descriptive information
  4. Outcomes
  5. Cost effectiveness report (Washington State Institute of Public Policy – if available)
  6. Washington State results (from Performance Based Prevention System (PBPS) – if available)
  7. Who is using this program/strategy
  8. Study populations
  9. Quality of studies
  10. Readiness for Dissemination
  11. Costs (if available)
  12. Contacts for more information
- 

### **1. Overview and description**

Positive Action is an integrated and comprehensive program that is designed to improve academic achievement; school attendance; and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior. It is also designed to improve parent-child bonding, family cohesion, and family conflict. Positive Action has materials for schools, homes, and community agencies. All materials are based on the same unifying broad concept (one feels good about oneself when taking positive actions) with six explanatory sub-concepts (positive actions for the physical, intellectual, social, and emotional areas) that elaborate on the overall theme. The program components include grade-specific curriculum kits for kindergarten through 12th grade, drug education kits, a conflict resolution kit, site-wide climate development kits for elementary and secondary school levels, a counselor's kit, a family kit, and a community kit. All the components and their parts can be used separately or in any combination and are designed to reinforce and support one another.

### **2. Implementation considerations (if available)**

# ***Excellence in Prevention*** – descriptions of the prevention programs and strategies with the greatest evidence of success

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## **3. Descriptive Information**

|                             |  |
|-----------------------------|--|
| <b>Areas of Interest</b>    | Mental health promotion<br>Substance abuse prevention  |
| <b>Outcomes</b>             | 1: Academic achievement<br>2: Problem behaviors (violence, substance use, disciplinary referrals, and suspensions)<br>3: School absenteeism<br>4: Family functioning             |
| <b>Outcome Categories</b>   | Alcohol<br>Crime/delinquency<br>Drugs<br>Education<br>Family/relationships<br>Social functioning<br>Tobacco<br>Violence  |
| <b>Ages</b>                 | 6-12 (Childhood)<br>13-17 (Adolescent)<br>18-25 (Young adult)<br>26-55 (Adult)   |
| <b>Genders</b>              | Male<br>Female   |
| <b>Races/Ethnicities</b>    | American Indian or Alaska Native<br>Asian<br>Black or African American<br>Hispanic or Latino<br>Native Hawaiian or other Pacific Islander<br>White<br>Race/ethnicity unspecified |
| <b>Settings</b>             | School   |
| <b>Geographic Locations</b> | Urban<br>Suburban  |

2

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***Excellence in Prevention*** is a project of Oregon Addiction and Mental Health Services and Washington Division of Behavioral Health and Recovery. Information is drawn from many sources, including the National Registry for Effective Prevention Programs (NREPP), sponsored by the Center for Substance Abuse Prevention.

# ***Excellence in Prevention*** – descriptions of the prevention programs and strategies with the greatest evidence of success

|                                  |  |
|----------------------------------|--|
|                                  | Rural and/or frontier<br>Tribal  |
| <b>Implementation History</b>    | Positive Action, Inc., was founded by Dr. Carol Gerber Allred in Twin Falls, Idaho, in 1982. Since then, the company's program has served approximately 5 million individuals in more than 15,000 settings. Positive Action has been implemented in urban, suburban, and rural areas with a wide variety of ethnic, cultural, and socioeconomic groups. Since 1983, Positive Action has been used in all 50 States; internationally; and in various contexts, including 15,000 schools/districts and school-related sites (such as alternative schools, detention centers, and before- and after-school programs), mental health centers, adult and juvenile courts, welfare and other social services, probation and corrections, businesses, family services, law enforcement, affordable housing, and others. The duration of implementation has varied, with some customers having used the program for as long as 17 years. |
| <b>NIH Funding/CER Studies</b>   | Partially/fully funded by National Institutes of Health: Yes<br>Evaluated in comparative effectiveness research studies: No  |
| <b>Adaptations</b>               | Positive Action currently offers a Spanish-language version of most of the grade-level drug education kits (including kindergarten through 4th grade, 7th and 8th grade, and middle school kits), the Family Kit, and the Conflict Resolution Kit.   |
| <b>Adverse Effects</b>           | No adverse effects, concerns, or unintended consequences were identified by the applicant.   |
| <b>IOM Prevention Categories</b> | Universal<br>Selective<br>Indicated  |

## **4. Outcomes**

### **Outcome 1: Academic achievement**

|                                |   |
|--------------------------------|---|
| <b>Description of Measures</b> | Academic achievement was measured using several standardized instruments: the Hawaii Content and Performance Standards (HCPS) test, Florida Reading Test (FRT), Florida Comprehensive Assessment Test (FCAT; 4th grade), Norm Referenced Tests (NRT) of reading and math (8th grade), Florida Writes Test, High School Competency Test (HSCT) of communication, and |
|--------------------------------|---|

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|                                   |   |
|-----------------------------------|---|
|                                   | mathematics, Scholastic Aptitude Test (SAT), American College Testing (ACT) test, and TerraNova Comprehensive Test of Basic Skills.   |
| <b>Key Findings</b>               | <p>Over 4 academic years, intervention schools had higher rates of math proficiency (26%) than did control schools (21%), a difference that represents a small effect size (Cohen's <math>d = 0.34</math>).</p> <p>Over 4 academic years, intervention schools had higher rates of reading proficiency (52%) than did control schools (44%), a difference that represents a medium effect size (Cohen's <math>d = 0.73</math>).</p> <p>Another evaluation reported that elementary schools that implemented Positive Action produced average FRT scores that were 40% higher than all other schools and 45% higher than comparable schools with students of similar socioeconomic status.</p> <p>Middle schools with relatively high enrollment from elementary schools that received Positive Action ("PA primary schools") produced higher average standardized test scores in math and reading than comparable schools with relatively low enrollment from PA primary schools. Improvement in average test scores ranged from 10.8% to 20.6%, depending on the subject matter and the percentage of enrollees from PA primary schools.</p> <p>High schools with relatively high enrollment from PA primary schools reported 11% higher average scores on the Florida Writes Test and 10% higher average SAT scores than high schools with relatively low enrollment from PA primary schools. Similar results were observed for the percentages of students who passed the communication section of the HSCT.</p> <p>Two additional evaluations reported improvements in elementary schools participating in Positive Action as measured by State achievement tests in Hawaii and Nevada, respectively. Hawaii scores in math and reading improved an average of 52%, while Nevada scores on math, reading, and language improved by an average of 16%.</p> |
| <b>Studies Measuring Outcome</b>  | Study 1, Study 3, Study 4, Study 5  |
| <b>Study Designs</b>              | Experimental, Quasi-experimental  |
| <b>Quality of Research Rating</b> | 2.8 (0.0-4.0 scale).  |

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## **Outcome 2: Problem behaviors (violence, substance use, disciplinary referrals, and suspensions)**

|                                       |   |
|---------------------------------------|---|
| <p><b>Description of Measures</b></p> | <p>Problem behavior was measured by self-reported substance use, violence, and sexual behavior (for grades 5 and above); school records of disciplinary referrals, suspensions, and incidents related to violence, disobedience, sexual behavior, crime, and use of alcohol, tobacco, and other drugs; and school records of incident reports of student-to-student and student-to-staff violence and weapons possession. In one study, measures also included school records of felonies, misdemeanors, school suspensions, and violations of department and school rules.</p>   |
| <p><b>Key Findings</b></p>            | <p>In one study, students from intervention schools were 30% less likely to have used alcohol, 78% less likely to have been drunk, and 100% less likely to have tried an illegal drug than students enrolled in primary schools without the intervention.</p> <p>One study found a 61% reduction in the occurrence of any violent behavior among boys in intervention schools compared with those in primary schools without the intervention (<math>p = .001</math>). No statistically significant reduction of violent behavior was observed among girls, but the rate of any reported violence by girls in grade 5 was very low.</p> <p>In intervention schools, 0.74% of boys reported voluntary sexual behavior, compared with 4.55% of boys at primary schools without Positive Action.</p> <p>Over one school year, schools participating in Positive Action reported a suspension rate of 1.63 per 1,000 compared with 6.2 per 1,000 for control schools. Three years earlier, the two groups of schools respectively reported suspension rates of 1.36 and 1.46 per 1,000. The effect size was medium for this measure (Cohen's <math>d = 0.63</math>).</p> <p>Middle schools with relatively high enrollment from PA primary schools had 52%-71% lower rates of problem behaviors such as drug use, violence, "disrespectful, disobedient, and, disorderly behaviors," and property crime, compared with middle schools with relatively low enrollment from PA primary schools.</p> <p>High schools with medium enrollment from PA primary schools had 17%-50% fewer problem behaviors, including substance use, violence, sexual behavior, falsifying records, and suspensions, than did high schools with relatively low enrollment from PA</p> |

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|                                   |  |
|-----------------------------------|--|
|                                   | <p>primary schools. High schools with high enrollment from PA primary schools had 25%-63% fewer of these problem behaviors than did schools with low enrollment from these primary schools.</p> <p>Rates of violence, including felonies, misdemeanors, and rule violations, among PA primary schools in Hawaii were 51%-79% lower than rates in comparable schools. Rates of student-to-student and student-to-staff violence in Nevada's Positive Action schools were respectively 87%-100% lower than the rates among comparable schools in Nevada.</p> |
| <b>Studies Measuring Outcome</b>  | Study 1, Study 3, Study 4, Study 5   |
| <b>Study Designs</b>              | Experimental, Quasi-experimental   |
| <b>Quality of Research Rating</b> | 2.4 (0.0-4.0 scale)  |

### **Outcome 3: School absenteeism**

|                                   |   |
|-----------------------------------|---|
| <b>Description of Measures</b>    | School-wide attendance was assessed using multiple measures: average daily absences, number of students absent during the school year, number of days absent (> 21 days) during the school year, average number of days absent, and absenteeism rate.   |
| <b>Key Findings</b>               | <p>Four studies examined change in attendance in schools that used Positive Action. In one study, average per student daily absences in Positive Action schools decreased over 4 years while other schools maintained stable rates of daily absence, with students averaging 9.8 days absent in intervention schools versus 11 days absent in control schools during the 4th year of the study. This result represents a medium effect size (Cohen's <math>d = 0.55</math>). Three other studies did not find statistically significant differences in absenteeism between students in PA primary schools and other elementary schools.</p> <p>In other analyses, middle schools with relatively high enrollment from PA primary schools had 75% less absenteeism than middle schools with relatively low enrollment from PA primary schools. Similarly, high schools with relatively high enrollment from PA primary schools had 8% less absenteeism than high schools with relatively low enrollment from PA primary schools.</p> |
| <b>Studies Measuring Outcome</b>  | Study 1, Study 3, Study 4, Study 5  |
| <b>Study Designs</b>              | Experimental, Quasi-experimental  |
| <b>Quality of Research Rating</b> | 2.5 (0.0-4.0 scale)   |

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## **Outcome 4: Family relationships**

|                                   |  |
|-----------------------------------|--|
| <b>Description of Measures</b>    | Family functioning was measured using 16 self-report items that assessed family conflict, family cohesion, and quality of parent-child bonding. The items were administered at pretest and posttest.   |
| <b>Key Findings</b>               | When compared with control families, families that received the Positive Action curriculum had more improved family functioning in all three areas. Effect sizes were small for family conflict (Cohen's $d = 0.36$ ), small for family cohesion (Cohen's $d = 0.34$ ), and medium for parent-child bonding (Cohen's $d = 0.59$ ). |
| <b>Studies Measuring Outcome</b>  | Study 2  |
| <b>Study Designs</b>              | Experimental   |
| <b>Quality of Research Rating</b> | 2.2 (0.0-4.0 scale)  |

5. **Cost effectiveness report** (Washington State Institute of Public Policy – if available)
6. **Washington State results** (from Performance Based Prevention System (PBPS) – if available)
7. **Where is this program/strategy being used (if available)?**

| <b>Washington Counties</b> | <b>Oregon Counties</b> |
|----------------------------|------------------------|
| Spokane                    |                        |

## **8. Study Populations**

The studies reviewed for this intervention included the following populations, as reported by the study authors.

| <b>Study</b>   | <b>Age</b>       | <b>Gender</b>          | <b>Race/Ethnicity</b>   |
|----------------|------------------|------------------------|---|
| <b>Study 1</b> | 6-12 (Childhood) | 50% Female<br>50% Male | 55.8% Native Hawaiian or other Pacific Islander<br>16.1% Race/ethnicity unspecified<br>13.4% White<br>10.7% Asian |

7.

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|                |  |                        |   |
|----------------|--|------------------------|---|
|                |  |                        | 2.2% Hispanic or Latino<br>1.3% Black or African American<br>0.5% American Indian or Alaska Native            |
| <b>Study 2</b> | 6-12 (Childhood)<br>13-17 (Adolescent)<br>18-25 (Young adult)<br>26-55 (Adult) | 50% Female<br>50% Male | Data not reported/available   |
| <b>Study 3</b> | 6-12 (Childhood)   | 50% Female<br>50% Male | 55.3% White<br>22.3% Black or African American<br>18.3% Hispanic or Latino<br>4.1% Race/ethnicity unspecified |
| <b>Study 4</b> | 6-12 (Childhood)   | 50% Female<br>50% Male | 54.9% Native Hawaiian or other Pacific Islander<br>32.3% Race/ethnicity unspecified<br>12.8% White            |
| <b>Study 5</b> | 6-12 (Childhood)   | 50% Female<br>50% Male | 53.6% White<br>22.9% Hispanic or Latino<br>18% Black or African American<br>5.5% Race/ethnicity unspecified   |

**9. Quality of Research**

The documents below were reviewed for Quality of Research. Other materials may be available. For more information, contact the developer(s).

**Study 1**

Flay, B., Acock, A., Vuchinich, S., & Beets, M. (2005). Progress report of the randomized trial of Positive Action in Hawai'i: End of third year of intervention (spring 2005). Unpublished manuscript, Oregon State University, Corvallis.

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## **Study 2**

Flay, B., & Slagel, M. (2006). The Positive Action family program: A pilot randomized trial. Unpublished manuscript.

## **Study 3**

Flay, B. R., & Allred, C. G. (2003). Long-term effects of the Positive Action program. *American Journal of Health Behavior*, 27(Suppl. 1), S6-S21.

## **Study 4**

Flay, B. R., Allred, C. G., & Ordway, N. (2001). Effects of the Positive Action program on achievement and discipline: Two matched-control comparisons. *Prevention Science*, 2(2), 71-89.

## **Study 5**

Flay, B. R., Allred, C. G., & Ordway, N. (2001). Effects of the Positive Action program on achievement and discipline: Two matched-control comparisons. *Prevention Science*, 2(2), 71-89.

## **Supplementary Materials**

Description of Positive Action evaluation instruments

Positive Action, Inc. Levels of implementation plans. (2004). Twin Falls, ID: Author.

## **Quality of Research Ratings by Criteria (0.0-4.0 scale)**

External reviewers independently evaluate the Quality of Research for an intervention's reported results using six criteria:

1. Reliability of measures
2. Validity of measures
3. Intervention fidelity
4. Missing data and attrition
5. Potential confounding variables
6. Appropriateness of analysis

For more information about these criteria and the meaning of the ratings, see [Quality of Research](#).

| Outcome  | Reliability of Measures | Validity of Measures | Fidelity | Missing Data/Attrition | Confounding Variables | Data Analysis | Overall Rating |
|--|-------------------------|----------------------|----------|------------------------|-----------------------|---------------|----------------|
| <b>1: Academic achievement</b>   | 3.3                     | 3.3                  | 1.5      | 2.5                    | 2.7                   | 3.4           | <b>2.8</b>     |
| <b>2: Problem behaviors (violence, substance use, disciplinary referrals, and suspensions)</b> | 2.1                     | 2.2                  | 1.5      | 2.5                    | 2.7                   | 3.5           | <b>2.4</b>     |

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|                              |     |     |     |     |     |     |            |
|------------------------------|-----|-----|-----|-----|-----|-----|------------|
| <b>3: School absenteeism</b> | 2.5 | 2.5 | 1.3 | 2.5 | 2.7 | 3.5 | <b>2.5</b> |
| <b>4: Family functioning</b> | 2.5 | 2.0 | 0.0 | 3.0 | 3.0 | 2.5 | <b>2.2</b> |

## **Study Strengths**

The researchers used appropriate matching variables when making comparisons between schools, and they demonstrated the equivalence of intervention and control schools. The authors also did an exemplary job of matching schools and attending to differences in feeder school rates in the analysis of middle and high school data in one study. The authors used strong analytic techniques.

## **Study Weaknesses**

Schools were not randomly assigned to the intervention in some of the studies. In one study, the data from one sample were retrospective, and extraneous variables may have affected the outcomes. Some of the data presented (e.g., disciplinary referrals, incidents of violence) were based on administrative records, which are often unreliable and inconsistent from school to school.

## **10. Readiness for Dissemination**

The documents below were reviewed for Readiness for Dissemination. Other materials may be available. For more information, contact the developer(s).

### **Dissemination Materials**

Kits:

- Positive Action counselor's kit [includes manual, posters, manipulatives, and materials for six individuals]. (1998). Twin Falls, ID: Positive Action, Inc.
- Positive Action elementary climate development kit [includes leader's manual, music, posters, support staff and parent's manuals, calendars, tokens, stickers, balloons, ICU Box, words-of-the-week cards, "positive notes" note cards, and notepads]. (1989). Twin Falls, ID: Positive Action, Inc.
- Positive Action elementary orientation training workshop kit [includes manual and materials for 25 individuals]. (2004). Twin Falls, ID: Positive Action, Inc.
- Positive Action family classes instructor's kit [includes manuals and posters]. (2006). Twin Falls, ID: Positive Action, Inc.
- Positive Action family kit [includes manual, posters, music, manipulatives, and materials for six individuals]. (1995). Twin Falls, ID: Positive Action, Inc.
- Positive Action grade 7 instructor's kit [includes teacher manual, posters, music, manipulatives, and materials for 30 students]. (2007). Twin Falls, ID: Positive Action, Inc.
- Positive Action grade 2 instructor's kit [includes teacher manual, posters, music, manipulatives, and materials for 30 students]. (2007). Twin Falls, ID: Positive Action, Inc.

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- Positive Action high school kit II: "Lives on the line" play instructor's kit [includes teacher manual, posters, music, manipulatives, and materials for 30 students]. (2007). Twin Falls, ID: Positive Action, Inc.

### Manuals:

- Positive Action community manual. (2004). Twin Falls, ID: Positive Action, Inc.
- Positive Action conflict resolution manual. (2000). Twin Falls, ID: Positive Action, Inc.
- Positive Action grade 8 teacher's manual. (1990). Twin Falls, ID: Positive Action, Inc.
- Positive Action grade 5 drug education supplement teacher's manual. (1990). Twin Falls, ID: Positive Action, Inc.
- Positive Action grade 5 teacher's manual. (1982). Twin Falls, ID: Positive Action, Inc.
- Positive Action grade 4 teacher's manual. (2006). Twin Falls, ID: Positive Action, Inc.
- Positive Action grade 1 teacher's manual. (1982). Twin Falls, ID: Positive Action, Inc.
- Positive Action grade 6 teacher's manual. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action grade 3 teacher's manual. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action high school orientation training workshop manual. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action kindergarten teacher's manual. (1986). Twin Falls, ID: Positive Action, Inc.
- Positive Action media training workshop manual. (2001). Twin Falls, ID: Positive Action, Inc.
- Positive Action middle school drug education supplement teacher's manual. (1990). Twin Falls, ID: Positive Action, Inc.
- Positive Action middle school orientation training workshop manual. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action ongoing training workshop manual. (2004). Twin Falls, ID: Positive Action, Inc.
- Positive Action secondary climate development manual. (2000). Twin Falls, ID: Positive Action, Inc. Other materials:
- Positive Action academic standards alignment, California, grade 5. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action academic standards alignment, California, grade 4. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action academic standards alignment, grades 7 and 8 [CD-ROM]. (2005). Twin Falls, ID: Positive Action, Inc.

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- Positive Action academic standards alignment, Hawaii, grade 5. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action academic standards alignment, Hawaii, grade 4. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action academic standards alignment, Illinois, grade 5. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action academic standards alignment, Illinois, grade 4. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action evaluation services. (2007). Twin Falls, ID: Positive Action, Inc.
- Positive Action grade 4 instructor's kit training CD [CD-ROM]. (2005). Twin Falls, ID: Positive Action, Inc.
- Positive Action Materials Catalog

## **Readiness for Dissemination Ratings by Criteria (0.0-4.0 scale)**

External reviewers independently evaluate the intervention's Readiness for Dissemination using three criteria:

1. Availability of implementation materials
2. Availability of training and support resources
3. Availability of quality assurance procedures

For more information about these criteria and the meaning of the ratings, see Readiness for Dissemination.

| <b>Implementation Materials</b> | <b>Training and Support Resources</b> | <b>Quality Assurance Procedures</b> | <b>Overall Rating</b> |
|---------------------------------|---------------------------------------|-------------------------------------|-----------------------|
| 4.0                             | 4.0                                   | 4.0                                 | <b>4.0</b>            |

## **Dissemination Strengths**

Implementation materials are very detailed and include everything a potential user would need to implement the program. The program implementation plan includes sample 3-year plans along with key questions to guide the implementation planning process. The Family Kit is a very valuable component, with structured materials and activities that support and extend the school-based program. A wide variety of both initial and ongoing training and support is available to users. All the material focuses substantially on implementation fidelity, and a comprehensive evaluation guidebook is provided to directly support quality assurance.

## **Dissemination Weaknesses**

No weaknesses were identified by reviewers.

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### **11. Costs**

The information below was provided by the developer and may have changed since the time of review. For detailed information on implementation costs (e.g., staffing, space, equipment, materials shipping and handling), contact the developer.

| <b>Item Description</b>  | <b>Cost</b>  | <b>Required by Program Developer</b> |
|--|--|--------------------------------------|
| Instructor kits: Pre-K through grade 12 kits, Grade 5 Drug Education Supplement Kit, Middle School Drug Education Supplement Kit, Bullying Supplement Kit (elementary or secondary)                                    | \$250-\$460 each   | Yes                                  |
| Additional component kits: Climate Development Kit (elementary or secondary), Conflict Resolution Kit, Counselor's Kit, Family Kit, Family Classes Instructor's Kit, Parenting Classes Instructor's Kit, Community Kit | \$85-\$1,450 each  | No                                   |
| 1- to 5-day, on-site orientation, ongoing/refresher training, training of trainers, or professional development training   | \$2,000 per site per day plus \$1,000 per travel day and travel expenses       | No                                   |
| Off-site training (at another site's training).  | \$250 per participant per day  | No                                   |
| Webinar training   | \$250 per hour per site  | No                                   |
| Self-training kit  | \$250 each   | No                                   |
| Implementation design and monitoring consultation  | \$300 per hour   | No                                   |
| Evaluation services consultation   | \$400 per hour   | No                                   |
| Readiness consultation   | \$300 per hour   | No                                   |
| Professional development consultation  | \$300 per hour   | No                                   |
| Other consultation   | \$300 per hour   | No                                   |
| Implementation monitoring surveys (teachers complete 10-minute reports at end of each  | Free to download/print from Website, then administer and analyze the data, OR, | No                                   |

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|   |  |    |
|---|--|----|
| unit)   | \$250 per teacher for online administration, with data analysis completed by Positive Action evaluator   |    |
| Progress monitoring surveys (students report on use of Positive Action skills or teachers rate students)              | Free to download/print from Website, then administer and analyze the data, OR, \$2.50 per student for online administration, with data analysis completed by Positive Action evaluator | No |
| Outcome monitoring surveys (pre- and posttest surveys of students on effects of Positive Action on student behaviors) | Free to download/print from Website, then administer and analyze the data, OR, \$5 per student for online administration, with data analysis completed by Positive Action evaluator    | No |
| Process surveys (end-of-year teacher survey)  | Free to download/print from Website, then administer and analyze the data, OR, \$250 per teacher for online administration, with data analysis completed by Positive Action evaluator  | No |
| Professional development kit  | \$350 each   | No |

### **12. Contacts**

#### **For information on implementation:**

Keri Metzger  
 (800) 345-2974 ext 100  
 keri@positiveaction.net

#### **For information on research:**

Carol Gerber Allred, Ph.D.  
 (208) 733-1328  
 carol@positiveaction.net

**Learn More by Visiting:** <http://www.positiveaction.net>

# **LIFESKILLS TRAINING INFORMATION**

## BRIEF PROGRAM DESCRIPTION

Botvin *LifeSkills Training* (LST) is a proven, highly effective substance-abuse prevention and competency enhancement program designed to focus primarily on the major social and psychological factors promoting substance use/abuse. LST increases students' knowledge of the immediate consequences of substance use while providing necessary skills to resist social (peer) pressures and reduce psychosocial motivation to smoke, drink, and use drugs.

## SPECIFIC OUTCOMES

- Reduced tobacco, alcohol, and marijuana use by 60 – 80%
- Cut methamphetamine use by 68%
- Cut polydrug use by 66%
- Cut verbal/physical aggression and fighting by 30 - 40%
- Cut delinquency by 40%

## AUDIENCE CHARACTERISTICS

**Age Range:** Youth ages 8 – 18

**Grade:** Grades 3 – 12

**Gender:** Both Male and Female

## PROGRAM DETAILS

**Type of Program:** Prevention

**Audience Size:** 5 - 30

**# of Lessons:** Elementary Level 1 (8), Elementary Level 2 (8), Elementary Level 3 (8), Middle School Level 1 (15), Middle School Level 2 (10), Middle School Level 3 (5), High School (10), Transitions (6)

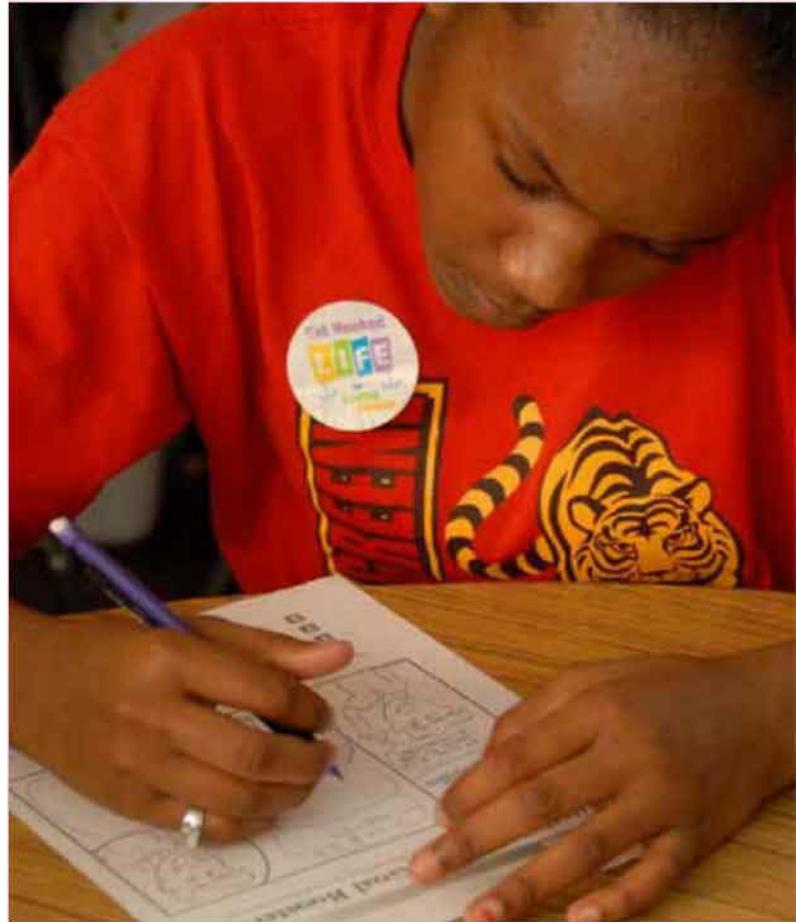
**Length of Sessions:** 30 – 45 minutes

**Duration of Implementation:** Varies depending on level of program and frequency of lessons taught each week. A minimum of one lesson per week.

**Training:** Preferred

## HOW IT WORKS

The Botvin *LifeSkills Training* (LST) elementary school curriculum runs for 8 class sessions, each 30 to 45 minutes long. The middle school (or junior high) curriculum is intended to run for fifteen 45-minute class periods (Level 1). Booster intervention levels have been developed and are intended to be taught over 10 class periods (Level 2) in the second year and 5 class periods (Level 3) in the third year. The booster sessions provide additional skill development and opportunities to practice in key areas. This means the initial program should be implemented with sixth through eighth grade students, followed by booster sessions during the next 2 years.



Optional violence prevention units can be implemented for each year of the program, extending the overall number of class sessions. The LST high school curriculum (grade 9 or 10) runs for 10 class sessions, each 40 to 45 minutes long, and the LST Transitions program (Grade 11 or 12) runs for 6 class sessions. All programs can either be taught intensively (consecutively every day or two to three times a week) until the program is complete or they can be taught on a more extended schedule (once a week). Both formats have proven to be equally effective

## IMPLEMENTATION ESSENTIALS

To replicate with fidelity, programs must:

- Teach the full scope and sequence of the LST curriculum
- Teach at least one time per week for consecutive weeks until all units are taught
- Use interactive teaching strategies

## MATERIALS AND TRAINING

There are four basic Botvin *LifeSkills Training* (LST) curricula: one for elementary schools, one for middle/junior high schools and two for high school-aged students. A complete set for each level (Elementary, Middle school, High School, and Transitions) includes 1 teacher's manual and 30 student guides.

### *Required Program Materials*

- Elementary School Level 1 - \$235
  - Elementary School Level 2 - \$235
  - Elementary School Level 3 - \$235
  - Middle School Level 1 - \$275
  - Middle School Level 2 - \$225
  - Middle School Level 3 - \$175
  - High School - \$265
  - Transitions - \$265
- (Elementary and Middle School levels are also available in Spanish)

### *Additional Student Guides*

- Elementary School (Level 1/2/3) \$50 per pack of 10
- Middle School Level 1 - \$60 per pack of 10
- Middle School Level 2 - \$50 per pack of 10
- Middle School Level 3 - \$40 per pack of 10
- High School - \$60 per pack of 10
- Transitions - \$60 per pack of 10

### *Optional Program Materials*

- Smoking and Biofeedback DVD (MS Level 1) - \$20
- Stress Management Techniques audio CD (MS Level 1) - \$10
- Elementary School CD ROM 1 - \$49.95
- Elementary School CD ROM 2 - \$49.95
- Companion Website (MS, HS, Transitions) – FREE

### *Training (Preferred)*

Implementation training is preferred and offered free of charge to VFHY grantees by VFHY staff.

## PROGRAM CONTACT

*For training and program information, contact:*

Ursalin Murray  
National Health Promotion Associates  
711 Westchester Avenue  
White Plains, NY 10604  
(800) 293-4969  
Fax: (914) 421-2007  
E-mail: [umurray@nhpamail.com](mailto:umurray@nhpamail.com)

*For materials information, contact:*

Craig Zettle  
Princeton Health Press  
711 Westchester Avenue  
White Plains, NY 10604  
Phone: (914)-421-2525  
Fax: (914) 421-0521  
E-mail: [lstinfo@nhpamail.com](mailto:lstinfo@nhpamail.com)

## ADDITIONAL INFORMATION

Website: <http://www.lifeskillstraining.com>

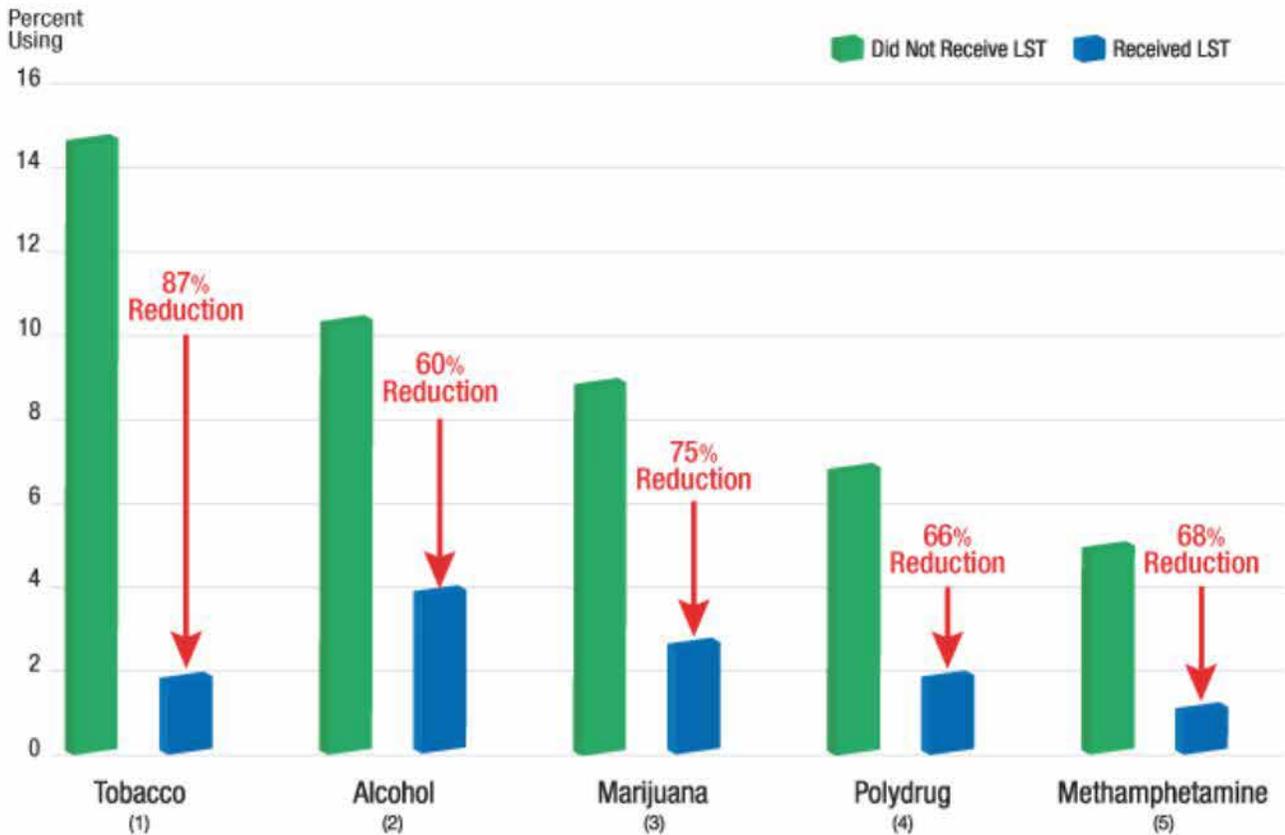
Program Information Worksheet

SAMHSA's National Registry of Evidence –based Program & Practices (NREPP) Review Documents

## Botvine Lifeskills Training Program Resource Fact Sheet

### Botvin *LifeSkills Training*: Top-Rated Substance Abuse Prevention Program

Botvin *LifeSkills Training* is a groundbreaking substance abuse prevention program based on more than 30 years of **peer reviewed** scientific research. *LifeSkills Training* now holds the distinction of being the top research-based substance abuse prevention program in the country.



**Sources:** (1) Journal of Behavioral Medicine (1983), (2) Journal of Studies on Alcohol (1984), (3) Journal of Consulting and Clinical Psychology (1990), (4) Journal of the American Medical Association (1995), and (5) Archives of Pediatric & Adolescent Medicine (2006). Please contact us for more information on these and other studies.

#### Effectiveness:

- ✘ Cuts tobacco use by 87%
- ✘ Cuts alcohol use by 60%
- ✘ Cuts marijuana use by 75%
- ✘ Cuts methamphetamine use by 68%
- ✘ Cuts polydrug use by 66%
- ✘ Reduces Pack-a-Day Smoking by 25%
- ✘ Decreases Use of Inhalants, Narcotics and Hallucinogens

- ❖ Reduces Violence
- ❖ Reduces risky driving behavior
- ❖ Demonstrates Effects on HIV Risk Behavior

### **Duration of Effects**

Up to 12 years.

### **Populations**

Tested on White, African-American, and Latino Youth

### **Target Age**

Upper Elementary School: Grades 3-6

Middle School: Grades 6-9

High School: Grades 9 or 10

### **Program Length**

Elementary School Program: 24 class sessions

Middle School Program: 30 class sessions

High School Program: 10 class sessions

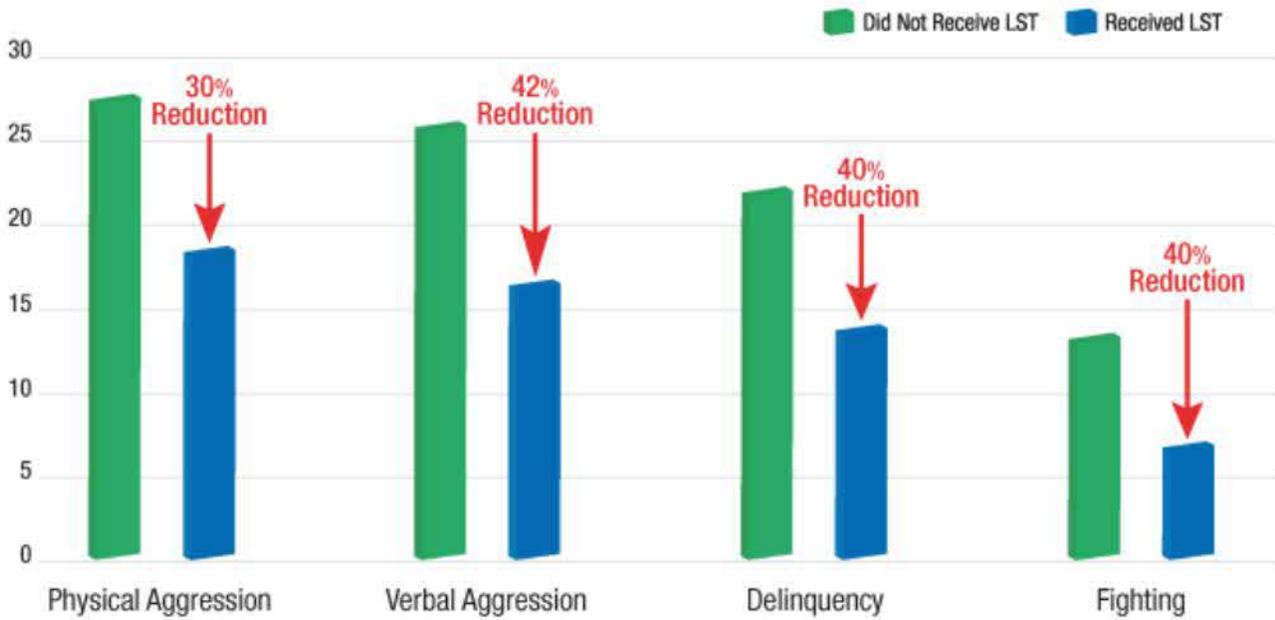
### **Program Components**

Teachers Manual and Student Guide (for each year)

### **Providers**

Teachers, Peer Leaders, or Health Professionals

## **Violence and Delinquency Prevention**



**Source:** Preventing youth violence and delinquency through a universal school-based prevention approach. Prevention Science, (2006).

# **SAFE SCHOOLS AMBASSADORS INFORMATION**



# Safe School Ambassadors Program

## The Safe School Ambassadors (SSA) program is:

- A proven anti-bullying and violence-prevention program
- A research-based, field-tested, logic model
- Focused on social norms change
- Student-centered: designed for students in 4<sup>th</sup> – 12<sup>th</sup> grades
- Cost-effective

The program identifies and selects student leaders from diverse groups across the campus. Ambassadors are trained in the skills of nonviolent communication to stop bullying, cyberbullying and harassment.



*"We learned how to defuse conflicts that arise in everyday life and how to create a community of peace and unity."*  
—Dani, 16, Safe School Ambassador, Northern CA

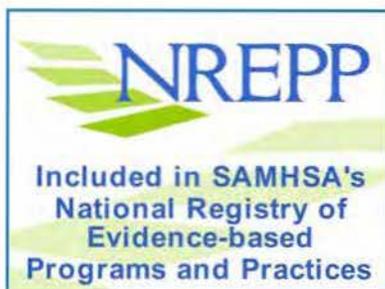
## How the Safe School Ambassadors program empowers youth:

Few schools have fully engaged, equipped and empowered their students as peacemakers to improve school climate. As a result, students believe that they have only two options:

- To be a bystander and condone the hurtful acts they see, or
- To "tell" on their peers

The SSA program provides students a third option: to be an "upstander"... giving them the motivation, support and intervention skills to prevent or stop bullying and harassment.

Since 2000, the Safe School Ambassadors program has been implemented in over 1300 schools, training over 35,000 students and over 5,400 adults in 32 U.S. States, Puerto Rico, Guam & Canada.



## Why the Safe School Ambassadors program is student-centered:

- Students are a powerful, often underutilized force to improve school climate
- Students see, hear and know things that adults don't
- Students can intervene in ways adults can't
- Students are often the first to arrive on the scenes of most incidents before adults even know about the incidents
- Students determine the social norms—what's OK and what's not—while adults set the rules, policies and consequences

## Impact of the Safe School Ambassadors program:

- Reduces bullying and cyberbullying
- Increases student reporting to adults
- Reduces suspensions and expulsions
- Improves school climate and student retention

*"The Safe School Ambassadors program has provided us with a well- designed student-to-student initiative that has made a positive difference in over 30 of our district's schools."*

—Alison Adler, Ed.D., Chief, Safety & Learning Environment,  
Palm Beach County, Florida

## Community Matters provides:

### Introductory Materials and DVD to:

- Explain program elements and steps for implementation
- Help secure administrative and staff buy-in
- Identify, recruit and select appropriate adults and students to be trained
- Prepare for the training



### Two days of interactive training at school site for selected students and adults, so that:

- Students develop essential skills: observation, intervention, negotiation, reporting, and referral
- Adults learn how to facilitate ongoing small (Family) group meetings that provide Ambassadors with supervision, skill development and support

### Program implementation materials and coaching:

- Principal's and Program Advisor's Handbooks, for the administrator and site coordinator, include timelines, checklists, strategies, guidelines, tips, activities, and resources
- Family Group Facilitators' Guidebook including meeting agendas, activities, strategies, and forms
- Student Ambassador's Guidebook including skills, activities, reflection journals and intervention tools
- Electronic bulletins, newsletters, and reminders with best practices
- Web-based resources, a searchable help desk, and data management tools
- Coaching and support via email and phone

### Program Assessment and Measurement Tools:

#### Included in the SSA program model are...

- Action "Snapshot" Campaigns, measuring Ambassadors' activity
- Discipline Data Analysis forms and coaching, measuring program impact on school climate
- Year-End Surveys for Ambassadors and program adults

#### Optional SSA Program Assessment Tools...

##### Pre and Post SSA Training:

- School Climate Survey
- Key Adults Survey

## The Safe School Ambassadors program complements other school climate efforts

The SSA program functions as a stand-alone program, as well as a complement to other programs such as: Olweus, PBIS, peer mentoring, conflict mediation, student empowerment, character education and more.

### What the Safe School Ambassadors program costs:

\$4,600\* for program, elementary, middle or high school levels PLUS an estimated \$500-\$1300 travel and accommodations costs in addition to the program cost, depending on where the school is located and which trainer is assigned.

\* For the materials, training, pre/post program support and coaching, a school site invests about \$130 per student trained.

### Funding Sources for the Safe School Ambassadors program:

Schools have secured funding through: Title funding; principal's discretionary fund; funds for student activities; PTA/O or PFC; district funds; site councils; state and federal grants for safe schools and prevention; and other sources, such as police departments, businesses, service clubs, hospitals, local/community foundations, private donors and community fundraising.

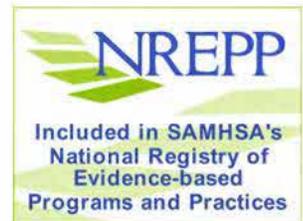
**Community Matters has tools and resources to help schools find funding.**

**Ask us about our Funding Toolkit!**

**Community Matters also provides: School Climate Assessment, Staff Development Trainings, Assemblies, Parent Workshops and more**



The **Safe School Ambassadors®** program is now listed in the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-Based Programs and Practices.



The Safe School Ambassadors intervention was reviewed by The National Registry of Evidenced-Based Programs and Practices (NREPP) and is now included in SAMHSA's registry along with an Intervention Summary. <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=331>

Only a select handful of bullying prevention programs are listed on the SAMHSA's National Registry of Evidenced-based Programs and Practices (NREPP) website. The independent research leading to the NREPP listing found:

- Schools that implemented the SSA program had suspension rates drop by 33% while
- Schools (demographically paired) without the SSA program increased suspension rates increase 10% during the same years.



*"We are thrilled by the results of this review", says Rick Phillips, Founder and Executive Director of Community Matters. "For years, schools have been reporting on the breakthrough that SSA achieves in stopping bullying and improving school climate. And now we have the scientific results to back up the positive impact. It's great news."*

*"It has been our mission for over 17 years to stop bullying, to create 'upstanders' from bystanders. We have learned that waking up the courage of student leaders and equipping them with skills to intervene in incidents of bullying is the most effective way to reduce suspensions, improve school climate and academic achievement."*

**About Community Matters** - Community Matters is one of the nation's leading school climate consultant organizations and the creator of Safe School Ambassadors (SSA), the most effective anti-bullying bystander education program in the U.S.

To date, the SSA program has been implemented in over 1,200 schools in 32 states to nearly 60,000 students. Community Matters mission is "To collaborate with schools and communities in creating safe and inclusive environments where all youth and adults thrive."

**VIDEO:** To view a short video about the Safe School Ambassadors Program, [click here](#):

**Contact:** Rick Phillips, Executive Director Phone: (707) 823-6159

#### **RELATED LINKS:**

Website: <http://www.communitymatters.org>

Facebook: [www.facebook.com/CommunityMattersSafeSchoolAmbassadors](http://www.facebook.com/CommunityMattersSafeSchoolAmbassadors)

# Safe School Ambassadors®

## MEASUREMENT AND IMPACT

We are committed to comprehensive testing and rigorous evaluation of the Safe School Ambassadors program. We are working with outside evaluators to develop valid instrumentation and effective methods, and are using them to measure the impact of the program.

### Improved School Climate

Through Year-end Surveys spanning the years, 78% of adults reported that the SSA program improves school climate. All three years of data indicate that Ambassadors are able to change the prevailing student culture that says “it’s cool to be cruel.” Other research shows that improved school climate paves the way for increased attendance and academic performance.

“The Safe School Ambassadors program has made it possible to create a culture of caring and respect for our students and faculty.”

—Bill Zambelli, Principal  
Kathryn Señor Elementary School, CO

### Improved School Safety

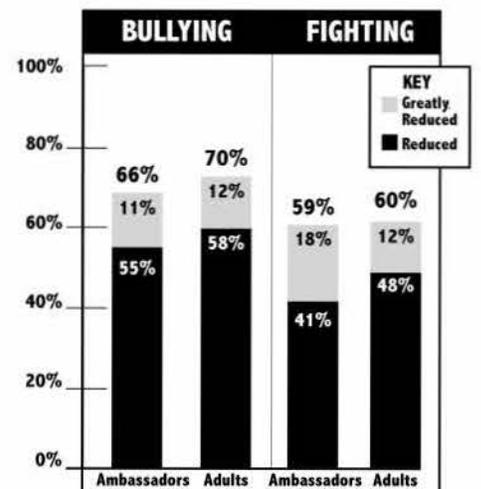
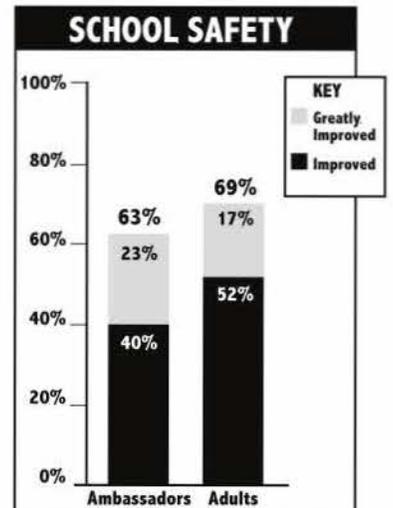
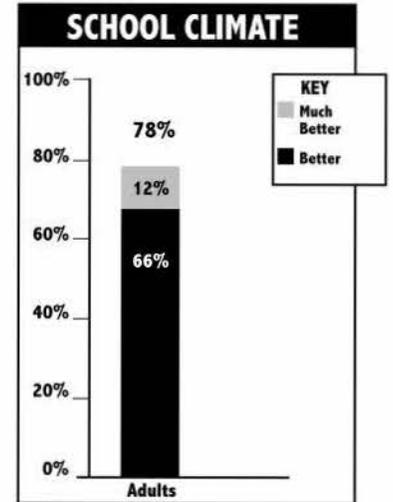
Through Year-End Surveys, 73% of Ambassadors and 90% of adults report that students have fewer concerns about their own safety once Ambassadors are on campus. Maslow’s Hierarchy of Needs and subsequent research shows that when students feel physically and emotionally safe, they are better able to learn.

“The Ambassadors have already stopped or prevented many acts of violence on our campuses, from teasing and bullying to fights and drug deals.”

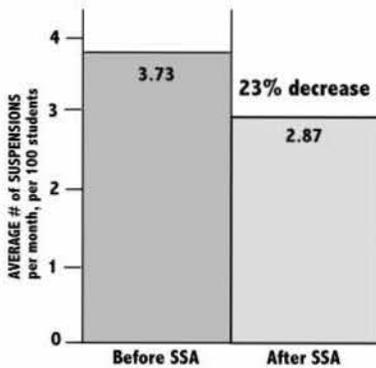
—Dave Heard, Director of Safety and Security  
Perris Union High School District, CA

### Reduced Bullying and Fighting

Year-End Survey data also shows that Ambassadors contribute to a reduction in the amount of bullying and fighting at their schools. This means that fewer students are distracted by their fear of being bullied or having to fight. It also means less staff time and fewer dollars spent on discipline procedures, resulting in more time on learning.



## Reduced Suspension Rates



Over the 2 years prior to implementation of the Safe School Ambassadors program, the schools studied showed an average monthly suspension rate of 3.73 per 100 students. After implementing the Safe School Ambassadors program, the average rate dropped 23% to 2.87.

The most dramatic decrease was at Montgomery HS in Santa Rosa, California, where the rate dropped 56%. In numerical terms, this has meant 450 fewer suspensions over two years. In turn, this has allowed the school to receive \$36,400 in ADA funds that would have been lost had the suspensions continued at the prior rate.

## Fewer Discipline Problems

Too often, when seemingly small incidents between students are left unchecked, they fester and erupt into larger ones that require formal disciplinary consequences like detentions, suspensions, and even expulsions. With their heightened awareness and knowledge of “what’s up” between fellow students, Ambassadors are able to go right to the source of the problem and use their communication and intervention skills to reduce tensions, resolve differences, and prevent escalation of problems.

Kenilworth Junior High (Petaluma, California) reported that, compared to the previous year’s figures, for the 5 months (January – June) after the program was launched:

- Harassment down 50%
- Outside Disruption down 32%
- Bus incidents down 25%
- Sexual Harassment down 55%

“In this first year of the Ambassadors program, compared to the previous year, we’ve had 50% fewer discipline incidents among our 3rd- and 4th-graders.”

—Kristin Greenstreet, Counselor  
Kathryn Señor Elementary School, CO

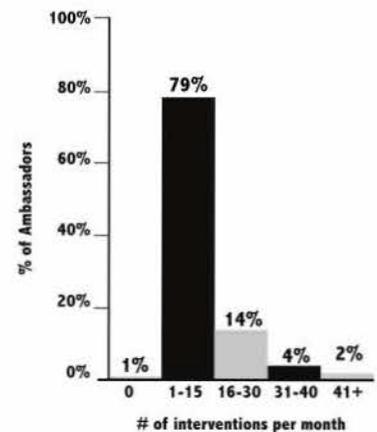
After implementing the Safe School Ambassadors program, the average suspension rate dropped 23% to 2.87 per 100 students.

## Ambassadors Take Action

### Frequency of Intervention

For any program to be effective, participants must actually use the skills they are taught through the program. Year-End Survey data shows a high percentage of Ambassadors actually using the Ambassador. Actions they learn in the training: 79% intervene between 1-15 times per month; another 14% intervene between 16-30 times per month.

Preliminary analysis shows that intervention frequency rises in proportion to the length of time the student has been an Ambassador; in other words, the longer the students are Ambassadors, the more they intervene (likely due to increased skill and confidence).



## Impact on Ambassadors

When recruited properly, Ambassadors are the influential “opinion leaders” of a school’s diverse cliques, and thus include some who are viewed as “negative leaders” by staff and certain students. These students set the trends and social norms that others follow, so when they change, other students notice and often change, too. Year-end Survey data from Ambassadors and adults consistently show that these powerful students increase their own empathy, communication skills, and acceptance of diversity, as well as improving their own grades and attendance. Their changes ripple out and influence others to do the same.



**Adams County Promise  
Neighborhood  
Preliminary Memorandum of  
Understanding**

**Preliminary Memorandum of Understanding (MOU)**  
**Adams County Promise Neighborhood Initiative**  
**“Greenhouse for the Mind”**

**Mission:** The Mission of the Adams County Promise Neighborhood initiative is to increase the number of children who complete their education from cradle to college and enter adulthood as productive and active citizens on the community.

**1. Applicant**

**1.1 Renewal Unlimited , Inc.**

**2. Project Goals**

- 2.1 Increase Capacity:** Increase capacity for the eligible applicant agency and identified partners that are focused on achieving results for children and youth throughout the entire targeted neighborhood (Adams County, Wisconsin)
- 2.2 Develop a Plan:** To develop an implementation plan to build a complete continuum of cradle-through-college-to-career solutions of both educational programs and family and community supports, with great schools at the center in Adams County.
- 2.3 Integrate Programs:** To integrate programs and break down agency “silos” so that solutions are implemented effectively and efficiently across agencies.
- 2.4 Scale Up:** To develop the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region.
- 2.5 Develop Longitudinal Data System:** To build a longitudinal data system that integrates student-level data from multiple sources in order to measure progress on educational and family and community support indicators for all children in the neighborhood, disaggregated by sub-group, and to ensure ongoing continuous improvement and success.

**3. Financial and Program Commitments**

As listed in Table 1 below and on the following pages, Renewal Unlimited, Inc. and its partners have made the following financial and programmatic commitments to accomplish the project goals of the Adams County Promise Neighborhood (ACPN) initiative. The financial commitments are specific to the planning grant phase of the project. Other listed program capacities are related to the implementation phase and reflect the various strategies that may be used as solutions for required program and project indicators, and reflect some of the current program activities of each signatory to this Preliminary Memorandum of Understanding (MOU). This MOU will be updated throughout the planning process to reflect additional formal and informal partners to be identified. **\*PLEASE NOTE:** A MOU / Letter of

Commitment from each partner listed in Table 1 below would be provided in *Addendum B* to this document (found on page 11); however, for purposes of the grant application submission, they are collectively included in **APPENDIX D of the grant application packet since they also show documentation of match, in-kind services, or other levels of support.**

**Table 1 – Partners and Committed Services\***

| <b>Partner</b>   | <b>Coordinated Service / Program</b>   |
|--|--|
| Renewal Unlimited, Inc.  | <ul style="list-style-type: none"> <li>Roles: Applicant Agency, project management &amp; administration; will adhere to all Federal guidelines and reporting requirements; commit to work with U.S. Department of Education and the national evaluator on data collection and evaluation, including access to data sources, so data collection and program design align with the national evaluation.</li> </ul>   |
| U.S. Congressman Thomas Petri  | <ul style="list-style-type: none"> <li>Role: Letter of Support for ACPN Initiative</li> </ul>  |
| Northcentral WI Workforce Development  | <ul style="list-style-type: none"> <li>Role: Letter of Support for ACPN Initiative</li> </ul>  |
| WI Dept. of Public Instruction.  | <ul style="list-style-type: none"> <li>Role: Letter of Support for ACPN Initiative: Will provide technical assistance at the State level to plan for the ACPN initiative</li> </ul>  |
| WI State Senator, Julie Lassa  | <ul style="list-style-type: none"> <li>Role: Letter of Support for ACPN Initiative</li> </ul>  |
| Central WI Community Action Coalition  | <ul style="list-style-type: none"> <li>Role: Letter of Support for ACPN Initiative</li> </ul>  |
| University of Wisconsin-Madison, Dept. of Educational Leadership & Policy Analysis | <ul style="list-style-type: none"> <li>Roles: Provides research, planning, and evaluation services; Peter Miller, Ph.D. will serve as Lead Researcher on Strategic Planning &amp; Research Team, Project Evaluator, and team leader for Graduate Research Assistants for Work Groups; UW-Madison will provide Graduate Research Assistants (multiple departments) for Work Groups lead planning process; lead and coordinate efforts to conduct needs assessment, segmentation analysis, and create longitudinal data management system in accordance with applicable Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), and other privacy laws; will commit to work with the national evaluator on data collection and evaluation, including access to data sources, so data collection and program design align with the national evaluation</li> </ul> |
| Loyola University, Chicago   | <ul style="list-style-type: none"> <li>Financial: \$8,580 in-kind match for staff time</li> <li>Roles for Kate Philippo, Ph.D. - will develop and evaluate social &amp; emotional support component serving as Research Specialist on Strategic Planning and Research Team; collaborate with school-based mental health practitioners; serve on the ACPN Executive Committee; lead the Comprehensive Local Early Learning Programs Network (Competitive Preference Priority 4).</li> </ul>   |
| Marquette University, Dept. of Educational Policy & Leadership                     | <ul style="list-style-type: none"> <li>Financial: \$12,000 in-kind match in time and travel</li> <li>Roles: Professor Martin Scanlan, Ph.D. will serve as a Research Specialist on the Strategic Planning &amp; Research Team, and support the design and analysis of the needs assessment process; based on results of needs assessment process work with the team to develop continuum of solutions based on research and best practices.</li> </ul>   |
| Adams-Friendship Area School District  | <ul style="list-style-type: none"> <li>Financial: \$634,510 in-kind match</li> <li>Provide staff to serve on ACPN Executive Committee, Strategic Planning &amp; Research Team, and Work Groups; provide education-related strategic guidance and leadership</li> <li>Align School Improvement initiatives (CSCP, RtI, Title I &amp; II, etc.)</li> <li>Provide Early Childhood Special Education Services in the home and school</li> <li>Facilitate universal screening 4K through 9<sup>th</sup> grade to identify struggling learners and</li> </ul>  |

|   |   |
|---|---|
|   | <p>provide intervention based on need</p> <ul style="list-style-type: none"> <li>• Align district funds to hire six academic interventionists at the elementary and middle school levels to address academic concerns and delays</li> <li>• Participate on the ACPN Executive Committee and serve as Work Group Chairs.</li> <li>• Offer extended, after school hours in the high school learning lab</li> <li>• Encourage post-secondary plans through the 11<sup>th</sup> grade Career Academy</li> <li>• The Aldo Leopold land ethic/ecological education will be integrated throughout the school district's curriculum and Summer School/After Schools programs</li> <li>• Supply office space, administrative support, technology support, internet, telephone, and copy costs for the Project Director</li> <li>• Provide free breakfast and lunch for summer school students and at 15 designated locations throughout the Adams County</li> <li>• 21<sup>st</sup> CCLC After-School &amp; Summer School Programs</li> <li>• Friendship ALIVE Alternative Education Program; School Forest</li> </ul> |
| Mid-State Technical College (MSTC)                  | <ul style="list-style-type: none"> <li>• Financial: \$10,000 in kind match staff time</li> <li>• Roles: Provide a member on Career &amp; Sustainable Community Work Group and Adams County CCCC Advisory, and assist with panning for the College Mentor Pilot Program.</li> <li>• Programs: HSED, Academic and career awareness &amp; advisement, Learning in New Channels (LINC) - At-Risk Program, Curricular alignment between AF High School &amp; MSTC, Adult Basic Education (AEFL) and CTE programs, Counselor &amp; Community Partner Workshops, Discovery Days, College Camp, Career Views/ Education Fairs</li> </ul>  |
| Adams County Health & Human Services Department     | <ul style="list-style-type: none"> <li>• Financial: \$43,720 in kind match staff time</li> <li>• Roles: Staff will serve on Executive Committee, Strategic Planning &amp; Research Team, and various Work Groups; Coordinate development of early learning program network and home-based services, Coordinate development of early intervention project.</li> <li>• Programs: Birth-3 Program, Pre-/Post-natal Care Coordination Services, Nutrition WIC, WI Well Women Program, etc. integrated with Thriving Children Pilot, Clinical Mental Health Services, Coordinated Services Teams, and Comprehensive Community Service for Wraparound Services Model and school-based mental health services, coordinate development of early learning program network and home-based services.</li> </ul>  |
| Cooperative Educational Services Agency (CESA) 5    | <ul style="list-style-type: none"> <li>• Financial: \$4,750 in kind match staff time</li> <li>• Roles: Staff will serve on Adams County CCCC Advisory Council ( or ACPN Executive Committee) and Work Groups; promote ACPN concept through other local agencies.</li> <li>• Programs: Workforce Investment Act Youth Program – provides employment and training services to low income, at-risk youth (ages 14-21); run local Job Club.</li> </ul>  |
| Wisconsin Family Ties                               | <ul style="list-style-type: none"> <li>• Financial: \$6,569 in kind match staff time</li> <li>• Roles: Participate on ACPN Executive Committee, serve on Healthy Living Work Group, help plan for Wraparound and Thriving Children Pilot Programs, provide Peer Specialists</li> <li>• Programs: Educational programs and services that support and educate parents, and inform policymakers, practitioners, and the public about children's mental health issues; Parent Peer Specialists that support systems of care; Parent Support Groups for those with special needs; Support for Thriving Children &amp; Wrap-Around programs.</li> </ul>   |
| Child Care Resource & Referral of Central Wisconsin | <ul style="list-style-type: none"> <li>• Financial: \$14,080 in kind match staff time</li> <li>• Roles: Serve on Adams County CCCC Advisory, refer families to high quality child care programs, provide training and technical assistance to 13 regulated child care programs, help with Kids Day Event, help 13 child care agencies get rated or increase their rating with YoungStar, help support integration of WMELS (early learning standards)</li> <li>• Programs: Childcare referral and networking program, Quality improvement for childcare programs</li> </ul>   |
| University of Wisconsin-                            | <ul style="list-style-type: none"> <li>• Financial: \$4,344 in kind match staff time</li> <li>• Roles: Provide spaces for Master Gardener Training Program, Horticultural Education,</li> </ul>   |

|  |  |
|--|--|
| Extension Office   | <p>College Transitions, program parenting classes (Raising a Healthy Eater, Raising a Thinking Child, Strengthening Families, Home Alone: A Family Guide), participate in Health &amp; Wellness Fair</p> <ul style="list-style-type: none"> <li>• Programs: 4-H Youth Development / Community Service / College Transitions; Family Living Programs: Master Gardener, Raising a Healthy Eater, Raising a Thinking Child, Strengthening Families, Home Alone: A Family Guide, Positive Parenting, Becoming a Love &amp; Logic Parent, Balanced Living, Co-Parenting During Divorce, Rent Smart / Money Smart / Get Checking; programs to promote health and wellness, prevent poverty, and build community connections and resources; Community &amp; Natural Resource Development</li> </ul> |
| University of Wisconsin – Stevens Point Wisconsin Center for Environmental Education | <ul style="list-style-type: none"> <li>• Financial: \$1,500 in kind match staff time</li> <li>• Roles: Professional consultation for K-12 Forestry Education Program (LEAF) &amp; K-12 Energy Education Program (KEEP); trainings &amp; workshops on educational resources and Education for Sustainability, Support for Greenhouse for the Mind Pilot Program</li> <li>• Programs: Access to 6,000 educational resources in environmental and sustainability education, Professional development in Ecological Education for K-12 teachers, Trainings and workshops on Education for Sustainability</li> </ul>  |
| Allegheny College – Creek Connections  | <ul style="list-style-type: none"> <li>• Financial: \$4,230 in kind match staff time</li> <li>• Roles: Provide Basic Water Chemistry Module and technical assistance, one day onsite training workshop, support team to attend Creek Connections Research Symposium, serve on ACPN Executive Committee or Adams County CCCC Advisory, serve on Lifelong Learning Work Group, Support for Greenhouse for the Mind Pilot Program</li> <li>• Programs: Natural science education through hands-on field and laboratory experiences through Summer Institute for Teachers, Ongoing Water Quality Analysis, Student Research Symposiums, watershed education</li> </ul>   |
| New Chester Dairy  | <ul style="list-style-type: none"> <li>• Financial: \$2,000 as in-kind match</li> <li>• Roles: Classroom speakers to discuss career options safety, entrepreneurial guidance, job readiness, and more; assistance with developing curricula, program strategies, goals, and critical skills; and career exposure/facility tours; participate in high school classroom curricula for job readiness skills by providing mock interviews and contacts to local employers in agriculture industry; and placement of qualified PN graduate at New Chester subcontractors.</li> </ul>  |
| Adams County Historical Society  | <ul style="list-style-type: none"> <li>• Financial: \$7,600 in kind match staff time</li> <li>• Roles: &amp; Programs: Presentations on Ethnic Groups of Adams County &amp; Historical Thematic Nights; write Historical Scripts on the Impact of Muir, Leopold, &amp; Hamerstrom; engage youth in 19<sup>th</sup> Century School &amp; Life Program; engage youth in Outdoor Historical Education Program; Support for Greenhouse for the Mind Pilot &amp; Arts / Humanities</li> </ul>   |
| Adams County Land & Water Conservation Department                                    | <ul style="list-style-type: none"> <li>• Financial: \$13,120 in kind match staff time</li> <li>• Roles: Staff will prepares students for the annual Wisconsin Land &amp; Water Conservation Association’s (WLWCA) Environthon, Poster, &amp; Speech competitions designed to educate youth about natural resources; Equipment &amp; supplies for youth Environthon team and Poster competition; facilitate the Volunteer Stream Monitoring program (for youth and adults); and; and Support for Greenhouse for the Mind Pilot Program.</li> <li>• Programs: Promote awareness of natural resource conservation through positive youth development</li> </ul>   |
| Castle Rock Bassmasters  | <ul style="list-style-type: none"> <li>• Financial: \$24,550 in kind match staff time</li> <li>• Roles &amp; Programs: Fishing and boating safety education, regulations, techniques; Community awareness and involvement in the conservation and preservation of fisheries, lakes, and waters of Adams County; Bass Fishing Seminars and fishing tournaments; Fishing Has No Boundaries Hayward Wilderness Camp; Scholarships for youth going into and outdoor field career; Support for Greenhouse for the Mind Pilot Program</li> </ul>   |
| Nick Hockings –  | <ul style="list-style-type: none"> <li>• Roles: Will provide a various Native American Programs to students – such as American</li> </ul>  |

|                                     |  |
|-------------------------------------|--|
| Ojibwe Cultural Consultant          | Artist in Residence, Legends of the Ojibwe Indians / Introduction to Ojibwe Language, Native American Cultural Dance & Ceremonies, Medicine Wheel Prophecies, and Talking Stick – all to support Greenhouse for the Mind Pilot; Arts & Humanities  |
| Adams Community Garden Group        | <ul style="list-style-type: none"> <li>• Roles: Will develop an Organic Community Garden and Orchard</li> <li>• Programs: Will provide programming for Greenhouse for the Mind Pilot Program, garden will provide increased access to healthy foods and knowledge of sustainable living</li> </ul>   |
| Adams Community Theater             | <ul style="list-style-type: none"> <li>• Financial: \$1,520 in kind match.</li> <li>• Roles: Will provide Dramatic Education for youth ages, Character artists for Roche-a-Cri State Park youth event, and Little Free Library start-up costs</li> </ul>   |
| Bridges For Youth                   | <ul style="list-style-type: none"> <li>• Financial: \$4,500 in kind match staff time</li> <li>• Roles: Participate on ACPN Advisory and Family Connections and Broad Base Community Resource Mapping Work Groups</li> <li>• Programs: Coordinated Services Teams, Comprehensive Community Services, Wraparound services, mentoring, in-home detention services, lifeskills training, youth and family support groups, Alternative Education Program, Mentoring, etc.</li> </ul>  |
| Adams Chamber of Commerce & Tourism | <ul style="list-style-type: none"> <li>• Financial: \$7,675 as an in-kind match</li> <li>• Roles: Will serve on the Work Group or ACPN Executive Committee; Establish a Welcome Wagon to help new members of the community; Facilitate community-wide events that will also help to promote ACPN initiative; 2 student \$250 scholarships for college; Participate in high school financial literacy event (Reality Day), Kids Days, and Job Shadowing Programs for youth; Develop a Youth Apprenticeship Program to promote employability skills</li> </ul> |

#### 4. Theory of Change & Theory of Change

**4.1 Theory of Change:** Our theory of change is about the individual and community. We borrow from the wisdom of environmental ethics, and civic virtues inherent in educational and developmental psychology... Growth along a broad educational continuum is the goal of this Promise Neighborhoods initiative.. Generally speaking, when systems which promote growth are compromised, we must realign individuals, families, schools and the community to meet developmental needs. This change requires a model of resilience and transformation. We start with local wisdom. Conservationist, Aldo Leopold, formulated his land ethic through careful study of interactions of natural species and humans (often family) on their sand county farm. Their rehabilitation of this former wasteland is a model of resilience and a lesson in natural, communal, family and individual health. His land ethic, the conceptual basis of our theory of change, is a combination of ethics, aesthetic appreciation, and experience. Leopold’s land ethic extends to a model of ‘ethical citizenship’ which necessitates accepting the duties and responsibilities of active participatory membership in a larger community of interdependent parts. Ethical citizenship is both a vehicle for change and an ideal outcome of our educational system. Leopold’s land ethic is both fixed and fluid. Membership as a species is fixed, but actual citizenship is

not. Citizenship or participation is by choice. At the same time, we cannot change or grow without some understanding and practice of citizenship. Interdependence, or full inclusion in the community, is felt when we are invested or emotionally rooted in a place we call our own. To fully realize Leopold's concept of citizenship in an ecological community, the engaged individual must have an active involvement in a particular community or place. As observed by CG Jung, "outside of relationships there is no individuation." Similarly, motivation to receive an education, to become a citizen and grow as a community is a process that cannot occur in a vacuum. This investment pulls us into relationships and forces the inconvenient work of self discovery, personal and communal growth.

**4.1 Theory of Action:** Our learning environment works as a strategic ecosystem promoting education, developmental needs and cultivating ethical citizens. The framework of this system includes a continuum of services and supports that are necessary for students and their families. This continuum ranges from highly structured or custodial levels of support to the opposite end of the spectrum where we find self-directed services for the autonomously functioning individual. The structure needed by an elementary student is vastly different from the support needed by a college bound individual. Along this continuum of services and support are the varying levels of program integration that are required by the individual and family to be successful utilizing the continuum of supports. Some require fully integrated wrap-around supports of a team of providers and others may be fine with quasi-integrated or even conventional services depending on level and type of need. The determination of type of support and level of integration is made in light of the unique need of the individual and family. Assessing the needs of students and families is an ongoing process. Assessment is person-centered and strength based, and always developmentally sensitive. Enacting change requires the close participation of providers alongside of students and their families. Modeling and facilitating is the heart of transformation. Children learn how to solve problems by watching their parents solve problems. We are all in the business of modeling growth and transformation. The partnership with students and families in this learning environment is one which necessitates growth of life-long learning all the way up and down the chain of influence. If parents continue growing so do their children. When administrators continue growing so do their staff and the students and families influenced down the line. Transformation is a reciprocal

and mutually reinforcing reality. The framework described facilitates the focus on developmental and educational outcomes. The action within this framework is the co-facilitation of services and supports to best fit the strengths and overcome barriers of children and their families who seek this educational opportunity. No student is passed off or “farmed out” to find educational supports; literally and figuratively. When this person-centered, heuristic approach is applied within framework of our Promise Neighborhood, we are all participants building a Greenhouse for the Mind.

## 5. Governance Structure

- 5.1 Management Board:** The ACPN Executive Committee will serve as the Management Board for the ACPN initiative (planning grant and implementation) with decision-making authority. Renewal Unlimited will recruit positions for the Board, as needed to govern the implementation of the Promise Neighborhood planning grant. Members of the ACPN Executive Committee will also serve on the Board of Directors for Renewal Unlimited, Inc. to provide updates and information on the ACPN initiative. (See attached Addendum A).
- 5.2 Composition of the Management Board:** Said ACPN Executive Committee is/will be composed of members that are representative of the areas to be served- such as neighborhood residents, teachers, parents, elected officials, business and community leaders, government leaders, elected officials, clergy, and other organizational partners. They shall be recruited or appointed by the Executive Director of Renewal Unlimited and shall meet the “geographic area requirements” of the grant program. See page 9 for list of current members and signatory page for ACPN Executive Committee.
- 5.3 Governance:** The ACPN Executive Committee will provide guidance and direction to the project. It will select and institute a decision-making standard (e.g. Robert’s Rules; 60% approval). It will be responsible for oversight of the budget, approval of significant adjustments to the planning process, and endorsing the implementation plan that will be brought forward as recommendations to each party of the MOU for action. The Executive Committee will have the power to compel or commit action for any signatory to the MOU, and will have ultimate accountability for the fiscal and operational integrity of the project.

## 6. Terms of the Collaborators

- 6.1 Deliverables:** The deliverables of the ACPN planning grant period include:

- *Implementation Plan:* A multi-year, comprehensive implementation plan for the Adams County Promise Neighborhood. This plan shall include the following: (1) needs assessment, (2) segmentation analysis, (3) a plan to deliver a continuum of “cradle-through college-to-career” solutions, (4) a plan to leverage resources to sustain the plan, (5) identified strategies to leverage high-quality academic programming, family and community support, and existing and anticipated federal resources, (6) a plan to build community support and involvement, (7) securing commitment from partners, and (8) designing, building and creating a longitudinal data management system.
- *Scale-Up Plan:* To develop a plan to implement a phased scale-up of proven effective programs, strategies, and services in the Adams County neighborhood.

**6.2 Assurances:** As applicable, the parties agree to comply with Section 427 of the General Education Provisions Act (GEPA) in addition to the Civil Rights Act of 1964 (P.L. 88-352) and all other federal and state law.

**6.3 Further Assurances:** The parties to the MOU agree that this is a preliminary agreement and that it does not set forth the parties’ full and complete understanding. If the applicant is awarded the Promise Neighborhood planning grant, the parties intend to memorialize their agreements that delineate their understanding into one or more formal written agreements that delineate their legal relationships and their respective rights, responsibilities, obligations, and liabilities, including, but not limited to, obligations from insurance and indemnity, if any.

**6.4 Relationship of Parties:** The relationship between and among the parties to this MOU is that of independent entities agreeing with each other solely for the purpose of effecting the requirement for the Promise Neighborhood planning grant application. None of the parties, or any of their respective officers, directors, agents or employees, shall be construed to be the agent, employee or representative of the other. Further this agreement shall not be construed to create a partnership, joint venture, or like relationship between the parties hereto. The parties expressly disavow any intent to create a partnership, joint venture relationship or any other legal entity.

**6.5 Effective Date:** January 1, 2013.

**6.6 Expiration Date:** December 31, 2013. Any party to this MOU may, upon 15 days written notice to the Executive Director of Renewal Unlimited to the ACPN Executive Committee, terminate their participation in this MOU.

7. Signatures / Authorized Representatives, ACPN Executive Committee

Signatures / Authorized Representatives, ACPN Executive Committee

Renewal Unlimited/ Fiscal Agent

Loyola University, Chicago

(b)(6)

Suzanne Hoppe, Executive Director  
~~Professor~~

Kate Phillipop

Moundview Memorial Hospital and Clinics

Adams County Health and Human Services

(b)(6)

Jeremy Normington

Sarah Grosshuesch, Health Officer

Adams County Health and Human Services

Adams Friendship area School District

(b)(6)

Diane England, Board Vice Chair

Barbie Gransee, Director of Pupil Services

Adams Friendship Area School District

Adams County UW Extension Cooperative

(b)(6)

Kathy McCarthy, At-Risk Coordinator

Mary Ann Schilling

City Of Adams Police Department

Mid-State Technical College

(b)(6)

Todd Hansen, Chief

Laurie Francis, Center Supervisor

Adams County District Attorney

Adams Friendship Area school District

(b)(6)

Tania Bonnet

Tanya Kotlowski, High School Principal

Parent

School Board member and Parent

(b)(6)

Melissa Windsor

Jim Bays II

# **Addendum A**

## **List of Board of Directors, Renewal Unlimited, Inc.**

### ***Orwin Eilertson, President-Board of Directors***

*U.S. Dairy Forage Research Center - Retired Electrician – Sauk County*

### ***J. Merle Alt, Vice President-Board of Directors***

*Sauk County Sheriff's Department – Retired Law Enforcement Officer – Sauk County*

### ***Lois Luethy, Secretary/Treasurer-Board of Directors***

*St. Claire's Hospital – Retired County Manager for Aging - Sauk County*

### ***Kathy Clark, Board Member***

*Low-Income Community/Homeless Community – Sauk County*

### ***Edie Felts-Podoll, Board Member***

*UW Extension – Family Living Agent/Early Childhood Specialist - Adams County*

### ***Barb Gransee, Board Member***

*Adams Friendship School District – People Services Director - Adams County*

### ***Kathy McCarthy, Board Member***

*Adams Friendship School District – At Risk Coordinator - Adams County*

### ***Danielle Pollex-Rabl***

*Compass Counseling – Mental Health Therapist - Columbia County*

### ***Steve Roy, Member-at-Large-Board of Directors***

*LaRowe, Gerlach & Roy, S.C. – Attorney – Juneau County and Sauk County*

### ***Gretchen Viney, Board Member***

*Viney. & Viney Law Office – Attorney - Sauk County*

### ***Melissa Winsor – Elected Policy Council Representative***

*Adams Friendship School District – Paraprofessional Aide - Adams County*

### ***Anthony Dickson, Policy Council Alternate Representative***

*Low-Income Community – Columbia County*

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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

# **ATTACHMENT A**

- ▶ **Required GPRA Baseline Data**
- ▶ **Program Assurances**
- ▶ **Proof of Negotiated Restricted Indirect Cost Rate**
- ▶ **Executive Order 12372: State Point of Contact Information**
- ▶ **Resumes of Key Personnel**
- ▶ **Social Worker Position Description**

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

| Schools participating in the grant | Students enrolled (Baseline) (2012-2013) | Number of Child-adolescent psychiatrists (Baseline) (2012-2013) | Number of School Psychologists (Baseline) (2012-2013) | Number of School Counselors (Baseline) (2012-2013) | Number of School Social Workers (Baseline) (2012-2013) | Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013) |
|------------------------------------|--|---|---|--|--|--|
| Adams-Friendship Elementary        | 527                                      | 0 FTE   | .80 FTE   | 1.325 FTE  | 0 FTE  | FTE  |
| Grand Marsh Elementary             | 129                                      | 0 FTE   | .10 FTE   | 0.525 FTE  | 0 FTE  | FTE  |
| Rohce-A-Cri Elementary             | 141                                      | 0 FTE   | .10 FTE   | 0.525 FTE  | 0 FTE  | 0 FTE  |
| Adams-Friendship Middle School     | 384                                      | 0 FTE   | .40 FTE   | 1.625 FTE  | 0 FTE  | 0 FTE  |
| Adams-Friendship High School       | 494                                      | 0 FTE   | .60 FTE   | 1.0 FTE  | 0 FTE  | 0 FTE  |
| <b>TOTAL</b>                       | <b>1,675</b>                             | <b>0 FTE</b>  | <b>2.00 FT</b>  | <b>5.0 FTE</b>                                     | <b>0 FTE</b>   | <b>0 FTE</b>   |

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

| Schools participating in the grant | Number of students Enrolled (Baseline) (2012-2013) | Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013) |
|------------------------------------|--|---|
| Adams-Friendship Elementary        | 527  | 426   |
| Grand Marsh Elementary             | 129  | 15  |
| Roche-A-Cri Elementary             | 141  | 95  |
| Adams-Friendship Middle School     | 384  | 1,310   |
| Adams-Friendship High School       | 494  | 3,195   |
| <b>TOTAL</b>                       | <b>1,675</b>                                       | <b>5,041</b>  |

**Note: Baseline number of referrals for disciplinary reasons**

- The number of referrals for disciplinary reasons must include all incidents in which a student was referred to school personnel (including, but not limited to, the principal, the vice principal, school security, and guidance counselors) for violations of the school’s discipline code.
- The number reported must be the number of referrals for disciplinary reasons, **not** the number of students referred or the number of disciplinary actions taken.
- The number reported must include all referrals for the entire 2012-2013 school year.
- The number reported must include all referrals from all schools targeted for grant services. Do not include referrals from schools not targeted for grant services.
- The number reported must include all referrals from all grades in schools targeted for grant services.

# **PROGRAM ASSURANCES**

## 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.

(b)(6)

Signature of Authorized Certifying Official

Title

*Pupil Services Director*

*Adams-Friendship School District*  
Applicant Organization

Date Submitted

*4/28/14*

# **PROOF OF RESTRICTED INDIRECT COST**

The screenshot shows the website [sfs.dpi.wi.gov/sfs\\_indirect](http://sfs.dpi.wi.gov/sfs_indirect). The page title is "Indirect Cost Information". The navigation menu includes Home, Parents & Students, Schools & Educators, Libraries, and Data & Media. The main content area is titled "Indirect Cost Information" and lists several items:

- Letter to School Districts - From: Robert Soldner - Subject: Indirect Cost
- Indirect Cost Plan - Summary
- Indirect Cost Plan (Effective from 7/1/12 - 6/30/17) - Full Updated 4/17/2013
- PI-1161 - Indirect Cost Rate Adjustments Schools **Due November 29, 2013**
- Indirect Cost Rate Computation for School Districts (Printed October 2013)**
  - Indirect Cost Rates for 2013-2014
  - Indirect Cost Rates for 2012-2013
  - Indirect Cost Rates for 2011-2012
  - Indirect Cost Rates for 2010-2011
  - Indirect Cost Rates for 2009-2010
  - Indirect Cost Rates for 2008-2009
  - Indirect Cost Rates for 2007-2008
  - Indirect Cost Rates for 2006-2007
  - Indirect Cost Rates for 2006-2006
  - Indirect Cost Rates for 2004-2005
  - Indirect Cost Rates for 2003-2004
  - Indirect Cost Rates for 2002-2003
  - Indirect Cost Rates for 2001-2002
- CESAs**
  - Letter to CESAs - From: Robert Soldner - Subject: Indirect Cost
  - Indirect Cost Plan - Summary

## Indirect Cost Rates for 2013-2014

| DISTRICT         | DISTRICT NUMBER | RESTRICTED | UNRESTRICTED |
|------------------|-----------------|------------|--------------|
| Adams-Friendship | 0014            | 4.17       | 13.74        |

**Source:** Wisconsin Department of Public Instruction  
**Website:** [http://sfs.dpi.wi.gov/sfs\\_indirect](http://sfs.dpi.wi.gov/sfs_indirect)

IndirectCostSummary ALL DISTRICTS after ADJUSTMENTS (1).xlsx - Microsoft Excel non-commercial use

|    | A | B                            | C | D    | E | F     | G |
|----|---|------------------------------|---|------|---|-------|---|
| 21 |   | Marathon County CCDEB        |   | 5.29 |   | 5.87  |   |
| 22 |   | Walworth County CCDEB        |   | 1.04 |   | 3.97  |   |
| 23 |   | Brown County CCDEB           |   | 1.97 |   | 4.66  |   |
| 24 |   |                              |   |      |   |       |   |
| 25 |   | Abbotsford (0007)            |   | 4.76 |   | 18.81 |   |
| 26 |   | Adams-Friendship Area (0014) |   | 4.17 |   | 13.74 |   |
| 27 |   | Albany (0063)                |   | 2.26 |   | 9.28  |   |
| 28 |   | Algoma (0070)                |   | 5.34 |   | 14.13 |   |
| 29 |   | Alma (0084)                  |   | 2.93 |   | 14.97 |   |
| 30 |   | Alma Center (0091)           |   | 3.92 |   | 14.71 |   |
| 31 |   | Almond-Bancroft (0105)       |   | 3.24 |   | 13.54 |   |
| 32 |   | Altoona (0112)               |   | 1.60 |   | 12.79 |   |
| 33 |   | Amery (0119)                 |   | 2.53 |   | 13.10 |   |
| 34 |   | Antigo Unified (0140)        |   | 2.04 |   | 12.99 |   |
| 35 |   | Appleton Area (0147)         |   | 2.88 |   | 13.60 |   |
| 36 |   | Arcadia (0154)               |   | 1.01 |   | 12.05 |   |
| 37 |   | Argyle (0161)                |   | 6.24 |   | 16.47 |   |
| 38 |   | Arrowhead UHS (2450)         |   | 1.71 |   | 14.84 |   |
| 39 |   | Ashland (0170)               |   | 2.86 |   | 15.51 |   |
| 40 |   | Ashwaubenon (0182)           |   | 3.67 |   | 14.46 |   |
| 41 |   | Athens (0196)                |   | 3.41 |   | 12.96 |   |

Sheet1

Ready

Indirect Co... Inbox - W... Adobe Acr... 2 Micro... Waupun Adobe Rea... Budget dra... IndirectCo... 148% 7:50 AM

## **EXECUTIVE ORDER 12372**

### **State Single Point of Contact Letter**

Effective July 2007, the State of Wisconsin notified the Federal Office of Management and Budget that it has elected to no longer require review of federal grant applications as governed by Executive Order 12372.

# **RESUMES OF KEY PERSONNEL**

# PROJECT DIRECTOR

## BARBARA ANN GRANSEE

### EDUCATION

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#### **Director of Special Education & Pupil Service License**

*Saint Mary's University of Minnesota, WiscAd, Haskins, WI*

Projected Completion: May 2012 GPA 4.00/4.00

#### **Educational Specialist Degree: School Psychology**

*University of Wisconsin-Stout Menomonie, WI*

August 2006 GPA 3.98/4.00

#### **Master of Science in Education: School Psychology**

*University of Wisconsin-Stout Menomonie, WI*

August 2003 GPA 3.98/4.00

#### **Bachelor of Science, Psychology**

*University of Wisconsin-LaCrosse La Crosse, WI*

May 2002 GPA 3.45/4.00

### PROFESSIONAL EXPERIENCE

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#### **Director of Pupil Service and Special Education**

*2012 – Present Adams-Friendship School District Friendship, WI*

- District Assessment Coordinator
  - Communicate appropriate testing procedures for all required assessments throughout the district
  - Train staff on appropriate testing procedures and ensure these procedures are followed
  - Assist schools in understanding their test results.
- Leadership Responsibilities
  - Provide direction for and ensure compliance with the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act.
  - Supervise student eligibility (including Child find activities), placement, programming, dismissal, and follow-up in the areas of special education, alternative education, regular education accommodations, and students at risk.
  - Participate on the District's administration team in planning, problem solving, and implement district-wide initiatives
  - Represent the School District in litigation or hearings involving special education
  - Serve as the District's primary advocate for programs for students at risk of school failure
  - Supervise and evaluate pupil services staff
  - Service as District Liaison to CESA 5 and the Wisconsin Department of Instruction for coordination of Special Education/Pupil Services
- Planning Responsibilities

- Coordinate and approve staff development opportunities for pupil services staff addressing identified needs
- Oversee conditions of facilities, special transportation, staffing, resources for pupils, staff, programs, and services making requests for modifications to the District Administrator.
- Fiscal Management Responsibilities
  - Collaboratively develop and administer a budget for the special education department that reflects District policies and priorities, as well as mandated programs and services
  - Establish and administer procedures to requisition materials, equipment, and supplies for the Pupil Services Department following District policy.
  - Apply for and manage entitlement programs as assigned, i.e., Federal Flow Through Grant and the related Special Education Plan for the Wisconsin Department of Public Instruction.
  - Coordinate and supervise the District's Medicaid administrative claiming and third party billing
  - Research, create, write, and manage grant funded projects related to the areas of responsibility

**School Psychologist, Pre-K through 8<sup>th</sup> Grade**

2008 – Present... *Adams-Friendship School District*

*Friendship, WI*

- Assessment
  - Conduct assessment of students with various backgrounds/disabilities (including academic, behavioral, and social emotional)
  - Prepare and present results of psychoeducational reports
  - Recommend appropriate behavior management programs and academic modifications for students based on assessment results
  - Assessed students considered to be English Language Learners
- Student Support
  - Counsel students on individual and group basis (bereavement, social skills, anger management, social stories, self-esteem)
  - Assist teachers with intervention strategies within the classroom
  - Participate in Pupil Service Team Meetings
  - Facilitate Child Study Team Meetings
  - Collaborate with teachers and parents regarding academic, social and emotional concerns of students
  - Facilitate and/or co-facilitate IEP meetings
  - Assist teachers in the development of IEPs and intervention strategies
  - Co-taught 2<sup>nd</sup> Grade Summer School class
- Co-Director of the Districts Response to Intervention Committee
  - Facilitate and plan the implementation of the Response to Intervention Model for Adams-Friendship School District

**School Psychologist, Pre-K through 12<sup>th</sup> Grade**

2004 – 2008... *Area Education Agency 267*

*Marshalltown, IA*

- Assessment
  - Assessed student academic and behavioral need under the Response To Intervention Model
- Student Support
  - Monitored Progress toward student goals and assist teachers with intervention strategies
  - Developed 504 plans in team settings
  - Facilitated various counseling groups

- Autism Team Member
  - Consulted with school districts regarding appropriate programming for students and interventions (involves reviewing records, observations, and interviews).
- Curriculum-Based Measurement Team
  - Co-developed curriculum-based measurement in written expression scoring and administration procedures
  - Assisted in data-Collection for agency norming
  - Consulted with school districts regarding appropriate programming for students and interventions (involves reviewing records, observations, and interviews).

RELEVANT EXPERIENCE

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**School Psychologist Practicum, September 2003 – June 2004**

*North High School*

*Eau Claire, WI*

*Falcon Ridge Middle School*

*Rosemount, MN*

- Conducted assessment, prepared and presented results of psychoeducational reports
- Consulted with teachers and parents regarding academic, social, and emotional concerns of students
- Counseled students in individual and group basis (self-esteem, family change, transition)
- Collaborated with outside agencies on post-secondary opportunism

OTHER EXPERIENCES

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- Member of the District School Improvement Team
- Member of the Staff Development Team
- Member of the Middle School's, Schools Identified For Improvement Team
- Member of Wisconsin School Psychology Committee
- Member of Lions Club
- Counseling Practicum at Caddie Woodlawn Elementary, Durand, Wisconsin
- Presented research on curriculum-based measures in written expression at the secondary level at the Spring 2005 National Association of School Psychology Convention in Atlanta, Georgia
- Attended numerous trainings on a variety of topics including but not limited to: MANDT System, Understanding Poverty, Autism, and Effects of Meth. On Families, Curriculum-Based Measurement, Reading and Writing Interventions, Criss etc.

# Susan Cassatt

(b)(6)

## Education

1996 University of Minnesota Minneapolis, Minnesota

**Ph.D. in Educational Psychology, School Psychology program**

During this program I worked with Scott McConnell and Mary McEvoy on the Social Interaction Project and EPIC

1984 University of Minnesota Minneapolis, Minnesota

**MA in Educational Psychology, Special Education**

As part of this program I achieved my special education certification for teaching severely handicapped children which were at that time termed TMR (trainably mentally retarded)

1985-1987 University of St. Thomas St. Paul, Minnesota

I reasoned that since my primary interest was working with children and children generally have families, **marriage and family therapy training** would be useful.

1975 St. Olaf College Northfield, Minnesota

**BA with a major in Psychology and a minor in Sociology**

2000-2001 University of California, Los Angeles Distance Learning

Because that year I was substitute teaching in a high school and I realized this was not an appropriate permanent placement for me and I recognized the importance of upcoming online learning environments I decided to continue my own learning and take **coursework online about distance education.**

## Licensure and Certification

I am a **licensed psychologist in both the state of Wisconsin and the state of Minnesota.**

I **hold NCSP certification and school psychology certification in Wisconsin.**

## Experience

### Currently (since Fall 2013) Adams Friendship Area Schools

School psychologist at one of the elementary schools 2-5 and the High School

### Currently (since Fall 2011) Behrend Psychological Consultants, Wisconsin Rapids, WI

Licensed psychologist (part time)

I currently provide children's and family mental health services including assessment and evaluation as well as therapy and consultation.

### 10-2011- 11- 2012 --- Psychological Resources Center , Tomahawk, WI (part time)

Licensed psychologist

I provided children's and family mental health services including assessment and evaluation as well as therapy and consultation. I enjoyed the clinic staff and position there but it was 104 miles one way.

### 9-2010 to 6-2013

I taught as an adjunct at UWSP. Introductory psychology and Learning and Behavioral Issues in Children as well as Developmental Psychology.

### 2007-2009 Licensed psychologist (part time) Oct 2007- Nov 2009

I worked part-time first for Woodland Center in Willmar, MN and then LSS in Willmar, MN. I provided children's and family mental health services including assessment and evaluation as well as therapy and consultation.

### 2004-2007 planned time off

My husband and I adopted a 3 year 11 month old Chinese orphan with a cleft palate in 2002. We decided as she reached school age that we would homeschool her for a variety of reasons medical, social and attachment related. These were the years where it was imperative that one of us be **home full time**.

### 2001-2004 Mobridge School Districts: 9 -2001 to 12-2004

Licensed psychologist/school psychologist (part time).

I provided assessment and evaluation as a regular school psychologist and also therapy for children and families. In Mobridge there were no community mental health services for children so I in essence filled both as a school psychologist and child and family therapist.

**2000-2001 Pollock Public School: 9-2000 to 6-2001**

**7-12 History/Geography/Government/Psychology/Sociology teacher (full time)**

A teacher rejected his contract 2 weeks before the start of the school year. Pollock is very rural and very poor. It was unlikely they would find another teacher on such short notice so the superintendent got a waiver from the state. I was the most educated, likely candidate in the community at the time.

**\*1997-2000 Licensed psychologist/school psychologist in Nebraska (part time)**

I provided **children's and family mental health services including assessment and evaluation as well as therapy and consultation at a clinic.** In the schools I provided contracted **assessment, evaluation, and consultation services.**

**\*1998 Research Coordinator, Analyst, Writer for Voices for Children in Nebraska (part-time)**

**Analyzed and organized for presentation the statistical data** on the youth of Nebraska. **Prepared Kids Count Report for the Annie E. Casey Foundation** and a similar Douglas County report

**9/1998-9/1999 Morningside College-- Adjunct**

I taught **educational psychology classes as an adjunct.** I taught **introductory educational psychology** and a **cognitive psychology course for advanced students.**

**9/1994 to 6/1997 Minot State University-- Full time teaching**

Taught **graduate courses in assessment, social and behavioral intervention, test theory and measurement, legal and ethical issues in school psychology. Supervised practicum and internship students.** Taught **undergraduate courses** in counseling, child development, statistics, and social psychology. **Supervised students' participation in the MSU Teams clinic** for children with special needs and consultation to the TEAMS process. Assisted writing a grant with Rita Curl, Ph.D.

**9/1996 to 6/1997 Trinity Mental Health Services—Minot, North Dakota**

Provided **clinical psychological services for children, adolescents, and families.**  
I returned there in the winter of 1998 to complete my post doctoral hours for 3 months Jan – Mar I believe

**9/1993-6/1994 West Yellowstone/Carbon County Special Services Cooperative—Laurel, Montana**

Full time as a **school psychologist** providing psycho-educational evaluations, classroom and programmatic consultations for schools. Specializing in children with ADHD, early childhood, severely handicapped children, parent communication and training, and issues of inclusion.

**5/1992-9/1993 Montana State College** (formerly Eastern Montana College)

**Early Childhood Specialist for the Montana Center for Handicapped Children**

Grant writing, consultation to area schools, directed/developed an integrated preschool setting, supervised a respite care program, psychological evaluations for clinics, taught early childhood courses and developmental psychology courses.

**9/1989-5/1992 University of Minnesota School Psychology Program**

**Research Assistant on the EPIC Model Demonstration Preschool Project;** providing consultation, data collection, developmental evaluations, and programming for preschool curriculum. Worked on a HyperCard version of a curriculum management system. Social Interaction Project site coordinator in a preschool setting provided teacher consultations, collection of data and co-presenter at teacher workshops.

**9/1985-6/1989 Early Childhood Special Education teacher**

Provided ECSE evaluations for program eligibility as well as structured and implemented the classroom program, supervised aides, and handled parent communication.

1979-1985 At home providing in-home day care while finishing my MA at the U of Minnesota

1975-1979 **DAP leader at Faribault regional center for adults with severe developmental**

**handicaps.** I also took some time off during these years to begin my MA in special education. When I returned to Faribault Regional Center it was as a **Behavior Analyst**

1972-1975 During my **undergraduate years** I worked with **at-risk teenage girls as a volunteer** and also **teaching swimming to children with mental retardation.**

**\*\* I really can't remember the months at different locations in Nebraska. I did several things part time and started and ended them at different times.**

### **Professional Presentations**

2013 Wisconsin Rapids Family Center

“Moving towards Recovery” (from domestic violence)

2008 Ridgewater Community College

- “Recognizing and managing trauma in children”
- 2001 Teacher in-service Mobridge Public Schools
- “Managing the student with attentional problems in the classroom”
- 1996 National Association of School Psychologists (not sure this is the correct year)
- “Father Involvement in the Lives of Children with Disabilities”
- 1996 Minot Public Schools
- “Creating a Positive Preschool Class Environment—and what to do if it’s not working”
- 1996 North Dakota Council for Exceptional Children
- “Role and Function of the School Psychologist: ADHD as an example in point”
- 1994 Laurel Public Schools
- “Making inclusion a reality”
- 1993 Montana Center for Handicapped Children
- “Inclusionary Preschool at Eastern Montana College---a beginning”
- 1992 National Association of School Psychologists
- “Family Assessment models in early intervention”
- 1991 Minnesota Association for the Education of Young Children
- “Social Skills training for preschoolers”
- 1991 Minnesota Council for Exceptional Children
- “Presentation of the Social Interaction Project”

# Robin Frei

(b)(6)

## SUMMARY

A School Psychologist passionate and motivated to provide services not limited to, but capture, psycho-educational assessment and recommendation, early intervention and prevention, data-based decision-making and problem-solving, consultation, team collaboration, professional development for staff, counseling and other direct services, and school-systems enhancement and leadership.

## CURRENT PRACTICE

### ADAMS-FRIENDSHIP AREA SCHOOL DISTRICT: JUNE 2012-CURRENT

- ◆ School Psychologist for Adams-Friendship Elementary, Grand Marsh Elementary, Roche-A-Cri Elementary, and Adams-Friendship Middle School
- ◆ Positive Behavior Intervention and Supports (PBIS) Coordinator for the District
- ◆ School-Wide Information System (SWIS) Facilitator
- ◆ Manage, Coordinate, and Lead Evaluation Teams and Assessment Plans
- ◆ Demonstrate Expertise in a Variety of Assessment Tools
- ◆ Conduct and Lead Meetings with Professionalism and Rapport with Team Members including Staff, Students, and Parents
- ◆ Coordinate and Lead Problem-Solving Teams
- ◆ Effective Contributing Member of Several Teams
- ◆ Deliver Presentation and Professional Development to Staff on a Variety of Topics
- ◆ Attend Professional Development Opportunities for ongoing Training
- ◆ Presented at the National Association for School Psychologists in 2012 on PBIS and 2013 on Brief Experimental Analysis

## EXPERIENCE WITHIN GRADUATE TRAINING

### PRACTICUM 1: YEAR 1, SEMESTER 1 AND PRACTICUM 4: YEAR 2, SEMESTER 2

- ◆ Human Development Center Interdisciplinary Clinic Experience
- ◆ Comprehensive Assessment, Report, Consultation, and Team Meetings
- ◆ Brief Experimental Analysis for Individualized Reading Intervention
- ◆ Psychological Intervention Casework

### PRACTICUM 2: YEAR 1, SEMESTER 2

- ◆ Placed in Mondovi School District, WI (K-12)
- ◆ Comprehensive Psycho-Educational Assessments
- ◆ Evaluation Reports and IEP Meetings
- ◆ Functional Behavior Assessments and Behavior Intervention Plans
- ◆ Curriculum Based Assessments in Reading and Writing for targeted Evidence-Based Intervention
- ◆ Delivered Reading Interventions and Monitored Progress

# Robin Frei

## PRACTICUM 3: YEAR 2, SEMESTER 1

- ◆ Placed in Afton Lakeland Elementary, Stillwater School District, MN (K-6)
- ◆ Multi-Level Service Delivery Model (Problem-Solving Approach to RtI)
- ◆ Extensive Counseling Experience; Targeted Small Group and Individual: Anger Management, Behavioral Concerns, Social Skills, Motivation, Anxiety, Bullying
- ◆ Behavioral, Social, and Academic Consultation with Teachers and Administration
- ◆ Delivered Benchmark Assessments and Progress Monitoring Data
- ◆ Evidence-Based Reading and Math Interventions
- ◆ Several ADHD Assessments
- ◆ Comprehensive Assessments for SLD, E/BD, OHI, Autism
- ◆ Responsible for Implementation of Tier 2 Problem Solving Team Framework
- ◆ High Achieving STEM School

## PRACTICUM 5: YEAR 2, SEMESTER 2

- ◆ Lac du Flambeau Public School (PreK-8) Cultural Immersion Practicum
- ◆ Reservation for Ojibwa Native Americans
- ◆ Assessment, Observation, and Collaboration with Staff

## THESIS

- ◆ Consultation with Teachers: Visual-Performance Feedback on Acknowledgement within Positive Behavior Interventions and Supports (PBIS)
- ◆ Extensive PBIS Background and Knowledge of Implementation and Literature Base

## GRADUATE ASSISTANTSHIP

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### LAC DU FLAMBEAU SERVICE LEARNING AND CULTURAL DIVERSITY EXPERIENCE

- ◆ Graduate Assistantship during Training at University of Wisconsin- Eau Claire
- ◆ Program Coordinator for Graduate and Undergraduate Students seeking Service Learning and Cultural Diversity Experience, Hours, Credits, and/or Volunteer Work

## EDUCATIONAL BACKGROUND

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|                |  |
|----------------|--|
| UW- Marshfield | 2006-2008: General Credit Fulfillment                          |
| UW- Stout      | 2008-2010: B.A. Psychology, Human Development & Family Studies |
| UW- Eau Claire | 2010-2012: M.S.E; Ed.S. School Psychology                      |

## REFERENCES

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|                      |  |                |
|----------------------|--|----------------|
| Barbie Gransee       | Pupil Services Director, Adams WI      | (608) 547.7608 |
| Michelle Johnson     | Grand Marsh Elementary Principal       | (608) 547.6042 |
| Scott Linner         | Practicum Supervisor, Stillwater MN    | (651) 366.2731 |
| Dr. Michael Axelrod  | Professor and Assistantship Supervisor | (715) 836.5020 |
| Dr. Tom Hobert       | Afton-Lakeland Elementary Principal    | (651) 351.6506 |
| Dr. Mary Beth Tusing | Professor and Thesis Advisor           | (715) 836.5024 |
| Shyre Mann           | Practicum Supervisor, Mondovi WI       | (612) 251.0852 |
| Paul Franzwa         | Mondovi Elementary Principal           | (715) 926.3645 |

**EDUCATION & LICENSURE**

**University of Wisconsin – Milwaukee:** Milwaukee, Wisconsin  
M.S. in Educational Psychology – School Counseling, May 2009

**University of Wisconsin – Green Bay:** Green Bay, Wisconsin  
B.S. in Psychology, May 2007  
B.S. in Human Development, May 2007

**Licensed Professional Counselor** (DRL#: 4677-125), October 2011  
**Nationally Certified Counselor** (NBCC#: 271001), October 2010  
**Wisconsin School Counselor #54** (DPI#: 720054), July 2009

**RESEARCH EXPERIENCE**

META-ANALYSIS, UW – Milwaukee October 2008 – May 2009  
**Graduate Research Assistant**  
Assisted Dr. Thomas Baskin by analyzing effective counseling interventions for students and their families.

CONTINUITY OF CARE, UW – Green Bay September 2006 – May 2007  
**Undergraduate Research Assistant**  
Assisted Dr. Illene Noppe by observing children in child-care centers and recording and analyzing the data.

**PUBLICATIONS & AWARDS**

***Efficacy of counseling and psychotherapy in schools: A meta-analytic review of treatment outcome studies***, May 2010

- Baskin, T. W., Slaten, C., Crosby, N. R., Pufahl, T., Schneller, C. L., & Florek, M. E. (In Press). Efficacy of counseling and psychotherapy in schools: A meta-analytic review of treatment outcome studies. *The Counseling Psychologist*.

**Support Personnel Accountability Report Card for Wisconsin (SPARC-W) Award**, February 2009

- [http://wscaweb.org/site/downloads/sparcw/2008\\_WisconsinConservatoryofLifelongLearning.pdf](http://wscaweb.org/site/downloads/sparcw/2008_WisconsinConservatoryofLifelongLearning.pdf)

**PROFESSIONAL DEVELOPMENT**

***Professional Conferences***

Children Come First Conference, Wausau, WI, November 2013  
White Privilege Conference, Memphis, TN, April 2009  
Wisconsin School Counseling Association Conference, Stevens Point, WI, February 2008, 2009, 2012 & 2014  
American Psychological Association Conference, Boston, MA, August 2008

***Professional Memberships***

Wisconsin School Counseling Association: Member, September 2007 – Present  
UW – Milwaukee Counseling Student Organization: Officer, September 2008 – May 2009  
Wisconsin School Counseling Association Student Subcommittee: UWM Representative, January 2008–May 2009  
UW – Milwaukee Counseling Student Organization: Member, September 2007 – May 2009

**VOLUNTEER & INTERN EXPERIENCE**

WISCONSIN CONSERVATORY OF LIFELONG LEARNING, Milwaukee, WI October 2007 – May 2009

***K-12 School Counselor (Volunteer/Intern)***

- Provided individual counseling for kindergarten through 12<sup>th</sup> grade students
- Delivered early reading interventions (DIBELS program) to kindergarten through fifth grade students
- Planned, organized and implemented the high school career day
- Implemented a Restorative Justice Program (conflict resolution) for middle school students
- Taught WISCareers workshops to administrators, teachers and students

**PROFESSIONAL EXPERIENCE**ADAMS-FRIENDSHIP HIGH SCHOOL, Friendship, WI

July 2012 – Present

**High School Counselor**

- Provide academic, social/emotional and career counseling
- Assess student need and implement systematic prevention curriculum and interventions
- Conduct 9<sup>th</sup> grade transition meetings during the first month of school
- Facilitate 10<sup>th</sup> grade student/parent planning meetings
- Participate on the Career Academy Team to provide post-secondary education to students and families
- Participate on the Building Assistance Team to address our at-risk students' needs
- Participate in all IEPs
- Collaborate with community agencies to provide students and families with resources
- Assist in building the academic master schedule
- Organize PSAT, ACT, EXPLORE, PLAN, WKCE, ASVAB, Accuplacer, and Advanced Placement testing
- Organize college visits
- Plan career and social/emotional lessons for monthly homerooms
- Act as InSPIRE Grant Program Director

ATLAS PREPARATORY ACADEMY, Milwaukee, WI

May 2011 – June 2012

**High School Counselor**

- Provide individual, group and crisis counseling
- Address students' emotional, social and academic needs on a daily basis
- Teach classroom lessons regarding college, ACT/SAT, FAFSA and scholarship applications
- Educate students and parents on graduation requirements and post-secondary options
- Educate students on online credit recovery options
- Organize school events, such as college fair, career day and college tours
- Implemented WISCareers into the school-wide curriculum
- Implement aspects of the RtI and PBIS models
- Coordinate standardized testing, including the WKCE and Terra Nova tests
- Implemented advanced placement (AP) courses and act as AP Coordinator
- Created high school master class schedule
- Create each student's class schedule based on graduation and college requirements

BELL THERAPY: COMMUNITY SUPPORT PROGRAM – NORTH, Milwaukee, WI

August 2010 – April 2011

**Case Manager / Therapist**

- Provided case management and counseling to adults who have a serious and persistent mental illness
- Facilitated weekly counseling groups
- Conducted individual therapy sessions
- Created individualized treatment plans to address clients' goals and strengths
- Provided on-going assessment of clients' treatment plans
- Participated in a rotation which provided 24-hour/7 days per week crisis services
- Assisted clients with vocational, academic, financial and housing assistance

SHOREHAVEN BEHAVIORAL HEALTH, INC., Brown Deer, WI

July 2009 – August 2010

**Second Therapist / Case Manager**

- Provided in-home mental health case management and therapy for children, adolescents and adults
- Facilitated family therapy sessions
- Collaborated directly with teachers, administrators and guidance departments regarding clients
- Conducted client assessments, designed treatment plans and implemented therapy
- Assessed client progress and completed monthly clinical update reports
- Completed necessary client documentation and kept all client information confidential
- Completed suicide assessments and provided crisis counseling

**Tabitha M. Stelter**

(b)(6)

**Career Objective** Seeking a school counseling position to use leadership and teamwork abilities to enhance student growth and safety. Proactive education with PBIS, Restorative Practices and the Wisconsin Comprehensive School Counseling Model Standards will guide my instruction and reactive services.

**Certification** D.P.I. #54 Wisconsin School Counselor License

**Education** 9/04 - 5/06 Marquette University Milwaukee, WI  
M.A. School Counseling  
9/00 - 5/04 Carroll College Waukesha, WI  
B.A. English/Psychology  
• Magna Cum Laude

**Counseling and Professional Experience**

Fall '06 - present School Counselor, Restorative Justice Coordinator at **Adams-Friendship Middle School**  
Friendship, WI  
Spring of '06 Service Learning Participant at **Grand Avenue Middle School**  
Milwaukee, WI  
Spring of '06 Intern at **Carollton Elementary**  
Oak Creek, WI  
Spring of '06 Publications Committee Chair of the **Wisconsin School Counseling Association**,  
Editor for *Counselink*  
Fall/Spring '05 - '06 Intern at **Longfellow Middle School**  
Wauwatosa, WI  
Fall/Spring '05 - '06 Student Representative to the **Wisconsin School Counseling Association**  
Fall '05 Intern at **Dominican High School**  
Whitefish Bay, WI  
Fall '03 -Spring '04 Staff assistant at the **Hebron House of Hospitality**  
Waukesha, WI  
Spring '03 - '04 Volunteer at **Jeremy House "Safe Haven"**  
Waukesha, WI

**Skills & Abilities**

- Conducted individual counseling and classroom guidance lessons
- Devised and implemented multiple group counseling formats (GIRLS Group, TBYP Group, Think it Through Group)
- Coordinated PBIS program by guiding development of behavior expectation matrix, created lessons and reward system, analyzed discipline data as internal coach
- Trained staff in Restorative Circle and Conference processes, CPI's Non-violent Physical Crisis Intervention and Prevention
- Co-directed the implementation of the Wisconsin Comprehensive School Counseling Model district-wide
- Developed protocol for Individual Planning Conferences in middle school
- Coordinated mentorship opportunity for student members of the Wisconsin School Counselor Association (WSCA)
- Collaborated with other board members to develop and host sectionals at WSCA Annual Conference
- Developed and organized first Student Subcommittee of WSCA

- Collaborated with community agencies to develop anti-smoking campaign at Longfellow Middle School
- Proficiency using SASIxp, PowerSchool, WISCareers, Career Cruising, Statview and other data-analysis software. Advanced knowledge of Skyward.

**Additional Certifications/Trainings**

Mental Health First Aid USA  
CPI  
PBIS  
Restorative Circle and Conference  
Level I, II Training in WCSCM

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| <b>References and Portfolio available upon request</b> |
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# Anne Fimreite

## Education & Credentials

University of Wisconsin-Madison, National Career Development Facilitator Certification, 2013

University of Wisconsin-Stout, Certification in School Guidance and Counseling, 2004

University of Wisconsin – Eau Claire, Masters of Science in Education, 1993

Mankato State University – Minnesota, Bachelor of Arts in Psychology, 1991

Wisconsin School Counselor License # 54

## Work Experiences

August 2013-Present Adams-Friendship Area School District

### Middle School Counselor (50%)

- Individual counseling with regular and special education students
- Eighth grade high school/college/career prep classroom presentations
- Eighth grade Individual Planning Conferences
- WKCE small group proctor
- Serve on the Adams County Comprehensive Community Services Coordinating Committee.
- Serve on the Prevent Suicide Adams County Committee.

### K-8 Family/School Liaison (50%)

- Work with families referred due to their child’s attendance, behavioral and/or social-emotional difficulties.
- Serve as support and resource for families experiencing difficulties or a crisis.
- Assess family needs and refer to community or school resources.
- Monitor family and student needs and provide support on an ongoing basis.
- Coordinate efforts and communication between home, school and community agencies.
- Provide parenting information and techniques.
- Assist families in understanding school programs and procedures.
- Encourage and support parents to be active participants in the education of their child(ren).
- Conduct home visits as needed.
- Collaborate with regular and special education staff and families to identify barriers to achievement and design and implement plans for student success.

July 2011-June 2013 Markesan School District Markesan, WI

### Elementary School Counselor

### Middle School Counselor (July 2011-June 2012)

- Create and present developmentally appropriate lessons to all students.
- Work with teachers to develop and monitor behavior plans for students.
- Individual and small group counseling.
- Coordinate 5<sup>th</sup> Grade Transition.
- Assist with speakers for middle school career fair.
- Serve as the Elementary School Assessment Coordinator for the WKCE.
- Serve as the district’s Homeless Liaison.
- Coordinate Student Assistant Team meetings.
- Screen 4K and 5K students.

August 2007-June 2011

Sparta Area School District

Sparta, WI

**High School Counselor**

- Personal/social individual counseling.
- Case manager for students identified during Teen Screen (freshmen mental health screening).
- Academic advising/counseling/mentoring. Monitor academically at-risk students.
- Coordinated academically at-risk student team meetings.
- Met with all seniors in fall to discuss post-secondary plans.
- “College Information and Application Process” parent presentation.
- Scholarship Coordinator.
- Conferencing with sophomores and juniors and their parents.
- Use of WisCareers with all freshmen and sophomores (creating eportfolio and taking career assessments).
- Advisor for Supporting Players, 2009-'10 school year.
- Counselor at Sparta High Point Charter School.
- Coordinated Junior/Parent Night.
- Coordinated WEF/Career Expo/College Visit Day for interested juniors.
- Coordinated guest speakers (ACT prep for juniors, Scholarship 101 for seniors, one-on-one FAFSA help for seniors and parents, WI Covenant presentation for freshmen).
- Developed majority of handouts on guidance website and assisted in the development of website.
- Served on the Reach Committee (assisted in the development of student at-risk meetings and weekly homeroom period)
- Served on the ATODA Committee.
- Served on Freshmen Transition Committee (assisted in developing new freshmen transition program).
- Served as district representative on the Tech Prep Council at Western Technical College (3 years).
- Served on the Madison Careers Conference 2010 & 2011 Advisory Committee.

August 2004-June 2007

Sparta Area School District

Sparta, WI

**Elementary School Counselor**

- Develop and present classroom guidance lessons grades K-3.
- Individual and small group counseling.
- Coordinate and facilitate consultation/collaborative meetings (Sparta Teacher Assistance Team).
- Work with teachers to develop and monitor behavior plans for students.
- Carry out district’s anti-bullying initiative, including coordination of student and staff presentations.
- Plan and organize Red Ribbon Week activities school-wide.
- Plan and organize annual Career Day for all third grade students.
- Locate high school students to tutor academically struggling elementary students.
- Serve on the Bullying, Pupil Services, and Abuse/Neglect/Homeless Committees.

August 2001 –June 2003 Sparta Area School District

Sparta, WI

**School Psychologist**

# GEORGE GOLTZ

(b)(6)

## Summary

My professional background is one of 20 years as a school counselor, primarily at the elementary level grades 4K to 5. Prior to that I worked in the printing profession as an account representative. My focus in school counseling has been on character development, based on the core belief that everyone works together better as a team when everyone follows the Golden Rule - Treat Others the Way You Want to be Treated. I was awarded one of only a few Character Education grants by the State of Wisconsin, Department of Public Instruction in 1998, and administered that \$2500.00 annually renewing grant for five years.

## Core Qualifications

- Excellent team player in cooperating in creating new initiatives.
- Strong interpersonal skills in working with staff and parents.
- Positive mediator for conflict between staff and parents.
- Dedicated worker with perseverance and persistence in achieving challenging goals.
- Personable counseling approach that builds lasting bonds with students even years after elementary school.
- Humor infused into all my work whether one on one conversations or large classroom lessons.
- Encouraging staff members to stay engaged and hopeful.
- Morale booster for staff.

## Achievements

- Created character education curriculum targeting children of homes impacted by poverty to create an engaging educational experience.
- Developed individual and group counseling process that resulted in an efficient management of caseload that typically is double that of my same age-group peers in counseling. Training:
  - Delivered Love & Logic training sessions to para-professionals and to parents to help deal with challenging student behaviors.
  - Completed ongoing training sessions on the Wisconsin School Counseling Model for all three levels.
  - Planned and conducted classroom lessons on a weekly basis and helped students learn cooperation and good character, contributing to an ethic of "Follow the Golden Rule" and increasing resistance to bullying.
  - Served as student mentor and counselor for students when academic problems and personal adjustments arose, meeting with guardians to reach solutions.
  - Environment: Effectively used personal funds to procure office furniture and accessories to create an inviting and functional office at three schools, all of which I share with other professionals such as speech therapists and school psychologists.

## Professional Experience

### School Counselor - Elementary

Aug 1998 to Current

### Adams-Friendship Area Schools - Friendship, WI

Developed and implemented an effective and efficient school counseling program for grades K4 to 5 at four different elementary schools, currently three different elementary schools, within the Adams-Friendship Area School District.

## Education and Training

Master of Science, Counseling Psychology

PR/Award # S215E140434

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University of Wisconsin - Milwaukee - Milwaukee, WI, USA

Completed a two year program of masters level study and then a one year internship with the Menomonee Falls WI School District. Following this I worked as a middle school and elementary school counselor for the Whitnall School District for two years. Also as an elementary school counselor for one year at Glendale-River Hills until a failed referendum lead to a school closure, and for one year at the Slinger Public Schools until the position was dropped in favor of a School Social Worker. The remainder of my career has been with the Adams-Friendship Area Schools.

## Certifications

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Wisconsin School Counselor License. Qualified with credits for renewal for next five year license span beginning in summer 2014.

## Community Involvement

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Co-chair and co-founder of Prevent Suicide Adams County.

Member of the Adams County Physical and Sexual Abuse Prevention Group headed by the county district attorney.

Member of the Adams-Friendship School Counseling Advisory Board.

Trained in the Collaborative Service Team (CST) model approach.

Trained in Love and Logic.

Created the School Resource Officer Drug Dog visit program and fund raiser for wounded officer Todd Johnson (2013) that raised over \$1400.000 for this officer to offset the cost of recuperation following a life-threatening and debilitating gunshot wound. This was the first of its kind program to bring a drug dog directly to classrooms and to provide a photograph keepsake with Meika the drug dog with any child who donated \$5.00. Each elementary school was visited by Meika and hundreds of children participated: a win/win for the Sheriff's department and the School district.

## Affiliations

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Participant: DPI inter-district counseling message forum.

Member: Adams County Child Death Review Team (ages 0 to 25).

Member: National Education Association 1994 to present.

Member: Wisconsin Education Association 1994 to present.

# EXTERNAL EVALUATION CONSULTANT Carol J Roth

(b)(6)

## Executive Profile

Experienced professional with more than 20 years of research analysis / evaluation experience, strong leadership skills, extensive project experience from concept to reporting, meticulous attention to detail, strong ability to communicate effectively with multiple audiences using a variety of methods, skilled in technology and statistical analysis, extensive community coalition/partnership experience

## Education

**University of Wisconsin - LaCrosse, WI** 1992  
**Masters in Public Health (MPH) in Community Health Educ.**

**University of Wisconsin - Madison, WI** 1988  
**B.S. Family & Consumer Science Education; B.S. in Journalism**

**University of Wisconsin - Madison, WI** ABD  
Ph.D. in Health Education, Dept of Curriculum & Instruction 42 credits toward degree

## Skill Highlights

- Project Management
- Extensive Work with Non-Profits
- Community / Coalition Development and Leadership
- Evaluation Methodology
- Data Collection / Statistical Analysis
- Independent Worker / Self-starter
- Report Writing
- Effective Communication / Presentation Skills
- Technology (SPSS, Excel, Word, PPT, etc.)
- Grant Writing and Reporting
- Effective Adult Educator
- Problem Solving Skills

## Career Accomplishments

### Project Development

- Collaborated with communities, non-profits, educational institutions in the development of grant initiatives and maintained those relationships throughout the project
- Developed educational tools, evaluation protocols, timelines, logic models to ensure effective and timely data collection that support project goals
- Research and utilize resources pertinent to resources at multiple levels (e.g. evidence-based programs)
- Worked as a project team-member on a multitude of projects.

### Project Management

- Worked directly with administrators, project directors, staff to meet project evaluation / assessment needs
- Developed workshops for project partners
- Communicate effectively with project partners
- Demonstrated understanding of teaching and training and evaluation and assessment methodologies

### Process Improvement

- Utilized data to assess project needs and ensure program improvement
- Identify project needs (including technical assistance and training)

### Evaluation Methodologies:

- Developed qualitative and quantitative data collection instruments that resulted in the ability to collect essential data
- Managed all data collection and analysis for small to large-scale projects

## Reporting / Documentation

- Created documents to keep management, staff, and stakeholders informed about program impact
- Provided quarterly and annual project reports to document project progress
- Wrote / edited project reports for federal funders
- Utilized data to make recommendations for program improvement and future growth
- Created presentations for multiple audiences that resulted in increased understanding of project data, goals, and accomplishments
- Participated in local, state, and federal meetings

## Professional Experience

### Independent Consultant

January 1996 to Current

- Evaluation timelines and logic models development
- Qualitative and quantitative evaluation development
- Evaluation protocol development, survey and other data collection development
- Data collection and analysis
- Generate reports for stakeholders, funders; prepare quarterly, annual and project executive summaries
- Strategic planning
- Develop grant proposals. Projects include federal grants from DOE, OJJDP, SIG, and DHHS. Work collaboratively with various agencies, schools, non-profits to prepare and submit grant proposals.

#### Consulting Services provided for:

Boscobel Area School District; Boscobel-Mt. Zion United Methodist Church; Wautoma Area School District, Delevan-Darian School District, Clinton School District, Brown Deer School District, Beaver Dam Unified School District, Columbia County Health Department, Juneau County Health Department, Adams County Health Department, Wautoma, Westfield, Adams-Friendship, Almond Bancroft School Districts; CESA 5, Portage, WI; MCDS, Madison, WI; Couleecap, Westby, WI; Westfield / Montello School District; Portage School District; Columbus School District; Almond-Bancroft School District; Marquette County HCHY; Vilas County Prevention Network; Wisconsin Prevention Network; Wisconsin Farmer's Union; Wisconsin Regional Teen Institute; Wisconsin Suicide Prevention Network; Prairie du Chien Memorial Hospital, Prairie du Chien, WI; Wisconsin Coulee Region Community Action Program, Westby, WI; LaCrosse Police Department, LaCrosse, WI; Center for Health Policy and Program Evaluation (CHPPE) UW-Madison,

### Wisconsin Department of Public Instruction

October 2012 to Current

Evaluation Consultant: Qualitative/quantitative data collection and analysis, project evaluation, report writing.

### University of Wisconsin Systems - Madison, WI

May 1989 to December 2007

Outreach Specialist: Research, evaluation (quantitative / qualitative), survey development, website development, video production, power point presentation, educational material development, program marketing.

Instructor: Program development, instruction, class management, evaluation for: Health Information for Teachers, Creative Development, Drugs, Society, and Human Behavior, and On Campus Talking about Alcohol and Other Drugs.

Assistant Professor: Needs assessment, program development, instruction, evaluation, adult education, public relations, collaboration with community agencies, report to local and state governing agency. Major program areas include health-related issues, child/family development, leadership/community development, program evaluation, financial management.

### Couleecap - Westby, WI

January 1997 to January 1998

As a Prevention Specialist developed:

- Community collaboration through partnership council
- ATODA communication activities and public relations for ATODA prevention projects
- Project evaluation

### Southwestern Wisconsin Resource and Referral - Boscobel, WI

January 1995 to December 1997

As Executive Director of Six-County Agency was responsible for:

- Financial management
- Staff supervision
- Development /Implementation of agency policies and protocols
- Teaching community education programs
- Community needs assessments
- Grant development and management
- Public relations / outreach
- Evaluation of all organizational activities

**POSITION  
DESCRIPTION FOR  
SCHOOL  
SOCIAL WORKER**

**ADMINISTRATIVE POSITION DESCRIPTION**

|                    |                      |                        |                            |
|--------------------|----------------------|------------------------|----------------------------|
| <b>TITLE:</b>      | School Social Worker | <b>SUPERVISOR:</b>     | Director of Pupil Services |
| <b>DEPARTMENT:</b> | Pupil Services       | <b>CLASSIFICATION:</b> | Administration             |

**1. Accountability Objectives:**

School social work plays a vital role in education. The school social worker is a member of the Pupil Service Team within the Division of Teaching and Learning. Within the school, the objectives include: 1) direct service including behavior intervention to the child and his/her family, 2) work with the individual or small groups of children, 3) inform school personnel of social work findings through the evaluation process, and 4) act as liaison person with other community social agencies.

**2. Position Characteristics:**

Salary:

Determined by the District Administrator/Board of Education

Length of Contract:

1 year

**3. Position Relationships:**

Supervisor:

Director of Pupil Services

Coordinates with:

Pupil Services Department, Principals, guidance counselors, teachers, and support staff.

**4. Position Qualifications:**

Required Qualifications:

This position requires that the school social worker hold a certification issued by Wis. Department of Public Instruction (#50), a Master's Degree in Social Work, and a certification as a social worker by Wisconsin Department of Regulation and Licensing.

Desired Qualifications

Three years of experience in a recognized social service agency working with children and families, and training in school related and/or social work settings. School social workers are also expected to participate in continuing ethics and boundary training as required every two years by the Wisconsin Department of Regulation and Licensing.

## **5. Special Requirements**

- A. Knowledge of public educational goals.
- B. Knowledge of, and ability to apply, state and federal regulations as they pertain to general and special education services.
- C. Knowledge of and familiarity with the Wisconsin Pupil Services Standards as articulated through the Department of Public Instruction.
- D. Knowledge of the Wisconsin Teaching Standards as articulated through the Wisconsin Department of Public Instruction.
- E. Knowledge of social work skills at all three levels of intervention (micro, mezzo and macro practice) including systemic intervention, group work and case work.
- F. Knowledge of community resources and ability to help families access these resources as appropriate to overcome barriers to learning.
- G. The ability to cooperate with other school personnel in meeting overall District, school, and social work goals.
- H. Knowledge of social, mental health and child welfare issues that impact families and children's education.
- I. Knowledge and personal awareness of the role that race, economic injustice, and culture play in presenting barriers to education as well as how to overcome these same barriers.
- J. Familiarity and training in Non-Violent Crisis Prevention and Intervention.
- K. Knowledge of and awareness of the Response to Intervention (both academic and behavioral) framework and how to intervene therein.
- L. Ability to conduct social/emotional education evaluations and present social work findings to related IEP teams.
- M. Ability to utilize data as foundation to evidence based interventions within the Response to Intervention framework.

## **6. Position Responsibilities**

- A. Provide individual case management services and evaluations based on adaptive behaviors (including the administration of adaptive behavior scales), socio-cultural adjustment, social history as appropriate for students with suspected disabilities in coordination with school psychologist at assigned buildings.
- B. Assist in the smooth transition of special education students as they pass from special education to regular education and vice versa, including transition to and from child caring institutions where education services are provided.
- C. As required, help meet student needs, coordinate school and community services such as those provided by day care centers, dental, medical and mental health, work-orientation centers, county welfare agencies, family service agencies, community action programs and other human service organizations.
- D. Collaborate with other professionals in classroom management with specific regard to aspects of the curriculum concerned with social and emotional development, behavior, family cooperation, and adaptive behaviors as they related to cultural background, experiences, and linguistic variables utilizing evidence based approaches that emphasize prevention and early intervention.
- E. In-service for school personnel and parents as related to any and all procedures relevant to children with special education needs as well as pertinent social issues.
- F. Work with principals to identify children with poor attendance. Work with families, children, and school staff to prevent truancy in individualized cases. If needed, assist with referrals to juvenile court intake, and provide monitoring of cases after referral and disposition.
- G. Provide in-service, consultation, and assistance to faculty, staff, and families as needed in

matters related to child welfare.

H. Regular attendance and active participation as a member of assigned school Pupil Services Teams (PSTs), Individualized Education Plan (IEP) Teams, and attend parent/teacher conferences when necessary and appropriate.

I. Provide crisis follow-up and coordination services to families and children after traumatic family incidents.

J. Provide linkage to, and advocacy for, community resources that a family may have need for.

K. When appropriate, school social workers will engage in, or assist other school personnel with, preventive endeavors, whether labeled developmental guidance, primary prevention, character education, affective education or systems intervention, and with other student needs such as body image, grief and loss, family changes, etceteras.

L. Research, develop, and evaluate school social work programs relating to children with special education needs.

M. Serve as appropriate on building based crisis intervention/support teams.

N. Performs other duties as directed.

**Mandates that are addressed by school social work services:**

IDEA, Protective Behaviors (Wis. Stats. 115.368), Human Growth and Development (Wis. Stats. 118.019), Suicide Prevention (Wis. Stats. 118.295), School Aged Parents Program (Wis. Stats. 115.92), AIDS Education, Compulsory School Attendance (Wis. Stats. 118.15 & 118.16), Children-at-risk (Wis. Stats. 118.153 & 120.02(1)(b)).

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*Adams-Friendship Area School District  
201 W. 6th Street, Friendship, WI 53934  
(608) 339-3213 Fax (608) 339-6213*

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NEW: April 2014

# **ATTACHMENT B**

- ▶ **Project Narrative References**
- ▶ **Letters of Commitment from Partnering Agencies**
- ▶ **Example Classroom Behavior Intervention Plan Planning**
- ▶ **Example Military Youth Camp**
- ▶ **Graph 3 – Enabling Component**
- ▶ **Positive Action Information**
- ▶ **Lifeskills Training Information**
- ▶ **Safe Schools Ambassadors Information**
- ▶ **Adam County Promise Neighborhood Memorandum of Agreements**

# **PROJECT NARRATIVE REFERENCE LIST**

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- 3) ESRI Business Information Solutions (2012)
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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

Adams-Friendship Area School District

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                      | 210,566.00         | 185,576.00         | 184,675.00         |                    |                    | 580,817.00   |
| 2. Fringe Benefits                | 66,113.00          | 60,455.00          | 59,595.00          |                    |                    | 186,163.00   |
| 3. Travel                         | 4,925.00           | 3,775.00           | 6,775.00           |                    |                    | 15,475.00    |
| 4. Equipment                      |                    |                    |                    |                    |                    |              |
| 5. Supplies                       | 30,475.00          | 14,355.00          | 10,580.00          |                    |                    | 55,410.00    |
| 6. Contractual                    | 70,150.00          | 53,050.00          | 46,150.00          |                    |                    | 169,350.00   |
| 7. Construction                   |                    |                    |                    |                    |                    |              |
| 8. Other                          |                    |                    |                    |                    |                    |              |
| 9. Total Direct Costs (lines 1-8) | 382,229.00         | 317,211.00         | 307,775.00         |                    |                    | 1,007,215.00 |
| 10. Indirect Costs*               | 15,939.00          | 13,228.00          | 12,834.00          |                    |                    | 42,001.00    |
| 11. Training Stipends             |                    |                    |                    |                    |                    |              |
| 12. Total Costs (lines 9-11)      | 398,168.00         | 330,439.00         | 320,609.00         |                    |                    | 1,049,216.00 |

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Wisconsin Department of Public Instruction

The Indirect Cost Rate is 4.17 %.

(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<br>Adams-Friendship Area School District | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |  |
|---|---|--|

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

Address:

|           |                     |
|-----------|---------------------|
| Street1:  | 201 W. Sixth Street |
| Street2:  |                     |
| City:     | Friendship          |
| County:   |                     |
| State:    | WI: Wisconsin       |
| Zip Code: | 53934-9135          |
| Country:  | USA: UNITED STATES  |

|                               |                             |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| (608)339-3213 Ext. 1013       |                             |

Email Address:

|                        |
|------------------------|
| gransee_b@af.k12.wi.us |
|------------------------|

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #: 

|  |
|--|
|  |
|--|

No Provide Assurance #, if available: 

|  |
|--|
|  |
|--|

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

|  |                |                   |                 |
|--|----------------|-------------------|-----------------|
|  | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|