

**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 # S215E140461**

**Grants.gov Tracking#: GRANT11638269**

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.).

Non Responsive

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 04/28/2014	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
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**State Use Only:**

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

* a. Legal Name: Caldwell-West Caldwell Public Schools	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 22-6002576	* c. Organizational DUNS: 7902826560000

**d. Address:**

* Street1: 181 Central Avenue
Street2: _____
* City: West Caldwell
County/Parish: Essex
* State: NJ: New Jersey
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 07006-7615

**e. Organizational Unit:**

Department Name: _____	Division Name: _____
------------------------	----------------------

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

Prefix: Dr.	* First Name: James
Middle Name: _____	
* Last Name: Heinegg	
Suffix: _____	
Title: Superintendent	

Organizational Affiliation: Caldwell-West Caldwell Public Schools
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* Telephone Number: 973-228-6979	Fax Number: 973-228-8716
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* Email: jheinegg@cwcboc.org
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**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:**

Peace Model Project

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="1,095,564.00"/>
* 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="1,095,564.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>James Heinegg</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Caldwell-West Caldwell Public Schools</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Caldwell-West, Caldwell Public Schools * Street 1: 181 Central Ave.    * Street 2: * City: West, Caldwell    * State: NJ: New Jersey    * Zip: 07006 Congressional District, if known:		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix    * First Name    Middle Name * Last Name    Suffix * Street 1    * Street 2 * City    * State    * Zip		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix    * First Name    Middle Name * Last Name    Suffix * Street 1    * Street 2 * City    * State    * Zip		
<b>11.</b> 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: James Heinegg * Name: Prefix    * First Name James    Middle Name * Last Name Heinegg    Suffix Title:    Telephone No.:    Date: 04/28/2014		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## 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.**

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Caldwell-West Caldwell Public Schools

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

Prefix: Dr. \* First Name: James Middle Name:

\* Last Name: Heinegg Suffix:

\* Title: Superintendent

\* SIGNATURE: James Heinegg

\* 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:

## Budget Narrative

### Year One

#### Travel

Our basis for travel costs in Year One are estimates for travel costs for two people to attend the Office of Safe and Healthy Students National Conference and one person to attend the Project Director's Meeting. Our district follows GSA rates.

#### Conference (Project Director and 1 other staff member)

Round trip Caldwell, NJ to Washington DC, 400 miles @ .31 per mile x 2 =	\$248
Two nights @ \$ 224 per night x 2 =	\$896
3 days per diem @ \$71 x 2 =	\$426
<hr/> Subtotal	\$1,570

#### Project Director's Meeting

Round trip Caldwell, NJ to Washington DC, 400 miles @ .31 per mile =	\$124
One night @ \$ 224 per night =	\$224
2 days per diem @ \$71 =	\$142
<hr/> Subtotal	\$490

Total: \$2,060.00

#### Supplies

Our basis for our budget for supplies for Year One are estimates for outfitting the Peace Center in each school with tables, chairs, computer, phone, office supplies, and supplies for student use (iPod Touch).

2 Tables @ \$100 x 4 schools =	\$800
6 Chairs @ \$50 x 4 schools =	\$1200
3 iPod Touch @ \$229 x 4 schools =	\$2748
Office Supplies @ \$200 x 4 schools =	\$800
MacBook Pro @ \$1200 x 4 schools =	\$4800
Phone @ \$45 x 4 schools =	\$180
<hr/> Total	\$10528

#### Contractual

We have provided all of our counseling staffing for the past thirty years through contractual arrangements, and are proposing to continue for this project:

Psychiatrist: \$300 per session x 70 sessions =	\$21,000
Project Director: 1 FTE	\$94,000
Counselors: 2.5 FTE	\$170,000
Evaluation: \$100 per hour x 500 hours =	\$50,000
<hr/> Total	\$335,000

Our total direct costs are \$347,588. Using an indirect cost rate of 4%, our indirect costs for Year One are \$13,904, for a total of \$361,492.

#### Year Two

##### Travel

Our basis for travel costs in Year Two are estimates for travel costs for two people to attend the Office of Safe and Healthy Students National Conference.

Conference (Project Director and 1 other staff member)	
Round trip Caldwell, NJ to Washington DC, 400 miles @ .31 per mile x 2 =	\$248
Two nights @ \$ 224 per night x 2 =	\$896
3 days per diem @ \$71 x 2 =	\$426
Total	\$1,570

##### Supplies

Our basis for our budget for supplies for Year Two are estimates for continuing to purchase office supplies for each Peace Center.

Office Supplies @ \$200 x 4 schools =	\$800
Total	\$800

##### Contractual

We are budgeting an expected 3% increase in our contractual costs for Year Two.

Psychiatrist: \$310 per session x 70 sessions =	\$21,700
Project Director: 1 FTE	\$96,820
Counselors: 2.5 FTE	\$175,100
Evaluation: \$103 per hour x 500 hours =	\$51,500
Total	\$345,120

Our total direct costs are \$347,490. Using an indirect cost rate of 4%, our indirect costs for Year Two are \$13,900, for a total of \$361,390.

#### Year Three

##### Travel

Our basis for travel costs in Year Three are estimates for travel costs for two people to attend the Office of Safe and Healthy Students National Conference.

Conference (Project Director and 1 other staff member)	
Round trip Caldwell, NJ to Washington DC, 400 miles @ .31 per mile x 2 =	\$248
Two nights @ \$ 224 per night x 2 =	\$896
3 days per diem @ \$71 x 2 =	\$426
Total	\$1,570

Supplies

Our basis for our budget for supplies for Year Three are estimates for continuing to purchase office supplies for each Peace Center.

Office Supplies @ \$200 x 4 schools =	\$800
Total	\$800

Contractual

We are budgeting an expected 3% increase in our contractual costs for Year Three.

Psychiatrist: \$320 per session x 70 sessions =	\$22,400
Project Director: 1 FTE	\$99,725
Counselors: 2.5 FTE	\$180,353
Evaluation: \$107 per hour x 500 hours =	\$53,500
Total	\$355,978

Our total direct costs are \$358,348. Using an indirect cost rate of 4%, our indirect costs for Year One are \$14,334, for a total of \$372,682.

## Project Narrative File(s)

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

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

## **Elementary and Secondary School Counseling Grant 2014**

### **Project Abstract**

The Caldwell/West Caldwell School District is proposing to implement our innovative Peace Model Project to transform the culture in the four elementary schools in our district. The Peace Model Project will provide all 1,183 elementary school students with access to our Peace Rooms, safe and supported spaces where children can decompress, reduce anxiety, and have quiet, restorative time while learning to self-regulate their emotions so they better meet life's challenges. All students will also participate in the evidence-based *Character Counts!* Curriculum, have the opportunity to join small groups designed to help them develop the skills to cope effectively with obstacles and overcome adversity, and receive individual counseling or referrals, as necessary. As part of the Peace Model Project, we will hire a Project Director, 2.5 FTE school counselors and one child-adolescent psychiatrist to serve as our leadership team. As a result of the Peace Model Project, students will have improved coping and resiliency skills, decreased disciplinary referrals and referrals to the ER, and improved mental health; the schools' climate will also be transformed so that it maximizes all students' ability to learn and develop in healthy ways.

The Peace Model Project is designed to meet all three of the grant competition's competitive priorities: the Absolute Priority to expand a counseling program in elementary schools, as well Competitive Priority 1: Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement, and Competitive Priority 2: Support for Military Families.

## Other Attachment File(s)

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## **Program Director**

**Job Title:** School Program Supervisor

**Reports to:** Executive Director

**Summary:** Under limited supervision, provides clinical and administrative direction for all facets of the Peace Model Program. Formulates and implements client care policies and procedures, and participates in strategic and operational decision-making. Directs, coordinates and oversees the administration of clinical personnel and associated support staff.

### **Duties and responsibilities:**

1. Plan, implements and evaluates all clinical care services relevant to the Peace Model Project, as well as associated administrative operations and activities.
2. Reviews, established. And maintains client care protocol and standards, ensuring that all federal and state policies, regulations, and guidelines for client care are met.
3. Participates in the design, establishment and maintenance of the organizational structure and staffing of the Peace Model Project; recruits, trains, supervises and evaluates school clinical staff.
4. Participates in development, implementation and maintenance of policies, objectives, short- and long-range planning; develops tracking and evaluation programs to assist in accomplishment of established goals.
5. Manages and coordinates treatment services and programs, as well as educational and in-service activities related to the Peace Model Project.
6. Develops and establishes policies and objectives consistent with those of the organization to ensure efficient operation of clinical services.
7. Represents the organization at various community and/or business meetings; promotes existing and new programs and/or policies.
8. Performs miscellaneous job-related duties as assigned.

### **Job Requirements:**

1. MSW degree from an accredited graduate school of social work with a minimum of three years post-master's experience.
2. Considerable knowledge of mental and/or social disorders in children and their required treatment, their etiology and basic diagnostic and assessment methods, treatment programs, facilities, and resources for clients, state and federal laws, regulations, policies and procedures, state licensure requirements, professional standards of practice and licensure requirements.
3. Knowledge of child mental health counseling principles, methods, procedures and standards.
4. Strong interpersonal and communications skills and the ability to work effectively with a wide range of constituencies.
5. Skill in organizing resources and establishing priorities.
6. Interviewing and psychological/developmental evaluation skills.

7. Knowledge of clinical operations and procedures
8. Ability to evaluate the progress of therapeutic programs and to make individual modifications
9. Knowledge of community support services and funding agencies
10. Skill in preparing and maintaining client records
11. Knowledge of legal and ethical issues related to clients' rights
12. Knowledge of crisis intervention techniques

## **Student Assistance Counselor**

**Job Title:** Student Assistance Counselor

**Reports to:** Peace Model Project Director

**Summary:** Under indirect supervision, provides, oversees, and/or administers a wide range of psychosocial evaluation/assessment, diagnostic, counseling therapy, crisis intervention, and/or case management services that require a high degree of independent decision-making and program administration.

### **Duties and responsibilities:**

1. Provides counseling, therapy, and/or psychotherapy to children and families; prepares treatment plans, discharge plans and follow-up care programs; provided therapeutic crisis intervention and emergency services as required.
2. Collects data about clients through interview, case history, psychological tests, and/or observational techniques; evaluates data to identify causes of problems and to determine proper therapeutic approach or referral to other specialists.
3. Consults with other therapists or related professionals, as appropriate, in the performance of therapeutic and/or casework; refers clients to appropriate services, as required.
4. Provides and/or arranges for therapeutic interventions as appropriate for clients in a crisis condition and for those with serious disturbance problems.
5. Follows up to determine reliability of treatment used; changes method and degree of therapy when indicated.
6. Established and maintains accurate and current case files, referrals and other related documents of the treatment of clients; keeps abreast of client data to ensure appropriate treatment and care delivered.
7. Consults with other legal and treatment agencies and individuals in relation to client records, rights and responsibilities.
8. Plans and facilitates community outreach and education activities, as appropriate to the position; may serve as liaison and representative to community organizations and schools.
9. Consults with other legal and treatment agencies and individuals in relation to client records, rights and responsibilities.
10. Plans and facilitates community outreach and education activities, as appropriate to the position; may serve as a liaison and representative to community organizations.
11. Maintains strict confidentiality and professional/ethical standards required by State and Federal statutes and by those standards generally accepted for counseling and social work practice.
12. As appropriate to the position performs various administrative functions such as preparing reports and correspondence, and may propose changes to program policies and procedures.
13. Performs miscellaneous job-related duties as assigned.

**Job Requirements:**

1. Master's degree in Counseling, Social Work, or directly related field with 3 to 5 years experience directly related to duties and responsibilities specified.
2. Must be licensed as a "Licensed Social Worker, Licensed Clinical Social Worker, Licensed Professional Counselor or Licensed Marriage and Family Therapist
3. Knowledge and understanding of clinical social work and mental health counseling principles, methods, procedures and standards
4. Knowledge of psychological test administration, scoring and interpretation
5. Ability to create, compose and edit written materials
6. Strong interpersonal and communication skills and the ability to work effectively with a wide range of constituencies in a diverse community
7. Interviewing and psychological/developmental evaluation skills
8. Knowledge of clinical operations and procedures
9. Knowledge of community mental health resources
10. Knowledge of community outreach services and activities
11. Ability to lead and train staff and/or students
12. Knowledge of crisis intervention techniques
13. Knowledge of community medical diagnostic and patient care services in area of medical expertise
14. Ability to observe, assess and record symptoms, reactions and progress
15. Ability to evaluate the progress of therapeutic programs to make individual modifications
16. Skill in preparing and maintaining client records
17. Knowledge of principles and methods of social and vocational rehabilitation as they related to mental health clinical practices
18. Knowledge of legal and ethical issues related to clients' rights
19. Knowledge of community support services and funding agencies
20. Knowledge of community health care and vocational services
21. Ability to make administrative/procedural decisions and judgments.

## **Child & Adolescent Psychiatrist**

**Job Title:** Psychiatrist - Child & Adolescent

**Reports to:** Peace Model Project Director

**Summary:** The Child/Adolescent Psychiatrist will join a team of dedicated mental health and school based counselors in the Caldwell/West Caldwell School System. Primary duties include participation in a team approach to providing support and care. This includes psychiatric evaluations, school clearances, team consultations as well as providing medication management.

### **Duties and responsibilities:**

1. Psychiatric evaluations .
2. School clearances
3. Team consultation
4. Administrative Management skills
5. Medication management
6. Evaluates, diagnoses, and treats mental, emotional, or behavioral disorders affecting children, adolescents, and their families.
7. Diagnoses disorders, including nature and extent, determines the appropriate course of treatment, and discusses these treatment plans with the child or adolescent and the responsible adults.
8. Prescribes medication when necessary.
9. May need to act as an advocate for the best interests of the patient.
10. Familiar with standard concepts, practices, and procedures within a particular field.
11. Relies on experience and judgment to plan and accomplish goals. Performs a variety of tasks.
12. A wide degree of creativity and latitude is expected.

### **Job Requirements:**

1. Board Certified or Board eligible in Child Psychiatry .
2. New Jersey Licensed with current DEA/CDS

## Budget Narrative File(s)

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## **Elementary and Secondary School Counseling Grant 2014**

### ***1. Need for the Project***

#### **(A) Describe the school population to be targeted by the program**

Young people in New Jersey are facing increasing challenges to their mental health. Across the state, approximately one in five students is bullied on school property, and one in six is bullied through emails, text-messaging and other social media.<sup>1</sup> 18% have purposely cut or burned themselves, 13% have considered suicide and 11% have made a plan for suicide. Rates for girls are even higher – 21% of females have cut or burned themselves, 16% have considered suicide, and 12% have made a plan for suicide.<sup>2</sup>

Unfortunately, even young children struggle with mental health and social/emotional issues. The Caldwell/West Caldwell School District, located in Essex County, New Jersey, contains four elementary schools - Washington Elementary School, Lincoln Elementary School, Jefferson Elementary School, and Wilson Elementary School – that serve children with a high need for counseling and mental health services. The student population at the four schools totals 1,183 students in grades K-5. Demographics of these young people are as follows:

<b>Caldwell/West Caldwell Elementary School Demographics</b>				
	<b>Jefferson</b>	<b>Lincoln</b>	<b>Washington</b>	<b>Wilson</b>
% White	80.5%	80.1%	85.6%	86.0%
% Black	1.3%	.4%	1.9%	.8%
% Hispanic	14.0%	11.7%	8.7%	7.5%
% Asian	4.2%	6.6%	3.5%	3.8%
% with disabilities	11%	12%	8%	16%

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<sup>1</sup> NJ Dept. of Education, Division of Student & Field Services, Office of Student Support Services, NJ Student Health Survey, 2011.

<sup>2</sup> Ibid.

Our schools also serve a number of children who are from military-connected families. Unfortunately, New Jersey does not collect data on military-connected students by school district.<sup>3</sup> However, many veterans and active military migrate to Caldwell to enroll in Caldwell College, which participates in the Yellow Ribbon GI Education Enhancement Program and is a Veterans Certifying Official site that assists Veterans with their Veterans Benefits. The College has an agreement with Veterans Affairs to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate, and matches dollar for dollar the difference in tuition and fees for qualifying veterans. Caldwell College also grants credit for military education experiences based upon American Council on Education (ACE) recommendations. As a result, many children in our schools are connected to the military in some way.

Despite their young ages, many of these children face great challenges, including mental health issues, limited self-control, high levels of stress, bullying/harassment, or problems in relationships with peers, families and/or teachers. As the current Caldwell/West Caldwell Elementary School Counselor has noted:

The students struggle with higher levels of anxiety due to social media that portrays the tragedies that have been occurring in today's world. Kids are having more panic attacks, have an inability to manage their anger, suffer from depression, and lack social skills - these struggles negatively impact peer relationships, and contribute to pervasive developmental disorders. These issues negatively impact quality of education and classroom environment and also adversely affect other students' and teachers' daily experiences.

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<sup>3</sup> US4Military Families, [www.usa4militaryfamilies.dod.mil](http://www.usa4militaryfamilies.dod.mil).

As a result, students at all four of our target schools have high rates of disciplinary infractions for disruptive behavior, verbal disrespect, fighting, vandalism, and/or bullying:

<b>Disciplinary History, 2012-2013</b>		
<b>Target Schools</b>	<b>Student Population 2012-13</b>	<b>Referrals for Disciplinary Reasons</b>
Jefferson Elementary	311	77
Lincoln Elementary	258	62
Washington Elementary	369	92
Wilson Elementary	245	55
<b>TOTAL</b>	<b>1,183</b>	<b>286</b>

Once students graduate from Caldwell/West Caldwell Elementary School, stress rises even further. Middle school counselors have reported an alarming rise in cutting among tween girls, as well as body image disorders; high school counselors see an increasing number of students with drug and alcohol addictions.

We believe it is critical to reach our students in the youngest grades NOW, and provide them with skills to manage the life challenges they are currently encountering, and those they will face as they grow up. We have identified three key needs to be met by our program:

1. Help students develop stress reduction, coping and self-regulation skills;
2. Help to reduce bullying and harassment by improving student relationships with peers, families and the school community; and
3. Provide appropriate services to students experiencing significant mental health problems.

To meet these needs, we will provide the Peace Model Project, a comprehensive program of activities that are centered around our Peace Room, where children will learn to develop the skills to self-regulate their emotions; other critical program components include: 1) primary prevention and education; 2) screening and detection; 3) treatment; 4) follow-up; 5) crisis

services and 6) case management. Research has shown that school counseling and mental health services can be an effective mechanism to provide these components and meet student needs. For example, a meta-analysis of school counseling outcome research (117 studies, 153 school counseling interventions, and 16,296 students) found an overall effect size of .30 - students who participated in the interventions improved almost a third of a standard deviation more than their peers who did not receive the interventions.<sup>4</sup>

**(B) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project**

Despite a high level of mental health and social/emotional issues among its students, the Caldwell/West Caldwell School district has limited support from mental health and counseling professionals. In its current model, 1.5 FTE (one full-time and one half-time) school counselors rotate between the four elementary schools; the schools also share one school psychologist and one school social worker. There are no child-adolescent psychiatrists available:

<b>Caldwell/West Caldwell Counseling and Mental Health Professionals</b>						
<i>Schools participating in the grant</i>	<i>Students enrolled</i>	<i>Child-adolescent psychiatrists</i>	<i>School Psychologists</i>	<i>School Counselors</i>	<i>School Social Workers</i>	<i>Other Mental Health Professionals</i>
Jefferson Elementary	311	0 FTE	.25 FTE	.375 FTE	.25 FTE	0 FTE
Lincoln Elementary	258	0 FTE	.25 FTE	.375 FTE	.25 FTE	0 FTE
Washington Elementary	369	0 FTE	.25 FTE	.375 FTE	.25 FTE	0 FTE
Wilson Elementary	245	0 FTE	.25 FTE	.375 FTE	.25 FTE	0 FTE
<b>TOTAL</b>	<b>1183</b>	<b>0 FTE</b>	<b>1.0 FTE</b>	<b>1.5 FTE</b>	<b>1.0 FTE</b>	<b>0 FTE</b>

<sup>4</sup> Whiston & Quinby (2009). Review of school counseling outcome research. *Psychology in the Schools*, 46(3), 267-272. Schatzberg & Nemeroff (2009). *Textbook of Psychopharmacology*. Arlington, VA: The American Psychiatric Publisher.

This ratio of only 1 school counselor per approximately 790 students<sup>5</sup> is more than three times the American School Counselor Association recommended national benchmark of 250 to 1.<sup>6</sup> It is more than double the New Jersey rate of 359 to 1.<sup>7</sup> The school counselors' high caseload prevents them from being able to spend a significant amount of time in one school, unless there is a crisis situation. Students may have a more difficult time forming trusting relationships with counselors, since they are not a daily presence in their schools. In addition, time that could be spent helping children is instead wasted on the road and out of school.

## ***2. Quality of the Project Design***

### **(A) The extent to which the proposed project will establish linkages**

The Caldwell/West Caldwell school system is very fortunate to have strong linkages with many local community groups and social service organizations. Since 1977, the District has worked with The Bridge, a private, nonprofit community organization that has provided services to over 100,000 children, adolescents, adults and seniors in the area. The Bridge has provided the Caldwell/West Caldwell school system with school-based counseling and crisis intervention, as well as parent and community education. The Bridge is also involved with bringing topics of interest to parents and to the community at large through The Bridge Community Dialogue and Lecture Series - for example, on May 7<sup>th</sup>, the two partners, along with A Partnership for a Drug Free NJ and the State Attorney General's Office, the local Emergency Medical Services team and the faith based community, will present a Community Dialogue and Lecture Series titled: *"From Prescription Drugs to Heroin: The New Face of Addiction."* We are anticipating that hundreds of parents will attend this highly publicized event. This type of partnership is already in

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<sup>5</sup> Our data thus far for the 2013-14 school year, as well as the most recent district demographic study, projects relatively stable enrollment for the next five years.

<sup>6</sup> American School Counselor Association, Student to School Counselor Ratio, 2010-2011.

<sup>7</sup> Ibid.

place and can be enhanced over time with the planning of additional lecture series on a variety of topics that are affecting our local community.

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

The Peace Model Project is an innovative school-wide positive behavioral and mental health support program that is designed to meet the continuum of needs among students in our community. We have consulted with our current school counselors and program partner The Bridge, and have developed a program model that will meet the following goals and objectives:

- ***Goal 1: Hire qualified and experienced staff to provide counseling and mental health services to students at our four target schools.***
  - *Objective 1a:* Hire 2.5 FTE school counselors to implement the Peace Model Project programming that includes development of the Peace Room, classroom prevention activities, individual & small group counseling services, and referrals.
  - *Objective 1b:* Hire 1 child-adolescent psychiatrist to be shared among the four target schools to assist in the development of the Peace Model Project; s/he will provide school clearances, crisis intervention services, and referrals.
- ***Goal 2: Help students develop stress reduction, coping and self-regulation skills.***
  - *Objective 2a:* Provide 100% of students at the four schools with the opportunity to utilize our Peace Rooms, which are designed as safe and supported spaces where children can decompress, reduce anxiety, and have quiet, restorative time and develop self-regulation skills to be used throughout their lives.

- *Objective 2b:* Provide 20% of students in need with small group programming designed to help them develop the skills to cope effectively with challenges and overcome adversity.
- *Objective 2c:* Provide 100% of students who struggle the most with self-regulation skills with referrals to highly experienced outside providers.
- *Objective 2d:* As a result of the Peace Model Project, schools will show a combined 30% decrease in referrals for disciplinary reasons.
- ***Goal 3: Help reduce bullying and harassment by improving student relationships with peers, families and the school community;***
  - *Objective 3a:* Provide 100% of students at our four schools with instruction in the evidence-based *Character Counts!* curriculum, which is designed to foster the 6 Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.
  - *Objective 3b:* Provide 20% of students with small group programming designed to improve social skills, problem-solving skills, conflict resolution skills, and effective communication skills.
  - *Objective 3c:* Provide 100% of students who struggle the most with relationship skills with referrals to highly experienced outside providers.
  - *Objective 3d:* Schools will show a combined 30% decrease in referrals for disciplinary reasons.
- ***Goal 4: Provide appropriate services to students experiencing significant mental health problems.***

- *Objective 4a:* Screen 100% of students at all four schools for significant mental health challenges such as anxiety, depression, etc.
- *Objective 4b:* Of those screened, provide 100% with treatment, either on-site or through referral, for identified mental health issues.
- *Objective 4c:* Provide 100% of those receiving treatment with on-going case management and follow-up services to ensure continued treatment effectiveness.
- *Objective 4d:* Provide 100% of students in crisis situations with immediate assistance, either on-site or through referral.
- *Objective 4e:* Referrals to local Emergency Rooms for mental-health related reasons will decrease to 0%.

To accomplish these goals, the Peace Model Project will provide three tiers of services - primary (school-wide), secondary (small group), and tertiary (individual) - that will support appropriate student behaviors and create positive school environments. This program will be implemented by the 2.5 FTE school counselors who will be added through this grant, allowing us to provide each school with one full-time school counselor who can provide services and develop relationships with students and families. We will also add a per diem Child & Adolescent psychiatrist to our service team. The psychiatrist will help us determine which students need immediate help, and decide if a student should be excluded from school because of harming, homicidal or suicidal behavior. The psychiatrist will also provide school clearances to allow a student to return to school as soon as they are ready. Having a psychiatrist available as part of the Peace Model Project will mitigate the need to refer the child to the local emergency room (which is how most cases were handled in the past) which often results in trauma to the student and takes them away from learning for an extended period of time; it is also a very costly way to

provide mental health services. Key program components will include:

*i. Primary (School-wide) Activities:*

The Caldwell/West Caldwell School District believes that all children need behavior support. Rather than wait for students to fail before we address their behavior, we are committed to teaching and supporting appropriate social behavior for all students. Our goal is to establish a school-wide culture that improves results for all children by increasing healthy ways of coping.

Unfortunately, we have been unable to provide such a school-wide, preventive approach because the few school counselors we have must focus on students with the highest needs. However, funding through this grant will enable us to add 2.5 FTE school counselors and one child-adolescent psychiatrist who will work with our existing counselors to implement the Peace Model Project. Peace Rooms in each school will be established; these will serve as the hub for the entire school-based counseling program. Peace Rooms are physical spaces that will be solely dedicated to the promotion of positive mental health and well-being. These rooms are soothing and inviting locations that include soft chairs, stuffed animals, stress balls, soft rugs, muted painted walls; students will have access to portable media players, tablets and headphones that will provide them with a menu of options for guided imagery, visualization, meditation, and deep breathing techniques. Children will also be encouraged to use journals to express their feelings. The entire space will offer a peaceful atmosphere to promote self-healing and relaxation. The rooms will be staffed during designated school hours by our school counselors who will work with students to help them learn how to self-regulate their emotions and develops skills that can help them succeed in the classroom environment. Counselors will conduct both individual and group sessions in these rooms, addressing specific topics such as understanding peer and family relationships, healthy decision-making, and improved peer interaction.

Teachers can send students to the Peace Rooms when they sense a need; however, a critical part of our strategy is to help students decide for themselves when they need to utilize the Peace Rooms. As a result, what could be considered a “time-out” for punishing non-compliance is instead an internally empowering vehicle that teaches new and more constructive patterns of behavior. These room will also help de-stigmatize the mental health challenges that children face, and help to transform the culture within each school by serving as a visual reminder of how mental wellness is a priority in the school.

All students will also participate in the evidence-based *Character Counts! Six Pillars of Character Education* program. Developed by the Josephson Institute Ethics Center for Youth, *Character Counts!* is the most widely implemented approach to character education in the nation, reaching millions of youth through thousands of affiliated schools, agencies and organizations. Results of the program have been impressive, as described below. The goal of *Character Counts!* is to have students develop a sense of right and wrong and build a better sense of who they are on the inside. Once they develop a sense of belonging, their self-esteem will increase, and they will make better decisions. These six pillars of character education addressed by the program include: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship. All students in Grades 1-5 at our four target schools will participate in the program, which will be implemented through classroom sessions led by a School Counselor twice per month in each class. Each program topic will be introduced and explored in one 45 minute class; a second 45 minute class allows for more in-depth exploration and monitoring of student understanding and progress. During each lesson the counselor will address character development and preventive choices through the real-life situations presented by children in the class, and help students develop real decision-making skills. As the lessons progress, students

take more of a leading role and the counselor serves more as a facilitator. Program activities will include: posters, activity books, fun projects, games (role-playing), and worksheets.

*ii. Secondary (Small Group) Activities*

Within our student population, approximately 20% of students will need intensive counseling and mental health services that we can provide through focused group sessions. The addition of the school counselors will allow us to offer these groups for the first time:

- **Stress and Anxiety:** According to the National Institutes of Health, anxiety disorders affect 1 in 8 children across the country, many of whom struggle academically as a result. Using Cognitive-Behavioral Therapy, this group will help students who struggle with anxiety to develop strategies to effectively channel their emotions.
- **Military:** We will provide a peer support group for military connected children; this will provide them with friendship and emotional support to meet their needs.
- **Anger Management/Bullying:** Bullying in American schools is on the rise; according to the American Justice Department, one in four students experiences bullying.<sup>8</sup> To combat this, counselors will provide group sessions that allow the expression of anger through play therapy. Tools will include self-control games such as STOP, RELAX & THINK!
- **Social Skills/Friendship:** Students who are disruptive or shy often struggle to make friends. To help them, counselors will identify specific skills that need to be developed or improved by each child, and provide group time to introduce and practice those skills that can then be transferred to other settings. Topics will include communications skills, friendly behaviors, friendship blockers, saying no to friends, and handling rejection.

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<sup>8</sup> U.S. Office of Juvenile Justice and Delinquency Prevention, *Bullying in Schools: An Overview* (2011).

- **Asperger's Syndrome and Autism:** Our target schools serve many students with Asperger's Syndrome or Autism; these young people are often isolated and lonely. To assist them, we will provide group counseling that is specifically geared towards improving their social skills; this social skills group therapy is a treatment approach that is recommended by the National Institute of Mental Health.
- **Self-esteem:** Many students at our schools lack a strong, self-concept; to strengthen their positive beliefs about themselves, we will offer group activities that focus on problem-solving, accepting things cannot be changed, and activities that offer positive feedback.
- **Social Media:** The main goal of this group will be to teach students that everything sent over the Internet or cell phone can be seen by the entire world. It will help them develop strategies to be safe when using a variety of social media tools.

### *iii. Tertiary (Individual) Activities*

We estimate that approximately 5% of students in the schools will have significant mental health challenges that will require individual counseling. Such counseling may be provided on-site by a school counselor or by the Child-Adolescent Psychiatrist, who will be added to our team through this grant. Specific treatment interventions that may be used include:

- **Crisis Counseling:** When students are in crisis, they are in an acute condition of instability, and temporarily lose all coping skills normally available to them. Our school counselors will be able to reduce emotional pain, offer relief, and re-establish emotional equilibrium; they will provide students with a safe, non-threatening environment.
- **Play Therapy:** Play therapy is instrumental in getting information from a child through play, since play is the child's natural environment and allows them to tell their story

through characters in a game. Specific games and activities are chosen to meet the specific needs of each student. For example, a student with ADHD could play the board game “Learning Self-Control in School;” one who has difficulty processing emotions could play “Emotional Bingo,” which is a strong therapeutic tool.

- **Cognitive-Behavioral Therapy:** Cognitive-behavioral therapy focuses on helping students make emotional and behavioral changes; we will help young people replace negative thoughts that cloud their decision-making skills and affect their self-esteem.
- **Individual Counseling:** We will provide counseling at a school-based level that is less intense than out-of-school therapeutic sessions. Sessions will begin on a weekly basis, then progress to bi-weekly, when appropriate. Parents are included and updated regularly.

In addition, the counselors and Child & Adolescent Psychiatrist will coordinate referrals with parents, the Child Study Team, and administrators, and also collaborate with outside mental health providers and DCPD- Department of Child Protection and Permanency.

*Family and Community Involvement;* Family and community involvement is critical to both child development and the success of the Peace Model Project. To foster this, we will form a Community Advisory Board consisting of parents, school and program staff, representatives of other community based organizations, emergency medical services (EMS), faith based organizations and other involved community members. The Board will provide input regarding the specific needs of the populations in each of the distinct schools, cultivate relationships within the community, review program data, and develop plans for program improvement. This will also enhance the comprehensive nature of the program by tying it into the larger community.

*Counselor Professional Development:* To help develop their skills and support program success, Peace Model Project staff will receive quarterly in-service training workshops as follows:

- *Bullying Prevention:* To help staff learn how to prevent bullying and develop a safe school climate, staff will participate in a comprehensive anti-bullying workshop that will address hands-on strategies for bullying prevention, legal framework for bullying prevention, bullying and its effects on special education students, cyber bullying & social media, and creating protocols for violence prevention in and outside of school.
- *Military 101:* Vets2Warriors will provide a comprehensive training on how to work with young people who have experienced stress related to the military. The workshop will address support for relationships, crisis intervention, stress management, grief, occupational hazards and other challenges military families face.
- *Creating a Peaceful School Climate:* This workshop will address the skills of peacemaking and conflict resolution, including acceptance of self and others, the ability to communicate with others, acceptance of feelings, the willingness to compromise and seek "Win/Win" solutions, and the process of affirming.
- *Building Resilient Youth:* The aim of this workshop is to provide information about the key areas for building resilience in young people and to introduce clinicians to concepts of strength-based counseling techniques that can be used with this population. Suggested strategies take into account features of temperament and personality style.

In addition, the Caldwell/West Caldwell School District is working with Dr. Steven E. Tobias, the president of Psychological Enterprises and the director of Center for Child and Family Development in Morristown, NJ to develop in-service training related to our specific needs.

*School Teacher/Staff Professional Development:* In preparation for this grant application, we polled our four elementary school principals to ask them for their high priority staff training

areas. All four school principals identified the following as priority needs: helping teachers and staff identify signs of anxiety among students; helping teachers learn what data or information is relevant to gather when a child is exhibiting emotional issues; helping teachers and staff distinguish what issues might be addressed “informally” in the classroom vs. what requires a counselor’s intervention; and how and when to contact parents if a teacher or staff member has a concern. The Peace Model Project staff will provide quarterly professional development to school teachers and staff to help meet these priority needs, and assist them in more fully understanding the challenges that certain students face.

*Parent Workshops:* The Peace Model Project intends to involve families in our school community through personal outreach and quarterly Peace Model Project workshops open to parents and to the community. Topics to be addressed at these workshops include:

- *Social Media:* Counselors will help parents examine children’s use of technology, increase their awareness of the potential challenges around technology, teach practical, proactive parenting strategies to maintain connections with children using the media they are using, and learn how to guide children in safe interactions on the Internet.
- *Stress & Anxiety:* This workshop will address the nature and role of stress in general and the physical and psychological impact of prolonged stress. It will help participants think through what makes them stressed and anxious, determine triggers, and help them develop strategies to manage and change the thought processes and behaviors.
- *Emotionally Intelligent Parenting:* Led by Dr. Steven E. Tobias, this workshop will address parenting, taking into account the strong role of emotions in psychological development. Parents will learn strategies to communicate with children on a deeper level and how to help them successfully relate to others.

- *Peaceful Methods, Peaceful Children*: This workshop will address the skills of peacemaking and conflict resolution, including acceptance of self and others, the ability to communicate with others, acceptance of feelings, the willingness to compromise and seek "Win/Win" solutions, and the process of affirming;

Family engagement will be measured using the Parent/Guardian Empowerment in Schools Scale.

**(C) design of the proposed project reflects up-to-date knowledge**

The Caldwell/West Caldwell school district, working with our partner The Bridge has conducted extensive research regarding best practices in school counseling, and, as a result, the Peace Model Project includes an array of evidence-based practices and strategies:

- *Character Counts! Six Pillars of Character Education* program was developed by the Josephson Institute Ethics Center for Youth. Results of the program have been impressive; for example, in the four years after *Character Counts!* was implemented in Downey, California, the total number of suspension days decreased from 6,417 to 3,757, a decrease of 41.45%.<sup>9</sup> In addition, 94.94% of students agreed with the statement, “The six pillars of good character help remind me to make good choices.” In a five-year study of *Character Counts!* implementation across South Dakota, cheating on an exam dropped 30%, detention/suspension dropped 28%, missing class without a legitimate excuse dropped 39%, and teasing someone because of race or ethnicity dropped 45%.<sup>10</sup>
- *Peace Room*: Peace Rooms are part of the Positive Discipline approach, authored by Dr. Jane Nelsen, and based on the research of Alfred Adler and Rudolf Dreikurs. Ms. Nelsen, in conjunction with Lynn Lott and H. Stephen Glenn, has authored the widely

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<sup>9</sup> Josephson Center for Youth Ethics, Research on Character Counts!;  
<http://www.charactercounts.org/research/summary.html>.

<sup>10</sup> Ibid.

acclaimed *Positive Discipline in the Classroom* (3<sup>rd</sup> Ed., NY: Three Rivers Press, 2000).

This Peace Room concept has also been adopted by the Children's Aid Society Full service Community Schools Model as "Balance Rooms."

- Group counseling has been found to be effective for social skills training at the elementary level.<sup>11</sup>
- A meta-analysis of school counseling responsive services, which includes individual counseling, group counseling, referral, consultation, and peer assistance programs, found an overall effect size of .35, or more than one third of a standard deviation of improvement compared to control groups.<sup>12</sup>
- School counseling programs have significant influence on discipline problems; students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors.<sup>13</sup>
- Research indicates that school counselors are effective in teaching social skills.<sup>14</sup>
- School counselors were effective in reducing victimization by assisting victimized children, reducing bullying behaviors, and modifying the school climate and

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<sup>11</sup> Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487-498; Whiston & Sexton (1998).

<sup>12</sup> Whiston & Quinby (2009). Review of school counseling outcome research. *Psychology in the Schools*, 46(3), 267-272.

<sup>13</sup> Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), *The Handbook of Counseling*, Thousand Oaks, CA: Sage Publications. Omizo, M.M., Hershberger, J.M., & Omizo, S.A. (1988). Teaching children to cope with anger. *Elementary School Guidance & Counseling*, 22, 241-245.

<sup>14</sup> Verduyn, C.M., Lord, W., & Forrest, G.C. (1990). Social skills training in schools: An evaluation study. *Journal of Adolescence*, 13, 3-16.

structure.<sup>15</sup>

### **3. Quality of the Management Plan**

#### **A. The adequacy of the management plan to achieve the objectives of the proposed project.**

Peace Model Project activities will be led by a team of six that includes a Program Director, four School Counselors (2.5 FTE paid for through this grant), and one Child & Adolescent psychiatrist. Each staff member will have specific roles and responsibilities as follows:

- The *Program Director* will oversee the entire Peace Model Project; develop our Peace Rooms; create a professional development schedule; coordinate partnerships with community resources; arrange for parent workshops; lead the Community Advisory Board; observe and provide feedback to counselors; work closely with the evaluator; and serve as a program spokesperson to the community.
- *School Counselors* will provide classroom and Peace Room activities; one-on-one counseling; group counseling; crisis intervention; coordinating of outside mental health services for families; work with the school principals to coordinate in-service training for school staff; and provide educational training and presentations to parents and the community. One counselor will be assigned to each school.
- The *Child & Adolescent Psychiatrist* will be shared by the four schools. His/her responsibilities will include providing crisis intervention; one-on-one counseling; evaluations of students in need; and school clearances (when there is a concern of self harm, homicidal or suicidal thoughts or behavior). The Child & Adolescent Psychiatrist will also supervise school counselors and serve as a resource for referrals, work with the School Counselors to coordinate in-service training, and provide workshops to parents.

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<sup>15</sup> Hanish, L.D. & Guerra, N.G. (2000). Children who get victimized at school: What is known? What can be done? *Professional School Counseling*, 4, 113-119.

- *Evaluator:* Laurus Evaluation Services, LLC, an experienced provider of evaluation services in the states of New Jersey and New York, will evaluate the program to ensure that it is implemented as set forth in this proposal, and it is achieving the Peace Model Project goals and objectives.

These staff members will be supported by the Caldwell/West Caldwell School District, which has the organizational capacity to develop, implement, and administer this program. District administrators currently provide a high level of leadership support for the existing school-based counselors. Each elementary principal is committed to the expansion of counseling services, and will arrange scheduling, logistics, and collaboration with other staff in the school community. Principals will facilitate all communications with parents and the community at large to ensure the success of the program. Secretarial and custodial personnel will also play key roles in the development of the program; these staff members also have a long-standing practice of working in cooperation with the current school-based counselors. The district school business administrator has over twenty years experience working with federal grants, and will be able to ensure that all legal and fiscal requirements are met as the grant program is conducted. In the most recent triennial state monitoring of the school district, the NJ Quality Single Accountability Continuum, the district was rated as a high performing school district, with passing scores in all five areas: Instructional Program, Finance, Personnel, Governance, and Facilities.

Program partner The Bridge will also support the Peace Center Project. The Bridge is a private, nonprofit community organization that has been helping families in the Essex County area since 1971. All its services are designed to strengthen the family and promote the personal growth of children, adolescents, adults and seniors. The Bridge has been working with the Caldwell/West Caldwell School District since 1977, and will provide a significant amount of in-

kind organizational support including the Executive Director’s time as well as supervision from the current school based program director, Dr. Louis Barretti, who has been involved in the program since its inception. The Bridge will also serve as one of several community based referral sources for children and families in need of more significant behavioral health services. The Bridge is uniquely qualified to serve as a family crisis center since it has been designated by the State of New Jersey to provide Family Crisis Intervention Services to Essex County, NJ. This unique designation allows The Bridge to provide an initial evaluation and six additional follow up therapy sessions to families with a child under the age of 18 in the home at no cost to the family. The organization also offers individual, group and family counseling; substance abuse services; family counseling intervention services; school based youth services and school-based substance abuse prevention services; and a family preservation program.

<b>Peace Model Project First Year Activity Timeline</b>		
<b>Activities</b>	<b>Time</b>	<b>Person Responsible</b>
Finalize grant contracts with USDOE, The Bridge, and the Evaluator	Month 1	School District grants office
Hire Program Director, Counselors and Psychiatrist	Month 1	School District administrative staff, school principals
Establish Community Advisory Board	Month 1	Program Director, School District administrative staff, school principals
Space designated for Peace Rooms	Month 1	School principals
Finalize program activities based on additional input from Community Advisory Board, The Bridge, program staff, school staff, parents and students.	Month 2	Program Director, The Bridge
Administration of Beck Depression Scale, Spence Children Anxiety, and Liebowitz Social Anxiety Scale	Month 2	Program Counselors, The Bridge
Student pre-test that addresses behavior, self-image, and relationships	Month 2	Program Director, program staff
Develop program schedule	Month 2	Program Director, school principals
Initial quarterly staff training	Month 2	Program Director, The Bridge

Community Advisory Board begins monthly meetings	Month 2	Program Director and Community Advisory Board
Conversion of space into Peace Rooms	Month 2	Program Director, School principals
Program begins	Month 3	Program Director, Program Staff, The Bridge
1 <sup>st</sup> quarterly report submitted and presented to Community Advisory Board	Month 3	Evaluator
First monthly parent workshop offered	Month 4	Program Director, The Bridge, program staff
2 <sup>nd</sup> Quarterly Report and presented to Community Advisory Board	Month 6	Evaluator
Modify program activities based on input from Community Advisory Board, The Bridge, program staff, school staff, parents and students	Month 7	Program Director, The Bridge
3 <sup>rd</sup> Quarterly Report and presented to Community Advisory Board	Month 9	Evaluator
Parent, student, principal and staff surveys administered	Month 10	Evaluator
Administration of Beck Depression Scale, Spence Children Anxiety, and Liebowitz Social Anxiety Scale	Month 11	Program Counselors, The Bridge
Student post-test that addresses behavior, self-image, and relationships	Month 11	Program Director, program staff
4 <sup>th</sup> Quarterly Report and presented to Community Advisory Board	Month 12	Evaluator
Culminating Celebration	Month 12	All

## **B. The adequacy of procedures for ensuring feedback and continuous improvement**

One of our main tools to ensure feedback and continuous improvement is our evaluation, described below. In addition, we have developed strategies to ensure that we receive ongoing feedback from program stakeholders, and incorporate this feedback to adjust program activities:

- *Full-Time Program Director:* We intend to hire a full-time Program Director who will have an active presence in all four schools. This individual will be regularly available to program and school staff, parents and students, and will actively seek their feedback

about program operations. S/he will conduct frequent staff observations, and provide staff with immediate oral responses, as well as written feedback, to improve instruction.

- *Community Advisory Board:* Representatives from all four schools will be included in the Board; in fact, one of the main functions of the Board is to seek feedback from the four school communities. Since the Board meets on a monthly basis, it will receive up-to-date information about recent program activities, and will share it with stakeholders.
- *Surveys:* At the end of each year, we will conduct surveys of students, parents, program staff and principals. These will include a variety of questions that address satisfaction with the various program components and ask for suggestions for improvement.
- *Student Outreach:* Since students are the most important part of the Peace Model Project, we will regularly ask for their opinions on program components, staffing, activities, schedule and more. While feedback from youngest students may be limited, students in 4<sup>th</sup> and 5<sup>th</sup> grades can provide insightful comments and suggestions.
- *School Events:* Program staff will attend school events, such as Open School Night, Parent-Teacher conferences, plays and musical performances, where they can solicit parent feedback in a more informal manner.

#### **4. Quality of the Project Evaluation**

##### **A. Extent to which the methods of evaluation include objective performance measures**

To ensure that the Peace Model Project is implemented in compliance with this grant proposal, and that it accomplishes the goals and objectives set forth herein, the Caldwell/West Caldwell School District is implementing an evaluation process that is both formative and summative. Working with Laurus Evaluation Services, LLC, an experienced provider of evaluation services

in the states of New Jersey and New York, we have developed a number of methods to measure program progress that are aligned with each program objective, as follows:

- *Objective 1a:* Hire 2.5 FTE school counselors who will provide, develop and implement programming related to our Peace Room, provide classroom prevention activities, offer individual and small group counseling services, and provide referrals. *Measured by:* Hiring records, counselor attendance records.
- *Objective 1b:* Hire 1 child-adolescent psychiatrist to be shared among the four target schools; s/he will provide school clearances, crisis intervention services and referrals. *Measured by:* Hiring records, psychiatrist attendance records.
- *Objective 2a:* Provide 100% of students at the four schools with the opportunity to utilize our Peace Rooms, which are designed as safe and supported spaces where children can decompress, reduce anxiety, and have quiet, restorative time. *Measured through:* Peace Room attendance; student surveys; records of incident reports.
- *Objective 2b:* Provide 20% of students in need with small group programming designed to help them develop the skills to cope effectively with challenges and overcome adversity. *Measured through:* Group programming attendance; changes in measures of anxiety and depression on the Beck Depression Scale, Spence Children Anxiety and Liebowitz Social Anxiety Scale; student, parent and teacher surveys; student pre- and post-tests; incident report records.
- *Objective 2c:* Provide 100% of students who struggle the most with self-regulation skills with referrals to highly experienced outside providers. *Measured through:* Referral records, parent surveys.

- *Objective 2d:* Schools will show a combined 30% decrease in disciplinary referrals. *Measured through:* number of incident reports; number of Harassment, Incident and Bullying (HIB) reports; student, parent, staff and principal reports.
- *Objective 3a:* Provide 100% of students at our four schools with instruction in the evidence-based *Character Counts!* curriculum, which is designed to foster the 6 Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. *Measured through:* completed *Character Counts!* projects and worksheets; attendance in *Character Counts!* classes; incident report records.
- *Objective 3b:* Provide 20% of students with small group programming designed to improve social skills, problem-solving skills, conflict resolution skills, and effective communication skills. *Measured through:* Small group program attendance; student pre-and post-tests; students, parent and teacher surveys; incident report records.
- *Objective 3c:* Provide 100% of students who struggle the most with relationship issues skills with referrals to highly experienced outside providers. *Measured through:* Referral records, parent surveys.
- *Objective 3d:* Schools will show a combined 30% decrease in disciplinary referrals. *Measured through:* number of incident reports; number of Harassment, Incident and Bullying (HIB) reports; student, parent, staff and principal reports
- *Objective 4a:* Screen 100% of students at all four schools for significant mental health challenges such as anxiety, depression, etc.. *Measured through:* Records of number of screenings performed; measures of anxiety and depression on the Beck Depression Scale, the Spence Children Anxiety and the Liebowitz Social Anxiety Scale.

- *Objective 4b:* Of those screened, provide 100% with treatment, either on-site or through referral, for identified mental health issues. *Measured through:* Referral records; records of number of students offered on-site treatment; records of number of students who received on-site treatment; parent surveys; attendance in Peace Room.
- *Objective 4c:* Provide 100% of those receiving treatment with on-going case management and follow-up services to ensure continued treatment effectiveness *Measured through:* Open case management files; parent surveys; attendance in Peace Room.
- *Objective 4d:* Provide 100% of students in crisis situations with immediate assistance, either on-site or through referral. *Measured through:* Referral records; records of number of students seen by staff; staff and parent surveys.
- *Objective 4e:* Referrals to local Emergency Rooms for mental health reasons will decrease to 0%. *Measured through:* Referral records.

**B. The extent to which the methods of evaluation will provide performance feedback**

After completing quarterly site visits to the Peace Model Project and obtaining and analyzing the data described above, our local evaluator will produce two quarterly reports each year that address formative aspects of the program (how closely the implementation of the program meets the plan detailed in this proposal) and summative aspects (whether goals and objectives were achieved, and ultimate impact on students). At the end of each program year, the Evaluator will produce an in-depth summary report discussing program implementation and outcomes, and providing recommendations for improvement. The Evaluator will present findings at each quarterly Community Advisory Committee meeting; all stakeholders will be invited to these meetings and receive copies of the reports. Community Advisory Board members, the Evaluator and program stakeholders will discuss the findings and determine whether any changes should be

implemented. The Evaluator will work with the Program Director, program staff, and The Bridge to develop an Action Plan that sets out changes to be instituted. At subsequent Evaluation site visits, compliance with the Action Plan and outcomes related to the plan will be examined, and findings reported at the next Advisory Committee meeting.

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

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

Name of Institution/Organization

Caldwell-West Caldwell Public Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	2,060.00	1,570.00	1,570.00			5,200.00
4. Equipment						
5. Supplies	10,528.00	800.00	800.00			12,128.00
6. Contractual	335,000.00	345,120.00	355,978.00			1,036,098.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	347,588.00	347,490.00	358,348.00			1,053,426.00
10. Indirect Costs*	13,904.00	13,900.00	14,334.00			42,138.00
11. Training Stipends						
12. Total Costs (lines 9-11)	361,492.00	361,390.00	372,682.00			1,095,564.00

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

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

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	James		Heinegg	

Address:

Street1:	104 Gray Street
Street2:	
City:	West Caldwell
County:	Essex
State:	NJ: New Jersey
Zip Code:	07006
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
973-228-6979	973-228-8716

Email Address:

jheinegg@cwboe.org

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

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.