

Abstract

The City School District of Albany, in partnership with the Albany County Crime Victims and Sexual Assault Center, Albany Police Department, Parson's Child and Family Center, and St Catherine's Center for Children will collectively support the certification of eight Youth Mental Health First Aid (YMHFA) instructors to train 1,000 individuals in YMHFA over the course of two years.

The following goals and objectives include: 1.) At least 1,000 individuals will complete the YMHFA training by September 2016; 2.) At least eight individuals will be credentialed and/or certified in delivering YMHFA training by September 2016; 3.) At least 85% of attendees who have completed the YMHFA training will have increased content knowledge about mental health in adolescents; 4.) At least 85% of attendees who have completed the YMHFA training will be satisfied or very satisfied with the delivery of the training. Additional goals include identifying the number of individuals referred to mental health or related services and number school-aged youth that interface with adults trained in YMHFA in schools and in the community. Ultimately, the CSDA and partners would like to create meaningful change in the community regarding mental health in adolescents by increasing awareness of signs, symptoms and risk factors of mental illnesses and addictions in adolescents; increasing awareness of the availability of multiple types of professional and self-help resources for individuals with a mental illness or addiction for adolescents and their families' increasing understanding of referral and treatment services; and strengthening community partnerships through increased collaborative recognition and support for mental health awareness.

Activities to successfully deliver 40 YMHFA trainings (14 in year one; 26 in year two) to 1,000 individuals (350 in year one, 650 in year two) include: certifying eight trainers (six in year one, 2 in year two) in YMHA through the National Council of Behavioral Health; organizing and scheduling YMHA trainings throughout the City of Albany; promoting YMHFA trainings to interested individuals who work directly with youth and their families; and delivering YMHFA trainings over the course of two years.

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Project Narrative

Section A: Population of Focus and Statement of Need

The city of Albany is a densely populated, urban area located in upstate New York (NY). According to the US Census, Albany has a population of approximately 98,000 where 57% of residents are White, 31% Black, and 5% Asian and the median household income is approximately \$38,400. According to the US Census, 2008-2012 American Community Survey, 17% of families in Albany live under the poverty level; 28% with children under age 18. Approximately 8% white families live in poverty, but three times as many (25%) black families live in poverty, demonstrating that race and class are strongly linked.

The City School District of Albany (CSDA) is a public school district providing prekindergarten through 12th education for over 8,800 students in the city of Albany. There are 15 schools: 11 elementary, one kindergarten-8th grade, two middle, and one high school with a career and technical education program and alternative learning center. The majority of students come from high-poverty households, which causes additional circumstantial life stressors for students.

During the 2012-2013 school year for all students enrolled in the CSDA, according to the CSDA’s district and school report card:

- 51% Male, 49% Female, according to CSDA data
- 8% Asian, 53% African American, 15% Hispanic, 21% White, and 3% multi-racial. While a majority of the population of the City of Albany is White, the majority of secondary students enrolled in the CSDA are African American.
- 67% of students qualified for free or reduced-price school meals, according to CSDA data.
- 76% were defined as economically disadvantaged.

Adolescents at the secondary level are especially vulnerable and the effects of poverty and related circumstances often negatively affect student academic achievement, social-emotional health, and behavioral health. Therefore, the CSDA and community partners will be focusing on targeted students ages 12-18, or those who may be enrolled in one of the following buildings: North Albany Academy, Myers Middle School, Hackett Middle School, Albany High School, and/or the Alternative Learning Center. Further demographic information according to subpopulations, by secondary building is below:

School Building	Enrollment (M/F)	% Qualified for Free and Reduced-Price Meals	Proficiency in English Language Arts, Math	% Race/Ethnicity
North Albany Academy	135 (68/67)	95	The CSDA and all schools are identified under the NYSED’s Accountability System for not making adequate yearly progress due	Asian: 2 African-American: 73 Hispanic: 17 Multi-racial: 2 White: 5
Myers Middle School	681 (343/338)	78		Asian: 7 African-American: 59 Hispanic: 14

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			to low proficiency levels in ELA and mathematics. The CSDA is a “focus district”, with Hackett Middle School and Albany High School identified as “priority schools” (the most in need) and North Albany Academy and Myers Middle School identified as “focus schools”.	Multi-racial: 1 White: 18
Hackett Middle School	688 (360/328)	76		Asian: 11 African-American: 51 Hispanic: 16 Multi-racial: 7 White: 20
Albany High School (including Alternative Learning Center)	2212 (1098/1114)	70		Asian: 9 African-American: 54 Hispanic: 13 Multi-racial: 1 White: 23

In total for the secondary schools, there were 450 special education (64%) and 40 regular education students enrolled in secondary were identified as needing counseling services (cited in their Individualized Behavior Plan or other plan), according to CSDA data. In addition, there were 705 incidences of disciplinary referrals, the majority for disruptive incidents (such as a referral to counseling programs or teacher removal from classroom) or minor altercations (such as striking or shoving another person without physical injury; according to NYSED Violent and Disruptive Incident Reporting or VADIR criteria).

The CSDA does not collect data on sexual or gender identity. In addition, the CSDA does not collect data specific to student age beyond birthdays, but the CSDA estimates that average age of a student in grade six is 12 and a student in grade 12 is 18 years old; although considers that many students repeat grades due to not meeting academic standards for the grade.

Regarding the prevalence of mental health needs in the City of Albany, according to the Albany Police Department, during 2013, there were 19 calls for services responding to individuals ages 6-19 identified as Emotionally Disturbed Persons. Specifically, for students enrolled in the CSDA, according to the last Youth Risk Behavior Survey, a nationwide questionnaire distributed to middle school and high school students to assess their knowledge and practice of health-risk behaviors (distributed in spring 2012), results of questions about suicide indicate that between one-fifth and one-quarter of Albany middle and high school students could be at serious psychological risk. Among seventh and eighth graders, 22% of respondents reported having thought about suicide, and 9% had actually attempted it. Suicidal ideation and attempts were similarly high at Albany High, where 20% of students said they had considered suicide, 25% reported attempting suicide, and 16% had suffered an injury as a result of a suicide attempt. Longitudinal data suggest that risk of suicide has been a persistent mental health problem at the high school for at least the last 5 years. Data from 2012 suggest that the problem has intensified. A substantial subset of respondents reported experimenting with smoking and drinking in middle school: 21% of seventh and eighth graders reported having tried cigarettes, 38% reported having had alcohol, and 26% reported having tried marijuana. Substance use at the high school is

significantly more prevalent, particularly with respect to marijuana and alcohol. Approximately one-third of students at the high school have smoked cigarettes, but the percentage of students who have used alcohol or marijuana is nearly double the rate found in middle schools. Two-thirds of high school students have used alcohol, and half have used marijuana.

In addition, according to clinical staff (school social workers and psychologists), the most common reasons that students for clinical services include: school-related behaviors (including both peer and adult related issues), depression, suicidal ideation, anxiety, family problems, self-injurious behaviors, home issues, and anger management.

Considering the rates, prevalence, and incidence of mental health issues in adolescents, particularly captured while enrolled in school, the CSDA is requesting a total of \$95,996 for Project AWARE to the CSDA and several community partners to work collaboratively and deliver Youth Mental Health First Aid (YMHFA) training to an estimated 1,000 individuals in the community over two years.

Existing, available resources that can be used to support Project AWARE include:

- Staff support: Salaries from respective community partners to compensate six YMHFA instructors for their time to deliver trainings;
- Training facilities such as training space, screen projectors, and laptops
- Application for the US Department of Education’s School Climate Transformation grant. As part of the implementation of a multi-tiered behavioral framework in the secondary schools, an activity to help support key staff and faculty is to provide YMHFA training. See more under Section C.
- Collective interest and mission alignment: While not financial support, the high level of interest and enthusiasm from the CSDA and partners to both deliver and attend the YMHFA training is welcomed support for Project AWARE. Further, as stated in the CSDA’s new Vision2020, where two of the strategic directions are to increase community engagement and partnership and increase learning for all students; particularly through efforts to re-design Albany High School and Alternative Learning Center.

Section B: Proposed Training Plan Approach

Despite the status of adolescent mental health and the need for services (as cited above), the CSDA is aware of only one entity, the Mental Health Association in New York State (MHANYS) actively offering MHFA trainings throughout the Capital Region on a periodic basis. There are four certified trainers in MHFA. The number of MHANYS trainings offered and attendee participants has not been shared with the CSDA, however, MHANYS contacts have shared that they estimate a much higher demand for trainings than their current capacity. MHANYS has also shared that their instructors will be attending YMHFA trainings this fall. Further, the CSDA is also aware that two members of the Parson’s Child and Family Center were accepted by the NYS Conference of Local Mental Hygiene Directors to be trained as YMHFA instructors this fall and commit to delivering at least three to four YMHFA trainings in the subsequent year. However, as of time of submission, there are no entities currently providing training in YMHFA throughout the Capital Region.

Therefore, as part of Project AWARE, the CSDA and community partners have selected the YMHFA training, which focuses on mental health in adolescents ages 12-18. This decision was based on several factors: the level of school and community need (as cited above); assessment that no other entity is currently delivering YMHFA training in the Capital Region (as cited above); interest and enthusiasm from the CSDA and community partners to leverage existing efforts related to mental health; as well as the desire to integrate Project AWARE funding into the School Climate Transformation Grant (which the CSDA is applying for on behalf of secondary schools in the district, see more in Section C). In review of the Mental Health First Aid (MHFA), the CSDA and partners believe that YMHFA is the most developmentally appropriate training for the targeted adolescent population.

The following organizations partnering on Project AWARE and providing instructors to deliver YMHFA trainings are:

- Albany County Crime Victims and Sexual Assault Center (CVSAC): provides a comprehensive range of services to emotionally and physically injured crime victims in Albany County. Services are available to anyone of any age who has experienced a sexual assault or other violent crime at any time in his or her life, or who has been affected by someone else's assault.
- Albany Police Department (APD), required partner: Is dedicated to protecting the community by proactively improving the quality of life and inspiring confidence through a collaborative effort to problem solving and enforcing of laws. The APD has 342 sworn personnel.
- City School District of Albany (CSDA): Is the lead applicant and public school district serving students in the City of Albany.
- Parson’s Child and Family Center (Parson’s), required partner: Is one of the largest multi-service agencies in Capital Region, dedicated to helping families and their children.
- St Catherine’s Center for Children (St Catherine’s): Is a publicly funded not-for-profit agency affiliated with the Roman Catholic Diocese of Albany that provides services related to child abuse and neglect, mental health, and homelessness

In identifying partners for Project AWARE, the CSDA focused on leveraging existing partnerships and coalitions, in efforts to deepen relationships with current community partners. With exception to Parson’s, all partners are part of an existing Trauma Response Team (TRT), a recently establish coalition mobilizing around traumatic incidents such as gun violence in the City of Albany. The TRT works to serve the emotional and physical needs of shooting victims, their families, witnesses, and the greater community post-incident. While the TRT is comprised of many service providers, the goal is to recruit volunteers and incorporate grassroots, community participation. Other TRT members submitting letters of support of Project AWARE include Trinity Alliance, Equinox, and the University at Albany, School of Social Welfare.

Each of the abovementioned partners will dedicate staff to serve as YMHFA instructors, to deliver YMHFA in a co-facilitating model. Further, the total number of individuals to be trained as instructors in YMHFA will be eight: six in year one and an additional two in year two:

Number of Instructors	Organization	Number of Trainings Each Instructor Delivers
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2	APD	5
2	CSDA	4
1	Parson's	4
1	St Catherine's	6
Total Instructors: 6	Total Co-Facilitated Trainings Delivered: 14	
1	Albany Co CVSAC	5
2	APD	7
2	CSDA	7
1	Parson's	7
2	St Catherine's	7
Total Instructors: 8	Total Co-Facilitated Trainings Delivered: 26	

Regarding the APD, the two instructors will exclusively train their fellow APD colleagues during in-service training times, to best respond to the schedules and unique needs and culture of the police department. However, the remaining instructors will be assigned to deliver trainings in various pair combinations (co-facilitation model) to encourage inter-organization collaboration and incorporate diverse perspectives to attendees.

For additional information on each's organization's organizational capacity/authority and commitment to support Project AWARE; their willingness to partner and collaborate; as well as a description on available in-kind resources from each to support Project AWARE, please refer to the attached letters of commitment.

Regarding obtaining the necessary materials and supports for the instructors:

- Initial costs related to training such as tuition for the National Council of Behavioral Health training, airfare and travel to Washington DC, overnight accommodations, and per diem rates for five days and five nights are covered
- Chart paper and markers for each instructor, provided each year of the grant
- Compensation for instructor time: This varies according to each organization providing trainers. Instructors from the APD and CVSAC will not be compensated for delivering training. Instructors from St Catherine's will not be compensated for delivering training, but will be compensated per session to fulfill data collection needs. Instructors from Parson's will be compensated per session. Instructors from the CSDA will be compensated at an hourly rate for delivering training and any planning related planning.
- Training facilities, computers, and projector screens related to trainings will be provided in-kind by the CSDA and partners. For example, classrooms in CSDA buildings can be used as training space. In addition, other community partners such as Trinity Alliance and Parson's have available training space, available free of charge
- Oversight and management support will be provided by the Program Coordinator (see more below)

Over a two year period, the eight instructors will train and estimated 1,000 individuals in YMHFA: 350 attendees in year one and 650 in year two. Both years meet the minimum number of 250 persons per year. As part of Project AWARE, the majority of attendees will be faculty and staff employed by entities serving youth and their families. This may include faculty and staff from each partner, but also others in the community. YMHFA will be free of charge to attendees. With exception to the APD, all YMHFA trainings will be voluntary.

The following lists the affiliation of individuals anticipated to be trained, positions anticipated to be trained, and their job functions applicable to working with youth:

- Albany County Crime Victims and Sexual Assault: Administrative support staff and caseworkers working with rape crisis and violent crime assistance. These positions are directly interacting with youth and families by providing information, referral services, counseling and criminal advocacy to crime victims.
- Albany Police Department: Sworn officers and supervisors assigned to patrol functions, including the Neighborhood Engagement Unit (NEU) and Patrol Divisions. NEU officers consist of beat officers, community service officers, school resource officers, and prevention services work with at-risk and in crisis youth and adults. Patrol Division officers are deployed on foot, bicycle, and in patrol vehicles and in neighborhoods to address the immediate needs of the community.
- City School District of Albany: Select faculty and staff from each middle school and high school's building crisis team, building leadership team, hall monitors, clinical staff (social workers, psychologists, nurses, behavioral specialists), any new faculty assigned to the middle or high schools, and teachers. These faculty and staff are interacting with students on a daily basis in a variety of settings ranging from the hallways, classroom, and common building areas. Many of these faculty are in decision-making roles to establish school climate policy and ensure the mental health needs of students are met.
- Equinox: Support and direct service staff assisting with the youth afterschool drop-in center, mentorship program, street outreach program, youth shelter, and transitional living program. These positions are not necessarily the clinical staff, but those who interact with transient youth on a daily basis through their functions as administrative and clerical assistance for the organization in the youth, domestic violence, and chemical dependency programs.
- St Catherine's Center for Children: Agency staff working in the homeless family, school day treatment. These positions are engaging with youth who may be abused, neglected, and/or homeless who also have mental health issues and behavioral issues.
- Trinity Alliance: Agency clinicians and case managers working in the Family and Neighborhood Resource Center, as well as substance abuse, jail transition, and prevention programs. These positions are directly interacting with youth and their families to help families meet their basic needs, providing services based in the highest-poverty neighborhoods in the City of Albany.
- City Departments and County Agencies, TBD: While the specific affiliation has not been identified, the CSDA and partners anticipate high interest in particular city departments and county agencies. The City of Albany's Department of Recreation, Youth, and Workforce Services has a Summer Youth Employment Program with staff who supervise high school students over the summer at various work sites; the City Department of Fire, Emergency and Building Services has firefighters who are first responders with youth and families; and the Albany County Departments of Social Services, Children Youth and Families, Adult or Children's Mental Health, Health, and Probation collectively have hundreds of staff members, case workers, and administrative support positions who interact daily with at-risk youth and families to ensure their basic needs such as food, shelter, health, and safety are met.

The above mentioned entities represent both the private non-profit and public sector and represent the adults who are in contact with school-aged youth in various capacities both in school and out of school. While each agency affiliation provides different services and functions, their services often overlap with the same youth and families. Providing the YMHFA to a wide cross-section of providers allows for a consistent message and information throughout the community, whether in-school, out-of-school, at private non-profits, or government services. Considering the population of the City of Albany, number of instructors as part of Project AWARE, and diversity of organizations from which attendees are employed by, and the existence of other MHFA/YMHFA trainers in the Capital Region, this sufficient number of adults will effectively help saturate the community over two years.

As previously stated, YMHFA will be free of charge for all attendees. Regarding obtaining the necessary materials and supports for the attendees:

- Copyrighted YMHFA attendee manual (as purchased from the National Council of Behavioral Health)
- Light snack to consume during the training

While attendees will not be financially compensated for their time, attendance and completion of YMHFA is anticipated to be applied to a PD/continuing education credit, based on each entity sending attendees. Delivering YMHFA trainings supported by Project AWARE will enhance, support, and expand existing training opportunities in the following ways:

- Expand existing MHFA/YMHFA training offerings from MHANYS and Parson's, allowing more attendees to access the trainings;
- Support any existing PD plan for Albany Police Department, City School District of Albany, and other community partners by offering an additional, free of charge training; and
- Increase the number PD offerings specifically related to youth mental health specifically targeted towards non-clinical faculty and staff.

In order to ensure successful training delivery of YMHFA trainings under Project AWARE, a Program Coordinator will be responsible for the majority of training development, coordination, scheduling, and implementation. This position will be fulfilled by the Training Coordinator at Parson's Sidney Albert Training & Research Institute (SATRI). Currently, the Training Coordinator is an existing position at Parson's with primary responsibilities such as developing curricula including supporting educational materials, assisting the SATRI trainers to execute a communications program to support marketing, compiling data from training evaluations to evaluate effectiveness, and maintaining related records, and issues certificates of attendance. This Trainer Coordinator supports a variety of SATRI trainings and will be trained as a YMHFA instructor as part of an additional funding opportunity through the New York Council of Mental Hygiene Directors. Considering the opportunity to strengthen the school district-community partner relationship, plus leverage existing resources in the community, the Training Coordinator will dedicate an estimated 15% of effort to serve as the Program Coordinator, serving as the main point of contact for the cadre of CSDA and community partner instructors in the following ways: schedule trainings, track training sessions, collect attendance, broker communication amongst all partners, schedule planning meetings, collect related data needed as part of the grant requirements, and ensure that instructors are meeting their three minimum trainings per year to

continue their certification. In addition, the Program Coordinator will participate on any SAMHSA virtual meetings and/or webinars as related to the grant.

In addition, CSDA will identify one school psychologist for Albany High School to serve as the primary Project AWARE point of contact. This Project AWARE Lead will serve as the liaison with the Program Coordinator at Parson’s, grant point of contact with SAMHSA, be trained in YMHFA, and ultimately serving as the CSDA’s point of accountability on Project AWARE. In addition, the Project AWARE lead will participate on any SAMHSA virtual meetings and/or webinars as related to the grant. All functions beyond delivering YMHFA trainings will be included as in-kind responsibilities.

Section C: Proposed Implementation Approach

The CSDA and partners anticipate that training instructors in YMHFA who will ultimately train others in the community in YMHFA, will produce meaningful and relevant results for the local community. For example:

- Increase awareness of signs, symptoms and risk factors of mental illnesses and addictions in adolescents;
- Increase awareness of the availability of multiple types of professional and self-help resources for individuals with a mental illness or addiction for adolescents and their families;
- Increase understanding of referral and treatment services; and
- Strengthen community partnerships through increased collaborative recognition and support for mental health awareness.

The following chart outlines key activities, milestones, responsible staff, and timeline for the Project AWARE implementation plan:

Timeframe	Key Activities	Milestones	Responsible Staff
Year 1			
Oct 2014	Award notification; CSDA and partners meet to review proposal and activities		CSDA Program Lead, Program Coordinator, partners, Office of Grants and Program Development
Nov-Dec 2014	Six instructors are trained in YMHFA	Six instructors trained in YMHFA	Instructors
Dec 2014	Submit report about School Climate and Transformation integration		CSDA Program Lead
Jan-Feb-Mar 2015	3 APD sessions delivered 4 sessions delivered	175 attendees	Instructors
Apr-May-June 2015	1 APD training delivered 4 sessions delivered	125 attendees	Instructors
June 2015	Meet to discuss performance assessment	Submitted Local Performance Assessment	CSDA Program Lead, Program Coordinator, partners, instructors
July-Aug-Sept 2015	1 APD training delivered 1 CSDA training delivered	50 attendees	Instructors
Sept 2015	Meet to discuss performance	14 trainings delivered;	CSDA Program Lead,

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	assessment, submit any end of year report	350 attendees trained in YMHFA	Program Coordinator, partners, instructors
Quarterly	Submit any required data, goal updates through the Transformation Accountability System		CSDA Program Lead
Year 2			
Nov-Dec 2015	Two additional instructors are trained in YMHFA	Two instructors trained in YMHFA	Instructors
Oct-Nov-Dec 2015	1 APD training delivered 6 trainings delivered	175 attendees	Instructors
Jan-Feb-Mar 2016	1 APD training delivered 6 trainings delivered	175 attendees	Instructors
April 2016	Meet to discuss performance assessment	Submitted updated Local Performance Assessment	CSDA Program Lead, Program Coordinator, partners, instructors
Apr-May-June 2016	1 APD training delivered 6 trainings delivered	175 attendees	Instructors
July-Aug-Sept 2016	2 APD trainings delivered 1 CSDA training delivered 2 trainings delivered	125 attendees	Instructors
Sept 2016	Meet to discuss performance assessment, submit any end of year report	Submitted final Local Performance Assessment; 26 trainings delivered; 650 attendees trained in YMHFA	CSDA Program Lead, Program Coordinator, partners, instructors
Quarterly	Submit any required data, goal updates through the Transformation Accountability System		CSDA Program Lead

In order to promote the availability of YMHFA trainings, the CSDA and partners will use existing communication structures and networks to disseminate information (such as agency newsletters, website, and social media). The Program Coordinator, in collaboration with the partners may create promotional electronic and/or print materials announcing the availability of YMHFA trainings to specifically target youth-serving adults employed at local human service providers and city department and county agencies.

The input of youth and families in the planning, implementing, and assessing YMHFA will be through efforts proposed in the School Climate Transformation grant. As part of the CSDA’s Student Support Services and addressing social-emotional and behavioral health, the CSDA is forming a district level Student Support Advisory Committee, comprise of CSDA staff, parents, community members, and high school student representation from the Albany High School Falcon Council. This Committee is charged with reviewing efforts from elementary to high school regarding behavior, redesigning the CSDA’s Code of Conduct, and supports for both students and faculty/staff regarding student mental health. The YMHFA efforts will be included as part of the review and accountability, where Committee members will respond to the quality and efficacy of having the PD available for the CSDA and community members.

In order to build the capacity and leadership to sustain YMHFA when federal funding ends, the CSDA and other partners will commit to ensuring that instructors are able to deliver trainings at least three times per year to continue their certification. Since the majority of instructors will incorporate YMHFA training delivery into their existing job responsibilities and require no additional compensation to continue delivering trainings, instructors will continue training without any additional grant funds.

While select details of YMHFA training are still to be determined, if awarded, the CSDA and partners will develop and add the following components to the implementation plan: identification of community outreach and other engagement strategies to increase participation in YMHFA training and access to diverse populations; a description addressing to ensure that the appropriate referral infrastructure is in place to support increased identification and referral to mental health services as needed; and a description of the referral process to be used when school-aged youth are in need of mental health services.

Delivering YMHFA trainings supported by Project AWARE will build upon, enhance, and not duplicate other mental health PD under similar programs in the following ways:

- Expand existing MHFA/YMHFA training offerings from MHANYS and Parson's, allowing more attendees to access the trainings;
- Support any existing PD plan for Albany Police Department, City School District of Albany, and other community partners by offering an additional, free of charge training; and
- Increase the number PD offerings specifically related to youth mental health specifically targeted towards non-clinical faculty and staff (currently, there are many PD opportunities for clinical professionals around youth mental health, but none in a comprehensive, but general way such as YMHFA);
- Build community impact and leverage existing efforts such as the Albany's Trauma Response Team (TRT) to meet the community's needs.

If New York State Education Department (NYSED) is awarded the SAMHSA "Now is the Time" Project AWARE State Educational Agency grant, the CSDA and partners will make every effort to work collaboratively with NYSED to minimize duplication of activities and instead augment activities, where appropriate to fully promote and increase the number of attendees completing YMHFA trainings.

The CSDA is applying for the US Department of Education's LEA School Climate Transformation Grant. Through these funds, the CSDA will continue and strengthen efforts to increase school climate and culture and address Response to Intervention-Behavior (RtI-B) through the implementation of Positive Behavioral Interventions and Supports (PBIS) for middle schools and Albany High School. PBIS is a multi-tiered behavior framework which promotes the establishment of universal expectations and conduct in schools, with targeted deeper interventions for students in need using data driven decision making. In efforts to equip faculty and staff at the middle school and Albany High School with tools to address behavior in students, targeted staff at these schools will attend YMHFA training. Within 60 days of receiving notification of the Project AWARE and School Climate awards, the CSDA will submit

further information detailing the activities, calendar, and personnel involved related to implementation of the YMHA and School Climate grants and how the two grant efforts are aligned and complement each other.

The CSDA is not aware of any local juvenile and family court applying for the US Department of Justice’s School Justice Assistance, Keeping Kids In School and Out of Court grant program.

Modifications to the YMHFA implementation plan will be made throughout the funding period to ensure that activities are quality, reasonable, realistic, and effective for all parties involved. Any modifications would need to fall within allowable parameters of the funding award and in fidelity with both SAMHSA and the National Council of Behavioral Health. For example, modifications may be made during the following time periods:

- Upon receiving notification of the grant award, when the CSDA and partners will meet to review the original submitted proposal, assess proposed activities, and discuss implementation
- Upon completion of instructor training from the National Council of Behavioral Health, when certified instructors may acquire recommendations for scheduling and/or best practices for training
- On-going and at the end of each year, when the CSDA and partners will make continuous quality improvement adjustments based on reflections from the instructors and data analysis from the data collection and performance measurement process (see more in Section E)

Any modifications would be included as part of the Local Performance Assessment, and may address changes to the calendar schedule, time of training offered, instructor combinations for co-facilitating, expectations and communication protocol, tools used for data collection, and incorporation of effective training strategies.

As previously stated, the CSDA and partners selected focus on the YMHFA training, which addresses on mental health in adolescents ages 12-18. This decision was based on several factors: the level of school and community need; assessment that no other entity is delivering YMHFA training in the Capital Region; interest and enthusiasm from the CSDA and community partners to leverage existing efforts related to mental health; as well as the desire to integrate Project AWARE funding into the School Climate Transformation Grant (which the CSDA is applying for on behalf of secondary schools in the district).

Section D: Staff and Organizational Experience:

The following organizations will be partners on the Project AWARE grant. For more information about their capacity and experience, please refer to descriptions provided in Section B and their respective attached letters of commitment.

- Albany County Crime Victims and Sexual Assault Center
- Albany Police Department
- City School District of Albany
- Parson’s Child and Family Center
- St Catherine’s Center for Children

In addition, the following organizations have submitted letters of support, demonstrating their interest and support of YMHFA training availability, due to their linkages to school-aged youth and grassroots efforts in the community. For more information, please refer to their respective attached letter of support:

- City of Albany, Department of Recreation, Youth, and Workforce Services: Aims to improve the quality of life of city residents, with a focus on recreation, youth development, employment training, and work placement.
- Equinox: A dynamic human service agency serving teens and adults struggling with chemical dependency; victims of domestic violence and their children; youth, adults, and families living with mental illness; urban teens and youth adults; and homeless youth.
- Trinity Alliance: A settlement house serving the entire family with a variety of health, education, and social welfare programs, as well as neighborhood stabilization.
- University at Albany, School of Social Welfare: An undergraduate and graduate program dedicated to social work, as part of the University at Albany. The faculty ranks in the top 5% nationwide in terms of research productivity. In addition, the School's research centers and institutes investigate the most urgent human needs of the 21st century.

The following is a list of staff positions, as included in Project AWARE. These positions are existing, full-time positions with the specific employee already identified. For additional information about their role and qualifications, please refer to attached job descriptions and resumes for both of these positions:

- Program Coordinator: As previously mentioned, the Program Coordinator will be the existing Training Coordinator at Parson's Child and Family Center. As previously stated in Section B, this position will dedicate 15% of time serving as the main point of contact for the cadre of CSDA and community partner instructors in the following ways: schedule trainings, track training sessions, collect attendance, broker communication amongst all partners, schedule planning meetings, collect related data needed as part of the grant requirements, and ensure that instructors are meeting their three minimum trainings per year to continue their certification. In addition, the Program Coordinator will participate on any SAMHSA virtual meetings and/or webinars as related to the grant. The individual currently in this position will be trained in YMHFA during fall 2014 with funding through the NYS Conference of Local Mental Hygiene Directors. The Trainer/Coordinator position at Parson's is currently funded by several resources, including 50% through a state administered, Youth Suicide Prevention federal grant, with remaining funding supported by fee-for-service tuition from school districts for mental health and youth trauma-related trainings. Project AWARE funds will supplement the Trainer/Coordinator's salary and not supplant any existing dollars. Additional qualifications are included in the attached resume for Kelly Busch.
- Program Contact, City School District of Albany: As previously mentioned, this School Psychologist is an existing position at Albany High School with no additional compensation. This position will serve as the liaison with the Program Coordinator at Parson's, grant point of contact with SAMHSA, be trained in YMHFA, and ultimately serving as the CSDA's point of accountability on Project AWARE. In addition, the Project AWARE lead will participate on any SAMHSA virtual meetings and/or webinars as related to the grant. The School Psychologist position is a permanent position, funded by

the CSDA’s general fund. The employee serving as the Program Contact will also be a YMHFA instructor on behalf of the CSDA. Additional qualifications are included in the attached resume for Liz Gialanella.

Project AWARE includes eight instructors who must be qualified to serve school-aged youth by already directly engaging with youth in their current capacity and/or have training experience with adult learning on topics related to human services. While the instructors will be existing staff members at the CSDA and/or partners with a determined number of instructors per partner, the specific employees to fill the instructor positions have not been identified at this time.

Section E: Data Collection and Performance Measurement

In order to assist in measuring effectiveness of the funding and YMHFA trainings, the following goals will be reached Project AWARE:

- 1.) At least 1,000 individuals will complete the YMHFA training by September 2016.
- 2.) At least eight individuals will be credentialed and/or certified in delivering YMHFA training by September 2016.
- 3.) At least 85% of attendees who have completed the YMHFA training will have increased content knowledge about mental health in adolescents.
- 4.) At least 85% of attendees who have completed the YMHFA training will be satisfied or very satisfied with the delivery of the training.

While there is a requirement to identify the number of individuals referred to mental health or related services and number school-aged youth that interface with adults trained in YMHFA in schools and in the community, the CSDA and partners will identify measurable goals during the planning period to ensure that the most accurate and realistic numbers can be identified rooted in each partner’s scope and services.

Collected Data	Example of How Collected	Collected by Whom and When
1.) The number of individuals who have completed YMHFA training	Hard copy sign-in sheet, CSDA’s online MyLearning Plan, other attendance tracking tools	Instructors at beginning of training session
2.) The number of individuals credentialed and/or certified in delivering YMHFA training	Electronic record, TBD	Program Coordinator who ensures instructors have completed training with National Council of Behavioral Health and are delivering at least three trainings per year
3.) Increased content knowledge as a result of YMHFA training completion	Newly created exit ticket and/or pre-post test, hard copy or electronic	Instructors and end of training session, just afterwards
4.) Satisfaction with YMHFA training and delivery	Newly created exit ticket and/or pre-post test, hard copy or electronic	Instructors and end of training session, just afterwards
5.) The number of individuals referred to mental health or related services;	Electronic record, TBD	Shared responsibility amongst attendees, instructors, and Program Coordinator

*Now is the Time – Project AWARE LEA Grant
City School District of Albany*

6.) The number school-aged youth that interface with adults trained in YMHFA in schools and in the community	Electronic record, TBD	Shared responsibility amongst attendees, instructors, and Program Coordinator
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All data collection, performance measurement, and performance assessment will be conducted internally. The Program Coordinator will be the lead on data collection and management.

The Program Coordinator, in collaboration with the CSDA and partners will either create new data collection tools and/or utilize existing tools that the CSDA and partners are already using. For example, new tools might be hard copy forms or electronic spreadsheets to track and collect measures on a quarterly basis. To capture increased knowledge and satisfaction with the training, the CSDA and partners may create a new exit ticket and/or pre-post survey for attendees to complete upon completion of the training. This may include a paper survey and/or electronic survey sent as a follow-up. Regarding existing tools, the CSDA uses MyLearning Plan, an online system where individual faculty and staff can record and store completed professional development and human resources can analyze. Other student data tools include PowerSchool and Violent and Disruptive Incident Reporting (VADIR). The APD tracks reported activity through Standard Incident Forms and other data through their Albany Crime Analysis Center.

Data points will be collected throughout the year by the Program Coordinator and shared with CSDA and partner instructors. Data will be analyzed to help inform further implementation and modified the implementation plan (see more in Section B).

In regard to reporting, the Program Coordinator will lead efforts for quarterly submitting the data points. In addition, this position will lead the Local Performance Assessment (LPA). The CSDA and partners will meet and submit a semi-annual performance assessment report containing updates on progress achieved, barriers encountered, and efforts to overcome these barriers. This LPA will include any modifications to the training plan, as based on reflection from the CSDA and partners, as well as analysis of the collected data. Finally, the CSDA Program Lead will be responsible for entering collected data in the Transformation Accountability System and submitting information to SAMHSA.

A budget justification and narrative are included separately.

Section F: Literature Citations

There were no literature citations included in this proposal.

Section G: Biographical Sketches and Job Descriptions

Job Description

TITLE: **Trainer/Coordinator/Project AWARE Program Coordinator**
Sidney Albert Training & Research Institute (SATRI)

SUPERVISOR: SATRI Training Director, Sidney Albert Training & Research Institute

DAYS PER WEEK: Days per week vary in response to number and schedule of courses taught.
Hours in day will also vary in response to needs of the Institute

HOURS/WEEK: Up to 35

SALARY: \$45,000

QUALIFICATIONS: Preferred: Masters degree in Human service Field and 2 years training experience. Bachelor degree with commensurate experience will be considered. Proven ability to design, develop, research and write curricula for an adult-professional training program. Content, presentation skills, and knowledge sufficient to teach authoritatively and effectively on clinical assessment, treatment and intervention, child and adolescent behavioral disorders and management issues, and crisis and de-escalation techniques. Marketing or sales experience helpful. Computer skills including PowerPoint, use of a virtual classroom, and various data management systems preferred.

ORGANIZATIONAL RESPONSIBILITIES:

1. Participate in supervision and annual job performance with supervisor.
2. Participate in relevant Agency training.
3. Attend regular All Staff meetings and announced meetings pertinent to position.
4. Maintain good working relationships with Agency colleagues and engage in diversity, constructive communication both within and outside of the Agency.
5. Follow Agency policies, procedures and structures.

SERVICE RESPONSIBILITIES

1. Deliver curricula including supporting educational materials as assigned.
2. Assist Training Coordinator and SATRI trainers to execute a communications program to support marketing and sales of all courses and materials to external markets.
3. Evaluate effectiveness of courses by compiling data from training evaluations.
4. Prepare all written reports, maintain records, and issue certificates of attendance.
5. Assume training responsibilities as assigned.
6. Participate in annual program performance evaluation.
7. Other duties as assigned by the director.

Additional Duties and Responsibilities:

- Serve as grant coordinator and main point of contact for CSDA on Project AWARE
- Work collaboratively with the Project AWARE Program Coordinator to ensure delivery of Youth Mental Health Trainings
- Become certified and continue annual certification in Youth Mental Health First Aid, through the delivery of at least three Youth Mental Health First Aid trainings in one year
- Participate on any SAMHSA virtual meetings and/or webinars as related to funding
- Assist with any data collection and entry, submit data to funder for reporting and accountability purposes
- Participate in any district-wide Student Support Advisory Committee

Personal Qualities: N/A

Amount of Travel Required: Some local travel required

Please see resume for Kelly Busch, Trainer/Coordinator for additional biographical information.

Kelly Busch

491 Kenwood Ave., Delmar, NY 12054
kbusch@albanylaw.edu
516-241-8465

Education

Albany Law School- Candidate for J.D., May 2016

Sage Graduate School- M.A. in Counseling and Community Psychology, May 2013
Certificate Program: Forensic Mental Health

John Jay College of Criminal Justice- B.A., *magna cum laude* in Forensic Psychology, May 2005

**Professional
Experience**

Northern Rivers Family Services (Parsons Child and Family Center), Albany, NY

Senior Trainer, Sidney Albert Training & Research Institute (SATRI) 2010-Present
Responsibilities include provision and coordination of curriculums to agency staff and external contractors. Curriculums include NCTSN's Caring for Children who have Experienced Trauma; Therapeutic Crisis Intervention; Handle with Care; Safety for Mental Health Workers in the Community; Sanctuary; Supervision for Success; and other specialized topics.

Site Coordinator, Garrett Lee Smith Youth Suicide Prevention Grant 2012- Present
Responsibilities include coordination of suicide prevention, intervention, and postvention activities and education; dissemination of training programs and screening activities; improvement of linkages to services, crisis hotlines, and community partnerships within the agency and catchment area; and coordination of local- and cross-site evaluations. Training responsibilities in evidence based programs, including but not limited to:

- ⊗ Applied Suicide Intervention Skills (ASIST) Trainer responsible for teaching caregivers the skills to recognize and review risk, and intervene to prevent the immediate risk of suicide.
- ⊗ safeTALK Trainer responsible for providing community members the knowledge and skills to move beyond common tendencies to miss, dismiss or avoid suicide; identify people who have thoughts of suicide; apply the TALK steps (Tell, Ask, Listen and KeepSafe) to connect a person with suicidal thoughts to suicide intervention caregivers.
- ⊗ Sources of Strength Trainer responsible for teaching peer leaders and adults advisors prevention techniques and awareness facts for suicide, violence, and substance abuse by training, supporting and empowering both groups to impact their social networks.
- ⊗ Family Connections Group Leader responsible for facilitation of a psycho-education group for family members of someone with borderline personality disorder. Provide members with skills training based on Dialectical Behavior Therapy (DBT) and education on the etiology of the disorder, effective treatment theories and practices, and the latest research findings to provide the foundation for a better understanding of this complex disorder.
- ⊗ LifeLines Trainer responsible for providing instruction on Prevention, Intervention and Postvention to School Based Staff in the form of suicide awareness resources for administrators, faculty and staff, parents, and students; skills development to facilitate interventions with and referral of potentially at-risk students; creation of crisis teams to review current procedures for suicide and other traumatic deaths in the school community.

Heroes Program Research Assistant 2009-2012
Responsibilities included scoring and administration of psychological tests; research assistance; budget management; curriculum development; training of clinicians and secretarial staff in scoring and utilizing psychological tests; conducting child and parent interviews; organization and management of data; and assuring compliance with governmental regulations and agency guidelines.

Executive Administrative Assistant 2008-2012

Responsibilities included aiding the Chief of Community Services, the Chief of Residential Services, and the Director of Psychiatric Services of a large Non-Profit Child & Family Care Agency in day to day administrative tasks.

St. Anne's Institute, Community Based Services, Troy, NY 2012-2013

Therapy Intern

Responsibilities included provision of individual, family, and group therapeutic services to youth with significant childhood trauma, serious mental health issues, or treatment needs related sexually inappropriate acting out. Other responsibilities included individual and group therapy with convicted sex offenders on probation and parole.

Equinox Inc., Domestic Violence Shelter, Albany, NY

Residential Counselor (per diem) 2009-2011

Responsibilities included coordination of residential programming for a 30-bed Domestic Violence Shelter; supervision and monitoring of shelter residents' safety; conduction of shelter intakes, including a qualitative psychosocial assessment of each new referral to the shelter; and monitoring the 24 hour hotline.

Mental Health Counseling Extern 2011-2012

Main responsibility was serving as co-leader of the Building Bridges Group, a Domestic Violence Survivor Group. Additional responsibilities included adaption of training curriculum to promote and teach self-advocacy; increase public speaking skills; increase trauma & resiliency knowledge; and teach financial management skills.

Genatt Associates, Inc. / HLI - New Hyde Park, NY

Assistant Account Executive 2007-2008

Responsibilities included the administration of new and renewal insurance programs for a commercial, wholesale, and retail insurance unit.

Tanenbaum-Harber Company, Inc., New York, NY

Assistant Account Executive 2006-2007

Responsibilities included the administration of several large Wrap-Up construction insurance programs.

Affiliations and Community Service Activities

Albany County Crime Victims and Sexual Violence Center, volunteer
American Bar Association (ABA), member
American Psychological Association (APA), member
New York Mental Health Counselors Association (NYMHCA), member
Prevent Child Abuse NY, volunteer

CITY SCHOOL DISTRICT OF ALBANY

POSITION TITLE: **School Psychologist/Project AWARE Program Contact**
REPORTS TO: Building Principal/Director of Special Education
JOB TYPE: Certified, APSTA
SCHEDULE: 6.5 Hours/185 days per year
STARTING SALARY: \$50,110.00

SPECIFIC RESPONSIBILITIES AND DUTIES: *Plus other duties as assigned**

- Perform duties as an instructional consultant to help implement, support and evaluate the district Response to Instruction and Intervention (RtI) model in order to foster student growth academically and behaviorally.
- Lead building RtI team(s), providing oversight of progress monitoring and integration of **all** data in team decision-making and identification of systematic patterns; engaging in ongoing consultation regarding RtI implementation issues, as well as class wide and individual student needs; collaborating with teachers and related service providers to support instruction and intervention planning/ implementation; serving as liaisons to parents and community providers/agencies.
- Consult with teachers and parents regarding interventions in the classroom and at home in order to support Tier 1 of the district’s RtI model.
- Observe students in the instructional environment in order to help identify appropriate academic and behavioral instructional and intervention strategies, to identify barriers to intervention, and to support the collection of RtI data.
- Complete building academic and behavioral screenings as warranted to assist intervention planning.
- Act as a building level resource to teachers and administration regarding Positive Behavior Intervention Supports (PBIS) and related tiered behavioral interventions (i.e. Behavior Support Plans, Individual Crisis Management Plans, Classroom Management Plans, Functional Behavior Assessments, Behavior Intervention Plans, progress monitoring).
- Complete comprehensive psycho-educational evaluations using multiple sources of data and consideration of a student’s response to instruction and intervention.
- Work with special education teams to set realistic goals, design appropriate instructional strategies and progress monitoring procedures for students.
- Perform additional duties as assigned by building principal on the following committees/teams: RtI and/or Instructional Support Team (IST), Building Crisis Team, and PBIS

- Attend special education meetings as mandated/required (Committee on Preschool Special Education/Committee on Special Education)
- Deliver professional development on academic/behavioral interventions, data analysis, and support models to building staff

ESSENTIAL SKILLS AND ABILITIES:

- Experience working within an RtI tiered model for academics and behavior (PBIS)
- Knowledge of how students are identified for intervention; how interventions are selected, designed, and implemented; how student performance is measured and evaluated; how evaluations are conducted; and how decisions are made.
- Knowledge of evidence-based intervention strategies, progress monitoring methods, designing problem-solving models, and evaluating instructional and program outcomes.
- Working knowledge of federal and New York State regulations (IDEIA, Part 200, NYS RtI Guidance Document).
- Demonstrates competency in Microsoft Word, EXCEL, and various web-based data management systems.

Additional Duties and Responsibilities:

- Serve as grant coordinator and main point of contact for CSDA on Project AWARE
- Work collaboratively with the Project AWARE Program Coordinator to ensure delivery of Youth Mental Health Trainings
- Become certified and continue annual certification in Youth Mental Health First Aid, through the delivery of at least three Youth Mental Health First Aid trainings in one year
- Participate on any SAMHSA virtual meetings and/or webinars as related to funding
- Assist with any data collection and entry, submit data to funder for reporting and accountability purposes
- Participate in any district-wide Student Support Advisory Committee

QUALIFICATIONS:

- 60+ credit hours/Master's Level Degree program in School Psychology or Ph.D or Psy.D Doctoral Level program in School Psychology
- Permanent Teacher Certification in the area of School Psychology

Personal Qualities: N/A
Amount of Travel Required: Some local travel required

Please see resume for Liz Gialanella for additional biographical information.

Elizabeth M. Gialanella, Psy.D.

20 Normanside Drive,
Albany, N.Y., 12208
(518) 482-6629 (h) (518) 330-1581 (c)
gialfam1@nycap.rr.com

Education & Certifications:

Psy.D. School Psychology (May 1992) State University of New York at Albany

Interests/research areas: social emotional assessment and interventions, cognitive behavioral therapies, developmental disabilities

New York State Licensed Psychologist: License Number 011312

National Provider Index Number: 1770850372

Certificate of Advanced Study in School Psychology (May 1990) SUNY Albany

Interests/research areas: consultation, applied behavior analysis

New York State Certified School Psychologist: Permanent Certification

Masters of Science in Educational Psychology (May 1988) SUNY Albany

Interests/research areas: special education issues

Bachelors of Arts in Psychology (May 1985) State University at Binghamton

Interests/research areas: self-injurious behavior, developmental disabilities

Commendations/Awards:

2013 Albany Outstanding Educator of the Year, Capital District YMCA

2012 Unsung Hero Award: In Our Own Voices

2011 Human Rights Award: City of Albany

2009 Founders Day Award: Albany Parent Teacher Student Association

2008 Chess Coach of the Year: Make the Right Move Chess Foundation

Employment:

School Psychologist (May 1994 - Present) City School District of Albany

Current Assignment – Albany High School, Center for Disability Services, Holy Names

- Conducted psycho-educational assessments using standardized assessment procedures and cross-battery methodology.
- Assisted in the development of district-wide procedures for Functional Behavioral Assessments and Behavior Intervention Plans. Provided in-service training to staff as well as ongoing consultation regarding student behavioral needs.
- Delivered workshops to staff on Stress Management and Self Care.
- Provided group and individual counseling services to students.
- Supported students, families, and school personnel during times of crisis.
- Facilitated Chess Club, Gay-Straight Alliance and other afterschool enrichment activities for students.
- Participated in a wide range of district committees (Special Education, Suspension, School Climate, Discipline, and Behavior Management).
- Over fifteen years of experience as an intern supervisor.

School Psychologist (July 1991 – May 1994) Center for Disability Services.

Langan School, Infant and Preschool Programs, Out-Client Mental Health Program.

- Conducted cognitive and developmental assessments individually and as part of a multi-disciplinary team.
- Created individualized protocols for assessing individuals with sensory, adaptive, and physical needs.
- Provided behavioral consultation and functional behavioral analysis support services to educational staff.
- Outpatient therapeutic services included cognitive behavioral therapy and parental skill-building.

School Psychologist (September 1990-- June 1991) City District of Schenectady
School Psychology internship.

Vocational Evaluator & Behavioral Consultant (September 1989 – May 1991)
Living Resources Corporation.

- Assessed vocational interests and potential for employment using a battery of vocational, neuropsychological, and psycho-educational instruments.
- Counseled consumers with developmental and psychiatric disabilities.
- Developed behavioral plans and monitored data.
- Intervened in crisis situations.
- Provided psychological and behavioral consultation to residential staff.
- Trained in McCarron-Dial assessment protocol.

Applied Behavior Management Specialist (September 1986 – August 1989)
New York State ARC (currently New Visions Day Treatment Program)

- Addressed the emotional and behavioral needs of adults in a vocational and day habilitation program.
- Conducted functional behavioral assessments and wrote behavior plans.
- Provided consultation and in-service training to staff.
- Served as on-site resource for crisis management and support.

References:

Debby Sharpe, Director of Special Education Department (475-6150)
Donna Holmes, Sub CSE Chairperson, Albany High School (475-6200)

Section H: Confidentiality and SAMHSA Participation Protection/Human Subjects
Not applicable.

Attachment 1

List of all organizations and/or agencies agreeing to participate in Project AWARE:

Partners:

- Albany County Crime Victims and Sexual Assault Center
- Albany Police Department
- City School District of Albany
- Parson's Child and Family Center
- St Catherine's Center for Children

Supporters:

- City of Albany Department of Recreation, Youth, and Workforce Services
- Equinox
- Trinity Alliance
- UAlbany, School of Social Welfare