

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 # S215E140033

Grants.gov Tracking#: GRANT11634792

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

Closing Date: Apr 28, 2014

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/22/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="56-1744267"/>	* c. Organizational DUNS: <input type="text" value="0710571600000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="704-832-2506"/>	Fax Number: <input type="text" value="704-978-0078"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Education Agency

*** 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:**

SUPPORT: Systematically Using Preventative Practices and Offering Responsive Treatment

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="1,199,258.00"/>
* 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="1,199,258.00"/>

*** 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>Kelly Marcy</p>	<p>TITLE</p> <p>Executive Director of Student Services</p>
<p>APPLICANT ORGANIZATION</p> <p>Iredell-Statesville Schools</p>	<p>DATE SUBMITTED</p> <p>04/22/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: Iredell-Statesville Schools

* Street 1: 549 N Race Street Street 2: _____

* City: Statesville State: NC: North Carolina Zip: 28677

Congressional District, if known: NC-05

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education
	CFDA Number, if applicable: 84.215

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

* Signature: Kelly Marcy

* Name: Prefix _____ * First Name Kelly Middle Name _____
* Last Name Marcy Suffix _____

Title: _____ Telephone No.: _____ Date: 04/22/2014

Federal Use Only: _____ **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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

SUPPORT GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427

Iredell-Statesville Schools (I-SS), in partnership with Barium Springs Home for Children, Boys and Girls Club of the Piedmont, Food for Days, Mi Familia Institute, Turning Point Family Services, and Partners Behavioral Health Management, ensures equitable access to, and participation in, all programs and services for all students, teachers, stakeholders, and other beneficiaries with special needs. I-SS will not prohibit participation of any particular gender, race, national origin, color, disability, or age. I-SS, along with our target schools Cloverleaf Elementary, East Iredell Elementary, NB Mills Elementary, and Third Creek Elementary, are committed to providing accommodations upon request to ensure active participation for all stakeholders without barriers to access. I-SS will meet this commitment by ensuring:

- ◆ All consultants, contractors, and district and school staff are required to provide materials, activities, and services in accessible formats.
- ◆ The schools and the district, as well as facilities used for project activities, technical assistance, and meetings are Americans with Disabilities Act (ADA)-compliant.
- ◆ All project activities are available through assistive technologies upon request.
- ◆ Project partners are mandated by federal law to comply with ADA.
- ◆ Training materials are provided upon request in a variety of modalities including print, Braille, auditory form, and experiential activities.

I-SS adheres to federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services, as well as all provisions of federal law relating to students with disabilities, including IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. All project activities for I-SS will comply with Section 427 of the General Education Provisions Act (GEPA) that outlines the six types of barriers that can impede equitable access or participation in program activities. I-SS project activities target students and school district employees of different genders, races, national origins, colors,

disabilities, and ages to the full extent possible and no participant will be denied participation in project activities based upon their gender, race, national origin, color, age, or any disability. I-SS has an established special appeals procedure in place for staff, families, and individuals who feel they have been discriminated against. The following provides specific examples of how I-SS intends to address barriers that could potentially impede active participation of students, parents, or project personnel in I-SS project activities.

- ◆ **Barrier:** About 10% of students in our four target schools have diagnosed disabilities other than speech.
- ◆ **Solution:** I-SS currently provides individualized educational services to students with disabilities, in addition to behavior specialists, and linkages to outside agencies for respite, residential care, case management services, and in-home assistance. All facilities to be utilized in our project are fully accessible to individuals with disabilities. The Project Director will work with the Office of Student Support Services to identify students and school personnel with special needs to ensure that access to appropriate equipment is available to address these needs. If not available, the Project Director will work with district administrators to make special assistive devices (e.g., switches, pencil grips, special computer software, etc.) available for students and employees who participate in the program and require these accommodations.
- ◆ **Barrier:** Over 20% of students in our target schools are Hispanic.
- ◆ **Solution:** To assist our limited English proficient students, I-SS provides interpreters who translate all school materials for students and parents, and provides interpreter services during meetings and school events to ensure that national origin and/or language do not prevent participation by either students or parents in program activities. Additionally, they work as case managers to link Hispanic students and their families to outside service agencies such as our partner, Mi Familia. Our English language learners will have the opportunity to take part in all mental health support activities provided by the grant.

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**

Iredell-Statesville Schools

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

Prefix: Ms.

* First Name: Kelly

Middle Name:

* Last Name: Marcy

Suffix:

* Title: Executive Director of Student Services

* SIGNATURE: Kelly Marcy

* DATE: 04/22/2014

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.]

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:

Project Abstract

Limited availability of mental health professionals, barriers to accessing services, untreated mental health disorders, and increasing student behavior problems are creating an adverse environment for student success in Iredell-Statesville Schools (I-SS). To address our identified needs and gaps in services, our district will implement **SUPPORT: Systematically Using Preventative Practices and Offering Responsive Treatment**.

❖**SUPPORT goals, strategies, and activities** include: ♦*Goal 1: Expand preventative approach and access to counseling services* by (1) improving student mental health professional ratios, (2) implementing a bullying prevention program; (3) refining and implementing the Behavior Education Program with fidelity; (4) providing training to teachers and mental health professionals. ♦*Goal 2: Enhance child and family intervention services* by (1) offering parent education programs, (2) developing a child and family needs assessment; (3) implementing teacher-student mentoring, and (4) forming and convening intensive school-based support teams.

❖**Applicable priorities include:** *Absolute Priority:* Establish or expand counseling programs in elementary schools and *Competitive Preference Priority 1:* Improving school engagement, environment, and safety and improving family and community engagement.

❖**Anticipated outcomes** for our project will include: improved student behavior, enhanced socio-emotional school climate, enhanced family communications skills, improved teacher knowledge of mental health supports, reduced discipline referrals, increased referrals to community service providers, reduced student suspension rates, improved perceptions of school climate, and reduced bullying incidents.

❖**Number and Location of Schools served** include 2,578 students in four of our district's high-need Title I elementary schools: Cloverleaf (300 James Farm Rd, Statesville, NC 28625; 768 students, PK-5), East Iredell (400 E Elementary Rd, Statesville, NC 28625; 786 students, K-5), Third Creek (361 E Barkley Rd, Statesville, NC 28677; 553 students, K-5), and N.B. Mills (1410 Pearl Street, Statesville, NC 28677; 471 students, PK-5).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

TABLE OF CONTENTS

SUPPORT: Systematically Using Preventative Practices and Offering Responsive Treatment

Abstract

Narrative

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1. Need for Project

a. Extent gaps or weaknesses have been identified and will be addressed by the project.

Limited availability of mental health professionals, barriers to accessing services, untreated mental health disorders, and increasing student behavior problems are creating an adverse environment for student success in Iredell-Statesville Schools (I-SS). Serving over 21,000 students in 36 schools, I-SS ranks among the 20 largest districts in North Carolina. Concerned about the increased challenge of serving this broad student population's growing needs, we convened an Advisory Council to conduct a needs assessment with input from administrators, teachers, staff, counselors, social workers, psychologists, community providers, parents, and students to identify the gaps and weaknesses in our systems.

❖ **Population to be Served:** Our needs assessment revealed the greatest challenges in four high poverty, high minority, Title I elementary schools located in the Statesville city limits:

School	# of Students	White	Black	Hispanic	Asian	Other	F/R Lunch
Cloverleaf Elementary	768	50	32	11	3	4	61
East Iredell Elementary	786	29	40	24	4	3	81
N.B. Mills Elementary	471	31	45	21	1	2	88
Third Creek Elementary	553	43	21	28	3	5	84
Total/Average	2,578	38	34	21	2	5	79

Source: I-SS District Administrative Data, NC DPI (2012-2013)

These schools make up 12% of the overall student population; however, they account for 21% of total district disciplinary referrals for aggression, 19% of bus misbehavior and suspensions and 15% of school absences. Compared to the top 3 elementary schools in the performance ranking, our schools have nearly 70% more students on free and reduced lunch, revealing great social and economic barriers for our target students. Additionally, over 20% of students in our target schools are Hispanic, which compounds barriers to acquiring mental health care services for students who are assimilating culturally and linguistically. These schools are plagued by poverty,

aggressive student behavior, high rates of academic failure and absenteeism as described below.

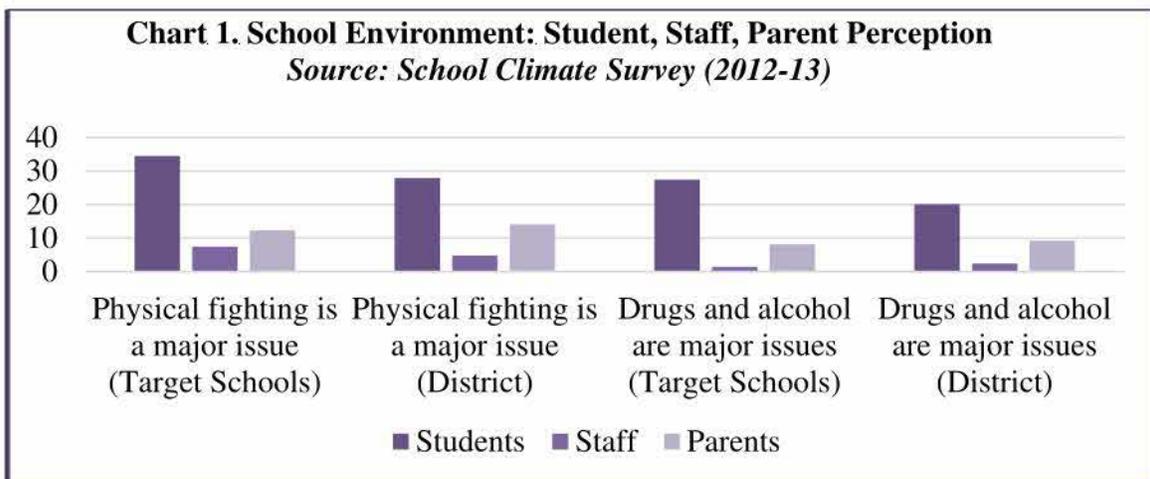
◆**Family Risk Factors:** Poverty, homelessness, unemployment, and domestic violence are all known risk factors for the development of behavioral and mental disorders (Stagman & Cooper, 2010). Our target schools have an average free and reduced lunch rate of 79% and serve 26% of the homeless students in our district, indicating widespread poverty (NC Wise, 2012-2013). Our per capita income (\$24,429) lags behind national averages (\$27,319) (US Census, 2012). Such poverty leaves parents struggling to pay rent, or provide food and basic health care for their families. Poverty also limits parental ability to provide appropriate mental health care for their children due to issues such as lack of transportation or health insurance or the inability to afford care (Smith et al., 2011). Furthermore, when referrals are provided, parents do not always follow-up with care providers due to mental health stigmas (Turner & Liew, 2010). Nearly 50% of target students live in single parent homes, and the Department of Social Services had 105 known cases of child abuse and neglect in our target schools over the past year (I-SS, 2012-2013). Such adverse childhood experiences are linked to short- and long-term negative physical, socio-emotional, and cognitive outcomes (Anda et al., 2010).

◆**Aggressive Student Behavior:** Our target schools serve just over one-quarter of the elementary schools students, but report 44% of the elementary disciplinary referrals as seen in Table 2 below. N.B. Mills in particular has the highest free and reduced lunch rate and the smallest population, but the highest number of disciplinary referrals.

Table 2. Percentage of Total Elementary School (ES) Disciplinary Referrals					
School	% of Total ES Population	Disciplinary Referrals		Aggression & Bullying	
		% of Total ES	# Total	% of Total ES	# Total
Cloverleaf Elementary	8	5	155	4	31
East Iredell Elementary	8	12	353	9	67
N.B. Mills Elementary	5	18	534	12	98
Third Creek Elementary	6	9	262	12	94
Total	27	44	1,304	37	290
<i>Source: District Administrative Data, NC Wise (2012-2013), NC DPI (2012-2013)</i>					

Additional behavioral indicators, seen in Appendix A: GPRA baseline data, confirm the high

rates of behavior issues including aggression, disruptive behavior, bullying, and insubordination. These behaviors contribute to loss of instructional time in the classroom and frustration for children and families (Reinke et al. 2009). Overall, our target schools accounted for 37% of the elementary school referrals for aggression and bullying. Violent, aggressive or bullying children are one of the biggest difficulties experienced by students and teachers, and result in negative academic, emotional and behavioral consequences for students (Horne et al., 2007). Although our schools currently have protocols to address bullying, we lack a formal prevention program to provide our students with strategies to handle harassment. We have also seen a disconnect between student, teacher, and parent perceptions of violence and substance abuse as seen below.



◆ **Academic Failure and Absenteeism:** Students with mental health issues are far more likely to exhibit severe academic difficulties, earn lower grades, and have higher course failure and dropout rates, and exhibit higher rates of absenteeism than their peers (Hurwitz & Weston, 2010). Last year, 33% of students in our target schools missed 10 or more days of school, exceeding the district elementary school average of 27%. More alarming, nearly 10% missed 20 days or more (NC DPI, 2012-2013). There is a reciprocal link between excessive school absences and mental and behavioral issues which negatively impacts academic achievement (Wood et al., 2012; Gresham, et al, 2013). The link between the two can be clearly seen in the 40% of target students who are not performing at grade level, with our 4 target schools all

ranking in the bottom 5 out of our 17 elementary schools academically (NC DPI, 2011-2012).

❖ **Mental Health Needs:** Approximately 25% of K-12 students have some type of behavioral or mental health disorder, but less than half receive care for their conditions (Merikangas et al., 2010). Untreated emotional and behavioral difficulties lessen students' ability to participate in the educational process and negatively impact the classroom environment (Hurwitz & Weston, 2010). While a shortage of school-based mental health professionals has limited our ability to assess for and document specific mental health conditions in our target schools, our district-wide nurse report for 2013 revealed: 637 cases of ADHD, 92 emotional or psychiatric disorders, 109 cases of depression, 5 psychiatric emergencies, and 7 suicide attempts. We have contracted with external mental health professionals who provide limited counseling services for a select number of students during the day at 3 of our 4 target schools. Last year, our schools made the following external referrals for therapy: Cloverleaf (21), East Iredell (20), and N.B. Mills (27). These efforts are like patch-work on a widening chasm between students who have supportive family environments and resources to seek mental health support and students in these poorer, vulnerable areas whose families are stretched too thin and whose schools do not have sufficient support systems in place to help. There is also a shortage of local mental health providers: with just 10 psychologists compared to 209 area physicians (Iredell County Public Health Department, 2011). A recent community needs assessment found that Iredell County residents not only have limited access to mental health services, but those that do exist are not well known nor do families know how to access services (Partners, 2014). The difficulties accessing care involve problems in the methods of referral; inadequate information about the 'where and why' of the referral; difficulty getting to the provider; and insufficient numbers of providers (Partners, 2014). These reports illustrate the gap between need for and availability of services, which is exacerbated by a lack of family knowledge of how to access care.

❖ **Gaps in Services:** The above risk factors paint a dire picture of the school environment and safety at our target schools caused primarily by two major gaps and weaknesses described below.

◆**Inadequate Number of Mental Health Professional Staff:** The current staff to student ratios in our four schools far exceed the guidelines of the American School Counselor Association (ASCA) and the American School Health Association as seen in Table 3.

	School Counselors	Social Workers	School Psychologists
Current Ratio	1 to 645	1 to 2,578	1 to 2,387
ASCA Recommended Ratio	1 to 250	1 to 800	1 to 1,000

Our school counselor ratio is significantly higher than NC (1:375) and national (1:471) averages (ASCA, 2011). And while counselors should spend 80% of their time providing direct student services (ASCA, 2005); our counselors spend a mere 40%. We have two district social workers who split their time between these four high-risk schools. However, they are only able to spend about 1% of their time on direct student services. Our school psychologists are also split between 3-4 schools each and spend 100% of their time testing students for special education. While we have referral agreements with community providers, our overburdened mental health professionals report having limited time to provide referrals or follow-up, leading to an under-identification of problems that contribute to a negative school environment.

◆**Insufficient Prevention and Intervention Strategies:** Another area of weakness is our system for preventing widespread behavioral infractions, identifying specific issues, and implementing appropriate interventions. Our target schools have begun implementation of Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI), but as identified in Table 4, the staff is not fully equipped to implement these strategies with fidelity.

Area of Need	Gaps and Weaknesses
Family Risk Factors	<ul style="list-style-type: none"> ◆ Limited parent outreach and education within district ◆ Over-extension of social workers, limiting ability to effectively connect families to needed services and follow-up to ensure sufficient access
Aggressive Student Behavior	<ul style="list-style-type: none"> ◆ Lack of bullying prevention program ◆ Limited professional development and parent education on prevention and intervention techniques for aggressive and bullying behavior
Academic Failure and Absenteeism	<ul style="list-style-type: none"> ◆ Partially implemented Behavior Education program (only one target school) and no official mentoring program within target schools

	<ul style="list-style-type: none"> ◆ Many students who need a positive one-on-one adult interaction at school on a daily basis do not receive it
Mental Health Needs	<ul style="list-style-type: none"> ◆ No formalized student and family needs assessment covering mental health and cultural needs leaving many needs unidentified ◆ Lack of assistance and follow-up accessing community services ◆ Inconsistent use and lack of available mental health screening tools

Despite the challenges we face, we believe all children deserve a safe, caring environment; a motivated and highly qualified staff; and support of their parents and community. Therefore, we designed *SUPPORT: Systematically Using Preventative Practices and Offering Responsive Treatment* to address the gaps and weaknesses identified by our needs assessment to ensure early identification of mental health issues in our most at-risk Title I elementary schools and expand our capacity to provide services and supports to ensure our students are prepared to learn.

2. Quality of the Project Design

a. Linkages with agencies and organizations providing services to target population.

SUPPORT goals are to (1) expand preventative approach and access to counseling services and (2) enhance child and family intervention services. Key to achieving our goals is increasing the number of mental health professional staff and their availability to students and students’ families. This includes building stronger linkages to external community service providers to develop a solid infrastructure of sustainable mental health supports and services. In addition to serving on our Advisory Council, Table 5, below describes our partner linkages and contributions for *SUPPORT* (see Appendix E: letters of support).

Table 5. <i>SUPPORT</i> Community Partners		
Partner	Area of Expertise	Contribution
Barium Springs Home for Children	<ul style="list-style-type: none"> ◆ Therapeutic foster care and group homes ◆ Intensive in-home and outpatient therapy ◆ Adoption 	Provide access to licensed therapists, psychologists and psychiatrists
Boys and Girls Club of the Piedmont	<ul style="list-style-type: none"> ◆ Afterschool programming ◆ Mentoring for high need students 	Offer afterschool programs and mentoring
Food for Days	<ul style="list-style-type: none"> ◆ Backpack meals program 	Serve at-risk students with weekend meals
Mi Familia Institute	<ul style="list-style-type: none"> ◆ Provides programs in: GED, Parenting, Conflict resolution, English, Citizenship, 	Serve as a referral agency and support to the Hispanic

	Finance, Teen-Focused and Healthcare	community
Partners Behavioral Health Management	◆ Managed Care Organization overseeing publicly-funded behavioral healthcare services	Provide network of mental health providers and mobile crisis units
Turning Point Family Services	◆ Medication management ◆ Intensive in-home and outpatient therapy ◆ Therapeutic foster care and group living	Allow access to licensed therapists, in-home services and residential services

b. Appropriateness of project design and how it will address target population needs.

Table 6, below outlines our two *SUPPORT* program goals, and linkage of the needs of our target population (detailed in Section 1) with our planned program strategies.

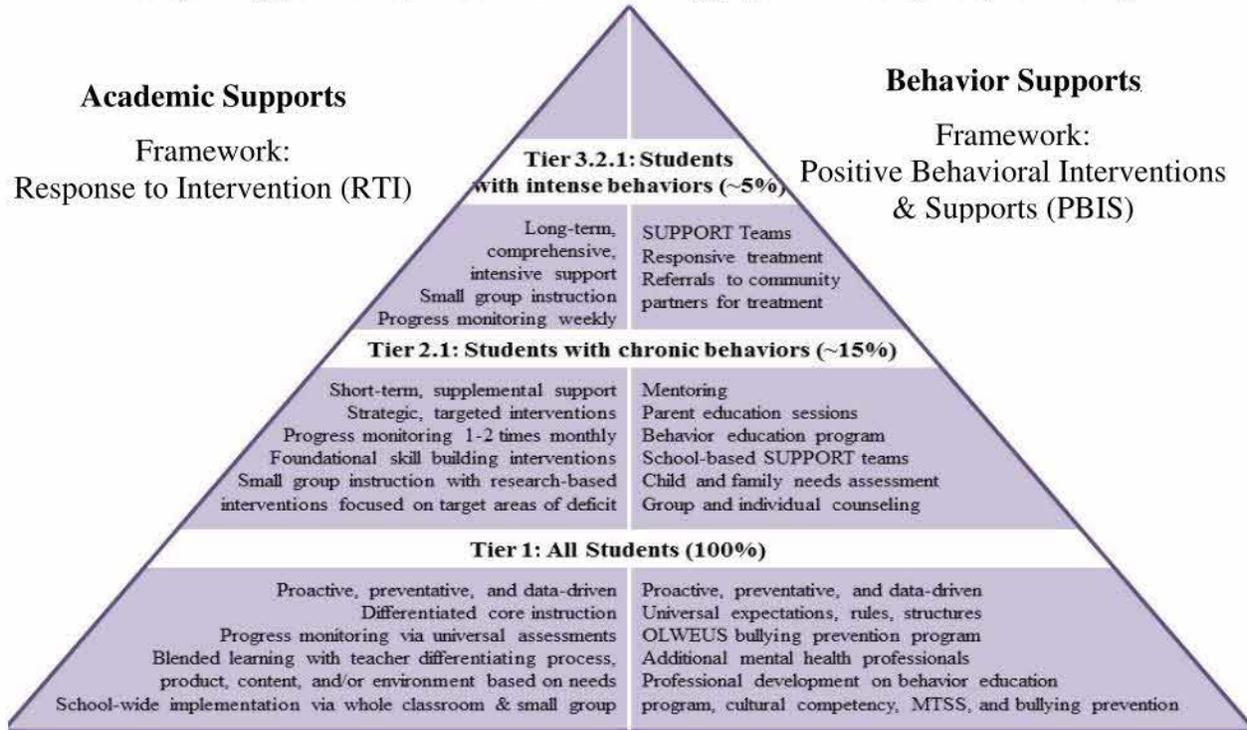
Table 6. Identified Needs of Target Population Linked to Project Design	
Goal 1: <i>Expand Preventative Approach and Access to Counseling Services</i> Goal 2: <i>Enhance Child and Family Intervention Services</i>	
Need(s) Identified	Applicable Program Goals and Strategies
High external community and family risk factors	<ul style="list-style-type: none"> ◆ Develop child and family need assessment ◆ Offer parent education program ◆ Increase linkages with community partners <p>Goal Addressed: 2</p>
Aggressive student behavior; Academic failure and absenteeism	<ul style="list-style-type: none"> ◆ Improve student mental health professional ratios ◆ Implement a bullying prevention program ◆ Provide training on MTSS and mental health topics ◆ Refine and implement Behavior Education Program ◆ Form and convene intensive school-based support teams ◆ Implement teacher mentoring programs <p>Goals Addressed: 1, 2</p>
Mental health needs; Lack of child and family intervention services	<ul style="list-style-type: none"> ◆ Improve student mental health professional ratios ◆ Provide training on MTSS and mental health topics ◆ Develop child and family needs assessment ◆ Form and convene intensive school-based support teams ◆ Offer parent education program <p>Goals Addressed: 1, 2</p>
Inadequate number of mental health professional staff	<ul style="list-style-type: none"> ◆ Improve student mental health professional ratios <p>Goal Addressed: 1</p>
Insufficient prevention and identification strategies	<ul style="list-style-type: none"> ◆ Provide training on mental health topics and MTSS ◆ Develop child and family needs assessment ◆ Implement a bullying prevention program ◆ Form and convene intensive school-based support teams ◆ Offer parent education program <p>Goals Addressed: 1, 2</p>

The *SUPPORT* project development team recognizes that academic performance and

social/emotional/behavioral performance have a reciprocal influence on one another (Algozzine et al., 2011). In 2010, I-SS was awarded a US Department of Education Investing in Innovation grant which allowed our schools to implement the Response to Intervention (RtI) multi-tiered framework to better identify and address the unique learning needs of our students. *SUPPORT* will take this approach to the next level, implementing a Multi-Tiered System of Supports blending both our current academic approach (RtI) with a positive behavioral intervention and support approach (PBIS) which will allow our schools to fully address students' specific and often overlapping issues, be they academic, social, emotional, or behavioral. MTSS is based on the idea that the supports a student needs exist across a continuum. It uses universal screening, data-based decision-making and problem solving, progress monitoring, evidence-based practices, and a focus on implementation fidelity to ensure delivery of a comprehensive wrap-around approach with support aligned to a student's identified needs across this continuum. Its implementation will provide our mental health staff, teachers, and administrators with a consistent process to identify problems and better align and integrate academic and behavioral interventions, to match the severity of student's identified issues (Sugai et al., 2009, 2012). It will also enhance and expand available services and supports so our students receive a continuum of high-quality services to ensure they are adequately equipped to learn. As seen in Figure 1 below, MTSS Tier 1 includes universal instruction and positive behavior supports that target the entire school (or class) population, and are successful with approximately 80% of students. Tier 2 provides the approximate 15% of students identified at some risk with moderate intensity, short-term, targeted, differentiated, supplemental interventions and supports. Tier 3 targets the approximately 5% of students classified as high-risk who are non-responsive to Tier 2 interventions with intensive individual interventions and supports including case management (McInerney & Elledge, 2013). Services provided on the left side of the support triangle are currently in place and being implemented with fidelity. Services on the right side of the support triangle will be added through *SUPPORT* to address our students' identified needs.

Figure 1: I-SS MULTI-TIERED SYSTEM OF SUPPORT

Aligned staff, documents, data-based decision making, professional development, and coaching



c. Project design reflects up-to-date research knowledge and effective practices.

SUPPORT's project design is based upon nationally recognized research and best practices (see Appendix F: narrative citations). MTSS helps reduce the influence of existing risk factors present in a student's life by promoting development of protective factors, more positive student behaviors and school climates, and ultimately, positive impacts on student achievement (McInerney & Elledge, 2013; Sugai et al, 2009). Creating such a system promotes development of positive student behaviors and school climates to ensure our schools can provide students with a comprehensive, developmental, preventative approach to counseling (Sugai & Horner, 2009). Other key *SUPPORT* strategies and their research base are outlined below.

- ❖ **Goal 1: Expand preventative approach and access to counseling services (Tier 1 & 2).**
- ◆ **Strategy 1: Improve student mental health professional ratios.** Our target schools are experiencing higher than acceptable mental health professional to student ratios. We will lower these ratios by hiring three 1.0 FTE School Counselors, with one counselor to serve at

Cloverleaf, one at East Iredell, and one split between N.B. Mills and Third Creek at .50 FTE at these two schools. This will reduce our current student to counselor ratios in our target schools and expand our current capacity to provide direct and preventative counseling services. Additional staff to be hired includes 1.0 FTE School Social Worker who will provide our targeted schools with direct second and third tier mental health student counseling services. This person will be responsible for making referrals to community-based interventions which will further strengthen our program’s linkages to area community service providers while also providing enhanced case management. A 1.0 FTE Behavioral Specialist/School Psychologist will expand our target school’s current capacity to provide responsive treatment to Tier 3 students. We will further enhance our service capacity by contracting with a licensed Psychologist who will serve on our school-based *SUPPORT* Teams and provide treatment to Tier 3 students as needed at .25 FTE per week. As recommended by research, all new staff will spend at least 80% of their time on direct student services (ASCA, 2005), and will meet the qualifications for mental health professionals as defined in the ESSC program statute (see Appendix B: job descriptions). These positions will increase our mental health professional staffing and the range, availability, quantity, and quality of counseling services, thereby, meeting *Absolute Priority 1: Establishing or expanding counseling programs in elementary and secondary schools*, as seen in Table 7.

Table 7. Enhanced School Mental Health Professional to Student Ratios			
	School Counselors	Social Workers	School Psychologists
Current	1:644.5	1:2,578	1:2387
Enhanced through <i>SUPPORT</i>	1:368	1:1,289	1:1,194
Reduction in Ratio	43%	50%	50%

◆**Strategy 2: Implement a schoolwide bullying prevention program.** As a Tier 1 intervention, *SUPPORT* will implement the Olweus Bullying Prevention Program (OBPP), named a model program by the US Substance Abuse and Mental Health Administration (SAMHSA, n.d.). Its chief program goals include improving peer interactions and making the school a more safe and positive environment for students to learn and develop while reducing existing bullying problems

among students, and preventing the development of new problems for students age 5 to 15. OBPP is based upon four core principles: (1) adults in the school provide students warm, positive interest, and involvement; (2) firm, schoolwide limits are set for unacceptable behaviors; (3) non-physical, non-hostile, negative consequences are used consistently when rules are broken; and (4) adults in the school function as positive role models and authorities. OBPP also provides Tier 2 and 3 supports at the classroom, small-group, and individual levels for students continuing to exhibit problem behaviors. Each school will form a Bullying Prevention Coordinating Committee comprised of a school administrator, a teacher from each grade level, a school mental health professional, a non-teaching staff representative (e.g. bus driver, custodian, cafeteria workers, administrative positions), 1-2 parent representatives, a community representative, and school personnel with particular expertise (e.g. school nurse, school resource officer). Representatives will take part in a one-day training, meeting at least once every two weeks for the first three months to plan program implementation and monthly thereafter. Duties will include responsibility for implementation planning, integrating OBPP with existing school discipline policies, annual parent, staff, and student survey administration, conducting staff discussion groups about program principles, materials, strategies, and interventions, planning program events, ensuring coordination with other programs and activities, and providing information about OBPP to parents, the media, and the local community. The program includes several opportunities for parent involvement and input, including annual surveys, schoolwide and classroom parental meetings, and special parent/student events. OBPP has been shown to significantly improve classroom social climates, including more positive social relationships and attitudes toward schoolwork and school while reducing incidents of negative behaviors such as bullying, vandalism, school violence, fighting, theft, and truancy (Olweus, et al., 2007). OBPP also addresses Competitive Preference Priority 1 (CPP 1): Improving school engagement, environment, and safety and improving family and community engagement.

◆**Strategy 3: Refine and implement Behavior Education Program (BEP) with fidelity.**

SUPPORT will implement the Behavior Education Program (BEP) (Crone et al., 2004) as a Tier 2 intervention to provide daily support and monitoring of students who have been non-responsive to Tier 1 interventions and identified at some risk for developing serious or chronic problem behaviors. BEP is being implemented at one target school and will be added to the other three. This proactive, preventive program is geared towards students with multiple referrals for incidents such as disruption, tardiness, inappropriate language, or refusing to comply with rules. Participating students, their families, and the BEP coordinator (i.e., school counselor) will work together to create a support care agreement. Each morning, the student will “check-in” with the BEP coordinator or a positive adult (mentor), where they receive their Daily Progress Report (DPR) (see Appendix G: sample DPR). The student’s teachers are then required to provide the student with feedback regarding their behavior via the DPR form, which is signed nightly by their parent. This process provides the student with positive adult interactions and immediate feedback on their behavior to prevent future problem behaviors. BEP incorporates core principals of positive behavior support including clearly defined expectations; instruction on appropriate social skills; increased positive reinforcement for following expectations; contingent consequences for problem behavior; and opportunities for self-management (Crone et al, 2004). BEP increases home-school collaboration including the DPR, regular BEP meetings, and ongoing progress reports and behavior contracts. BEP has been proven to decrease discipline referrals, improve the school climate, enhance communication among school staff, and the consistency of responses to problem student behaviors (Hawken, et al., 2007).

◆***Strategy 4: Provide training to teachers and mental health professionals on MTSS and related mental health topics.*** The *SUPPORT* Mental Health staff will work with our community-based partners and outside experts to provide professional development for our instructional, administrative, and support staff. This will include a minimum of 16 hours per year of early release professional development to support MTSS implementation and an additional 8 hours per year in Olweus Bullying Prevention Program (OBPP) and Behavior Education Program (BEP),

as well as related topics including improving the school environment and school safety, types of available mental health supports and ways to access them, and how to manage student behaviors. Professional development will equip staff with the tools and knowledge needed to successfully implement our planned strategies and ensure students receive a continuum of services to positively impact their educational development and socio-emotional well-being.

❖ **Goal 2: Enhance child and family intervention services (Tiers 2 & 3).**

◆ **Strategy 1: Offer parent education programs.** *SUPPORT* will conduct Family Engagement Nights at each of our target schools 2-3 times a year. These events, open to the public, are designed to actively engage and educate our students' parents and family members and will include topics such as the Olweus Bullying Prevention Program, the Behavior Education Program, family communication skills (i.e. discussing problems, consequences for misbehavior), child development, and other related topics. Such educational community outreach events have been shown to promote open communication among school staff, students, families, and the community at-large, and improve the school climate by more actively involving parents/family in a child's academic and school life, which in turn, increases the number of protective factors in a student's life (CDC, 2009). These workshops, led by our mental health professional staff and community service providers, will also provide our program with valuable input on parent and public perception of the school climate and available family supports (Waasdorp et al., 2011).

◆ **Strategy 2: Develop child and family needs assessment.** A key component of supporting students and their families will be the development of a Child and Family Needs Assessment for children at Tiers 2 and 3. Designed by the *SUPPORT* Social Worker, this assessment will identify and track mental health problems and include information regarding the student's and family's social, emotional, cultural and linguistic needs. Information will be used to identify appropriate supports and services for the student and the student's family, including referrals to our community service partners (i.e. Hispanic families needing support may be referred to our partner, Mi Familia). It will also serve as a means of outreach, engagement, communication and

support to the student’s family and school staff. Research confirms such efforts to be a critical resource for building and sustaining supportive school cultures (Taveras, et al., 2010).

◆**Strategy 3: Implement teacher mentoring program in targeted schools.** Our target schools will also train a network of at least six teachers per school who will serve as mentors or “*SUPPORT* Teachers” for Tier 2 and 3 students, with each teacher working with approximately 2-4 students and meeting with each student weekly. Engaging in activities together such as talking, playing games, or academic-related tasks such as homework will provide positive contact and support with an adult role model which has been shown to improve academic, behavioral, and psychosocial adjustment (Bernstein, 2009; Schwarz, et al., 2011) and boost student resiliency, communication and problem-solving skills (Herrera, et al., 2013). Similar school-based mentoring programs have been shown to reduce the frequency of problem behaviors such as fighting, bullying, truancy and tardiness (Zand, et al., 2009).

◆**Strategy 4: Form and convene intensive school-based *SUPPORT* team.** To successfully implement our planned strategies in each target school, as recommended by research, we will develop a school-based problem-solving leadership team, or *SUPPORT* team at each target school (Sugai & Horner, 2009). Comprised of the Project Director, counselor, social worker, nurse, at least one teacher, and a behavioral specialist, the team will meet twice a month to inform problem-solving efforts at both the student and organizational levels. As detailed in Section 3-b, the *SUPPORT* team will use a 4-step planning and problem-solving cycle, regularly reviewing behavioral and academic data at the whole school, grade, class, and subgroup level to identify trends, design interventions, make referrals to identified service providers, ensure intervention fidelity, and assess program implementation and intervention effectiveness.

3. Quality of Management Plan

a. Plan to achieve objectives on time and within budget.

Kelly Marcy, Executive Director for Student Services, will serve as our Project Director at .15

FTE; manage, oversee, and coordinate grant implementation and program activities; and provide fiscal management and accountability. For over ten years, Ms. Marcy has led the department that houses mental health student services with job responsibilities including: supervising nurses, social workers, and mental health counselors; providing professional development to staff; and expanding the system of support across the district. She will shift 504 program management responsibilities for Iredell-Statesville Schools to another person in the district to free up 15% of her time and avoid supplanting (see Appendix B: resume). She will be assisted in her duties by our program Management Team which will include our district's senior school psychologist, senior school social worker, and our senior elementary school counselors. The team will meet monthly to monitor *SUPPORT* implementation progress and make course corrections and program refinements, as necessary. Additional program staff will include: (1) A Master's level Social Worker who will serve all four school and provide secondary and tertiary-tier mental health counselor services to students including: develop the child and family needs assessment form, train mentor teachers in each school, serve on *SUPPORT* teams at each school, and coach teachers, mentors and counselors on health topics. (2) A licensed School Psychologist will serve as a behavioral specialist for all four schools, providing responsive treatment to Tier 3 students and serving on *SUPPORT* teams at each school. (3) We will hire three Master's level Counselors with one serving Cloverleaf, one serving East Iredell, and one split between N.B. Mills and Third Creek at 0.5 FTE in these two schools. These professionals will be responsible for small group, classroom, and individual counseling, meeting with parent groups, and implementing the bullying prevention program. (4) We will also contract with a School Psychologist to serve on our *SUPPORT* teams at each school and provide treatment to Tier 3 students as needed. All new staff will spend at least 80% of their time on direct student services as recommended by research (ASCA, 2005). Job descriptions can be found in Appendix B with these new staff members meeting the qualifications for mental health professionals defined in the ESSC program statute. We will invite applications for employment from persons who are members of groups that have

traditionally been underrepresented based on race, color, national origin, gender, age, or disability. These newly hired staff positions will join our targeted schools' existing mental health teams where their duties will include providing enhanced student services, teacher and administrative staff professional development, and supporting program implementation. Contracted providers will include professional development and program-specific technical assistance including an independent program evaluator (see Appendix B: evaluator qualifications) that our district is unable to provide internally. All potential contractors will be required to participate in a competitive bid process to meet our district's procurement procedures. Finally, as described earlier, through these infrastructure improvements, we will strengthen partnerships with community-based mental health providers and families via enhanced engagement and education. To aid in this goal, an Advisory Council will be formed and will include members of our Management Team, parents, and external services provider representatives. The Advisory Council, meeting quarterly, will strengthen school-community linkages described in Section 2-a, and facilitate community outreach. Our Management Team will revisit our timeline, below, during monthly meetings to ensure *SUPPORT* remains on-track.

Table 8. <i>SUPPORT</i> Management Plan (October 2014 – September 2017)		
Milestones	Timeline	Person Responsible
Ongoing Management and Evaluation Activities		
Provide overall project direction, operations management, and program accountability	10/14, ongoing	Project Director
Procure contractual providers (evaluator, Psychologist)	10/14 – 12/14	
Identify Management Team members	By 11/14	
Confirm Advisory Council members		
Create a Management Team meeting schedule and convene team	12/14, monthly	Project Director, Management Team
Compile baseline data for use in providing progress monitoring, evaluation of program outcomes	By 12/14	External Evaluator
Assess progress towards meeting goals and objectives	12/14, ongoing	
Begin Advisory Council meetings	1/15, quarterly	Project Director
Provide Management Team with regular, ongoing updates regarding program progress	2/15, quarterly	External Evaluator

Conduct focus groups and interviews	Semi-annually	
Conduct student, teacher and parent surveys	Annually	
Collect and compare post data to baseline data	9/15, annually	
Goal 1: Expand preventative approach and access to counseling services (Tier 1 & 2).		
Launch hiring process for new mental health staff positions (place ads, conduct interviews)	10/14-11/14	Project Director, School Principals
Provide enhanced student services (small-group, individual, classroom)	12/14, ongoing	Counselors, Social Worker, Behavioral Specialist
Contract with professional development providers	Begin 11/14	Project Director
Develop training schedule and notify target groups	By 12/14	
Form Bullying Prevention Coordinating Committees	12/14, monthly	
Provide professional development on mental health-related topics including modules two and three of MTSS and classroom/behavior management	Semi-annually	
Send two key staff to OBPP bullying prevention Trainer Certification Course	By 4/15	
Conduct a one-day OBPP staff training and kick-off events for students and parents	By 9/15	OBPP Trainers
Implement OBPP in all target schools	9/15, ongoing	<i>SUPPORT</i> team
Goal 2: Enhance child and family intervention services (Tier 2 & 3).		
Appoint <i>SUPPORT</i> team members at each school	By 11/14	School Principals
Launch <i>SUPPORT</i> team meetings, schedule and conduct meetings for remainder of school year	12/14, biweekly	<i>SUPPORT</i> team Leader
Refine and formalize the Behavior Education Program	12/14 – 2/15	Social Worker
Use universal, secondary, and tertiary screening tools	1/15, ongoing	Social Worker, Behavioral Specialist
Provide Tier 2 small group interventions	1/15, ongoing	
Provide Tier 3 individualized interventions		
Develop the child and family needs assessment	1/15-2/15	Social Worker
Plan parent education programming	By 2/15	
Train counselors on Behavior Education program	2/15-3/15	
Identify and train at least 6 mentor teachers per school	By 3/15	
Conduct annual schoolwide climate survey	By 3/15	Project Director
Implement Behavior Education Program with fidelity	3/15, ongoing	<i>SUPPORT</i> team
Implement mentoring program in target schools	3/15, ongoing	Social Worker
Offer parent education program across target schools	4/15, 8 times/year	Counselors

b. Procedures for ensuring feedback and continuous improvement in project operation.

❖ **Project Management Team:** Our project management team will meet monthly to review data

from each school's *SUPPORT* team, as well as ongoing information provided by our independent program evaluator. School-based *SUPPORT* teams include the ESSC Project Director, school counselor, social worker, school nurse, at least one teacher representative, and a behavioral specialist who will meet twice a month to assess problem-solving efforts at both the implementation and student levels. This allows our project to regularly assess program implementation efforts, fidelity of program component implementation, and student progress. It will also allow both the overall program management team and the school-level teams to make needed course corrections in a timely fashion to ensure optimal outcomes for all program participants. As seen in Table 9, each team will use a four-step planning and problem-solving process to review key data indicators for *SUPPORT* decision-making, program component implementation, continuous program improvement, and evaluation and assessment of our identified outcomes (James et al., 2007).

Table 9. <i>SUPPORT</i> Planning and Problem-Solving Cycle
<p>◆Step 1: <i>Define the Problem/Goal:</i> Uses curricular and behavioral expectations and data to determine student performance to identify the difference between what is expected and what is actually occurring. This gap analysis aids the team in identifying the scale of the problem and the appropriate progression of interventions. Key Question: What exactly is the problem?</p>
<p>◆Step 2: <i>Analyze the Problem:</i> The problem analysis process uses data to develop hypotheses to explain why the problem is occurring and predict what might prevent the problem using data to confirm or reject the hypotheses, including identifying student barriers to success. Key Question: What is the problem occurring?</p>
<p>◆Step 3: <i>Develop and Implement a Plan:</i> The intervention planning and implementation process guides decision-making based upon the needs analysis including setting performance goals and identifying appropriate interventions, instruction, and support to achieve the goal. Key Question: What exactly are we going to do about it?</p>
<p>◆Step 4: <i>Measure Response to Instruction/Interventions:</i> The response assessment step evaluates student performance in response to the instruction/intervention provided with review and analysis of data used to determine if the plan is working including whether it has been a positive, questionable, or poor response to intervention. Key Question: Is the plan working?</p>

❖**Data Sources** to inform our planning and problem-solving cycle include: (1) student universal screening and diagnostic measures; (2) ongoing student progress monitoring, and (3) implementation and fidelity tools, which are each detailed in the following sections.

◆**Universal Screening and Diagnostic Measures:** Data sources for our four-step problem-solving cycle will include: (1) screening measures to collect data to measure effectiveness of core instruction and identify students needing more intensive interventions and supports; and (2) diagnostic measures including formal and informal assessment tools that measure strengths and weaknesses including identifying specific areas of student weakness and determining why a problem is occurring. Table 10, below describes these assessments.

Table 10. Multi-Tiered Support System Screening and Diagnostic Measures
<i>Tier 1: Universal Screener</i>
◆ <i>Aimsweb Behavior:</i> identifies students with behavioral, emotional, and prosocial behavior issues; is aligned with the MTSS tiered intervention framework; and provides individual progress monitoring (DiStefano & Morgan, 2010)
<i>Tier 2: Supplemental Needs Assessment and Progress Monitoring</i>
◆ <i>Aimsweb Behavior:</i> allows small group progress monitoring on intervention effectiveness; and identifies appropriate interventions for Tier 2 and 3
◆ <i>Behavior Intervention Monitoring Assessment System (BIMAS):</i> measures social, emotional, and behavioral functioning to identify students in need of additional assessment and area(s) of need; serves as a student progress monitoring tool to provide feedback regarding effectiveness of individual student or small group interventions; informs program evaluation (McDougal, Bardos, & Meier, 2011); provides small group student progress monitoring on intervention effectiveness
◆ <i>SUPPORT Child & Family Needs Assessment:</i> identifies individual and family needs
<i>Tier 3: Intensive Individual Needs Assessment and Progress Monitoring</i>
◆ <i>Aimsweb Behavior:</i> allows individual progress monitoring on intervention effectiveness; and identifies appropriate interventions for Tier 2 and 3
◆ <i>BIMAS:</i> provides individual student progress monitoring on intervention effectiveness
◆ <i>SUPPORT Child & Family Needs Assessment:</i> identifies individual and family needs
◆ <i>GAIN Short Screener:</i> screens for behavioral health disorders; identifies the appropriate type of service provider for referral purposes; assesses individual change over time in behavioral health (Dennis et al., 2006)

◆**Ongoing Student Progress Monitoring:** Each team will also conduct ongoing student progress monitoring to guide instruction, monitor student progress, and evaluate instruction and intervention effectiveness. This ongoing monitoring is intended to identify students who are (a) making adequate progress; (b) at some risk if extra assistance is not provided, and (c) at high-risk if not provided specialized supports, using data points provided in Tables 10 and 11.

Table 11. Multi-Tiered System of Supports Data Tools		
Tier 1 Universal	Tier 2 Supplemental	Tier 3 Intensive
<ul style="list-style-type: none"> ◆ Discipline referrals ◆ Out-of-school and in-school suspensions ◆ Requests for assistance ◆ Faculty, student, family surveys ◆ Direct observations ◆ School climate surveys 	<ul style="list-style-type: none"> ◆ Discipline Referrals ◆ Out-of-School and in-school suspensions ◆ Requests for assistance ◆ Faculty, student, family surveys ◆ Direct observations ◆ BEP Daily Progress Reports ◆ Teacher identified process ◆ Standardized screening tools 	<ul style="list-style-type: none"> ◆ Discipline Referrals ◆ Out-of-School and in-school suspensions ◆ Faculty, student, family surveys ◆ Direct behavior observation forms ◆ Behavior rating scales ◆ Individualized measures of student outcomes

◆**Implementation and Fidelity Tools:** Tools to assess *SUPPORT* implementation fidelity include: (1) PBIS implementation checklist (PIC); (2) Olweus Bullying Prevention Program (OBPP) schoolwide checklist; and (3) Benchmark of Advanced Tiers (BAT). These tools are used to assist staff in making improvement action plans based on these self-assessment implementation results at all three tiers of MTSS (Anderson et al., 2009) as they measure the degree to which instruction and interventions are integrated and delivered as intended.

◆**Stakeholder Perspectives:** Both the school level and project management teams will conduct annual stakeholder surveys at the student, teacher/school staff, and parent levels, providing valuable insight into perceptions regarding our program implementation and quality of program components that will be used to inform and refine program components as needed. Additionally, results from our ongoing, independent program evaluation will provide further quantitative and qualitative outcomes (described in Section 4) which will be regularly reviewed by our Management Team, and shared with each school-level team and key stakeholders as part of our project’s feedback loop and continuous program improvement efforts.

4. Quality of the Project Evaluation

We will employ the help of an external evaluation team with expertise and experience in federal education grant evaluations including prior ESSC program evaluations (see Appendix B: evaluator qualifications) to measure program implementation and progress towards outcomes

(formative evaluation), and program impact (summative evaluation). These doctorate and master’s level-evaluators will provide primary evaluation services for our grant using a team-oriented, participatory approach as they conduct interviews and site visits, create survey tools, conduct quantitative and qualitative data analysis, and provide reports detailing program progress in our targeted schools. This high- quality evaluation, guided by utilization-focused evaluation uses questions (ASCA, 2005) that are aligned with the absolute priority, and will ensure optimal assessment of our grant’s overarching goals.

Table 12. SUPPORT Evaluation Questions
<p>◆ Question 1: In what ways and to what extent have preventative mental health approaches impacted students (Goal 1)? <i>Related program strategies:</i> improve mental health ratios, implement a bullying prevention program, provide training to teachers, refine and implement BEP program with fidelity.</p>
<p>◆ Question 2: In what ways and to what extent have changes in access to counseling services impacted students (Goal 1)? <i>Related program strategies:</i> improve mental health ratios, implement a bullying prevention program, provide training to teachers, refine and implement BEP program with fidelity.</p>
<p>◆ Question 3: In what ways and to what extent have enhancements to child and family intervention services impacted students (Goal 2)? <i>Related program strategies:</i> develop child and family needs assessment, form and convene school-based support teams, implement mentor programs, offer parent education program.</p>

a. Extent to which the methods of evaluation include objective performance measures.

Through the performance measures outlined below, we will (1) collect evidence of our ability to close the gap between student and mental health professional ratios and the student and mental health professional ratios recommended by the statute; and (2) report on, and ultimately reduce, the average number of referrals for disciplinary reasons (See Appendix A: GPRA baseline data).

Table 13. SUPPORT Goals and Objectives
<p>Goal 1: Expand Preventative Approach and Access to Counseling Services (Tier 1 & 2).</p>
<p>◆ Objective 1a (GPRA): Reduce the counselor to student ratio by 43% (all targeted schools combined) in Year 1 and maintain this ratio in Years 2 and 3. <i>Measure:</i> District administrative records. <i>Baseline:</i> 1:645.</p>
<p>◆ Objective 1b (GPRA): Reduce the social worker to student ratio by 50% (all targeted schools combined) in Year 1 and maintain this ratio in Years 2 and 3. <i>Measure:</i> District</p>

administrative records. <i>Baseline:</i> 1:2,578.
◆ Objective 1c (GPRA): Reduce the school psychologist to student ratio by 50% (all targeted schools combined) in Year 1 and maintain this ratio in Years 2 and 3. <i>Measure:</i> District administrative records. <i>Baseline:</i> 1:2,387.
◆ Objective 1d (CPP 1): At least 90% of targeted teachers will receive bullying prevention training using a train-the-trainer model in Year 1, 95% in Year 2, and 100% in Year 3. <i>Measure:</i> Training attendance records.
◆ Objective 1e: At least 90% of targeted staff will receive training on MTSS, BEP, mental health supports, managing student behavior, and/or cultural competency in Year 1, 95% in Year 2, and 100% in Year 3. <i>Measure:</i> Training attendance records.
◆ Objective 1f: Increase percentage of students who report that substance abuse is not a problem at their school by 3% above baseline in Years 1-3. <i>Measure:</i> I-SS Annual School Climate Survey. <i>Baseline:</i> 75%.
◆ Objective 1g (CPP 1): Increase percentage of students who report that fighting is not a major issue at their school by 4% above baseline in Years 1-3. <i>Measure:</i> I-SS Annual School Climate Survey. <i>Baseline:</i> 66%.
◆ Objective 1h (GPRA): Reduce the number of student discipline referrals from baseline by 5% per year in Years 1-3, for a total decrease of 15%. <i>Measure:</i> Power School, NC Wise. <i>Baseline:</i> 51%.
◆ Objective 1i: Increase the number of referrals for external mental health services by 5% above baseline in Year 2 and 10% above baseline in Year 3. <i>Measure:</i> SUPPORT team records. <i>Baseline:</i> Year 1 (this data is not currently collected).
◆ Objective 1j: Reduce number of student suspensions by 5% each year in Years 1-3, for a total decrease of 15%. <i>Measure:</i> Power School, NC Wise. <i>Baseline:</i> 172 suspensions.
◆ Objective 1k (CPP 1): Students will report a 10% decrease from baseline in their perception of a bullying climate in Year 2 and a 20% decrease from baseline in Year 3. <i>Measure:</i> Annual Olweus anti-bullying student survey. <i>Baseline:</i> Year 1.
Goal 2: Enhance Child and Family Intervention Services (Tiers 2 & 3).
◆ Objective 2a: Beginning in Year 1, 100% of targeted Tier 2 and 3 students will interact positively with an adult on a daily basis. <i>Measure:</i> Daily Progress Report documentation.
◆ Objective 2b: SUPPORT team will meet at least twice per month at each school to review assessment data and plan parent education sessions for Years 1-3. <i>Measure:</i> SUPPORT team attendance records and meeting minutes.
◆ Objective 2c: By the end of Year 1, at least 6 teacher-mentors will be trained at each school. <i>Measure:</i> Training attendance records.
◆ Objective 2d: At least 80% of targeted Tier 2 students will receive a minimum of 16 1-hour mentoring sessions with a teacher-mentor in Year 1, 85% in Year 2, and 90% in Year 3. <i>Measure:</i> Mentoring session attendance records.
◆ Objective 2e: Beginning in Year 1, parent education sessions will be held at least 8 times per year at all targeted schools combined. <i>Measure:</i> Attendance records.
◆ Objective 2f: A child and family needs assessment will be completed for 100% of

appropriate Tier 2 referrals in Years 1-3. <i>Measure:</i> Administrative records.
◆ Objective 2g: The GAIN short screener or other appropriate research-based instrument will be completed for 100% of appropriate Tier 3 referrals in Years 1-3. <i>Measure:</i> GAIN short screener or other appropriate research-based instrument.
◆ Objective 2h: Increase percentage of students who note improved family communication by 5% above baseline in Year 2 and 10% above baseline in Year 3. <i>Measure:</i> Research based student survey instrument. <i>Baseline:</i> Year 1.
◆ Objective 2i: Increase the percentage of parents who self-report improved family communication by 5% above baseline in Year 2 and 10% above baseline in Year 3. <i>Measure:</i> Research-based parent survey instrument. <i>Baseline:</i> Year 1.

The evaluation design incorporates a mixed-methods approach, utilizing both qualitative and quantitative types of data, which will significantly contribute to the validity of the evaluation process (Creswell & Plano Clark, 2007). Using fidelity of implementation indices, surveys, focus groups, and administrative records, the evaluation will assess program implementation fidelity and progress towards outcomes. Fidelity of implementation is the “extent to which an enacted program is consistent with the intended program model” (Century, Rudnick, & Freeman, 2010). Through formative evaluation we will assess the fidelity of the program and the progress towards our short and medium-term objectives. We will use implementation indices to assess program implementation fidelity, and we will use annual faculty and student focus groups, designed specifically to assess reactions, barriers, and suggestions for enhancement, to evaluate progress towards short- and medium-term outcomes. By the end of Year 1, our evaluator will develop and implement a research-based student survey to examine the quality of family communication, a research-based instrument for parents to examine the quality of family communication, and a research-based faculty survey to measure constructs such as teacher perception of student behavior, socio-emotional school climate, and knowledge of mental health services available and how to access them. We will also use the existing *School Climate Survey*, which is administered to staff, parents, and students annually, to gather information about school climate as well as the Olweus anti-bullying surveys, which are designed to obtain feedback about student perceptions of a bullying climate. Administrative records, including the number of students served, discipline

referrals, attendance, referral rates to community partners, professional development attendance, and retention rates will be reviewed throughout the year. Student data will be disaggregated by key subgroups and referral type as recommended by ASCA (2005). To promote use, quantitative data will be analyzed using simple descriptive statistics with accompanying easy-to-read graphs; qualitative data will be transcribed, coded, and analyzed for common themes. Reporting will be done quarterly, with a final report summarizing the findings of the entire project year. The summative evaluation will assess *SUPPORT*'s progress towards its long-term outcome, to ensure early identification of mental health issues and expand capacity to provide mental health services to ensure students are prepared to learn. Information collected annually for the formative evaluation and annual performance report will measure overall progress.

b. Extent to which the methods of evaluation provide performance feedback.

In collaboration with our evaluation team, we will use a logic model to guide both our program implementation and evaluation. A well-articulated logic model, visited regularly, is a critical first step in evaluation, providing a graphic overview of the program's vision, planned activities, and anticipated outcomes (Taylor-Powell, Jones, & Henert, 2002). As seen in Table 14, our logic model ensures that continuous improvement and program enhancements are guided by evaluation results. Our model has a built-in feedback loop emphasizing the provision of timely, regular, and useful feedback to stakeholders for informed, data-driven decision-making relative to needed changes in program activities. Through a utilization-focused approach (Patton, 2008), the evaluation will compile data from administrative records, surveys, interviews, and focus groups and deliver results to project leadership and stakeholders quarterly, communicating evaluation findings in a variety of user-friendly formats depicting implementation and outcome data. Our feedback loop and utilization-focused approach facilitates the regular use of data to make informed decisions. Collectively, this data will enable the *SUPPORT* Management Team to expand its capacity to provide the needed level of mental health services to our target elementary students to ensure our students are prepared to learn.

Table 14. SUPPORT Logic Model

Long Term Outcome: Ensure early identification of mental health issues in our Title I elementary school students and expand capacity to provide mental health services and supports to ensure our students are prepared to learn.

Resources →	Goals, Strategies, Activities →	Outputs →	Short-Mid Term Outcomes ↑
<p>Grant Funded</p> <ul style="list-style-type: none"> ♦Project Director ♦1 Social Worker ♦3 Counselors ♦1 Behavioral Specialist ♦Contractual Psychologist ♦OBPP training <p>District</p> <ul style="list-style-type: none"> ♦MTSS structure ♦Professional Development <p>Partners</p> <ul style="list-style-type: none"> ♦Barium Springs ♦Partners Behavioral Healthcare ♦Turning Point Homes ♦Boys & Girls Club ♦Food for Days ♦Mi Familia 	<p>Goal 1: Expand preventative approach and access to counseling services (Tier 1 & 2).</p> <ul style="list-style-type: none"> ♦Improve student mental health professional ratios ♦Implement a bullying prevention program (OBPP) ♦Refine and implement Behavior Education Program (BEP) with fidelity ♦Provide training to teachers and mental health professionals on MTSS and mental health topics 	<ul style="list-style-type: none"> ♦Reduction in Counselor ratio by 43% from 1:645 to 1:368 (GPRA 1) ♦Reduction in Social Worker ratio by 50% from 1:2,578 to 1:1,289 (GPRA 1) ♦Reduction in School Psychologist ratio by 50% from 1:2,387 to 1:1,194 (GPRA 1) ♦At least 90% of targeted staff will receive OBPP training using a train-the-trainer model in Y1, 95% in Y2, and 100% in Y3 ♦At least 90% of targeted staff are trained on MTSS, BEP, mental health supports, managing student behavior, and/or cultural competency in Y1, 95% in Y2, and 100% in Y3 	<ul style="list-style-type: none"> ♦Improved student behavior ♦Enhanced socio-emotional school climate ♦Enhanced family communication skills ♦Improved teacher knowledge of mental health supports ♦Reduced discipline referrals (GPRA 2) ♦Increased number of referrals to external providers ♦Reduced student suspension rates ♦Improved perceptions of school climate ♦Reduced incidents of bullying
	<p>Goal 2: Enhance child and family intervention services (Tier 2 & 3).</p> <ul style="list-style-type: none"> ♦Offer parent education program ♦Develop child and family needs assessment ♦Implement teacher mentoring programs in targeted schools ♦Form and convene intensive school-based support team 	<ul style="list-style-type: none"> ♦100% of targeted Tier 2 and 3 students will interact positively with an adult on a daily basis ♦Implement parent education session 8 times/year ♦At least 6 trained mentors in each school ♦At least 80% of targeted Tier 2 students will receive mentoring in Y1, 85% in Y2, 90% in Y3 ♦Support team meets at least twice a month at each school to review assessment data and plan parent education sessions 	

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Appendix A: Baseline Data for GPRA Measures

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

Participating Schools	Students Enrolled (2012-13)	Child-Adolescent Psychiatrists (2012-13)	School Psychologists (2012-13)	School Counselors (2012-13)	School Social Workers (2012-13)	Other Qualified Mental Health Professionals (2012-13)
Cloverleaf Elementary	768	0 FTE	0.25 FTE	1 FTE	0.25 FTE	0 FTE
East Iredell Elementary	786	0 FTE	0.33 FTE	1 FTE	0.25 FTE	0 FTE
N.B. Mills Elementary	471	0 FTE	0.25 FTE	1 FTE	0.25 FTE	0 FTE
Third Creek Elementary	553	0 FTE	0.25 FTE	1 FTE	0.25 FTE	0 FTE
TOTAL	2,578	0 FTE	1.08 FTE	4 FTE	1 FTE	0 FTE

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

Participating Schools	Students Enrolled (2012-13)	Number of Referrals for Disciplinary Reasons (2012-13)
Cloverleaf Elementary	768	155
East Iredell Elementary	786	353
N.B. Mills Elementary	471	534
Third Creek Elementary	553	262
TOTAL	2,578	1,304

KELLY MARCY

(b)(6)

Kmarcy@iss.k12.nc.us

EXPERIENCE

2004-Present Iredell Statesville Schools Statesville, NC

Executive Director of Student Services

- Design and implement programs to support students and stakeholders in achieving the mission and vision of the school system
- Supervise nurses, social workers, mental health counselors and provide program oversight and direction
- Expand school-wide behavior initiative from 5 school systems in mid-west region of North Carolina to 20 school systems in North Carolina using presentations and client relationship building
- Serve as district 504 coordinator
- Provide professional development in key student service initiative areas

2002-2004 Mooresville Graded Schools Mooresville, NC

Behavior Specialist

- Consulted with school personnel in creating effective behavior plans
- Provided training to faculty on common behaviors of psychiatric disorders
- Established relationships with difficult faculty to motivate change

1996-2002 Crossroads Behavioral Healthcare Mt Airy, NC

Lead Clinical Therapist

- Provided outpatient psychiatric counseling to adult and children in a psychiatric clinic
- Consulted with staff psychiatrist on symptom management and medication compliance of patients
- Provided clinical assessment and treatment to patients in crisis
- Provided group therapy to patients addicted to alcohol and drugs

EDUCATION

2002 Master of Science in Counseling

1992 Bachelor of Science in Education

School Social Worker

Nature of Position	<p>Responsible for overall implementation of our program, <i>SUPPORT</i>: <u>S</u>ystematically <u>U</u>sing <u>P</u>reventative <u>P</u>ractices and <u>O</u>ffering <u>R</u>esponsive <u>T</u>reatment, at Iredell-Statesville target schools. Reporting to the Executive Director for Student Services, the School Social Worker significantly contributes to the development of a healthy, safe, and caring environment within four Title I schools targeted by the program. Such an environment is achieved by advancing the understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student success along with the implementation of effective intervention strategies. Position funded based upon availability of the Elementary and Secondary School Counseling federal grant. Grant period is for three years.</p>
Education Requirements	<p>An individual who (a) holds a master's degree in social work from a program accredited by the Council on Social Work Education; and (b) is licensed or certified by the State in which services are provided; or (c) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization. Experience with behavior management training techniques preferred.</p>
Additional Qualifications	<ul style="list-style-type: none"> ◆ Demonstrated knowledge of factors in the home, school, and community that affect students' educational experience and behavioral issues. ◆ Demonstrated knowledge of such issues as attendance, diversity, mental health behavior management, delinquency, crisis intervention, homelessness, child abuse, neglect, and the importance of confidentiality. ◆ Knowledge of community resources and experience working with local mental health providers. ◆ Experience developing needs assessments and behavioral intervention plans. ◆ Capacity to collaborate effectively with internal and external stakeholders. ◆ Capacity to lead and coach teachers, counselors, and community members in the care necessary to support and enhance the health, social, and emotional well-being and safety of students.

<p>Duties and Responsibilities</p>	<p><i>Direct Services to Students – at least 80%</i></p> <ul style="list-style-type: none"> ◆ Develop a child and family needs assessment to determine case management steps including mental health or cultural needs. ◆ Conduct assessments and evaluations in accordance with family and student rights in order to identify needs that affect student learning. ◆ Develop appropriate long-and short-term intervention plans for students and families in collaboration with school-based <i>SUPPORT</i> teams. ◆ Provide enhanced services to students in small groups, individually, and in classrooms. ◆ Evaluate progress of students using a variety of appropriate formal and informal tools and techniques including observations and interviews. ◆ Ensure early identification, referral, coordination, and delivery of mental health services to students in coordination with the <i>SUPPORT</i> Management Team and school-based <i>SUPPORT</i> teams. ◆ Train at least six teachers in each school as mentors. ◆ Coach mentors and counselors on behavior management and mental health services. ◆ Effectively respond to the needs of students and families using appropriate statutes, case law, policies, and procedures. ◆ Demonstrate multicultural understanding and competence while connecting students and their families with services. ◆ Assist students and their families in gaining access to formal and informal community resources. ◆ Effectively utilize research and technology to identify appropriate responses to student and family needs. ◆ Conform to the National Association of Social Work Code of Ethics and Standards for School Social Work practice. ◆ Maintain accurate case records and documentation. ◆ Maintain current knowledge of federal and state laws and regulations and abide by said laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parent rights. <p><i>Program Support – 15%</i></p> <ul style="list-style-type: none"> ◆ Convene school-based <i>SUPPORT</i> teams. ◆ Refine and formalize Behavior Education program at each school. ◆ Train school counselors on the Behavior Education program. ◆ Organize Family Education Nights, twice per year for each target school, in collaboration with school counselors. ◆ Collaborate with <i>SUPPORT</i> Management Team and Advisory Council to ensure successful program implementation. ◆ Complete other duties as assigned by Project Director.
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School Counselor	
Nature of Position	Responsible for promoting student success, providing preventative services, and responding to identified student needs by implementing our <i>SUPPORT: Systematically Using Preventative Practices and Offering Responsive Treatment</i> program at Iredell-Statesville target schools. Position funded based upon availability of the Elementary and Secondary School Counseling federal grant. Grant period is for three years.
Education Requirements	An individual who (a) has documented competence in counseling children and adolescents in a school setting; (b) is licensed by the State or certified by an independent professional regulatory authority; (c) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; and (d) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent.
Duties and Responsibilities	<p><i>Direct Services to Students – at least 80%</i></p> <ul style="list-style-type: none"> ◆ Serve students of a targeted Title I elementary school(s) providing small group, classroom and individual counseling using Guidance Curriculum, Individual Student Planning, and Preventative and Responsive Services. ◆ Serve on school-based <i>SUPPORT</i> problem-solving leadership team to ensure early identification, referral, coordination, and delivery of mental health services to students. ◆ Collaborate with <i>SUPPORT</i> Social Worker to coordinate and implement parent engagement and education program. ◆ Implement Olweus Bullying Prevention program. ◆ Oversee Behavior Education program at school. ◆ Assist all students, individually or in groups with developing academic, career and personal/social skills, goals, and plans. ◆ Collaborate with parents/guardians and educators to assist students with educational, career, and life planning. ◆ Interpret and utilize student data accurately and appropriately. ◆ Monitor student academic performance, behavior, and attendance and facilitate appropriate interventions. <p><i>Program Management, System Support & Accountability – 15%</i></p> <ul style="list-style-type: none"> ◆ In collaboration with external evaluator, compile data for use in providing progress monitoring and evaluation of program and share results as appropriate with relevant stakeholders. ◆ Provide leadership and collaborate with other educators in the school-wide integration of the State Guidance Curriculum Standard Course of Study.

<p style="text-align: center;">Duties and Responsibilities continued</p>	<ul style="list-style-type: none"> ◆ Communicate the goals of the <i>SUPPORT</i> program to education stakeholders. ◆ Assist education stakeholders in understanding student data. ◆ Maintain current and appropriate resources for education stakeholders. ◆ Utilize assessment procedures accurately and appropriately to determine and structure individual and group counseling services. ◆ Conduct parent surveys to identify needs and gaps in services. ◆ Participate in professional development activities to improve knowledge and skills. ◆ Use available technology resources to enhance the school counseling program. ◆ Adhere to laws, policies, procedures, and ethical standards of the school counseling profession. ◆ Complete other duties as assigned by Project Director.
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Behavioral Specialist/School Psychologist

Nature of Position	Responsible for providing direct counseling intervention services to students as identified by our <i>SUPPORT: Systematically Using Preventative Practices and Offering Responsive Treatment</i> program at Iredell-Statesville target schools. Position funded based upon availability of the Elementary and Secondary School Counseling federal grant. Grant period is three years.
Education Requirements	An individual who (a) has completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting; and (b) is licensed or certified in school psychology by the State in which the individual works; or (c) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board.
Additional Qualifications	<ul style="list-style-type: none"> ◆ Experience working with children with behavioral problems. ◆ Knowledge and experience in Functional Behavioral Assessment. ◆ Experience in behavior management techniques.
Duties and Responsibilities	<ul style="list-style-type: none"> ◆ Provide direct counseling services to students individually, in classroom and small groups at four target schools. ◆ Intervene in crisis situations. ◆ Serve on school-based <i>SUPPORT</i> problem-solving leadership team to ensure early identification, referral, coordination, and delivery of mental health services to students. ◆ Collaborate with school social workers, school counselors, and teachers to assess student behavior and develop functional behavior assessments and behavior intervention plans including considering alternative placement. ◆ Monitor, coordinate, and link services and interventions for students. ◆ Consult with principals and school staff regarding program structure and behavior strategies. ◆ Provide staff development training activities to district faculty on behavior management. ◆ Convene team meetings with social workers and counselors as needed to discuss individual student needs. ◆ Construct comprehensive student evaluations, develop written reports, and share findings with parents and teachers. ◆ Refer students and families to outside mental health service agencies as needed. ◆ Complete other duties as assigned by Project Director.

Contractual School Psychologist	
Nature of Position	Responsible for providing direct counseling intervention services to students as identified by our <i>SUPPORT: Systematically Using Preventative Practices and Offering Responsive Treatment</i> program at Iredell-Statesville target schools. Contract for 12 hours per month, based on funding availability provided by the Elementary and Secondary School Counseling Program federal grant. Grant period is three years.
Education Requirements	An individual who (a) has completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting; and (b) is licensed or certified in school psychology by the State in which the individual works; or (c) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board.
Additional Qualifications	<ul style="list-style-type: none"> ◆ Experience working with children with behavioral problems. ◆ Knowledge and experience in Functional Behavioral Assessment. ◆ Experience in behavior management techniques.
Duties and Responsibilities	<ul style="list-style-type: none"> ◆ Provide direct counseling services to students individually, in classroom and small groups at four target schools. ◆ Assist with transition of children placed in group homes into the school setting. ◆ Intervene in crisis situations. ◆ Serve on school-based <i>SUPPORT</i> problem-solving leadership team to ensure early identification, referral, coordination, and delivery of mental health services to students. ◆ Serve as resource for school social workers, school counselors, and teachers to assess student behavior and develop functional behavior assessments and behavior intervention plans including considering alternative placement. ◆ Monitor, coordinate, and link services and interventions for students. ◆ Construct comprehensive student evaluations, develop written reports, and share findings with parents and teachers. ◆ Refer students and families to outside mental health service agencies as needed. ◆ Complete other duties as assigned by Project Director.

Evaluator Scope of Services	
Evaluation Planning and Implementation	<ul style="list-style-type: none"> ◆ Facilitate the development and implementation of a detailed evaluation plan through a participatory approach that will identify methods (quantitative and qualitative), design instruments, determine data collection protocols, and select reporting formats, tailored to the program model, goals and objectives, and evaluation needs. ◆ Employ a utilization approach to evaluation that will provide useful information that will assist in programmatic decision-making and grant success. ◆ Assign a senior-level evaluator with a preferred doctorate degree from an accredited university who will oversee the grant program evaluation and a designated evaluator to provide primary evaluation services. ◆ Provide trained and educated staff to assist with evaluation activity, including data collection. ◆ Have available expertise in the areas of research design, measurement, benchmarking, test and survey construction, data analysis, and reporting. ◆ Provide technical assistance as needed in areas related to program evaluation, including data collection, analysis, and use with a commitment to accuracy, relevancy, and timeliness. ◆ Implement an evaluation that adheres to the Program Evaluation Standards of the Joint Commission on Standards for Educational Evaluation and to the Guiding Principles of the American Evaluation Association (AEA) for Systematic Inquiry.
Orientation and Monitoring	<ul style="list-style-type: none"> ◆ Facilitate initial grant evaluation meeting to verify approach, evaluation questions, design, and methodology. ◆ Provide team-oriented approach to grant evaluation that coordinates with grant implementation and management. ◆ Participate in initial grant orientation meetings and relevant follow-up meetings for program monitoring. ◆ Make adjustments to the evaluation plan, data collection strategies, and reporting formats based on input and compile baseline information for monitoring progress and administrative reporting.
Evaluation Instruments	<ul style="list-style-type: none"> ◆ Develop evaluation instruments that are tailored to match project activities, answer key evaluation questions, and report on objectives. ◆ Provide any needed testing or training in the use of evaluation instruments to be used by project participants. ◆ Submit any adjusted instruments or plans for approval prior to implementation.
Data Collection and	<ul style="list-style-type: none"> ◆ Collect, analyze, and present results from data collection activities (e.g. surveys, interviews, focus groups) each semester.

<p>Analysis</p>	<ul style="list-style-type: none"> ◆ Triangulate information from a variety of qualitative and quantitative data sources to produce results that are creditable and based on a convergence of evidence. ◆ Review annual performance data for accuracy. ◆ Use online survey technology, web-based data collection, management and analysis programs, and software packages for analysis of quantitative and qualitative data. ◆ Provide a staff member to handle data management.
<p>Evaluation Reporting</p>	<ul style="list-style-type: none"> ◆ Provide timely and useful feedback for the purpose of informing decisions, including interim reports, End-of-Year Reports, survey briefs, snapshots, and in-person briefings. ◆ Prepare Annual Performance Reports (APR) for submission to the project director, incorporate needed changes, and ensure timely submission to the funding agency. ◆ Develop formal year-end evaluation reports, incorporating APR and evaluation data with the goal of linking findings and results to ongoing program improvements.
<p>Consultation and Dissemination of Evaluation Results</p>	<ul style="list-style-type: none"> ◆ Provide ad hoc consultation to the project director on matters related to program evaluation and the use of evaluation results to inform program improvements. ◆ Give assistance in identifying effective methods for disseminating evaluation results to key stakeholders.

Appendix C: Program Assurances

Signed Program Specific Assurances Form follows this cover page.

Program Specific Assurances

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

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

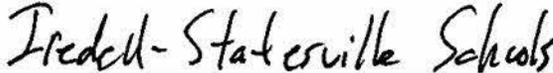
1. the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. the applicant will appoint an advisory board composed of interested parties, including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



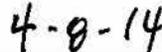
Signature of Authorized Certifying Official



Title



Applicant Organization



Date Submitted

Appendix D: Executive Order 12372

North Carolina has chosen not to participate in the intergovernmental review process and therefore does not have a Single Point of Contact (SPOC).

Appendix E: Letters of Support

Official letters of support from the organizations below follow this cover page:

1. Barium Springs Home for Children
2. Boys and Girls Club of the Piedmont
3. Food for Days
4. Mi Familia Institute
5. Partners Behavioral Health Management
6. Turning Point Family Services



April 3, 2014

Mr. Brady Johnson
Superintendent, Iredell-Statesville Schools
549 N. Race Street
Statesville, NC 28677

Dear Mr. Johnson:

As a partner of Iredell-Statesville Schools for more than ten years, Barium Springs Home for Children strongly supports Iredell-Statesville Schools' application for the U.S. Department of Education's Elementary and Secondary School Counseling (ESSC) grant.

Since 1891, Barium Springs Home for Children has given hope to children and families throughout North Carolina. We provide a safe home for children through group homes, therapeutic foster care and adoption programs. With professional staff including licensed therapists, psychologists and psychiatrists, we are committed to providing the additional mental health resources that young school children in our area need.

Our focus aligns with the goals of your program, and through our partnership, we will continue to increase the accessibility and availability of mental health services to children during the school day. If needed, we also offer in-home and residential treatment programs, effectively providing a continuum of care to students and their families.

We look forward to serving as a member of the Advisory Council for your ESSC program, and commit to providing the following services to students served by the ESSC grant, based on need:

- Crisis Services
- Daytime treatment at schools by mental health professionals
- In-home family therapy
- Residential services
- Therapeutic foster care

Thank you for your partnership, and for continuing to develop effective prevention and intervention programs for children in our community. We are proud to be a part of this initiative!

Sincerely,

(b)(6)

John Koppelmeyer
Chief Executive Officer



BOYS & GIRLS CLUBS

“Enabling all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens”

04/04/2014

Brady Johnson, Superintendent
Iredell-Statesville Schools
549 N. Race Street
Statesville, NC 28677

Dear Mr. Johnson:

The Boys and Girls Club of the Piedmont is pleased to support Iredell-Statesville Schools’ application for the US Department of Education’s Elementary and Secondary School Counseling grant. Our longstanding partnership with the district will be enhanced through this program as we continue to serve the students at your four target Title I elementary schools: Cloverleaf, East Iredell, N.B. Mills, and Third Creek.

The Boys and Girls Club is well positioned to support this initiative. We provide the primary after school program in Iredell County. All four of your target schools for this grant are served through our after school program, including transportation to our center after the school day. From the time the bus drops them off at our door, these students will be in a safe place, focused on activities that activate their interests and encourage positive interaction with adult mentors and their peers.

Our activity rooms include:

- Learning Center
- Club Technology Lab
- Three full basketball courts
- Dance Room
- Game Room
- Snack Room/Kitchen (Culinary Classes)
- Arts & Crafts Room
- Performing Arts Room

We are committed to continue providing our mentoring and afterschool services for high needs students in your target schools to fill their days with opportunities to thrive. We also look forward to serving on your Advisory Council for this grant program.

Sincerely,

(b)(6)

Anna Eaton
Chief Professional Officer



April 4, 2014

Brady Johnson
Superintendent
Iredell-Statesville Schools
549 N. Race Street
Statesville, NC 28677

Dear Mr. Brady Johnson,

Food for Days graciously offers our support to Iredell-Statesville Schools as you apply for a grant from the U.S. Department of Education to increase the mental health supports within your district.

Food for Days: A Backpack Meals Ministry was founded in 2010 with a sacred mission to feed at-risk children in one school with ten backpacks each week. We are currently a non-profit organization with fourteen churches serving in seventeen schools in Iredell-Statesville Schools and Mooresville Graded School District. Each week, this ministry is filling over 350 backpacks with food from a local grocery store for students to take home to their families over the weekend.

Our mission at Food for Days goes hand-in-hand with your mission in applying for this grant. We are an inter-racial and interdenominational ministry that takes care of the children within our communities. Working together, we can identify and meet the physical, emotional and mental health needs of students, so they can succeed in academics and in life. We commit to continue serving at-risk students in the schools within your target community. We would also be happy to serve on the Advisory Council for this program.

Sincerely,

(b)(6)

John Saunders
President



224 Rolling Hill Rd. Suite 1B, Mooresville, 28117 | foodfordays.org | 855.250.3501



“Building family strength through education, promotion of respect, and social justice”

April 4, 2014

Mr. Brady Johnson, Superintendent
Iredell-Statesville Schools
549 N. Race Street
Statesville, NC 28677

Mr. Johnson,

Mi Familia Institute Inc. is committed to serving the bilingual families of students in Iredell-Statesville Schools. We are happy to express our support of your proposal to the U.S. Department of Education for your counseling initiative.

Since 2007, Mi Familia Institute has been helping Statesville’s Hispanic community navigate the difficult journey of assimilation. We strive to build family strength through education and promotion of respect and trust among the families we serve and in our community as a whole. Our services support families providing parenting classes, domestic violence prevention and conflict resolution workshops, and teen programs. We also focus on equipping bilingual families to succeed through education on English proficiency, Spanish literacy, preparing for the GED and citizenship examinations, financial literacy, and healthcare education.

Since your target school population averages over 20% Hispanic, we offer our commitment to serve as a referral agency for your new initiative as you identify needs among these Hispanic students and families. We will also serve on the Advisory Council for your program.

We look forward to working with you to improve the lives of Hispanic families in this community.

Sincerely,

(b)(6)

Sara Estrada
Executive Director

“A bilingual family support services agency serving the community”

2200 East Broad St. Statesville, NC 28677 Phone: 704-980-7003 Fax: 704-871-9702



April 4, 2014

Mr. Brady Johnson, Superintendent
Iredell-Statesville Schools
549 N. Race Street
Statesville, NC 28677

Dear Mr. Johnson,

Partners Behavioral Health Management (Partners BHM) is pleased to offer our support of Iredell-Statesville Schools' proposed Elementary and Secondary School Counseling grant program, *SUPPORT: Systematically Using Preventative Practices and Offering Responsive Treatment*, to expand and enhance mental health services for students in your district.

As a Managed Care Organization overseeing the publicly-funded behavioral healthcare service system for residents of Burke, Catawba, Cleveland, Gaston, Iredell, Lincoln, Surry, and Yadkin counties, Partners BHM are focused on applying savings to expand services and to build partnerships with providers and the community. Your proposed program will be highly useful to the students and families you serve. By ensuring early identification of mental health issues and expanding your district's capacity to provide services, you are helping close the gap in service we identified in our Community Need and Services Gaps Analysis, released January of 2014.

We are committed to partnering with Iredell-Statesville Schools by providing a network of mental health providers to serve students within the schools targeted for this grant. In addition, we will provide mobile crisis units to assist with emergency mental health situations for your students as needed. We will also serve on the Advisory Council to help guide and sustain this initiative.

Thank you for the opportunity to collaboratively serve these students and increase the potential for healthy development, both academically and behaviorally, as they become the future leaders of our community.

Sincerely,

(b)(6)

David R. Swann, MA, LCAS, CCS, LPC, NCC
Chief Clinical Officer

CORPORATE OFFICE:
901 South New Hope Rd.
Gastonia, NC 28054

ELKIN REGIONAL OFFICE:
200 Elkin Business Park Dr.
Elkin, NC 28621

HICKORY REGIONAL OFFICE:
1985 Tate Blvd. SE, Suite 529
Hickory, NC 28602



Turning Point Family Services

A Behavior Healthcare Agency

04/11/2014

Mr. Brady Johnson
Superintendent, Iredell-Statesville Schools
549 N. Race Street
Statesville, NC 28677

Dear Mr. Brady Johnson,

It is my pleasure, on behalf of Turning Point Family Services, to express our commitment to Iredell-Statesville Schools as you apply for the Elementary and Secondary School Counseling grant. Additional mental health services, at the prevention and intervention levels, will be very beneficial to students in your district.

Established in 2002, Turning Point Family Services provides a nurturing, loving, therapeutic environment for children and families. Licensed on-staff therapists provide outpatient therapy. We also provide medication management and Intensive In-home Services. We consider the health of the family unit vital to a child's growth and development. When further intervention is necessary, our professionally trained treatment families are prepared to provide Therapeutic Foster Care, Intensive Alternative Family Therapy and we also offer two group residential programs.

We offer our commitment to your program, *SUPPORT: Systematically Using Preventative Practices and Offering Responsive Treatment*, by serving on your Advisory Council and providing access to our therapists, in-home services, and residential services as needed by students in your target elementary schools.

Thank you for partnering with us to support the children and families in our area as we help them become happy and productive members of our community.

Sincerely,

(b)(6)

Jesse L. Stroud MA, ThD, QMHP
Community Growth and Development

201 N. Church Street, Suite M, Mooresville, NC 28115 Phone (704)660-6854 Fax (704)662-0866

Appendix F: Citations

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Appendix G: Behavior Education Program (BEP) Daily Progress Report Sample

A sample Behavior Education Program (BEP) Daily Progress Report follows this cover page.

Daily Colts Report

Name: _____	Points Scale: 0=Try Again ☹ 1=Needs Work 2=Good ☺	Goal: _____ Points Received: _____ Goal Met? Yes No
Date: _____		

Goals:	Morning	Hall	Reading	Math	Science/ Social Studies	Enhancement	Lunch	Playground
Respect Self								
Respect Others								
Respect Your School								
Other								

Teacher Comments: _____

Parent Signature: _____



Colts Contract



I, _____, agree to work on these things this year.

1. _____

2. _____

3. _____

I will work with _____ to keep track of my progress. I understand that I will have a chance to earn a reward for every ____ days that I agree to meet my goals. A list of rewards that I would like to earn are:

1. _____

2. _____

3. _____

I will try hard to do my best to meet these goals every day!

Signature of Student

I will do my best to help _____ meet their goals every day.

Signature of Coordinator

Signature of Parent

Signature of Teacher

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE			
<i>SUPPORT: Systematically Using Preventative Practices and Offering Responsive Treatment</i>			
I. PERSONNEL	YEAR 1	YEAR 2	YE
<i>We will invite applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.</i>			
a. Project Director: (.15 FTE) Kelly Marcy, Executive Director for Student Services, will lead the Management Team; manage, oversee, and coordinate grant implementation and program activities; and provide fiscal management and accountability. She will shift managing the 504 program for Iredell-Statesville Schools to another person in the district to free up 15% of her time and avoid supplanting. <u>Estimated Salary:</u> \$91,300 annually x .15 FTE.	13,695	13,695	13
b. School Social Worker: (1.0 FTE) We will hire an individual who holds a master's degree in social work from a program accredited by the Council on Social Work Education and licensed or certified by the State. Serving all four schools, this position will provide at least 80% effort toward secondary and tertiary-tier mental health counselor services to students including: develop the child and family needs assessment form, train mentor teachers in each school, and coach teachers, advisors, mentors and counselors on health topics. <u>Estimated salary:</u> \$48,000 annually. (prorated in Year 1 to allow time for hiring)	44,000	48,000	4
c. Behavioral Specialist/Psychologist: (1.0 FTE) We will hire an individual who has at least 60 graduate hours in school psychology and is licensed or certified in school psychology by the State. Serving all four schools, this position will serve as a behavioral specialist providing responsive treatment to Tier 3 students and serving on <i>SUPPORT</i> teams at each school. <u>Estimated Salary:</u> \$50,000 annually. (prorated in Year 1 to allow time for hiring)	45,833	50,000	5

Iredell-Statesville Schools: SUPPORT

d. School Counselors: (3.0 FTE) We will hire three individuals who are licensed by the State and hold a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or equivalent. One counselor will be located at Cloverleaf, one at East Iredell, and one split between N.B. Mills and Third Creek at 0.5 FTE in these two schools. These professionals will be responsible for small group, classroom, and individual counseling, meeting with parent groups, and implementing the bullying prevention program. <u>Estimated salary:</u> \$45,000 annually x 3 Counselors. (prorated in Year 1 to allow time for hiring)	123,750	135,000	13
Subtotal Personnel	\$227,278	\$246,695	\$24
II. FRINGE BENEFITS	YEAR 1	YEAR 2	YE
a. Fringe Benefits: Fringe benefits for the School Social Worker, 3 School Counselors, and Behavioral Specialist/Psychologist. Fringe benefits for the Project Director will be paid by the district. <u>Estimated cost:</u> 22.34% of gross salaries plus \$5,435 per person include those required by NC and federal law: FICA, retirement, federal/state unemployment, health insurance, a life insurance policy, Workers' Compensation, and Medicare.	74,890	79,227	7
Subtotal Fringe Benefits	\$74,890	\$79,227	\$7
III. TRAVEL	YEAR 1	YEAR 2	YE
a. Local Travel: For Project Director, Social Worker and Behavioral Specialist to travel between our four targeted schools. <u>Estimated cost:</u> 120 miles/month x .55/mile x 12 months (11 months in Year 1) x 3 staff.	2,178	2,376	
b. National Travel (REQUIRED): ♦Years 1-3: Project Director and one additional staff will attend 3-day Office of Safe and Drug-Free Schools Conference in Washington DC. <u>Estimated cost:</u> \$319/person/day for lodging/meals + \$30/day for ground transportation and incidentals x 3 days + round-trip air fare of \$400/person x 2 people. ♦Year 1: Project Director will attend a 1-day Project Director's meeting. <u>Estimated cost:</u> \$319 for lodging/meals + \$30 for ground transportation and incidentals + round-trip air travel of \$400.	3,643	2,894	

Iredell-Statesville Schools: SUPPORT

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

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

Name of Institution/Organization

Iredell-Statesville 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	227,278.00	246,695.00	246,695.00	0.00	0.00	720,668.00
2. Fringe Benefits	74,890.00	79,227.00	79,227.00	0.00	0.00	233,344.00
3. Travel	17,115.00	7,466.00	5,270.00	0.00	0.00	29,851.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	12,755.00	4,480.00	5,680.00	0.00	0.00	22,915.00
6. Contractual	67,960.00	61,760.00	62,760.00	0.00	0.00	192,480.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	399,998.00	399,628.00	399,632.00	0.00	0.00	1,199,258.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	399,998.00	399,628.00	399,632.00	0.00	0.00	1,199,258.00

***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 Iredell-Statesville 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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Kelly		Marcy	

Address:

Street1:	549 N Race Street
Street2:	
City:	Statesville
County:	
State:	NC: North Carolina
Zip Code:	28677
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
704-832-2506	704-978-0078

Email Address:

kmarcy@iss.k12.nc.us

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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