

**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 # S215E140039**

**Grants.gov Tracking#: GRANT11634917**

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

Closing Date: Apr 28, 2014

## \*\*Table of Contents\*\*

Form	Page
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1236-WebsterGEPA)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e11
<b>6. ED Abstract Narrative Form</b>	e12
<i>Attachment - 1 (1235-WebsterAbstract)</i>	e13
<b>7. Project Narrative Form</b>	e15
<i>Attachment - 1 (1243-WebsterProgramNarrative)</i>	e16
<i>Attachment - 2 (1244-ParentSurvey)</i>	e42
<i>Attachment - 3 (1245-HealthyKidsElementarySurvey)</i>	e44
<i>Attachment - 4 (1246-WebsterLettersofSupportMOAs)</i>	e57
<b>8. Other Narrative Form</b>	e61
<i>Attachment - 1 (1237-WebsterProgramSpecificAssurances)</i>	e62
<i>Attachment - 2 (1238-WebsterIndirectCost)</i>	e63
<i>Attachment - 3 (1239-WebsterCounselor)</i>	e64
<i>Attachment - 4 (1240-WebsterStateSinglePointContact)</i>	e65
<i>Attachment - 5 (1241-WebsterPDRResume)</i>	e66
<i>Attachment - 6 (1242-WebsterEvaluator)</i>	e67
<b>9. Budget Narrative Form</b>	e68
<i>Attachment - 1 (1234-WebsterBudgetNarrative)</i>	e69
<b>10. Form ED_524_Budget_1_2-V1.2.pdf</b>	e77
<b>11. Form ED_SF424_Supplement_1_2-V1.2.pdf</b>	e79

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): _____ * Other (Specify): _____
--	--	--

* 3. Date Received: 04/22/2014	4. Applicant Identifier: _____
-----------------------------------	-----------------------------------

5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
---	--

**State Use Only:**

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

**8. APPLICANT INFORMATION:**

* a. Legal Name: Webster Parish School Board	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 726001467	* c. Organizational DUNS: 0797737430000

**d. Address:**

* Street1: 1442 Sheppard Street
Street2: _____
* City: Minden
County/Parish: Webster
* State: LA: Louisiana
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 71055-3509

**e. Organizational Unit:**

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

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

Prefix: _____	* First Name: Melanie
Middle Name: _____	
* Last Name: Jacobs	
Suffix: _____	
Title: Supervisor of Special Education	

Organizational Affiliation: Webster Parish School Board
---

* Telephone Number: 318-377-7052	Fax Number: 318-377-4114
----------------------------------	--------------------------

* Email: mjacobs@websterpsb.org
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**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.215

CFDA Title:

Fund for the Improvement of Education

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

ED-GRANTS-031214-001

\* Title:

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

**13. Competition Identification Number:**

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Webster Cares Elementary School Counseling Program

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.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="395,588.00"/>
* 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="395,588.00"/>

**\* 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

**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><b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b></p> <p>Melanie Jacobs</p>	<p><b>TITLE</b></p> <p>Superintendent</p>
<p><b>APPLICANT ORGANIZATION</b></p> <p>Webster Parish School Board</p>	<p><b>DATE SUBMITTED</b></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

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Webster Parish School Board * Street 1: 1442 Sheppard Street    Street 2: * City: Minden    State: LA: Louisiana    Zip: 71055 Congressional District, if known: LA-004		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix:    * First Name: NA    Middle Name: * Last Name: NA    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix:    * First Name: NA    Middle Name: * Last Name: NA    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>11.</b> Information requested through this form is authorized by title 31, U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> Melanie Jacobs <b>* Name:</b> Prefix: Dr.    * First Name: Dan    Middle Name: * Last Name: Rawls    Suffix: <b>Title:</b> Superintendent <b>Telephone No.:</b> 318-377-7052 <b>Date:</b> 04/22/2014		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140039

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

WebsterGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Webster Parish School Board

Elementary School Counseling Grant (Webster Cares)

Ensuring Equitable Access

General Education Provisions Act (GEPA) Section 427

The Webster Parish School Board, as part of the Elementary and Secondary School Counseling Program grant, ensures that it will address the special needs of employees, students, and other program beneficiaries in order to overcome barriers of gender, race, national origin, color, disability, or age. The district will provide accessibility for individuals in wheelchairs and/or other physical challenges that may require special accommodations, as well as consult with local and national experts to identify state of the art mechanisms for ensuring equitable access.

Additionally, the materials that are distributed as part of this program will be written, purchased, and/or explained so that all participants can fully understand their contents; thus enabling them to receive all appropriate services. Curriculum and instruction—in classrooms, homes, community meetings—will be modified to meet the needs of students and others with disabilities and exceptionalities. When necessary, large text will be displayed on monitors. Individuals from minority groups will be encouraged to participate in the project.

## 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

Webster Parish School Board

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

Prefix: Dr.

\* First Name: Dan

Middle Name:

\* Last Name: Rawls

Suffix:

\* Title: Superintendent

\* SIGNATURE: Melanie Jacobs

\* 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:

## Abstract

The Webster Parish School Board proposes the Webster Cares Project to provide a comprehensive counseling program at four of the district's elementary schools (Central Elementary, J. E. Harper Elementary, J. L. Jones Elementary, and E. S. Richardson Elementary). The project will serve 1900 students and their families. Using a three-tiered approach, the program will serve every student along a continuum of intervention from universal to selective to indicated, depending on the needs of the student.

The overarching goal of Webster Cares is to improve student learning and school climate. The project will hire four counselors, implement *Second Step* to facilitate socio-emotional learning classroom lessons for grades K-5, increase parent involvement in the school community, and increase students' exposure to college and career options. All teachers and staff will be trained in Youth Mental Health First Aid to enhance their ability to recognize the signs of mental health disorders in young people and make appropriate referrals for care.

The entire school community will be involved in the project design, implementation, and evaluation, including principals, teachers and parents. The Webster Cares Project will produce the lasting benefits of a healthy school climate and early detection of mental health issues, which will in turn reduce the number of disciplinary referrals, improve academic performance, and prepare students for success.

\*Competitive Preference Priority 1



## Project Narrative File(s)

---

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

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Webster Parish School Board  
Elementary School Counseling Grant 84.215E  
Webster Cares Project  
Table of Contents

Abstract

Need for Project \_\_\_\_\_ 1

Gaps or weaknesses

Quality of the Project Design \_\_\_\_\_ 8

Linkages with other agencies.

Appropriate design

Reflects research and practice.

Quality of Management Plan \_\_\_\_\_ 17

Adequacy to achieve objectives (timeline)

Adequacy for ensuring feedback and continuous improvement

Quality of the Project Evaluation \_\_\_\_\_ 22

Methods of evaluation

Objective performance measures

Performance feedback and periodic assessment of progress

Other Attachments:

Memorandas of Understanding

Job Descriptions (Counselor, Coordinator, Evaluator)

Project Director's Resume

Letters of Support

Student school climate survey (CA Healthy Kids Survey)

Parent Survey (ShowMe Character Parent Survey)

## 1. NEED FOR PROJECT

- A. *The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (20 points)*

The Webster Parish School Board, a PreK-12 district, proposes the Webster Cares program targeting counseling services and social emotional learning curriculum at 4 of the 15 district schools. The goals of Webster Cares are to reduce the counselor to student ratio, reduce disciplinary referrals, improve school climate, train staff to detect and respond to mental health issues, and increase parent involvement in their child's development. Funds will be used at the four elementary schools in the district that are most in need based on economic hardship and poor student-to-counselor ratio, by hiring counselors and implementing a tiered approach to well-being for all students. Specifically, the Webster Cares program will employ developmental and preventative approaches such as early identification and intervention, teacher training, parent involvement, and collaboration with existing community services while utilizing data from the evaluation to develop long-term, sustainable plans.

Currently, there are only 4.5 elementary counselors<sup>1</sup> for the entire Webster Parish School District, resulting in a counselor to student ratio of 1 to 770 across the 4 targeted elementary schools. All stakeholders in the schools—administrators, teachers, parents, staff and children—have expressed a strong desire to expand and strengthen counseling in the district. This proposal targets counseling resources at the 4 Webster Parish elementary schools most in need, and allows for counselors to be available 5 days a week, reducing the ratio to about 296 students to 1

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<sup>1</sup> The term “counselor” used in the proposal refers to school counselors. Three (FTE) school psychologists and two social workers also serve the district's 15 schools, but they serve special education students only. The school psychologists and social workers are not included in counselor-to-student ratios because they do not provide counseling services.

counselor. Under this paradigm, counselors can become a consistent and stable part of their assigned school's community.

The Webster Cares project will focus on prevention and early intervention services for elementary school students, especially those at-risk students and their families from cultural backgrounds who typically do not access school counseling and community support services. With counselors available every day, the following services will be provided: 1) assist students and families to address issues that affect students' academic performance, relationships with peers, family members, or others; 2) work with teachers, administrators, and other staff to develop and implement school-wide programs to improve social emotional development in students (classroom bullying prevention lessons, other skill building groups, peer mentors, etc.) and more intense targeted interventions (individual and/or group counseling) for the most needy students; 3) provide "Mental Health First Aid" training for all staff; 4) provide guidance and opportunities for exploration related to post-secondary education and training options; and 5) provide diverse parent involvement opportunities to help parents more effectively support their children's social emotional development and academic achievement. The proposed program includes a strong evaluation component that will serve to provide information to stakeholders to maximize the implementation of Webster Cares activities.

Webster Parish School District is comprised of fifteen schools and serves 6,661 students in pre-kindergarten through 12<sup>th</sup> grade. Spanning 615 square miles, Webster Parish has 41,207 residents and is located in the pine hills of Northwest Louisiana. Over one-fifth of families have a single female head of household (22.8%) while almost one-fourth of the population is less than 18 years old (23.3%). Nearly half of the grandparents in Webster Parish are the primary caregiver for their grandchildren. More than 20% of adults under the age of 65 are listed as

having a disability. Thirty percent of the households have children under the age of 18 living in them. Twenty-one (21.6) percent of the population lives below the poverty line resulting in roughly 30% of the children residing in Webster Parish who live in poverty. (U. S. Census Bureau, 2010).

The racial demographic of the parish is comprised of 64.3% White/Caucasian, 33.5% African American, 1.8% Hispanic, 0.5% Native American, and 0.5% Asian. Although the school system was desegregated in the fall of 1974, little else in Webster Parish has made progress. The churches, neighborhoods and civic organizations remain segregated. There is little socialization of students of different races outside of athletic teams and school organizations. Racially motivated incidents continue to occur in the community and cause problems between students and between students and teachers. The ethnic composition of the four Webster schools is presented in Table 1.

**Table 1. Enrollment by School and Ethnic Group (2012-2013)**

School	American Indian or Alaska Native	Asian	Hispanic/Latino	African American	White	Total Enrollment
Central	1	4	25	148	401	579
	0.2%	0.7%	4.3%	25.6%	69.3%	
Harper	0	1	5	274	210	490
	0%	0.2%	1.0%	55.9%	42.9%	
Jones	0	0	6	235	196	437
	0%	0%	1.4%	53.8%	44.9%	
Richardson	0	2	2	262	155	421
	0%	0.5%	0.5%	62.2%	36.8%	
<b>TOTAL</b>	<b>1</b>	<b>7</b>	<b>38</b>	<b>919</b>	<b>962</b>	<b>1927</b>
	<b>0%</b>	<b>.3%</b>	<b>2.0%</b>	<b>47.7%</b>	<b>49.9%</b>	

Source: Webster Parish Student Information System as of 6/30/2013 for 2012-2013 School Year

Pockets of poverty exist in the district and the number of low-income families in the area is growing. Mainly these pockets are concentrated in the areas surrounding the four selected

elementary schools, three of which met eligibility for Title I funds in 2013. Table 2 below highlights the number of low-income students in terms of free and reduced price meals at each of the four proposed schools over the past two school years.

**Table 2. Number of Low Income Students for Webster Cares Schools: 2011-12 and 2012-13**

Elementary School	2011-12 Free or Reduced Lunch n (%)	2012-13 Free or Reduced Lunch n (%)
Central	380 (65.3%)	373 (65.7%)
Harper	336 (74.0%)	367 (74.9%)
Jones	290 (71.1%)	333 (74.5%)
Richardson	363 (73.8%)	313 (75.1%)
<b>TOTAL</b>	<b>1369 (70.7%)</b>	<b>1386 (71.4%)</b>

Source: Louisiana Department of Education

The social and emotional well-being of children is relevant to their healthy development, as well as to the overall school climate. Disturbingly, among 15-24 year olds in our state, suicide is the third leading cause of death, one indication of the serious need for mental health prevention and intervention education for school staff, as well as the need to provide direct services to students at an early age.

The Louisiana Caring Communities Youth Survey is given biennially to all students in the 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades. It assesses their involvement in a specific set of problem behaviors, as well as their exposure to a set of scientifically validated risk and protective factors. Some examples of variables measured by the survey include the prevalence of alcohol and drug use, bullying, depression and suicidality, and the overall need for mental health treatment among participants. It is a collaborative effort of the Dept. of Health and Hospitals, Office of Behavioral Health, and the Louisiana Dept. of Education. According to the 2012 CCYS survey results for Webster Parish, 12.5% of 6<sup>th</sup> graders reported that they had considered suicide and 4%

reported they had attempted suicide in the past 12 months. Among 8<sup>th</sup> graders, 27% had considered suicide and 11% had attempted suicide. Based on a score of 13 or higher on the K6 screening scale for psychological distress, 12.6% of 6<sup>th</sup> graders showed a need for mental health treatment. That number increases to 24.3% for 8<sup>th</sup> graders. Based on responses to depressive symptom questions, 70.7% of 6<sup>th</sup> grade students in Webster Parish show having moderate levels depressive symptoms.

The city of Minden, LA, where the four schools are located, has only one mental health clinic, Minden Mental Health, with one Licensed Clinical Social Worker on staff that works with children. Due to the overwhelming caseload, it can take three months or longer for an initial appointment. In order to receive treatment more quickly, families must travel to Shreveport, the closest metropolitan area which is 30 miles away. This poses a significant barrier to many.

The Webster Cares project addresses gaps and weaknesses in the following areas: social and emotional skills deficits; exposing all students to college and career options; strengthening personal and social skill development; eliciting stronger parental involvement; providing stronger teacher/staff support and development in the areas of mental health and school climate improvement; and reinforcing infrastructure to allow for systems change. The magnitude of these gaps or weaknesses is described below.

#### Narrowing the Achievement Gap through Increased Social and Emotional Competence

Academic achievement is the primary yardstick for measuring school success in United States educational systems, and is undeniably important. However, this focus often leads to over-reliance on standardized test scores as the sole criteria for success. As a result, programs and curricula outside core academic subjects like math, science, and language arts are reduced or cut because they compete for valuable instructional time. A broader definition of student success

might go beyond academic achievement to include social and emotional development. Social Emotional Learning (SEL) refers to the development of skills related to self-confidence and motivation, knowing expected behaviors, curbing impulses to misbehave, displaying patience, following directions, knowing how to ask for help, expressing needs, and getting along with others (Zins et al, 2004). In the school context, SEL is the process for integrating thinking, feeling, and behavior to become a balanced and contributing member of one's community. In addition to lacking readiness skills, many children lack the behavioral, emotional, and social-cognitive competencies needed to benefit from structured learning experiences. Deficits in SEL may manifest themselves in a number of ways, but are commonly seen in discipline problems such as classroom disruption or aggression toward others. Available data for behavior problems in terms of disciplinary referrals at the targeted schools are presented in Table 3 below.

**Table 3. Number of Discipline Referrals & Number and % of Students Receiving Referrals**

Elementary School	Total Number of All Discipline Referrals	Number and % of Students Receiving Referrals
Central	1288	260 (44.5%)
Harper	474	111 (22.6%)
Jones	1590	241 (54.0%)
Richardson	356	136 (34.3%)
<b>TOTAL</b>	<b>3708</b>	<b>1113 (58.0%)</b>

Source: Discipline Referrals provided by Webster Parish School District 2012-13 SY as of 7/01/13

Most striking is the high rate of disciplinary referrals, illustrating a clear need for intervention. Over half of the total referrals (51.7%) are classified as major referrals including fighting, conduct injurious to others, threatening students or faculty, and bullying, to name a few. Also included in that number are two incidents of possessing a weapon on school property.

Webster Cares counselors will utilize research-based curricula in teaching students these personal/social skills as part of the universal intervention. The *Second Step* curriculum will be offered in pre-Kindergarten through fifth grade at each school site. The program is designed to help students develop strong bonds to school, solve problems without anger, and treat others with compassion, thereby decreasing negative outcomes like bullying and aggression. The effectiveness of *Second Step* has been scientifically demonstrated for a variety of behavioral and academic outcomes and is top-rated by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the National Registry of Evidence-Based Programs and Practices (NREPP). Selective and targeted interventions will focus on more needy students to reinforce development of pro-social behaviors through intensive individualized and/or small group counseling interventions.

Effectively addressing the social and emotional competence gap in our schools means targeting resources directly to students and families most in need of counseling services, providing parent engagement opportunities, and investing in staff development. It is in elementary schools that preventative measures should be implemented to effectively close this gap. In addition to implementing *Second Step* as a universal prevention measure, Webster Cares will provide direct services for select students demonstrating moderate needs (group counseling); and intensive services for students with highest needs (individual counseling and case management). Specifically, this proposed model teaches students needed skills, offers families necessary resources, and provides school staff training and support for promoting positive youth development and supporting academic achievement.

Gap in Exposure to College and Career Options: Staff and parents may not expose students to post-secondary options of college or careers until after elementary school. Students may not be

able to compete academically in high school in preparation for college if school success is not addressed at the elementary level. According to the National Center for Higher Education Policymaking and Analysis, only 23.6% of Louisiana residents ages 25 and up had a Bachelor's degree. For residents of Webster Parish that number drops to 13.6%. In 2013, the Louisiana Department of Education published a report of American College Test (ACT) scores for Louisiana students. Louisiana's national rank is 41 based on a 2013 ACT score average of 19.5. The average ACT score for Webster parish students taking the test in 2013 was 17.9.

In order for students to have the option to attend college, exposure and college readiness preparation should begin in kindergarten. Webster Cares will emphasize exposure to college and planning for the future at all grade levels. All 5<sup>th</sup> grade students will receive the opportunity to participate in a field trip to a local university where they will get a first-hand look at college.

Strengthen Parental Involvement and Supports: Webster Cares counselors will have regular interaction with parents. Often, parental support means more than organizing parent trainings or parent meetings. The first step is gaining trust from families so others can help.

Specific groups of students and families in the district need culturally relevant supports and services, but may not know how to access them. Many of these parents would benefit from additional encouragement and support to be more involved in the schools. Counselor outreach activities will ensure that parents from diverse backgrounds are exposed to opportunities for involvement with the schools. In this way, parents can share their experiences with others who are unfamiliar or skeptical.

Train Staff to Detect and Respond to Mental Health Issues: Currently, Webster Parish does not provide any professional development in the area of mental health. In his report, Now Is the Time: The President's Plan to Protect Our Children and Our Communities by Reducing Gun

Violence, President Obama calls for Mental Health First Aid training to help teachers and school staff recognize the signs of mental health disorders in young people and find them appropriate care. A certified Youth Mental Health First Aid Instructor will provide this comprehensive 12 hour training to staff members at the targeted schools. This will greatly enhance their ability to appropriately identify the target population of students who need to be referred to the counseling program proposed by this project.

## **2. QUALITY OF THE PROJECT DESIGN**

- A. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (10 points)*

In order to provide seamless mental health services to students and families, the Webster Cares Team will meet every month to address mental health needs of students. The counselors from each Webster Cares school will consult with each other, the Project Director and Project Coordinator. The Project Director will represent Webster Cares and the district at the Northwest Louisiana Behavioral Health Advisory Council monthly meeting, which is a meeting of local and regional community and public service organizations. Organizations represented on the Council include Families Helping Families (Region VII), Council on Alcoholism and Drug Abuse, Office of Public Health, and the Office of Behavioral Health. Both OPH and OBH representation include Parent Liaisons. Letters of support/MOAs are attached.

During the formation of this project, Webster Parish School Board established a linkage with the Region VII Positive Behavior Interventions and Supports Consortium. The Consortium staff includes a person that is a certified trainer in Youth Mental Health First Aid. The Region VII PBIS Consortium has also offered its expertise in other areas of professional development such as classroom management and Non-Violent Crisis Intervention at no cost to the district. The Project Coordinator will attend all Region VII PBIS Consortium meetings and will work

directly with them to schedule these and other trainings offered by the Consortium that will benefit the school climate of not only targeted school sites, but all the schools in the district.

Webster Parish will join forces with Louisiana Tech University's Graduate Department of Counseling and Guidance to assist counselors in developing career exploration activities. Louisiana Tech University, located 30 miles east of Minden, has also agreed to host the 5<sup>th</sup> graders' yearly field trip to their campus and provide activities and information that directly tie to the goal of increasing college and career exploration opportunities for students.

Aside from those agencies and organizations with which there are pre-existing relationships, the Project Director will seek out and develop new relationships with outside agencies and organizations to address needs such as food, shelter, and other health issues. The Webster Cares Project Director and Coordinator, along with Webster Cares counselors, will collaborate with these agencies to provide necessary services to students and families.

*B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (5 points)*

Using district and school level discipline data will ensure that staff members clearly understand the needs of the target population. The Webster Cares program offers a three-tiered approach: Tier 1: Universal—general counselor-led activities offered to all students focused on prevention (classroom lessons, assemblies); Tier 2: Early Intervention—more intensive counseling services for select student demonstrating moderate needs (group counseling); Tier 3—Intensive services for students with the highest needs (individual counseling, case management, referrals to outside providers). This comprehensive approach is adapted from Adelman & Taylor's Interconnected Systems for Meeting Needs of All Students and Response to Intervention (RTI) strategies.

Webster Cares counselors will address the needs of the students while facilitating the ability of teachers and parents to support social-emotional learning in the classroom and at home. In the fall of each school year, counselors will participate in a Student Assistance Team (SAT) meeting with each teacher, the principal, and the resource teacher at their assigned school. Team members will review each classroom roster in detail to identify individual students in need of early intervention or intensive support services. Students who are referred to counselors and whose parents provide consent, will receive such services in a small group setting or in individual counseling sessions. Students may also be added to the counselors' caseloads based on ongoing review of real-time school data and/or incidents or situations that occur during the course of the school year to ensure that no student needing services slips through the cracks.

Counselors will also work with teachers during the SAT meetings to identify two to three social and emotional learning content areas in which a significant proportion of students demonstrate weakness or a lack of knowledge/skill. Based on these identified needs, and using the American School Counselors Association (ASCA) National Standards as a framework, the counselors will prepare 30-minute classroom lessons as a universal or early intervention strategy, using pre- and post-tests with the students to evaluate mastery of content. All developed lessons and assessments will be stored in a central resource library for future use by Webster Cares and other district counseling staff, with an eye towards sustainability.

In addition, counselors will be trained in the Second Step program. They will then oversee the webinar-based training provided by the Committee for Children at their school site.

Universal implementation of *Second Step* and the SEL lessons will lead to a decrease in bullying behaviors, violence, and discipline referrals by increasing student competence in self-

awareness, self-management, social awareness, relationship skills, and responsible decision-making, ultimately resulting in improved school climate.

The need for greater parent involvement will be addressed in a multi-pronged approach. Using CASEL's, "10 Things to Do at Home to Promote SEL,"<sup>2</sup> as a guiding framework, counselors will develop parent workshops and skills/support group meetings. Each counselor will facilitate one parent workshop or skills/support group meeting per month at their assigned school site that is open to all parents from any of the four Webster Cares schools. All parents will also be invited to participate in the *ShowMe Character Parent Survey*, which measures parent perceptions of students' feelings of belonging, school as a community, parent-staff relations, and quality of schools. Parents of students identified as requiring early intervention or intensive services in SAT meetings or at other points in time will be personally notified of their students' needs by the counselor. The services will be explained, including confidentiality and the fact that documentation of the services will not become a part of the student's academic record. Parents will be asked to provide consent and will be invited to participate in the monthly parent workshops and skills/support groups. Counselors will also provide outreach to parents via home visits and individual meetings. Again, CASEL's "10 Things to do at Home to Promote SEL" will be used when working one-on-one with parents to guide interactions and also help develop parenting skills as necessary.

All 5<sup>th</sup> grade students will have the opportunity to go on a field trip to a local university where they will receive a campus tour, eat lunch at a campus dining facility, and meet and speak with college students and faculty. In addition to creating a culture of college readiness, each school will also be tasked with implementing five career exploration events/activities per year.

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<sup>2</sup> <http://casel.org/sel/families.php>

These events will take place across grade levels and can range from career fairs to inviting parents and industry partners to come in and make presentations to students. The Webster Cares team will also coordinate one district-wide college readiness/career exploration event per year, open to all families.

Specifically, this proposed model gives students needed skills, offers families needed resources, and provides school staff training and support for removing barriers to learning, promoting positive youth development, and improving academic achievement. The comprehensive design of the three-tiered approach will ensure that all students, not just the high-risk population, are receiving comprehensive guidance services that will address school-wide identified needs. The data, training, and referral process will ensure that identified students whose needs are not met by the whole school interventions will be recommended for additional services at the more focused and intensive second and third levels of service.

The following table specifies and links the goals, objectives, activities, and outcomes to be achieved by the proposal, as well as the manner in which they will be measured.

**Table 4. Webster Cares Program Goals, Objectives, Measures, and Outcomes**

<b>Goal 1. Reduce student and counselor ratio.</b>			
<b>Objective</b>	<b>Activities</b>	<b>Process Measures</b>	<b>Outcome Indicators</b>
1.1 Reduce student to counselor ratio from 770:1 to 296:1. <b>(GPRA 1)</b>	Fund/Hire total of 4 counselors. (1.0 FTE)  Orient and train counselors	Personnel rosters  Training logs	1.1 Reduce student to counselor ratio from 770:1 to 296:1 as measured by number of district personnel and student enrollment records.
<b>Goal 2. Improve school climate</b>			
<b>Objective</b>	<b>Activities</b>	<b>Process Measures</b>	<b>Outcome Indicators</b>
2.1 Decrease discipline referrals by 10%. <b>(GPRA 2)</b>	Implement Second Step for grades K-5 (universal).	Number of students who participated in Second Step.	2.1 Decrease discipline referrals by 10% as measured by Discipline Frequency Report (SIS data)

<p>2.2 Increase teacher perceptions of referred students' behavior by 10%.</p> <p>2.3 Reduce the percentage of students who report being bullied by 10%.</p> <p>2.4 Increase teachers' ability to detect and respond to mental health issues in students</p>	<p>Implement social-emotional learning (SEL) lessons based on teacher-identified needs of students (universal/early intervention).</p> <p>Provide counseling services (individual, group, external agency referral) (early intervention/intensive)</p> <p>Provide training in "Youth Mental Health First Aid" (universal)</p>	<p>Number of teachers trained in Second Step.</p> <p>Number of teachers who implemented Second Step.</p> <p>Number and type of SEL lessons developed by counselors. Number of students served.</p> <p>Number of teachers trained in Mental Health First Aid</p>	<p>2.2 Increase teacher perceptions of referred students' behavior by 10% as measured by pre- and post-intervention Student Information Forms</p> <p>2.3 Decrease the percentage of students who report being bullied in the past 3 months by 10% as measured by the Healthy Kids Survey (Spring)</p> <p>2.4 Decrease percentage of 6th grade students indicating "Need for Mental Health Treatment" by 5% as measured by the Louisiana Caring Communities Youth Survey</p>
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**Goal 3. Increase parent involvement in school community.**

Objective	Activities	Process Measures	Outcome Indicators
<p>3.1 Increase parent perceptions of students' feelings of belonging, school as community, parent-staff relations, and school quality by 5% annually.</p>	<p>Host monthly parent workshops and support/skills group meetings per school site (universal/early intervention/intensive)</p> <p>Conduct meetings and home visits with counselors for parents of referred students (early intervention/intensive)</p> <p>Parent/counselor skills-building sessions on CASEL's "10 Things to Do at Home."(universal/</p>	<p>Parent satisfaction surveys, administered after workshop and/or student treatment (early intervention/ intensive)</p> <p>Attendance logs/sign-in sheets</p>	<p>3.1 Increase parent perceptions of students' feelings of belonging, school as community, parent-staff relations, and school quality by 5% annually as measured by the ShowMe Character Parent Survey (annual).</p>

	early intervention/ intensive)		
<b>Goal 4. Increase exposure to career options</b>			
<b>Objective</b>	<b>Activities</b>	<b>Process Measures</b>	<b>Outcome Indicators</b>
4.1 Increase career & college exploration opportunities for students.	Plan and hold a Field trip to local college for all 5 <sup>th</sup> grade students (universal)  Develop and implement five career exploration activities per year, per school, one district event yearly (universal)	Attendance logs for field trip.  Descriptions of career exploration activities.  Number students of participating in career exploration activities	4.1 Increase career & college exploration opportunities for students as measured by documentation of activities annually.

*C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10 points)*

The Webster Cares Elementary Counseling Program is based on the American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs (ASCA, 2003) and subsequently the Comprehensive Developmental Guidance (CDG) Program Model. The ASCA National Model states that school counseling programs should: 1) focus on improving academic achievement and eliminate the achievement gap; 2) operate from a mission that is connected with the school district’s mission and state and national education reform agendas; 3) operate from a formal set of student learning objectives that are connected to the ASCA National Standards, aligned with state curriculum frameworks, aligned with district standards, and based on measurable student learning outcomes; and 4) be data-driven and accountable for student outcomes (ASCA, 2003). CDG programs are modeled to involve administrators, teachers, school staff, parents, and community members, with the school counselor serving as the hub, managing but not necessarily implementing all facets of the

program (Breen, 1989). CASEL also posits that components of evidence-based school-wide SEL programming includes: a) instruction in and opportunities to practice and apply an integrated set of cognitive, affective, and behavioral skills; b) learning environments characterized by trust and respectful relationships; c) implementation that is coordinated and reinforces classroom, school-wide, out-of-school, and at-home learning activities; d) systematic and sequential programming from preschool through high school; e) developmentally and culturally appropriate behavioral supports; and f) on-going monitoring and evaluation of implementation for continuous improvement (Elias et al., 1997; and CASEL, Safe and Sound, 2005).

In efforts to study the impact of comprehensive counseling programs on student academic performance, several notable studies found a positive correlation. Two large-scale (statewide) evaluations were completed, producing positive findings related to implementation of CDG Programs (Lapan, Gysbers, & Petroski, 2001; Lapan, Gysbers & Sun, 1997). Researchers found that in schools with more fully implemented CDG programs, students reported earning higher grades, having better relationships with teachers, and feeling greater satisfaction with school.

Another study of 150 public elementary schools from Washington State were randomly selected to participate in a large-scale (statewide) study using a causal comparative design to answer the research question, “Do school counseling interventions in elementary schools with (CDG) programs foster higher academic achievement test scores in students?” From this study, Sink and Stroh (2003) indicate that early elementary-age students who attend the same school for three or more years do better academically. They also found that students who remain in the same school for multiple years with a well-implemented CDG program have higher achievement

test scores than students who attend schools without such programs (McGannon, Carey, & Dimmitt, 2005; Sink & Stroh, 2003).

The SEL curriculum chosen for universal implementation at Webster Cares schools is *Second Step*, a research-based violence prevention program designed for the whole school.<sup>3</sup> The Committee for Children, together with the University of Washington found that the Second Step program is effective in teaching elementary students to resolve conflicts in a positive manner and behave in more socially responsible ways.<sup>4</sup> Students who participated in Second Step were rated by teachers as being less aggressive, more socially competent, and required less adult intervention in minor conflicts when compared to students in the control group.

Youth Mental Health First Aid training will be provided to all teachers and key personnel at each of the targeted school sites. Listed in the Substance Abuse and Mental Health Services Administration's National Registry of Evidence-Based Programs and Practices, this intervention will be delivered by a certified instructor through an interactive 12-hour course. A number of evaluation studies have been carried out on this course which have found participants to show improvements in mental health knowledge, reduction in stigmatizing attitudes, and increased confidence in providing help and increased provision of help (Jorn et al, 2010).

### **3. QUALITY OF MANAGEMENT PLAN**

- A. *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 points)*

Almost half (47.7%) of students in targeted schools are minority and more than 70% are disadvantaged. It is common practice in this district to encourage applications from minorities

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<sup>3</sup> <http://www.cfchildren.org/programs/ssp/overview/>

<sup>4</sup> <http://www.cfchildren.org/programs/ssp/research/jadp/>

and other groups which have been traditionally underserved. Because this community is home to such high numbers of persons traditionally underrepresented, the LEA is particularly eager to encourage applications for employment from these groups.

The Project Director for Webster Cares is Melanie Jacobs, who has managed federal and locally funded grant programs and currently serves the district as the Supervisor of Special Education Services. She has more than 20 years of experience in the coordination of student support programs. Mrs. Jacobs will supervise and work closely with the Project Coordinator and the Webster Cares counselors. She will make reports regarding the program to the Advisory Board on a quarterly basis so they may provide input and feedback. Mrs. Jacobs reports directly to the Superintendent. She will spend 10% of her time on the project, with her salary provided in-kind by the district.

The Project Coordinator will spend 50% of time on the project. S(He) will have extensive experience overseeing student assistance and community outreach programs. Responsibilities of the Webster Cares Project Coordinator will include assisting the Project Director in the day-to-day administration of the program, such as scheduling trainings, data collection, preparing required reports, and providing links to other community prevention programs and services. The Project Coordinator's salary will be provided in-kind by the district. This person will report to the Project Director and Superintendent.

Counselors hired to work at the targeted school sites will be committed individuals who demonstrate aptitude and skills for working with youth exhibiting high-risk behaviors and their families. The roles and responsibilities delineated in the project design section ensures that they will spend the majority of their time working directly with students and families. They will also work with staff to implement the *Second Step* curriculum and SEL lessons, provide services for

students who are identified as needing additional interventions and provide linkage to community resources.

Webster Cares staff is responsible for building and maintaining partnerships with the site staff, students, parents, community partners, and the local grant evaluator. Training for the counseling staff will include two days at the beginning of the project to cover procedures, policies, and data collection methods and timelines as defined in the grant work plan provided by the Project Director and Evaluator. In addition, the Project Director will facilitate monthly meetings to make sure that all services and supports are integrated and effective in addressing the needs of the community and the Webster Cares program. Individual resumes and/or job descriptions are included in “Other Attachments Form.”

The following table delineates some of the major responsibilities, timelines, and milestones for the project (see Table 5).

**Table 5. Webster Cares Program Activities, Responsibilities, and Timeline**

<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
Establish Advisory Board/plan project	Administrators	March 2014
Contact project partners-MOUs	Administrator	March 2014
Contract with external evaluator	Administrators	Upon notification of award
Hire, train, and orient counselors	Administrators, Project Director, Evaluator (train on evaluation data instruments and data collection)	Sept – Nov 2014
Order materials and supplies	Project Coordinator	September 2014
Webster Cares Team meetings	Administrator, Project Director, Project Coordinator, counselors	November 2014, then monthly
Advisory Board meets quarterly, or monthly, as needed	Administrator, Project Director	Begin November 2014, ongoing through grant period
<i>Second Step</i> Training	Project Coordinator, Counselors	Fall 2014
Mental Health First Aid Training	School admin, key personnel, Project Coordinator, counselors	Fall 2014
Professional Development for school staffs regarding resources and counseling referral process	Project Coordinator, Counselors	Fall 2014

Make counseling referrals with Student Information Forms	Classroom teachers, other school staff members	November 2014 and ongoing
Contact parents regarding student referrals	Counselors	Upon receipt of referral
Provide counseling services to referred students	Counselors	November 2014 and ongoing
Administer Caring Schools survey	School staff	Spring 2015, then yearly
Begin monthly parent workshops/skills-support groups	Counselors	January 2015, then monthly
Provide additional SEL lessons, with pre- and post-tests	Counselors	January 2015, then ongoing
Provide (5) college-readiness/career exploration events	School staff, teachers, counselors	Throughout school year, then yearly
<i>Second Step</i> implementation in K-5 classrooms	Classroom teachers	January 2015 and ongoing
District-wide Career Exploration event	Project Coordinator	Spring 2015, then yearly
5 <sup>th</sup> Grade College field trip	Project Coordinator, counselors	Spring 2015, then yearly
Administer ShowMe Character parent surveys	Counselors, classroom teachers	May 2015, then yearly

*B. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (10 points)*

In order for the **Webster Cares** program to be successful and produce the desired student outcomes, its actions and decisions must be data-driven and there must be “on-going monitoring and evaluation of implementation for continuous improvement” (Elias et al., 1997; and CASEL, Safe and Sound, 2005). Several mechanisms for on-going monitoring and feedback will be set in place for the program. Some mechanisms were set in place even prior to the submission of this proposal. The plan and design of the Webster Cares project was developed in collaboration with current district staff, teachers, and parents..

As part of the counseling referral process, teachers will be asked to complete a Student Information Form on which they will rate the student’s needs and explain their reason(s) for

referral. After a student has completed treatment with the counselor, teachers will be asked to complete a post-services Student Information Form in order to rate any perceived improvement or setback with the student. In order to gauge students' learning after SEL lessons, counselors will administer pre- and post-tests for each lesson, score them, review results during Webster Cares Team meetings, and present any findings in staff meetings at their school sites. They will be expected to share information regarding the project and also gather feedback on project-related efforts. Parent reaction and satisfaction will be measured after every parent workshop and skills/support group meeting with the administration of an evaluation form.

To provide a more macro-view of the progress made by schools, the number of discipline referrals will be monitored on a quarterly basis. Also, universal survey administrations of parents and students will be conducted to measure perceptions regarding student interactions, school climate and safety, parent-staff relationships, etc. The ShowMe Character Parent Survey will be administered every spring of each project year and the Healthy Kids survey, which provides monitoring of school connectedness and bullying behaviors at school, will be administered to students in the spring of each project year. Additionally, the biannual administration of the Louisiana Caring Communities Youth Survey will provide data on youth development and resilience, school safety, and health and risk behaviors of students as they matriculate to the 6<sup>th</sup> grade and beyond.

The Webster Cares Project Director and Coordinator will maintain open lines of communication with school site administrators, district administrators, Project Evaluator, and outside agencies and organizations. Monthly updates on the program will be reported to the NW Louisiana Behavioral Health Advisory Council, where project information will be shared in order to receive feedback concerning Webster Cares-related efforts from community partners.

These and other stakeholders will be encouraged to contact the Project Director should any questions or concerns arise regarding service delivery, project implementation, or outcomes.

The monthly Webster Cares Team meetings will be used as a venue to present and discuss any feedback or data. Should any actionable data or feedback be introduced, the Project Director will take appropriate steps to devise, direct, and document an appropriate response.

The Project Evaluator will be instrumental in collecting, analyzing, and reporting data. Prior to initiation of the project, the Project Evaluator will develop and submit a detailed evaluation plan outlining plans for data analysis, as well as process and outcome data collection forms and explanations for the purpose of data collection, required activities of project staff and partners, links to outcome objectives and timing of data collection activities. A half-day evaluation training session will be conducted annually to ensure all project staff and partners are knowledgeable about the evaluation plan and instruments. Further details on the project evaluation can be found in Section 4 (see below).

#### **4. QUALITY OF THE PROJECT EVALUATION**

- A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (5 points)*

School counseling programs need to demonstrate their effectiveness and impact, and program evaluation is an essential part of this process. The purpose of the proposed evaluation is to assess both individual and contextual changes as a result of the implementation of Webster Cares. The evaluation for the project will consist of two primary components: 1) a process evaluation and 2) an outcome evaluation. Each component will play a critical role in informing both program staff and the U.S. Department of Education about the status of the implementation and the effectiveness of the overall project.

Process Evaluation: The process evaluation will detail implementation fidelity and the context of program delivery. The process evaluation will: a) document and measure the fidelity with which the program is implemented, b) identify the problems that were encountered during the implementation process, c) document any changes that were made in the program design to increase efficiency and effectiveness, d) record any unanticipated and/or unwanted side effects from the program's operation, and e) ensure that project activities are accessible and utilized by intended targets. A thorough description of what happens during the implementation of the project provides staff and others with information about which features work and which do not. This information will be used to facilitate planning, decision-making, and program corrections.

By providing the participating schools with process data on a regular basis and building feedback loops into regularly established meetings with stakeholders (staff meetings, parent night), data can be used to make adjustments in service delivery, increase the effectiveness of program management and administration, document that objectives have been met, and determine the effectiveness of the program. Meeting minutes, staff logs, feedback forms, counseling referrals, training evaluations, and project component records form the basis of process data and are designed to assess the evolving contexts of program development, implementation and the effects of changes. Specific process measures linked to various activities and objectives were noted previously in Table 4 on page 13 of the design section.

Outcome Evaluation: The goal of Webster Cares is to enhance each student's social-emotional development and reduce obstacles like discipline problems by reducing risk factors, increasing protective factors, and ultimately improving children's welfare. The primary aim of the outcome evaluation is to assess the degree to which the project accomplishes this goal and the objectives of the project. Data will be collected from multiple sources including but not limited to: surveys,

disciplinary records, teacher assessments of student behaviors, logs of the number of students served, and duration of interventions. Change will be measured over time for both the larger elementary school population and for individuals participating in more intensive interventions. In addition, students who are referred and receive more intensive counseling services will be tracked over time to examine changes of teacher perceptions of these students before and after counseling services. A summary of the objectives, process measures and outcome indicators is presented in Table 4 on page 13. Lastly, as part of the outcome evaluation data collection, baseline data for the GPRA measures are provided in Tables 6 & 7, below.

**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.**

**Table 6. Baseline enrollment/number of counseling staff for Webster Cares schools**

<b>School Participating in Grant</b>	<b>Enrollment (Baseline 2012-2013)</b>	<b># of MH professionals on staff at time of application*</b>
Central	584	1.0
Harper	491	0.5
Jones	446	0.5
Richardson	396	0.5

\*Includes only mental health staff providing counseling: Elementary school counselors.

**GPRA 2: The number of discipline referrals for schools participating in the program**

**Table 7. Baseline enrollment and disciplinary referrals for Webster Cares schools**

<b>Schools Participating in Grant</b>	<b>Number of Students Enrolled (Baseline 2012-2013)</b>	<b># of discipline referrals in schools participating in grant (Baseline 2012-13)</b>
Central	584	1288
Harper	491	474
Jones	446	1590
Richardson	396	356
<b>TOTAL</b>	<b>1917</b>	<b>3708</b>

- A. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Evaluation is a catalyst for organizational learning. It requires the creation of feedback loops that use systematically collected information and socially constructed knowledge to reflect upon and assess progress and outcomes. The Webster Cares evaluation strategy will facilitate a method of data collection, analysis, and ongoing reporting to provide periodic assessment of progress toward the achievement of intended outcomes. Evaluation-related activities will be incorporated into the program interventions, establishing evaluation partnerships with families, school committees, and staff and community-based organizations like the Northwest Louisiana Behavioral Health Advisory Council to ensure that the evaluation is culturally appropriate. These partnerships will build trust and evaluation-support structures, buy-in from participants, and clarification about data collection responsibilities and constraints.

Involving various stakeholders in evaluation decisions will serve to maximize the relevance and uses of evaluation data, and of the process as well, by working in partnership with the primary intended users throughout the duration of the study. The various data collection strategies conducted at regular and clearly delineated time points will allow for the periodic assessment of progress toward the projects goals and objectives. At the end of each school year, benchmarks of outcome variables will be compared to established project objectives to ensure adequate progress toward goals is being made, and that any shortcomings are identified and addressed.

### **References**

Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M.T., Haynes, N. M., Kessler, R., Schwab-Stone, M. E., & Shriver, T. P. *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.

Breen, Dorothy Tysse. Enhancing Student Aspirations: A Goal for Comprehensive Developmental Guidance Programs. *Research in Rural Education*, 1989, 6 (2), 35-38.

Jorn et al: Mental health first aid training for high school teachers: a cluster randomized trial. *BMC Psychiatry*, 2010, 10:51.

Comments

# ShowMe Character

## Parent Survey

**Directions:** Use a Number 2 pencil to respond to all the questions on this survey. Respond to this survey in terms of your child(ren) attending the school for which the survey is being completed. Please respond to all the questions.

District \_\_\_\_\_

School \_\_\_\_\_

- School Level:
- 0 Elementary
  - 1 Middle School
  - 2 High School

**Mark your agreement or disagreement with each of the statements in this survey.**

### MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.

CORRECT: ●

INCORRECT:

**The students in this school...**

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
1. Are nice to each other.	0	1	2	3	4
2. Get along well together.	0	1	2	3	4
3. Respect their teachers.	0	1	2	3	4
4. Treat one another fairly.	0	1	2	3	4
5. Tell the truth.	0	1	2	3	4
6. Are like a family.	0	1	2	3	4
7. Help each other learn.	0	1	2	3	4
8. Treat each other with respect.	0	1	2	3	4
9. Work together to solve problems.	0	1	2	3	4
10. Feel good when someone does well.	0	1	2	3	4

**School staff members...**

11. Treat me with respect.	0	1	2	3	4
12. Make me feel welcome at school.	0	1	2	3	4
13. Value my ideas and input.	0	1	2	3	4
14. Encourage me to be involved in the school.	0	1	2	3	4

**Your responses are important to us. Thank you for taking the time to help us.**

**School staff members...**

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
15. Communicate effectively with me.	0	1	2	3	4
16. Care about my family and me.	0	1	2	3	4

**In this school, my child is...**

17. Learning how to work with others.	0	1	2	3	4
18. Learning to read and write.	0	1	2	3	4
19. Receiving a well rounded education.	0	1	2	3	4
20. Learning about science and how to do math.	0	1	2	3	4
21. Learning to respect others.	0	1	2	3	4
22. Getting an excellent education.	0	1	2	3	4

**I (we)...**

	Never	Sometimes	About Half the Time	Often	Regularly
23. Volunteer to help with school activities.	0	1	2	3	4
24. Attend parent-teacher conferences.	0	1	2	3	4
25. Talk with teachers about my child's progress in school.	0	1	2	3	4

**I (we)...**

	Never	Sometimes	About Half the Time	Often	Regularly
26. Go to school activities.	0	1	2	3	4
27. Help at school when we can.	0	1	2	3	4
28. Set study times at home.	0	1	2	3	4
29. Am interested in what my child is doing at school.	0	1	2	3	4
30. Go over my child's school work.	0	1	2	3	4
31. Talk with my child about what s/he is doing in school.	0	1	2	3	4
32. Have set up a place at home for my child to do homework.	0	1	2	3	4

PR/Award # S215E140039

Page e43

	A	B	C	D	E	F	G	H
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

## Elementary School Survey

2013□2014

□ is survey is voluntary. You do not have to complete this survey, but we hope that you will. We need your help!

Your answers will improve health programs.

Please do not write your name on this form or the answer sheet. No one but you will know how you answer these questions.

Please mark only one answer for each question on the answer sheet. Fill in the bubbles neatly with a #2 pencil. Please do not write on the survey questionnaire.

Please read every question carefully. Mark one choice on your answer sheet for each question.

□ ank you for taking this survey!

First, write your SCHOOL NAME on the top of the answer sheet.

1. Fill in the bubble for number
  
2. How old are you?
  - A) 7 years old, or younger than 7
  - B) 8 years old
  - C) 9 years old
  - D) 10 years old
  - E) 11 years old
  - F) 12 years old
  - G) 13 years old, or older than 13
  
3. Are you female or male?
  - A) Female
  - B) Male
  
4. What grade are you in?
  - A) 3rd grade
  - B) 4th grade
  - C) 5th grade
  - D) 6th grade
  
5. During the past year, how many times have you moved (changed where you live)?
  - A) 0 times
  - B) 1 time
  - C) 2 or more times
  
6. Did you eat breakfast this morning?
  - A) No
  - B) Yes

7. When you ride in a car, do you wear a seat belt?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
8. When you ride a bicycle, do you wear a helmet?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
  - E) I do not ride a bicycle

The next questions ask about your school.

9. Do you feel close to people at school?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
10. Are you happy to be at this school?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
11. Do you feel like you are part of this school?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time

12. Do teachers treat students fairly at school?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
13. Do you help make class rules or choose things to do at school?
- A) No, never.
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
14. Do the teachers and other grown-ups at school care about you?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
15. Do the teachers and other grown-ups at school tell you when you do a good job?
- A) No, never.
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
16. How well do you do in your schoolwork?
- A) I'm one of the best students
  - B) I do better than most students
  - C) I do about the same as others
  - D) I don't do as well as most others
17. Do the teachers and other grown-ups at school listen when you have something to say?
- A) No, never.
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time

18. Do the teachers and other grown-ups at school believe that you can do a good job?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
19. Do you do things to be helpful at school?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
20. Do you plan to go to college or some other school after high school?
- A) No
  - B) Yes

Here are questions about events that may happen at school and after school.

21. During the past year, how many times have you hit or pushed other kids at school when you were not playing around?
- A) 0 times
  - B) 1 time
  - C) 2 times
  - D) 3 or more times
22. During the past year, how many times have you spread mean rumors or lies about other kids at school?
- A) 0 times
  - B) 1 time
  - C) 2 times
  - D) 3 or more times

23. Do other kids hit or push you at school when they are not just playing around?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
24. Do other kids at school spread mean rumors or lies about you?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
25. Do other kids at school spread mean rumors or lies about you on the internet (i.e. Facebook  MySpace  email, instant message)?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
26. During the past year, did you ever bring a gun or knife to school?
- A) No
  - B) Yes
27. During the past year, have you ever seen another kid with a gun or knife at school?
- A) No
  - B) Yes
28. Are you home alone after school?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time

29. Do you feel safe at school?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time

30. Do you feel safe outside of school?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time

The next questions are about cigarettes, alcohol, and other drugs.

31. Have you ever smoked a cigarette?
- A) No
  - B) Yes, I smoked part of a cigarette, like one or two puffs
  - C) Yes, I smoked a whole cigarette

32. Have you ever chewed tobacco or snuff (dip)?
- A) No
  - B) Yes

33. Have you ever drunk beer, wine, or other alcohol?
- A) No
  - B) Yes, I drank one or two sips
  - C) Yes, I drank a full glass

34. Have you ever sniffed something through your nose to get high?
- A) No
  - B) Yes

35. Have you ever smoked any marijuana (pot, grass, weed)?
- A) No

36. Have you ever used alcohol or an illegal drug like marijuana before school or at school?
- A) No
  - B) Yes
37. Do you think smoking cigarettes is bad for a person's health?
- A) No, not bad
  - B) Yes, a little bad
  - C) Yes, very bad
38. Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?
- A) No, not bad
  - B) Yes, a little bad
  - C) Yes, very bad
39. Do you think using marijuana (pot, grass, weed) is bad for a person's health?
- A) No, not bad
  - B) Yes, a little bad
  - C) Yes, very bad
  - D) I don't know what marijuana is
40. In the past month, did you drink any beer, wine, or other alcohol?
- A) No
  - B) Yes, I drank one or two sips
  - C) Yes, I drank a full glass
41. In the past month, did you smoke a cigarette?
- A) No
  - B) Yes

Below are questions about your health and things you might do.

42. Do you try to understand how other people feel?
- A) No, never
  - B) Yes, some of the time

43. Do you feel bad when someone else gets their feelings hurt?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
44. Do you know where to go for help with a problem?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
45. Do you try to work out your problems by talking or writing about them?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
46. Do you try to do your best?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
47. Do you have goals and plans for the future?
- A) No
  - B) Yes
48. Do you think you are too skinny, about right, or too fat?
- A) Too skinny
  - B) About right
  - C) Too fat

50. Have other kids at school ever teased you about what your body looks like?
- A) No
  - B) Yes
51. How many days each week do you exercise, dance, or play sports?
- A) 0 days
  - B) 1 day
  - C) 2 days
  - D) 3 days
  - E) 4 days
  - F) 5 days
  - G) 6 or 7 days
52. When not exercising, do you ever have trouble breathing (for example, shortness of breath, wheezing, or a sense of tightness in your chest)?
- A) No
  - B) Yes
53. Has a parent or some other adult ever told you that you have asthma?
- A) No
  - B) Yes
54. Yesterday, how much time did you spend watching TV or playing video games?
- A) None, I didn't watch TV yesterday
  - B) Less than 1 hour
  - C) About 1 hour
  - D) About 2 hours
  - E) 3 or more hours

e next two questions ask about your friends.

55. Do your best friends get into trouble?

- A) No, never
- B) Yes, some of the time

56. Do your best friends try to do the right thing?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time

Here are questions about your home.

57. Does a parent or some other grown-up at home care about your schoolwork?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
58. Does a parent or some other grown-up at home believe that you can do a good job?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
59. Does a parent or some other grown-up at home want you to do your best?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
60. Does a parent or some other grown-up at home listen when you have something to say?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time

61. Do you help at home?
- A) No, never
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
62. Do you get to make rules or choose things to do at home?
- A) No, never.
  - B) Yes, some of the time
  - C) Yes, most of the time
  - D) Yes, all of the time
63. Did you understand the questions on this survey?
- A) No, none of them
  - B) Yes, some of them
  - C) Yes, most of them
  - D) Yes, all of them
64. Did you answer the questions on this survey honestly and truthfully?
- A) No, none of them
  - B) Yes, some of them
  - C) Yes, most of them
  - D) Yes, all of them
65. Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
- A) No
  - B) Yes
  - C) Don't know





LOUISIANA TECH UNIVERSITY

DEPARTMENT OF PSYCHOLOGY & BEHAVIORAL SCIENCES

Ph.D. - COUNSELING PSYCHOLOGY • Ph.D. - INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY
M.A. - COUNSELING & GUIDANCE • M.A. - INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY • B.A. - PSYCHOLOGY

MEMORANDA OF AGREEMENT BETWEEN LOUISIANA TECH UNIVERSITY Department of Psychology and Behavioral Sciences Graduate Program of School Counseling and Guidance AND WEBSTER PARISH SCHOOLS

Louisiana Tech University is proud to partner with the Webster Parish School System in their efforts to secure funding through an Elementary and Secondary School Counseling Program grant from the U. S. Department of Education. If funded, we will provide assistance to school site counselors in developing innovative college and career exploration activities for all elementary school students. We will also host the 5th grade students' field trip to the University and provide exposure to college and planning for the future that directly tie to the goals and objectives of the grant.

We will also provide input and feedback on the project through our contact with the Project Director and Project Evaluator.

(b)(6)

Dr. Ida Chauvin Faculty Representative Louisiana Tech University

4-14-14 Date

(b)(6)

Dr. Latoya Pierce Authorized Representative Counseling and Guidance Program Louisiana Tech University

4/14/14 Date

Dr. Dan Rawls Superintendent, Webster Parish Schools

4/22/2014 Date

A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

**MEMORANDA OF AGREEMENT  
BETWEEN  
REGION VII PBIS CONSORTIUM  
AND  
WEBSTER PARISH SCHOOLS**

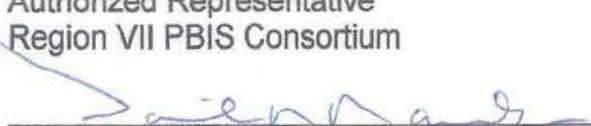
The Region VII PBIS Consortium is funded by the Louisiana State Department of Education and serves the local school districts in the area. The members of the consortium look forward to partnering with staff members of the Webster Parish School System in their efforts to secure funding through an Elementary and Secondary School Counseling Program grant from the U. S. Department of Education. If the grant is awarded to Webster Parish Schools, we will be willing to provide training to selected personnel on crisis management, positive behavioral supports, mental health, parenting topics, character education, bullying prevention, suicide prevention, and classroom management. In addition, we will also be available for consultation if school site counselors need technical assistance in meeting the needs of their elementary school students in order to meet and surpass the goals and objectives of the grant.

Consortium members will also provide input and feedback on the project through our contact with the Project Director and Project Evaluator. If you have any questions, please feel free to contact me at (318)603-6484 or at [bwhite@caddo.k12.la.us](mailto:bwhite@caddo.k12.la.us).

(b)(6)

Dr. Barzanna White  
Authorized Representative  
Region VII PBIS Consortium

4/15/2014  
Date

  
Dr. Dan Rawls  
Superintendent, Webster Parish Schools

4/16/14  
Date

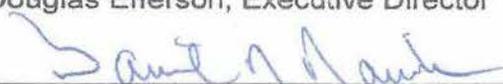
**MEMORANDA OF AGREEMENT  
BETWEEN  
DHH/NORTHWEST LOUISIANA HUMAN SERVICES DISTRICT  
AND  
WEBSTER PARISH SCHOOL BOARD**

The Louisiana Department of Health and Hospitals, Northwest Louisiana Human Services District supports the Webster Parish School System in their efforts to secure funding through an Elementary and Secondary School Counseling Program grant from the U. S. Department of Education. If funded, our organization will partner with the school system to provide staff development and training in the areas of suicide awareness and prevention, behavioral health identification and intervention, and substance use prevention. We will also provide assistance to improve the school climate of all Webster Parish schools through in-depth analysis of future Louisiana Caring Communities Youth Survey results.

The Northwest Louisiana Human Services District facilitates the monthly meetings of the Northwest Louisiana Behavioral Health Regional Advisory Council and through such meetings will provide assistance in establishing working relationships with similar community initiatives. We will also provide input and feedback regarding the project during the monthly meetings.

(b)(6)

\_\_\_\_\_  
DHH/Northwest Louisiana Human Services District  
Douglas Efferson, Executive Director

  
\_\_\_\_\_  
Dr. Dan Rawls  
Superintendent, Webster Parish Schools

4-9-14  
Date

4-16-14  
Date



Northwest Louisiana Human Services District \* 2924 Knight Street, Building III, Suite 350, Shreveport, LA 71105 \* Phone (318) 862-3085 \* Fax (318) 862-3088

April 16, 2014

Dr. Dan Rawls, Superintendent  
Webster Parish School Board  
1442 Sheppard Street  
Minden, LA 71055

Dear Dr. Rawls,

The Northwest Louisiana Human Services District (NLHSD) is responsible for seeking feedback and developing partnerships with stakeholders through our local Behavioral Health Advisory Councils. As the Executive Director for the NLHSD, I am pleased to offer the support of The Northwest LA Behavioral Health Advisory Council (NWLABHAC) for your efforts to obtain funding from the Elementary and Secondary School Counseling Program from the U. S. Department of Education on behalf of your school district. Our Council, and its many agency representatives, actively works with school districts in our region to provide them access to resources, training and technical assistance to enhance school-based mental health services. In addition, we truly believe in preventative efforts and strongly support our school districts through providing funding and programs related to substance use prevention and mental health promotion.

As you are aware, many students encounter significant non-academic barriers to education which greatly impact their ability to achieve academically. Your proposed initiative will help to address those barriers by increasing access to mental health services and providing evidence-based programming for elementary school students.

The NWLABHAC will gladly support your project by providing assistance in linking the district with local service providers, many of whom are represented on this Council. We will also provide assistance in exploring options for sustaining and/or expanding the program after federal funding has ended. As a Council, we would love for a representative from your district's project to attend our monthly meetings in order to report on the implementation of the project and allow us to provide feedback. It will also enable the Council's organizations and agencies (listed below) to further expand their involvement by providing opportunities to address the needs of the students and communities included in the project.

Your proposed project builds nicely on several initiatives already underway in the region and has great potential to enhance our local service delivery system. We look forward to working with you on this exciting project.

Agencies/Organizations Represented on the Northwest Louisiana Behavioral Health Advisory Council:

Goodwill Industries, Community Support Programs, Easter Seals Louisiana, Council on Alcoholism and Drug Abuse of Northwest Louisiana, Families Helping Families (Region VII), Office of Public Health, Northwest Human Services District—Behavioral Health/Developmental Disabilities, Louisiana Department of Education, Northwest Louisiana Suicide Prevention Coalition

Sincerely,

(b)(6)

Doug Efferson  
Executive Director  
Northwest LA Human Services District

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

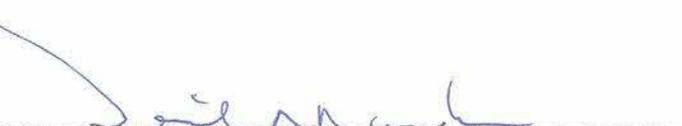
[View Optional Other Attachment](#)

## 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

Dr. Don Rawls

Superintendent  
\_\_\_\_\_  
Title

Webster Parish School Board  
\_\_\_\_\_  
Applicant Organization

4-22-14  
\_\_\_\_\_  
Date Submitted

## Indirect Cost Rate Acknowledgement Form

I acknowledge receipt of the 2013-2014 Restricted Indirect Cost Rate and agree that this rate will be used in recovering indirect costs from federal programs.

Webster Parish School District

LEA Name

7.4363%

Indirect Cost rate

(b)(6)

Signature of Superintendent or District Designee

4-15-13

Date Signed

Director of Business/Finance  
Title

Louisiana Department of Education Three Year Average and 3% Discount Indirect Cost Rate for Fiscal Year 2013-2014:

	2011-2012 (Vac Sev Pay Adj) (09/10 AFR Data)	2012-2013 (Vac Sev Pay Adj) (10/11 AFR Data)	2013-2014 (Adjustments) (11/12 AFR Data)	Three Year Average	Average w/ 3% Discount
<b>Webster Parish School District</b>	<b>7.4463%</b>	<b>7.6242%</b>	<b>7.9286%</b>	<b>7.6663%</b>	<b>7.4363%</b>

Return signed form no later than Tuesday, April 16, 2013 to:

Louisiana Department of Education  
 Division of Education Finance  
 Attn: Monique Livious  
 PO Box 94064, Ste 5-264  
 Baton Rouge, LA 70804-9064  
 FAX (225) 342-3744

## Position Description

### CFDA 84.215E – Elementary and Secondary School Counseling Program

<u>Position</u>	<u>Name</u>
School Counselor (1.0 FTE)	TBA

#### Nature of Position

Provide individual and group counseling to students. Collaborate with district staff to implement project-specific counseling strategies and school-wide intervention programs. Work as part of a team in developing and coordinating approaches to counseling designed to prevent school violence and other disciplinary/behavioral problems for school based staff, parents and students enrolled in the project.

#### Accountability

This position will report to the Project Director and Superintendent

#### Duties and Responsibilities

1. Provide individual and/or group counseling services to students and parents
2. Assist in implementing project goals and objectives.
3. Serve as liaison between and among schools, families, and community services.
4. Administer appropriate staff development for school-based staff.
5. Provide crisis intervention on pertinent subjects when the need arises and provide immediate counseling for victims and their families.
6. Recommend and implement ways to adjust instruction to accommodate students with diverse learning styles and special needs.
7. Assist in review of evaluative measures used, piloted, and adopted by the project.
8. Oversee implementation of universal prevention program to all students (Second Step) and additional SEL lessons as outlined in the project design.
9. Conduct skills-building workshops and support groups for parents.
10. Assist in planning, designing, producing, and disseminating project developed materials.
11. Participate in project staff meetings and in project planning, monitoring, evaluation, and staff development activities.
12. Perform any project-related tasks as assigned by the Project Director or Superintendent.

#### Qualifications

An individual who has a) documented competence in counseling children and adolescents in a school setting; and who is b) 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; or d) 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 the equivalent.

Knowledge of and experience with counseling methodologies appropriate for working with elementary school students and implementing project strategies.

Familiarity with the rural communities and population to be served.....

## State Single Point of Contact

Louisiana does not participate in the process of governmental review and does not have a State Single Point of Contact. Therefore, Webster Parish School Board will not submit a copy of this grant for review at the state level.

# MELANIE JACOBS

105 Janice Drive Ext. / Springhill, LA 71075 / 318-539-4116 / [mjacobs@websterpsb.org](mailto:mjacobs@websterpsb.org)

## EDUCATION

Franklin High School /1989

Louisiana State University/Bachelor's Degree in Education /1993

Louisiana Tech University/Master's Degree in Curriculum and Instruction/1997

Louisiana Tech University/Plus 30 in Educational Leadership

## OBJECTIVE

Position in Educational Leadership and Administration

## SKILLS PROFILE

- Strong leadership skills
- Ability to coordinate programs within and across schools
- Effectively delivers training/in services to groups

## EMPLOYMENT HISTORY

### **Special Education Supervisor**

7/1/2012/Present

Webster Parish School Board, Minden, Louisiana

- Coordinate and supervise special education programming for the district
- Direct spending of IDEA budget for the district (approximately 1.4 million dollars)
- Directly supervise and evaluate pupil appraisal and special education staff (35 staff members)

### **North Webster Jr. High School Principal**

2011-2012

Sarepta, Louisiana

- Moved 6,7,8<sup>th</sup> grades from Springhill to Sarepta to consolidate with Sarepta, Shongaloo and Cotton Valley students
- Supervised and evaluated staff of 25
- Instructional leader

### **Springhill Jr. /Sr. High Principal**

2005-2011

Springhill, Louisiana

- Served as principal for 500 students grades 7-12/2010 added 100 sixth grade students
- Supervised and evaluated staff of 45
- Coordinated move from jr. high facility to consolidate with high school/assisted with plans and organization of new school facility (moved in Spring of 2009)

### **Springhill Jr. High Principal**

2001-2005

Springhill, Louisiana

- Served as school administrator for 220 7<sup>th</sup> and 8<sup>th</sup> grade students
- Evaluated faculty of 15

## Position Description

### CFDA 84.215E - Elementary and Secondary School Counseling Program

<u>Position</u>	<u>Name</u>
Evaluator (per contract)	TBA

#### Nature of Position

Conducts external formative and summative evaluation of the project consistent with its program design, evaluation plan, and applicable Federal regulations; submits required, timely and complete evaluation plan, and applicable Federal regulations, submits required timely and complete evaluation reports.

#### Accountability

The Evaluator will be directly responsible to the Project Director and Superintendent

#### Duties and Responsibilities

1. Design an evaluation proven compatible with CFDA 84.215E pertinent Education Department General Administrative Regulations (EDGAR) requirements.
2. Report evaluation of program content, program implementation, and program outcomes in a manner consistent with the grant proposal and program requirements.
3. Submit all evaluation reports to the Project Director in a timely manner (before deadlines) as required in consultation with the Project Director and project and district staff.
4. Assist the project in data collection; conduct on-site observation and consultation; review data collection, analysis and recording processes, and recommend modifications.
5. Review and adjust the timeline for implementing evaluation activities in consultation with the Project Director, provide a schedule for conducting data gathering, analysis, and reporting, and conduct these processes.
6. Meet regularly with the Project Director to monitor progress of project implementation (process evaluation) and submit at least one interim mid-course report per project year.
7. Provide ongoing technical advice about evaluation processes and adjustments, as needed.
8. Outline evaluation processes at one or more Project Advisory Board meetings each year.
9. Communicate regularly with project staff.
10. Meet at least once per year with project staff and staff of the project sites.
11. Assist in reviewing staff development needs at the outset of each year.
12. Design project questionnaires, checklists, surveys, and all other project-developed instruments in consultation with the Project Director.
13. Attend at least one project staff meeting each year.

#### Qualifications

At least a Master's degree in Education or a project-related field, doctorate preferred. Knowledge of and experience in assessing Federal projects; experience in managing and conducting the evaluation process and familiarity with applicable Federal regulations governing the project. Ability to develop and submit timely evaluation reports in both print and electronic formats. Familiarity with the community and population to be served.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## Webster Cares Budget Narrative – Year 1

## Cost-Project In-Kind

### 1 Personnel

Project Director (.10 FTE)	\$	8,000
Project Coordinator (.50 FTE)		20,000
School Counselor (1.0 FTE x 4) at \$50,000/year	\$	200,000
Teacher Stipends for Mental Health 1 <sup>st</sup> Aid Training (120 staff x 2 days x \$100/day)	\$	24,000
Teacher Stipends for CPI Nonviolent Crisis Intervention Training (40 staff x .5 days x \$100/day)	\$	2,000
Total	\$	226,000

- The Project Director's salary is being provided in-kind by the district for the entirety of the project. The Project Director will spend 10% of time overseeing all aspects of the project, supervising staff, communicating with project partners and submitting reports.
- The Project Coordinator's salary is being provided in-kind. The Project Coordinator will spend 50% of time assisting the Project Director with the daily aspects of the project, communicating with schools, counselors, and community partners and coordination of activities and trainings at school sites based on the submitted timeline.
- Counselor salary based on scale for 10 month counselor with the required certification or licensing. The counselors will implement the various components of the proposed project and will spend the majority of their time providing direct services to students and families.
- Stipends for teachers to attend required professional development outside of normal school hours is calculated at the district rate of \$100 per day. All 120 teachers at targeted schools will receive Youth Mental Health First Aid training (2 days) during Year 1. Ten School Crisis Team members at each of the 4 targeted schools will receive CPI Non-Violent Crisis Intervention Training (.5 days) each year of the grant.

### 2 Fringe Benefits

Medicare at 1.45% of \$226,000	\$	3,277
Teacher Retirement System of Louisiana (28% of \$226,000)	\$	63,280
Health Insurance 4 employees x \$5837/yr	\$	23,348
Total	\$	89,905

- Medicare rate is 1.45%
- Teacher Retirement System of Louisiana 2014-15 employer contribution portion is 28% calculated on salary and stipend pay of \$226,000.
- Webster Parish School Board employer portion of health insurance premium for an employee choosing family coverage is \$5837 per year per employee.

### 3 Travel

Project Director's Meeting (one person, one night/two days):		
R/T Airfare 1 person @ \$500	\$	500
Hotel 1 night @ \$225/night	\$	225
Meal per diem @ \$65/day x 2 days	\$	130

Baggage fees and transportation to/from airport @ \$100	\$ 100
OSHS National Conference (two people, two nights, three days)	
R/T Airfare 2 people @ 500	\$ 1,000
Hotel 2 nights @ \$225/night x 2 people	\$ 900
Meal per diem @ \$65/day x 3 days x 2 people	\$ 390
Baggage fees and transportation to/from airport @ \$100 x 2	\$ 200
<b>Total</b>	<b>\$ 3,445</b>

- Travel costs are based on 2013-14 Louisiana Travel Guide for trips to Washington, DC (a Tier IV location) ([www.doa.louisiana.gov/osp/travel](http://www.doa.louisiana.gov/osp/travel))

## 5 Supplies

Laptops 4 @ \$750	\$ 3,000
Locking file cabinets 4 @ \$200	\$ 800
Printers 4 @ \$300	\$ 1,200
Consumable supplies @ \$500 per school x 4 schools	\$ 2,000
Youth Mental Health First Aid workbooks @ \$16 x 120	\$ 1,920
ShowMe Character Parent Surveys @ \$.35 x 2000 parents	\$ 700
CA Healthy Kids Survey @ \$1.50 x 2000 students	\$ 3,000
Second Step curriculum @ \$2149 per kit x 4 schools	\$ 8,596
<b>Total</b>	<b>\$ 21,216</b>

- 4 laptops will be purchased for counselors to maintain project records at \$750 each.
- 4 locking file cabinets will be purchased for counselors to house project files at \$200 each.
- 4 printers will be purchased for counselors to use for printing required documents.
- Consumable supplies such as pens, paper, ink, etc. allocated at \$500 per school site x 4 schools.
- Youth Mental Health First Aid training workbooks will be purchased for 120 staff members at \$16 each.
- ShowMe Character Parent Surveys will be administered to approximately 2000 parents in the spring of each project year to measure parental involvement, school climate, and school connectedness at \$.35 per survey.
- The California Healthy Kids Survey will be administered to approximately 2000 students in the Spring of each year at \$1.50 per survey to measure school climate.<sup>226</sup>
- One Early Learning through 5<sup>th</sup> grade Second Step kit will be purchased for each of the four schools at \$2149 per kit.

## 6 Contractual

Independent Evaluator @ 6% of \$347,366	\$ 20,841
Scanning/report creation of student surveys @ \$350 per school x 4 schools	\$ 1,400
Scanning/report creation of parent surveys @ 350 per school x 4 schools	\$ 1,400
Committee for Children implementation assistance	\$ 1,000
Youth Mental Health First Aid Trainer @ \$1500 day x 2 days	\$ 3,000
<b>Total</b>	<b>\$ 27,641</b>

- An external evaluator will be contracted to conduct a comprehensive process and outcome evaluation of the project at 6% of the grant total.
- An outside agency will be contracted with to scan student surveys and provide school level reports based on obtained data at \$350 per school report x 4 schools. Figures are based on survey developer's recommendation.
- An outside agency will be contracted to scan parent surveys and provide school level reports at \$350 per school report x 4 schools. Figures are based on survey developer's recommendation.
- The Committee for Children (program developers of Second Step) will provide implementation and technical assistance follow-up throughout Year 1 of grant.

<b>9 Direct Costs</b>	<b>\$368,207</b>	<b>\$ 28,000</b>
<b>10 Indirect Costs @ 7.4363%</b>	<b>\$ 27,381</b>	
<b>12 Total Costs of Project Year 1</b>	<b>\$395,588</b>	

## Webster Cares Budget Narrative – Year 2

## Cost-Project In-Kind

### 1 Personnel

Project Director (.10 FTE)	\$	8,000
Project Coordinator (.50 FTE)		20,000
School Counselor (1.0 FTE x 4) at \$50,000/year	\$	200,000
Teacher Stipends for CPI Nonviolent Crisis Intervention Training (40 staff x .5 days x \$100/day)	\$	2,000
Administrative cost @ less than 4%	\$	11,833
Total	\$	213,833

- The Project Director’s salary is being provided in-kind by the district for the entirety of the project. The Project Director will spend 10% of time overseeing all aspects of the project, supervising staff, communicating with project partners and submitting reports.
- The Project Coordinator’s salary is being provided in-kind. The Project Coordinator will spend 50% of time assisting the Project Director with the daily aspects of the project, communicating with schools, counselors, and community partners and coordination of activities and trainings at school sites based on the submitted project design and timeline.
- The district requests funds of less than the 4% allowable administrative cost to assist with required records-keeping during Years 2 and 3.
- Counselors’ salaries based on scale for 10 month counselor with the required certification or licensing. The counselors will implement the various components of the proposed project and will spend the majority of their time providing direct services to students and families.
- Stipends for teachers to attend required professional development outside of normal school hours is calculated at the district rate of \$100 per day. Ten School Crisis Team members at each of the 4 targeted schools will receive CPI Non-Violent Crisis Intervention Training (.5 days) each year of the grant.

### 2 Fringe Benefits

Medicare at 1.45% of \$202,000	\$	2,929
Teacher Retirement System of Louisiana (28% of \$202,000)	\$	56,560
Health Insurance 4 employees at \$5837 per year	\$	23,348
Total	\$	82,837

- Medicare rate is 1.45%
- Teacher Retirement System of Louisiana 2014-15 employer contribution portion is 28% calculated on salary and stipend pay of \$202,000.
- Webster Parish School Board employer portion of health insurance premium for an employee choosing family coverage is \$5837 per year per employee.

### 3 Travel

OSHS National Conference (two people, two nights, three days)		
R/T Airfare 2 people @ 500	\$	1,000
Hotel 2 nights @ \$225/night x 2 people	\$	900
Meal per diem @ \$65/day x 3 days x 2 people	\$	390





	Baggage fees and transportation to/from airport @ \$100 x 2\$	200
Total		\$ 2,490

- Travel costs are based on 2013-14 Louisiana Travel Guide for trips to Washington, DC (a Tier IV location) ([www.doa.louisiana.gov/osp/travel](http://www.doa.louisiana.gov/osp/travel))

### 5 Supplies

Consumable supplies @ \$500 per school x 4 schools	\$ 2,000
ShowMe Character Parent Surveys @ \$.35 x 2000 parents	\$ 700
CA Healthy Kids Survey @ \$1.50 x 2000 students	\$ 3,000
Total	\$ 5,700

- Consumable supplies such as pens, paper, ink, etc. allocated at \$500 per school site x 4 schools
- ShowMe Character Parent Surveys will be administered to approximately 2000 parents in the spring of each project year to measure parental involvement, school climate, and school connectedness at \$.35 per survey.
- The California Healthy Kids Survey will be administered to approximately 2000 students in the spring of each year at \$1.50 per survey to measure school climate.

### 6 Contractual

Independent Evaluator @ 6% of \$295,827	\$ 17,750
Scanning/report creation of student surveys @ \$350 per school x 4 schools	\$ 1,400
Scanning/report creation of parent surveys @ 350 per school x 4 schools	\$ 1,400
Total	\$ 20,550

- An external evaluator will be contracted to conduct a comprehensive process and outcome evaluation of the project at 6% of direct costs less allowable administrative cost
- An outside agency will be contracted to scan student surveys and provide school level reports based on obtained data at \$350 per school report x 4 schools. Figures are based on survey developer's recommendation
- An outside agency will be contracted to scan parent surveys and provide school level reports at \$350 per school report x 4 schools. Figures are based on survey developer's recommendation

**9 Direct Costs** **\$325,410**    **\$ 28,000**

**10 Indirect Costs @ 7.4363%** **\$ 24,198**

**12 Total Costs of Project Year 3** **\$349,608**

**Webster Cares Budget Narrative**  
**Grand Total Years 1-3**

	<b>Cost-Project</b>	<b>In-Kind</b>
<b>1 Personnel</b>	<b>\$ 653,666</b>	<b>\$ 84,000</b>
<b>2 Fringe Benefits</b>	<b>\$ 255,579</b>	
<b>3 Travel</b>	<b>\$ 8,425</b>	
<b>5 Supplies</b>	<b>\$ 32,616</b>	
<b>6 Contractual</b>	<b>\$ 68,741</b>	
<b>9 Direct Costs</b>	<b>\$1,019,027</b>	
<b>10 Indirect Costs (7.4363%)*</b>	<b>\$ 75,777</b>	
<b>12 Total Costs of Project</b>	<b>\$1,094,804</b>	<b>\$84,000</b>

\*2013-14 Indirect Cost Rate

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

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

Name of Institution/Organization

Webster Parish School Board

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	226,000.00	213,833.00	213,833.00			653,666.00
2. Fringe Benefits	89,905.00	82,837.00	82,837.00			255,579.00
3. Travel	3,445.00	2,490.00	2,490.00			8,425.00
4. Equipment						
5. Supplies	21,216.00	5,700.00	5,700.00			32,616.00
6. Contractual	27,641.00	20,550.00	20,550.00			68,741.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	368,207.00	325,410.00	325,410.00			1,019,027.00
10. Indirect Costs*	27,381.00	24,198.00	24,198.00			75,777.00
11. Training Stipends						
12. Total Costs (lines 9-11)	395,588.00	349,608.00	349,608.00			1,094,804.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Louisiana Department of Education

The Indirect Cost Rate is 7.44 %.

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

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

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

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Melanie	<input type="text"/>	Jacobs	<input type="text"/>

Address:

Street1:	1442 Sheppard Street
Street2:	<input type="text"/>
City:	Minden
County:	Webster
State:	LA: Louisiana
Zip Code:	71058-0520
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="318-377-7052"/>	<input type="text" value="318-377-4114"/>

Email Address:

**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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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