

**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 # S215E140053**

**Grants.gov Tracking#: GRANT11635309**

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

Closing Date: Apr 28, 2014

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/24/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Corbin Board of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="61-6001398"/>	* c. Organizational DUNS: <input type="text" value="0810036340000"/>

**d. Address:**

* Street1: <input type="text" value="108 Roy Kidd Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Corbin"/>
County/Parish: <input type="text" value="Whitley"/>
* State: <input type="text" value="KY: Kentucky"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="40701-1302"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Mark"/>
Middle Name: <input type="text" value="A."/>	
* Last Name: <input type="text" value="Daniels"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Director of Support Services"/>	

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

* Telephone Number: <input type="text" value="606-528-1303"/>	Fax Number: <input type="text" value="606-523-1747"/>
---	---

* Email: <input type="text" value="mark.daniels@corbin.kyschools.us"/>
--

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.215

CFDA Title:

Fund for the Improvement of Education

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

ED-GRANTS-031214-001

\* Title:

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

**13. Competition Identification Number:**

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Corbin Independent School District Elementary and Secondary School Counseling Grant

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="285,000.00"/>
* 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="285,000.00"/>

**\* 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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Mark Daniels"/>	<b>TITLE</b>  <input type="text" value="Superintendent"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Corbin Board of Education"/>	<b>DATE SUBMITTED</b>  <input type="text" value="04/24/2014"/>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <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: Corbin Board of Education * Street 1: 108 Roy Kidd Avenue    Street 2: * City: Corbin    State: KY: Kentucky    Zip: 40701 Congressional District, if known: Fifth		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> U.S. 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: Not applicable    Middle Name: * Last Name: Not applicable    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix:    * First Name: Not applicable    Middle Name: * Last Name: Not applicable    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<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> Mark Daniels <b>* Name:</b> Prefix: Mr.    * First Name: Marion    Middle Name: Ed * Last Name: McNeel    Suffix: <b>Title:</b> Superintendent <b>Telephone No.:</b> 606-528-1303 <b>Date:</b> 04/24/2014		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140053

## 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.**

GEPA427Statement.pdf

Add Attachment

Delete Attachment

View Attachment

***GEPA 427, Equitable Access to and Participation in  
Federally-assisted Programs***

The Corbin Independent School System will comply with the requirements of Section 427 of the General Education Provisions Act (GEPA). In addition, the collaborating agencies with this proposal will meet the requirements as well, providing equitable access and participation for all individuals.

In reducing any barriers for the proposed project, instructional methods that might cause a barrier will be modified in relation to language or disability, providing appropriate equipment or personnel experienced in regard to not restricting any person who will be a participant in the project. Participation in the programs and activities will also be made available through a variety of media to provide access for those who may have a disability or language barrier (i.e., English as a second language).

As a public school, the Corbin Independent School District currently complies with providing access to all individuals with disabilities, and provides services as needed for those who require them.

## 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.

<b>* APPLICANT'S ORGANIZATION</b> Corbin Board of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Marion Middle Name: Ed
* Last Name: McNeel	Suffix:
* Title: Superintendent	
<b>* SIGNATURE:</b> Mark Daniels	<b>* DATE:</b> 04/24/2014

## 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 Corbin Independent School District is applying for grant funds to implement a comprehensive counseling program with evidence-based strategies that will impact 2,043 students in a total of four schools and one alternative school which services state agency children. The project addresses the **Competitive Preference Priority** of Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement.

Corbin is the largest town in the southeastern Kentucky and is in a county that is one of the top twenty fastest growing populations in the state. Due to such growth and budget cuts, funding of this project will provide four counselors to schools that do not have any counselors and no comprehensive services for the students in those buildings. In addition, Corbin is in a county that ranks 93 out of 120 counties in terms of mental health and overall quality of life.

Project outcomes will include 1) Reducing negative risk factors that impact student performance and attitude toward school; 2) Creating a comprehensive network of protective factors for students and families; 3) Creating a matrix of evidence-based strategies for staff that will promote an improved school environment; and 4) Establishing a program that will demonstrate sustainability and continue to provide research-based strategies to foster an ongoing positive school setting for student learning, safety and health.

All four proposed project counselors/school social workers will utilize strategies established through The American School Counselors Association, and all evidence-based strategies are listed under The Substance Abuse and Mental Health Association's National Registry for Evidence-based Programs and Practices. These programs will include the comprehensive program entitled *Project Achieve* for all grade levels, with age-appropriate and subject strategy-focused programs *Second Step* and Dr. Botvin's *LifeSkills* Program.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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<b>IV. Quality of the Project Evaluation</b>	<b>Page 21</b>

## Project Narrative

- 1. Need for the Project (20 points) In determining the need for the proposed project, the following factors are considered: 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 magnitude of those gaps and weaknesses.**

The Corbin Independent School District (also known as Corbin City Schools) is applying for the Elementary and Secondary School Counseling grant to provide much needed services for our students in southeastern Kentucky. This application meets the Competitive Preference Priorities (referred to in this narrative as “CPP”) which includes Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement. Classified as a rural locale 6 by the National Center for Education Statistics, this area has experienced an unusual growth in population, being ranked in the top twenty counties for most growth in the state. With this growth, as well as budget cuts to education and the existence of NO counseling services in the four targeted schools, the need for counseling of students has grown beyond expectations, thus necessitating the need for these grant funds.

**Needs Assessment:** Corbin is the largest town in southeastern Kentucky, maintaining a centralized population of 10,146 and a total of over 30,000 with smaller surrounding communities. Although rural, Corbin has industry through the railroad and manufacturing. The city is actually situated in three different counties (Knox, Whitley and Laurel). Additional demographic information about the community of this applicant is that the poverty rate is 34.1%, with 24% of the county ages 18 to 24 having less than a high school diploma. Only 11.9% have earned a bachelor’s degree or higher. *(Source: U.S. Census Data).*

In terms of health, this community resides in a county that in 2012 ranked low at 94 out of 120 counties in terms of premature death and 93 out of 120 counties in poor health behaviors. Factors for this low score include smoking, obesity, physical inactivity and poor mental health.

In relation to social and economic factors, this community ranks 92 out of 120 counties, having a high prevalence of violent crime and injury deaths (*Robert Wood Johnson Foundation data*). 42% of the children in this area live in poverty, with 23% being having inadequate social support and 34% of children living in single-parent households (*Annie Casey Foundation data*). The latest results from the Kentucky for Intervention and Prevention (**KIP**) survey demonstrate alcohol and tobacco continue to be the most commonly used drugs. Attendance is also below state average, ranking barely 94% compared to 95% for most schools in the state (*Kentucky Department of Education data*).

Based on the most recent administration of the Kentucky Next-Generation Learners Accountability System, Corbin Independent Schools missed reaching the state mandated proficiency targets for 2013 in Reading and Math. Corbin Independent also failed to meet the state proficiency target for College/Career Readiness. Students in the gap group (low socioeconomic status, disability, etc...) scored well below their peers in all content areas.

Currently there are no counseling services available at the middle, intermediate and elementary schools. The two counselors in the district serve only the high school of over 800 students. In the first part of this year alone, over 138 safe school incidents were reported, ranging from student fights, harassment/bullying to carrying weapons to school. In relation to school prevention programs, school staff members have been given resources such as the research-based *Second Step* kits that provide prevention strategies for bullying and substance abuse prevention. However, implementation has been lacking. This necessitates the addition of dedicated personnel to ensure that students receive needed services that remedy these issues.

The district uses the aforementioned KIP survey and The Youth Risk Behavior Surveillance System (YRBSS) to track mental health and other barriers to student learning. The

KIP is a reliable, standardized instrument that has been field tested for over six years through the Kentucky Division of Substance Abuse for all schools in the state and is used in grades 6, 8, 10 and 12. The Youth Risk Behavior Surveillance System (YRBSS) is also utilized for grades six and up. Developed in 1990 by the National Center for Chronic Disease Prevention and Health Promotion (CDC), the YRBSS provides data on alcohol and other drug use, sexual behaviors, and other risk behaviors for grades that the KIP survey does not assess.

According to the 2013 Youth Risk Behavior Survey results, 49% of middle school students in Corbin reported having been bullied on school property; 26% reported having been bullied electronically. Of those surveyed, 16% of students reported having seriously thought about committing suicide; 10% made a plan about how they would kill themselves, and 7% had actually attempted suicide. 8% of students reported that they do not have an adult in their life that they trust and can talk to about serious problems.

According to 2012-2013 KIP Survey results, of the 222 sixth grade students and 215 eighth grade students surveyed, 32% of 6<sup>th</sup> grade students and 16% of 8<sup>th</sup> grade students reported particular places at school where they felt unsafe. Restrooms (24%), parking lots (16%), and school grounds (10%) were the top three areas that 6<sup>th</sup> graders felt unsafe, with restrooms (7%), parking lots (6%), and hallways (6%) being the top three areas that 8<sup>th</sup> graders felt unsafe. 14% of 6<sup>th</sup> graders claimed they felt unsafe in the school building both after school or the entire school day. 52% of 6<sup>th</sup> grade students are afraid of someone taking money or things directly from them by using force, weapons, or threats. 47% of 6<sup>th</sup> grade students and 19% of 8<sup>th</sup> grade students are afraid of someone physically threatening, attacking, or hurting them while at school. 27% of 6<sup>th</sup> grade students and 15% of 8<sup>th</sup> grade students reported having someone verbally threaten them at school.

According to the Corbin Intermediate/Middle School Needs Assessment Survey Youth Services Center survey, 32% of respondents feel that students need self-esteem building programs that teach them how to feel good about themselves. 30% feel that the school district needs programs that teach students how to deal with peer pressure. 26% feel that Corbin schools need more anti-bullying programs. 28% of students feel that students need more information or a program to offer assistance if there is verbal, physical, or sexual abuse at home. Statistics from the K6 clinically validated scale used in 2012 show that 9.3% of 6<sup>th</sup> grade students in the Corbin district suffered from serious psychological distress such as depression or anxiety.

### **Substance Abuse**

According to the 2013 Youth Risk Behavior Surveillance Survey (YRBSS), 25% of middle school students in Kentucky admitted to having tried smoking cigarettes, 7% of students admitted to smoking cigarettes on one or more occasions in the past 30 days, and 4% admitted to smoking cigarettes daily (at least one cigarette every day) for 30 days. 11% of Corbin middle school students admitted to using marijuana (at least once), 8% of students admitted to taking a prescription drug without a doctor's prescription, and 28% of students admitted to having consumed more than a few sips of alcohol.

According to the 2012-2013 KIP Survey results including current use and age of onset of substance abuse, 11% of 6<sup>th</sup> grade students and 10% of 8<sup>th</sup> grade students have 1 or more close friends that smoke cigarettes, 10% of 6<sup>th</sup> graders and 17% of 8<sup>th</sup> graders have 1 or more close friends that drink alcohol, and 3% of 6<sup>th</sup> graders and 7% of 8<sup>th</sup> graders have 1 or more close friends that use marijuana. 7% of 6<sup>th</sup> grade students admitted to smoking their first cigarette by age 13 (3% at 10 or younger, 2% at age 11), and 7% of 8<sup>th</sup> grade students admitted to smoking their first cigarette by age 14 (2% at 10 or younger, 2% at age 11). 13% of 6<sup>th</sup> graders admitted to

having their first drink of alcohol by at 13 (5% at 10 or younger, 5% at age 11), and 11% of 8<sup>th</sup> graders admitted to having their first drink of alcohol by age 14 (2% at 10 or younger, 4% at age 14). 5% of 6<sup>th</sup> graders admitted to using smokeless tobacco for the first time by age 12 (3% at 10 or younger) and 6% of 8<sup>th</sup> graders admitted to using smokeless tobacco for the first time by age 14 (2% at 10 or younger. 3% of 6<sup>th</sup> graders admitted to being either drunk or high at school in the previous 12 months.

According to the additional needs assessment survey information, 18% of students felt that alcohol, tobacco, and other drugs are a problem in the middle school. 28% admitted to knowing another student who uses tobacco products regularly, and 13% know of another student who regularly drinks. 63% of students think that programs and teachers are doing a good job of educating students of the danger of alcohol, tobacco, and other drugs.

The following plan of action has been developed for this application based upon this needs assessment:

Gaps and Weaknesses	Proposed Program
Counselors are not available on a daily basis at elementary, intermediate or middle school	Add a team of 4 counselors/school social workers at each building to provide services and interventions targeting student learning, safety and health
Partial implementation of <i>Second Steps</i> program	Provide professional development training and implementation support through 8 <sup>th</sup> grade
No comprehensive behavior counseling matrix established for the district.	Professional development for administrators and staff through <i>Project Achieve</i> , targeting a comprehensive behavior support program for all grade levels
Lack of support to assist students in changing inappropriate behavior such as bullying and life transitions in grades K-8.	Provide organized support group services led by counselors (death, divorce, bullying, anger management); utilizing American School Counseling Association matrix of program goals, and evidence based programs for elementary school students (social skills, team work, classroom behavior, self-esteem building, leadership)
High rates of substance abuse among students	Consistently implement <i>Second Step</i> at grades 1- 8 consistently. Combine with other research-based prevention strategies such as Dr. Botvin's <i>LifeSkills</i> Program.
Little training in recognizing, understanding, and supporting	Professional Development strengthening the problem behavior identification and referral processed and classroom

behavioral and mental health needs.	management skills, Provide understanding of student’s mental health, special needs, and behavioral needs to help them be successful in the classroom.
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### **Target Population**

The target population includes all K-8 students in the two elementary schools, one intermediate and one middle school. The services to be provided from this grant will include building protective factors, fostering pro-social norms, and promoting behavioral competencies which will improve the sustained overall school environment including student learning, safety and health (Competitive Preference Priority). The total population is 2,043 elementary and middle school students that currently have NO access to a counselor.

A breakdown of the school demographics is as follows:

<b>Corbin Primary (Elementary)</b>	<u>Grade Levels:</u> K-2 <u>Student Population:</u> 644 <u>Free/Reduced Lunch Status:</u> 61% (393 students) <u>Special Needs:</u> 16% (103) <u>Ethnicity:</u> Hispanic: 15/Asian: 3/African-American: 2/Pacific Islander: 1/Caucasian: 609/Multi: 14 <u>LEP Status:</u> 2
<b>Corbin Elementary</b>	<u>Grade Levels:</u> 3-4 <u>Student Population:</u> 438 <u>Free/Reduced Lunch Status:</u> 59% (258 students) <u>Special Needs:</u> 23% (100 students) <u>Ethnicity:</u> Hispanic: 6/American Indian: 1/Asian: 3/African-American: 1/Caucasian: 421/Multi: 6 <u>LEP Status:</u> 2
<b>Corbin Intermediate</b>	<u>Grade Levels:</u> 5-6 <u>Student Population:</u> 416 <u>Free/Reduced Lunch Status:</u> 54% (226 students) <u>Special Needs:</u> 19% (81 students) <u>Ethnicity:</u> Hispanic: 5/American Indian: 2/African-American: 8/Caucasian: 399/Multi: 2 <u>LEP Status:</u> 3
<b>Corbin Middle School</b>	<u>Grade Levels:</u> 7-8 <u>Student Population:</u> 508 <u>Free/Reduced Lunch Status:</u> 50% (253 students) <u>Special Needs:</u> 21% (105 students) <u>Ethnicity:</u> Hispanic: 4/American Indian: 1/Asian: 9/African-American:

	1/Caucasian: 490/Multi: 3 LEP Status: 1
<b>Corbin Educational Program for Court Adjudication Students</b>	<u>Grade Levels:</u> 7-8 <u>Population:</u> 37 <u>Free/Reduced Lunch Status:</u> 84% (31 students) <u>Special Needs:</u> 38% (14 students) <u>Ethnicity:</u> Hispanic: 1/African-American: 1/Caucasian: 34/Multi: 1 LEP Status: 0

The magnitude of the data presented reflects a strong need for the implementation of counseling services for this school district so that it can close the huge gaps of weaknesses influencing the educational environment of those directly impacted by risk factors as well as indirectly impacted through negative residual effects. This proposal consists of placing four counselors/social workers in schools with NO current counseling services. This will be coupled with providing a comprehensive system of evidence-based programming to reduce negative behaviors and establish a consistent set of protective factors. This will improve school environment at all levels, engage the entire community in working together, and create a safer and advantageous place for learning (Competitive Preference Priority item).

**2. Quality of the Project Design (30 points) In determining the quality of the design of the proposed project, the following factors are considered:**

**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 building capacity to provide, improve and expand services addressing the needs of the targeted population, a committee of representatives from various groups and agencies was formed to contribute to this application process. This group will also serve as the Advisory Council for the project. The application committee for this proposal consists of the following members:

<b>Name</b>	<b>Title/Organization/Sector Represented</b>
Mark Daniels	Director of Support Services/Corbin Independent Schools
Susie Hart	Coordinator/Kentucky Agency for Substance Abuse Prevention
Michelle Alford	Comprehensive Care/Youth Services Center Coordinator for Corbin
Megan Howard	Family Resource Center Coordinator for Corbin
Brandi Webb	AmeriCorps for Corbin/Prevention Advocate
Kathy Lay	Health Department
Jeff Moran	Faith-Based
Kelly Mackey	Media
Toni Carloftis	Corbin High School
Kim Croley	Parent
Bethani Carmichael	Baptist Health/Trillium Treatment Center
Hannah Hart	Youth
Lisa Cleary	Business
Ed McNeel	School Superintendent
Chris Webb	Principal
Tom Greer	Department of Juvenile Justice Liaison/Day Treatment Center
Michael Colegrove	University of the Cumberlands Liaison
Cathy Prewitt	Family County Judge

The committee members making up this application represent educational, health, mental health, faith-based, business, law/justice, youth and media avenues that serve as investors in the reduction of negative risk factors among youth in the Corbin community. This committee will meet monthly to review and help expand support of the Corbin Counseling Project as a community owned program to ensure its successful implementation and sustainability within the schools. Having a wide diversity of perspectives is essential for the program to thrive in the community to create reciprocal “buy in” from parents, school staff, community/business partners, and students. Careful consideration is given in membership to ensure that local, state,

and federal programs are represented in addition to consideration of factors such as socioeconomic, ethnic, gender, racial, and cultural diversity. Diversity of perspectives will also be represented through surveys of community members, school staff, parents and students conducted annually to gather feedback and ideas for programming to meet the needs of students.

**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. (10 points)**

The design of the proposed project is built around evidence-based strategies that will provide the greatest success for students, families and schools. These strategies were selected for appropriateness in meeting the needs assessed from data collected from a variety of sources, including state and national validated surveys (i.e., KIP, YRBSS), school demographic data (Infinite Campus), and school-wide Family Resource and Youth Service Center survey data. This project will incorporate a comprehensive platform of professional development for staff on a district wide level through the selected program *Project Achieve*. This approach combines targeted prevention and intervention programs that rank among the highest in reliability and validity for reducing violence and substance use among youth, as well as creating social competence to foster positive norms for students as they mature into responsible adults.

There will be three evidence-based curricula for improving school engagement and school setting related to student learning, safety and health. The overall project design for curricula is included in the following matrix of service delivery:

<b>Grade Level</b>	<b>Curriculum</b>	<b>Attributes/Competencies</b>
K – Grade 8	<i>Project Achieve</i>	Comprehensive Application for Positive Behavior Support
K – Grade 8	<i>Second Step</i>	Empathy, Problem Solving
Grade 3 – Grade 8	<i>Lifeskills</i>	Drug Resistance Skills/Self-Management Skills

The measurable goals, objectives and outcomes to be achieved by this project include:

<b>Goal #1:</b> <b>Reduce risk factors that negatively impact student performance and attitude toward school.</b>		
<b><u>Objective 1a:</u></b> 10% annual reduction in safe school infractions and discipline referrals at all participating schools as measured by Infinite Campus school data.	<b><u>Activity 1a:</u></b> Provide one staff (counselor/school social worker) for each participating building to coordinate evidence-based counseling services and positive-support programs for students and families.	<b><u>Outcome 1a:</u></b> Reduced negative student behaviors at each building.
<b><u>Objective 1b:</u></b> Improve student attendance at all participating schools by a minimum of 1% as measured by Infinite Campus school data.	<b><u>Activity 1b:</u></b> Project Counselors/School Social Workers will work with students and families that are identified as missing multiple days of school for reasons other than sickness (i.e., discipline, tardiness, etc.).	<b><u>Outcome 1b:</u></b> Improved student attendance and family participation in schools served.
<b><u>Objective 1c:</u></b> 1% annual improvement in student attitudes toward school safety as measured by annual KIP surveys.	<b><u>Activity 1c:</u></b> Project Counselors/School Social Workers will conduct family workshops and programs with identified evidence-based services at each of the participating schools.	<b><u>Outcome 1c:</u></b> Improved school environment and community engagement in each participating school.
<b><u>Objective 1d:</u></b> 2% annual increase in academic proficiency in all core subject areas as documented through Infinite Campus school data reports and state/national assessments.	<b><u>Activity 1d:</u></b> Project Counselors/School Social Workers will coordinate services with students to improve and engage student learning to create an improved school culture and climate, thereby reducing barriers to learning.	<b><u>Outcome 1d:</u></b> Students in the targeted schools will demonstrate greater academic achievement.
<b><u>Objective 1e:</u></b> 10% decrease in rates of substance abuse by year 3 as documented in survey results	<b><u>Activity 1e:</u></b> Implementation of appropriate curricula to address substance abuse prevention.	<b><u>Outcome 1e:</u></b> Reduction in rates of substance abuse among participants

<b>Goal #2:</b> <b>Create a family-involved comprehensive network of protective factors for students.</b>		
<b><u>Objective 2a:</u></b> 100% of students in targeted schools will participate in an age appropriate, evidence-based program as documented through program enrollment.	<b><u>Activity 2a:</u></b> Project Counselors/School Social Workers and Project Director will coordinate services and implement evidence-based programs at each participating school so that all students are participating in age-appropriate curricula.	<b><u>Outcome 2a:</u></b> Participating students will utilize social, moral, and emotional competence strategies to develop protective factors.

<p><b><u>Objective 2b:</u></b> 10% annual increase in parental and family involvement in workshops and programs</p>	<p><b><u>Activity 2b:</u></b> Project Counselors/School Social Workers and Project Director will coordinate more parental and family engagement activities at each participating school.</p>	<p><b><u>Outcome 2b:</u></b> Improved parent and family engagement and involvement.</p>
<p><b><u>Objective 2c:</u></b> Evidence-based curricula will be embedded into 100% of participating school and district comprehensive improvement plans.</p>	<p><b><u>Activity 2c:</u></b> Project Counselors/School Social Workers and Project Director will collaborate with school staff and administrators to create an embedded array of proposed evidence-based curricula that will be purposely and consistently used throughout all grade levels.</p>	<p><b><u>Outcome 2c:</u></b> All students access aligned, evidence-based programs that to reduce negative risk factors and increase protective factors, promoting social and moral competence.</p>

<p><b>Goal #3:</b> <b>Create a matrix of evidence-based strategies for staff that will promote an improved school environment.</b></p>		
<p><b><u>Objective 3a:</u></b> 100% of staff members will receive Project Achieve professional development as measured by sign-in sheets and certifications of completion</p>	<p><b><u>Activity 3a:</u></b> Project Counselors/School Social Workers, Project Director will be trained and serve as coordinators for the full implementation of <i>Project Achieve</i> at each participating building.</p>	<p><b><u>Outcome 3a:</u></b> <i>Project Achieve</i> will serve as a consistent program focusing on emotional/behavioral and pro-social skills outcomes.</p>
<p><b><u>Objective 3b:</u></b> 100% of participating buildings will implement targeted evidence-based curricula as measured by sign-in sheets, certification completion, and student surveys.</p>	<p><b><u>Activity 3b:</u></b> Project Counselors/School Social Workers and Project Director will coordinate services of <i>Second Step</i> and <i>LifeSkills</i>, at the appropriate school buildings and students.</p>	<p><b><u>Outcome 3b:</u></b> All students receive targeted curricula to reduce negative risk factors school data reports.</p>
<p><b><u>Objective 3c:</u></b> 100% of participating schools will provide promotion of evidence-based services and project implementation, as documented through print, audio and digital media samples, and student/staff/family surveys.</p>	<p><b><u>Activity 3c:</u></b> Promotion of the program and evidence-based services will be performed through media materials, website and meetings.</p>	<p><b><u>Outcome 3c:</u></b> Students, staff, family and community members are knowledgeable of the types of programs and services that are available to them.</p>

<p><b>Goal #4:</b> <b>Establish a sustainable program using research-based strategies including Community</b></p>		
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<b>and Family Engagement. (Competitive Preference Priority)</b>		
<p><b><u>Objective 4a:</u></b> Community and family members will be updated monthly on activities to reduce risk factors.</p>	<p><b><u>Activity 4a:</u></b> Monthly reports provided to administrators, Advisory Council and school meetings.</p>	<p><b><u>Outcome 4a:</u></b> Stakeholders will be provided evidence-based data to reflect program successes.</p>
<p><b><u>Objective 4b:</u></b> Program successes and improvements will be shared monthly with internal and external stakeholders to build sustainable support.</p>	<p><b><u>Activity 4b:</u></b> Project Counselors/School Social Workers and Project Director will provide monthly reports of attendance data at school board and community meetings.</p>	<p><b><u>Outcome 4b:</u></b> Increased school board, community, and family support will provide sustainable funding for the program beyond the grant cycle.</p>
<p><b><u>Objective 4c:</u></b> Continual improvements in the school environment, student learning, safety, and health based upon project success.</p>	<p><b><u>Activity 4c:</u></b> Survey information will be shared at Advisory Council and school meetings.</p>	<p><b><u>Outcome 4c:</u></b> Surveys and participation rates of students and families in participating schools will show a minimum of 10% improvement in attitudes indicating increased protective factors.</p>

By fulfilling these activities to meet the objectives and goals of the project listed above, the design of this program meets the needs of the target population through the establishment of sustainable protective factors that will endure long past grant funding.

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

This project is designed with the most up-to-date knowledge regarding counseling to foster positive youth development and create an array of protective factors that are consistent among all proposed project counselors. Counselors/school social workers will utilize evidence-based programs across all grade levels. All programs are rigorous in design and meet SAMHSA’s standards for showing results grounded in research, giving the best opportunity for success. This project will conform with The American School Counselor Association National

Model based upon the four quadrants of 1) Foundation; 2) Delivery; 3) Management; and 4) Accountability. This is a comprehensive, data-driven school counseling matrix that will offer consistent strategies in providing the best possible services for students and families.

Within the ASCA National Model, the following program initiatives will be used:

<b>ASCA Model Framework for Program Goals</b>
<ol style="list-style-type: none"><li>1. Promote achievement, attendance, behavior and/or school safety;</li><li>2. Are based on school data;</li><li>3. May address school-wide data, policies and practices or address closing-the-gap issues;</li><li>4. Address academic, career and/or personal/social development; and</li><li>5. Are SMART: specific, measurable, attainable, results-oriented, time-bound.</li></ol>

All programs are classified as an up-to-date model design, which meets the criteria of well-implemented, evaluated programs assessed by the National Registry of Evidence-based Programs and Practices (NREPP), overseen by the Substance Abuse and Mental Health Services Administration (SAMHSA). All are based upon rigorous research standards. The effective practice and research supporting the programs to be implemented to build protective factors are described in the following passages (please note that short descriptions are included for all programs to be implemented in the project):

### ***Project Achieve***

The Corbin Independent School District has selected *Project Achieve* as the comprehensive model. The program is designed as a scaffolding model, implementing a three-year blueprint designed for each participating school. It is an evidence-based program recognized by SAMHSA, registered with NREPP, and was a recipient of the SAMHSA Administrators Award for School-Based Mental Health Services. The program has been recognized as a Promising Program for inclusion in the Model Programs Guide Database with the Office of Juvenile Justice and Delinquency Prevention. It addresses elementary schools, middle schools and alternative setting programs. In addition, *Project Achieve* has been proven

effective in urban, suburban and rural environments. One of the major factors in the selection of this program is the inclusion of professional development and implementation designed to meet the needs of each participating school. Components of *Project Achieve* align with the Competitive Preference Priority of Improving School Engagement, School Environment, along with School Safety and Improving Family and Community Engagement. These include: 1) School Staff Perceptions/Staff Interactions and School Cohesion; 2) School Discipline and Safety; 3) Age-Appropriate Social Skills Instruction; 4) Parent and Community Training, Support and Outreach; 5) Academic Achievement; and 6) Effective School and Professional Development.

The implementation of *Project Achieve* consists of the following implementation process:

<b>First Year</b>
<ul style="list-style-type: none"> <li>• Building committees meet on a monthly basis, with quarterly evaluations to determine progress toward School Improvement Plan goals and outcomes.</li> <li>• School completes and "rolls-out" the Behavioral Matrix, the student accountability document that sets the behavioral standards for the building.</li> <li>• Staff are trained and begin to implement the Stop &amp; Think Social Skills Program. Mental health specialists bring the Stop &amp; Think Parenting Program out to parents and the community.</li> <li>• The SPRINT (Pre-referral/Early Intervention Team) is trained on the SPRINT's Data-based Problem-Solving process, and begin case study practice to build proficiency.</li> <li>• School aligns organizational and committee structure with the characteristics of effective schools, and looks at its Mission Statement and committee contributions to that mission.</li> <li>• Committees and School Improvement Team write and approve the School Improvement Plan, integrating start-up Project ACHIEVE activities for Year 1.</li> <li>• The School Discipline Committee learns and begins to use Special Situation Analyses, as relevant, to improve behavior in common areas of the schools and as related to Teasing, Taunting, Bullying, Harassment, Hazing, and Fighting.</li> <li>• Staff learn and implement the Educative Time-Out process.</li> <li>• Staff learn and begin to use the SPRINT Data-based Problem-Solving process, and Grade-level SPRINT teams and meetings are established.</li> <li>• A formal Articulation Process occurs at the end of the school year to transfer the student, staff, and school "lessons learned" to the new school year.</li> </ul>
<b>Second Year</b>
<ul style="list-style-type: none"> <li>• Booster, extension, and application training in all Year 1 activities. Training and mentoring</li> </ul>

in all Year 1 activities for all staff new to the school.

- Selective staff training in behavioral/ecological classroom observation and in Instructional Environment and effective classroom instruction observation and assessment.
- Selective staff training in curriculum-based assessment and measurement, and in academic (literacy, mathematics, written expression) interventions and consultation at Tiers 1, 2, and 3 for at-risk, underachieving, and unsuccessful students.
- Staff training in classroom-based behavioral intervention, and selective staff training in behavioral interventions and consultation at Tiers 2 and 3 for challenging students.
- Parent and community outreach, including the initiation of school-based mental health services (as needed).

### **Third Year**

- Booster, extension, and application training in all Year 1 and 2 activities. Training and mentoring in all Year 1 and 2 activities for all staff new to the school.
- Selective staff training in the more intensive (Tier 2 and 3) interventions for students who continue to struggle academically and/or behaviorally.
- Selective staff training in consultation processes at the individual, small group, and organizational levels.
- Selective staff training in parent involvement and engagement strategies and techniques.

### **Sustainability Years**

- Continued, sustained implementation of all Project ACHIEVE components.
- Continued emphasis on leadership skills, building and sustaining school capacity and autonomy, and institutionalizing successful approaches.
- Continued emphasis on the Prevention, Strategic Intervention, and Intensive Need interventions for all students in both academic and behavioral areas.

### ***Second Step***

Developed in the mid-1980s by the Committee for Children, the program has proven results noted by the U.S. Department of Health and Human Services as a 41% reduction in the need for adult intervention during conflicts and 37% greater likelihood to choose positive social goals when compared to a control group. It has been proven effective across geographic, racial/ethnic and socioeconomic diversity. The age range of implementation is from ages 6 through 12. The curriculum consists of lessons performed in class, utilizing lesson guides and modeled by the teachers to promote pro-social behavior and to reduce antisocial behavior.

### *Life Skills*

The *LifeSkills Training* program (Botvin et al., 1990) is a universal school-based intervention designed to address a number of risk and protective factors through increasing drug resistance skills. There are two distinct versions of *LifeSkills Training* to be utilized, including one for elementary school (grades 3-6) and one for middle school (grades 6-8). The program has been utilized in urban, suburban and rural school settings with positive results. In comparison to *Second Step*, *LifeSkills Training* targets substance use in relation to alcohol, tobacco, inhalants, marijuana and poly-drugs. It also emphasizes normative beliefs about substance use and substance use refusal skills. This program has been recognized for its reliability and validity in multiple studies. Proven results include alcohol, tobacco and marijuana use reduced 50% to 75% across the United States when compared with control groups.

3. **Quality of Management Plan (30 points)** In determining the quality of the management plan for the proposed project, the following factors are considered: **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. (15 points)**

The project manager, Mark Daniels, has worked with science-based prevention and intervention strategies since 1999. He has implemented research-based curricula and strategies in the school system from early literacy (*Breakthrough to Literacy*) to troubled youth assistance (establishing one of the first day treatment centers in southeastern Kentucky for court-adjudicated youth). Mr. Daniels has also built capacity for these services, providing for their systemic integration into the schools and community.

Four Project Counselors/School Social Workers will be hired to provide ASCA counseling services and coordinate the evidence-based curricula at each of the schools identified in this proposal. Staffing will meet standards of the American School Health Association ratios

of 1 school counselor to 250 students combined with 1 school social worker to 800 students. These staff members will help provide training to teachers and staff and ensure the implementation of the programs as intended by the original developers. These four staff will collaborate with school administrators and other counselors in the district and community to network resources for the success of the project goals and objectives.

An outside evaluator will be contracted with experience evaluating educational and counseling programs to provide progress reports to the Advisory Council and staff on an annual basis of grant implementation. The Corbin Counseling Project will entail the following timeline to build capacity over the 36 month period:

<b>Timeline</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Milestone/Outcome</b>
<b>YEAR I Fall 2014</b>	Communicate grant news (tentative) and confirm roles of all/Hire curriculum staff/Organize training schedules for staff members/Confirm project implementation with key stakeholders and school staff.	Project Director/Counseling Staff/LEA Staff/Advisory Council	Lead people and staff organized/Community notified of project.
<b>YEAR I Winter 2014-2015</b>	Hold monthly meetings with key stakeholders and attend district team meetings to ensure thorough communication/Receive training/ Begin implementation of counseling and program curricula/ baseline survey data established	Director/Counseling Staff/Contracted Evaluator	Team meetings with LEA and key stakeholders provide positive flow of information/Curricula are implemented at each site.
<b>YEAR I Spring 2015</b>	Counseling and curricula implementation continues/Collection and reporting of data is supervised by evaluator	Project Director/Counseling Staff/Contracted Evaluator	Data is compiled by evaluator for the first year of implementation.
<b>YEAR II Summer 2015</b>	Review data, prepare and provide annual progress report to stakeholders, including	Project Director/Counseling Staff/Contracted	Progress report and needed changes (i.e., scheduling, etc.) provide

	U.S.D.E./Institute needed project changes /Schedule and provide training where needed.	Evaluator	constant improvement.
<b>YEAR II Fall 2015</b>	Begin implementation of counseling and curricula again/Hold monthly meetings with stakeholders to analyze progress.	Project Director/Counseling Staff/School Staff/Agency Providers	Curricula implementation continues as scheduled/Capacity building continues.
<b>YEAR II Winter 2015/Spring 2016</b>	Counseling and curricula programs continue/Data collection and reporting provided through evaluator	Project Director/Counseling Staff/Contracted Evaluator	Second year progress reports are completed and analyzed.
<b>YEAR III Summer 2016</b>	Professional development continues for staff/Meetings with LEA and monitoring of school scheduling, working toward integration, providing sustainability.	Project Director/Counseling Staff/LEA Staff	Results of prevention programs are embedded into each school's comprehensive plan.
<b>YEAR III Fall 2016/Winter 2017</b>	Counseling and curriculum programs/Data collection/ Monthly meetings continue with key stakeholders in the community.	Project Director/Counseling Staff/LEA Staff//Key Stakeholders	Capacity building is successful: each school's comprehensive plan to provide science-based, prevention programs as part of its regular instruction.
<b>YEAR III Summer 2017/Fall 2017</b>	Review data, prepare final report and provide to stakeholders and the United States Department of Education.	Project Director/Counseling Staff/Contracted Evaluator.	Project has proven to negative behaviors through positive school and community environment factors/ The Corbin School District continues its matrix of counseling and prevention programs as part of its comprehensive school plan.

**B. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (15 points)**

The procedures for ensuring feedback and continuous improvement in the operation of the project will be provided through the following methods:

**1. Project Counselors/Project Director:** Project staff will receive direct feedback on a daily basis from students, family members, staff and community members. This will provide a multitude of feedback information that can be gauged for improvement in the daily operations of the grant project. Information will be gathered from interviews, survey information and through reports of the school data collection system known as Infinite Campus.

**2. Advisory Council:** The Advisory Council, consisting of representatives from many facets of the community involved with youth development and counseling/health services, will provide monthly feedback and continuous improvement suggestions to the Project Director and Project Counselors/School Social Workers. Reports will be provided by the Project Director and Project Counselors/School Social Workers to the members, documenting data collected from each building through the school's Infinite Campus reporting system. These reports show demographics, safe school infractions, health information and other data related to the program initiatives. In addition, these reports can be processed for any timeframe, including daily, weekly, monthly or annually.

**3. State and National Assessment Data:** The project will utilize outside data including KIP, YRBSS, and other state and nationally normed assessments in evaluating annual trends to be addressed in relation to impacting progress of the grant project.

**4. Contracted Evaluator:** Reports will be provided to project staff and Advisory Council by an external evaluator to analyze trend data and make changes to improve program initiatives.

**5. Website/Media Outlet Information:** In addition, a website and reports to the media will be maintained for receiving feedback and providing progress of the program initiatives to the community. Progress reports and Advisory Council meetings/minutes will be published for transparency, allowing other districts and agencies to review.

- 4. Quality of the Project Evaluation (20 points) In determining the quality of the evaluation for the proposed project, the following factors are considered:**
- 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 (10 points).**

In addition to the broad goals and objectives, the evaluation plan utilizes the Government Performance and Results Act (GPRA) measures for this program include the following:

- Closing the gap between student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.
- The average number of referrals of this site for disciplinary reason in schools participating in the program.

Qualitative and quantitative data will be analyzed, and comparison to baseline data included in this application will be as follows:

**GPRA 1:**

Schools participating in the grant	Students enrolled (Baseline) (2012-2013)	Number of child-adolescent psychiatrists (Baseline) (2012-2013)	Number of school psychologists (Baseline) (2012-2013)	Number of school counselors (Baseline) (2012-2013)	Number of school social workers (Baseline) (2012-2013)	Number of other qualified mental health professionals (Baseline) (2012-2013)
Corbin Primary	644	0	0	0	0	0
Corbin Elementary	438	0	0	0	0	0
Corbin Intermediate	416	0	0	0	0	0
Corbin Middle	508	0	0	0	0	0
*Corbin Educational Center (Day Treatment)	37	0	0	1	0	2

Center— DJJ)						
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\*Participating with *Project Achieve* programs only.

**GPRA 2:**

Schools participating in the grant	Number of students enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons participating in the grant (Baseline) (2012-2013)
Corbin Primary	644	333
Corbin Elementary	438	176
Corbin Intermediate	416	293
Corbin Middle	508	616
*Corbin Educational Center (Day Treatment Center—DJJ)	37	266

\*Participating with *Project Achieve* programs only.

Performance measures will include the following:

Performance Measures	Targets	Measured by:
Gap between student /mental health professional ratio	Each elementary/ middle school will have a counselor on a daily basis.	Number of full time counselors hired by the project: <i>Data Source Human Resources</i>
Show a decrease in the number of student discipline referrals in the schools.	10% decrease each year across all grade levels.	1. Number of discipline incidents per school 2. Number of students with multiple offenses 3. Severity of incident type <i>Discipline Data from Infinite Campus</i>
Show an increase in daily attendance rate for students	Attendance rate will exceed 95% by year three in all grade levels.	Percent of students with a daily attendance rate of 94% (10+ absences in a 170 day school year Number of days present/number of days enrolled <i>Attendance/Enrollment data</i>
Increase the number of students who feel safe and supported by someone to talk with in the school setting	All grades will exceed 75% by year three.	Annual student survey conducted by ADAMHA and school climate surveys conducted by Corbin Independent Schools.
Provide professional development opportunities for each school staff leading to increased skill and in supporting	100% of teachers across all grades	Number of events Attendance records and types of staff who participate. School climate survey

and nurture the development of every child.		
Maintain Advisory Council of agencies, school staff, and parents.	Partners, Project Director, Counselors, Parents 100%	Number of meetings with Advisory Committee Attendance reports, minutes of meetings and types of staff who participate
Increase in parent involvement at participating schools.	Improvement in 100% of grade levels.	Referrals of parents to community resources, parent focus groups, and school climate survey

The external evaluation will provide extensive use of formative and summative evaluation. By making use of both quantitative and qualitative methods to monitor the progress of the project, continuous feedback will be provided to each school and the Advisory Council regarding all data necessary to measure the success of the grant’s progress. This will include student discipline, mental health services provided, attendance, academics and overall environment impacting student safety and overall health.

Surveys will be conducted by the external evaluator with students, staff and families twice in the first year, with follow-up surveys conducted once in the second and third year of the grant implementation to measure student attitudes about the safety and services that they are receiving. Semi-annual progress reports will be provided by the external evaluator, including qualitative data regarding academic improvement, discipline changes and attendance. An annual comprehensive progress report will be provided by the external evaluator to show summative data demonstrating progress in meeting the project goals, objectives and outcomes. The annual progress report will be made within 90 days of the program’s end or as required by the program.

Data collection instruments that will be utilized for this project will include the following:

**1. Kentucky Incentive for Prevention (also known as KIP) Survey:** Adopted as the standardized instrument for state assessment in relation to substance use among youth, the KIP

survey uses a modified version of a self-administered survey instrument chosen by the Center for Substance Abuse Prevention (CSAP) for use in each of the states that had interventions funded by the State Incentive Grant (SIG). This survey, the “Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco & Other Drug Use” (March 24, 1998 version) was prepared by M.W. Arthur, J.D. Hawkins, R.F. Catalano and J.A. Pollard. The survey is currently used in Kentucky with 99,000 students in 125 participating school districts, and the “margin of error” (sampling error), is close to zero. This instrument provides reliable data to measure changes in student perceptions and behavior, including binge drinking, perceptions of harmful effects of alcohol use, and disapproval of alcohol abuse.

**2. Youth Risk Behavior Surveillance System:** Developed in 1990, the Youth Risk Behavior Surveillance System (also known as the YRBSS) measures additional healthy risk behaviors, and will provide data for grades that the KIP survey does not assess. The YRBSS was developed by the National Center for Chronic Disease Prevention and Health Promotion (CDC) and monitors alcohol and other drug use, sexual behaviors and behaviors that contribute to unintentional injuries and violence. The evaluator will utilize data from this source to compare additional data in relation to general health, nutrition and safety perceptions of targeted students.

**3. Infinite Campus:** The main database system for the school system, Infinite Campus, maintains grades, attendance, discipline and demographic data on all students. All participating buildings have Infinite Campus, and the project director and evaluators will utilize the information in preparing reports to document the impact on participating students. The project director will review this information monthly. The evaluator will also be able to use this data for additional progress and comparisons, measuring impact of the implemented programs on academic and non-cognitive factors of the student participants.

Additional documentation will include the following:

- Monthly data regarding student services and referral of parents to community providers from project staff.
- Meetings documented by sign-in sheets and minutes.
- Data regarding staff development demonstrated by sign-in sheets and evaluations at the time training is delivered.
- Surveys of students collected at the beginning and end of the first year of funding and in the second semester thereafter.

The communication process for this project will be another platform to provide evaluation data and analysis. Each month, representatives from law enforcement, education, media, business, faith-based organizations and other agency providers will meet to discuss the operations of the program and its effect on the community.

**B. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (10 points)**

The evaluation will utilize several methods of evaluation to provide performance feedback for the Advisory Council, Project Director and Project Counselors/School Social Workers to analyze and permit periodic assessment in the project's progress. The external evaluator will meet in person a minimum of three times annually to discuss, review and analyze the project's evaluation findings with the Project Director, Project Counselors/School Social Workers and Advisory Council. Through these reviews and monitoring of the project during this time, the evaluator will identify successful strategies and target any gaps that may need focus to meet goals and objectives within timelines.

The external evaluator will also provide written progress reports that will be distributed and placed on the project's website for transparency, allowing community members and stakeholders to share in the grant project's efforts in improving student attitude and overall school environment beyond those in attendance at the project meetings.

Additional work performed by the external evaluator will include the following:

- Working with the Advisory Council at the beginning of the grant, facilitating the meeting to help review the program goals, objectives, outcomes and timelines that will determine the successful implementation of the project.
- Working closely with the Project Director and Project Counselors/School Social Workers to provide the best workflow of collecting data from each targeted school building and program so that all reporting is performed consistently with the highest validity.
- Working with all stakeholders of the project on a local, state and national level to provide the highest level of quantitative and qualitative data which can be used to demonstrate the progress of the project in meeting its goals and objectives.

With funding of this project, the Corbin Independent School District will be able to provide a quality and evidence-based counseling program to meet the many needs of our students, providing an improved school environment that will promote student learning, safety and health.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

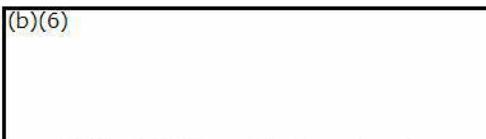
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## *Vita for Director*

# **Mark A. Daniels**



mark.daniels@corbin.kyschools.us

### **Education**

- 1998-1999      **Cumberland College**  
Rank I Certification  
(4.0 grade point average).
- 1994-1995      **Eastern Kentucky University**  
Director of Pupil Personnel Endorsement  
Received endorsement for Director of Pupil Personnel (4.0  
grade point average).
- 1990-91        **Cumberland College**  
Master's Program  
Received Master's in Education with special education  
endorsement (4.0 grade point average).
- 1986-89        **Eastern Kentucky University**  
Elementary Education  
Received a Bachelor of Science degree in elementary  
education (Magna Cum Laude graduate-3.8 grade point  
average).
- 1980-84        **Eastern Kentucky University**  
Mass. Communications  
Received a Bachelor of Arts degree in mass communications,  
focusing on film, radio and television production, marketing  
and sales (Magna Cum Laude graduate-3.75 grade point  
average).

### **Administrative Experience**

- 1994-Present      **Director of Support Services**  
*Corbin Board of Education*

Duties Include:

Serving as executive director for the Corbin Community Coalition, supervising Even Start, Family Resource/Youth Services Centers and 21<sup>st</sup> Century Community Learning Center for the Corbin community.

Kentucky Incentive for Prevention Supervisor--Responsible for overseeing research-based curricula for Corbin City Schools.

1991-1994

**Family Resource Center Director**

*Corbin Board of Education*

Coordinated drug prevention programs for the school district.

Implemented preschool age child care in the school district.

Implemented after school programs for school age children.

Coordinated parent and child family literacy services for the community.

Assisted in the coordination of health and social services referrals for families.

Provided training programs for staff in the areas of child care and family literacy.

1990-91

**LBD Resource Teacher**

*Perry County Board of Education*

Provided instruction for students with learning and behavior disabilities.

Served on math textbook curriculum committee.

Jan. 1989-May 1989

**LBD Resource Teacher**

*Corbin Board of Education*

Hired to work with kindergarten age children with learning and behavior disabilities.

**Selected Accomplishments**

**Academic Honors:**

1986

Inducted into the *Phi Kappa Phi* Honor Society.

1984

Inducted into the *Kappa Tau Alpha* Honor Society for journalism.

1983

Inducted into the *Alpha Epsilon Rho* Honor Society for broadcasting.

1983

Recognized in *The National Dean's List Register*.

## Activities

### Related Activities/Curriculum Training:

Summer 1999

Taught a videography class to elementary children at Eastern Kentucky University's College for Kids.

Spring 1998-Present

Serving on a state committee for professional development with the Even Start program, a national family literacy initiative.

Spring 1997

Trainer for grant writing with the Americorps program at the Eastern Kentucky University Corbin extension.

1994, 1995 and 1996

Served as a sponsor of the Kentucky Parent Professional Conference through the Parent Resource Centers of Kentucky.

Spring 1994

Presenter for the Kentucky School Age Conference in utilizing television production with elementary children.

Spring 1993

Received Parent Professional Training Team certification.

Summer 1992

Received training certification from the Kentucky School Age Care Leadership Forum.

Spring 1992

Received training certification from the Office for Substance Abuse Prevention.

1992-1996

Member of the Tri-County Prevention Alliance, providing community partnerships for substance abuse prevention in the southeastern Kentucky area.

1992

Received training through the National Center for Family Literacy for initial Parent and Child Education Program.

**Other Career and Civic Activities:**

2001-Present

Serving as a board member for the Kentucky Agency for Substance Abuse Policy, a tri-county board dedicated toward substance abuse prevention in the three county area of southeastern Kentucky.

1997-Present

Serving on the board for the Corbin Public Library, having held positions of vice-president and president.

1997-2000

President of the Upper Cumberland Regional Directors of Pupil Personnel Workers

1995-1997

Secretary of the Upper Cumberland Regional Directors of Pupil Personnel Workers

1996

Association of Supervision and Curriculum Development Member

References available upon request.

**CURRICULUM VITAE**  
**Judy Keith, Ed. D.**

**President, RENEW: Center for Personal Recovery, Inc.**



**EDUCATION**

<b>B.A.</b>	<b>Berea College</b>	<b>1970</b>
	<b>Major: Sociology</b>	
<b>M.A.</b>	<b>Eastern Kentucky University</b>	<b>1976</b>
	<b>Major: School &amp; Community Health</b>	
<b>Ed .D.</b>	<b>University of Tennessee</b>	<b>1982</b>
	<b>Major: School &amp; Community Health</b>	
	<b>Minor: Public Health</b>	
	<b>Six Hours Graduate Classes Marriage and Family, East Tennessee State University</b>	<b>1988</b>
	<b>Six Hours Graduate Classes, Masters in Social Work, University of Tennessee</b>	<b>1989</b>
	<b>Nine hours Principals Leadership Certification Eastern KY University</b>	<b>2003</b>

**I taught at the University of New Orleans, East Tennessee State University, Morehead State University, Eastern Kentucky University, and Berea College. I established the RENEW Center in 1990 and began working as an educational consultant full time August 1, 1993 to the present. I am the President of the company.**

**Since 1993, I have trained school districts in 42 states in Readiness and Emergency management for district and building teams and community providers in the four phases as recommended by DOE, including required drills, grief and trauma. All training materials are self-published. In addition I have trained or evaluated 55 US DOE Readiness and Emergency Management (REMS) Grants. In addition to REMS grants, I have evaluated US DOE Elementary Counselors' Grants, and a 2.5 million per year, 3 year Department of Defense grant.**

**I have served as grant writer, trainer and consultant to numerous federal grants including US DOE and state funded grants such as Comprehensive School Health, Safe Schools/Healthy Students, Readiness and Emergency Management, Elementary and Secondary School Counselors, Carol White Physical Education Grant, and Department of Defense to support military students.**

**Corbin Independent Schools  
Job Description**

**POSITION:** School Counselor  
**LOCATION:** District  
**REPORTS TO:** Project Director  
**EMPLOYMENT TERM:** As approved by Board  
**SALARY SCHEDULE:** Certified Schedule

**MAJOR JOB GOAL:**

To help students achieve their full academic, developmental, and social potential by providing support through evidence-based service delivery.

**DUTIES:**

1. Conducts group and individual counseling services with students and families.
2. Leads the staff in the assessment and the development of the prevention, intervention and treatment of negative behaviors through evidence-based strategies.
3. Evaluates the youth treatment program, monitors progress, along with maintaining and updating case records.
4. Participates in the referral and intake process and interprets the program to prospective youth and their families.
5. Makes home visits in accordance to need.
6. Will work with any and all available community resources in an effort to coordinate support services to best benefit students and their families.
7. Receives professional development to meet local, state and national requirements.
8. Provides expertise in the counseling phase of the program.
9. Provides crisis intervention in accordance to need.
10. Cooperates with principals, teachers, instructional assistants, custodians and other members.
11. Is friendly and courteous to all personnel, students, families and visitors.
12. Perform other related duties as assigned.

**QUALIFICATIONS:**

1. State or national licensure with 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.
2. Must be able to maintain confidentiality.
3. Must be knowledgeable about the laws and rights of adolescents.
4. Must demonstrate good record keeping skills.

**OTHER REQUIREMENTS:**

1. Hold a valid Kentucky driver's license.
2. Approved criminal records check.
3. Approved TB skin test.

Corbin Independent Schools  
Job Description

**Position:** School Social Worker  
**Location:** District  
**Reports To:** Project Director  
**Employment Term:** As approved by Board  
**Salary Schedule:** 105

**Major Job Goal:**

Provide individual, group and family counseling services; provide school-related social service needs of the students enrolled and coordinate activities with the project director and project counselors to implement the program.

**Major Duties and Responsibilities:**

- Collaborates with the school, family, and community to ensure the needs of students are met.
- Coordinates services and programs to ensure successful implementation of program goals and objectives.
- Conducts home visits related to program initiatives and school needs.
- Supervises students in courses and project goals and objectives.
- Establishes and maintains records, files, and documentation.
- Attends required professional development, trainings, and meetings related to performing job responsibilities
- Maintains effective communication with the Project Director, Project Counselors and other school personnel, and community.
- Prepares required reports in an accurate, timely manner.
- Contributes to the positive public relations of the program.
- Adheres to program requirements for operation .
- Performs related duties as assigned by the Project Director.

**Qualifications:**

- Must hold a master's degree in social work from a program accredited by the Council on Social Work Education and is licensed or certified in Kentucky.
- Experience in the coordination of community resources.
- Basic record-keeping techniques.
- Must be able to maintain confidentiality.
- Oral and written communication skills.
- Ability to work in a team setting.
- Ability and experience in planning and organizing activities.

**Other Requirements:**

1. Hold a valid Kentucky driver's license.
2. Approved criminal records check.
3. Approved TB skin test.



STEVEN L. BESHEAR  
GOVERNOR

DEPARTMENT FOR LOCAL GOVERNMENT  
OFFICE OF THE GOVERNOR  
1024 CAPITAL CENTER DRIVE, SUITE 340  
FRANKFORT, KENTUCKY 40601-8204  
PHONE (502) 573-2382 FAX (502) 573-2939  
TOLL FREE (800) 346-5606  
WWW.DLG.KY.GOV

TONY WILDER  
COMMISSIONER

April 22, 2014

Mr. Mark Daniels  
Corbin Independent Schools  
108 Roy Kidd Avenue  
Corbin, KY 40701

**RE:** The Corbin Counseling Project  
SAI# KY20140418-0373  
CFDA# 84.215E

Dear Mr. Daniels:

The Kentucky State Clearinghouse, which has been officially designated as the Commonwealth's Single Point of Contact (SPOC) pursuant to Presidential Executive Order 12372, has completed its evaluation of your proposal. The clearinghouse review of this proposal indicates there are no identifiable conflicts with any state or local plan, goal, or objective. Therefore, the State Clearinghouse recommends this project be approved for assistance by the cognizant federal agency.

Although the primary function of the State Single Point of Contact is to coordinate the state and local evaluation of your proposal, the Kentucky State Clearinghouse also utilizes this process to apprise the applicant of statutory and regulatory requirements or other types of information which could prove to be useful in the event the project is approved for assistance. Information of this nature, if any, concerning this particular proposal will be attached to this correspondence.

You should now continue with the application process prescribed by the appropriate funding agency. This process may include a detailed review by state agencies that have authority over specific types of projects.

This letter signifies only that the project has been processed through the State Single Point of Contact. It is neither a commitment of funds from this agency or any other state or federal agency.

An Equal Opportunity Employer M/F/D

PR/Award # S215E140053

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**The results of this review are valid for one year from the date of this letter.**

Continuation or renewal applications must be submitted to the State Clearinghouse annually. An application not submitted to the funding agency, or not approved within one year after completion of this review, must be re-submitted to receive a valid intergovernmental review.

If you have any questions regarding this letter, please feel free to contact my office at 502-573-2382.

Sincerely

(b)(6)

Lee Nalley  
Kentucky State Clearinghouse

## 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

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

\_\_\_\_\_  
Corbin Independent Schools  
Applicant Organization

\_\_\_\_\_  
4/23/14  
Date Submitted

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

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

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## Budget Narrative

A request of \$285,000 is being requested to fund the proposed project for each year of the three year grant implementation budget. These funds will be matched with state and local fund contributions, both as cash and in-kind, documenting support and sustainability of the overall project.

### PERSONNEL CATEGORY

Year One	Year Two	Year Three
\$158,518	\$169,957	\$173,135

These funds are requested to pay for a combination of four school counselors/ social workers that will serve as a team for the four targeted schools identified in the proposal. The school counselor and school social worker salaries are determined by this region's salaries established for those positions with appropriate credentials as identified in the grant application and state descriptions.

A certified school counselor's salary is \$48,353 for 187 employment days and a school social worker's salary is \$33,462 for 187 employment days. All counselor/school social worker positions are aligned with the recommendations of meeting required student ratios for the targeted number of students to be served with the strategies of the grant proposal. Increases for each year factor in experience and anticipated certification/rank change.

The project director will be paid \$11,000 (meeting the 4% maximum requirement of the grant funds to oversee the program's goals and objectives for each year of the grant's implementation. The director will commit 50% of job duty commitment specifically for this project, while the other 50% will be devoted toward related duties, including collaborating

with resource programs to create sustainability of the project when grant funds expire.

**FRINGE BENEFITS CATEGORY**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
\$60,617	\$64,678	\$69,500

This request is being made to pay for fringe benefits packages in regard to the project staff hired for the project. This will cover the costs of retirement, worker’s compensation and health insurance for all staff.

**TRAVEL CATEGORY**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
\$4,845	\$4,845	\$4,845 <sup>1</sup>

These funds are requested to cover the cost of travel for the project director and staff (up to three per event and based upon professional development needs). This will fund the cost of attending the required meetings to the National Conference to be held in Washington D.C., along with other U.S.D.E. approved conferences or training related to the implementation plan at the national or state level. It is the intention of this project to not only attend these conferences, but to also present starting in year two and three of the project.

Travel funds are also requested for mileage within the tri-county region, allowing for program staff to go from school to school as needed for implementation of the program.

Please note the following chart for travel information:

Purpose of Travel	Location	Item	Rate	Cost
Grant Meeting	Washington, DC	Airfare	\$600/flight x 2 persons	\$1,200
		Hotel	\$200/night x 2 persons x 2 nights	\$800
		Per Diem (meals)	\$50/day x 2 persons x 2 days	\$200
Local Travel/State Meetings/Outr		Mileage	5,750 miles @ .46/mile	\$2,645

**Budget Narrative**

**EQUIPMENT CATEGORY**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
\$4,500	\$1,500	\$1,000

Funds are requested in this category to provide laptop computers, printers and other technology peripherals for each of the project's counselors/school social workers in order to process reports and utilize the state and school wide database called Infinite Campus.

**SUPPLIES CATEGORY—CURRICULUM PURCHASES**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
\$20,000	\$15,000	\$10,000

Funds are requested to pay for curriculum materials to canvas grades with classroom sets of *Project Achieve* and *LifeSkills*. With some purchases of the *Second Step* curriculum already made by the district, fulfillment of the curriculum so that it is effective will be provided through these funds as well.

**SUPPLIES CATEGORY—OFFICE SUPPLIES**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
\$7,520	\$7,520	\$7,520

Office supplies and postage are for standard operations of the program. Print and media products will also be produced as part of a social media campaign for the coalition's mission as well, i.e. community endorsement, recognition of community efforts, etc.

A breakdown of materials and supplies is as follows:

<b>Item(s)</b>	<b>Rate</b>	<b>Cost</b>
General Office Supplies	\$100/month x 12 months	\$1,200
Postage	\$52/month x 12 months	\$624
Ink Cartridges	\$108/month x 12 months	\$1,296
Printing/Publishing/Promotions	-Posters/Banners: 150 x \$8/each = \$1,200 -Printed brochures/booklets: 2000 g	\$4,400

**Budget Narrative**

	\$1.25/each = \$2,500 -Copies of materials for coalition meetings/ trainings/handouts: \$1.10/each x 2000 = \$200 -Flyers for Community: \$.25/each x 2000 = \$500	
	<b>TOTAL</b>	<b>\$7,520</b>

**CONTRACTUAL CATEGORY**

**EVALUATOR**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
\$14,000	\$14,000	\$14,000

Funds are requested to cover the costs of the external evaluation, providing analysis and reporting of the project's goals and objectives attainment.

**CONTRACTUAL CATEGORY**

**CURRICULUM IMPLMENTATION-PROFESSIONAL DEVELOPMENT**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
\$15,000	\$7,500	\$5,000

Funds are requested to pay for training costs associated with the professional development and training of the evidence-based programs described in the proposal. This includes primarily *Project Achieve*, which will include on-site training costs for staff.

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

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

Name of Institution/Organization

Corbin Board of Education

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	158,518.00	169,957.00	173,135.00			501,610.00
2. Fringe Benefits	60,617.00	64,678.00	69,500.00			194,795.00
3. Travel	4,845.00	4,845.00	4,845.00			14,535.00
4. Equipment	4,500.00	1,500.00	1,000.00			7,000.00
5. Supplies	20,000.00	15,000.00	10,000.00			45,000.00
6. Contractual	7,520.00	7,520.00	7,520.00			22,560.00
7. Construction	14,000.00	14,000.00	14,000.00			42,000.00
8. Other	15,000.00	7,500.00	5,000.00			27,500.00
9. Total Direct Costs (lines 1-8)	285,000.00	285,000.00	285,000.00			855,000.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	285,000.00	285,000.00	285,000.00			855,000.00

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

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

Name of Institution/Organization Corbin Board of Education	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	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

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

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

**1. Project Director:**

Prefix: Mr.	First Name: Mark	Middle Name: A.	Last Name: Daniels	Suffix:
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Address:

Street1:	108 Roy Kidd Avenue
Street2:	
City:	Corbin
County:	Whitley
State:	KY: Kentucky
Zip Code:	40701-1302
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
606-528-1303	

Email Address:  
mark.daniels@corbin.kyschools.us

**2. Novice Applicant:**

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

- Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

- Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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