

**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 # S215E140076**

**Grants.gov Tracking#: GRANT11635571**

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"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="01-6006165"/>	* c. Organizational DUNS: <input type="text" value="1006510330000"/>
--	---

**d. Address:**

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

**e. Organizational Unit:**

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

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

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

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

C: City or Township Government

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:**

RSU #84/MSAD #14 Tri County Elementary and Secondary School Counseling Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="347,730.27"/>
* 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="347,730.27"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Terry Comeau</p>	<p>TITLE</p> <p>Superintendent of Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>RSU #84/Maine School Administrative District #14</p>	<p>DATE SUBMITTED</p> <p>04/24/2014</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

\* Name: Terry Comeau

\* Street 1: 31 A Houlton Rd Street 2: \_\_\_\_\_

\* City: Danforth State: ME: Maine Zip: 04424

Congressional District, if known: 2

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

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

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name Terry Middle Name \_\_\_\_\_

\* Last Name Comeau Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name Terry Middle Name \_\_\_\_\_

\* Last Name Comeau Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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

\* Signature: Terry Comeau

\* Name: Prefix \_\_\_\_\_ \* First Name Terry Middle Name \_\_\_\_\_  
\* Last Name Comeau Suffix \_\_\_\_\_

Title: Superintendent of Schools Telephone No.: \*(207)448-2882 Date: 04/24/2014

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S215E140076

## 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.**

Add Attachment

Delete Attachment

View Attachment

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## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="RSU #84/Maine School Administrative District #14"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Terry"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Comeau"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent of Schools"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Terry Comeau"/>	* DATE: <input style="width: 150px;" type="text" value="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:

### Part 3: Project Abstract

The Tri County ESSC Project applicant is RSU # 84: 31A Houlton Road, Danforth, ME 04424.

The contact person is, Terry Comeau, Superintendent. The project will serve a total of 614 elementary students from four high needs schools in rural Maine: RSU#84, Danforth: RSU #50,

Stacyville and Dyer Brook: RSU #70, Hodgdon. **The Tri County ESSC project goal will**

**establish, extend or expand four elementary guidance programs which will support the**

**personal growth, educational development, and the social-emotional well-being of students**

**served at this crucial time in their lives focusing on a strong academic and career**

**preparation base, improved behavioral skills, and a strong foundation for making safe and**

**healthy choices.** This three year project will work to increase the number of mental health

professionals available to elementary students while decreasing the number of student

disciplinary referrals in each school. Four elementary guidance programs, guided by the

standards of the American School Counselors Association (ASCA) and the Maine

Comprehensive School Counseling Program K-12 will work to improve school environments

thus ensuring project success. According to the ASCA guidelines a program which provides

guidance based education, prevention and intervention services integrated into all aspects of

young student's lives is essential in removing barriers to learning and in promoting academic

achievement(2005). Skills acquired during elementary years serve as a foundation for future

success. Two elementary guidance counselors and two school social workers will be hired to

implement prevention and early intervention programs. Community support for this project will

come from county service provider agencies, school staff, families, district management teams

and advisory boards. Each of these entities will participate in relevant professional development

activities in each location. A Tri County ESSC Program Director will ensure Federal guidelines are followed and the completion of grant activities in a fiscally responsible manner.

## 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](#)

## 1. Need for Project (20 points)

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

Budget cuts, district consolidations and changing attitudes have altered school climates within Maine. As a result, elementary guidance programs have been scaled down drastically or eliminated altogether. **The Tri County ESSC project goal will establish, extend or expand four elementary guidance programs which will support the personal growth, educational development, and the social-emotional well-being of students served at this crucial time in their lives focusing on a strong academic and career preparation base, improved behavioral skills, and a strong foundation for making safe and healthy choices.** This proposed project includes four high need rural schools located near the Canadian border in northern Maine. These schools include: East Grand School (RSU 84) 55 students; Katahdin Elementary School (RSU 50) 153 students, Southern Aroostook Community School (RSU 50) 157 students; and Mill Pond Elementary School (RSU 70) 249 students, for a total of 614 students in grades Pre K- Grade 5. Currently these schools are part of a regional vocational school consortium. Only two of the schools have a half time elementary counselor, the other two schools do not have an elementary counselor at all; however each school has a secondary counselor available for emergency counseling services. One of the schools, Mill Pond Elementary School, has a school social worker but no elementary school counselor. One school currently has a part-time guidance counselor who serves the high school primarily but is available to the elementary students on emergency basis. Each school contracts the services of regional school psychologists who provide services on a referrals basis.

The following table of regional demographics depicts statistics indicating dismal regional characteristics:

Table 1A-1: Regional demographics compared to state statistics, 2011 Census Figures

Characteristic demonstrating need	Target Area	Tri-County Average	State Statistic
Population density	16 people / mile	22.33 people/mile	41.3 people/mile
Median income	\$28,794	\$33,673	\$42,801
% region high school graduates	77.49%	80.83%	85.4%
% students single parent family	55.6%	58%	31%
Divorce rate	8.63%	unavailable	4.6%
Unemployment rate	10.7%	5.9%	4.9%
Free and reduced lunch rate ME Dept. Ed figure	63.71%	44.6%	36.92%

According to the Annie E. Casey Foundation Kids Count, 2012 Data Book, when compared to more financially advantaged peers, children from low-income families are more likely to fail in school, become teenage parents, become involved with the justice system and suffer from preventable illnesses.

These four districts encompass a total of 692.8 square miles: three of the districts are located at least 35 miles from their main service community, Houlton. All four of these schools are in rural communities without local mental health agencies. Nearly two-thirds of the regional school enrollment (63.71%) is eligible for free and reduced lunch. The high number of low income families, economically disadvantaged children and potential first generation college students residing in the districts clearly signal a great need for a developmental guidance program. (Table 1A-1, pg 2)

These schools have critically low achievement scores in reading and mathematics as indicated by the New England Common Assessment Program (NECAP) keyed to state content standards, the Maine Learning Results. The achievement rates in core content areas from the 2013 test scores of students are as follows:

Table 1A-2: New England Common Assessment Program (NECAP) Test Results 2013- % of students who are below Proficient level in Reading and Math

District	ReadingGr 3	ReadingGr 4	ReadingGr 5	Math Gr 3	Math Gr4	Math Gr5
RSU 50-	28%	47%	29%	45%	42%	41%

<b>Stacyville</b>						
<b>RSU 50- Southern Aroostook</b>	NA	37%	47%	NA	42%	57%
<b>RSU 70- Mill Pond</b>	47%	57%	64%	57%	46%	59%
<b>RSU 84- Danforth</b>	0%	29%	80%	67%	43%	80%
<b>Maine Ave.</b>	39%	40%	44%	34%	33%	44%

Scores indicate a need for integrated guidance services woven into the entire curriculum which can contribute to educational development as well as to emotional well-being and personal growth. According to the American Counseling Association, a Washington State Study found that elementary age students who spent several years in school with strong, comprehensive counseling programs did better on standardized achievement tests. This ESSC project proposes to implement the following: 2 developmental elementary guidance counselors for RSU 84- .04 FTE, RSU 70- 1.0 FTE, and two school social workers for RSU 50, Stacyville- 1.0 FTE, RSU 50, Dyer Brook- 1.0 FTE. This staffing plan will meet the ASCA and ESSC guidelines of 250 students to 1 mental health professional within each school.

Tables 1A-3 and 1A-4 depict unhealthy social behaviors plaguing these districts.

	<b>Students K-5</b>	<b>Reported Bullying</b>	<b>Referrals outside district</b>	<b>Discipline referrals</b>	<b>All other referrals within district</b>	<b>Family-school conference-discipline and other behavior</b>	<b>School suspension in house and off campus</b>
<b>RSU 84 East Grand</b>	55	2	0	75	4	10	5
<b>RSU 50- Stacyville</b>	153	5	4	125	77	45	10
<b>RSU 50- Dyer Broo</b>	157	10	0	50	12	4	20
<b>RSU 70 Mill Pond</b>	249	15	12	370	110	25	17

<b>Program</b>	<b>RSU 84 Danforth</b>	<b>RSU 50 Dyer Brook</b>	<b>RSU 50 Stacyville</b>	<b>RSU 70</b>	<b>Proposal</b>
Peer interaction programs/ Behavior Programs	None	None	None	Peer Helpers	Obj. 1- Activity 1.1, Obj.1- Activity 1.2, 1.3 Bullying Program
Alcohol/ other drug use prevention program	None	Limited materials available	Limited materials available	Civil Rights Group	Obj. 2- Activity2.1
Career Prep program	None	Limited due to part-time counselor	Limited due to part-time counselor	None	Obj. 3 Activity 3.1 Obj. 3- Activity 3.2
Related in-service training to staff	None	None	None	None	Obj. 4 Activity 4.1, 4.2 trainings for ESSC funded programs: professionals to enhance teacher/staff intervention & prevention skills
Elementary School Counseling services	Crisis only by Secondary Counselor and principal	Part-time counselor	Part-time counselor	Crisis only by Secondary Counselor and principal	Obj. 5- Activity 5.1 1 shared Director 1 elementary counselor in each school (0.4- RSU 84)
Stakeholders Advisory Team	None	None	None	Focus Steering Committee	Obj. 5 Activity 5.2, 5.3 Local Management Team ESSC Regional Advisory Board
Links to agencies	Secondary Guidance Counselors are the only mental health personnel within the school setting.	Current links are to county mental health agencies EG: Aroostook Mental Health Center,	Community Health and Counseling Services, Acadia Hospital,	Life By Design, Wings, Families United	Obj. 5- Activity 5.1, 5.3 Participation on Advisory Board, provide staff development services to school personnel, provide services to students and

					parents
Family Interaction Program	None	None	None	Home-School Coordinator: SAT	Obj. 6-Activity 6.1 Guidance Support Council Advisory Brd.

In addition to the above behaviors reported by the principals, the Maine Drug and Alcohol Use of the Maine Center of Disease Control and Prevention and The Office of Substance Abuse, Maine Department of Health and Human Services (MYDAUS) summary of a survey completed in 2006 by students in grades six through twelve reports the following unhealthy behaviors:

Table 1A-4: Student Reported Indicators of Need, 2006 MYDAUS Survey

	Alcohol use grade 6	6-12 alcohol use	Inhalant use grade 6	Inhalant use 6-12	Drunk or high at high school	Attacked someone with intent to do harm	Carried weapon at school 6-12	Report feeling unsafe at school grade 6-12
<b>Region Ave.</b>	8.7%	29%	23.8%	11.1%	11.5%	16.6%	1.05%	13.7%
<b>County Ave</b>	7.3%	26.8%	8.75%	12.1%	11.7%	12.95%	1%	13.8%
<b>ME Ave</b>	5.9%	29%	9.1%	12.2%	13.6%	12.7%	1.2%	16.8%

No survey was available for students in elementary grades at this time. Without preventative programming to address the dangers of the behaviors mentioned in the previous chart, PreK-5 students may very well adopt the same lifestyle patterns. Implementation of this developmental guidance program will allow for tracking behaviors and help to alleviate the behaviors charted above, that left without intervention, will affect these students throughout their lives.

The following chart clearly indicates currently available programming in each elementary program as reported by school administrators and will show the proposals of the ESSC project:

Table 1B-1: Available elementary programs and proposed ESSC project:

The most often discipline problem reported by administrators, is anti-social behavior, at the same time parents are requesting programs for bullying prevention. Drug related referrals were not

reported before seventh grade; however the Maine Youth Risk Behavior Survey (2007) reports that 11% of middle school students said they had smoked marijuana before middle school and 36% said that they had their first drink of alcohol before the age of 11. Although secondary counselors reported depression prevalent among elementary students, no records document the number of cases involved. Guidance counselors and social workers, with the support of management teams, will be able to identify and refer for treatment those students affected by such issues. Guidance personnel, social workers, and the project director will provide staff training and student focus group sessions to address topical issues affecting local students, such as suicide prevention, death and dying, divorce, and parents who are incarcerated. The director will recruit resources from county mental health agencies to address issues when further assistance is needed. Currently, if a student has poor social skills or is having family problems, the existing part time mental health professionals, the school principal, school nurse, (except in RSU 84 which has no nurse), or classroom teacher tries to assist the child. If the problem is a crisis, the secondary counselor's service will be requested. However, these counselors have little available time and are usually the last resort before a referral is made to an outside agency.

## **2. Quality of the Project Design (30 points)**

- 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)

Currently all districts utilize provider agencies and organizations in Aroostook County for counseling services on a referral or crisis basis. Table 1B-1 on pg. 4, 5 & 6, objective 5 lists agencies currently available. The ESSC project will continue existing linkages and emphasize their importance by having representatives serve on the ESSC Advisory Board, provide professional development, and build bridges to their services by providing staff with relevant information. The National Alliance on Mental Illness (NAMI) offers an array of training programs and supports, and has an affiliate in Bangor, Maine, which will provide resources to

the project. The ESSC director will be responsible for surveying staff to determine informational needs, contacting all regional agencies, and developing a data base of providers and their services. In addition to the inclusion of typical mental health agencies, community members, such as funeral directors to discuss grief, hospice personnel to discuss death and dying, domestic violence group representatives, literacy volunteers and doctors who can discuss the physical effects of unhealthy behaviors will be listed and used as resources. The ESSC school counselors and social workers will confer with the director to determine appropriate service providers to fit the needs of each school.

- 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 efforts of school counselors is supported by American School Counselors Association (ASCA) to assist children achieve success by focusing on academic, personal/ social and career development preparing them to be responsible citizens in today's world. The following outcome objectives will address these areas.

**Outcome Objective 1: Improve behavioral skills:** Discipline referrals will be reduced by 30% by the end of the year as measured by guidance counselors' and social workers' documentation.

**Rational for inclusion:** School year 2012-2013, this region reported 620 disciplinary referrals. (Table 1A-3, pg. 3 & 4) Only one of the four schools has a Civil Rights Group and Peer Helpers which is active to address behavior issues. (Table 1B-1, pg. 4, 5 & 6). The following activities will be implemented in all schools to assist students.

**Activity 1.1: Implement "Safe and Caring Schools"** Safe and Caring Schools addresses issues such as improving school climate, student's ability to deal with their emotions, integrating diverse social and emotional programs into a cohesive initiative, improving student academic achievement with consistent and clear expectations and consequences. This program also

addresses issues of unmotivated students and bullying behaviors. Safe and Caring Schools has been shown to be effective in these areas, and when implemented on a weekly basis in 30-40 minute sessions throughout the year, misbehavior is reduced, learning environment is healthier and test scores are improved.

**Activity 1.2: Implementation of the American School Counseling Association (ASCA) model program, The ABC of Bullying Prevention Program.** This ASCA, national model reflects a comprehensive approach to the design, implementation and evaluation of a school counseling program that improves student success based on the principles of leadership, advocacy, collaboration and systemic change. This program provides step-by-step tools to build each component of the program including; foundation, management, delivery and accountability. The counselor will oversee teacher implementation, conduct individual components including interventions with children who bully and are bullied, and hold discussions with involved parents. He/she will conduct at least four ongoing, related family activities during the school year, including: meetings, incorporation of anti-bullying messages in recreational and after-school activities and single family anti-bullying involvement.

**Activity 1.3: Coordination of the anti-bullying programs.** The ESSC Director will be responsible for pre/post assessment of the nature and prevalence of bullying using the ABC of Bullying Prevention questionnaire; forming and convening a bullying prevention coordinating committee; coordinating staff training using ASCA, Bullying Prevention Specialist training; and adopting and publicizing rules about consequences for bullying.

**Outcome Objective 2: Increase awareness of unhealthy behaviors:** 100% of participants will successfully demonstrate an increase of knowledge of effects of unhealthy behaviors on the brain and body with a score of above 80% on a program supplied assessment.

**Rational for inclusion:** Current statistics indicate that area students meet or exceed drug and alcohol use statistics for local counties and Maine.

**Activity 2.1: Implementation of Brain Power!, The NIDA Junior Scientist Programs**

**Grades K-5 and MADD- Protecting You, Protecting ME.** The counselor will oversee staff implementation of the National Institute on Drug Abuse (NIDA) hands-on science program as a foundation for future substance abuse efforts by protecting a basis of knowledge and critical thinking skills. In each of the six week lessons a new unit is presented including a parent newsletter, videotape, poster and other NIDA research based materials showing that, as Gilbert Botvin, MD of Cornell University Medical College Institute for Prevention Research has found, “developmentally appropriate and personally relevant health information has a place in drug prevention programs. Protecting You/Protecting Me (PY/PM) is an alcohol use prevention curriculum for children in grades 1-5. It has been designated a Model Program by SAMHSA, a division of the U.S. Department of Health. PY/PM helps reach children before they have fully shaped their attitudes and opinions about alcohol use by youth. PY/PM provides a series of science, and health-based lessons that teach children how to protect themselves and make informed decisions. The lessons reinforce the fact that the brains of children and adolescents are still maturing and respond to alcohol dramatically differently than those of adults, putting children at a much higher risk. In addition, the lessons also cover a variety of life skills including media awareness, communication and vehicle safety.

**Outcome Objective 3: Improve academic performance and career awareness:** 45% of students currently below proficiency will raise their proficiency levels by 5% as shown on the MEA. 100% of participating students will demonstrate adequate progress on program evaluation tools as documented on counselors and social workers records.

**Rational for inclusion:** Low high school graduation rate (77.49%; ME 83%); high unemployment rate (8.2%; ME 4.9% 2012 date); and high free and reduced lunch rate (63.71%; ME 36.92%) indicate the need for programming for area students to help raise aspirations and enhance academic skills (Table 1A-1, pg. 2).

**Activity 3.1: Implementation of “Lively Lessons for Classroom Sessions”:** This ASCA endorsed program includes a comprehensive selection of classroom guidance lessons focusing on: positive attitudes, self-esteem, kindness and friendship, feelings, study skills, stress, decision making, conflict resolution, career awareness and drug and alcohol awareness.

**Activity 3.2: Implement “Kuder- Galaxy Career Exploration System”** an elementary opportunity to explore career options with online lessons. Kuder-Galaxy will be incorporated into guidance programming and weekly sessions. The Maine Comprehensive School Counseling Program Model and the ASCA standard require “career exploration in relation to knowledge of self and development of awareness of personal abilities, skills, interest and motivations,” in an elementary guidance program. Kuder-Galaxy meets these expectations.

**Activity 3.3: Monitor student academic progress** at the beginning and periodically through the school year to document adequate progress. The NECAP tests are used by all districts. These state-aligned computerized adaptive assessments support educators as they improve individualized instruction.

**Outcome Objective 4: Increase school personnel’s knowledge of mental health issues:** participation of teachers and staff in ESSC sponsored professional development sessions will result in 30% fewer discipline referrals. 90% of teacher/staff will indicate that professional training was beneficial to their daily classroom programs.

**Rational for inclusion:** Teachers, educational technicians and other school staff do not regularly receive training in prevention of and intervention in unhealthy behaviors of students. In addition, staff that use the new programs introduced by the ESSC grant will require training in order to use materials effectively.

**Activity 4.1:** The director will design in-service training considering results of staff needs surveys, new curriculum requirements, analysis of school GPRA and MYDAUS data, management teams and Advisory Board input. Training appropriate to each site will be provided by professionals in related mental health fields, and drug and alcohol abuse programs. Training in intervention and implementation of preventive instruction in daily class programs from the National Association of Mental Illness (NAMI) support center will be added. County public and private agencies will be asked to enhance staff learning. Training will include but not be limited to: helping improve peer and family relationships, guiding effective decision making skills development and adapting instruction to individual learning styles. An online Bullying Prevention Specialist Training will be offered to all ESSC employees.

**Activity 4.2:** The ESSC director and ESSC staff will attend the Maine Association of Guidance Counselors annual conference to ensure that programming is current with Maine guidelines.

**Outcome Objective 5: Creating a lasting structure for school counseling services:**

Employ a developmental elementary guidance counselor or state certified and licensed social worker at each school to establish and implement counseling programs and improve the mental health professional to student ratio to 1: 250 as measured and documented by ESSC reports.

**Rational for inclusion:** Regional and school data depicts behavioral problems extending far beyond school years into adult life, and situations that can be improved by developmental guidance programming (Table 1A-1) pg.2). By state mandate, schools are required to provide

guidance programming. Using ESSC funding and guidance for a well-designed program and management plan to develop a structure for future programs is well advised.

**Activity 5.1: Align counselor duties to the ASCA recommended 80% of time in direct student /family contact.** School counselors' and social workers' education uniquely qualifies them to address students' academic and developmental mental health needs. That the counselor and social workers spends at least 80% of school days providing mental, emotional, social, developmental and behavioral services to students and families will be ensured by effective collaboration with the director, teachers and the management team.

**Activity 5.2:** The local management team of the director, superintendent, principal, nurse, teacher/staff representative and counselor will meet bi-monthly to **ensure continuous program improvement** by scrutinizing and discussing program data, suggesting remedies for problem areas revealed, designing and implementing and identification system for early intervention, and suggesting and supporting school-wide and classroom based prevention activities indicated by assessed student needs.

**Activity 5.3:** The **ESSC Regional Advisory Board** of directors, superintendents, counselors, parent representatives, staff representatives, principals, private service and public mental health agency representatives will be responsible for reviewing school programs to confirm appropriateness for the community, enhancing the counseling program, participating in planning professional development, and participating in the evaluation process. This board will be responsible to planning community events to generate public support for sustaining elementary guidance activities after ESSC project.

**Activity 5.4:** A **full-time ESSC Project Director** will direct and oversee the activities of the project. This director will assume the following responsibilities: monitoring all activities, participating in quarterly Advisory Board meetings through the grant period, developing surveys

and evaluations per the evaluation plan, submitting all reports in a timely manner and collaborating with the ESSC staff to ensure their understanding of and integration of materials into classroom curriculums with the teachers. The director will also be responsible for developing additional links to community and regional resources.

**Outcome Objective 6: Improve parental involvement:** 100% of students will have at least one parent/guardian participate in an ESSC activity as documented in program records.

**Rational for inclusion:** School administrators report that current parent/school involvement averages about 30% and is that high because of Title 1A programming. The bleak demographics in Table 1A-1, page 2, suggest that parents need information to help their children develop higher aspirations for careers and education, learn about and practice fewer unhealthy behaviors. A synthesis of current research reported that the benefits of parent involvement for students includes higher scores on standardized tests, enrollment in more challenging academic programs, improved behavior at home and at school, and better social skills and adaptation to school. (Southwest Educational Development Lab, 2002)

**Activity 6.1 Parents will be informed of ESSC programs** through monthly newsletters from the director, social worker or counselor, introduction parent letters from curriculum and materials introduced in classroom settings, as needed, phone calls from counselors and social worker. The counselors and social workers will monitor student academic progress and behaviors. If a student is at risk of not showing adequate progress or there is a need for intervention or additional mental health services, the counselor or social worker will consult with parents to develop a remediation/ success plan. All parents will be invited to serve on a guidance support council to meet a minimum of three times a year to improve school/home activities, student academic performance and behaviors, and ESSC programming.

Activities of the proposed project were selected after analysis of needs detailed in the following: Annie E. Casey Foundation Kids Count, 2012 Data Report, MYDAUS 2006 report, information from the 2010 U.S. census, the NECAP results, figures from the Maine Department of Education, the Maine Youth Risk Behavior Survey, 2007, and a survey of the secondary counselors, principals, superintendent and school nurses in districts. The tables in Section 1A and 1B depict critical needs areas. All programs were chosen from nationally recognized programs reviewed with proven research methods and will be carefully implemented according to program guidelines to ensure program integrity and relevance to the target population. To meet the requirements of GEPR 427: The ESSC will ensure equitable access to and participation in its programs for students, teachers and other program beneficiaries with special needs. Specifically, bilingual staff, teachers, aides, mentors and volunteers will be recruited to meet the needs of limited English proficient students and parents. Bilingual materials will also be purchased as resources within the guidance center. Finally, the four elementary schools are handicapped accessible, as is school transportation for each district; as part of the program, staff and volunteers will receive cultural diversity training; all community programs will be open to all citizens including those with special needs and seniors. Special accommodations will be made for persons with disabilities attending program activities. Registration forms will request persons indicate any special needs (e.g. sign language interpreter, Braille materials, etc.); and, large print materials and magnifiers will be obtained as necessary.

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

The Tri-County ESSC project is carefully aligned with the American School Counselors Association (ASCA) standards and the Maine Comprehensive School Counseling Programs K-12. The ASCA states that programs providing education, prevention and intervention services

integrated into all aspects of children’s lives are essential in removing barriers to learning and promoting academic achievement (2005). The three essential domains of school counseling to promote and enhance the learning process, according to the Maine model, are **academic, career, and personal/social**. Curriculum materials have been carefully selected in each domain from the research based model programs of the American School Counselors Association (ASCA) to use with individual students, whole classrooms, topical focus groups and families. These programs include: Safe and Caring School; Kuder-Galaxy; The ABC of Bullying Prevention Program; MADD, Protecting You, Protecting Me; and Lively Lessons for Classroom Sessions. The exception is the program “Brain Power! The NIDS Junior Scientist Program Grades K-5” which was developed by the National Institute on Drug Abuse (NIDA) and provides hands-on science activities to give a background for further drug prevention programs. According to Gilbert J. Botvin, Ph.D., of the Institute for Prevention Research at Cornell University Medical College (1996), “developmentally appropriate and personally relevant health information may indeed have a place in drug prevention programs.” The Maine Comprehensive School Counseling Model requires “exploration in relation to knowledge of self and to develop an awareness of personal abilities, skills, interests and motivations,” All selected programs correlate with this directive.

Baker and Gerler (2001) reported that “school counseling programs have significant influence on discipline problems and that students who participated had significantly fewer inappropriate behaviors and more positive attitudes toward school than those who did not”. This ESSC project will carefully integrate mental health programs to achieve these results.

### **3. Quality of Management Plan (30 points)**

- 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 regional ESSC project will hire staff following RSU 84's nondiscrimination/equal opportunity policy which includes federal compliance related to hiring and disability issues. RSU 84 encourages applications for employment from persons who are members of traditionally underrepresented groups and ensures that Section 427 is met. Job advertisements will be placed in the three major Maine papers, at the Maine Career Centers located in all sixteen Maine counties, and on [www.servingschools.com](http://www.servingschools.com), a member of the Maine State SHRM Council, and Affiliate of the Society of Human Resource Management, a partnership to help employer recruit diverse workers. In addition, the project will advertise and recruit employees with the subdivision of this program, the Diversity Hiring Coalition of Maine on the JobsinMaine.com website. Applicants will also be recruited from the Maine Bureau of Indian Affairs and the Maine Center for Women, Work and Community.

**Required qualifications for the position of Program Director are:** (a) master's in education, social work, or guidance counseling; experience required; (b) ability to communicate effectively with people from diverse backgrounds;(c) demonstrated ability to work effectively with staff, students, management teams and parents; (d) experience working within budgets; and excellent written, oral, organizational, record keeping and computer skills. Preference will be given to candidates who have had experience working with federal and/or state funded projects and meet the other qualifications.

**Maine and ESSC requirements for a developmental elementary guidance counselor are:** (a) a minimum of a master's degree in school guidance counseling from an accredited, approved program, (b) the equivalent to two documented years of work experience and the completion of a one academic year graduate level school counseling internship. (c) ability to communicate effectively with people from diverse backgrounds; (d) demonstrated ability to work effectively with staff, students, management teams, collaborators and parents; (e) excellent written, oral,

organizational, and recordkeeping skills; and (f) a desire to work collaboratively with parents or guardians, community members, school personnel and other support services professionals as part of the support services team for students in rural Northern Maine.

**Maine and ESSC requirement for a certified social worker are:** This project will seek a candidate with the following qualifications: (a) a minimum of a bachelor’s degree in School social worker from an accredited, approved program; (b) state license and certificate along with two years of documented work experience; (c) ability to communicate effectively with people from diverse backgrounds; (d) demonstrated ability to work effectively with staff, students, management teams, collaborators and parents; (e) excellent written, oral, organizational, and recordkeeping skills; and (f) a desire to work collaboratively with parents or guardians, community members, school personnel and other support services professionals as part of the support services team for students in rural Northern Maine.

**The external ESSC Project Evaluator** will be experienced in working with and directing federal education programs; knowledgeable in ESSC guidelines; and instrumental in ensuring continual program improvement. He/she will be capable of leading an evaluation team that assisted in the program design and will be involved in structured change.

This project will begin at or about October 1, 2014. The following chart depicts a timeline for accomplishing the essential elements of the developmental elementary guidance program.

Table 3A-1: Timeline of Critical Elements – Year One

Critical Element	Obj	Act	Person responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Hire Director counselors and social workers	5	5.4	Supt./ school board		X										

ESSC Directors Meet in D.C.	5		Director-TBA		X										
Management team meeting	5	5.2	Director, Counselors Teachers, parents, School nurse, Admin	X		X		X		X		X		X	
ESSC advisory board meeting	5	5.3	Supt. Principals, Director, counselors, parent, staff agency rep		X			X			X			X	
Design/ implement id & referral plan	5	5.2	District Mgmt Team with school staff		X	X									
Imple. Safe and Caring Schools	1	1.1	Director, Counselors teachers			X	X	X	X	X	X	X	X		
Safe and Caring evaluation	1	1.1	Counselors teachers			X						X			
Imple. Lively Lessons for Classroom	3	3.1	Counselors teachers		X										
Train staff and Imple. Bullying Program	1	1.2	Director, Counselors school staff			X	X	X	X	X	X	X	X		
Bullying questionnaire	1	1.3	Counselors			X									
Implement Brain Power & MADD Program	2	2.1	Counselor, teachers				X	X	X	X					
Document. of services	6	6.1	Director, counselor, principal		X	X	X	X	X	X	X	X	X	X	X
Monitor student academic progress	3	3.3	Counselor			X			X		X		X		
Imp. Kuder Galaxy Career Program	3	3.2	Counselor, teacher		X	X	X	X	X	X	X	X	X		
Design/imp parent involvement activity	6	6.1	Manage. team		X	X	X	X	X	X	X	X	X		
Parent-guidance	6	6.1	Parent, counselor			X			X				X		

support group															
Staff dev. sessions	4	4.1	Dir, Trainers, agencies		X		X		X		X		X		
ME Counselors Conf.	4	4.2	Director, Counselors						X						
Public Relations Program	5	5.2	Adv. Board, director		X	X	X	X	X	X	X	X	X	X	X
Formative Project evaluation	5	5.3	Management team		X	X	X	X	X	X	X	X	X	X	X
Summative Project evaluation	5	5.3	Director, Evaluators, Stakeholde						X				X		
Continue program improve.	5	5.3	All stakeholde		X	X	X	X	X	X	X	X	X	X	X

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

To ensure continuous program improvement in The Tri County ESSC project evaluation feedback will be shared with all stakeholders at Advisory Board meetings, through school newsletters, in community newsletters and at school board meetings. Issues addressed will be: factors contributing to the decrease of the number of disciplinary referrals; influence of agency collaborators on the project; key innovative supports, services, and strategies; how students are different as a result of the project and hurdle to project implementation and how they were overcome. The project director will be responsible for guiding a continuous improvement process utilizing regularly recorded project data and reports, and the combined guidance of the Advisory Board at quarterly sessions, school Management Teams at bi-monthly meetings, and Guidance-Parent Support Team which will meet a minimum of three times per year. Progress towards achieving outcomes will be tracked through quantitative reports generated by the project database on a daily, weekly and monthly basis. The database then generates weekly, monthly and quarterly performance reports documenting services and the impact of services on the

students. Participants and parents will be asked to evaluate specific activities and rate their satisfaction with the quality of services.

**4. Quality of the Project Evaluation (20 points)**

- 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)

<p><b>TABLE 4A-1: Evaluation of Tri County ESSC Project Goal, to establish four elementary guidance programs which will support the personal growth, educational development, and the social-emotional well-being of students served at this crucial time in their lives focusing on a strong academic and career preparation base, improved behavioral skills, and a strong foundation for making safe and healthy choices.</b></p>
<p><b>Outcome Objective 1: <u>Improve social and behavioral skills:</u></b> Discipline referrals will be reduced by 30% as measured by guidance counselor’s documentation.</p>
<p>1.) Types of data to be collected:</p> <ul style="list-style-type: none"> <li>• Student name, frequency of discipline and infraction (Quantitative)</li> <li>• Number, type and frequency of discipline referrals (Quantitative)</li> <li>• Number, type and frequency of in-house suspensions (Quantitative)</li> <li>• Number, type and frequency of suspensions (Quantitative)</li> </ul>
<p>2.) When data will be collected:</p> <ul style="list-style-type: none"> <li>• Weekly throughout the project year</li> </ul>
<p>3.) Instruments used:</p> <ul style="list-style-type: none"> <li>• Guidance counselors logs</li> <li>• Principal reports/ logs</li> <li>• Staff, parent, mental health providers, and student surveys and interviews</li> <li>• ABC of Bullying Prevention and Safe and Caring School curriculum assessments</li> </ul>
<p>4.) Analysis process:</p> <ul style="list-style-type: none"> <li>• Reviewed to determine specific problem behaviors</li> <li>• Assessed to determine if ESSC funded programs are targeting behavior</li> <li>• Weekly entry into database or comparison to previous time periods</li> <li>• Reviewed to determine individual and grade behavior trends</li> <li>• Tabulated to determine resulting percentage of decrease in student referrals</li> </ul>
<p>5.) When reports or outcomes will be available to management and advisory teams:</p> <ul style="list-style-type: none"> <li>• Monthly during the project year- Formative</li> <li>• At the end of the first semester -Formative and Summative</li> <li>• At the end of the school year- Summative</li> </ul>
<p>6.) How data will determine accomplishment:</p> <ul style="list-style-type: none"> <li>• Reports generated by the project database and management team will be reviewed and compared against baseline GPRA discipline referral records to determine if there is a decrease in referrals. The three teams will design adjustment to the programs as necessary to improve objective results.</li> </ul>
<p><b>Outcome Objective 2: <u>Increase awareness of unhealthy behaviors:</u></b> 100% of participants will</p>

successfully demonstrate an increase of knowledge of effects of unhealthy behaviors on the brain and body with a score of above 80% on a program supplied assessment.
<p>1.) Types of data to be collected:</p> <ul style="list-style-type: none"> <li>• Teacher records of class activities (Quantitative)</li> <li>• Student grades on projects and assessments (Quantitative)</li> <li>• Student participation in unhealthy behaviors(Quantitative)</li> </ul>
<p>2.) When data will be collected:</p> <ul style="list-style-type: none"> <li>• Weekly throughout the school year</li> <li>• Monthly throughout the school year</li> </ul>
<p>3.) Instruments used:</p> <ul style="list-style-type: none"> <li>• “Brain Power! The NIDA Junior Scientist Programs K-5” assessments</li> <li>• MADD Protecting You, Protecting Me</li> <li>• Teacher rubric assessment of student projects</li> <li>• Teacher, student and parent surveys/ interviews of program benefits</li> </ul>
<p>4.) Analysis process:</p> <ul style="list-style-type: none"> <li>• Reviewed to determine progress</li> <li>• Assessed to determine if ESSC funded programs are targeting behaviors</li> <li>• Weekly entry into database for tabulation</li> <li>• Reviewed to determine individual and grade success</li> <li>• Tabulated to determine resulting percentage of successful students</li> </ul>
<p>5.) When reports or outcomes will be available:</p> <ul style="list-style-type: none"> <li>• Monthly during the project year-Formative</li> <li>• At the end of the first semester- Formative and Summative</li> <li>• At the end of the school year- Summative</li> </ul>
<p>6.) How data will determine accomplishment:</p> <ul style="list-style-type: none"> <li>• Reports generated by the project database and management team will be reviewed and compared to determine if 10% of students were successful and if there is a correlation between success in this program and the number and type of discipline referrals. The three teams will design adjustment to the programs as necessary to improve objective results.</li> </ul>
<p><b>Outcome Objective 3:</b> <u>Improve academic performance and career awareness:</u> 45% of students currently below proficiency will raise their proficiency levels by 5% as shown on the MEA. 100% of participating students will demonstrate adequate progress on “Kuder-Galaxy” program evaluation tool as documented on counselor records.</p>
<p>1.) Types of data to be collected:</p> <ul style="list-style-type: none"> <li>• Current state test scores and Pre/post standardized academic assessment scores (Quantitative)</li> <li>• Schedule of academic and tutorial services per grade level(Qualitative)</li> <li>• Number, type and frequency of instruction and tutorials provided (Quantitative)</li> <li>• Academic progress- report cards and progress reports (Quantitative)</li> <li>• Instances of career research in school library(Quantitative)</li> <li>• Number of different careers represented by classroom presenters (Quantitative)</li> <li>• Scores on various “Kuder-Galaxy” assessments (Quantitative)</li> <li>• Number of careers covered by student projects (quantitative)</li> </ul>
<p>2.) When data will be collected:</p> <ul style="list-style-type: none"> <li>• Beginning of the school year</li> </ul>

<ul style="list-style-type: none"> <li>• Weekly throughout the project year as services are provided</li> <li>• At the end of each grading period</li> <li>• At the end of each semester</li> <li>• At the end of the school year</li> </ul>
<p>3.) Instruments used:</p> <ul style="list-style-type: none"> <li>• Maine State Assessment</li> <li>• NWEA Measures of Academic Progress</li> <li>• Individual/group contact logs completed by tutor</li> <li>• School progress reports and grade reports</li> <li>• “Kuder-Galaxy” curriculum assessments</li> <li>• Student, staff and parent interest and satisfaction surveys</li> </ul>
<p>4.) Analysis process:</p> <ul style="list-style-type: none"> <li>• Reviewed to determine academic progress and topics introduced</li> <li>• Assessed to determine if ESSC funded programs are targeting behavior</li> <li>• Weekly entry into database for tabulation</li> <li>• Reviewed to determine individual and grade success</li> <li>• Tabulated to determine resulting percentage of successful students</li> </ul>
<p>5.) When reports or outcomes will be available:</p> <ul style="list-style-type: none"> <li>• Weekly after data is entered throughout the project year- Formative</li> <li>• Monthly during the project year-Formative</li> <li>• At the end of the first semester- Formative and Summative</li> <li>• At the end of the school year- Summative</li> </ul>
<p>6.) How data will determine accomplishment:</p> <ul style="list-style-type: none"> <li>• Logs produced will be reviewed and compared against previous records to determine if the needed academic and career awareness services were indeed provided. Pre- and Post-test assessment results (official/ unofficial) will be reviewed with students and parents throughout the year to monitor progress and verify results. The three teams will design adjustment to the programs as necessary to improve objective results.</li> </ul>
<p><b>Outcome Objective #4:</b> <u>Increase school personnel’s knowledge of mental health issues:</u> 30% fewer discipline referrals will indicate that teachers and staff participated successfully in ESSC sponsored professional development opportunities. (see Obj. 1) 90% to teacher/staff surveys will indicate that professional training was beneficial</p>
<p>1.) Types of data to be collected:</p> <ul style="list-style-type: none"> <li>• Assessments of information necessary (Qualitative)</li> <li>• Data from Outcome Objective #1 evaluation (Quantitative and Qualitative)</li> <li>• Teacher ratings of professional development activities (Quantitative)</li> </ul>
<p>2.) When data will be collected:</p> <ul style="list-style-type: none"> <li>• Beginning of each project year</li> <li>• Quarterly throughout the year</li> <li>• Immediately after professional development activity</li> <li>• At the end of the school year</li> </ul>
<p>3.) Instruments used:</p> <ul style="list-style-type: none"> <li>• Reports generated as a result of Outcome Objective #1 evaluation</li> <li>• Management team developed needs assessment completed by staff</li> </ul>

<ul style="list-style-type: none"> <li>• Individual teacher improvement plans</li> <li>• Management developed activity satisfaction surveys</li> </ul>
<p>4.) Analysis Process:</p> <ul style="list-style-type: none"> <li>• Reviewed to determine appropriateness of speakers and topics</li> <li>• Assessed to determine if ESSC funded programs are targeting behavior</li> <li>• Weekly entry into database for tabulation</li> <li>• Reviewed to determine teacher satisfaction</li> <li>• Tabulated to determine resulting percentage of teachers who say they benefited compared to reduction in number of discipline referrals.</li> </ul>
<p>5.) When reports or outcomes will be available:</p> <ul style="list-style-type: none"> <li>• Beginning of the school year- Formative</li> <li>• Monthly throughout the school year- Formative</li> <li>• In a timely manner after each professional development activity- Formative</li> <li>• At the end of each semester and school year- Formative and Summative</li> </ul>
<p>6.) How data will determine accomplishment:</p> <ul style="list-style-type: none"> <li>• Logs produced will be reviewed and compared to needs assessment results to determine if the required information was indeed provided. Discipline records (official/ unofficial) will be reviewed to monitor progress of teachers as they incorporate new information into their behaviors. The three teams will design adjustment to the program as necessary to improve objective results.</li> </ul>
<p><b>Outcome Objective 5:</b> <u>Create a lasting structure for school counseling service:</u> Employ a developmental elementary guidance counselor at each school to establish and implement counseling programs and improve the counselor to student ratio to 1:250 as measured and documented by ESSC reports.</p>
<p>1.) Types of data to be collected:</p> <ul style="list-style-type: none"> <li>• Number of health professionals in each school building (Quantitative)</li> <li>• Number of health professionals serving referrals (Quantitative)</li> <li>• Minutes of counselor/student contact time (Quantitative)</li> <li>• Number, type and frequency of Advisory Board, Management Team, and Guidance-Parent Support Team meetings (Quantitative)</li> <li>• Number of PET and Student Assistance Team meetings (Quantitative)</li> <li>• Academic reports (Quantitative and Qualitative)</li> <li>• Behavior Reports (Quantitative and Qualitative)</li> <li>• Stakeholder satisfaction counts (Qualitative)</li> </ul>
<p>2.) When data will be collected</p> <ul style="list-style-type: none"> <li>• Weekly throughout the school year</li> <li>• Monthly throughout the school year</li> <li>• At the end of each semester and school year</li> </ul>
<p>3.) Instruments used:</p> <ul style="list-style-type: none"> <li>• Counselor logs</li> <li>• Database entries and reports</li> <li>• Minutes, agendas, attendance records of team meetings</li> <li>• Surveys designed by management team</li> </ul>
<p>4.) Analysis process:</p> <ul style="list-style-type: none"> <li>• Reviewed to determine gaps in provided information</li> </ul>

<ul style="list-style-type: none"> <li>• Assessed to determine if ESSC funded programs are targeting behaviors</li> <li>• Weekly entry into database for tabulation</li> <li>• Reviewed to determine stakeholder satisfaction</li> <li>• Tabulated to determine resulting ratio of counselors to students</li> <li>• Tabulated to determine resulting percentage of counselor/student contact time.</li> </ul>
<p>5.) When reports or outcomes will be available:</p> <ul style="list-style-type: none"> <li>• Quarterly-Formative</li> <li>• At the end of each semester-Formative and Summative</li> <li>• At the end of the school year-Summative</li> </ul>
<p>6.) How data will determine accomplishment:</p> <ul style="list-style-type: none"> <li>• Reports will be reviewed and compared to previous data to determine if results are positive and if ESSC funded programs are successful. The three teams will design adjustments to the programs as necessary to improve objective results.</li> </ul>
<p><b>Outcome Objective 6:</b> <u>Improve parental involvement:</u> 100% of students will have at least one parent/guardian participate in an ESSC activity as documented in program reports.</p>
<p>1.) Types of data collected:</p> <ul style="list-style-type: none"> <li>• Count parents (linked w/students) participating at each ESSC sponsored event (Qualitative)</li> <li>• Count of parents in Guidance-parent Support Group (Quantitative)</li> <li>• Count of parents-guidance counselor contacts (Quantitative)</li> <li>• Count of students, staff and parents perceptions of success of objectives (Quantitative)</li> <li>• List of articulated needs of parents (Qualitative)</li> </ul>
<p>2.) When date will be collected:</p> <ul style="list-style-type: none"> <li>• Weekly after events</li> <li>• Quarterly at time of progress reports and report cards</li> </ul>
<p>3.) Instruments used:</p> <ul style="list-style-type: none"> <li>• Staff, student and parent needs assessment relating to parent involvement</li> <li>• Attendance logs from events</li> <li>• Counselors logs</li> <li>• Management team designed staff, student and parent surveys</li> </ul>
<p>4.) Analysis process:</p> <ul style="list-style-type: none"> <li>• Reviewed to determine variety and types of needs</li> <li>• Assessed to determine if ESSC funded programs are appropriate to parent needs</li> <li>• Weekly entry into database for tabulation</li> <li>• Reviewed to determine stakeholder satisfaction and change of attitude during programming</li> <li>• Tabulated to determine number of students whose parents participated and frequency</li> <li>• Tabulated to determine resulting percentage of parent involvement</li> </ul>
<p>5.) When reports or outcomes will be available:</p> <ul style="list-style-type: none"> <li>• Monthly for team meetings-Formative</li> <li>• Quarterly-Formative</li> <li>• At the end of each semester- Formative and Summative</li> <li>• At the end of the school year- Summative</li> </ul>
<p>6.) How data will determine accomplishment:</p> <ul style="list-style-type: none"> <li>• Reports generated by the project database and management team will be reviewed and compared against baseline and current GPRA indicator data to determine if there is a correlation of</li> </ul>

increased parent participation to decreased discipline referrals. Student grades, discipline logs and stakeholder satisfaction surveys will assist the three teams to design adjustments to the program as necessary to improve objectives results.

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

Evaluation results will be shared with all stakeholders at Advisory Board meetings, school Management Team meetings and at school board meetings. Formative evaluation results will assist the director to monitor, assess and report progress towards achievement of objectives and implement programmatic changes immediately during the project year. The merging of monthly formative evaluations will result in a summative evaluation at the end of the project year which addresses the long-term impacts of the project performance and meets all GRPA requirements. These methods of evaluation will provide valuable information guiding continuous improvement for the Tri County ESSC project. School environments will be enhanced by increasing the number of mental health professionals available to elementary students, increasing the number of quality mental health curriculums focusing on improved student learning, safety and health, while decreasing the number of student disciplinary referrals in each school of the Tri County ESSC Project.

# Tri County Elementary and Secondary School Counseling Program

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### **Part 1: Preliminary Documents**

Application for Federal Education Assistance, form SF 424

### **Part 2: Budget Information ED Form 524**

ED Budget Information Non-Construction Programs (ED Form 524)

### **Part 3: ED Abstract Form**

#### **Project Abstract**

### **Part 4: Project Narrative Attachment Form**

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### **Part 5: Budget Narrative Attachment Form**

Budget Narrative

### **Part 6: Other Attachment Form**

Job Descriptions for Project Director and Key Personnel

Program Specific Assurance Form

Executive Order 12372 Transmittal Letter

### **Part 7: Assurances and Certifications**

Assurances for Non-Construction Programs (SF 424B Form)

Disclosure of Lobbying Activities (Standard Form LLL)

Grants.gov Lobbying Form

General Education Provisions Act (GEPA) Requirements-Sections 427 (ED GEPA 427 form)

### **Part 8: Intergovernmental Review (Executive Order 12372)**

State Single Point of Contact (SPOC) List

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

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## **Job Description for Project Director and Key Personnel**

### **Required qualifications for the position of Program Director are:**

- master's in education, social work, or guidance counseling; experience required;
- ability to communicate effectively with people from diverse backgrounds;
- demonstrated ability to work effectively with staff, students, management teams and parents;
- experience working within budgets; and excellent written, oral, organizational, record keeping and computer skills.
- A desire to work collaboratively with parents or guardians, community members, school personnel and other support service professionals as part of the support services team for students in rural Northern Maine.

Preference will be given to candidates who have had experience working with federal and/or state funded projects and meet the other qualifications.

### **Maine and ESSC requirements for a developmental elementary guidance counselor are:**

- a minimum of a master's degree in school guidance counseling from an accredited, approved program,
- the equivalent to two documented years of work experience and the completion of a one academic year graduate level school counseling internship.
- ability to communicate effectively with people from diverse backgrounds;
- demonstrated ability to work effectively with staff, students, management teams, collaborators and parents;
- excellent written, oral, organizational, and recordkeeping skills; and

- a desire to work collaboratively with parents or guardians, community members, school personnel and other support services professionals as part of the support services team for students in rural Northeastern Maine.

**Maine and ESSC requirements for a certified social worker are:**

- A minimum of a bachelor's degree in school social worker from an accredited, approved program
- State license and certification along with two years of documented work experience
- Ability to communicate effectively with people from diverse backgrounds
- Demonstrated ability to work effectively with staff, students, management teams, collaborators and parents
- Excellent written, oral, organizational, and recordkeeping skills

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Tri County  
Elementary and Secondary School Counseling Program**

**Part 1: Preliminary Documents**

Application for Federal Assistance (SF 424)  
ED Supplemental Information for SF 424

**Part 2: Budget Information**

ED Budget Information Non-Construction Programs (ED Form 524)

**Part 3: ED Abstract Form**

Project Abstract

**Part 4: Project Narrative Attachment Form**

Application Narrative

**Part 5: Budget Narrative Attachment Form**

Budget Narrative

**Part 6: Other Attachments Form**

Individual Resumes for Project Directors & Key Personnel  
Program Specific Assurance Form  
Executive Order 12372 Transmittal Letter  
Indirect Cost Rate Agreement

**Part 7: Assurances and Certifications**

Assurances for Non-Construction Programs (SF 424B Form)  
Disclosure of Lobbying Activities (Standard Form LLL)  
Grants.gov Lobbying Form  
General Education Provisions Act (GEPA) Requirements- Section 427 (GEPA 427 form)

**Part 8: Intergovernmental Review (Executive Order 12372)**

State Single Point of Contact (SPOC) List

## Part 5: Budget Narrative

1. Personnel: The Project Director will direct and oversee the activities of this project. This person's responsibilities will include monitoring all activities, participating in quarterly Advisory Board meetings through the grant period, developing surveys and evaluations per the evaluation plan, submitting all reports in a timely manner, and collaborating with Advisory Board and management teams to plan professional development. The Director will also work closely with the counselors and social workers to ensure their understanding and integration of materials into classroom curriculums.
2. Fringe Benefits: Based on percentages given by the accounting department at RSU #84.
3. Travel: One of the barriers to elementary students and their families receiving counseling services has been the distances that must be traveled and the high cost of gasoline. This budget reflects both of these barriers in the cost of staff travel. Travel is essential to proper coordination, collaboration and implementation of the Northeastern Maine Elementary and Secondary School Counseling Program.
4. Equipment: None
5. Supplies: One computer will be provided for each site counselor and the Project Coordinator to facilitate data entry and for student use with Kuder-Galaxy, as necessary. Selected curriculum materials are necessary to accomplish the project goal: **The Tri County ESSC project goal will be to support the personal growth, educational development, and the social-emotional well-being of students served focusing on a strong academic and career preparation base, improved behavioral skills, and a strong foundation for making safe and healthy choices.** These materials were carefully chosen from recommended model programs of the Substance and Mental Health Services

Administration (SAMHSA) and from American School Counselors Association (ASCA).

During the second and third years of the project, curriculum expense is to replace consumables.

- 6. Contractual: To ensure objectivity and continual improvement to the Tri County Elementary and Secondary School Counseling Program, an external evaluator will evaluate qualitative and quantitative data and make site visits for interviews with stakeholders. This will occur twice each program year. Evaluation results will be made available to stakeholders

Sub-contracts: RSU # 84 is the fiscal agent for the Tri County Elementary and Secondary School Counseling Program. The district will sub-contract to RSU #50, and RSU #70 for salaries and fringe benefits for personnel. Other expenses to the school districts covered in this grant proposal will be reimbursed by RSU #84's grant allocation.

- 7. Construction: None

- 8. Other: Because these districts are very small and have few personnel, a grant writing team has worked with the staff to produce the Tri County Elementary and Secondary School Counseling Program proposal. Current school personnel do not have the time to research and write the proposal.

<b>Budget Narrative</b>					
Budget Category-Line Items	Specifics Regarding Line Item	Year 1	Year 2	Year 3	Program Domain
<b>1.Personnel</b>					
Project Director (1 FTE)	1 @ 58,500.00	58,500.00	61,425.00	64,496.25	Objective 5
1 Guidance Counselor (.4 FTE)	.4 @ 45,000.00	18,000.00	18,900.00	19,845.00	Objective 5 Activity 5.1
<b>TOTAL SALARIES</b>		<b>76,500.00</b>	<b>80,325.00</b>	<b>84,341.25</b>	

<b>2.Fringe Benefits</b>					
Project Director	58,500.00 @ .30 Insurance-6,100.00	17,550.00	18,427.50	19,348.88	
		6,100.00	7,015.00	8,067.25	
Guidance Counselor	18,000.00@ .30 Insurance-2,440.00	5,400.00	5,670.00	5,953.50	
		2,440.00	2,806.00	3,226.90	
<b>TOTAL FRINGE BENEFITS</b>		<b>31,490.00</b>	<b>33,918.50</b>	<b>36,596.53</b>	
<b>3.Prof. Dev., Travel</b>					
New Director Meeting- D.C.	Airfare-650.00 Lodging@170x3=510 PerDiem@50x3=150. Misc. Travel@50x2=100.00	1,410.00			
Annual ESSCP Conference D.C.1 Director, 1 other	Airfare-450x2=900 Lodging-@170x5=850.00 Per Diem@50x5x2=500 Misc. Travel@50x2=100.00	2350.00			
Annual Maine Guidance Conference- 1 Director, 4 Counselors	320 mi @ .505+ 161.60 X 5= 808.00 Per diem @50X5X3=750 Registration=250X5= 1,250 Lodging-108x5x2nights= 1080	3,888.00	4082.00	4287.00	Objective 4 Activity 4.2
Other Program Travel					
Director Travel	Advisory meetings 24x120 mi@ .505/mi	1,454.40	1,454.40	1,454.40	Objective 5 Activity 5.2
	Collaboration w/ agencies 18x 70 mi@ .505/mi	636.30	636.30	636.30	Objective 5 Activity 5.1
	Travel for meetings w/ agencies and school districts 750 mi@ .505/mi	378.75	378.75	378.75	Objective 5 Activity 5.3
<b>TOTAL TRAVEL</b>		<b>10,117.45</b>	<b>6,551.45</b>	<b>6,756.45</b>	
<b>4. Equipment</b>					

	None	0.00	0.00	0.00	
<b>5. Supplies</b>					
Computer	5 @ 1,500.00	7,500.00	0.00	0.00	
Office Supplies	4 sites	1,000.00	1,000.00	1,000.00	
Postage	Director	250.00	250.00	250.00	
Staff Prof. Dev. Meetings-	9 per year @ 50.00	450.00	450.00	450.00	
Advisory Board Meetings		1,000.00	1,000.00	1,000.00	
Family Outreach Meetings		400.00	400.00	400.00	
Student classroom supplies	Resources aligned with curriculum	4,000.00	4,000.00	4,000.00	
<b>Curriculum</b>					
ABC of Bullying Prevention	The ABC of Bullying Prevention 21.95 x 4 = 87.80	87.80			
	Training for curriculum and programming, 2 days + 600.00 Meals = 15.00 x 50 + 750.00	1,350.00	1,000.00	1,000.00	Objective 4 Activity 4.1
Safe and Caring Schools	Pre K-5 curriculum @ 119.85 x 4 = 479.40	479.40			
	Safe & Caring Schools poster set @ 63.95 x 4 = 255.80	255.80			
Kuder-Galaxy Career Exploration	Online Licenses x 4 sites @ 750.00 = 3,000.00	3,000.00	3,000.00	3,000.00	
<b>TOTAL SUPPLIES</b>		<b>19,773.00</b>	<b>11,100.00</b>	<b>11,100.00</b>	
<b>6. Contractual</b>					
ESSC Evaluation Fee	2x per year, 80 hours @ 80.00 per hour	6,400.00	6,400.00	6,400.00	
<b>TOTAL CONTRACTS</b>		<b>6,400.00</b>	<b>6,400.00</b>	<b>6,400.00</b>	
RSU# 5 Subcontract-Salaries	Social worker (2 FTE) in Katahdin and Dyer Brook	90,000.00	94,500.00	99,225.00	
RSU #5 Subcontract- Fringe	.30 of salary (2FTE) insurance	27,000.00 12,200.00	28,350.00 14,030.00	29,767.50 16134.50	
RSU #70 Sub-contract-salaries	Counselor (1 FTE)	45,000.00	47,250.00	49,612.50	

RSU #70 Subcontract- Fringe	.30 of salary insurance	13,500.00 6,100.00	14,175.00 7,015.00	14,883.75 8,067.25	
<b>TOTAL RSU 5 &amp; RSU 70 Subcontracts</b>		193,800.00	205,320.00	217,690.50	
<b>TOTAL CONTRACTUAL</b>		<b>193,800.00</b>	<b>205,320.00</b>	<b>217,690.50</b>	
<b>7.Construction</b>					
<b>TOTAL CONSTRUCTIO N</b>	<b>none</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	
<b>8.Other</b>					
Grant Writing Expense		4,600.00	0.00	0.00	
<b>TOTAL OTHER</b>		<b>4,600.00</b>	<b>0.00</b>	<b>0.00</b>	
<b>TOTAL DIRECT COST</b>		148,880.45	138,294.95	145,194.23	
<b>TOTAL SUB- CONTRACTS</b>	RSU #5, RSU #70	193,800.00	205,320.00	217,690.50	
Administrative Cost	@3.5% of direct cost	5,049.82	4,840.32	5,081.80	
Calculate Modified Direct Costs	.	<b>347,730.27</b>	<b>348,454.95</b>	<b>367,966.53</b>	
<b>TOTAL PROJECT</b>		<b>347,730.27</b>	<b>348,454.95</b>	<b>367,966.53</b>	

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

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

Name of Institution/Organization

RSU #84/Maine School Administrative District #14

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	76,500.00	80,325.00	84,341.25			241,166.25
2. Fringe Benefits	31,490.00	33,918.50	36,596.53			102,005.03
3. Travel	10,117.45	6,551.45	6,756.45			23,425.35
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	19,773.00	11,100.00	11,100.00			41,973.00
6. Contractual	200,200.00	211,720.00	224,090.50			636,010.50
7. Construction	0.00	0.00	0.00			0.00
8. Other	4,600.00	0.00	0.00			4,600.00
9. Total Direct Costs (lines 1-8)	342,680.45	343,614.95	362,884.73			1,049,180.13
10. Indirect Costs*	5,049.82	4,840.32	5,081.80			14,971.94
11. Training Stipends						
12. Total Costs (lines 9-11)	347,730.27	348,455.27	367,966.53			1,064,152.07

**\*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 RSU #84/Maine School Administrative District #14	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	0.00	0.00
2. Fringe Benefits	0.00					0.00
3. Travel	0.00					0.00
4. Equipment	0.00					0.00
5. Supplies	0.00					0.00
6. Contractual	0.00					0.00
7. Construction	0.00					0.00
8. Other	0.00					0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00					0.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	0.00	0.00	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:	First Name:	Middle Name:	Last Name:	Suffix:
	Kristen		Wittine	

Address:

Street1:	31 A Houlton Rd
Street2:	
City:	Danforth
County:	
State:	ME: Maine
Zip Code:	04424
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
207-448-2882	

Email Address:

kwittine@mefamily.org
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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #: 

--

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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