

**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 # S215E140172**

**Grants.gov Tracking#: GRANT11636532**

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="04/25/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

* a. Legal Name: <input type="text" value="Gadsden City Board of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="63-636000897"/>	* c. Organizational DUNS: <input type="text" value="1864140250000"/>

**d. Address:**

* Street1: <input type="text" value="1026 Chestnut Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Gadsden"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="AL: Alabama"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="35901-9741"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Felicia"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Simpson"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Community Education Coordinator"/>	

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

* Telephone Number: <input type="text" value="2565492925"/>	Fax Number: <input type="text" value="2565492962"/>
---	---

* Email: <input type="text" value="fsimpson@gcs.k12.al.us"/>
--

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.215

CFDA Title:

Fund for the Improvement of Education

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

ED-GRANTS-031214-001

\* Title:

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

**13. Competition Identification Number:**

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Project S.E.E.K. (Safe Educational Environment for Knowledge)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="399,675.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="399,675.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Felicia Padgett</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Gadsden City Board of Education</p>	<p>DATE SUBMITTED</p> <p>04/25/2014</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Gadsden Board of Education * Street 1: 1026 Chestnut Street    Street 2: * City: Gadsden    State: AL: Alabama    Zip: 35901 Congressional District, if known: AL-004		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> N.A.	<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> N.A.	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix:    * First Name: N/A    Middle Name: * Last Name: N/A    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix:    * First Name: N/A    Middle Name: * Last Name: N/A    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Felicia Padgett * Name: Prefix: Dr.    * First Name: Ed    Middle Name: * Last Name: Miller    Suffix: Title: Superintendent    Telephone No.:    Date: 04/25/2014		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140172

## 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.**

<input type="text"/>	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.

#### \* APPLICANT'S ORGANIZATION

Gadsden City Board of Education

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

Prefix: Dr. \* First Name: Ed Middle Name:

\* Last Name: Miller Suffix:

\* Title: Superintendent

\* SIGNATURE: Felicia Padgett

\* DATE: 04/25/2014

## 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.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## Abstract

The proposed project, **Safe Educational Environment for Knowledge (S.E.E.K.)** Gadsden City Schools (**GCS**) is located in North Eastern Alabama. The current student enrollment is 2,704 for the elementary schools. All but two of the elementary schools qualify as Title 1 schools and academically, overall, the elementary schools are in the lower 25% of districts in the state of Alabama. The 2,704 GCS elementary school students share six (5.5) school counselors. The student to mental health professional ratio is 492:1. Specific objectives include (1) narrowing the gap between student/mental health professional ratios and the student/mental health professional ratios recommended by the ACA (**GPRA 1**), and (2) decrease the number of student disciplinary referrals through provision of a variety of planned counseling activities which promote character building and civic virtue through a school wide counseling paradigm shift (**GPRA 2**). Additionally, the **Competitive Preference Priority 1**: Improving school engagement, and improving family engagement are addressed in the grant by choosing programming that address bullying, violence and substance abuse and will assist in improving the school setting related to student learning, safety and health. **Competitive Preference Priority 2** to address the needs of military-connected students is being addressed by providing new parent support, deployment readiness, relocation assistance, school adjustment, deployment and separation, reunion adjustment, sibling and parent-child communication and fear, grief and loss support. Emphasis will be placed on a comprehensive developmental, prevention approach, designed, and implemented by an Advisory Council providing **activities** that will meet the **GPRA objectives** mentioned above. The overall **outcomes** of the project are: 1) closing the gap between MHP and students; 2) decreasing discipline referrals; 3) improve achievement scores; 4) increase parent participation and 5) increase professional development opportunities for MHP staff.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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**Safe Educational Environment for Knowledge (S.E.E.K.)**

**1. Need for Project**

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

A needs assessment was conducted to determine the extent of specific gaps/weaknesses in Gadsden’s elementary schools mental health/counseling services, infrastructure, and counseling specific opportunities. The result is a proposed project, **Safe Educational Environment for Knowledge (S.E.E.K.)** Gadsden City Schools (GCS) is located in North Eastern Alabama and serves students in grades PreK-12. The current student enrollment is 5,487 with the elementary schools having a total population of 2,704. The GCS district median household income is \$27,865 which is (\$15,295) below the state median income of \$43,160. The Free and Reduced population is 74.18%. All but two of the elementary schools qualify as Title 1 schools and academically, overall, the elementary schools are in the lower 25% of districts in the state of Alabama. The 2,704 GCS elementary school students share six (5.5) school counselors. The student to mental health professional ratio is 492:1. The recommended American Counseling Association (ACA) ratio is 250:1 very removed from the current ratio in Gadsden elementary schools. Using the needs assessment information, the ***SEEK*** proposal team identified the current services and programs and identified gaps in these services. The following chart summarizes current services and gaps.

<b>NEEDS/ SERVICES PROVIDED</b>	<b>GAPS IN SERVICES</b>	<b>PROPOSED INFRASTRUCTURE AND SUSTAINABILITY</b>
Currently there are only 5.5 counselors, serving eight elementary schools with a population of 2704 students.	Based on the American School Counseling Association guidelines, Gadsden’s ratios of school counselor /school social worker per student fall below the recommended ratios of the ACA.	Recruit and higher an additional Counseling staff member to serve elementary students.

The individual MH provider determines Gadsden's counseling staff's counseling agenda. The classroom teacher is responsible for Character Education. Currently no set curriculum or counseling topics are determined as a group.	Because of the lack of MHP staff the current counseling program offers is not comprehensive in addressing the counseling and educational needs of students. The preventative approach to counseling does not systemically address such topics as child abuse, drug awareness, discrimination, and harassment.	Develop a comprehensive counseling program to meet the counseling and educational needs of all students. Develop Student Assistant Teams better meet student needs and to facilitate the counseling referral process now and into the future.
All school counselor personnel are appropriately certified and when <i>possible</i> attend the Guidance Conference and varied offerings through Other Professional Development resources.	Networking and planned sharing of information gained at state conferences, institutes, and trainings are very limited.	Obtaining additional training for MHP who then would train school staff through Encounter Sessions concerning intervention techniques and referral process.
There are a few mental health programs that are used in some individual schools.	There is a need for additional innovative research based approaches to increase children's understanding of peer and family relationships, character, choices/decision-making, academic direction, and improvement in peer interactions.	Provide programs and training on Research Based programs that would facilitate emotional stability and mental health now and into the future.
Individual counseling, small group counseling and classroom guidance are strategies used occasionally by staff in each school. Referral services to outside agencies are extremely limited because they are virtually nonexistent.	None of the elementary schools have full-time counseling services, but shared staff between buildings; therefore, student needs are often neglected. The referral process to outside is almost nonexistent.	Develop consistent small group counseling and classroom based guidance strategies. Develop linkages with outside agencies that could assist in a crisis.
There is some limited mental health community involvement from the CED Mental Health Center.	Although, none of the schools have a full time Guidance Counselor, the existing personnel there is some limited community linkage for mental health.	Maintain this program and expand it and make the CED Mental Health Center part of the MHP team.
Few district wide evaluation tools to monitor and evaluate counseling program effectiveness in respect to mental health needs or achievement.	There is no standard evaluation tool in place that monitors and evaluates the effectiveness of the counseling services and counseling activities.	Develop a counseling evaluation program to provide feedback and direction for the ongoing counseling program
Parents participate in a limited way in planning counseling programs.	Parent Involvement is minimal in the area of Counseling and Training on Mental Health issues.	Involve parents in all aspects of the counseling program and provide training.
Currently limited services are provided to families and	No training is provide to counselors or staff to meet the	Training will be provided to staff on parent support,

children of military personnel	specific needs of families and children	deployment readiness, relocation assistance, school adjustment, deployment and separation, reunion adjustment, sibling and parent-child communication and fear, grief and loss support.
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The ACA recommends comprehensive service provision to the whole child be given in a consistent manner. Studies document that quality comprehensive school counseling services increase achievement and narrow the gap between lower-income and higher-income student groups. School counseling services help increase students' well-being, improve student behavior, reduce incidence of bullying, disruptive behavior, and foster a positive school environment (Brigman, G, & Campbell, C. , 2003 - *Professional School Counseling*). A meta-analysis of school counseling outcome research involving 117 studies of 153 school counseling interventions with 16,296 students found a significant effect on those receiving counseling. Students who participated in the school counseling interventions improved up to a third of a standard deviation beyond their peers who did not receive the interventions. These multi factor studies establish the empirical evidence base that school counseling interventions have a significant effect on achievement (Whiston & Quinby, 2009). Research teams, controlling for socioeconomic status and enrollment size, surveyed 22,601 students. The students receiving an enhanced comprehensive counseling program earned higher grades, exhibited fewer problems related to physical and interpersonal issues in their schools, felt safer attending schools, and had better relationships with their teachers. The students indicated that they believed their education was more relevant and important to their futures, and being more satisfied with the quality of education available to them in their schools ( Lapan. R.T. Gysbers, N.C. & Pctroski, G.F. 2001) and (Dimmitt, C. , March 24, 2010).

**The magnitude of the need for counseling services among the target population.**

The GCS elementary schools (grades K-5) are significantly below the student/ mental health professional (MHP) ratio recommended by the ACA. The current ratio is 492:1 and the ACA recommended ratio is 250:1

<b>GPRA 1: The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.</b>						
<b>Number of Mental Health Workers for GCS Elementary Schools</b>						
Schools participating in the grant	Students enrolled (Baseline (2013-2014))	Number of Child-adolescent psychiatrists (Baseline (2013-2014))	Number of School Psychologists (Baseline (2013-2014))	Number of School Counselors (Baseline (2013-2014))	Number of School Social Workers (Baseline (2013-2014))	Number of Other Qualified Mental Health Professionals, (Baseline (2013-2014))
Adams Elem	347	0	0	.5	0	0
Donehoo Elem	250	0	0	.5	0	0
Eura Brown El	424	0	0	1	0	0
Floyd Elem	374	0	0	.5	0	0
Mitchell Elem	407	0	0	1	0	0
Striplin Elem	343	0	0	.5	0	0
Thompson Elem	231	0	0	1	0	0
Walnut Elem	328	0	0	.5	0	0
<b>Total</b>	<b>2704</b>	<b>0</b>	<b>0</b>	<b>5.5</b>	<b>0</b>	<b>0</b>

Below the chart shows higher numbers of students receiving disciplinary action where there is no full time counselor.

<b>GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program.</b>		
Schools Participating in the Grant	Number of Students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
<b>Adams Elem</b>	347	<b>9</b>
<b>Donehoo Elem</b>	250	<b>0</b>
<b>Eura Brown Elem</b>	424	<b>0</b>
<b>Floyd Elem</b>	374	<b>68</b>
<b>Mitchell Elem</b>	<b>407</b>	<b>25</b>
<b>Striplin Elem</b>	<b>343</b>	<b>23</b>

<b>Thompson Elem</b>	<b>231</b>	<b>6</b>
<b>Walnut Elem</b>	<b>323</b>	<b>41</b>
<b>Total</b>	<b>2704</b>	<b>172</b>

**Additional factors that place many of GCS's students at risk and in need of counseling services:**

The degree of poverty in the school system is significantly higher than the national or state average. Below are the Free and Reduced numbers for the elementary schools:

<b>Adams Elem</b>	94.12%
<b>Donehoo Elem</b>	96.26%
<b>Eura Brown Elem</b>	27.20%
<b>Floyd Elem</b>	97.17%
<b>Mitchell Elem</b>	56.84%
<b>Striplin Elem</b>	96.30%
<b>Thompson Elem</b>	94.77%
<b>Walnut Elem</b>	91.54%

An additional Academic Challenges for the GCS is the large number of English as second language students that are now in the elementary program. Over 10% of the population (295) is now comprised of ELL students.

<b>GCS Achievement Results on Alabama Reading and Math Test (AMRT) Grade 3</b>					
<b>School</b>	<b>Year</b>	<b>Proficiency Reading Rating By School</b>	<b>Proficiency Rating State Average</b>	<b>Proficiency Math Rating By School</b>	<b>Proficiency Math Rating State Average</b>
<b>Adams Elem</b>	2012	80	88	88	85
<b>Donehoo Elem</b>	2012	74	88	79	85
<b>Eura Brown Elem</b>	2012	100	88	95	85
<b>Floyd Elem</b>	2012	81	88	72	85
<b>Mitchell Elem</b>	2012	94	88	90	85
<b>Striplin Elem</b>	2012	81	88	58	85
<b>Thompson Elem</b>	2012	77	88	69	85
<b>Walnut Elem</b>	2012	87	88	96	85

<b>GCS Achievement Results on Alabama Reading and Math Test (AMRT) Grade 5</b>					
<b>School</b>	<b>Year</b>	<b>Reading Proficiency</b>	<b>Math Rating</b>	<b>Proficiency</b>	<b>Proficiency</b>

		Rating By School	Rating State Average	By School	Math Rating State Average
<b>Adams Elem</b>	2012	73	89	80	91
<b>Donehoo Elem</b>	2012	90	89	90	91
<b>Eura Brown Elem</b>	2012	96	89	99	91
<b>Floyd Elem</b>	2012	78	89	78	91
<b>Mitchell Elem</b>	2012	94	89	90	91
<b>Striplin Elem</b>	2012	78	89	82	91
<b>Thompson Elem</b>	2012	77	89	74	91
<b>Walnut Elem</b>	2012	96	89	92	91

## 2. Quality of the Project Design

### A. The extent to which the proposed project will establish linkages with together appropriate agencies and organizations providing services to the target population.

The extent to which project S.E.E.K. establishes linkages with existing federal, state and local programs and that a diversity of perspectives is represented in the development and implementation of the program is evidenced in the chart below:

Target Population	Activity/Service/Program	Agencies and Organizations Linkage	Timeline
Low Achieving Students	Extended/ individualized instruction; specialized technology programs in core content; mentoring; peer tutoring; use of accommodations and modifications	Increase involvement of CED Mental Health Center, high school and peer tutors; Title 1 Extended School Services	8/14-6/15 and on-going
High Number of Office Referrals for Disruptive Behavior at several elementary schools	Need for Counselors and social and cultural activities, and family involvement; enactment of research-based behavioral programs	Need Counselors involved with school Administration and Teachers/Parent Organization.	8/14-6/15 and on-going
Disruptive Behaviors	Provide individual counseling and family counseling	Develop close linkages with CED Mental Health Center and Health Department	8/14-6/15 and on-going
Children of Poverty and Limited English Proficiency	GCS does not have a large Migrant Population, however, ESL instruction; summer enrichment services enrichment classes in diversity sensitivity	Use of teachers and high school tutors for elementary students	6/15 and on-going
Targeted Population	Community linkage with business and industry to evoke career awareness K-5	Use business leaders and Junior Achievement organization	9/14-6/15 and on-going

**B. The extent to which the design of the proposed project is appropriate to and will address the needs of the target population or other identified needs.**

The goals of Project S.E.E.K. are to plan, implement, coordinate, expand and integrate counseling/support services and enabling more data-based decision-making in the three elementary schools through counselor-based student assist teams (SAT). Specific objectives include (1) narrowing the gap between student/mental health professional ratios and the student/mental health professional ratios recommended by the (GPRA 1), and (2) decrease the number of student disciplinary referrals through provision of a variety of planned counseling activities which promote character building and civic virtue through a school wide counseling paradigm shift (GPRA 2). Research conducted by the University of Oregon (2007) suggested that most schools with effective school-wide character education programs that focus on dealing with problematic student behaviors early could prevent at least 80% of the contributing causes of school violence. Additionally, the Competitive Preference Priority 1: Improving school engagement, and improving family engagement are addressed in the grant by choosing programming that address bullying, violence and substance abuse and will assist in improving the school setting related to student learning, safety and health. Competitive Preference Priority 2 to address the needs of 15 (13 families) military-connected students is being addressed by providing new parent support, deployment readiness, relocation assistance, school adjustment, deployment and separation, reunion adjustment, sibling and parent-child communication and fear, grief and loss support. Emphasis will be placed on a comprehensive developmental, prevention approach, designed, and implemented by an Advisory Council (**composition of Council on page 16**) providing services that will: decrease the instances of disruptive behavior during the school day; decrease health risks among the elementary students; increase parental involvement in the schools, and increase community mental health collaboration. Services to

students will be provided in a non-discriminatory manner with equal access to all based on legally protected classifications. By decreasing the instances of detrimental behaviors and increasing opportunities for students to receive additional counseling services, academic, health and social accomplishments will be attainable. An inclusive, positive atmosphere for achievement and study will be promoted. The objectives have been designed to meet this goal and to fulfill the **GPRA** requirements.

<b>Goals</b>	<b>Benchmarks/ Activities</b>	<b>Objectives</b>	<b>Outcomes</b>	<b>Date Data Collected</b>
<b>1. The grantee will close the gap between their student/mental health professional ratios and the student/ mental health professional ratios recommended by the statute. (GPRA 1)</b>	<b>1.1</b> Recruitment of under-represented qualified applicants	<b>1. 1</b> Documented effort to increase number of underrepresented qualified MHP	1.1 Evidence of recruitment of underrepresented qualified MHP	<b>1.1</b> June <u>E</u> ach <u>P</u> roject <u>Y</u> ear (EPY) Applications/ Interviews
	<b>1.2</b> Employment of MHP to improve student to MHP ratios	<b>1.2</b> Improved ratio of qualified MHP toward national standard.	1.2 Employed staff MHP staff will positively impact the ratio of qualified MHP toward national standard	<b>1.2</b> June EPY Data on MHP ratio
<b>2 .The average number of referrals per grant site for disciplinary reasons in schools participating in the program will reduce. (GPRA 2)</b>	<b>2.1</b> School-wide behavior training will be conducted.	<b>2.1</b> 100% of the elementary schools will implement the same research based school-wide behavior management /Student Assist Team program.	<b>2.1</b> Number of discipline referrals to office will be reduced when compared to baseline data.	<b>2.1</b> June <u>E</u> ach <u>P</u> roject <u>Y</u> ear (EPY) Lesson Plans
	<b>2.2</b> Training will be conducted for staff on specific researched based programs to be implemented.	<b>2.2</b> Professional Development Training research based character education, anger management, divorce, behavior management, Student Assist Team, Conflict Resolution	<b>2.2</b> 100% of schools will implement the Research Based programs identified in project	<b>2.2</b> June <u>E</u> ach <u>P</u> roject <u>Y</u> ear (EPY)– Agendas, PD Evaluations, Teacher Surveys, Lesson Plans
<b>3. Improve achievement scores (Competitive Priority 1)</b>	<b>3.1</b> Train Staff in use of <i>Positive Action</i> and <i>The Incredible Years</i>	<b>3.1</b> To improve Targeted Student Achievement <b>(Competitive Priority 1)</b> <b>(Competitive Priority 2)</b>	<b>3.1</b> During the project, achievement for students participating in	<b>3.1</b> June of each school year. Yearly State Achievement

	What works Clearing-house and training to meet needs of military families		counseling program would increase yr 1; 10% , yr 2; 15%, yr 3; 20% <b>(Competitive Priority 1)</b> <b>(Competitive Priority 2)</b>	test scores and grades
	<b>3.2</b> Counselors will on an on- going basis individually meet with targeted students about achievement	<b>3.2</b> Counselors will track academic progress of targeted students	<b>3.2</b> Counselors meet with 100% of targeted students and facilitate mentoring under	<b>3.2</b> On-going during each year of the proposal
<b>4. Parents will participate in MHP sponsored classes designed to improve family relationships.</b>  (Competitive Priority 1)	<b>4.1</b> Parents trainings related to family relationships will be developed by MHP staff.	<b>4.1</b> Parent trainings will be advertised and parents recruited by school staff.	<b>4.1</b> 100% of trainings will be advertised in local papers, school newsletters and on school signage	<b>4.1</b> June <u>Each Project Year (EPY)</u> Agendas and Evaluations
	<b>4.2</b> Training will be offered to all elementary parents.	<b>4.2</b> By June 30 of each year of the grant period, GCS's targeted elementary students' parents will have an opportunity to participate in a mini-mum of one of the following MHP sponsored activities; parenting class address- ing anger management, conflict resolution, divorce, stress manage- ment, student anxiety issues	<b>4.2</b> 70% of participating parents will be presented training in the following: anger management, conflict resolution, coping with divorce, stress manage- ment, student anxiety issues and the ability to facilitate academic success.	<b>4.2</b> June EPY Office Referrals
<b>5. School Staff will participate in MHP Professional Development Encounter Session</b>	<b>5.1</b> MHP will develop Professional Development targeting mental health issues for all school staff.	<b>5.1</b> By June 30 of each year of the grant period, GCS's staff will have an opportunity to participate in a minimum of one or more of the following MHP sponsored PD	<b>5.1</b> PD trainings will offered at 100% of the elementary schools.	<b>5.1</b> June <u>Each Project Year (EPY)</u>  Agendas, PD Evaluations, teacher

<b>Training.</b>		classes addressing; anger management, conflict resolution, divorce, stress management, behavior management, student anxiety issues, or other mental health issues.		surveys
	<b>5.2</b> MHP will provide trainings on targeted mental health issues and the development of lesson plans.	<b>5.2</b> Through a summer colloquium teachers will obtain an in-depth concentration of behavior issues from national known speakers	<b>5.2</b> 100% of the elementary schools will have an opportunity to participate in summer colloquiums that will expose research-based practices for at-risk students	<b>5.2</b> June <u>E</u> ach <u>P</u> roject <u>Y</u> ear (EPY)

The design of this project centers on the professional school mental health professionals' vital role in ensuring that students are ready to learn, and are able to reach their maximum potential.

Professional school counselors will provide the full range of comprehensive services to students across general and special education populations. Counseling services and academic supports will be afforded, as well as consultation, collaboration, and coordination with teachers, principals, families, and community-based professionals. Services for students and families requiring intensive support will be offered. Comprehensive school-based programs, designed to decrease aggressive behavior (Wilson, Lipsey, & Dorzon -2003), improve academics, (Sink & Stroh - 2003), and boost mental health functioning (Whiston & Quinby -2009) show considerable success in affecting all these critical areas. For behavior, based on this research, through the projects' Advisory Council, project S.E.E.K. will create or adopt a system of school/classroom clearly-defined rules and expectations for student behavior; develop or adopt a curriculum to teach and reinforce expected behaviors; alter the school environment to prevent, minimize, or eliminate disruptive behavior, such as increased supervision in problematic areas; and directly provide

social skills and problem solving training for students. A proactive system of positive behavioral support (PBS) involving levels of prevention that are systematically applied across all students in a setting will be implemented. These coordinated efforts have demonstrated to be effective in decreasing problem behavior and increasing student achievement in public school settings (Scott, Nelson, Christle, Riney, 2002). Additional strategies, focusing on enhancing protective factors in the school and preventing the development of problems, will be consistently enacted in each of the elementary schools through the engagement of all school personnel.

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

The S.E.E.K. proposal will use the American School Counselor Association (ACA) National Model where the school counselors' roles are better defined and where the school counselors provide leadership, transformative advocacy and systemic change in schools Scott, T. M., Nelson, C. M., & Zabala, J. (2003). *ACA's National Model: A Foundation for School Counseling Programs* reflects a comprehensive approach to program foundation, delivery, management and accountability (Hatch and Bowers, 2003). Using the ACA model, the Advisory Council will design, coordinate, implement, manage and evaluate its counseling program and the success of students. The ACA model provides a framework for the S.E.E.K. program components, the school counselor's role in implementation and the underlying philosophies of leadership, advocacy, and systemic change. By implementing this National Model-based program, school counselors will exchange their emphasis from service-centered for some of the students to program-centered for every student. It not only answers the question, "What do school counselors do?" but requires school counselors to respond to the question, "How are students different as a result of what we do?" (Hatch and Bowers, 2003). Project S.E.E.K. will institute a novel counseling delivery system for all elementary children in each school.

Structured developmental lessons, designed to assist in achieving desired competencies and developmentally appropriate knowledge and skills will be furnished. The guidance curriculum will be infused throughout the schools' overall curriculum and will be presented systematically through grades K-5 classroom and group activities on a daily basis. The Advisory Council will explore research based guidance programs, such as the Second Step program, and will determine the program best tailored for GCS students. Student assessment will be embedded throughout the guidance curriculum. The ultimate purpose of outcome assessment is to provide information to the counselor or counseling program on how well it is succeeding at producing S.E.E.K. counseling treatment or service outcomes (Naugle & Roberts, 2003). The Advisory Council will consider assessment options, ( i.e., rating forms, "smiles test", satisfaction surveys, questionnaires, both self-made and standardized), to determine ,as a group, the outcomes assessments to be used. In addition, the S.E.E.K. paradigm will establish targeted interventions designed to provide support to the 10-15% of students who are at risk of developing emotional and behavioral problems. Targeted interventions will include mentoring, tutoring, and the development of individual positive behavior plans. The ACA refers to these interventions as Responsive Services (Hatch and Bowers, 2003). These services consist of individual student's immediate needs, which are usually necessitated by life events or situations. These strengths-based interventions focus on preventing further occurrences of the problematic behavior by teaching appropriate replacement behaviors. Students experiencing chronic and intense problem behavior in the home, school and community represent the remaining 3-5% of the students for which targeted interventions are not effective. These students require more intensive interventions, services, and supports that usually extend beyond school resources to other community agencies (Robbins & Armstrong, 2001).

Advisory Council will facilitate child and family teams comprised of family members, school personnel, community service providers, and others who collaboratively might have a positive relationship with the child. The team will identify child and family strengths across life domains, determine and prioritize needs, and design individual interventions using a blend of traditional and nontraditional services and supports. The ACA refers to this component of the model as *System Support*, which will be in effect on a case-by-case basis. The S.E.E.K. paradigm is completed with *Data Collection* in the form of staff, student, and parent surveys, office referrals, number of school suspensions, harassment reports, bus discipline reports, bullying referrals. Customized *Standards Based Lesson Plans* will be developed for each specific competency addressed ex: anger management, anxiety, bullying, academic deficits, etc. The recommended program balance time distribution for the elementary school level would be: 35%-45%-guidance curriculum; 30%-40% responsive services; 5%-10% individual planning; 10%-15% system support, and 0% non-counseling. The Advisory Council approach will create a more positive learning environment providing the foundation for a productive future for children (Rosenblatt & Rosenblatt,2000). The provision of a continuum of positive behavior supports positively impacts the culture and climate of the school (Nakasato, 2000). Office referrals, expulsions, and suspensions have been found to decrease upon implementation of wraparound services provided through the Advisory Council approach which, in turn, can lead to safer schools and maximization of academic engagement and success (Nakasato, 2000). Due to the systemic nature of the change, implementation of a continuum of positive behavior supports within a school requires time. Existing literature suggests three to five years for the innovation to become fully operational and institutionalized (Chapman & Hofweber, 2000). Therefore, it is critical to the project's success to foster strong administrative support and ongoing in-service and

support. Morrissey (2003) suggests teacher and administrator learning is more complex, deeper and more fruitful in a social setting, where participants can interact, test their ideas, challenge their inferences and interpretation and process new information with others. The chosen model for the Professional Learning Community (PLC) has a research design which stretches across a number of schools and where individuals learn from and support each other in order to increase their effectiveness for students. A strong shared vision that is connected to student learning and continuous improvement is found in more developed PLCs (Bolam et al., 2005).

Shared leadership structures, including opportunities to build teacher leadership capacity, are more evident in schools that have more developed PLCs (Moller, 2006). All Alabama Department of Education Professional Development Standards will be addressed during the course of the three-year project. *Comprehensive Plan* components will include data used to drive the decisions to address the competency; a delivery timeline; description of program to be implemented; and expected results (which can be found in evaluative section of proposal); people responsible for delivery (Hatch and Bowers, 2003). Through collaboration with colleagues, administrators, and other staff members, the Advisory Council will have an opportunity to help create a vision for systemic change in GCS by bringing about assessments, developing plans, implementing interventions and administering evaluations. The following **research based programs** will be used with the comprehensive counseling programs.

<b>Comprehensive Counseling Programs to be implemented</b>			
<b><u>Program/ Person(s) Responsible for Implementation</u></b>	<b><u>Description</u></b>	<b><u>Grade Level</u></b>	<b><u>Time- line</u></b>
<b>Second Step (What Works Clearinghouse Research Based Program)</b>	<i>Second Step Curriculum</i> , a K–3 program, aims to promote <i>character development, academic achievement, and social-emotional skills</i> and to reduce disruptive and problem behavior. The program is based on the philosophy that you feel good about yourself when you think and do positive actions, and there is always a positive way to do everything. The curriculum includes six units. All lessons are scripted and use classroom discussion, role-play, games, songs, and activity	K-3	Fall 2014 Training imple- menta- tion begins

	<p>sheets or text booklets. Optional components that may or may not be implemented as part of the program are: site-wide climate development; <i>drug education</i> for grade 5, conflict resolution; counselor, <i>parent, and family classes</i>; and community/coalition components.</p> <p><b>Competitive Priority 1</b></p>		
<p><b>The Incredible Years /</b></p> <p><b>Mental Health Professionals</b></p> <p><b>(What Works Clearinghouse Research Based Program)</b></p>	<p>The Incredible Years programs for parents and teachers reduce challenging behaviors in children and increase their social and self-control skills. The Incredible Years programs have been evaluated by the developer and independent investigators. Evaluations have included randomized control group research studies with diverse groups of parents and teachers. The programs have been found to be effective in strengthening teacher and parent management skills, improving children's social competence and reducing behavior problems.</p> <p>Evidence shows that the program has turned around the behaviors of up to 80 percent of the children of participating parents and teachers. If left unchecked these behaviors would mean those children are at greater risk in adulthood of unemployment, mental health problems, substance abuse, early pregnancy/early fatherhood, criminal offending, multiple arrests and imprisonment, higher rates of domestic violence and shortened life expectancy. Incredible Years training programs give parents and teachers strategies to manage behaviors such as aggressiveness, ongoing tantrums, and acting out behavior such as swearing, whining, yelling, hitting and kicking, answering back, and refusing to follow rules.)</p> <p><b>Competitive Priority 1</b></p>	K-5	Fall 2014 Training implementation begins
<p><b>Student Assist Teams (SAT)</b></p> <p><b>Counselor/ Teachers</b></p>	<p>The Research Based Student Assist Team approach will allow small city schools to more fully leverage existing staff skill sets in dealing with challenging student behaviors. SAT will contribute to team effectiveness in addressing student emotional needs. Team members will focus on six elements that contribute to effectiveness: <i>human resources, administrative involvement, multidisciplinary perspectives, working agreement and rules, good team processes, and teacher support</i>. This program will also improve overall communication about individual students.</p>	K-5	Fall 2014 Training implementation begins

**3. Quality of the Management Plan**

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

Part of their success has been due to having a solid management plan and adhering to existing policies and procedures. Project S.E.E.K. will use an Advisory Council management system to

assure that the project is implemented with fidelity, timeliness, and adherence to project goals/objectives. The purpose of the Advisory Council is to implement and monitor the grant, oversee the budget, evaluate progress, develop professional development activities, assess organizational readiness for innovation, identify barriers to change, develop strategies for addressing such barriers, and as needed, make real time modifications to implementation strategies based on real time data. The **Advisory Council will consist of** the project director, a mental health professional from each school, a principal, the superintendent or designee, community mental health partner, a teacher from each building, a community leader and parents. The Advisory Council will initially meet on a monthly basis during Year One and on a bi-monthly basis for the subsequent grant years. The Advisory Council will operate using consensus in decision-making process. GCS will follow standard accounting procedures, conduct independent yearly audits, and adhere to existing policy and procedures. GCS will also **invite applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.** The Advisory Council will ensure all materials will be procured using the purchase order process, bid procedures and accounting system. The Advisory Council includes roles with clearly defined **roles/responsibilities.**

Staff Titles	Responsibilities	Qualifications
<b>Project Director (0.2) FTE</b>	Facilitate training activities with parents, will also oversee curriculum research and program implementation; collects data, facilitates all purchase orders; initiates all contracts; facilitates all professional development activities; works with the district Fiscal Officer on all expenditures for salaries, materials, supplies and monitor of budget; collect counseling data, tracks participant professional development hours; prepares site location for all seminars; assists with organizing all professional development opportunities; attend all	Master’s degree, experience in instruction, evidence of leadership; knowledge of and prior experience in the provision of professional development; prior experience in coordination of travel with school groups; strong interpersonal skills; prior experience with grant budgets involving procurement,

	Advisory Council meetings; prepare agenda and notify all members of Advisory Council of monthly meetings; collect data for evaluator; meet with LEA's point of contact on a monthly basis to review S.E.E.K. data	outsourcing and partnerships; prior experience with grant management
<b>Mental Health Professional (3.0)</b>	Provides direct mental health services to students, works with mental health partners, provides mental health staff development for school staff;*works with Professional Development Facilitator/ Program Consultant to arrange observation /mentoring schedule with schools' principals & teachers; attends Advisory Council meetings; works in individual schools, assists in all professional development opportunities, Model mental health practices and lessons in the classroom	Masters in Counseling, Social Work or related Mental Health program; National Board Certification preferred; prior experience preferred.
<b>Counseling Service Facilitator (0.5) FTE</b>	Assists in all professional development opportunities; provide modeling/training of research based programs through the train-the-trainer-model; facilitate all outside training partners and coordinate counselor attendance to local/state conference and share newfound knowledge with Advisory Council; disseminate training materials to staff.	5 years experience in working with professional development preferred, Masters preferred; ; prior experience in coordination of trainings
<b>Evaluator</b>	Evaluation of project goals and objectives; disaggregates project data as set forth in evaluation design; *advises Advisory Council on process	Contract with Evaluator with credentials with American Evaluation Association education evaluator with at least 10 years expertise in Federal grants evaluations

The following **management** timeline sketches the activities and services outlined in the proposal:

<b><u>Year One Timeline Project S.E.E.K. Activities</u></b>		
<b>Project Period by Month</b>	<b>Timelines, continuous improvement strategies and <u>milestones for accomplishing project tasks</u></b>	<b>Responsible partners</b>
<b>Aug 2014</b>	Inform partners and staff of award. Advertise for (S.E.E.K.) Participant Coordinator	<i>S.E.E.K.</i> project Director & Superintendent
<b>Sept 2014</b>	Establish linkage and contracts partners. Contract with external evaluator. Commitment Letters from Advisory Council ( <b>AC</b> ) members logged in project Directors minutes. Recruitment meeting to be held at an elementary, middle, and high school.	<i>S.E.E.K.</i> project Director & Superintendent with support from external evaluator*All MOU's and letters of

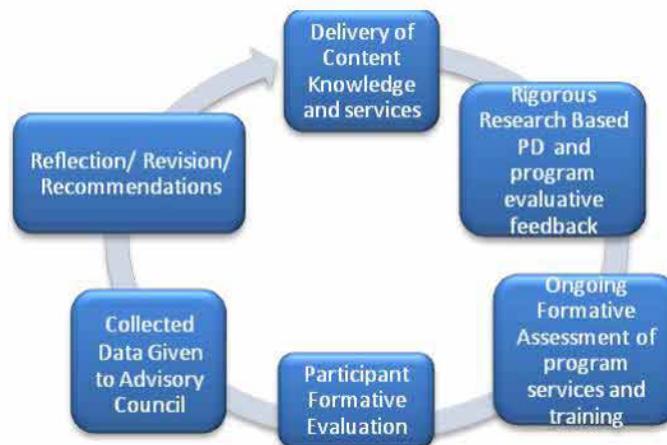
		commitment are located in APPENDIX
<b>Oct 2014</b>	First S.E.E.K. Advisory Council meeting. Set definite timelines for staff development activities. Develop rubric for standards-based lessons.	S.E.E.K. Director, project Director & Advisory Council (AC)
<b>Nov 2014</b>	Advisory Council meeting, first Counseling Encounter session <b>Theme: Referral / Anger Management</b>	S.E.E.K. project director, AC, educators;
<b>Dec 2014</b>	AC meeting with external evaluator; Second Counseling Encounter session <b>Theme: Student Assist Team / Conflict Resolution</b>	AC; external evaluator, Participants
<b>Feb 2015</b>	Counseling Encounter session <b>Theme: Social Development. Behavior Management</b> AC meeting with external evaluator for process evaluation	S.E.E.K. project director, participants, AC
<b>Mar. 2015</b>	Counseling Encounter session <b>Theme: Personal Development/ Student Anxiety</b>	S.E.E.K. project Director, AC, participants
<b>Apr. 2015</b>	Advisory Council meeting to identify and select materials for Summer Institute use; develop Summer Colloquium Curriculum; Identify, invite and confirm Institute guest lecturers; Develop Institute materials; AC meeting; sixth Counseling Encounter session <b>Theme: Community Involvement</b>	S.E.E.K. project director, participants
<b>May. 2015</b>	Advisory Council meeting with external evaluator for process and summative evaluation;	S.E.E.K. project director, participants, AC
<b>June 2015</b>	<i>Yearly Behavior Institute</i> ; Participants implement Institute strategies in classrooms, assisted and monitored by AC.	S.E.E.K. project director, participants, AC;
<b>July 2015- June 2018</b>	Participants continue Content Enriched activities with assistance and guidance from staff and partners. Participants will take part in Research Based training to provide an avenue for students to improve Social and Emotional Learning.	S.E.E.K. project director, participants, AC; partners and guest lecturers;

Year two will begin in July 2015. At that time the Advisory Council will develop the Calendar of in-service events for the next two years based up accomplishments of Year One and covering the established outcomes and objectives. In Year Two, school based mental health professionals will continue devising, developing, and presenting school wide guidance lessons. In addition, during each Advisory Council a unique intervention strategy will be presented and demonstrate by a school counselor. This demonstration will include a review of the literature, a discussion guide and, when appropriate, role-playing so that the Advisory Council might gain a better understanding the counseling program.

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

Project S.E.E.K. procedures and organizational structure will provide for ongoing feedback to the Advisory Council and will ensure that continuous monitoring and improvement will occur. The organizational structure as shown below in graphical format sets up a process for continual feedback from participants and staff to the Advisory Council that then recommends continual modifications and improvements on a real time basis. Additional input from formative data analysis, status reports, counselor updates, professional development evaluations, and APR will give the Advisory Council input that will result in continuous improvement.

**Continuous Improvement Feedback Flow Chart**



Reports will be made on a monthly basis or more frequently if needed during the first year.

**4. Quality of the Project Evaluation**

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

The summative evaluation will be consistent with the standards of the Coalition for Evidence-Based Policy (“Key items to get right in conducting a controlled trial in education,”

Dec. 2005). Formative evaluation will assess implementation fidelity as well as teachers’

attitudes about the project and the Advisory Council’s experiences in implementing the project.

Goals	Benchmarks	Objectives	Outcomes	Date Data Collected
1. The grantee will close the gap between their student /MPH ratios and the student /mental health professional ratios recommended by the statute. (GPRA 1)	1.1 Recruitment of under-represented qualified applicants	1. 1 Documented effort to increase number of underrepresented qualified MHP	1.1 Evidence of recruitment of underrepresented qualified MHP	1.1 June <u>E</u> ach <u>P</u> roject <u>Y</u> ear (EPY) Applications/ Interviews
	1.2 Employment of MHP to improve student to MHP ratios	1.2 Improved ratio of qualified MHP toward national standard.	1.2 Employed MHP staff will reach or exceed the ratio of qualified MHP toward national standard	1.2 June EPY Data on MHP ratio
2. The average number of referrals per grant site for disciplinary reasons in schools participating in the program will reduce. (GPRA 2)	2.1 School-wide behavior training will be conducted.	2.1 100% of the elementary schools will implement the same research based school-wide behavior management /Student Assist Team program.	2.1 Number of discipline referrals to office will be reduced when compared to baseline data.	2.1 June <u>E</u> ach <u>P</u> roject <u>Y</u> ear (EPY) Lesson Plans
	2.2 Training will be conducted for staff on specific researched based programs to be implemented.	2.2 Professional Development Training research based character education, anger management, divorce, behavior management, Student Assist Team, Conflict Resolution	2.2 100% of schools will implement the Research Based programs identified in project	2.2 June <u>E</u> ach <u>P</u> roject <u>Y</u> ear (EPY)– Agendas, PD Evaluations, Teacher Surveys, Lesson Plans
3. Improve achievement scores (Competitive Priority 1)	3.1 Train Staff in use of <i>Second Step</i> and <i>The Incredible Years</i> program from What works Clearing-house and training to meet needs of military families	3.1 To improve Targeted Student Achievement (Competitive Priority 1) (Competitive Priority 2)	3.1 During the project, achievement for students participating in counseling program would increase yr 1; 10% , yr 2; 15%, yr 3; 20% (Competitive Priority 1) (Competitive Priority 2)	3.1 June of each school year. Yearly State Achievement test scores and grades

	<b>3.2</b> Counselors will counsel targeted students about achievement	<b>3.2</b> Counselors will track academic progress of targeted students	<b>3.2</b> Counselors will counsel 100% of targeted students & facilitate mentoring	<b>3.2</b> On-going during each year of the proposal
<b>4. Parents will participate in MHP sponsored classes designed to improve family relationships. (Competitive Priority 1)</b>	<b>4.1</b> Parents trainings related to family relationships will be developed by MHP staff.	<b>4.1</b> Parent trainings will be advertised and parents recruited by school staff.	<b>4.1</b> 100% of trainings will be advertised in local papers, school newsletters and on school signage	<b>4.1</b> June <u>E</u> ach <u>P</u> roject <u>Y</u> ear (EPY) Agendas and Evaluations
	<b>4.2</b> Training will be offered to all elementary parents.	<b>4.2</b> By June 30 of each year of the grant period, GCS's targeted elementary students' parents will have an opportunity to participate in a minimum of one of the following MHP sponsored activities; parenting class addressing anger management, conflict resolution, divorce, stress management, student anxiety issues	<b>4.2</b> 70% of participating parents will be presented training in the following: anger management, conflict resolution, coping with divorce, stress management, student anxiety issues and the ability to facilitate academic success.	<b>4.2</b> June EPY Office Referrals
<b>5. School Staff will participate in MHP Professional Development Encounter Session Training.</b>	<b>5.1</b> MHP will develop Professional Development targeting mental health issues for all school staff.	<b>5.1</b> By June 30 of each year of the grant period, GCS's staff will have an opportunity to participate in a minimum of one or more of the following MHP sponsored PD classes addressing; anger management, conflict resolution, divorce, stress management, behavior management, student anxiety issues, or other mental health issues.	<b>5.1</b> PD trainings will offered at 100% of the elementary schools.	<b>5.1</b> June <u>E</u> ach <u>P</u> roject <u>Y</u> ear (EPY) Agendas, PD Evaluations, teacher surveys
	<b>5.2</b> MHP will provide trainings on targeted mental health issues and the development of	<b>5.2</b> Through a summer colloquium teachers will obtain an in-depth concentration of behavior issues from national known speakers	<b>5.2</b> 100% of the elementary schools will have an opportunity to participate in summer colloquiums on	<b>5.2</b> June <u>E</u> ach <u>P</u> roject <u>Y</u> ear (EPY)

	lesson plans.		research-based practices for at-risk students	
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Quantitative and qualitative performance measures and evaluations will be used to determine whether the project is actually implemented as intended and to provide feedback to project staff to help them keep on track. The quantitative and qualitative evaluation data will be collected and reported to the Advisory Council on an ongoing basis:

Quantitative and qualitative performance measures and evaluations will be used to determine whether the project is actually implemented as intended and to provide feedback to project staff to help them keep on track. The following quantitative and qualitative evaluation data will be collected and reported to the Advisory Council:

<b>Qualitative:</b>	1) Staff evaluation of professional development trainings
	2) Parent evaluation of trainings
	3) Staff surveys
	4) Student surveys
	5) Lesson Plans on Mental Health and Behavior from Research Based Programs

<b>Quantitative:</b>	1) Number of Mental Health Staff/Counselors to student ratio
	2) Number of discipline referrals to office
	3) Number of teachers participating in mental health professional development training
	4) Number of parents participating in mental health training
	5) Achievement scores

GCS concedes its limited evaluation skills, and has engaged the help of a recognizable evaluation agency and a member of the American Evaluators Association. School personnel will help with the data collection, but will always defer to the expertise of someone like Ed EVAL, LLC team who has successfully worked with the district on past federal programs and has been involved with federal Annual Performance Reporting for over 15 years. The evaluation team will be on board with the staff from the day one of award through the final evaluation report. The evaluation team should have a minimum of 15 years' experience in providing successful

comprehensive evaluative services and federal Annual Performance Reporting and data collection. The use of an external evaluator will improve the fidelity of implementation and the ability to maintain objectivity in the analysis of the project data evaluation team will participate as an active member of the Advisory Council that will be in place to assure all goals, objectives, and benchmarks are met. The project’s external evaluator will meet periodically with the Advisory Council to discuss collected data and progress toward the project’s goals and objectives.

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

**Note: V, Vi, and Vii, are developed and explained below chart**

<b>(i) Data to be collected -</b>	<b>(ii) Data collection timeline</b>	<b>(iii) methods used to collect and (iv) Instruments</b>	<b>Type of data</b>
Number of Employed Counselors and Mental Health Personnel as a ratio to students	Baseline spring 2014 Each May of project	<b>iii)</b> Review of recruitment efforts, documentation of advertisements, and employment records <b>iv)</b> Time and effort log	Quantitative Data Analysis
Referrals for disciplinary reasons. 20% reduction each year.	Baseline spring 2014 Each May of project	<b>iii)</b> Filtering of targeted students from school based data system <b>iv)</b> Comparative analysis of baseline data from collected school based data	Quantitative Data Analysis
Professional Development for teachers on how to manage student behaviors, how to make a counseling referral, how to incorporate Research Based Programs into class lessons and activities	Baseline spring 2014 Each May of project	<b>iii)</b> Sign-in sheets at each professional development opportunity will be used to determine participation level, <b>iv)</b> PD evaluation forms, surveys, student surveys, sign-in sheets and lesson plans	Quantitative and Qualitative Data Analysis
Achievement Scores	Baseline spring	<b>iii)</b> State Achievement	Quantitative

	2014 Each July of the project	Test Scores <b>iv)</b> Comparative Analysis from baseline data	
Parent participation	Baseline spring 2014 Each July of the project	<b>iii)</b> Sign-in sheets at each professional development opportunity will be used to determine participation level <b>iv)</b> PD evaluation forms, sign-in sheets and surveys	Quantitative and Qualitative Data Analysis
Military Families	Baseline spring 2014 Each July of the project	<b>iii)</b> sign in sheets of trainings and tracking through district database <b>iv)</b> PD evaluation forms, sign-in sheets, surveys and scores	Quantitative and Qualitative Data Analysis

**\*(v) How will data be analyzed?**

To determine if the project leads to significant improvements in student discipline and opportunities to receive counseling, the project design will use baseline data from 2012- 2013 as measures for the two GPRA items. A database with information on parent, teacher and student training will be developed by evaluator and updated annually. Additionally, data will be collected on participating student's achievement scores. This data will be reported to the Advisory Council at regular quarterly intervals.

**(vi) When information will be available?**

Formative status reports will be developed monthly to allow for timely reviews of progress and continuous monitoring. These reports will consist of quantitative and qualitative data such as referral data, discipline reports, survey data, summations data of classroom observations, summative data on lesson plan reviews, summative data from professional development evaluations, financial data, and overall implementation status reports. For the Advisory Council,

formative data will be shared quarterly. Annual summative reports and APR will be submitted by required dates to Advisory Council and US Department of Education.

**(vii) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings**

An ongoing utilization-focused evaluation (Patton, 2002) will provide the Advisory Council and key personnel the information they need in an ongoing, timely manner to enable them to make real-time decisions about the varying grant-related activities. This formative evaluation approach provides users with summary data on implementation fidelity and preliminary outcomes so that mid-course revisions can be made. Specifically, the evaluators and Advisory Council will review collected data pertaining to discipline, referrals for counseling, ratio of mental health staff to student populations, financial reports, meeting minutes, lesson plan, surveys, professional development evaluations, and observation reports. The evaluation team will conduct phone, web conference or face-to-face conferences quarterly with the Advisory Council to **monitor progress and denote successes for sustainability and future replication**. At each meeting, interview and survey data will be presented and discussed. Recommended intervention strategies for each program will be made. Recognizing that ongoing project evaluation is a key component to the success and ongoing monitoring of any project, in the addition to the project evaluator, the project will also devote the needed time of the of the Professional Development Facilitator/ Program Consultant towards collecting and maintaining evaluative data.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

**Felicia Simpson**



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**QUALIFICATIONS SUMMARY**

Administrative experience to include:

- Community partnerships & relations
- Managing office personnel/System-wide Grant Writer
- Project Director for federal and community grants
- Managing over \$3,000,000 in state and federal grants
- Project Director for Community Block Grant
- President Elect- ACEA (Alabama Community Education)
- President-Gadsden City Schools Educational Fund, Inc.
- Coordinator - CLAS (Council for Leaders in Alabama Schools)
- Executive Board Member for Stand For the Silent Foundation

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**EDUCATION**

Pleasant Valley High School, Jacksonville, 1992

Jacksonville State University, B.S. in Elementary Education, 2006

University of Alabama, M.Ed. in Class A Educational Administration, 2008

University of Alabama, pursuing Doctoral Degree, Present

**CERTIFICATIONS**

Class B, Elementary Education in Science

Class A, Educational Administration/Leadership

**WORK EXPERIENCE**

**Project Director, 21<sup>st</sup> Century Community Learning Centers**

Gadsden City Schools 2009 - Present

- Grant Writing
- Monitor and administer the operation of 21<sup>st</sup> CCLC after programs and Community Education Programs at 8 elementary schools and 3 middle schools according to federal, state and local guidelines
- Oversee the implementation of programs, monitoring their effectiveness
- Assist with hiring and training new staff
- Provide staff development opportunities
- Ensure adherence to federal, state and local policies and procedures
- Coordinate with outside agencies to form partnerships to better meet the needs of students

- Represent the program to the community and responds to calls/inquiries about Gadsden City Schools as well as after school programs
- Develop promotional materials (brochures, press releases, bulletins, etc.) and ensures appropriate dissemination among partners, parents, students, school staff and other interested parties
- Attend various workshops, seminars, etc. to continuously upgrade professional knowledge
- Continuously seek funding to sustain existing programs and establish new programs in the schools

**Coordinator, Community Education**

- Grant Writer
- Monitor and administer the operation of after school programs at 2 elementary schools according to state and local guidelines
- Develop / facilitate programs, classes, or activities that meet cultural, social, recreation, education, and health needs of students and families in the Gadsden City School district
- Establish an Advisory Council and conduct quarterly meetings regarding program plans, operations, effectiveness of implementation and collaboration
- Implement a Needs Assessment on a regular scheduled basis
- Monitor and administer the operation of several federal, state and local grants including Project S.U.C.C.E.S.S, Second Step Program, Project STOP GAP and Project INSPIRE
- Serves on the District School Improvement Team
- Serves on the District Critical Assessment Team

**Classroom Teacher/Principal Designee/Grant Writer, W. E. Striplin Elementary School**  
Gadsden City Schools, 2006-2009

**Intervention Teacher** serving three elementary schools  
Gadsden City Schools, 2005-2006

**Teacher, Even Start Pre-K**  
Gadsden City Schools, 1997-2005

**AFFILIATIONS**

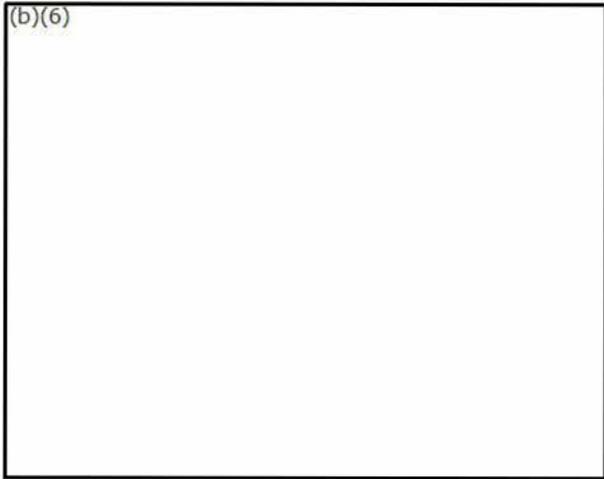
Council for Leaders in Alabama Schools (CLAS)-District Coordinator  
Alabama Community Education Association (ACEA)-President Elect  
Gadsden City Schools Educational Fund-President  
United Way of Etowah County- Campaign Educational Chairperson  
Children’s Policy Council of Etowah County-Health and Education Committee  
Stand for the Silent Foundation- Executive Board Member

**REFERENCES**

(b)(6)

**REFERENCES CONTINUED**

(b)(6)



**John C. Beardsley**

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**Experience**

Program Evaluator – Ed Eval, LLC

Evaluator Federal Safe Schools Project Bourbon County Schools 2008 - 2011  
Evaluator Safe Schools Drug Prevention Grant Gadsden School District 2008 - 2011  
Evaluator for Safe Schools Alcohol Abuse Prevention Grant Gadsden School 2008 - 2011  
District  
Evaluator for four (4) Department of Education Teaching American History Grants  
Evaluator for Exceptional Children’s Grant for Cooperative Grant  
Federal Program Audit Review Team for Head Start Grantees 1998 - 2003  
Evaluator for STEM Grant  
Masters Redesign Committee University of Kentucky  
University of Kentucky Graduate Instructor  
Coordinator of the University of Kentucky Director of Special Education Graduate Program

**Relevant Educational Background**

Masters and Rank I at University of Kentucky in Educational Psychology and School Administration

Coordinator Instructor DoSE Graduate Program University of Kentucky 2009 -2011

Executive Director of Central Kentucky Special Education Cooperative 2004 – 2011  
Education Cooperative  
(CKSEC) serves 23 school districts with enrollments of 121,000 students

**Bourbon County Board of Education 1977 - 2004**  
Position included the following responsibilities:

- Acting Assistant Superintendent 2003 – 2004
- Director of Federal Programs 2004 – 1986
- Director of Three TAH projects 2003- 2011
- Implementation, Supervision, and Evaluation of Federal and State Grants for District
- Director of Preschool, Head Start Special Education (1978-2003)
- Director of Bluegrass Cooperative (5 County Program until 1998)
- Supervision of Preschool/Head Start Services (1988 – 2003)
- Chief Information Officer (1996 – 2004)
- Director of Extended School Services (1991 – 2004)
- Supervision of budgets exceeding 6 million dollars (2000 – 2004)
- Supervision of 1.5 million dollar 21<sup>st</sup> Century Program and \$987,000 dollar Teaching American History grant (2002 –2005)
- Supervision of Community Education /Adult Education (2001 –2003)
- Director of Colonel Scholars Program (1991 – 2004)

- Director of School Guidance and Safety ( 1980 –1997)  
Total Budget of Programs \$6.25 million

- **Director of Special Education Services**
  - **Bourbon County**
- Coordination of all county services to Exceptional Education students
- Directed Psychological Staff Services
- Direct Comprehensive System of Personnel Development (CSPD) for all Exceptional Programs
  - **School Psychologist** 1977-1978
  - **Bourbon County**  
Provided Psychological services and assessment  
to all students in Bourbon County
  - **Dayton Independent School System**
  - **School Psychologist** 1976-1977
- Exceptional Education Teacher 1975-1976
- Rank I- Masters Degree School Psychologist (Nationally Certified)
- Director of Special Education Certificate

**Education**

- 1974-1976 University of Kentucky - Lexington, Kentucky
  - Graduate school
  - School Psychology program 60 graduate hours
- 1974-1975 Xavier University - Cincinnati, Ohio
  - Graduate school
- 1969-1973 Asbury College - Wilmore, Kentucky
  - Undergraduate studies in Psychology
  - BA degree

**Professional Organizations Membership:**

- American Evaluation Association
- National Staff Development Council
- Council of Exceptional Children
- National C.A.S.E
- Kentucky School Administrators
- International Society for Technology in Education
- INTERNATIONAL ALLIANCE FOR INVITATIONAL EDUCATION

# Thomas G. Mills

(b)(6)

## Experience

- Program Evaluator - Ed Eval, LLC
- Evaluator for Emergency Response/Crisis Management
- Evaluator for Kentucky Math/Science Partnership
- Evaluator for Teaching American History (Bourbon County Schools (2), Central Kentucky Educational Cooperative (2), Wilderness Trail Special Education Cooperative(2), Alpena Cooperative (MI), Arlington County Schools (MA), Bedford County Schools (TN))
- Evaluator for Read to Achieve
- Evaluator for Math to Achieve

## Relevant Educational Background

Rank I, University of Kentucky. Kentucky certificate for Instructional Leadership Supervision and Administration  
(Level II completed May, 2006) K-12 Certification  
M.Ed. University of Kentucky. Middle School Education, Area Social Studies  
B.A. Georgetown College. Middle School Education, Specialization Areas: Social Studies, Math, and Reading

## Education Experience

2004 - Present

2004 – Present Project Director over grants and evaluator

2001 - Present

2001 - Present - District Technology Resource Teacher/Network Analyst

2001 - Present

2001 - Present - District Grant Writer

1991 - May 2001

1991 - May 2001 Teacher/Bourbon County Middle School, Social Studies, Math, Reading

## Special Training

Certified Grant Specialist 2005

Certified Grants Administrator 2005

## Professional Memberships

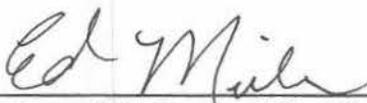
American Evaluators Association  
Kentucky Council of Social Studies Teachers  
National Council of Teachers of Mathematics  
National Science Teachers Association

## Program Specific Assurances

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

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

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



Signature of Authorized Certifying Official

Superintendent  
Title

Gadsden City Board of Education  
Applicant Organization

April 23, 2014  
Date Submitted

## SCHOOL COUNSELOR JOB DESCRIPTION

### QUALIFICATIONS

- ◆ Hold a master's degree in school counseling from an accredited college or university
- ◆ Meet the certification requirements for school counselor from the Alabama Department of Education

### PRIMARY FUNCTIONS

- ◆ Develop and deliver school counseling curriculum in classroom setting
- ◆ Assist students in the areas of academic development, career development, and citizenship development, as well as emotional and social development
- ◆ Collaborate with faculty, staff, and parents to better understand and meet the needs of all students
- ◆ Provide individual and small group counseling as needed
- ◆ Make appropriate referrals of students and parents to outside agencies and specialists when necessary
- ◆ Make self a visible body in school by participating a variety of activities that contribute to the schools effectiveness
- ◆ Continually plan, evaluate, and revise the school counseling program
- ◆ Pursue continuous professional development and growth
- ◆ Promote an understanding and appreciation for diverse populations
- ◆ Develop, review, and revise a career and educational plan for each student
- ◆ Monitor and advise students and parents as to progress toward promotion and graduation
- ◆ Prepare students for transition to next level (middle to high school, high school to post high school)

### MAJOR JOB RESPONSIBILITIES

- ◆ COUNSELING
  - Provide individual planning sessions for each student in the areas of academic planning and career awareness
  - Conduct small group counseling sessions in response to identified needs within the school system. Topics may include academic skill building, social development, career awareness, conflict resolution, family issues, making healthy choices
  - Assist in transition to middle school, high school, and post secondary options
  - Interpret tests, student data and other assessments and appropriately discuss results with students and parents in a counseling environment
  -

- ◆ **CONSULTING**
  - Provide information and skills to parents, school staff, administration, and the community to assist them in helping students in academic, career, and social development
  - Take a leadership role in working counseling content into the curriculum, staff development, and parent education programs
  - Assist parents in addressing school related problems; refer parents to outside agencies and specialists when necessary
  - Inform parents and students of test results and their implications for educational and career planning
  
- ◆ **COORDINATING**
  - Advocate for equal access to programs and services for all students
  - Plan and coordinate programs such as career and college fairs, scholarship programs, and other extensions of the counseling curriculum
  - Coordinate parent education programs to assist students in making smooth transitions from elementary to middle school, middle to high school, and planning post secondary options

### **CURRICULUM MANAGEMENT**

- ◆ Design, deliver, evaluate, and revise a sequential and developmentally appropriate school counseling curriculum which will include lessons in academic development, career development, and citizenship development
- ◆ Utilize resources available within the school and community to develop appropriate programs

### **INDIVIDUAL PLANNING**

- ◆ Systematically develop and evaluate planning for high school and post high school on an annual basis through individual planning which will result in a written career and educational plan for each student
- ◆ Address objectives for each grade level

### **PROGRAM MANAGEMENT**

- ◆ Review the school-counseling program annually with other school counselors and administrators.
- ◆ Articulate the school-counseling program to students, parents, teachers, staff, and community
- ◆ Develop and maintain skills needed to utilize technology systems and participate in professional development opportunities

### **SCHOOL SYSTEM**

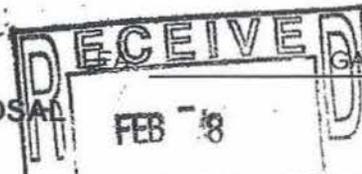
- ◆ Participate in school decision making and in activities which contribute to the effectiveness of the school
- ◆ Cooperate and collaborate with other professionals in enhancing the education of students. Communicate with administrators, teachers, staff, parents, and students as to the role of the school counselor in the overall educational process

### **PROFESSIONALISM**

- ◆ Adhere to the ethical standards of state and national school counselor associations
- ◆ Adhere to best practices prescribed by state and national school counselor associations
- ◆ Demonstrate knowledge of local policies and state and federal laws pertaining to school counseling
- ◆ Demonstrate personal growth and professional development

## Executive Order 12372 – Single Point of Contact

The state of Alabama is not required to follow the guidelines set forth in Executive Order 12372 to supply a letter to the Single Point of Contact.



INDIRECT COST PROPOSAL  
Fiscal Year 2014

CERTIFICATE OF INDIRECT COSTS

This is to certify that I have reviewed the indirect cost rate proposal submitted herewith and to the best of my knowledge and belief: (1) All costs included in this proposal from the Fiscal Year 2012 approved financial statement to establish fixed indirect cost rates for Fiscal Year 2014 are allowable in accordance with the requirements of the federal awards to which they apply and OMB Title 2 CFR Part 225, "Cost Principles for State and Local Governments". Unallowable costs have been adjusted for in allocating costs as indicated in the indirect cost rate applications. (2) All costs included in this proposal are properly allocable to Federal awards on the basis of a beneficial or causal relationship between the expenses incurred and the awards to which they are allocated in accordance with applicable requirements. Further, the same costs that have been treated as indirect costs have not been claimed as direct costs. Similar types of costs have been accounted for consistently.

I declare that the foregoing is true and correct.

Signature of LEA Superintendent: Ed Miller

Name of LEA Superintendent (Typed or Printed): Dr. Ed Miller

Date Signed: 2/7/13

FOR SDE USE ONLY

The following indirect cost rates are approved for Fiscal Year 2014:

Special Child Nutrition Program rate (if applicable): N/A

Unrestricted Programs rate: 15.83%

Restricted Programs rate: 0.62%

Thomas R. Bice  
Thomas R. Bice, Ed.D., State Superintendent of Education

4/11/13  
Date Signed

LEA Preparer/Contact:

Name: Cindy Isbell

Telephone #: 256-549-2905

Fax #:

Email address: Cindy@ges.k12.al.us

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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**Budget Narrative:**  
**Safe Educational Environment for Knowledge (S.E.E.K.)**  
**Elementary Proposal**

An analysis of the cost of project **Safe Educational Environment for Knowledge (S.E.E.K.) indicates that they are reasonable, effective and adequate in relation to the stated objectives and outcomes of the project. Gadsden City Schools (GCS) is committed to this project and will provide the necessary resources to ensure the success of the project. These resources include (but are not limited to) administrative support, technology integrated support, connectivity, website, equipment, custodial, fiscal, office, phones, office equipment, office furniture, professional development facilities for regional workshops and years of successful financial management of multiple federal and state grants and projects. In respect to technology, the grantee will support the project with tech support, computers, network support, e-mail and software needed for project participants. Also, fixed cost, personnel travel and stipends are based upon the district and state allowable charges.**

**Personnel** –52% of the budget is allocated for personnel and salaries. The expenditure for project director are under the allowable statute which states 4% for administrative costs. The position of coordinator /facilitator will be adequate to meet time commitments of the project and to ensure success of the project. The duties will be shared with a lead counselor to assist with administration of the grant. The research indicates that a high caliber person with a strong history and administrative background is needed for the project to be successful. A knowledgeable experienced person for this position is critical to the overall success of the project. All positions will be paid by the negotiated pay scale for the District. The facilitator position will require a minimum of a Masters or above and a minimum of 5years' experience in education.

**Fringe benefits** – 19% of the total budget was utilized for required fringe benefits.

Included in the calculations are: FICA (Social Security), State Retirement, Unemployment Insurance, Medical and life Insurance, Workman's compensation and Medicare deduction.

**Travel** – 3% of the budget was allotted for staff travel.

Included in the budget is travel to national conferences and to safe schools conference for Director and one counselor (required by the grant proposal). We have also included travel for staff to attend state/ national conferences and trainings for new counseling programs during the grant period. Travel will also be paid for counselors registration, lodging and per diem costs.

**Supplies** – 4% of the budget has been allocated for educational and curriculum supplies to supplement standards based lessons. Supplies will be needed to contact projected participants and to ensure the quality of our professional development sessions. During this time Staff will create counseling lessons which will be kept in an Electronic Resource Notebook for others to use. These notebooks will also include thumb drives. Participants will also join *Moodle* training sessions, an intranet-based electronic learning platform that provides access to online lessons, discussion boards, curriculum resources and interactive teaching

**Contractual** – 18% of the budget is dedicated for contractual services. Sustainability and replication will be facilitated through the change of culture in respect to the development of Professional Learning Communities and along with purchased integrated programs will provide for long term sustainability.

**Evaluation** is 5% of the total budget will be allotted for our evaluator.

Gadsden City Schools concedes its limited evaluation skills, and has engaged the help of an agency which has over 15 years successful experience of providing successful comprehensive evaluative services and a member of the American Evaluators Association, Ed Eval, LLC. School personnel will help with the data collection, but will always defer to the expertise of the Ed Eval team. Ed Eval, LLC is experienced in program design and evaluation with prior evaluation including; Teaching American History, Student Drug Testing, Math and Science Projects, Counseling grant, Drug and Alcohol Prevention, and Safe Schools and Healthy Students. Ed Eval, LLC will be onboard with project leap from the day of award through the submission of the final federal evaluation report.

**Stipends** – 3% of the budget will be allotted for stipends for professional development and collaborative learning teams.

**Indirect Cost Rate** –1% of the budget. The approved rate for GCS is 0.62%. See form in appendix.

Safe Educational Environment for Knowledge (S.E.E.K.) Budget and Budget Narrative						
			1st Year	2nd Year	3rd year	Total 3 Year
Munis Code	Qty	Description of Activity	Budget	Budget	Budget	Budget
		<b>Personnel</b>				
110	1	Project Director (based on \$50,000 salary) (0.2 FTE)	\$10,000	\$11,000	\$12,000	\$33,000
110	1	Counseling Service Facilitator( \$46,000) (0.5 FTE)	\$23,000	\$23,000	\$23,000	\$69,000
110	3	Elementary Counselors	\$180,000	\$181,000	\$183,000	\$544,000
		<b>Total Personnel</b>	\$213,000	\$215,000	\$218,000	\$646,000
		<b>Fringe Benefits</b>				
232		Retirement, Medical Insurance, Workers Comp. 6%, Medicare 1.45%				
		36% of personnel subtotal	\$76,680	\$77,400	\$78,480	\$232,560
		<b>Total Fringe Benefits</b>	\$76,680	\$77,400	\$78,480	\$232,560
		<b>Travel</b>				
580	1	Director's Meeting (2 days)	\$3,000	\$3,000	\$3,000	\$9,000
580	3	Americal School Counselor Association Conf.	\$2,000	\$2,000	\$2,000	\$6,000
580	6	State Conference-Counseling, Social	\$5,580	\$5,580	\$5,580	\$16,740
		<b>Total Travel</b>	\$10,580	\$10,580	\$10,580	\$31,740
		<b>Supplies</b>				
610		Copies, Printing, Mailing, Office Supplies	\$1,500	\$1,000	\$1,000	\$3,500
610		District Guidance Curriculum Supplies	\$3,500	\$3,500	\$3,000	\$10,000
610		Schoolwide Behavior Program Supplies for program implementation	\$10,000	\$8,000	\$4,000	\$22,000
		<b>Total Supplies</b>	\$15,000	\$12,500	\$8,000	\$35,500
		<b>Contractual</b>				
330		Incredible Years Classroom/Training Materials	\$26,000	\$24,000	\$24,000	\$74,000
330		Second Steps Classroom/training materials	\$24,000	\$20,000	\$15,000	\$59,000
330		Ed Consulting, LLC	\$19,950	\$19,950	\$19,950	\$59,850
		<b>Total Contractual</b>	\$69,950	\$63,950	\$58,950	\$192,850
		<b>Total Direct Costs</b>	\$385,210	\$379,430	\$374,010	\$1,138,650
113		Training Stipends	\$12,000	\$12,000	\$12,000	\$36,000
	0.62%	Indirect Cost negotiated by the State of Alabama	\$2,465	\$2,428	\$2,394	\$7,287
		<b>Total Cost</b>	\$399,675	\$393,858	\$388,404	\$1,181,937

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

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

Name of Institution/Organization

Gadsden City Board of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	213,000.00	215,000.00	218,000.00			646,000.00
2. Fringe Benefits	76,680.00	77,400.00	78,480.00			232,560.00
3. Travel	10,580.00	10,580.00	10,580.00			31,740.00
4. Equipment						
5. Supplies	15,000.00	12,500.00	8,000.00			35,500.00
6. Contractual	69,950.00	63,950.00	58,950.00			192,850.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	385,210.00	379,430.00	374,010.00			1,138,650.00
10. Indirect Costs*	2,465.00	2,428.00	2,394.00			7,287.00
11. Training Stipends	12,000.00	12,000.00	12,000.00			36,000.00
12. Total Costs (lines 9-11)	399,675.00	393,858.00	388,404.00			1,181,937.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2013 To: 09/30/2014 (mm/dd/yyyy)

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

The Indirect Cost Rate is 0.62 %.

(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 0.62 %.

Name of Institution/Organization Gadsden City Board of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Felicia		Simpson	

Address:

Street1:	501 South 12th Street
Street2:	
City:	Gadsden
County:	Etowah
State:	AL: Alabama
Zip Code:	35901
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
2565492925	2565492962

Email Address:

fsimpson@gcs.k12.al.us

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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