

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 # S215E140192

Grants.gov Tracking#: GRANT11636662

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"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="63-0453362"/>	* c. Organizational DUNS: <input type="text" value="0020864780000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

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

Organizational Affiliation:

* Telephone Number: <input type="text" value="3348872100"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

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:**

Auburn Secondary School Counseling Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="399,857.29"/>
* 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="399,857.29"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Karen Anderson</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Auburn City Schools</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

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Auburn City Schools * Street 1: 855 East Samford Avenue Street 2: * City: Auburn State: AL: Alabama Zip: 36830 Congressional District, if known: AL-003		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Karen Anderson * Name: Prefix: Dr. * First Name: Karen Middle Name: * Last Name: DeLano Suffix: Title: Superintendent Telephone No.: 3348872100 Date: 04/25/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Auburn Counseling GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427

This section was written to address Section 427 of the General Education Provisions Act.

Auburn City Schools is committed to providing environments free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in an environment.

Equitable Access and Participation

Individuals who are members of special populations will be provided full access to the Auburn City Schools – School Counseling Program. Potential barriers have been identified that may impede and/or prevent individuals from equitable access or participation in the project.

All facilities used for the project will be open and accessible to all appropriate participants regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender.

The project and partner staff members will identify participants with special needs who may require instructional and other accommodations to benefit from project services. Reasonable accommodations will be provided to participants with documented disabilities to enable them to participate in project activities. All facilities to be used by the project currently meet or exceed requirements of Americans with Disabilities Act (ADA).

Participants will receive a brochure about the project and, as feasible, instructions in their native language. As feasible, materials on audiotape or in Braille will be provided to participants who are blind and additional written or signed instructions will be provided to those who are deaf.

Equal Opportunity Employment

Auburn City Schools is an equal opportunity employer and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender. Discrimination and harassment are prohibited by Titles IV, VI and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972, and by the Alabama State Anti-discrimination Act. In addition, various other constitutional provisions, statutes and common law causes of action prohibit such discriminatory conduct. It is the policy of the district to enforce these laws as part of its employment practices.

To encourage applications from persons of traditionally underrepresented groups, the Auburn City Schools – School Counseling Program job announcements will be posted widely, electronically and in print with job service agencies, newspapers, and organizational job boards.

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 Auburn City Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Karen Middle Name:
* Last Name: DeLano	Suffix:
* Title: Superintendent	
* SIGNATURE: Karen Anderson	* 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.]

You may now Close the Form

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

* Attachment:

Project Abstract

Located deep in central Alabama, Auburn City Schools serves students representing diverse backgrounds and learning styles (including chronically low-performing students). The student population is increasing at an incredibly rapid rate, and the schools are seeing an increase in severe mental, emotional, and social needs among the young students. The ACS Secondary School Counseling Program will be implemented in all three secondary schools reaching 4,017 students. Project goals and outcomes address closing the gap in student-counselor ratios as recommended by ASHS (*GPRA 1*); decreasing number of yearly disciplinary referrals (*GPRA 2*); and creating a Positive Behavior Supports (PBS) system (Competitive Priority #1) in order to improve student behavior, school safety, and student, family, and community engagement. Project activities address Tiers 1-3 and include the development of a standardized district Student Counseling and Mental Health Services Plan (based on national model, and including referral process, linkage protocols, and accountability measures); implementation of researched-based Response to Intervention (RTI) concept applied to social/emotional/behavioral problems; school-based early identification and referral (including staff training, school teams, and parent outreach); school-based mental health professionals (working directly with students based on need and following the time allotments designated by the ASCA model providing classroom activities, small groups, one-on-one counseling, and family workshops; using the Capturing Kids Hearts program); school-based licensed mental health therapist services; multi-system case management for high need student; and linkages with and referrals to community services, including the creation of a community Multi-Agency Planning team. Key collaborating community agencies include East Alabama Mental Health, Auburn Child & Family Services, Lee County Youth Dev. Center, Juvenile Court, Auburn Police, Boys & Girls Clubs, and Auburn University School Counseling Program.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** Auburn SEC Counseling TOC and Narrative.pdf

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

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Signed copy of Disclosure of Lobbying Activities (Standard Form–LLL)	
Signed copy of Certification Regarding Lobbying / Grants.gov Lobbying Form	

Section 1: Need for Project

(1.a) Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the project, including the nature and magnitude.

STUDENT MENTAL HEALTH NEEDS: Located deep in central Alabama, Auburn City Schools serves 7,835 K-12 students representing socio-economically and culturally diverse backgrounds *and* learning styles (including chronically low-performing students). As a result of high student poverty and low achievement, 6 of the district's 11 schools are designated Title I. Nearly one-in-three (30%) student receives Free/Reduced Lunch; approximately half of one school's kindergarten population, representing one-fourth of all kindergarteners in the district, currently receives Free/Reduced Lunch. Our district is diverse in terms of culture as well; the English as a Second Language Program serves 1068 students – representing a 74% increase in this population over the past five years. What's more, one-in-ten students has special needs, many of which are severe physical disabilities requiring specialized equipment. Families move to the area so that their children can receive additional services from Auburn University's award-winning Department of Special Education. The district is also experiencing rapid and persistent student population growth (43% increase over the past 8 years and projected to continue to rise).

Area stakeholders are concerned that many local youth's mental health needs sadly go unmet. Sadly, many children struggle with deficit life skills and are developing destructive problems and younger and younger ages that are escalating and persisting into adulthood. Many have symptoms that do not fit specific diagnostic criteria and, consequently, generally go undiagnosed. However, serious problems often manifest themselves as a variety of social or behavioral problems. However, Wanda Lewis, President of Lee County Boys & Girls Clubs states, *"The earlier our students are exposed to prevention programs the sooner we can counter the risk factors and proactively work to build protective factors which prevent or delay the onset of unhealthy behaviors."*

Deficient social, cooperative, and personal management skills contribute to increased fighting and especially bullying during recess, in the halls, and after school. In fact, one-fourth (25%) of suspendable offenses in ACS are the result of inappropriate responses to conflict and interpersonal interactions (e.g., defiance, fighting, class disruption, disorderly conduct, threat, etc.) (ACS Discipline Reports 2012-2013). Principal Shannon Pignato states, “We could really use an additional counselor to teach students appropriate coping mechanisms and conflict resolution skills.”

“Substance abuse is a serious problem for local youth,” states Officer / School Resource Officer William Schallock, Auburn City Police. Of great concern, is that students in the area are using drugs at younger and younger ages (ACS Pride Survey 2010). More recently, prescription drug abuse has been on the rise as well as illegal substance abuse (ACS Discipline Report, 2012-2013). Regrettably, local attitudes toward drug use are problematic because many parents choose to believe that drug use is not a problem for their children. However, research has shown that when a youth has friends who are using drugs, s/he usually uses drugs as well.

Local students, even at young ages, are reeling from high levels of stress, anxiety, and depression. The stress of making school transitions coupled with dealing with the pressures of typical child and adolescent issues results in increased anxiety in students. As evidence of this, ACS has witnessed a disturbing trend; schools, beginning in the middle grades, have seen an increase in students who are cutting themselves. According to School Counselor Patricia Frazier, “They have not learned appropriate coping skills early on and this is how they cope with increasing stress and anxiety. They want to control the pain that they feel.”

Mental health problems and their associated behaviors can have serious and far-reaching consequences on academic achievement. Dr. Ed Smith, ACS Director of Instruction and Assessment, understands that connection. “A root cause analysis reveals a relationship between adverse behaviors and underachievement.” School administrators report similar findings;

Principal Sandy Resa states, “Our identified achievement gap has roots in disciplinary issues. School DSI Teams report a strong correlation between struggling students and associated disciplinary referrals, putting them at immediate risk for discouragement, eventual academic failure, and potential delinquency.” What’s more, ACS’s disaggregated data indicates a significant gap in achievement among students of poverty who consistently perform disproportionately worse than their counterparts.

GAPS & WEAKNESSES TO BE ADDRESSED: ACS assembled a diverse stakeholder group to develop a strategic plan (approved March 2013) which would guide the district’s work for the next five years. Many identified gaps are in the area of student services, in order to address concerns that many children’s mental health needs are sadly going unmet and developing into

“I see a dramatic increase in mental health needs in our district. These needs have exhausted the resources we have for our students.” ~ Sheryl Smith, School Counselor, ACS

destructive problems that will escalate and persist through adulthood. Regrettably, despite the good intentions of ACS’ capable, caring staff, limited funding *severely hinders* the school system’s ability to provide school-based comprehensive student counseling and mental health services and related staff training. Consequently, the schools lack sufficient resources to help many of those in greatest need. Further compounding the situation, area stakeholders are also struggling to keep pace with the increased need that exists as a result of the large – and growing – poor, non-English speaking population. School Counselor Sheryl Smith concurs, “I see a dramatic increase in mental health needs in our district. These needs have exhausted the resources we have for our students.” As a result, the delivery of student mental health services is fragmented at best and school-based counseling services are lacking. *Refer to the Project Schools GPRA Baseline data table on the following page.*

Table 1: Project Schools Baseline (2012-2013) GPRA Indicators

Project Schools	Students Enrolled	Grade Levels Served	Referrals for Disciplinary Reasons	Child-Adolescent Psychiatrists	School Psychologists	School Counselors	School Social Workers	Other Qualified Mental Health Professionals
J.F. Drake MS	1222	6-7	374	0 FTE	0 FTE	3.0 FTE	0.09 FTE	0.27 FTE
Auburn JHS	1190	8-9	397	0 FTE	0 FTE	2.5 FTE	0.09 FTE	0.27 FTE
Auburn HS	1605	10-12	728	0 FTE	0 FTE	4.5 FTE	0.09 FTE	0.27 FTE
Total = 3	4017	6-12	1499	0 FTE	0 FTE	10 FTE *	0.27 FTE **	0.81 FTE ***

* Existing school counselors function primarily as Academic Advisors. According to an ACS Time Study (April 2014), they spend 65% of their time on academic activities and only 35% of their time on Comprehensive Guidance.

** One School Social Worker (1.0 FTE) works across all schools, K-12 district-wide; however, her job duties are primarily attendance and dental clinic supervision.

***The “Other Qualified Mental Health Professionals” FTEs are for three Psychometrists dedicated solely to K-12 Special Education that are split across all 11 district schools.

Given limited funding, the schools cannot adequately respond to increasing mental health, behavioral, and social/emotional needs of students. Inevitably, such incidents are handled by an administrator because the district simply lacks funding to hire sufficient school counselors to meet the needs of the student population. Consequently, the current staff is stretched thin (refer to Table 1, above) and, sadly, the students suffer from little to no direct services. “So many of our students need help and support that I am unable to provide with my present hours at the school,” reports School Counselor Rebekah Hunter. Moreover, the district needs to clarify the role (and time allocation to particular types of services) that school counselors are to play in order to ensure that the services provided are actually aligned with and meeting students’ needs and are not just solely reactive in nature. According to a district Counselor Time Study (April 2014), the existing secondary School Counselors spend 65% of their time on academic-related activities and only 35% of their time on Comprehensive Guidance.

In addition, more training (and school-level accountability measures) is needed to ensure that school personnel and parents are aware of the early warning signs and understand when an issue is a problem and how to refer for help children at risk of mental health issues. Administrators report that students hailing from impoverished areas seem to bring a host of issues with them to school each day. Principal Lynda Tremaine reports that “students think they can act in any way they want without consequence, perhaps due to what is witnessed outside the school day. If we were able to provide training for our families, we would be better able to work as a team in the support of our students.” This is critical because “teachers often do not know how to deal with ‘problem’ students nor do they know the real, underlying issue, such as drugs or depression. Parents of these children are also often at a loss of what is really wrong and what to do to help their child,” reports ACS Assistant Superintendent Dr. Dennis Veronese. Due to limited resources, the district has not been able to provide intervention-related staff training. Moreover, information about services is neither centralized nor available in multiple languages and school personnel are often unaware of community resources available outside their own particular school.

There is also a pressing need to hire additional school counseling and mental health staff to address these challenges. Because of limited funding, ACS presently has one K-12 Social Worker that works district-wide, but her duties are primarily attendance and dental clinic supervision. What’s more, there are no school psychologists or psychiatrists employed by the district, so securing appointments is a time-consuming process. The district has three Psychometrists dedicated solely to K-12 Special Education that are split across all 11 district schools. As a result, incidents related to student mental health are usually handled by an already overloaded counseling staff who cannot adequately respond to increasing mental health, behavior, and social/emotional needs of students. School Counselor Cindy Bishop shares her experiences. “We are seeing a variety of mental health issues at our school due to increasing

enrollment. Self-injurious behavior, depression and eating disorders are being reported at an alarming rate. As an academic counselor, I am not equipped to address such serious issues.”

Last year, East Alabama Mental Health received state funding for a licensed mental health therapist to provide some on-site services at ACS’ three secondary schools. EAMH would like to take a more active role in working with school children. However, the families of most students needing service either cannot afford to take time away from their jobs to transport their children or they often do not have reliable transportation, even though the facility is located about 20 minutes away from most ACS schools. Furthermore, EAMH is limited in the number of individuals it can serve and, consequently, the current level of services is insufficient to meet the needs of the growing number of high-risk youth in the district’s schools.

Section 2: Quality of Project Design

- (2.a) Linkages with other appropriate agencies/organizations serving the target population;*
- (2.b) Design of project is appropriate to, and will successfully address, needs of target population;*
- (2.c) Design of the project reflects up-to-date knowledge from research and effective practice.*

GOALS, OBJECTIVES & OUTCOMES: The overarching mission of the Auburn City Schools (ACS) Secondary School Counseling Project is – through a strength-based approach – to build children’s long-term capacity for positive behavior, social competency, academic achievement, and emotional well-being. To realize this mission, corresponding project goals and outcome objectives (Table 2, next page) have been established, which address the previously discussed gaps and weaknesses and will serve as a basis for evaluating project success (Section 4: Evaluation Plan).

The overarching mission of the ACS Secondary School Counseling Program is – through a strength-based approach – to build children’s long-term capacity for positive behavior, social competency, academic achievement, and emotional well-being.

Table 2. Project Goals, Outcome Objectives, & Performance Indicators

<p>Goal 1: Project schools are consistently implementing the ACS Student Counseling and Mental Health Services Plan, which addresses the counseling/MH and educational needs of all students.</p>
<p>Outcome Objective 1.1: By the end of the first semester Year 1 (and continued thereafter), each project school will expand student counseling services toward closing the gap of their student/mental health professional ratios to be in closer alignment with recommended ratios. <i>(GPRA #1)</i></p>
<p>Outcome Objective 1.2: By the end of the first semester Year 1 (and updated as needed thereafter), District and project staff formally document the ACS Student Counseling and Mental Health Services Plan toward the creation and dissemination of a program manual.</p>
<p>Outcome Objective 1.3: Each semester, school counseling/MH staff are implementing ACS’s comprehensive, developmental, preventive school counseling approach: (a) 100% are spending a majority of their time counseling students or are involved in other activities directly related to the counseling process; (b) 100% are implementing the Capturing Kids Hearts program for students (and their families); (c) 100% are utilizing district-approved student in-take and assessment procedures; (d) 100% are providing services within district guidelines and parameters; and (e) 100% are adhering to district guidelines regarding referral and placement to outside agencies.</p>
<p>Goal 2: Students in project schools are demonstrating improved mental health outcomes.</p>
<p>Outcome Objective 2.1: 100% of staff and teachers having (and/or are developing) the skills to identify and deal with student situational mental health concerns as well as to knowing when it is a more serious issue and how to refer students for more intensive or specialized services.</p>
<p>Outcome Objective 2.2: Percentage of student referrals resulting in school counseling /mental health services being provided increasing by 10% annually from baseline. <i>(Note: The percent of students receiving services should align with prevalence rates – which average 3-6% per NIMH.gov – otherwise the concern is that mental health is being under-reported and thus underserved.)</i></p>
<p>Outcome Objective 2.3: 90% of students identified as needing counseling /MH services are enrolled in appropriate (including cultural and linguistic) school and community-based intervention(s).</p>
<p>Outcome Objective 2.4: 90% of the students receiving counseling/MH services will demonstrate improvement in one or more areas based upon the reason(s) for their original referral.</p>
<p>Goal 3: Students in project schools are supported by a Positive Behavior Supports (PBS) system. <i>(COMPETITIVE PRIORITY #1) (Note: PPG=% of Possible Gain; PPR=% of Possible Reduction)</i></p>
<p>Objective 3.1: School climate ratings of school safety increasing annually by 20% PPG.</p>
<p>Objective 3.2: Annual decrease of 20% PPR in the average number of student referrals for disciplinary reasons. <i>(GPRA #2)</i></p>
<p>Objective 3.3: Annual decrease of 20% PPR in percentage of students with chronic office disciplinary referrals (specifically harassment, bullying, violence, and substance use).</p>
<p>Objective 3.4: Ratings of student school engagement increasing annually by 20% PPG.</p>
<p>Objective 3.5: Annual decrease of 20% PPR in the number of student school absences.</p>
<p>Objective 3.6: Annual decrease of 20% PPR in percentage of students with chronic absences.</p>
<p>Objective 3.7: Ratings of family and community engagement increasing annually by 20% PPG.</p>

LINKED TO THE COMMUNITY: *Area leaders recognize that effective, sustainable prevention efforts must be based on involvement of multiple systems and utilization of within-community resources and strengths.* To this end, the ACS School Counseling Project will strengthen linkages between the school system and other organizations serving the target population in order to promote integration of services, including ensuring that the service delivery system is relevant and responsive and student cultural and linguistic needs are also met. Major collaborating agencies include East Alabama Mental Health, Auburn City Child & Family Services, Lee County Youth Development Center, Juvenile Court, Auburn City Police, Lee County Boys & Girls Clubs, and Auburn University School Counseling Program. (Letters provided in Appendix.) What’s more, to facilitate improved community-wide coordination, response, and support for students (families), particularly those identified as the highest need and involving multiple service systems, a new Auburn Multi-Agency Planning Team will be established. In the capacity of a *Project Advisory Committee*, the MAP Team will meet quarterly to provide diverse feedback, collaboration, and assess the needs of community-wide prevention programs and initiatives.

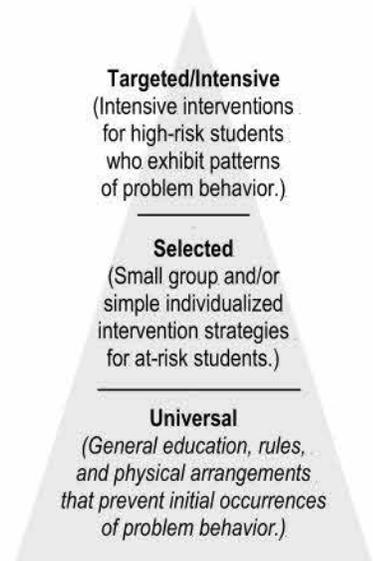
Key representatives from the district and the community (including parents) also serve on the ACS Student Support Services Board, which will function as the *Project Steering Board*. In this capacity, the Board will oversee development of a formal, uniform Student Counseling and Mental Health Services Plan and expand coordination among participating agencies. The partners will also collaborate, assist, and consult with the School DSI (Data Support and Intervention) Teams to enhance integration, coordination, and information-sharing, spearhead school-wide initiatives, and train school staff to recognize risk factors and make appropriate referrals. Also, when applicable, students and families will be referred to appropriate community-based services.

PART OF DISTRICT STRATEGIC PLAN: The Auburn City Schools (ACS) School Counseling Project is designed to address the needs of the target population as described in

Section 1 (and addresses Competitive Priority #1) and is viewed as integral to the ACS Strategic Plan (School Board approved March 2013) to “ensure each student embraces and achieves his or her unique intellectual gifts and personal aspirations while advancing the community”.

Administrators have committed to support project initiatives and activities as well as set aside time for project-related training during set professional development days and staff meetings. By the time grant funding ends, project-developed strategies and protocols will be integrated into the district and school infrastructures and will become the new status quo – ultimately increasing access to quality school counseling and mental health services for students.

Integrated into PBS Framework: The project will function under the district’s Positive Behavior Supports (PBS) framework as part of a comprehensive array of services that provides opportunities for academic, behavioral, experiential, and social growth for all students (addresses Competitive Priority #1). When in place, research indicates that a PBS system can improve student ratings of school climate, improve academic outcomes for students, as well as prevent the onset of serious emotional and behavioral patterns. This framework will ensure that the ACS School Counseling Project aligns and integrates with classroom programming and is carried out in conjunction with other educational reform efforts. PBS is not a program or curriculum; rather, it is a team-based approach for systemic problem-solving, planning, and evaluation. Instead of using a patchwork of individual behavioral management plans, each school implements a continuum of research-validated interventions and services that promote student appropriate behavior. PBS is best depicted by a three-tiered model (see chart) that represents a continuum of positive behavior support and proactive strategies for all students and ensures services are provided in settings that meet the range of student need.



BEST PRACTICE, COMPREHENSIVE PROJECT: In order to provide the comprehensive array of needed student services, the ACS School Counseling Project is based on a preventive, or public health, framework for mental health services. Within this framework, the project entails the required elements of the USDE School Counseling Program Grant, and strategies are *coordinated, culturally, linguistically, and developmentally appropriate, and evidence-based*. The project also takes a strength-based approach to helping build children’s long-term capacity for positive behavior, social competency, academic achievement and emotional well-being.

Developing A Uniform Student Counseling and Mental Health Services Plan: In order to consistently identify *early* those at-risk and *quickly* connect them to needed services, the ACS Student Support Services Board (comprised of district staff, community partners, and parents) will establish a uniform, formal Student Counseling and Mental Health Services Plan. As part of this process, the Board will examine organizational policies and practices regarding staff training and delivery of services for the *diverse student population* and use the results to identify and address potential gaps and weaknesses in the delivery and practices of those policies. Detailed protocols linking the school setting and students to a continuum of mental health services will include: (1) the use of common referral/intake and informed consent forms to ensure enhanced communication and information-sharing across service systems; (2) steps between screening and referral, including the process for screening and contacting parents; (3) specialized assessment and intervention protocols; (4) referrals for students (and their families) needing more intensive or specialized services, including to qualified agency providers; (5) providing case management services to high-need students; (6) the transition from the school to the juvenile justice system (and vice versa); and (7) processes for crisis intervention, response, and recovery. *(Protocols will adhere to FERPA regulations and require appropriate consent for any planned services.)*

Embedded in a Response To Intervention Concept: As part of this project, ACS will implement the researched-based *Response to Intervention (RTI) concept* (which the district already has in place for academic performance) applied to social/emotional/behavioral problems. Instead of waiting for a student to get so far into suspensions, expulsion, truancy, etc., the aim is to identify problems early, apply evidence-based interventions, monitor progress of the intervention, and adjust the plan accordingly. Part of this is also to keep students (as much as is appropriate and beneficial) in their mainstream school environment. The School Counseling Program Grant will enable ACS to institutionalize a unified, consistent approach and systemic mechanisms for providing effective, research-based prevention and intervention to students.

School-Based Early Identification and Referral: To equip the schools to effectively play a large role in helping students and families prevent, detect, and address mental health problems, each school will further train and support the centralized School DSI (Data Support and Intervention) Teams, which will be responsible for handling assessments, processing referrals, initiating and coordinating school-based crisis intervention and recovery strategies, and providing follow-up support. Teachers and other school staff will also be trained on the new district Student Counseling and Mental Health Services Plan, including how to identify and deal with student situational mental health concerns – including interventions that affect children's academic success – as well as to knowing when it is a more serious issue and how to refer students for more intensive or specialized services. Parent outreach will include parent information meetings, skill building workshops, newsletters, website updates, and personal outreach to empower them in their role of prevention, identification, response, and referral.

At each school, referrals will be *quickly* funneled through a designated school mental health professional (mental health concerns) and/or assigned school administrator (discipline-related problems) who, based on the nature and severity of the problem, will: (1) directly refer the student/

family to appropriate school-based and community resources (including student and family skills training, school-based mental health services, and danger/substance abuse/depression assessments, etc.); and/or (2) immediately bring the concern to the attention of School DSI Team to: (a) conduct an initial intake assessment; (b) refer the student (and family) to appropriate school-based services and programs (e.g., counseling, mentoring, and tutoring) and/or community-based services (e.g., mental health, juvenile justice, and human services); (c) contact the EAMH school-based therapist to administer a specialized assessment; *and/or* (d) initiate the individual case management process.

School Counseling Based on National Standards: To move closer to the recommended mental health professional-student ratio, ACS will hire an additional 2.0 FTE school counseling / mental health professionals to work in the 3project secondary schools (plus additional time contracted for a school-based mental health therapist dedicated to project schools); FTE per school will be allocated based on enrollment and relative need. They will receive specialized training to increase their efficacy at identifying and assessing at-risk children and delivering services that more effectively promote positive development in individuals dealing with a myriad of issues. They will also be thoroughly trained on the new district's new Student Counseling and Mental Health Services Plan as well as effective PBIS, Response To Intervention (RTI) for social/emotional/behavioral problems, Capturing Kids Hearts program, and the ASCA model.

ACS's school-based counseling will follow the American School Counseling Association National Model. By implementing a program based on ASCA's National Model, the schools and district will be able to establish the school counseling program as an integral component of the academic mission of the school; ensure every student has equitable access to the school counseling program; identify and deliver the knowledge and skills all students should acquire; and ensure that the program is comprehensive in design and is delivered systematically to all students. In addition, this model *ensures that school counselors spend the majority of their time*

counseling students or in other activities directly related to the counseling process (refer to Table 3, below). To ensure effective implementation of the delivery system to meet students' needs, designated administrators will work closely with the counselors throughout the year.

Table 3: ASCA National Model Delivery System (% of school counselor's time)
<u>Guidance Curriculum</u> (25%-35% in middle schools, 15%-25% in high schools): Provide prevention lessons in order to heighten student awareness, obtain skill development, and help them apply it to everyday life. Present classroom guidance activities and hold parent education classes.
<u>Responsive Services</u> (30%-40% MS, 25%-35% HS): Address students' immediate concerns, in a prevention or intervention format. Provide short-term individual counseling, small group counseling, crisis counseling, refer to other services, and provide interventions and mediations as needed.
<u>Individual Planning</u> (15%-25% MS, 25%-35% HS): Assist students in planning, monitoring, and managing personal development. Facilitate student educational planning, decision-making, and goal setting. Help students understand taking assessments and using the information to help plan.
<u>System Support</u> (10%-15% MS, 15%-20% HS): Includes program, staff, and school support activities and services. The purpose is to work on program delivery and support. The counselor's role is to manage the program, consult with others, and coordinate with staff and outside agencies.

School-Wide and Classroom Activities Reaching All Students: In order to reach all students in a systematic way, the school counselors will collaborate with classroom teachers to present classroom counseling activities and prevention lessons designed to heighten student awareness, promote skill development, and help students apply their new learning to everyday life. Based on the student needs of the school /class, lessons and materials will address universal issues such as preventing and dealing with aggressive behaviors, bullying, anxiety, stress, depression, peer pressure, drug use, etc.; and will be provided in conjunction with community and state agencies.

School-wide and classroom initiatives, strategies, and learning activities will also entail the *Flippen Group's Capturing Kids Hearts*. Through the program, students develop a healthy self-concept, healthy relationships, and a sense of personal responsibility; understand emotional intelligence, including self-awareness, self-control, self-motivation, and social skills; and build skills in decision-making, goal setting, communication, recognizing and resisting peer pressure, personal responsibility, leadership, empathy for diverse cultures and backgrounds, and being a

positive family member and citizen. The program has also shown to improve student school engagement and performance while decreasing student school absences and other delinquent and risky behaviors. *The program is developmentally and age-appropriate, culturally sensitive, and can be implemented across languages.* (Note: The Flippen Education Group was founded in 1990 by internationally known educator, best-selling author, and psychotherapist Flip Flippen. It is one of the largest educator training companies in North America. Each year thousands of educators attend their trainings. On any given school day, their educational curricula and processes touch the lives of more than one million students in thousands of districts nation-wide.)

Student Support & Skill Building Groups: Small student groups will be offered to provide struggling students with additional, intensive support and skills training. The number, frequency, and duration of each group will be based on the needs of the students, but it is expected that at least one group will be running every week in each project school. Groups will be small in size; meet during or after school; be led by school mental health staff; and require parental permission to participate. The groups will reflect current research and effective practice and will be appropriate for the age and developmental levels, gender, and diversity of the participating students. Groups will focus on the whole person and take a *strength-based approach*, which seeks to build “protective factors,” which help children’s long-term capacity for positive behavior, social competency, academic achievement and emotional well-being.

Family Skills Training: To foster empowerment and shared responsibility, skill building family workshops will be offered to provide families with additional skills to facilitate their child’s social-emotional-behavioral development as well as to better handle problematic behavior on the part of their child. Workshops will be provided at *no charge; will be culturally sensitive and also offered in Spanish*; will address crucial student needs, including preventing and dealing with aggressive behaviors, bullying, anxiety, stress, depression, peer pressure, drug use, and school

engagement; and will utilize researched-based prevention resources (including partnering agencies). *Capturing Kids Hearts* family workshops (described above) will extend and reinforce the in-school program to students' families. To reach parents of at-risk or high risk students, referrals will be made through the school mental health staff, administrators, School DSI Teams, case management teams, Student Attendance Review Board, social services, juvenile justice/court, etc.

One-on-One Counseling: The school mental health professionals will also be on hand to address the immediate concerns of students, including providing – as needed – short-term individual counseling, crisis counseling, interventions and mediations, consultation with staff and outside agencies, referral to other school- and community-based services.

School-Based Mental Health Services: *The National Association of School Psychologists' Position Statement on Mental Health Services in Schools advocates the inclusion of "effective, comprehensive mental health services in the schools."* Research points to the importance of communities and schools working together to increase attention given to mental health; such collaboration allows for schools to access increasingly necessary mental health services and for community agencies to have access to children they might not otherwise see. Therefore, to ensure that students with serious concerns (and their families) can access and receive appropriate, comprehensive treatment, those needing more intensive services will be referred to the East Alabama Mental Health school-based therapist dedicated to project schools. Upon referral, the therapist will meet with the student's parents, gain necessary approval, explain options, and see that they are able to access the level of help they need. Each child client will have signed parental permission and a formal treatment plan (following HIPAA standards). Services will reflect current research and effective practice, and be appropriate for the student's age and developmental level as well as gender and cultural diversity. School-based mental health services will include targeted assessments, crisis intervention, individual and family

counseling, small group therapy, etc. In addition, the school-based therapist will provide ongoing consultation with applicable school personnel, including the School DSI Teams.

Individual Case Management Teams: For students (families) *identified as the highest need and involving multiple service systems*, an Individual RTI (Response to Intervention) Team (comprised of the child, parents, and applicable professionals from the school and area agencies) will be assembled to identify the underlying needs and develop a plan that addresses the student's/family's needs (including cultural and linguistic) using natural, community-wide supports. As the plan is implemented, the team will meet on a regular basis to discuss successes and needed modifications and provide support. This approach has been found to be effective with children with severe emotional and behavioral problems in increasing behaviors that facilitate community adjustment (e.g., positive relationships, school achievement, employment) and eliminating those that place the child at risk for removal from family, school, or community.

Referrals to Community-Based Services: When applicable, students and families will be referred to a variety of free or inexpensive community-based services, including Mental Health, (e.g. individual/group counseling; crisis intervention; intensive outpatient programs and treatment); Public Health (e.g., services for children with special health care needs, teen and adult tobacco quitting resources, and home nurse visitors); Child & Family Services (i.e., parent education, crisis intervention, sex abuse treatment, and mental health therapy); and Human Services (e.g., youth crisis services and programs, child protection and abuse prevention, and substance abuse treatment information). Such referrals will be made through school-based mental health professionals, administrators, School DSI Teams, case management teams, the new Auburn Multi-Agency Planning (MAP) Team. In addition, information about available services and resources will be listed on the district website in English and Spanish.

Section 3: Quality of Management Plan

(3.a) Adequacy of management plan to achieve project objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing tasks.

STRONG PROJECT MANAGEMENT: Based on the Auburn City Schools’ (ACS) experience successfully implementing and managing district-wide grant projects, a strong management plan – including roles/responsibilities, time commitments, and project timeline – has been developed to keep the School Counseling Project on track and within budget. As fiscal agent, the Superintendent Dr. DeLano and School Board will have ultimate responsibility for the project, which will operate out of the Curriculum & Instruction Department. The project will adhere to district policies and procedures and receive district administrative and financial services.

Table 4: Project Management Team and Staff
(Team members listed in Table 6; Resumes and Job Descriptions in Appendix.)

<p><u>Project Administrator:</u> Karen Anderson, Director of Instruction & Enrichment, ACS (0.05 FTE in-kind dedicated to project). <u>Duties:</u> Provides project management oversight, including Federal and district reporting; oversees fiscal responsibility and adherence to policies; leads Steering Board; and assists with outreach, coordination, sustainability, and district school-level initiatives.</p>
<p><u>Project Director/RTI & Outreach Coordinator:</u> <i>To be hired upon funding (1.0 FTE).</i> <u>Duties:</u> Oversees project implementation, including timeline, budget, training, service and partner coordination, data collection, and reporting; guides and supports school-level teams; oversees parent/family outreach; serves as a parent liaison for RTI and ELL students; oversees district and school-level initiatives; and develops resources for sustainability, program manual, and website. <u>Qualifications:</u> Master’s degree in social work, psychology, and/or education; 7 years of progressive experience, including in program management; experienced with community collaboration and child/youth development, especially with at-risk youth; working knowledge of the current state of prevention science; experience working with diverse and ELL student populations and bilingual required.</p>
<p><u>Steering Board:</u> ACS Student Support Services Board. <u>Duties:</u> Engages quarterly in CIM (page 24) to ensure accountability of project progress; establishes Student Counseling & Mental Health Services Plan, including referral, assessment, and intervention protocols; increases communication and coordination among agencies; and assists with initiatives, training, outreach, and sustainability.</p>
<p><u>School-Based Teams:</u> School DSI (Data Support and Intervention) Teams (one per school). <u>Duties:</u> School-based implementation, advisory, and problem solving teams that oversee identification, assessment, referral process, training/support, case management, data collection.</p>
<p><u>Project Advisory Board:</u> Auburn Multi-Agency Planning Team. <u>Duties:</u> In a project advisory capacity, meets quarterly to provide diverse feedback regarding project strategies, increase community-wide communication and coordination; assist with outreach and sustainability efforts.</p>

School Counselor (1.0 FTE upon funding): Documented competence in counseling children in a school setting; current Alabama or national licensure; minimum of master's degree in school counseling from CACREP accredited program; bilingual and experience with diverse populations.

School Social Worker (1.0 FTE upon funding): Qualifications: Master's degree in social work and current Alabama or national licensure; bilingual and experience with diverse student populations.

School-Based Licensed Mental Health Therapists (East Alabama Mental Health): Documented competence in counseling children in a school setting; licensed in psychology by the State of Alabama; and practices in the scope of the individual's education, training, and experience with children in school settings. Highly preferred bilingual and experience with diverse populations.

Highly Qualified Project Personnel: Below are the individuals committed to the project; all are/will be well qualified for their project role. Preference will be given to English/Spanish bilingual and experience working with the diverse population. ACS is an Equal Opportunity Employer and committed to providing career opportunities to all people regardless of race, color, national origin, religion, age, disability, sexual orientation/preference, or gender. It is the policy of the district to enforce constitutional provisions, statutes, and common law causes of action that prohibit discriminatory conduct and harassment. (Details provided in the attached GEPA Statement.)

Plan for Integration and Sustainability: ACS views the School Counseling Project as integral to its District Strategic Plan to create an environment of Positive Behavior Supports. Grant funds will provide the *one-time start-up costs* needed to support successful systemic reform. By the time grant funding ends, project-developed strategies and protocols will be integrated into the schools' infrastructures and will become the new status quo – *ultimately increasing access to quality school counseling and mental health services for students*. The district and partners will also work to reallocate resources accordingly and/or absorb related expenses into its regular budgets to ensure sustainability of services.

Timetable for Implementation: To ensure that the project achieves its intended outcomes, a three-year project timeline (next two pages) has been developed to guide implementation, integration, and continuous improvement. The project is ready to start upon grant funding.

Table 5: Three-Year Project Timeline (10/1/14 start date and 9/30/17 end date)

Process Objectives & Benchmarks	Timeline	Responsibility
Process Objective 1: In Year 1 (and the start of each subsequent project year as needed), set-up the project to ensure a firm foundation for implementation success.		
(1.1) Hire and orient Project Director.	Month 1, Year 1	District Admin.
(1.2) Hire and orient school MH staff.	Months 1-2, Year 1	District Admin.
(1.3) Orient Project Executive Board.	Month 1, Year 1	District Admin.
(1.4) Refine project implementation plan.	Months 1-2, Year 1	Steering Board
(1.5) Finalize evaluation instruments.	Months 1-2, Year 1	Evaluator & Director
(1.6) Organize and orient community-wide multi-agency planning team.	Begin Months 2-3, Year 1; meet regularly thereafter	Steering Board
Process Objective 2: In all project years, implement management, evaluation, and dissemination activities to help keep the project on track and progressing towards the intended outcomes.		
(2.1) Project mgmt. meetings engaging in Continuous Improvement Management.	At least quarterly; Ongoing	Steering Board
(2.2) Advisory meetings to provide diverse input and facilitate coordination.	Every 2-4 months as needed and applicable	Advisory Board
(2.3) Identify and establish linkages with other agencies serving target population.	Ongoing (began during project planning period)	Steering Board
(2.4) Parent outreach, including school newsletter articles and website updates.	Quarterly or when pertinent information is timely	Project Director
(2.5) Collect formative and summative project evaluative data.	Baseline and (start of project) and Ongoing (as applicable)	Project Director & Evaluator
(2.6) Produce status reports (for project mgmt.) and Federal performance reports.	Bi-Monthly (status) and Annually (federal)	Project Director & Evaluator
Process Objective 3: In all project years, equip the school-community to deliver quality student mental health services.		
(3.1) Document Student Counseling and Mental Health Services Plan (in progress).	At start of project; updated as needed	Steering Board
(3.2) Train school MH staff and School DSI Teams on research-based best practices and district protocols.	Begin immediately upon hire; ongoing as applicable	Project Director & Subject Experts
(3.3) Train teachers and staff on district Plan, protocols, and strategies to better support all student, including those at-risk for mental health problems.	Initial 1 st semester, Year 1; ongoing during planned in-services and staff meetings	Project Director & School MH Staff
(3.4) Handle assessments, process referrals, and provide follow-up support.	Begin 1 st semester, Year 1; ongoing thereafter as needed	School-Level Teams

Table continued on the next page.

Process Objective 4: In all project years, implement student mental health services that meet the needs of the target population.		
(4.1) Implement school and classroom initiatives and activities that promote prevention and positive skill development.	Offered throughout the year according to teaching schedule	School MH Staff with teachers
(4.2) Provide individual student counseling for mental health concerns, and parent consultations & referrals to area agencies.	Ongoing as needed starting immediately	School MH Staff
(4.3) Hold small group counseling to provide struggling students additional, intensive support and skills training.	Offered throughout the year as needed at project schools	School MH Staff
(4.4) Offer family groups to provide parents with skills to facilitate their child's social-emotional-behavioral development.	Offered 1-3 times during year as needed by each project school	School MH Staff
(4.5) Provide more intensive school-based mental services (e.g., interventions and therapy) to students with serious concerns.	Ongoing as needed starting immediately	School-Based Therapists
(4.6) Develop individualized service plan for children needing intensive support and intervention involving multiple agencies.	Ongoing as needed starting immediately	School MH Staff & Case Mgmt Teams

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

ENSURING FEEDBACK & CONTINUOUS IMPROVEMENT: As a group of caring professionals, Auburn City Schools (ACS) wants to leave no child, staff member, or partner behind. To this end, the School Counseling Project will utilize various school-community groups (listed below) that offer a variety of avenues to receive feedback from and provide input to stakeholders, helping to ensure that the service delivery system is relevant and responsive and that the cultural and linguistic needs of the student population are met.

Table 6: Participating School-Community Groups

<u>Auburn Multi-Agency Planning Team</u> (<i>community-wide interagency group to be established as a part of this project</i>): Comprised of representatives from key community agencies, including the school system, city government, mental health, law enforcement, juvenile justice, public health, child & family services, social services, parent coalitions, faith-based organizations, etc.
<u>ACS Student Support Services Board:</u> Comprised of key representatives from the district (including administration, mental health staff, nurses, and SROs) pertinent community agencies (i.e., mental health, juvenile justice, public health), as well as parent representatives. Includes individuals with who are bilingual and have experience with diverse and ELL populations.

School DSI (Data Support and Intervention) Teams (*already in all schools*): Each 4-6 member team is comprised an administrator, counselor, teachers, and other staff. Includes a parent rep and individuals with who are bilingual and have experience with diverse and ELL populations.

School-Community Councils (*operating in all schools*): Comprised of members from the school-community, including school staff, parents, students, and applicable community reps.

Involving Parents: The project aims to develop better communication tools with parents and increase their involvement in the student mental health system. Therefore, to keep parents involved in their role of prevention and early identification, ACS will regularly publish relevant information in the district newsletter and website and offer free skill building family workshops (in English and Spanish). In addition, parents serve on the project and district committees that will oversee the development of the Student Counseling and Mental Health Services Plan. Also, before that plan is finalized, it will be circulated for parent comment (in English and Spanish).

Data-Driven, Continuous Improvement Management: U.S. DOE Continuous Improvement Management (CIM) model will be used to manage the ACS School Counseling Project and facilitate systemic reform as it is fully integrated into the schools, district, and partner organizations. The CIM process ensures that the voices of all stakeholders are considered, project strategies are aligned to well-defined goals, and adjustments are based on valid data and assessment and serve to closer align strategies to the intended outcomes of improving school counseling and mental health services and student outcomes. To this end, the ACS Student Support Services Board (district-level) and School DSI Teams (school-level) will engage in a CIM process at least quarterly during the grant-funded project period and then at least annually thereafter. (More details on page 28.)

ACS administrators value best practice, research-based practices and policies, and view the project as an essential part of the total school curriculum; they hold all school mental health professionals accountable for providing a quality program. For this reason, the project will integrate into Professional Learning Communities. School mental health professionals and other

applicable staff will engage in an ongoing CIM process aimed at improving school counseling and mental health services and student outcomes, including analyzing student, school, and staff data; setting individual learning goals for professional practices; and engaging in professional problem-solving and collective reflection as they implement new knowledge and skills.

Section 4: Quality of Evaluation

(4.a) Evaluation methods use objective performance measures clearly related to project intended outcomes and will produce quantitative and qualitative data to the extent possible.

COMPREHENSIVE EVALUATION: This evaluation plan was developed in consultation with independent evaluator Educational Outfitters (EO). The comprehensive evaluation framework – aligned to project goals, objectives, and outcomes – emphasizes ongoing assessment, improvement, and accountability of the project in all areas. This two-part evaluation will determine the extent to which the project is successfully implemented and strategies lead to the intended outcomes.

(1) Formative Evaluation: An ongoing Formative Evaluation tracks implementation progress and the impact on the targeted population as well as provides recommendations for further project development. Specifically, it tracks the adaptation and fidelity of project strategies (Section 2) and adherence to the established *process objectives and benchmarks* (pages 22-23) as well as prepares a bi-monthly report summarizing the status of project components, successes and challenges, needed adaptations (proposed and approved), and assessment findings. Several *Essential Questions* (below) are utilized to guide both the formative evaluation and ensuing recommendations.

Table 7: Essential Questions Guiding Formative Evaluation

<p><u>Management & Replicability:</u> Set up necessary management, coordination, evaluation, and materials structures? Other questions TBA by Steering Board during project implementation. <i>Measurable Indicators:</i> Project Manual, Evaluation Toolkit, and related presentations/publications. <i>Data Collection Schedule:</i> Bi-Monthly and Annually.</p>
<p><u>Accountability:</u> Implement planned strategies? Aligned with goals and GPRAs? Preliminary outcome analysis indicating improvements? Impact on applicable systems and approaches? <i>Measurable Indicators:</i> Extent to which process benchmarks are implemented, treatment verification/hurdles, trend data, and changes over baseline. <i>Schedule:</i> Bi-Monthly and Annually.</p>

Efficiency, Fidelity & Satisfaction: Strategies of good and sufficient quality? Appropriate participation rates? Implemented with fidelity? Satisfaction and support for project offerings? **Measurable Indicators:** Synopsis of strategies, related outcomes, attendance, program checklists, participant surveys, and stakeholder observations. **Data Collection Schedule:** Per Offering.

(2) Summative Evaluation: The project’s Summative Evaluation determines the degree to which each project goal and outcome objective (page 10; includes GPRA Performance Measures) has been met. Objective performance measures (entailing quantitative and qualitative data) established for each intended outcome are the standards used to monitor the attainment of project goals and objectives and, ultimately, to assess the project’s impact on project participants.

Table 8. Objective Performance Measures for Summative Evaluation

Objectives (page 10)	Measurable Indicators (a.k.a. data sources) Note: Baseline GPRA Measures provided in Table 1, page 7.	Collection Schedule
1.1	Number and FTE of mental health professionals in project schools and the student/MH professional ratio as documented by school records.	Baseline & Annually
1.2	Documentation of the ACS Continuum of Student Counseling and Mental Health Services Plan and compilation of the program manual.	Ongoing & End-of-Year
1.3	Implementation of the ACS SC&MHS plan as recorded on School MH Staff Implementation Survey and Community MH Service Record.	Ongoing & End-of-Year
2.1	Record of staff member completion of district model-based School Counseling Staff Training and other applicable professional development.	Each Training
2.2 & 2.3	Student MH referrals and mental health services tracked by school records.	Baseline & Quarterly
2.4	Student indicator ratings on Mental Health Services Referral Follow-Up Survey (completed by counselor or individual case management teams).	
3.1, 3.4 & 3.7	Teacher/staff, student, and parent ratings as measured by the National Evaluation Team (NET) School Climate Survey and Parent Survey.	Baseline & Annually
3.2 & 3.3	Student referrals for disciplinary reasons tracked by school records.	Quarterly & End-of-Year
3.5 & 3.6	Student absences (excused and unexcused) tracked by school records.	End-of-Year

Evaluation Plan: The project evaluation plan, developed by EO and approved by ACS administration, is aligned with and customized to the project design (Section 2). Measurable indicators (i.e., aggregate/disaggregate and quantitative/qualitative data; Tables 7 and 8, above) for all project outcomes (Table 2, page 10) and benchmarks (Table 5, pages 22-23) are collected

using valid, project-customized and -aligned instruments, existing research-based assessments, and appropriate methods. The Evaluator (EO) is experienced at developing assessment frameworks designed to measure Counseling Project GPRA and project-specific goals as well as providing useful data to facilitate districts in continuous improvement of their projects. The Evaluator ensures that all data is collected, recorded, and analyzed accurately in a timely manner as outlined in the grant proposal and as required by the Federal government. All data collection and processing activities are supervised by the Evaluator. Many instruments are housed in – and administered via – a secure, online system allowing for convenient access. Data collection and record keeping procedures comply with Federal confidentiality laws (i.e., FERPA). During the project, project data are analyzed to assist stakeholders in gauging progress toward improving performance over baseline levels and achieving the intended project outcomes (page 10). Statistical analyses are matched to the data collected. Advanced filtering and cross-tabulation allow the Evaluator and project staff to identify criteria-specific data patterns and make appropriate recommendations.

(4.b) Provide performance feedback and permit periodic assessment of progress toward outcomes.

Performance Feedback: The evaluation plan entails regularly collecting, tracking, and analyzing high-quality and timely data on project implementation and participant outcomes *and* routinely disseminating findings through various methods. The Evaluator will generate project reports to fulfill district and Federal requirements and to provide stakeholders with an assessment of the progress being made toward achieving the project benchmarks and intended outcomes.

Table 9: User-Friendly, Evaluation-Driven Reports
<u>Evaluation Status Reports:</u> Provide monthly feedback to project staff regarding progress of timeline, achievement of benchmarks, and status of evaluation activities; feed into CIM process.
<u>Federal Performance Reports:</u> Address Federal reporting requirements; describe project activities and demonstrates progress toward achieving intended outcomes, including the GPRA.
<u>On-Demand Analysis:</u> Tracks any and all aspects of project progress, including information for the Continuous Improvement Management (CIM) process – as appropriate and requested.

In addition, project management will oversee the development of a project manual (setting-up, running, and assessing the project for purposes of sustainability and replication) as well as routinely share updates with stakeholders through meetings, news articles, and website.

Assessment of Progress and Data-Based Decision-Making: The ACS project Steering Board and school-level implementation teams will engage in a Continuous Improvement Management (CIM) process (page 24) to *continually monitor progress and adjusted strategies to closer align the project to its intended outcomes of improving school services and student outcomes.* To this end, the project evaluation serves two main purposes (see table below). *This data-driven accountability process strengthens programming and facilitates systemic reform where needed.*

Table 10: Two-Part Function of Project Evaluation
(1) <u>Program Fidelity:</u> Are project strategies effectively and appropriately being implemented and to what degree of fidelity, including in the following areas: (a) getting started, (b) staying on track, (c) accountability, (d) efficiency, (e) management, (f) sustainability, and (g) replicability.
(2) <u>Outcome Achievement:</u> This process is fed by multiple sources of qualitative and quantitative data on the project’s progress, including stakeholder feedback and evaluation formative reports regarding adherence to the timeline and achievement of benchmarks and appropriate analysis of outcome and process data and progress towards the project’s intended outcomes (including GPRA).

External Evaluator: Educational Outfitters (EO) is an independent grant evaluation firm that specializes in US DOE discretionary grants (bios in Appendix). (*In accordance with EDGAR, EO was selected following the district’s standard protocols.*) EO’s team members have worked on 100+ federal, state, and private grant-funded projects, including several US DOE student counseling, mental health, and prevention grants. EO’s team has 55 years of experience, including expertise and experience in development, implementation, management, evaluation, and reporting of grant-funded projects; community service coordination; K-12 and higher education; staff development; and human resource management. EO’s team includes a former project director, and staff members hold advanced degrees in Research Evaluation Methodology (abd), Education – Instruction & Curriculum, Human Resource Management, and Family & Human Development.

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Appendix A: Letters of Contribution

The following pages contain the copies of signed letters of contribution from the project stakeholders listed below.

- *Auburn City Schools*: Dr. Karen DeLano, Superintendent
- *East Alabama Mental Health Center*: Anne Penney, Ed.D., Executive Director
- *City of Auburn – Auburn Police Division*: Paul Register, Chief of Police
- *Boys and Girls Clubs of Greater Lee County*: Wanda Lewis, President/CPO
- *Auburn University – School Counseling Program*: Suhyun Suh, Ed.D., School Counseling Program Coordinator / Associate Professor, Department of Special Education, Rehabilitation, and Counseling
- *Auburn Chamber of Commerce*: Lolly Steiner, President

BOARD OF EDUCATION
Matthew R. Clegg, President
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Charles Smith
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William T. Hutto, Jr.



ADMINISTRATION
Dr. Karen T. DeLano, Superintendent
Dr. Dennis Veronese, Assistant Superintendent
Cristen P. Herring, Assistant Superintendent

April 22, 2014

Dear Grant Committee:

As the superintendent of Auburn City Schools, it is a pleasure to write this letter of support for our district's application for the U.S. Department of Education's Elementary and Secondary School Counseling Program. We value each and every student in our district, as evidenced by the theme of our application: CREATE - Cultivating a Resilient Emotional Aptitude in Teens Every day.

Support for this project will be available from a number of avenues. Administrators will manage funds wisely, according to established parameters. We are excited about the prospect of using this grant as a foundation to continue to develop established partnerships with our local mental health agency, youth development center, juvenile court and other organizations. More importantly, we welcome the opportunity to grow our current staff and provide services which will enable us to better support our students' mental, emotional and social health.

Our grant is competitive one, worthy of recognition through funding by your committee. Please feel free to contact me with any questions you might have.

Sincerely,

Dr. Karen T. DeLano
Superintendent
Auburn City Schools

855 East Samford Avenue • P.O. Box 3270 • Auburn, Alabama • 36831-3270
(334) 887-2100 • Fax (334) 887-2107



**East Alabama
Mental Health Center**

April 23, 2014

Dr. Karen DeLano, Superintendent
Auburn City Schools
855 East Samford Avenue
Auburn, AL 36830

Dear Dr. DeLano:

As the Executive Director of the East Alabama Mental Health Center, I offer this letter with my full support of the U.S. Department of Education application for the Auburn City Schools – Counseling Grant Program. We are pleased this grant proposes to provide a preventive approach to expand the inventory of effective counseling programs offered within the school setting, including mental health services for students.

Auburn City Schools has demonstrated an investment in the mental well-being of students through previous and current partnerships with our organization. Our agencies share information and resources to better prevent and provide recovery in the areas of mental health. By working together, our organizations are better able to assist clients, families and communities in preventing and recovering from severe and persistent mental illness and addiction.

Please accept my full support of the grant application and as always, Auburn City Schools may depend on the East Alabama Mental Health Center to work together in providing the needs of the students in Lee County.

Sincerely,

(b)(6)

Anne Penney, Ed.D.
Executive Director



City of Auburn

Home of Auburn University

April 23, 2014

Dr. DeLano,

I would like to offer my support regarding the Auburn City Schools application for the U.S. Department of Education Counseling Grant Program. The Police Division is in favor of, and supports, any efforts to pursue additional funding that will enhance the well-being of students in our community.

Auburn City Schools and the City of Auburn have a well-established partnership; it pleases me to see an opportunity to create additional resources for the students in our city. School Resource Officers often encounter troubled students during searches at schools, investigating criminal matters, or when aiding children who are the victims of crime. Having additional counseling resources available will certainly aid in offering assistance for these critical needs.

Please accept my full support of the grant application. The Auburn Police Division will continue to work alongside Auburn City Schools to provide quality services for the citizens of Auburn.

Sincerely,

(b)(6)

Paul Register
Chief of Police
Auburn Police Division

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Fax 334-502-1313
clubs@bgcleeco.org
www.bgcleeco.org

April 24, 2014

Dear Dr. DeLano,

It is a pleasure to write this letter of support for Auburn City Schools' application for the U.S. Department of Education's Elementary and Secondary School Counseling Program grant. We appreciate the ongoing partnership between the Boys & Girls Club of Greater Lee County and the students in Auburn.

The mission of our club is to provide a safe place for students to learn and grow, to develop positive relationships with caring adults and to cultivate character in youth. In this way, our programming works in conjunction with the daily efforts of school counselors. Through after school tutoring, mentoring, connecting with families and other activities, the Boys & Girls Club will enhance endeavors provided by the Auburn City Schools Counseling Program grant.

Our organization enthusiastically supports this application. We are aware of the rapid increase in student enrollment in the school district; this fact has manifested itself in our Auburn Unit, where a waiting list has been established due to increased numbers of students seeking entrance in the program. Additional counselors, curricula and resources will help ensure that students in Auburn City Schools receive the attention, care and support they deserve. If there are any questions, do not hesitate to contact me.

Sincerely,

(b)(6)

Wanda J. Lewis
President/Chief Professional Officer

GREAT FUTURES START HERE.





April 23, 2014

Dear Dr. DeLano,

As an Associate Professor of the Department of Special Education, Rehabilitation, & Counseling, I am excited to present this letter of recommendation to support Auburn City Schools' application for the U.S. Department of Education's Elementary and Secondary School Counseling Program grant.

Auburn City Schools accepts, supervises and supports interns and practicum students from the Counseling Department to provide the experience needed for these individuals to become School Counselors. In addition, research-based professional development is available so that these students will have up-to-date knowledge at their disposal. We stand ready to offer this same support to the school district, so that children in the Auburn school system will benefit from current best practices.

I fully support this project and pledge to partner with the school district and other organizations to effectively implement project goals. Please contact me if there are any questions.

With best regards,

Suhyun Suh, Ed. D.

(b)(6)

School Counseling Program Coordinator
Associate Professor



April 23, 2014

TO: Superintendent of Auburn City Schools, Dr. Karen DeLano

FROM: Lolly Steiner, Auburn Chamber of Commerce

RE: Grant Application

I would like to take this opportunity to express my support of the Auburn City Schools' application for the School Counseling Program Grant through the U. S. Department of Education. Oftentimes, during the Chamber's Education Committee meetings, the topic of additional counselors has always been a part of the discussion. Personally, I am pleased to hear of the pursuit of additional personnel in the field of counseling for the students in Auburn City Schools.

The possibility to additional counseling personnel in place would be a positive step towards providing educational opportunities to the whole child. I believe that the school system will do everything possible to make the programs successful because of the level of commitment found here. I believe that Auburn could serve as a model of what is possible to achieve with the funding of this grant. Our school system has been fortunate historically to have leaders who believed in partnerships with all walks of life in the community. We will continue those partnerships and continue to find better ways together to prepare our youth to be successful in life.

I offer my full support to Auburn City Schools and to their endeavors in being awarded the grant.

Sincerely,

(b)(6)

Lolly Steiner
President

714 E. Glenn Ave. • P.O. Box 1370 • Auburn, AL 36831-1370 • Tel (334) 887-7011 • Fax (334) 821-5500
www.auburnchamber.com

Appendix B: Resumes of Key Project Personnel

The following pages contain resumes from the key project and partners personnel listed below. This is representative of the high quality individuals committed to the success of this project.

- *Karen Anderson, PhD*, Director of Instruction and Enrichment, Auburn City Schools (*Project Administrator*)
- *Sarah Armstrong Cox, LMFT*, Clinical Director – Family and Children Services, East Alabama Mental Health (*Clinical Supervisor*)
- *Hope Menifee, MS*, Child & Adolescent Case Management Supervisor / Outpatient Therapist, East Alabama Mental Health (*School-Based Mental Health Therapist*)
- *Esperanza Hobby, MS*, Child & Family Therapist, East Alabama Mental Health (*School-Based Mental Health Therapist*)
- *Todd Braeger, MS*, Senior Evaluator & Analyst, Educational Outfitters (*Evaluation Team*)
- *Shanna Futral, MEd*, Evaluation Field Director, Educational Outfitters (*Evaluation Team*)
- *Jenna Taylor, MSS*, Evaluation Field Director, Educational Outfitters (*Evaluation Team*)

Karen Anderson

E D U C A T I O N

PhD, Auburn University, Auburn, AL 2012

Emphasis on Curriculum Leadership

Dissertation focus: *Structures that facilitate Academic Optimism in Schools*

Coursework in Curriculum, Leadership, Professional Development, Ethics, Assessment/Evaluation

Administrative Certification K-12, Auburn University, Auburn, AL 1999

Coursework in Educational Administration, Legal Issues, Curriculum, School Management; Internship at Auburn High School, Drake Middle School, Cary Woods Elementary School, Yarbrough Elementary School, Auburn Early Education Center

MA, Teachers College, Columbia University, New York, NY 1991

Educational Administration major; Coursework included Mathematics, Psychology, Education Law, and School Leadership

BA, Dartmouth College, Hanover, NH 1985

Mathematics major; participation in Language Study Abroad program, Lyon, France

E M P L O Y M E N T

Director of Instruction and Enrichment

2010 to present

Auburn City Schools

Coordinate curriculum for grades K-12; apply for, procure and implement grants as per district needs; carry out Carol M. White Physical Education Program (PEP) and Teaching American History grant activities; facilitate professional development endeavors for personnel; serve as liaison to Alabama Math Science Technology Initiative; supervise, organize and evaluate district vertical team meetings; support counselors, instructional coaches and enrichment teachers in their duties; screen potential employees as per the direction of the Director of Human Resources; assist in tasks as directed by the Assistant Superintendent; perform other tasks as assigned by the Superintendent and/or Board Of Education

Director of Secondary Curriculum and Professional Development

2007 – 2010

Auburn City Schools

Coordinate curriculum for grades 6-12; implement Teaching American History grant; facilitate professional development activities for personnel; supervise, organize and evaluate district vertical team meetings; implement and manage secondary mentoring program; assist in personnel evaluation tasks as directed by the Associate Superintendent; perform other tasks as assigned by the Superintendent and/or Board Of Education

Math, Science, Technology Coordinator **2004 – 2007**

Auburn City Schools

Coordinated grades K-12 mathematics and science curricula; administered middle and junior high school testing programs; assisted Director of Technology in planning and implementation of instructional technology needs of staff and students; served as liaison between district and regional K-16 science collaborative; performed other tasks as assigned by the Superintendent and/or Board Of Education

Principal, Cary Woods Elementary School **2001 – 2004**

Auburn City Schools

Served as instructional and administrative leader of the school; worked with staff, students and community to ensure a high-quality educational program; formulated and accomplished the school mission; and provided leadership in an environment of high expectations for staff and students

Assistant Principal, J. F. Drake Middle School **1998 – 2001**

Auburn City Schools

Served as the professional assistant leader of the school; worked, under the direction of the principal, with staff, students and community to ensure a high-quality educational program; formulated and accomplished the school mission; and assisted the principal in the provision an environment of high expectations for staff and students

Mathematics Teacher, Auburn High School **1991 – 1998**

Auburn City Schools

Taught Pre-Algebra, Algebra I, Intermediate Algebra, Algebra II and Algebra III/Pre-Calculus to students in grades nine through twelve; served as advisor to African-American Cultural Association; served as cheerleading sponsor

Site Director, Center for Talented Youth **Summers 1993-1998**

The Johns Hopkins University, Baltimore, MD

Provided safe, enriching environment for students aged eleven through fifteen; supervised faculty and staff of thirty; conducted daily administrative meetings; attended daily residential and weekly academic staff meetings; communicated with parents; administered discipline to students; observed classes; served as liaison between host facility (Dickinson College, Carlisle, PA) and Johns Hopkins University, Baltimore, MD

Dean of Residential Life, Center for Talented Youth **Summer 1992**

The Johns Hopkins University, Baltimore, MD

Coordinated residential and extracurricular program for students aged eleven through fifteen; supervised residential staff; assisted Site Director in the administration of overall program

Administrator's Module

Alabama Math Science Technology Initiative (AMSTI) June 2009

Presented information regarding the AMSTI initiative, change theory and implementation strategies to all administrators whose schools were selected for the AMSTI program

Strategic Teaching

July 2007

East Alabama Regional In-service Center

Explained Alabama State Department of Education Strategic Teaching Model to new secondary teachers; introduced cooperative teaching strategies, provided support to new secondary teachers

Making Change for School Improvement

December 2005, 2006

Leading and Assisting Science Education Reform Institute,

National Science Resource Center

Facilitated group participation in systemic change activity as well as ensuing discussion; introduced systemic change models; mentored middle school teachers and administrators in the implementation of inquiry-based science kits

Precalculus Minicourse,

Summer 2005

With Dr. Mohammed Qazi, Tuskegee University

TEAM-Math Summer Institute

Introduced additional strategies to be implemented in the Precalculus classroom; presented cooperative learning strategies and structures; demonstrated strategies and facilitated subsequent discussions

Reading in the Content Area Module,

Summer 2000

Alabama Reading Initiative

Introduced Mathematics and Science teachers to research regarding reading in their content area; developed rationale for incorporating reading into class activities; presented teachers with strategies to infuse reading into curriculum; demonstrated strategies and facilitated discussions afterward

Comprehension Module, Alabama Reading Initiative

Summer 2000

Informed secondary teachers of current research on children's reading comprehension; presented and demonstrated specific strategies for improving reading comprehension

Teaching Critical Thinking Skills

February 2000

Discussed importance of the development of thinking skills; motivated secondary teachers to incorporate new strategies; presented and modeled classroom activities designed to foster critical thinking skills

Life on the Block:

September 1998

Strategies to Manage a 90-minute Class Period

Offered strategies to high school mathematics teachers to aid their transition from sixty to ninety-minute class periods; modeled classroom activities

AWARDS AND ACTIVITIES

Counselor Administrator of the Year for the State of Alabama, Alabama School Counseling Association, November 2013
Member, Special Review Team, AdvancED, 2013-2014
Vice President, East Alabama Regional Inservice Center Advisory Board, Auburn University, 2012 to present
Board Member, East Alabama Regional Inservice Center Advisory Board, Auburn University, 2010 to present
Dr. Barbara L. Jackson Scholar, Auburn University and the University Council for Educational Administration, 2009-2011
Chair, Special Review Team, AdvancED, 2010-2011
Chair, District Accreditation Committee, Coffee County School Schools (GA), SACS-CASI, March 2009
Member, District Accreditation Committee, Cullman City Schools (AL), SACS-CASI, November 2008
Vice-Chair, District Accreditation Committee, Thomasville City Schools (AL), April 2007
Alabama Renaissance Technology Academy, 2003-2004
Leadership Lee County Institute, 2000
Apple for the Teacher/Excellence in Teaching Award, Iota Phi Lambda Sorority, Inc., 1998
Golden Apple Award, for Making a Difference in the Lives of Students, Auburn High School, 1994
Teacher of the Month, Auburn High School, January 1993
Klingenstein Summer Scholar, Teachers College, Columbia University, 1988
Masters in Sharing and Helping (MISH) Award, The Masters School, 1988

MEMBERSHIPS

Alpha Kappa Alpha Sorority, Inc.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
Association for Supervision and Curriculum Development (ASCD)
Council for Leaders in Alabama Schools (CLAS)
National Forum for Black Public Administrators (NFBPA)

Sarah Armstrong Cox

Alabama Licensed Marriage and Family Therapist, 292
American Association of Marriage and Family Therapist Approved Supervisor

EDUCATION:

Auburn University Auburn, Al
Master's of Science in Marriage and Family Therapy Aug. 04

Theories and techniques learned include: Strategic Family Therapy, Systems Theory, Structural Family Therapy, Emotion Focused Couple's Therapy, Functional Family Therapy, Solution Focused Therapy, and Sex Therapy
Specialized Classes: Professional Ethics

Thesis completed under the direction of Dr. Francesca Adler-Baeder
Intergenerational Influences on Father Involvement: Supportive Versus Non-Supportive Families.

Auburn University Auburn, Al
Bachelor's of Science in Human Development and Family Studies. May 2001
Graduated Magna Cum Laude

EMPLOYMENT:

East Alabama Mental Health Opelika, Al
Clinical Director – Family and Children's Services February 2014-
Coordinate Clinical Services in all four counties. Present
Coordinate School Based Therapy initiative.
Continue with all previous duties assigned to Clinical Coordinator,
CHINS Coordinator, and Juvenile Court Liaison
Serve as the EAMH Lee County Representative of Lee County Multi-Needs.

Clinical Coordinator – Family and Children's Services Nov. 06-
Provide supervision to outpatient clinical therapists
Provide supervision to Practicum and Intern therapists Present
Provide therapy services to a variety of clients with a variety of presenting issues.
Provide crisis intervention to families in crisis.
Assess clients and make referrals to other providers when necessary

CHINS Intervention – Program Coordinator Oct. 09
Provide oversight and supervision of CHINS employees
Provide court reports and/or testimony to Juvenile court presently
Liaison between State Department of Mental Health employed
and Juvenile Court

Auburn University	Auburn, Al
<i>Co-Instructor - HDFS 7630</i>	Summer 2010
Prepared materials, provided lecture, and facilitated discussion on professional issues related to Marriage and Family Therapy.	Summer 2011
	Summer 2012
	Summer 2013
<i>Co - Instructor – HDFS 7650</i>	Summer 2010
Prepared materials, provided lecture, and facilitated discussion on play therapy techniques.	Summer 2011
	Summer 2012
	Summer 2013
<i>Co-Instructor – HDFS 7631</i>	Summer 2007
Provided clinical supervision to Marriage and Family Therapist Graduate Students	Summer 2008
	Summer 2009
	Summer 2010
	Summer 2011
	Summer 2012
	Summer 2013
<i>Instructor - HDFS 7650</i>	Fall 2010
Prepared materials and provided lecture to graduate studies as an introduction to Marriage and Family Therapy history, theories, and research.	
Tri-County Children’s Advocacy Center	LaFayette, Al
<i>Forensic Interviewer/Therapist</i>	March 05-
Conducted Forensic Interviews and Forensic Evaluations for law enforcement and the Department of Human Resources for potential victims of child sexual or physical abuse.	Oct. 06
Provided therapy services to survivors, and their families, of sexual and/or physical abuse.	
East Alabama Mental Health	Opelika, Al
<i>Therapist - Family and Children’s Services Division</i>	Aug 04 -
Provided therapeutic services to a variety of clients with a variety of presenting problems.	March 05
Collaborated with community agencies to provide clients with optimal services.	
Collaborated with family members to create and implement treatment plans.	
Provided crisis intervention to children and adults with a variety of presenting problems.	

RELATED EXPERIENCE:

<p>East Alabama Mental Health <i>Intern Therapist - Family and Children Services Division</i> Provided therapeutic services to a variety of clients with a variety of presenting problems. Collaborated with community agencies to provide clients with optimal services. Collaborated with family members to create and implement treatment plans. Provided crisis intervention to children and adults with a variety of presenting problems.</p>	<p>Opelika, Al March 04 - Aug. 04</p>
<p>East Alabama Child Advocacy Center <i>Intern Therapist</i> Provided therapeutic services to survivors, and their families of sexual abuse. Maintained client files. Collaborated with community agencies such as the Department of Human Resources and local police agencies.</p>	<p>Opelika, Al Aug. 03 - Aug. 05</p>
<p>Auburn University <i>Intern Therapist - Auburn University Marriage and Family Therapy Clinic</i> Provided therapeutic services to individuals, couples, and families with a variety of presenting problems Maintained client files</p>	<p>Auburn, Al March 03 - Aug. 04</p>
<p><i>GTA - Department of Human Development and Family Studies</i> Instructor for HDFS undergraduate class - Hospitalized Child Lab Prepared lectures and coordinated guest lectures. Maintained student files.</p>	<p>Spring 2004</p>
<p><i>GTA - Department of Human Development and Family Studies</i> Instructor for HDFS undergraduate class - Career Development and Professional Ethics. Prepared lectures and coordinated guest lectures. Maintained student files.</p>	<p>Fall 2004</p>
<p><i>GRA - Department of Human Development and Family Studies</i> Worked under the direction of Dr. Francesca Adler Baeder. Assisted Dr. Baeder in preparing materials and student files for Parent Education class. Data Entry and Transcription for research project Assisted in creating publication for Cooperative Extension 1 - year Project Manager for Family Connections on Alabama Project Guided undergraduate students working on project Collaborated with several counties in Alabama in order to educate them on the curriculum and evaluation implementation. Constructed Evaluation questionnaires</p>	<p>Fall 2002 - July 2004</p>

East Alabama Family Options

Family Options Specialist

Collaborative effort between agency and the Department of Human Resources to work toward preserving and reunifying families.

Provided direct in home services to families who were at risk of having their children removed by the Department of Human Resources.

Auburn, Al

May 01 -

July 2002

Professional Trainings:

Forensic Interviewing Academy - National Children's Advocacy Center

April 2005

Forensic Evaluation Training - National Children's Advocacy Center

July 2005

Professional Organizations:

American Association of Marriage and Family Therapist

Board Member for Alabama Association of Marriage and Family Therapists 2008-2011

Board Member for Child Advocacy Center of East Alabama

2009-2012

Hope C. Menifee

Experience

12/2006-Present East Alabama Mental Health Opelika, AL

Child & Adolescent Case Management Supervisor/Outpatient Therapist

- Responsible for the training of new outpatient case managers.
 - Supervises Lee, Chambers, Russell, and Tallapoosa county outpatient case management.
 - Provides individual and family therapy.
 - Provides crisis intervention.
 - Develops treatment plan (Plan of Care) and oversees their implementation.
 - Administers CANS (Child and Adolescent Needs and Strengths) Assessment.
 - Monitors medication, provides mental health consultation and other clinical services as indicated by the consumer's treatment plan.
 - Provides case management services as required.
-

12/2000-Present East Alabama Mental Health Opelika, AL

Brief Intensive Treatment

Relief Therapist

- Provides crisis intervention.
 - Provides individual, group, and family therapy.
 - Monitors medication, provides mental health consultations and other clinical services as indicated by the consumer's treatment plan.
-

03/2005-12/2006 East Alabama Mental Health Opelika, AL

CHINS Therapist

- Provided individual and family therapy.
 - Provided crisis intervention.
 - Developed treatment plan.
 - Monitors medication, provides mental health consultation and other clinical services as indicated by the consumer's treatment plan.
 - Provided case management services as required.
 - Attended court hearings and provided court reports.
 - Completed consumer intakes and followed appropriate consumer plan.
-

06/1996-03/2005 Tuskegee University Upward Bound Tuskegee, AL

Advisor

- Provided academic, personal, financial aid, and career counseling.
 - Recruited low income or first-generation students.
 - Made appropriate referrals and assisted with admission and financial aid to secondary institutions.
-

1995-1996	Loachapoka Elementary School	Loachapoka, AL
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Family Educator/Tutor

- Visited disadvantaged families in the school district.
- Administered Learning Style Inventories.
- Tutored in reading, math, and spelling.

1993-1995	Catholic Social Services	Montgomery, AL
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Case Worker

- Provided financial and material assistance to families in need.
- Counseled teen mothers.
- Provided services and counseling for teen moms who sought adoption services.

Education

1995	Troy State University- Montgomery	Montgomery, AL
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Master's Degree

- Counseling and Human Development

1992		
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Bachelor of Arts Degree

- Sociology Auburn University- Montgomery , AL

ESPERANZA A HOBBY, M.S.

EDUCATION

- 2012 M.S. Human Development and Family Studies, Emphasis in Marriage and Family Therapy *Auburn University*
- 2008 B.S. Marriage, Family and Human Development *Brigham Young University*
-

EXPERIENCE

Child and Adolescent Therapist, *East Alabama Mental Health*, Opelika, AL
September 2011 to Present

- Provide individual and family therapy to children and adolescents
- Develop treatment plans
- Lead social skills group for young children
- Coordinate with Auburn City Schools to provide in-school services

Intern Therapist, *East Alabama Mental Health*, Alexander City, AL
August 2010 to July 2011

- Provided individual and family therapy to children and adolescents
- Led Adolescent Girls group
- Coordinated with additional providers

Student Therapist, *AU Marriage and Family Therapy Center*, Auburn, AL
February 2010 to July 2011

- Provided individual, couple and family therapy
- Coordinated with additional providers

Case Manager, *Wasatch Mental Health*, Provo, UT
August 2008 to July 2009

- Conducted assessments of elementary school children
- Developed treatment plans
- Coordinated treatment with parent/guardian, school and individual therapist
- Led day treatment group
- Supervised and directed support staff

Couple Educator, *RELATE Institute*, Provo, UT
January 2008 to January 2009

- Conducted consultations with couples
- Assessed areas of strength and weakness
- Tailored enrichment plans to meet couples' needs
- Delivered relationship education

Family Life Educator, *Responsive Parenting Program*, Provo, UT
March 2008

- Participated in the development and implementation of parenting seminar for mothers of infants

Todd Braeger, M.S.

Senior Evaluator & Analyst, Educational Outfitters

Since 1989, Todd Braeger has worked as a professional evaluator on over 100 education-based projects totaling more \$100 million, including teacher training, family and child development, after-school, technology, literacy, math and science education, history and civics education, physical education, college preparation, adult education, violence and substance use prevention and intervention, youth mentoring, comprehensive school safety, emergency planning and response, and community-wide service coordination projects.

He is an expert in project evaluation (including needs assessment, instrumentation, quality control, data management, and data analysis) and project management (including formative and summative reporting, Continuous Improvement Management, strategic planning, sustainability, and funder protocols).

Todd is highly adept at translating funder requirements into a strong, comprehensive evaluation framework that emphasizes ongoing assessment, improvement, and accountability of the project in all areas. To this end, he is accomplished at evaluation workplan development and implementation; instrument design and testing; data gathering, processing and clean-up; data review, analysis and interpretation; and report writing, submission, and follow-up.

Todd started his evaluation career on staff at Utah State University and has since worked extensively with diverse, low-income, rural and urban communities in the South and West. He is also a published researcher in the areas of early childhood education, language development, and special education early intervention. Todd served as lead developer of DataTrack, an online, integrated data tracking, management, analysis, and reporting computer system. As Educational Outfitter's Senior Evaluator, he is responsible for administering evaluation, project management, and technical support services for educational and community projects across the United States.

Todd holds two Master's degrees, one in Family and Human Development and the other in Civil and Environmental Engineering. He is currently a doctoral candidate (abd) in Psychology – Research and Evaluation Methodology at Utah State University, where he was the recipient of the Presidential Fellowship and the Evaluation Training Program Fellowship.

Shanna Futral, M.Ed.

Evaluation Field Director, Educational Outfitters

For over a decade now, Shanna Futral has dedicated her professional life to education. She started her career as a teacher but quickly moved out of the classroom and into the world of grant-funded programs – both as a project director and an external consultant. In this capacity, she has collaborated with countless local, state, and national partners to help secure over \$100 million in grants for education and community improvement projects nationwide.

She is an expert at designing cohesive programs and adept at involving diverse, inclusive representation of stakeholders in decision-making, project design, and implementation.

Shanna is able to couple her understanding of and experience in best practice instructional methods, standards-based curriculum and assessment development, and professional development models with effective and successful project management skills. She has directed two USDOE grant-funded projects, including an after-school and summer program in a highly impacted, inner city area; and a teacher professional development project for a large suburban school district.

She is also skilled at developing quantitative and qualitative assessment measures for project instructors, classroom teachers, and K-12 students. Furthermore, Shanna is highly regarded for her expertise in history education and innovation in related assessment design. Currently, she is creating and testing new instruments to assess historical thinking skills, civic engagement, and the level of implemented change specific to Teaching American History grant projects.

She is also a talented instructor and has presented on topics including evaluating change, grant writing, and teaching with essential questions and enduring understanding.

Shanna is the Congressional District Coordinator for the We the People youth initiative and recently served as Utah's state education director for the Japanese American National Museum's "Enduring Communities Project", funded by the National Endowment for the Humanities. Shanna holds a Master's of Education degree from Weber State University, Utah.

She also has a Bachelor's degree in Secondary Education with a Social Studies emphasis from Kennesaw State University, Georgia, where she graduated Summa Cum Laude and was her program's Outstanding Senior of the Year.

Jenna Taylor, M.S.S.

Evaluation Field Director, Educational Outfitters

Jenna Taylor has fifteen years of experience working with and for education-based organizations, including school districts, universities, state offices, community non-profits, and tribal entities across the nation. Early in her career, she worked with adult training programs as a coordinator for her graduate program's Management Institute and as the manager for the U.S. Institute of Languages. Since 2001 Jenna has worked as a professional education grant consultant, first as a senior grant writer for a private consulting firm and then for two university deans.

In 2004 she co-founded Educational Outfitters and has since worked as part of a professional team responsible for carrying out independent evaluation and grant reporting services for education projects. She brings with her a strong background in strategic planning, program coordination, systems development, performance management, and facilitation and training methods. Jenna is known for being highly adept at form design and usability, data tracking and management, and information organization and presentation. She is also knowledgeable of various professional development models, prevention programming, and psychological theory.

What's more, Jenna has over a decade of experience in the development and writing of federal, state, and foundation grants. She has a successful track record of guiding diverse groups from the formative stages of project planning through proposal submission, including conducting needs analyses; formulating solutions based on best practices; and establishing appropriate goals and objectives, methods, management plans, timetables, budgets, and partners. As a result, she has helped clients secure over \$100 million in competitive grants for more than 100 projects nationwide at an extremely high funding rate.

Jenna holds a Master's of Social Science degree in Human Resource Management as well as a Bachelor's degree in Psychology. She graduated Magna Cum Laude; was honored on the National Dean's List; and served two years in the presidency of her university's Graduate Student Senate. Her ongoing professional training has included Community System's grant development process (Bader and Carr); Innovation Configurations and Concerns Based Adoption Model (Hord); and "Most of Us" Social Norms Marketing (Linkenbach).

Appendix C: Project Position Descriptions

The following pages contain position descriptions for key grant-funded project positions.

- Project Director
- School Counselor / Social Worker
- School-Based Therapist

Project Director Position Description

Reports To: Project Administrator
Organization: Auburn City Schools

Responsibilities

The Project Director is responsible for overseeing all aspects of the School Counseling Program grant, and will carry out the responsibilities of the position as defined below: In summary, the Project Director will oversee the project timeline, purchasing, contracts, personnel, activities/services, evaluation, reporting, and district- and community-wide coordination

- Oversee the coordination of student counseling (based on the American School Counselor Association (ASCA) national school counseling framework) and mental health services.
- Oversee district and school-level initiatives; coordinate the district-wide Positive Behavior Supports (PBS) program and Response to Intervention (applied to social, emotional, and behavioral issues) implementation in all schools.
- Coordinate the implementation of the universal curriculum program in applicable classes
- Manage the project budget and oversee execution of timeline and progress towards meeting project goals and objectives.
- Oversees parent/family outreach and serves as a parent liaison for RTI and ELL students.
- Work with all partners regarding implementation and coordination of services.
- Responsible for recruitment, documentation, and payment of persons serving in project capacities.
- Coordinate with consultants, including the project evaluator, to facilitate their project roles.
- Serve on and build strong “working” relationship with mentoring project Steering Board.
- Lead the Steering Board in a quarterly Continuous Improvement Management process.
- Spearhead and organize the new Auburn Multi-Agency Planning Team, in coordination with other key collaborating community organizations.
- Make School Board and community presentations.
- Develop resources and additional partnerships to support project goals and sustainability.
- Responsible for data collection and Federal reporting requirements.
- Participates in community collaborative activities, councils, etc.
- Attend required national and regional trainings.

- Attend school administration meetings and trainings to further systemic integration.
- Oversee the development of and then maintain and update as needed of the district's Student Counseling and Mental Health Services Plan program policies, procedures, and programming manual, which would be suitable for dissemination and project replication.
- Develop and maintain project website and newsletter information and administrative updates.

Qualifications

Education & Experience: Master's degree with emphasis in social work, psychology, and/or education. Administrative credentials. Prefer fifteen years of progressive experience, including in program management. Experienced with community collaboration and youth development, especially with at-risk youth. Positive working relationship with the school systems and area community agencies.

Knowledge, Skills, & Abilities: Understanding of the program principles and methodology is preferred. Have expert knowledge of program policies and procedures. Working knowledge of the current state of prevention science as regards to the development of internal and external assets toward the strengthening of resiliency. Understanding of the theory and practice associated with risk and protective factor assessment, documentation, and program matching. Effective collaboration and coordination, as manifest in communication, organization, motivation, and conflict resolution capabilities. Competent in their work with diverse and grassroots communities as well as with community mobilization and outreach. Skilled at data collection and electronic data management. Competent in basic grant writing and program reporting.

Preference will be given to bilingual and experience working with culturally and linguistically diverse populations.

School Counselor/Social Worker Position Description

Reports To: Project Director

Organization: Auburn City Schools

Responsibilities

- Implement an effective school counseling program focusing on understanding of self and others; coping strategies and dealing with stress, anxiety, and depression; peer relationships and effective social skills; bullying prevention and anger management; effective communication; problem-solving, decision-making, conflict resolution, and study skills; career awareness and the world of work; substance abuse education; multicultural awareness and appreciation; social acceptance and school engagement; and etc.
- Provide appropriate short-term individual counseling, small group counseling, classroom activities, and family workshops dealing with students' issues.
- Evaluate social, emotional and behavioral needs of students.
- Work with specialized populations and needs that require special attention, such as culturally diverse populations and students with varying abilities.
- Provide consultation with teachers, administrators, school psychologists, school counselors / social workers, and outside agencies and social services concerning the welfare of students
- Make appropriate referrals for special services for students and families within the school and the community.
- Provide documentation necessary to support the goals of the program.
- Assist in the creation of a Student Counseling and Mental Health Services Plan program policies, procedures, and programming manual that would be suitable for dissemination and project replication.

Qualifications

Education & Experience: Documented competence in counseling children and adolescents in a school setting. Current State or national licensure or certification or certified by an independent professional regulatory authority. Holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent.

Knowledge, Skills, & Abilities: Knows and abides by the Code of Ethics for school counselors. Demonstrates understanding and knowledge of the comprehensive developmental counseling model. Demonstrates high-level skills in organizing, planning, prioritizing, work initiative, and professionalism. Demonstrates strong interpersonal relations and works cooperatively with students, parent, staff, and administration. Demonstrates personality traits such as flexibility, compassion, energy, enthusiasm, and a willingness to provide a quality program for students.

Preference will be given to bilingual and experience working with culturally and linguistically diverse populations.

School-Based Therapist Position Description

Reports To: Clinical Supervisor
Organization: East Alabama Mental Health

Responsibilities

- Upon referral, the school-based therapist will meet with the student's parents, gain necessary approval, explain options, and see that they are able to access the level of help they need. Each youth client will have signed parental permission and a formal treatment plan (following HIPAA standards).
- School-based mental health services will include substance abuse and depression assessments; psychological testing/assessment; diagnosing and assessing, and evaluation; crisis services; individual and family counseling; small group therapy; case consultation with staff and other providers; and referrals to community-based intensive services and treatment.
- Maintains quality clinical records with zero exceptions. Maintains flexible hours to meet client needs.

Qualifications

Education & Experience: Master's Degree or PhD Degree in psychology, social work, marriage and family therapy, or professional counseling from an accredited university with a clinical independent license, psychology PhD or non-psychology PhD with licensure in progress (limited to 18 months). Licensed in psychology by the State.

Knowledge, Skills, & Abilities: Demonstrated competence in counseling children in a school setting. Practices in the scope of the individual's education, training, and experience with children in school settings. Knowledge of the principles and practices of clinical psychology. Ability to administer, score, interpret and evaluate various psychological data and develop treatment recommendations. Ability to establish a professional leadership and cooperative relationship with other psychologists and professional staff. Ability to communicate effectively both orally and in writing. Computer literacy and skill for operation of automated office system.

Preference will be given to bilingual and experience working with culturally and linguistically diverse populations.

Appendix D: Letter to State Single Point of Contact
(Executive Order 12372)

Does not apply for the state of Alabama.

Appendix E: General Education Provisions Act (GEPA) Section 427

Auburn City Schools is committed to providing environments free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in an environment.

Equitable Access and Participation

Individuals who are members of special populations will be provided full access to the Auburn City Schools – School Counseling Program. Potential barriers have been identified that may impede and/or prevent individuals from equitable access or participation in the project.

All facilities used for the project will be open and accessible to all appropriate participants regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender.

The project and partner staff members will identify participants with special needs who may require instructional and other accommodations to benefit from project services. Reasonable accommodations will be provided to participants with documented disabilities to enable them to participate in project activities. All facilities to be used by the project currently meet or exceed requirements of Americans with Disabilities Act (ADA).

Participants will receive a brochure about the project and, as feasible, instructions in their native language. As feasible, materials on audiotape or in Braille will be provided to participants who are blind and additional written or signed instructions will be provided to those who are deaf.

Equal Opportunity Employment

Auburn City Schools is an equal opportunity employer and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender. Discrimination and harassment are prohibited by Titles IV, VI and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972, and by the Alabama State Anti-discrimination Act. In addition, various other constitutional provisions, statutes and common law causes of action prohibit such discriminatory conduct. It is the policy of the district to enforce these laws as part of its employment practices.

To encourage applications from persons of traditionally underrepresented groups, the Auburn City Schools – School Counseling Program job announcements will be posted widely, electronically and in print with job service agencies, newspapers, and organizational job boards.

Appendix F: Proof of Federally Negotiated Indirect Cost Rate



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Dize
State Superintendent of Education

Alabama
State Board
of Education

April 10, 2013

Governor
Robert Bentley
President

Dr. Karen T. DeLano, Superintendent
Auburn City Board of Education
P. O. Box 3270
Auburn, AL 36831-3270

Tracy T. Roberts
District I

Dear Dr. DeLano:

Betty Peters
District II

RE: FY 2014 Indirect Cost Proposal

Stochale Doll
District III
Vice President

The indirect cost application has been reviewed and is approved.

Yvette M.
Richardson, Ed.D.
District IV

The approved rates are to be used during the period October 1, 2013 through September 30, 2014.

Attached is a copy of the approved application.

Els B. Bell
District V
President Pro Tem

Sincerely,

(b)(6)

Charles E. Elliott, M.D.
District VI

Warren Craig Pouncey
Chief of Staff

Jeff Newman
District VII

WCP/BK/RH

Mary Scott Hunter, J.D.
District VIII

Enclosure
cc: Chief School Financial Officer
LEA Financial Assistance

Thomas R. Dize, Ed.D.
Secretary and
Executive Officer

GORDON PERSONS BUILDING • P.O. BOX 302181 • MONTGOMERY, ALABAMA 36130-2181 • TELEPHONE (334) 242-9700 • WEB SITE: www.alsde.edu



**INDIRECT COST PROPOSAL
Fiscal Year 2014**

CERTIFICATE OF INDIRECT COSTS

This is to certify that I have reviewed the indirect cost 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: *Karen T DeLano*
Name of LEA Superintendent (Typed or Printed): Dr. Karen T. DeLano
Date Signed: 02-25-2013

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: 14.22%
Restricted Programs rate: 2.17%

Thomas R Bice
Thomas R. Bice, Ed.D., State Superintendent of Education
4/10/13
Date Signed

LEA Preparer/Contact:
Name: Christopher White
Telephone #: 334-887-1912
Fax #: 334-887-2107
Email address: cbwhite@auburnschools.org

There was a problem attaching a file(s).

The file was missing in the application package submitted through Grants.Gov

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Narrative

Descriptive Name	Formula	Year 1	Year 2	Year 3
1. PERSONNEL (includes a 3% annual pay increase)				
Project Director/RTI & Outreach Coordinator	\$63,047/1-year salary (based on district payscale) x 1 full-time position (1.0 FTE)	\$63,047.00	\$64,938.41	\$66,886.56
School Counselor	\$63,047/1-year salary (based on district payscale) x 1 full-time position to work across the project schools (1.0 FTE/each)	\$63,047.00	\$64,938.41	\$66,886.56
School Social Worker	\$63,047/1-year salary (based on district payscale) x 1 full-time position to work across the project schools (1.0 FTE/each)	\$63,047.00	\$64,938.41	\$66,886.56
Subtotal Personnel		\$189,141.00	\$194,815.23	\$200,659.69
2. FRINGE BENEFITS (required by Federal and state law)				
Fringe Benefits for Salary Positions	19.38% of salary PLUS \$8,568/year for Health Insurance premium.	\$62,359.53	\$63,459.19	\$64,591.85
Subtotal Fringe Benefits		\$62,359.53	\$63,459.19	\$64,591.85
Total Personnel & Benefits		\$251,500.53	\$258,274.42	\$265,251.53
3. TRAVEL				
Local Travel for service delivery to multiple schools, project management, trainings, and coordination.	\$0.56/mile x 400 miles/month for full year	\$2,688.00	\$2,688.00	\$2,688.00
Project Directors Meeting (required) attended by Project Director. (Year 1 only) (<i>Washington DC per diem rates</i>)				
Round-trip airfare	\$450/airfare x 1 participant	\$450.00		
Lodging	\$184/night x 1 night x 1 participant	\$184.00		

Per Diem	\$71/day x 2 days x 1 participant	\$142.00		
Ground Transportation	\$75/trip x 1 participant	\$75.00		

USDOE Office of Safe and Healthy Students National Conference (required) attended by Project Director and one project representative. (Each year) (*Washington DC per diem rates*)

Round-trip airfare	\$450/airfare x 2 participants	\$900.00	\$900.00	\$900.00
Lodging	\$184/night x 2 nights x 2 participants	\$736.00	\$736.00	\$736.00
Per Diem	\$71/day x 3 days x 2 participants	\$426.00	\$426.00	\$426.00
Ground Transportation	\$75/trip x 2 participants	\$150.00	\$150.00	\$150.00

Alabama State School Counselor Association annual best practices conference. (Each year) (*Birmingham AL per diem rates*)

Round-trip airfare	\$350/airfare x 3 participants	\$1,050.00	\$1,050.00	\$1,050.00
Lodging (conference rate)	\$120/night x 2 nights x 3 participants	\$720.00	\$720.00	\$720.00
Per Diem	\$56/day x 3 days x 3 participants	\$504.00	\$504.00	\$504.00
Ground Transportation	\$75/trip x 3 participants	\$225.00	\$225.00	\$225.00
Registration	\$300/registration x 3 participants	\$900.00	\$900.00	\$900.00

Subtotal Travel **\$9,150.00** **\$8,299.00** **\$8,299.00**

4. EQUIPMENT

None		\$0.00	\$0.00	\$0.00
Subtotal Equipment		\$0.00	\$0.00	\$0.00

5. SUPPLIES

School-wide staff training and initiatives materials.	\$1000/year x 3 project schools	\$3,000.00	\$3,000.00	\$3,000.00
Classroom and small group student counseling and skill building learning materials.	\$1000/year x 3 project schools	\$3,000.00	\$3,000.00	\$3,000.00
Skill building family workshop and parent outreach and educational materials.	\$1000/year x 3 project schools	\$3,000.00	\$3,000.00	\$3,000.00

Individual counseling, office supplies, assessment materials, printing, copying, and mailing for project staff.	\$150/month for full year x 3 project staff	\$5,400.00	\$5,400.00	\$5,400.00
Laptop computers to facilitate staff working in multiple schools.	\$800/computer (edu discount) x 3 project staff (Year 1 only)	\$2,400.00		
Cell phones to facilitate staff coordinating with multiple schools, families, and community partners.	\$75/month for full year x 3 project staff	\$2,700.00	\$2,700.00	\$2,700.00
Subtotal Supplies		\$19,500.00	\$17,100.00	\$17,100.00

6. CONTRACTUAL

Note: Procurement transactions are conducted in accordance with EDGAR. Contractors are selected following the district's standard policies and procedures.

East Alabama Mental Health school-based therapist.	For contracted services (so referred students/families can receive mental health services at no cost - after insurance and Medicare)	\$40,000.00	\$40,000.00	\$35,000.00
Capturing Kids' Hearts program, training, and technical assistance by The Flippen Education Group expert trainers.				
District- and School-Level Leadership Teams Training and Technical Support	\$3000/day (trainer expenses and materials) x 3 days/year	\$9,000.00	\$9,000.00	\$9,000.00
In-depth School Staff Training and Implementation Guidance	\$3000/day (trainer expenses and materials) x 3 days/year x 3 project schools	\$27,000.00	\$27,000.00	\$27,000.00

External Project Evaluator (Educational Outfitters): Work plan detailed in Evaluation Section of the narrative, includes formative and summative evaluation activities, data analysis, and addressing federal reporting requirements.	Budgeted at 8.5% across 3-year project - based on evaluator's experience evaluating other SSSC grant projects. (American Evaluation Association considers 10%-15% to be a fair and widely accepted rate for project evaluation.)	\$36,000.00	\$34,000.00	\$32,000.00
Subtotal Contractual		\$112,000.00	\$110,000.00	\$103,000.00
7. CONSTRUCTION				
None		\$0.00	\$0.00	\$0.00
Subtotal Construction		\$0.00	\$0.00	\$0.00
8. OTHER				
None		\$0.00	\$0.00	\$0.00
Subtotal Other		\$0.00	\$0.00	\$0.00
9. TOTAL DIRECT COSTS				
		\$392,150.53	\$393,673.42	\$393,650.53
10. INDIRECT COSTS				
District's approved negotiated restricted indirect cost rate for this type of a project.	2.17% for FY14 (Note: Indirect costs applied only to the first \$25,000 of each subcontract regardless of the period covered by the subcontract.)	\$7,706.77	\$6,155.71	\$6,307.12
11. STIPENDS				
None.		\$0.00	\$0.00	\$0.00
Subtotal Stipends		\$0.00	\$0.00	\$0.00
12. TOTAL COSTS				
		\$399,857.29	\$399,829.13	\$399,957.65
3-YEAR TOTAL				
				\$1,199,644.08

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

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

Name of Institution/Organization

Auburn City Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	189,141.00	194,815.23	200,659.69			584,615.92
2. Fringe Benefits	62,359.53	63,459.19	64,591.85			190,410.57
3. Travel	9,150.00	8,299.00	8,299.00			25,748.00
4. Equipment						
5. Supplies	19,500.00	17,100.00	17,100.00			53,700.00
6. Contractual	112,000.00	110,000.00	103,000.00			325,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	392,150.53	393,673.42	393,650.54			1,179,474.49
10. Indirect Costs*	7,706.77	6,155.71	6,307.12			20,169.60
11. Training Stipends						
12. Total Costs (lines 9-11)	399,857.30	399,829.13	399,957.66			1,199,644.09

***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): State of Alabama Department of Education

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Cristen		Herring	

Address:

Street1:	855 East Samford Avenue
Street2:	
City:	Auburn
County:	
State:	AL: Alabama
Zip Code:	36830
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
3348872100	

Email Address:

cherring@auburnschools.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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Appendix, Part 2: **Signed Forms, Assurances & Certifications**

The following pages contained signed copies of the grant application forms, assurances, and certifications listed below.

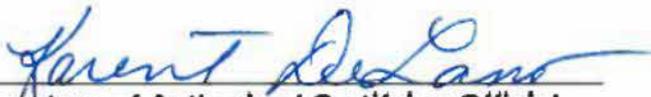
- School Counseling Program Specific Assurance
- Application for Federal Assistance (SF Form 424)
- Assurances, Non-Construction Programs (ED Form 424B)
- Disclosure of Lobbying Activities (Standard Form–LLL)
- Certification Regarding Lobbying (Grants.gov Lobbying Form)

Program Specific Assurances

Elementary and Secondary School Counseling Programs (CFDA 84.215E)

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

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



Signature of Authorized Certifying Official

Dr. DeLano, Superintendent
Title

Auburn City Schools
Applicant Organization

4/25/14
Date Submitted

Application for Federal Assistance 5F-424	
16. Congressional Districts Of:	
* a. Applicant	AL-002
* b. Program/Project	AL-002
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>	
17. Proposed Project:	
* a. Start Date:	10/01/2014
* b. End Date:	09/30/2017
18. Estimated Funding (\$):	
* a. Federal	399,857.29
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	399,857.29
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/>	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>	
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input checked="" type="checkbox"/> ** I AGREE	
<small>** 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.</small>	
Authorized Representative:	
Prefix:	Dr. <input type="text"/> * First Name: Karen <input type="text"/>
Middle Name:	<input type="text"/>
* Last Name:	DeLano <input type="text"/>
Suffix:	<input type="text"/>
* Title:	Superintendent <input type="text"/>
* Telephone Number:	2248872100 <input type="text"/> Fax Number: <input type="text"/>
* Email:	ktdelano@suburnschools.org <input type="text"/>
* Signature of Authorized Representative:	Completed by Grants.gov user submission. * Date Signed: Completed by Grants.gov user submission.

Karen T DeLano

4-22-14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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. 93-346 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.

Karen T. DeLoe

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Completed on submission to Grants.gov	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
Auburn City Schools	Completed on submission to Grants.gov

4/22/14

Standard Form 424B (Rev. 7-87) Back

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 Auburn City Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Karen Middle Name:
* Last Name: DeLano	Suffix:
* Title: Superintendent	
* SIGNATURE: Completed on submission to Grants.gov	* DATE: Completed on submission to Grants.gov

Karen T DeLano

4/22/14

