

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 # S215E140295

Grants.gov Tracking#: GRANT11637485

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="04/27/2014"/>	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="64-6008998"/>	* c. Organizational DUNS: <input type="text" value="1000396500000"/>
--	---

d. Address:

* Street1:	<input type="text" value="1204 NORTH HARPER ROAD"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="CORINTH"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MS: Mississippi"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="38834-4500"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="EDWARD"/>
Middle Name: <input type="text" value="LEE"/>	
* Last Name: <input type="text" value="CHILDRESS"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="662-287-2425"/>	Fax Number: <input type="text" value="662-286-1885"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

LOCAL EDUCATION AGENCY

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

U.S.. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

PROJECT ESTEEM (Emotional & Social Training Enhances Educational Measures)

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="361,316.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="361,316.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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>Edward Childress</p>	<p>TITLE</p> <p>SUPERINTENDENT OF EDUCATION</p>
<p>APPLICANT ORGANIZATION</p> <p>CORINTH SCHOOL DISTRICT</p>	<p>DATE SUBMITTED</p> <p>04/27/2014</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: Corinth School District * Street 1: 1204 North Harper Road Street 2: * City: Corinth State: MS: Mississippi Zip: 38834 Congressional District, if known: I		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: NO LOBBYING ACTIVITY	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: NO LOBBYING ACTIVITIES Middle Name: * Last Name: NO LOBBYING ACTIVITIES Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: NO LOBBYING ACTIVITIES Middle Name: * Last Name: NO LOBBYING ACTIVITIES 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: Edward Childress * Name: Prefix: Dr. * First Name: EDWARD Middle Name: LEE * Last Name: CHILDESS Suffix: Title: SUPERINTENDENT OF EDUCATION Telephone No.: 662-287-2425 Date: 04/27/2014		
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.

Steps to Ensure Equitable Access .pdf

Add Attachment

Delete Attachment

View Attachment

**Description of Steps to Ensure Equitable Access
in Fulfillment of Requirements of GEPA 427**

The Corinth Project *Esteem* (Emotional & Social Training Enhances Educational Measures) project will provide equal access and treatment for all students and family members eligible for services. No individual will be denied services or participation due to race, color, national origin, gender, age, disability, or socioeconomic status. All project components are designed to accommodate a broad range of abilities and cultures. Adherence to non-discrimination policies will be required of all community partners and agencies as well as any consultants or advisors retained during the life of the project. Non-discrimination language is a standard part of all Corinth District contracts and agreements.

In compliance with the *General Education Provision Act (GEPA: Section 427)*, Corinth will implement steps to provide appropriate practices in our coordinated mental health/counseling services and remove barriers to participation. Corinth District will work to take maximum advantage of school facilities for the benefit of children, adolescents, and adults. Participation by under-represented groups will be encouraged through event promotions, bulletin board announcements, newsletters, and school assemblies. The District will ensure that all students have access to counseling services that meet their individual needs and provide counseling and related services in a confidential manner within a safe environment.

The District has in place fair and equitable discipline policies as an important component of creating an environment where all students feel safe and welcome. The District is particularly concerned with ensuring that all students have an equal opportunity to learn and grow in school. The District and school is committed to providing teachers and administrative staff with an array of tools to support positive student behavior. Through Project *Esteem*, the District will continue its deliberate steps to build positive school climates to prevent misbehavior and target supports to

students to help them address underlying causes of misbehavior. Additionally, the District and school ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior. School leaders and educators will strive to ensure fairness and equity for all students with regard to rules/regulations and their enforcement.

Further, the project will ensure equal access and treatment by:

- Expanding services and support to teachers with handicapping conditions;
- Providing teachers with instruction on utilizing inclusive classroom settings and instructional strategy modifications to accommodate, to the greatest extent possible, students with physical, developmental, emotional, or sensory deficits; and
- Ensuring all training activities are conducted at facilities that are fully accessible to individuals with physical disabilities.

Steps will be taken by the Corinth School District to identify potential barriers that might impede students from participating, to include:

Race: More than 35% of Corinth students are African-American and over half of these students experience health conditions due to obesity. Special care will be taken to ensure that healthy meals that are culturally appealing will be provided in the school cafeterias. African-American community volunteers are currently being recruited to assist students, parents, and extended family members in achieving physical and mental health and wellness. Recruitment efforts to encourage participation in mental health and wellness services offered by the district will target the adult population. Efforts will primarily take place through African-American churches and minority business sites. Additionally, the most underrepresented group in the professional job market is African-American males. All grant job announcements will be posted in areas where this group frequents most, such as barbershops, sporting events, churches, etc.

Disability: For hearing-impaired students, we will recruit hearing-impaired adult mentors and provide an interpreter for all training sessions attended by the hearing-impaired. The District will provide large print books, recorded books, American Sign Language, and amplified speech, as needed, for participants with visual and/or auditory deficits.

Age: We are pleased to have senior citizens who are currently volunteering in our schools. To assure that senior citizens with some mobility issues are able to participate, we not only provide handicap accessibility to all buildings, but we provide senior volunteers with assistance by calling students to them, so they do not have to walk long distances to find their student.

Language: Latino students comprise nearly 10% of our total student population and the number increases annually. Therefore, all materials are translated into Spanish. Brochures and pamphlets advertising the project, and all information provided to promote mental health and wellness will be available in Spanish. A Spanish translator is present for all parent-teacher conferences, student hearings, etc. to ensure ease of communication.

The Corinth District 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. To encourage applications from persons of traditionally underrepresented groups, project job announcements will be posted electronically and in print, in English and Spanish.

The Project *Esteem* Advisory Board and the School Health Council, which will be involved in the formative evaluation of the Counseling project, represents all sections of the Corinth community. Additionally, the Corinth Board of Trustees has multiple minority representatives and one mental health care administrator. The diverse perspective provided by these board members will ensure that the project addresses the needs of a multicultural community.

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	
CORINTH SCHOOL DISTRICT	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: EDWARD Middle Name: LEE
* Last Name: CHILDRRESS	Suffix:
* Title: SUPERINTENDENT OF EDUCATION	
* SIGNATURE: Edward Childress	* DATE: 04/27/2014

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

Corinth, a small rural community of nearly 14,500 residents, is located in Alcorn County in rural northeast Mississippi (MS), in the lower Appalachian area. Alcorn is typical of many of the state's counties with high poverty, low educational attainment, and high unemployment.

Project *ESTEEM* will expand the current counseling program at Corinth Elementary by establishing a five-member Counseling team to serve its 1,229 students. This team's ultimate goal will be to implement a positive behavior intervention support system and life skills curriculum to address our most urgent and persistent needs of 1) closing the achievement gap for economically disadvantaged and minority students, 2) creating more equitable classroom communities, and 3) providing comprehensive mental health/counseling and family support systems.

Our foundational truth: <i>Each</i> child in our community deserves to be safe, healthy, engaged, supported, and challenged.
--

We have implemented numerous initiatives aimed at addressing our needs and have learned the same thing research tells us about children living in poverty—it is all about RELATIONSHIPS. There is one comprehensive theme implicit throughout this proposal – building relationships, be it through intensified and additional services or through staff development. This proposal is based on what we've learned. The proposal addresses the absolute priority and both competitive priorities.

Goals and objectives are designed to allow our counseling team to accomplish the following: Performance Outcomes: socially/emotionally competent students, high attendance rates, no achievement gaps, absence of bullying, violence, and behavioral disruptions; and effective parenting and parental involvement in the educational process. Process Outcomes are: equitable school climate, improved quantity and quality of counseling/mental health services and intervention treatments, and support for high-risk families.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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1. Need for the Project

A. Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed, including the nature and magnitude of those gaps or weaknesses.

The Corinth School District is dedicated to making lives better for our students. Detrimental cycles of poverty, abuse, illiteracy, and addiction can affect families for generations. In order to meet the needs of our students, we must meet them where they are and provide the tools they need in order to achieve success as they mature.

Lack of Safe Environment: One area of concern is a pocket of poverty in which many of our minority students reside. South Corinth is home to only 5% of the city’s population. By contrast, according to the MS Bureau of Narcotics, more than 60% of all the county’s drug cases originate in this neighborhood. Alcorn County ranks in the top six counties in number of drug cases initiated by the MS Bureau of Narcotics. Over one-third of the residents of South Corinth are children and youth under the age of twenty. These statistics illustrate the dire need for a safe environment in which our students can thrive.

Children
in this area come
to school with
limited social
skills and

Economic and Social Conditions in Alcorn and South Corinth			
Fact	S. Corinth	Alcorn	State
Per capita income	\$10,629	\$29,533	\$31,673
% with income below \$25,000	68.2	43.63	38.5
# Births to Teens (70% from S. Corinth)	66	94	n/a
% High School Graduates, adults 25+	64.1%	77.32%	78.15%
% of grandparents as caregivers of children	74.7%	34.7%	58.7%
% of adults (16+) not in labor force	57.3%	44.3%	40.4%
Unemployment rate	10.3%	9.5%	7.3%
Source: 2012 Create Foundation, 2012 MSDHS abuse statistics reports			

serious behavior and conduct disorders, which impedes their successful assimilation into the classroom culture. This project will address these risk factors by partnering with four local agencies, which serve as “safe havens” for our most at-risk students. Through after-school programs, these agencies will provide the students with a safe place rich with positive interactions and activities. Students will be assigned adult mentors who will work with a

counseling team to address student needs comprehensively, and serve as a positive role model. Mentors and teachers will be trained in appropriate ways to teach anti-bullying, violence, drug abuse, and conflict resolution to mentees, through appropriate individual and group settings.

Lack of community/Family Support: In the South Corinth community, roughly 70% of all babies are born to unwed mothers. The median household income of these families is less than \$11,500. Many parents struggle with providing adequate heat, electricity, and food for their family. Approximately 100 students are classified as homeless due to living in multiple-family dwellings. Several government-controlled housing projects and their surrounding neighborhoods are the center of activity for 90% families living in poverty in our community, and access to services remains limited. There is no public transportation system available, so many children don't have access to cultural enrichment activities outside of the school setting. Almost 67% of Corinth Elementary students are economically disadvantaged with all of these students coming from these neighborhoods. These children are our highest at-risk population for behavioral and academic problems.

In addition to an assigned mentor, the project will provide a Family Outreach Counselor who will work as a liaison between families, community agencies, and school personnel. This counselor will secure services and provide training for families on parenting skills, and home/family management. A family resource center will be located at the school and provide resources and classes for parents to improve their quality of family life at home.

Academic Achievement Gap: In the past, all responsibility for conformity in the classroom rests on the students, many of whom do not have equal resources at home. They lack access to technology, and assistance completing assignments outside of school. Corinth Elementary School has approximately 65%to 70% of its students scoring proficient or advanced.

However, there are huge achievement gaps based on race, socioeconomic status, and students with an IEP. While overall test scores are increasing, closer examination of subgroups reveals this increase in test scores primarily occurs in the white and non-economically at risk student subgroups. The achievement gap that exists between our at-risk students and the rest of the population continues to expand, and remains the largest gap. Efforts must be made to reduce the gaps of 40-45% between these groups.

Corinth School District is implementing a 1:1 *e*-learning initiative throughout the district. Curriculum specialists and administrators have addressed the achievement gap by focusing on inconsistencies found in the classrooms, which has led to a plan to implement personalized learning across the district. Research shows a personalized learning format will decrease the achievement gap and diminish undesirable behaviors by more adequately meeting student needs than a traditional approach.

In addition to these measures, an intensive goal setting and internal motivation curriculum will be implemented with the most severely at risk students. This “Get Smart” curriculum will provide the framework for counselors to address issues such as nature vs. nurture, ways to “get smart”, setting personal goals, developing a positive relationship with your teacher, and learning how to mentor peers.

Lack of Social/Emotional Services within the School Setting: Corinth Elementary School serves 1,229 students in grade Pre K-4th, which equals half of district enrollment. The school currently employs one school counselor and receives additional part-time services from a local mental health agency, creating a ratio of 1.75:1,229. The chart below illustrates the counseling needs for SY14, and the required GPRA baselines.

SY 14 Counseling Needs					GPRA 1 –SY13				GPRA 2- SY13	
Grade	Disc. Refer.	Follow Up	Ind./Group Therapy	FBA/ BIP	Enrolled Baseline	Counselors	Social Workers	Behavior Specialist	Enrolled Baseline	Disc. Refer.
Pre-K	8	2	*	*	100	1.75 F.T.E.	0 F.T.E.	0 F.T.E.	100	8
K	38	21	18/*	6	236				236	79
1 st	34	26	*	6	225				225	67
2 nd	18	15	13/6	5	207				207	58
3 rd	34	28	20/8	6	236				236	88
4 th	28	19	19/15	8	225				225	87
*5 th	27	22	39/23	11						
TOTAL	187	133	109/52	42	1,229	1.75 F.T.E.	0 F.T.E.	0 F.T.E.	1,229	387

* The counselors no longer serve students in 5th, but follows up due to agency/family requests.

Even though the counselor meets with students daily, she is unable to meet all of the counseling needs of the student body. As our enrollment increases, we must also prepare to meet the demands of a more diverse population- the percent of Hispanic population has risen by 2% or more for the last three years. While the academic measures demonstrate the district's commitment to meeting the academic needs of our at-risk students, the social/emotional needs of these children cannot possibly be met with a staff of 1.75 counselors, even though there are some community services already in place.

The project will provide four additional staff members to form a counseling team that will address student needs in a case-by-case approach, identifying and meeting needs to support the whole child in social, emotional, physical, mental, and academic learning. This team will work collaboratively to establish school-wide initiatives, curriculum, and practices that support successful acquisition of life skills necessary for academic and behavioral progress. Through this proposal, our counselor to student ratio will be reduced to 1:258, which meets the **absolute priority of expanding counseling programs in elementary schools.**

2. Quality of the Project Design

A. Extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

Community partners will serve a vital role in meeting the comprehensive needs of all students. Multiple intelligences, learning styles, and personal interests will be used to match students with appropriate community services.

The city has five designated safe havens for our economically disadvantaged youth in at risk neighborhoods- The Eason Outreach Foundation, The Boys & Girls Club, The Lighthouse Foundation, Project Attention, and the TechConnect Lab and Career Center. The Corinth School District provides healthy snacks and meals at most safe havens during summer vacation. Approximately 90% of high-risk students attending these safe havens are on average 2 years below grade level in reading and math. The *Eason Outreach Foundation (EOF)* vision is to help educate the community—socially, intellectually, and culturally—and to develop the values that are essential for a successful community. The mission of the EOF is to preserve and maintain the former Eason High School/South Corinth Campus in order to improve the quality of life in South Corinth, as well as the entire community. Eason High School served the African American students in the Corinth prior to integration. Once the schools desegregated, the school became known as the South Corinth Elementary School. Because of the historical significance of the school and the strong ties to the African American community, the former school campus has been converted into a community center to serve the impoverished South Corinth area. Eason will provide at-risk students with educational enrichment and cultural activities.

The Lighthouse Foundation of Corinth is located in the center of the South Corinth District. many of our at-risk students live within walking distance of the foundation. This project will be supported by the foundation's staff by providing mentoring services to children with emotional needs and lack of positive role models, and after school tutoring focusing on building self-esteem and improving the reading skills of student at risk for academic failure. A summer

program will also be offered in which the students will be mentored and receive a healthy meal.

Project Attention is a licensed day care facility with a capacity of 122 children. This “safe havens” provides after school academic tutoring and education and cultural enrichment. The organization will also provide mentors and activities in art, sports, and character education for at-risk students.

The *Boys & Girls Club of NE Mississippi/Corinth Unit* has for more than 25 years provided mentoring, academic tutoring, youth development programs, and drug education and support for families. The club will work closely with *Project Esteem* to provide healthy choices for students. With appropriate guidance, the children will choose from a variety of healthy activities, and participate in mentoring programs that will both challenge them and support their development into healthy and productive members of the community.

Lead, Inspire, Nurture Kids- LINK is a non profit organization formed in 2001 with the mission to provide the children of Corinth and Alcorn County with experiences, opportunities, and events that promote positive behaviors based on identified needs and build community collaboration in implementing educational and cultural programs. This group has a large number of volunteers who work with at-risk students in one-to-one settings in the schools each week. As mentors of our students, LINK volunteers will work closely with the counseling team to develop relationships and incorporate student interests in activities providing positive experiences.

Commission on the Future of Alcorn County was formed in 2010 to address the needs of the Corinth/Alcorn community. The Commission has established several task forces to address identified needs, including healthcare, childcare availability, dropout rate, and family supports. The Commission is committed to assisting the project by coordinating the services of various supporting agencies, organizations, and providing volunteers for community events and

mentoring that support healthy, “whole child” development.

Timber Hills Region IV Mental Health Services is a division of the Mississippi Department of Mental Health. This government agency makes available a range of community-based mental health, substance abuse, and intellectual/disability services. The agency is committed to the success of the project and will lend expertise, case management assistance, mentoring, counseling, and other supports upon request of the school counseling team. Timber Hills currently provides 2 part-time counselors (.75 F.T.E) serving approximately 25-30 students who are clients of Region IV Mental Health Services.

Realizing Excellence for ALL Children in Mississippi (REACH MS) has agreed to partner with Corinth Elementary School in establishing the project’s propose Positive Behavior Interventions Support system (PBIS). It will provide high-quality professional development opportunities and technical assistance in the implementation of PBIS in Corinth Elementary School. REACH MS utilizes The School Evaluation Tool (SET) and Benchmarks of Quality (BoQ) will be utilized by the project to determine fidelity of school-wide implementation.

B. Successfully address the needs of the target population or other identified needs.

To address the needs of the population Project Esteem will: A. expand counseling services to all students B. Establish PBIS school-wide C. Address the Social & Emotional learning of students through a Life Skills Curriculum D. Build healthy relationships among students, parents, faculty and staff, E. A family case manager will mentor parents of high-risk students in parenting skills and nurturing. Our statistical data reflects a large population of children who are at risk for academic failure, drug abuse, and violence. Research indicates that an increase in social-emotional skills, and improved attitudes about self, others, and school, lead to a reduction in the risk factors for academic failure (Durlak & Weissberg, 2011). As young

children develop, their early emotional experiences become embedded in the architecture of their brains. Thus, it is essential that young children’s feelings get the same level of attention as their thinking. Failure to address difficulties in this important domain can result in missed opportunities for interventions (National Scientific Council on the Developing Child, 2004). The foundational truth on which Project ESTEEM is based, is a belief that each child in our community deserves to be healthy, safe, engaged, supported, and challenged. Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development (National Scientific Council on the Developing Child, 2004). In an effort to address the needs of all students, *Project Esteem* will establish a school-wide philosophy of serving the whole child by developing relationships will build the protective factors needed for a healthy, balanced life.

Competitive Preference Priority 1: (a) improving the school environment, which may include improving the school setting related to student learning, safety, and health.

Using empirical data collected by the school counselor and teachers, and feedback from students, parents, and community groups, an advisory board established goals that address the social/emotional and mental health needs of all students, while ensuring a positive and self-renewing school culture.

<i>Project Esteem add process/performance outcomes</i>
Goal 1. Ensure a safe and equitable school environment by providing a network of services, supports, and activities that emphasize positive relationships
<i>Objectives/Outcomes/Measurable indicators</i>
1.1. By January 2015, and annually thereafter, 100% of Corinth Elementary staff will have been trained in implementing Positive Behavior Support (PBS) Program. <i>Performance Outcome/Professional development schedule, attendance rosters, agendas</i>
1.2. By May 2015, and annually thereafter, 100% of Pre-K through 4 th grade students will receive universal social, emotional, and behavioral screening using evidenced-based assessments. <i>Process Outcome/School wide implementation of PBIS</i>
1.3. By May 2016, and annually thereafter, 75% of Pre-K – 4 th grade classrooms will demonstrate an equitable classroom community as a result of implementation of Project

Esteem and other district initiatives designed to personalize learning for students. Process Outcome/ # of Discipline referrals to office, increase in attendance & student achievement.

1.4. Student Discipline referrals will decrease by 25% annually throughout the project period. *Performance Outcome/# of referrals submitted to office*

Goal 2. Improve student attendance and academic achievement through positive behavior support and social/emotional learning.

Objectives/Outcomes/Measurable Indicators

2.1. By January 2015, a universal Schoolwide Positive Behavioral Support (PBS) program will be operational at Corinth Elementary. *Performance Outcome/Positive School Climate*

2.2. By May 2015, and annually thereafter, 90% of classroom teachers will demonstrate effective implementation of Positive Behavior Support (PBS) as evidenced by classroom observations. *Performance Outcome/ Positive classroom culture*

2.3. By August 2015, and annually thereafter, 60% of students in the economically disadvantaged and minority NCLB subgroups will exhibit a 5% increase in state and /or district achievement test scores in language arts, mathematics, and science. *Performance Outcome/PARCC, MST2, & Benchmark Assessment scores, achievement gap narrowed*

Goal 3. Promote mental health, and intervention treatment in the school and in the community

Objectives/Outcomes/Measurable Indicators

3.1. By January 2015, the counselor to student ratio will decrease from 1:1,200+ to 1:258. *Process Outcome/Hiring of additional staff*

3.2. By May 2015, and annually thereafter, Positive Behavior Intervention & Support Tiers II and III will be operational and available to 100% of students in need of social, emotional, and behavioral interventions. *Process Outcome/All Tier II & III students are assigned a case manager on the counseling team, and receive services*

3.3. By May 2015, and annually thereafter, 100% of students requiring Tier II and III social, emotional, and/or behavioral intervention services will have received a functional behavioral assessment and have an operational prescriptive Individual Behavior Plan (IBP). *Process Outcome/Completed FBA's & BIP's*

3.4 By May 2016, and annually thereafter, Corinth Elementary's Counseling program will be ASCA—RAMP certified. *Process Outcome/Quality and quantity of counseling services*

Goal 4. Ensure resilience and help children enter school with the protective factors necessary for pro social behavior and academic success through a continuum of services for high-risk families.

Objectives/Outcomes/Measurable Indicators

4.1. By May 2015 and annually thereafter, 75% of Pre-K through 4th grade students will exhibit a 35% increase over baseline level for social and emotional skills as measured by the Devereaux Student Strength Assessment suite. *Performance Outcome/ Social & Emotional Competency Skills*

4.2. By May 2016, and annually thereafter, 70% of parents of students requiring Tier II and Tier III mental health interventions will be active participants in their child's education and family outreach activities as measured by participation in school events and outreach

services. *Performance Outcome/Participation in School & Community Activities*

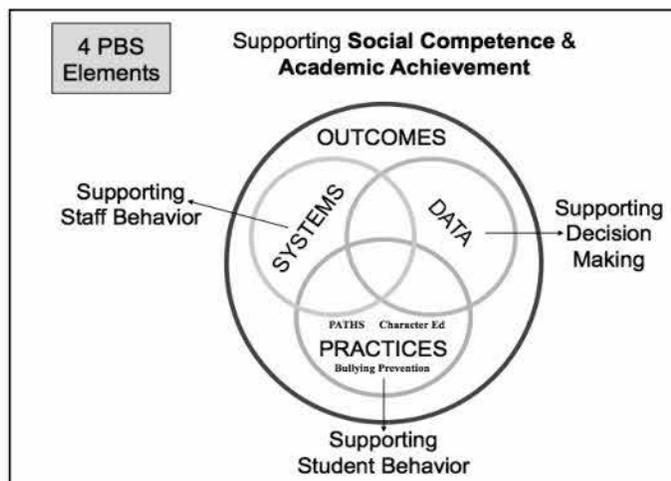
4.3 By May 2017, 90% of students who have received social and emotional education for three or more years will exhibit social and emotional skills commensurate with age as measured by the Devereaux Student Strength Assessment Suite. *Performance Outcome/Social & Emotional Competence*

Objective Meeting All Four Goals

1. Student and parent satisfaction with counseling services and programming will show at least a 10% annual increase as measured by parent and student surveys. *Process Outcome/Healthy Relationships between student/parent/school personnel/community*

A comprehensive *Life Skills Curriculum* will be implemented school-wide to provide the framework for school culture transformation. This curriculum is designed to address coping/managing skills in five major themes. These units will provide teachers with a research-based plan to teach students how to know themselves, know others, make decisions, become leaders, and ultimately be successful in the workplace. *Life Skills Curriculum* will also provide the structure in which a Positive Behavior Intervention Support system will be implemented throughout the school.

Positive Behavior Intervention System (PBIS) will be used to transform, drive, and monitor the social/emotional culture within the school. Research has demonstrated the effectiveness of PBIS in addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning and result in social or education exclusion. There is a preponderance of evidence to support the use of PBIS as a viable model for School-Based Mental Health programs (Sugai & Horner, 2002). The success of PBIS will be dependent on the



successful shift from a reactive approach to a proactive approach in addressing student behavior.

An Instructional/Behavioral Coach will use common language, practices, and consistent application of positive reinforcement to unite faculty and staff in this approach. Components of the training, planning, and implementation include: establishing behavioral expectations, labeling and teaching appropriate behavior in actions, and observing/praising appropriate behavior. This system will be efficient and needs-driven in order to match behavioral resources with student need. Instruction will be differentiated in nature and intensity, using scientifically research-based, interventions. This is to ensure students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. This approach will provide the best opportunity at implementing strategies that will be effective for a large majority of students.

Monitoring student progress, collecting data, and using the data to inform decision-making will be vital to the success of the program. Data collection will be ongoing, and used in the behavioral intervention planning process. Assessments will be used in three ways: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects. PBIS will be structured in three levels: primary, secondary, and tertiary.

At the primary level, the interventions will be developed with the assumption that all students can exhibit appropriate behavior. By taking these preventive measures before problematic behaviors escalate, the interventions will be much more manageable. There is strong empirical support for using highly effective interventions, paired with progress monitoring, in the early stages of implementation, especially for at-risk students. *Second-Step*, a universal, classroom-based program designed to increase students' school success, will be implemented school-wide in an effort to meet social/emotional needs. The utilization of this program will

decrease problem behaviors by promoting social-emotional competence and self-regulation. *Second Step* provides resources that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. *Second Step* targets key risk and protective factors linked to a range of problem behaviors. Equipping students with *Second Step* skills helps a school create a safer, more respectful learning environment that promotes school success for all.

Secondary prevention will provide targeted interventions to support students who are not responding to Primary Prevention efforts. Interventions within secondary prevention will be more intensive, targeting a smaller number of students who are at risk for engaging in more serious problem behavior and need a little more support. Secondary prevention practices will involve small group or individualized intervention strategies designed for students who are at risk of chronic problem behavior, but high intensity interventions are not essential. *Second Step* lessons will be taught in small groups to students needing secondary support. A proactive measure will be to pre-teach the *Second Step* lessons in small group before they are presented to the whole class. This provides students in the small group with an introduction to lesson content before they encounter it in a whole class setting.

ASCA Standard	<i>Second Step Early Learning-Grade 5</i>
Academic Development	Builds executive function skills, self-regulation, and key life skills using brain builder games, Think, Turn, Tell strategies, and peer group interaction practice.
Career Development	Develops interpersonal skills including empathy, emotion management, and problem solving using team and individual activities teaching goal setting, planning, and decision-making.
Personal/Social Development	Provides a strong focus on social/emotional development by emphasizing how these skills relate to making and keeping friends.

Competitive Preference Priority 1(b): Improving school safety, which may include decreasing the incidence of harassment, bullying, violence, and substance abuse.

Tertiary Preventions will focus on the needs of students who exhibited patterns of problem behavior, as identified through assessment. Positive primary and secondary systems will strengthen the impact of the tertiary prevention program by eliminating most problem behaviors before reaching this level. The goal will be to diminish problem behavior and, also, to increase the student’s adaptive skills and opportunities for an enhanced quality of life. This stage of intervention will involve a process of functional behavioral assessment (FBA) and a support plan comprised of individualized, assessment-based intervention strategies, including a wide range of options such as: (1) guidance or instruction for the students to use new skills as a replacement for problem behaviors, (2) some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) procedures for monitoring, evaluating and reassessing of the plan as necessary.

The counseling team will address the needs of these students by utilizing an intense,

Efficacy Institute: “Get Smart” Program: Key to Success
 Mission: Academic Proficiency and Strong Character
 Mindset: You Aren’t Born Smart, You “Get Smart”
 Method: Effective use of Data as Feedback to Drive Improvements.

group and individual
 therapy program.
 Counselors will enroll tier 3

students in the “Get Smart” program, which teaches students the efficacy approach. This practical, results-oriented, approach focuses on teaching students how to be intrinsically motivated and successful in reaching personal goals. The “Get Smart” program offers a positive youth development approach, by building protective factors and providing interactions and opportunities for students to develop strong relationships, practice leadership skills, and develop self-efficacy skills.

The counseling team will address family needs of at risk students using *Love & Logic Parenting* curriculum. This comprehensive approach helps parents learn appropriate ways to set

limits, encourage, provide structure, and nurture children. Providing classes, individual counseling, and coordination of community services, the Community Outreach Counselor will successfully develop a network of support and resources for developing healthy families. *Love & Logic* training will unify families, counselors, teachers, and community groups in approach and practice so all social/emotional needs are met for all students.

Competitive Preference Priority 2: Addressing the needs of military-connected students

The Family Outreach Counselor will provide special classes for guardians and mentors of students who have one or more parents serving in the military. Instructional videos and books dealing with separation, moving into a new home, and making new friends, will be provided through a parent lending library. A network of support will be established, including community outreach organizations, and key personnel within the school. The Lead Counselor will provide group/individual therapy as needed. A parent support group will be established for spouses of military personnel, which will meet with the Lead Counselor on a regular basis.

C. Reflects up-to-date knowledge from research and effective practice.

Project Esteem proposes to decrease risk factors by providing an environment where students feel safe and valued. By teaching students to care for themselves emotionally, and show concern for others, the school environment can be transformed into a thriving, balanced, community. Students will show up eager and ready to learn. They will feel a sense of connectedness to their school and teachers. They will perform to their fullest potential and treat everyone with respect. Through this network of support and arsenal of resources, individual students' protective factors will be strengthened, leading to a positive climate and school culture.

Project Esteem addresses the counseling and educational needs of all students by providing a framework, curriculum, and resources, for comprehensive social and emotional learning. According to the Collaborative for Academic, Social, and Emotional Learning

(CASEL), social and emotional learning are defined as the process in which children and adults acquire knowledge, attitudes, and skills to: 1) Recognize and manage their emotions, 2) Set and achieve positive goals, 3) Demonstrate caring and concern for other, 4) Establish and maintain positive relationships, 5) Make responsible decisions, 6) Handle interpersonal situations effectively.

These critical social-emotional competencies involve life skills that enable children to calm themselves when angry, initiate friendships and resolve conflicts respectfully, make ethical and sage choices, and contribute constructively to their community (Zins & Elias, 2006).

Project Esteem will provide a comprehensive approach to social and emotional learning by addressing five groups of inter-related core social and emotional competencies:

Self-Awareness & Self-Management: Research indicates that children who appraise themselves and their abilities realistically regulate their feelings and behaviors appropriately. This is the beginning of self-acceptance. In order for children to become self-aware, they must be able to recognize their emotions, describe their interests and values, and accurately assess their strengths. In becoming self-aware, children develop a sense of self-confidence and hope for the future. Teachers will guide children in becoming self-aware using research-based strategies that give children experiences in learning about themselves in a positive, nurturing environment. The growth of self-regulation is a cornerstone of early childhood development and is visible in all areas of behavior (Shonkoff & Phillips 2000).

Social Awareness & Relationship Skills: Being able to identify, understand, and respond in a caring way to how someone is feeling provides the foundation for helpful and socially responsible behavior, friendships, cooperation, coping, and conflict resolution. Empathetic children with good perspective-taking skills are less likely to be physically, verbally,

and indirectly aggressive toward peers (Kaukiainen et al., 1999). *Project Esteem* will use *Life Skills Curriculum* to build children's emotional literacy, and incorporate modeling and coaching to help children recognize how they feel or someone else might be feeling. Teachers will be trained to provide opportunities for students to practice and apply social and emotional skills in the classroom. Teachers will focus on positive behaviors rather than negative by modeling and teaching: communicating clearly, listening actively, cooperating, negotiating conflict constructively, and seeking and offering help when needed.

Responsible Decision-Making: Teaching responsible decision-making and problem-solving reduces behavior, improves social adjustment, and prevents violence and other problems that affect the success of children and youth (Hawkins, Farrington, & Catalano, 1998). *Second Step* utilizes a four-S.T.E.P. approach to think through problems: 1) S: **S**ay the problem; identify the problem in a non-blaming way; 2) T: **T**hink of solutions; generate safe and respectful solutions; 3) E: **E**xplore consequences; evaluate positive and negative consequences for each solution; 4) P: **P**ick the best solution; select a solution and make a plan. This process gives students experience in making realistic plans and checking them against criteria for a good plan.

3. Quality of the Management Plan

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

A full-time project director will be employed to provide management and leadership for the project. 80% of the project director's time will be spend in direct services to students. He/she will collaborate closely with the project's advisory board, counseling team, partners, and with the external evaluator to implement the project's goals, objective, and strategies. The Project Director must possess grant management skills along with a master's level education and current experience in education, counseling, mental health, or law enforcement.

Staff employed to provide direct services to students and families will be certified in the specialized areas of service they are providing. Contract service providers must meet the eligibility expectations of their agency.

The advisory board will assist the partnership in making decisions, operating, communicating, sharing information and resources, overcoming barriers, increasing levels and intensity of collaboration, and planning for mutual sustainability. In addition to a review of any available data, the agenda for each of the counseling team's monthly meetings will include the above as agenda items. Minutes from these meetings will reflect the discussion of any outcomes or actions of each. The project director, as a district employee, will be accountable, like all district employees, to the board of trustees. However, the counseling team will participate in the project director's annual performance evaluation.

The project director will work with the district's Director of Federal Programs and with the district's Business Manager to adequately monitor project subcontracts and maintain consistent records that clearly document the relevancy of project expenses and achievements. Implementation of this project will involve strict alignment to the project's plan. The project director will coordinate activities and service in a timely manner to achieve yearly outcomes. All project resources are directly related to the project's objectives. Resources provided by the project include personnel and fringe, contracted services, supplies, professional development, and project evaluation resources.

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

The project director will conduct monthly meetings with the counseling team and facilitate the quarterly advisory board meetings. The purpose of the advisory board meetings is to solicit input in the design, implementation, and continuous improvement of the project, and

communicate progress through evaluation reports.

Our counseling department and our special education program collaborate regularly with the Timber Hills Region IV Mental Health to procure services for our students and families. Our schools regularly collaborate with the South Corinth “safe havens” on individual student issues, and with the attendance officer on issues of attendance and truancy.

A lead counselor currently employed by the district will meet the growing mental health needs of the students, and coordinate counseling services and manage the counseling caseload. An Instructional/Behavioral Coach will be employed to oversee the implementation of the Life Skills Curriculum and school wide PBIS. This coach will be utilized as resource personnel for Tire I implementation in the classroom. A Family Outreach Counselor/Case Manager will be employed to serve as a liaison between the students, families, school, and community organizations. This counselor will assist in Tier II and III implementation, working closely with the lead counselor to provide group and individual therapy to high-risk students. This counseling team will meet monthly to discuss individual student needs, coordinate services for individual students, addressing the needs of the whole child through a case management approach.

RAMP (Recognized American School Counseling Association Model Program) One of the objectives for the project School Counseling program at Corinth Elementary School is to apply for RAMP status during SY15. In order to achieve RAMP status, *Project Esteem* will be required to provide evidence that the school counseling program has made a difference in the atmosphere of the school, academically as well as behaviorally. Documentation is key to this process. The counseling team must follow strict guidelines to meet these ASCA standards.

RAMP designation shows that a school has a comprehensive, data-driven School Counseling program. Part of this process will be completing a Use of Time Assessment form daily to show effective scheduling. Eighty percent or more of the School Counselor’s time should be spent in direct services to students.

Reaching RAMP status would give our stakeholders confidence in knowing our school wants to meet the social/emotional/ academic needs of every child. We want to help close gaps where needed and help enrich the lives of each student. RAMP gives us guidelines by which to achieve our goals and helps us stay on point.

An administrative assistant/data manager will assist the project director by providing routine office support and data collection. The district utilizes a student information system, supported by the state department of education, called the Student Administration Manager⁷. At this point, designated individuals can access the database to determine, who has been receiving discipline referrals and who is not. Parents can even access the system through a parent portal to determine if their child/children are actually in class for any given period of the day. In addition to SAM⁷, the School Wide Information System will be purchased to track behaviors and disciplinary trends in specificity. The project director, working with the district’s student information services and the data manager, will be able to add additional information relevant to what is needed for this project.

Project Esteem Timeline

<i>ACTIVITY</i>	<i>PERSON RESP.</i>	<i>TIMELINE</i>	<i>MILESTONES</i>
PROJECT STARTUP			
Grant award announced	U.S.D.E.	Sept – Oct. 2014	* Community advised of grant award
Press release announces award	Superintendent	October 2014	
Project Director appointed/hired	Superintendent	October 2014	
Project positions posted (Counselor; Data Manager; Behav. Specialist; Family Outreach/Case Manager)	Superintendent Project Director	October 2014	* All positions employed
Advisory Board (AB) – 1 st meeting	Project Director	October 2014	* Evaluator contracted Advisory Board meets
Evaluator contracted (bid process)	Superintendent	November 01/14	

<i>ACTIVITY</i>	<i>PERSON RESPONSIBLE</i>	<i>TIMELINE</i>	<i>MILESTONES</i>
PROJECT MANAGEMENT, SUSTAINABILITY, AND LINKAGES			
AB meets quarterly during project	Project Director	Oct-Jan-Apr-July	* Formation of Outreach Committee * Quarterly formative evaluation completed * Activities complete and on schedule * Annual project presentation to Board of Trustees
<i>Esteem</i> Management Team meets	Project Director	Monthly	
Behavior Support Team (Tier III)	Lead Counselor	As Needed	
<i>Esteem</i> Partners Meeting	Project Director	Semi-Annually	
<i>Esteem</i> newsletter pub/distributed	Lead Counselor	Monthly	
District Leadership Team Meeting	Superintendent/ Project director	Monthly	
Outreach Committee formed and meeting regularly.	Lead Counselor	Monthly – Year 1 Quarterly – YR. 2/3	
Formative evaluation	Proj.Dir./Evaluator	Quarterly	
Program report to Board of Trustees	Project Director	Annually - May	
Attend USDE Required Mtg/Conf.	Director/Staff	Year 1	
PROJECT STRATEGIES/PROGRAMS/ACTIVITIES IMPLEMENTATION			
MS-REACH Training	PBS Lead. Team	October 2014	* Initial trainings completed * Life Skills Curriculum implemented/ongoing * PBIS – Tier I, II, III implemented/ongoing * Universal/ baseline assessments completed * Family Services Operational/ongoing * Operational electronic data system
PBS Training for School Staff	PBS Lead. Team	Oct. 20, 2014	
<i>Second Step</i> Trng. for Teachers	Project Director	Oct. 30, 2014	
Implement Schoolwide PBS – Tier I	PBSTeam/Teachers	Dec. 01, 2014	
Teachers trained in Life Skills Curr.	Literacy Specialist	August 2014	
Universal behavioral screening	<i>Esteem</i> Team	Annually	
FBA/Behavior Plans completed	Beh. Specialist	Nov.1, 2014	
PBIS –Tier II and III operational	Project Staff	Nov 1, 2014	
Family Outreach Services initiated	Case Manager	Nov. 1, 2014	
Love & Logic for Parents Training	Project Staff	October 30, 2014	
Nat. School Climate Center Training	Project Director	June 2015	
Ongoing student/family data collection/ Information System rpts.	Project Director	Ongoing	
Develop Life Skills Teacher Handbook/Lesson Plans/Beh. plans	Project Director	Ongoing	
Design electronic data mngt. system	Project Director	Year 1	
PROJECT EVALUATION			
Formative evaluation for “just-in-time” adjustments	Project Director/ Evaluator/ AB	Quarterly	* Advisory Board Mtgs. (formative eval) * Program Reports disseminated
Develop variety of program surveys	Director/Evaluator	Oct-Nov 2014	
Program/student data collection	Director/Evaluator	Ongoing	
Collect/Analyze prog./student data	Evaluator	Quarterly	
Annual & Final program reports	Director/Evaluator	Yearly	

4: Quality of the Project Evaluation

Program of Research and Evaluation of Public Schools (PREPS, Inc.), will compete through a bid process to serve as the external evaluator. PREPS is currently evaluating a number of other

federal and state projects within the Corinth School District. Staff members hold advanced degrees in Research and Evaluation Methodology, Educational Administration, Developmental Psychology, Human Resource Management, Computer Information Systems, and Statistics and have extensive experience in development, management and evaluation of education and social projects, professional development, and public school instruction. Sarah Howard and Dr. Cindy Ward would serve as the lead evaluators should PREPS, Inc. submit successful bid proposals. They have degrees in Psychology Research and Evaluation Methodology and experience as professional general education evaluators (See resumes in Appendix).

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

Evaluation is aligned with project goals/objectives/outcomes to form a well-rounded examination of all facets of project progress and to guide decisions regarding needed project changes in strategies and activities to ensure student achievement, social and emotional growth, and mental health. Evaluation is woven into this project at two levels – Performance and Process Outcome Measures. District staff will internally conduct some components of the evaluation and some will be conducted externally by our external evaluators.

Performance Outcome Measures: This project, through the implementation of action strategies as they relate to the absolute and competitive priorities, seeks to improve students’ social and emotional skills, increase student attendance, decrease the academic achievement gap among subgroups, decrease incidence of violence, bullying, and disciplinary referrals, increase effective parenting skills, and increase teachers’ knowledge and skills regarding positive behavior supports and equitable classroom community. The project will also address and evaluate the GPRA measures, as required by the Request for Proposal. Much of the relevant outcome data

are extant and readily available through the District's current student information systems and its assortment of monitoring instruments.

Because reducing the achievement gap between minority and economically disadvantaged students is of central concern, close attention will be paid to achievement data. Outcome quantitative achievement data will be gleaned from both Mississippi (MS) mandated and district determined assessments: 1) MS criterion-referenced annual PARCC assessment in reading/language arts and mathematics for 3rd and 4th graders; MS K-3 Assessment Support System, that includes 2) Literacy Readiness Assessment for kindergarten students and 3) 3rd grade Reading Summative Gateway Assessment and district required 4) Children's Progress Academic Assessment (CPAA) as a baseline achievement measure for Pre-K through 3rd grade students, and 5) district benchmark assessments in reading, language arts, mathematics, science, and technology for all students. Student data relevant to behavior is collected as part of our safe schools reporting. These data consist of incidences of violence by kind, discipline referrals, alcohol, tobacco, and drug use, bullying incidents, family dynamics, and mental health issues by type. The School Evaluation Tool (SET) and Benchmarks of Quality (BoQ) will provide qualitative measures of changes in the school climate and students' positive behavioral changes.

Additional qualitative measures will include observations, interviews, and survey instruments designed to provide data to answer these questions such as the following: What is the level of implementation of strategies? What is the change in teachers' classroom instruction as a result of implementing positive behavior supports and a *Life Skills Curriculum* (social/emotional learning)? How has students' and teachers' behavior changed as a result of the strategies implemented by the project? For students and families provided Tier III counseling/mental health services, what family dynamics have changed?

Process Outcome Measures: This project is designed to produce the following process measures: improved school climate, increase in quality and quantity of counseling, mental health services and intervention treatment, and the support for high-risk families. This level of evaluation will pertain to training and implementation specific to each of the goals/objectives/outcomes and address such questions as: What is the impact of the additional support provided by this project? Is school staff providing students with high-quality learning opportunities and counseling? Do services reflect the professional development that staff is experiencing as a result of this project? The external evaluator will provide observation training and analyze all observation data. Important tools for this part of the evaluation are observation protocols developed collaboratively between external evaluators and project director/staff. The protocols will provide a starting point for quantifying the quality of professional development and its impact on the activities that occur both in and out of the classroom and the counseling services. From a larger perspective: Teachers and counselors on a routine basis are implementing what percentage of project strategies? Are the strategies associated with this proposal being implemented with fidelity? What is the level and timeliness of implementation? What is the impact of implementation? To obtain answers to these questions, we will solicit feedback from providers and participants – including participating families. Process data are formative and will be collected on an ongoing basis.

The actual scope of work for each year's process evaluation will include random classroom observations, professional development observations, counselor interviews, service provider interviews, random student and parent interviews, a written survey of 10% of the teachers whose classrooms are served, and a survey of 50% of families served. Process (formative) data will be reviewed by the Advisory Board quarterly, and summaries will be shared with

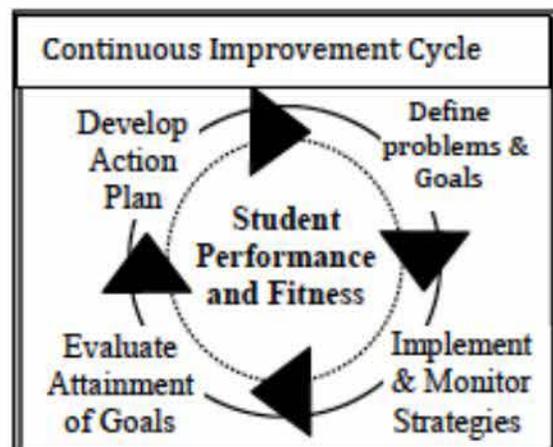
families/community at semi-annual community meetings, and annually at the Forum on Education and the Community sponsored by the Commission on the Future of Corinth.

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

Formative & Comprehensive Evaluation. The evaluation will emphasize continuous assessment, improvement, and accountability of the project in all areas through a Continuous Improvement Cycle. As part of this cycle, the implementation of social and emotional learning, students' academic performance, and students' improvement in social/emotional adjustment will be evaluated according to Mississippi Public School Accountability Standards for counseling and mental health services. To facilitate identification of behaviorally/emotionally "at-risk" students, the project director and external evaluators will design a data management system to electronically analyze students' protective and risk factors to predict their likelihood of needing Tier III counseling and behavioral interventions. Additionally, to facilitate project management and evaluation, the system will also track, manage, and analyze project data and produce project reports.

Data Collection Plan. The goals, objectives, and identified performance and process outcomes of the project will guide the collection of aggregate and disaggregate and quantitative and qualitative data that will be used to measure the project's progress in achieving its intended purposes. Project evaluators, in coordination with the project director and data manager will conduct data collection activities (i.e. extant data, surveys, interviews, and focus groups) utilizing appropriate, proven protocols.

The process to be utilized in the evaluation of



the project is based upon the USDE's Continuous Improvement Management model – specifically to continually monitor student outcomes; determine what strategies work and why; and adjust activities to more accurately reflect students' needs and more effectively achieve project outcomes. The cycle will guide stakeholders in making data-driven, results-based decisions to ensure that all project personnel in all activities are accountable for improving student performance. This will strengthen project design and management and facilitate systemic reform as the project is fully integrated into the school. Stakeholders began this process in the formative stages of project development and will continue it on a quarterly basis. Since the process is cyclical, the prior quarter's results will provide feedback for developing the next quarter's action plan (refer to above Continuous Improvement Cycle insert)

Other Attachment File(s)

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APPENDIX A

PROGRAM SPECIFIC ASSURANCE

Program Specific Assurances

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

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

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

Signature of Authorized Certifying Official

SUPERINTENDENT OF EDUCATION
Title

CORINTH SCHOOL DISTRICT
Applicant Organization

APRIL 27, 2014
Date Submitted

APPENDIX B RESUMES

Tracy Gardner

(b)(6)

Education: Northeast Mississippi Community College 1982-1984

The University Of Mississippi 1985-1988
Bachelor of Social Work
Minors: Business, Art, and Sociology

Freed- Hardeman University 2002-2005
Master of Science in Counseling
School Counseling Add On 2007

University of Mississippi 2007
Play Therapy Training (RPT)

Experience: Alcorn County Human Services Dept. 1990-1991
*Foster Care Facilitator
*Case Manager

Alcorn County School District 1995-1999
*Substitute Teacher

Corinth School District 2000-2002
*Substitute Teacher for Gifted and
Special Needs Department
*Facilitated the Accelerated Reader Program
*Director of Mentorship Program through
Junior Auxiliary

Alcorn County School District 2002-2008
*District Social Worker in Special Education
Department
Job Responsibilities Included:
Received Training for writing Positive Behavior Assessments
Completed all Functional Behavior Assessments and
Behavior Intervention Plans
Attended IEP meetings
Facilitated parent workshops for parents of children with
autism

Facilitated Professional Developments,
Trained staff regarding FBA/BIPs,
Conducted Crisis counseling, individual counseling, and
Group Counseling
Conducted Play Therapy Sessions
Alternative School Counselor-Including working with Juvenile
Detention Students through Alcorn County Schools

Corinth School District 2008 to Present

Corinth Elementary School
Professional School Counselor

Job Responsibilities Include:

MCT2 Test Facilitator
Write Functional Behavior Assessments and
Behavior Intervention Plans
Individual and Group Therapy including Play Therapy
Team Leader of PBIS
Facilitate our Bully Prevention Program
Organize our schools Drug Awareness Program
Teach The Efficacy Program
Co-Leader of Summer Camp
Organize Clothes Closet for our School
Lead Professional Development
Make Reports to Department of Human Services
Collaborate closely with PTO/Fundraisers

Certifications:
License:

NCC-National Certified Counselor,
NCSC-National Certified School Counselor
LPC- Licensed Professional Counselor
LSW-Licensed Social Worker
RPT- Registered Play Therapist
BCPCC- Board Certified Professional Christian Counselor
CAS-Certified Autism Specialist

Memberships:

American Counseling Association (ACA)
Mississippi Play Therapy Association (MSAPT)
(Past Secretary-Treasurer of MS Chapter for APT)
National Association of Social Workers (NASW)
American Association of Christian Counselors (AACC)
National Board for Certified Counselors (NBCC)
American School Counseling Association (ASCA)
American Red Cross
Association For Play Therapy (APT)

Current Community Involvement:

- *Active-Certified Red Cross Mental Health Crisis Counselor
- *Volunteer counselor for my Church
- *Take counseling referrals from community
- *Coordinate Soles for Souls through Corinth Elementary School (Shoe collection program where our students bring shoes for worldwide distribution)
- *Help facilitate outreach programs for at risk children through Kiwanas Club and Civitan Club each year through Corinth Elementary School
- *Lighthouse Foundation volunteer
- *American Cancer Society Fundraisers
- *Facilitate Friday Food Bags for needy students through Pinecrest Church

SARAH C. HOWARD, M.S.
Director of Research, Evaluation, and Technology
Program of Research and Evaluation for Public Schools (PREPS), Inc.

EDUCATION

Mississippi State University
Mississippi State, Mississippi
B.S., Educational Psychology

Mississippi State University
Mississippi State, Mississippi
M.S., Educational Psychology

Mississippi State University
Mississippi State, Mississippi
Doctoral (Ph.D.) Candidate

PROFESSIONAL EXPERIENCE

2005 – Director of Research, Evaluation, and Technology
Program of Research and Evaluation for Public Schools (PREPS)
Mississippi State University (MSU)

Designs and executes quantitative and qualitative research, evaluation, and technology projects in and for Mississippi school districts, including the analysis and reporting of acquired or available data; Prepares proposals to generate funding for research, evaluation, and technology projects; Participates in and leads project teams within or for PREPS; Communicates frequently and effectively with project team (internal and external) prior to, during, and after project implementation. Develops and maintains working relationships with school district personnel and business partners; Works closely with the Executive Director of PREPS to recruit and enroll members for PREPS; Recruits, trains, supervises, and evaluates PREPS staff, including staff assistants, graduate students, and student workers; Problem-solving and planning to enable the effective accomplishment of organizational goals and objectives; Establishes and implements long-term and short-term organizational goals, objectives, policies, and operating procedures; Assists the Executive Director with development and implementation of PREPS' revenue and strategic plans; Monitors and evaluates organizational effectiveness; Recommends changes required for improvement.

Ms. Howard is currently acting in a contracts management capacity for PREPS as well as for several programs within the Center for Educational Partnerships. She is also responsible for directing and/or conducting the work of all evaluation,

research, and technology projects, including maintaining and updating electronic data collection and analysis applications utilized for various projects. Additionally, PREPS' electronic marketing/website design/updates is under her supervision.

**2003–2005 Project Coordinator
Program of Research and Evaluation for Public Schools (PREPS)
Mississippi State University (MSU)**

Coordinate and perform evaluation and action research activities. Schedule professional development workshops. Write contracts for consultants and grant proposals. Respond to specific requests of PREPS' member districts. Research K-12 programs and initiatives and assist administrators with a wide range of service activities for Mississippi school districts.

**2001–2003 Research Assistant
Program of Research and Evaluation for Public Schools (PREPS)
Mississippi State, MS**

Coordinate evaluation project activities and communications among the evaluation and project staff. Perform and interpret statistical analyses on both research and evaluation activities. Write research and evaluation reports for both the state and the federal government. Research policy issues and public laws pertaining to education and assessment.

PROFESSIONAL HIGHLIGHTS

Ms. Sarah C. Howard has conducted research and statistical analyses for the Program of Research and Evaluation for Public Schools (PREPS) for the past nine years. She has served as an external evaluator and technical writer for several large scale evaluation projects conducted by PREPS. Some of the larger projects she has been involved in include the evaluation of two 21st Century Community Learning Center (CCLC) projects, including one consortium of seven districts with twelve program sites and one school district with four program sites. She is also responsible for training 21st CCLC data entry coordinators and site directors on the use of PREPS' secure Online Data Collection System. Ms. Howard has worked collaboratively with the directors of the Office of Research, Grants, and Contracts at the University of Tennessee- Martin on several external evaluation projects for grants secured by UT-M, including their Teaching American History – Vertical Immersion Project (VIP) and their Math and Science Partnerships Projects (IMEGS and ICaP).

She served as the project manager for the PREPS/Edusoft Online Data

Management Consortium which is an initiative involving sixteen school districts who are implementing an online student progress monitoring and assessment system in their schools. The sixteen districts involved represent a diverse group of schools and school leaders from across the length and breadth of the state and from varying levels of accreditation. Each district is committed to promoting the advancement of educational opportunities and achievement of students in their schools.

Ms. Howard has presented her work on early childhood education in Mississippi at the national American Educational Research Association (AERA) conference in Chicago, IL in 2003 and has presented on various educational issues at the Quality Schools Conference in 2002, the 2002, 2003, & 2004 PREPS Winter Conferences, and the 2004 Mississippi Reading Association Conference.

Ms. Howard received her Bachelor of Science and Master of Science degrees in Educational Psychology at Mississippi State University where **she was ranked first in Educational Psychology in her graduating class and in the top ten percent in the College of Education** of her graduating class at Mississippi State. Her areas of concentration have focused on Research and Program Evaluation.

PROFESSIONAL AFFILIATIONS

Mississippi Professional Educators (MPE)—2000-2001

American Educational Research Association (AERA)—2002-2007

National Council on Measurement in Education (NCME)—2002-2003

Association for Supervision and Curriculum Development (ASCD)— 2005-07

Mid-South Educational Research Association (MSERA) – 2006-2007

REPORTS, PAPERS, AND PUBLICATIONS

Dilworth, R. E., Brocato, D. K., Hare, D., Howard, S. C., and Hubbard, W. (2002). "Comparison of Early Head Start and Head Start Children." Longitudinal study conducted by PREPS for The Institute for Community Services (ICS) Holly Springs, MS.

Dilworth, R. E., Brocato, D. K., and Howard, S. C. (Eds.). (2002). "PREPS Research Briefs: An Evaluation of PREPS English II Subject Area Professional Development Series." Authored by Dr. Patricia Bridges.

Dilworth, R. E., Howard, S. C., and Divyakolu, S. (2002). Evaluation Report of the Delta Horizons 21st Century Community Learning Centers (CCLC) After-

school Program.” Evaluation conducted by PREPS for Greenville School District, Greenville, MS.

Howard, S. C. (2002). “Comparison of Mississippi Third Graders’ Reading Mississippi Curriculum Test (MCT) Scores Among Schools Using Various Packaged Reading Programs.”

Brocato, D. K., Dilworth, R. E., Howard, S. C., and Hubbard, W. (2003). “Evaluation Report of the Promising Readers After-school Program.” Evaluation was conducted by PREPS for Oktibbeha County School District, Starkville, MS.

Howard, S. C., Dilworth, R. E., and Vanguri, S. (2003). Evaluation Report of the Delta Horizons 21st Century Community Learning Centers (CCLC) After-school Program.” Evaluation conducted by PREPS for Greenville School District, Greenville, MS.

Howard, S. C., Dilworth, R. E., and Vanguri, S. (2004). Evaluation Report of the Delta Horizons 21st Century Community Learning Centers (CCLC) After-school Program.” Evaluation conducted by PREPS for Greenville School District, Greenville, MS.

Vanguri, S., Dilworth, R. E., and Howard, S. C. (2004). Value Added Schools Research Report. Report on statistical analysis of Mississippi schools’ standing in PREPS Value Added Model.

Howard, S. C. and Hubbard, B. E. (2005). Value Added Schools Research Report. Report on statistical analysis of Mississippi schools’ standing in PREPS Value Added Model.

Howard, S. C. and Hubbard, B. E. (2006). Value Added Schools Research Report. Report on statistical analysis of Mississippi schools’ standing in PREPS Value Added Model.

Howard, S. C., Anderson, L. C. and Lee, T. K. (2006). Advancing Teachers of Middle School Science (ATOMS²) – Evaluation Report for Center for Educational Training and Technology’s (CETT) Math and Science Partnership Grant.

Howard, S. C. and Landrum, L. (2006). Vertical Immersion Project (VIP) for University of Tennessee at Martin (UTM) Teaching American History Grant – Formative Report.

Howard, S. C., Hare, D., Ward, C. W., Troiani, V. E. and Lee, T.K. (2006). Evaluation Report - Transition into Education for America’s Children (TEACH) for the Mississippi Department of Education.

PRESENTATIONS AND WORKSHOPS

Prince, D., Brocato, D. K., Hare, D., & Howard, S. C. (2002). *Turning \$1 into \$7.16: Why We Need to Take a Long Look at Early Childhood Data*. PREPS Winter Conference, Jackson, MS.

Dilworth, R. E., Howard, S. C., & Divyakolu, S. R. (2002). *Delta Horizons 21st Century Community Learning Centers Program*. PREPS Winter Conference, Jackson, MS

Dilworth, R. E., Brocato, D. K., & Howard, S. C. (2002). *PREPS' Program Evaluation*. National Conference on Quality Schools, Biloxi, MS.

Brocato, D. K., & Howard, S. C. (2003). *Comparison of Early Head Start and Head Start Children*. American Educational Research Association, Chicago, IL.

Dilworth, R.E., Howard, S.C., and Vanguri, S. (2003). "An Evaluation of Greenville Municipal School District's 21st Century Learning Centers Programs". Greenville, MS.

Howard, S. C. (2003). *Comparison of Mississippi Third Graders' Reading Mississippi Curriculum Test Scores Among Schools Using Various Packaged Reading Programs*. PREPS Winter Conference, Jackson, MS.

Ward, C. A., Childress, E. L., and Howard, S. C. (2005). PREPS/Edusoft Data Management Consortium - A Dynamic Collaboration Focused on Using Data to Improve Instruction. 2005 National Evaluation Institute, Memphis, TN.

Ward, C. A., Howard, S. C., Childress, E. L. (2005). Value Added Teachers— Ensuring Success for ALL Students. Mississippi Department of Education (MDE) MEGA Conference.

AWARDS AND HONORS

Kappa Delta Pi - Education Honorary (1997)

Phi Eta Sigma – Scholastic Honorary (1998)

Golden Key - Student Leadership (1999)

All-American Scholar (1999)

Phi Kappa Phi - Scholastic Honorary (2000)

Gamma Beta Phi - Educational Service (2000)

Certificate of Outstanding Achievement with Distinction - Project GOALS (2000)

Citations by Others

Black, S. (2008). Switching Classes. *American School Board Journal*, v.195(10), p. 48.

Newton Conover City Schools (North Carolina). Curriculum Connections. Page 3 of 4. Available online at

<http://www.newton.schoolfusion.us/modules/groups/homepagefiles/cms/728903/File/Curriculum%20Connections/CurriculumConnection9-26.pdf> (Retrieved last on March 12, 2009).

Selina Merrell

(b)(6)

Professional Experience

2006 – Present **University of Southern Mississippi – REACH MS**

State Coordinator: Systematically build a statewide structure by planning, aligning, and implementing professional development activities for schools and districts with Institutes of Higher Learning. Develop and adopt evidenced based interventions to implement Positive Behavior Intervention and Support, incorporating these within the context of the general education initiatives Use continuous progress monitoring of student performance to make data-based decisions and identify schools to serve as demonstration sites to increase the scope of the project.

2001 – 2006 **Florence Bertell Academy of Prince George's County, in Capitol Heights, Maryland: A Member of THE MENTOR NETWORK**

Director: Run daily educational, social, behavioral activities and program operations of a twelve month, nonpublic, Separate Therapeutic Day School for adolescent males, ages 13 – 21, grades 9 – 12 with emotional/behavioral disabilities. Provide leadership, guidance and supervision to school staff and administrative management team. Directly supervise Educational and Clinical Directors as well as Behavioral and Administrative Coordinators. Create and implement staff development, training and ensure all staff are properly licensed and maintain certification by the appropriate agencies. Make certain of school's adherence to state and federal educational standards and requirements. Revised school policies and procedures to reflect new requirements of No Child Left Behind and the Re-Authorization of Individuals with Disability Education Act. Created a salary matrix compensating teachers for obtaining certifications from the Maryland State Department of Education to retain and recruit highly qualified teachers. Responsible for coordination of the Maryland State Department of Education's three year onsite monitoring review for re-authorization of the school's certification to operate. Manage an annual budget of approximately \$3.5 million. Provide agency oversight for budget preparation, monitoring, and compliance with state regulations. Maintain communication through quarterly reforecasting with the company's State Accounting Manager regarding fiscal needs and operations within the approved budget.

2000 – 2001 **Florence Bertell Academy of Baltimore, Baltimore, Maryland and Florence Bertell Academy of Prince George's County, Capitol Heights, Maryland: Family Advocacy Services, Inc.**

Associate Director for both schools, designed and implemented a broad range of educational and behavioral initiatives in a ninth through twelfth grade year-round Separate Therapeutic Day School for 13 – 21 year old adolescent males with emotional and behavioral difficulties. Coordinated services and educational programs with the Educational Director and Clinical Director. Held leadership role in curriculum development and individual classroom planning. Supervised educational staff consisting of teachers and teacher's associates. Maintained responsibilities for transcript summaries, report cards, and state functional testing. Organized and chaired local and county multidisciplinary team meetings for Individualized Educational Programs. Ensured compliance with Maryland State Department of Education regulations in regards to operating a nonpublic Separate Therapeutic Day School. Responsible for coordination of the Maryland State Department of Education's three year onsite monitoring review for re-authorization of the school's certification to operate.

1996 – 2000 **Florence Bertell Academy of Baltimore, Baltimore, Maryland: Family Advocacy Services, Inc.**

Administrative Coordinator for a twelve month, nonpublic, Separate Therapeutic Day School for adolescent males, grades 9 – 12 with emotional/behavioral disabilities. Performed all aspects of student intakes consisting of reviewing referrals for appropriateness of student placement, scheduling and conducting student interviews for admission into the program. Completed cost sheets regarding each student for the Maryland State Department of Education and letters of acceptance/denial to local school systems. Coordinated all monthly invoices for related services and school purchases, maintained and distributed purchase orders, and reconciled Medical Assistance billing. Coordinated and directed implementation of all administrative practices and personnel policies and procedures disseminated by the corporate office. Directly supervised Office Manager, Secretary and Receptionist.

1996 – 2003 In addition, often acted as interim **Educational Director** when position was vacant. While acting in this position, responsibilities included, but were not limited to, aligning all local school curriculums with state learning outcomes and graduation requirements; students' and teachers' scheduling; creating and maintaining transcripts; monitoring students' Individual Educational Programs' requirements for delivery and compliance; coordinating and reporting service learning hours, educational evaluations and state assessments. Utilized clinical supervision model to observe, coach, and collaborate with teachers to improve delivery of instruction and student learning. Substituted for absent teachers and when positions were vacant. Responsible for coordinating with the Maryland State Department of Education's onsite monitoring team in their review of program compliance for re-authorization of the school's certification to operate.

1993 – 1996 **Florence Bertell Academy of Baltimore, Baltimore, Maryland: Family Advocacy Services, Inc.**

Teacher: Provided instruction to adolescent males with emotional/behavioral disabilities in a self-contained setting in a twelve month program. Created and implemented Individualized Education Programs and Behavior Intervention Plans for students in grades 6th through 12th.

Education

2003 **Johns Hopkins University**
Baltimore, Maryland
Masters of Science, Administration and Supervision

1995 **Towson State University**
Towson, Maryland
Certification in Special Education

1993 **Towson State University**
Towson, Maryland
Bachelors of Science, Elementary Education

Certifications

2010 **CPI's – Nonviolent Crisis Intervention**
Pensacola, Florida
Certified Trainer

2002 **Therapeutic Crisis Intervention**
Baltimore, Maryland
Certified Trainer

2000 **Life Space Crisis Intervention**
Baltimore, Maryland

1999 **Plexus Team Spirit**
Del Mar, California
Certified Trainer

APPENDIX D

Life Skills Curriculum Framework

Life Skills Curriculum Framework Pre-Kindergarten – 4th Grade

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. We believe every education system has the duty to support the development of life skills in order to enable children and youth to function effectively in society. Therefore, a life skills curriculum framework was developed as a tool to address an identified gap in our primary grades' overall curriculum. Through a collaborative effort among administrators, academic specialists, school administrators, teachers, parents, and community leaders, the Life Skills Curriculum Framework was developed and is in the early stages of implementation. Full implementation will be completed during the 2014-2015 school year. Our life skills curriculum framework was developed as a tool to address an identified gap in our primary grades' overall curriculum.

The content of the curriculum is based on five themes, each of which is divided into topics. The Curriculum Framework is presented in matrix form, with learning outcomes identified for each theme. The matrix indicates the themes, topics, competences, and content to be handled, as well as suggested teaching/instructional strategies and resources. References for further reading are provided at the end of each topic. Through Project Esteem we plan to develop a Teacher Handbook that can serve as a resource to teachers to help them internalize the content of the curriculum. The Handbook will also provide a variety of suggested activities teachers can benefit from to facilitate reflection, and to develop life skills within themselves and among learners. The Handbook will contain a directory of e-learning resources to reinforce our District's emphasis on blended-learning and personalized mastery learning.

Theme I: Knowing and Living with Oneself***Topic 1: Self Awareness***

- Competencies:
- A. Defines self-awareness
 - B. States the importance of self-awareness
 - C. Identifies the values and indicators of self-awareness
 - D. Analyses self – Characteristics of self
 - E. Supports to developing self- awareness ((giving feedback; trying out different experiences, counseling, etc.

Topic 2: Self Esteem

- Competencies:
- A. Defines self-esteem
 - B. States the importance of self-esteem
 - C. Identifies the values and indicators of high/low self-esteem
 - D. Supports to developing high self-esteem

Topic 3: Assertiveness

- Competencies:
- A. Defines assertiveness
 - B. Distinguishes passive, aggressive and assertive behavior
 - C. Identifies the values and indicators of assertiveness
 - D. Identifies situations which require assertiveness
 - E. Explains factors which lead to non-assertive behavior
 - F. Demonstrates assertive behavior
 - G. Supports learners develop the skill of assertiveness

Topic 4: Coping with Emotions

- Competencies:
- A. Defines emotion
 - B. Demonstrates different emotions
 - C. States the causes of different emotions
 - D. States the effects of different emotions
 - E. Explains the functions of emotions
 - F. Identifies values and indicators of persons who cope well
 - G. Supports learners develop the skills of managing/coping

Topic 4: Coping with Stress

- Competencies:
- A. Defines stress
 - B. States the causes of stress, its signs and effects
 - C. Identifies values and indicators of stress & coping w/ stress
 - D. Explains strategies for managing stress
 - G. Supports learners to develop the skills of coping with stress

Theme II: Skills of Knowing and Living with Others***Topic 1: Relating with Others***

- Competencies:
- A. Defines the various types of relationships
 - B. Identifies factors that influence relationship formation
 - C. Identifies the values and indicators of healthy relationships
 - D. Identifies activities for developing healthy relationships
 - E. Supports learners to develop the skill of forming and maintaining healthy relationships

Topic 2: Negotiation

- Competencies:
- A. Defines negotiation
 - B. Explains the importance of negotiation
 - C. Identifies the values and indicators of negotiation
 - D. Identifies the requirements for effective negotiation
 - E. Supports learners to develop negotiation skills

Topic 3: Empathy

- Competencies:
- A. Defines empathy
 - B. Distinguishes between empathy and sympathy
 - C. States the importance of empathy
 - D. Identifies the values and indicators of empathy
 - E. Supports learners to develop empathy

Topic 4: Managing Peer Relationships

- Competencies:
- A. Explains the meaning of peer influence
 - B. Distinguishes between positive and negative peer influence
 - C. Identifies the values and indicators of positive peer influence
 - D. Supports learners in developing the skills of managing peer influence

Topic 5: Effective Communication

- Competencies:
- A. Defines communication
 - B. Identifies the different types of communication
 - C. Explains the process of communication
 - D. Describes the process of communication
 - E. Identifies the values and indicators of effective communication
 - F. Identifies the barriers to effective communication
 - G. Supports learners in developing skills for effective communication

Topic 5: Non-violent Conflict Resolution

- Competencies:
- A. Defines conflict
 - B. Identifies the types of conflict
 - C. States the causes and effects of conflict

Topic 5: Non-violent Conflict Resolution (Continued)

Competencies:

- D. Identifies strategies for non-violent conflict resolution
- E. Identifies the values and indicators of non-violent conflict resolution
- G. Supports learners in developing the skills for non-violent conflict resolution

Theme III: Life Skills for Making Effective Decisions**Topic 1: Creative Thinking**

Competencies:

- A. Explains the meaning of creative thinking
- B. Demonstrates the methods of creative thinking
- C. Identifies obstacles to creative thinking
- D. Identifies positive attitudes for creativity
- E. Identifies the values and indicators of people who think Creatively
- F. Supports learners to develop creativity

Topic 2: Critical Thinking

Competencies:

- A. Defines critical thinking
- B. Explains the elements of critical thinking
- C. States the importance of critical thinking
- D. Identifies the values and indicators of critical thinking
- E. Supports learners in developing the skill of critical thinking

Topic 3: Decision Making

Competencies:

- A. Defines decision making
- B. Describes the process of decision making
- C. Identifies the values and indicators of effective decision making
- D. Supports learners to develop skills of decision making

Topic 4: Problem Solving

Competencies:

- A. Defines a problem
- B. Explains the meaning of problem solving
- C. Identifies values and indicators of problem solving
- D. Relates skills of decision making to problem solving
- E. Demonstrates the process of problem solving
- F. Supports learners to develop problem solving skills

Theme IV: Application of Life Skills in the World of Work**Topic 1: Life Skills as a Tool for Identifying Alternatives of Earning a Living**

Competencies:

- A. Identifies different alternatives for earning a living
- B. Explains how different life skills can be important to earning a living

Theme IV: Application of Life Skills in the World of Work (Continued)

Topic 1: Life Skills as a Tool for Identifying Alternatives of Earning a Living

- C. Identifies values and indicators for application of life skills in activities for earning a living
- D. Supports learners to apply life skills effectively to situations for earning a living (money generating projects, etc.)

Topic 2: Life Skills as a Tool for Making Successful Entrepreneurs

- Competencies:
- A. Defines entrepreneurship
 - B. States the functions of entrepreneurs
 - C. Identifies the characteristics of a good entrepreneur
 - D. Identifies the life skills one requires to carry out the functions of an entrepreneur effectively

Theme V: Life Skills as a Tool for Making Good Leaders

- Competencies:
- A. Defines leadership
 - B. States the functions of a leader
 - C. Describes different leadership styles
 - D. Distinguishes between a good and bad leader
 - E. Identifies life skills required for good leadership
 - F. Explains the importance of life skills in leadership
 - G. Demonstrates good leadership skills
 - H. Supports learners to develop leadership skills

APPENDIX C

Letters of Partnership & Support

HOUSE OF REPRESENTATIVES



STATE OF MISSISSIPPI

NICK BAIN

District 2
Alcorn County
516 North Fillmore Street
Corinth, Mississippi 38834

Res (662) 287-1620
nbain@house.ms.gov

COMMITTEE ASSIGNMENTS:

Conservation and Water Resources
Constitution
Education
Energy
Judiciary B
Judiciary En Banc
Tourism
Youth and Family Affairs

April 24, 2014

David Esquith, Director
Office of Safe and Healthy Students
U.S. Department of Education
Washington, D.C.

Dear Mr. Esquith:

On behalf of the citizens of Corinth, I enthusiastically support the Elementary and Secondary School Counseling Program proposal that is being submitted by the Corinth School District and its partners to the U.S. Department of Education for funding consideration. I value education and understand the importance of quality mental health services in the schools. I am happy to see that Project *Esteem* addresses the needs of our children early in their school experience and focuses on prevention and social/emotional learning.

I have been a consistent and strong voice on the importance of an excellent educational system for the growth and prosperity of our area, and applaud the efforts of the Corinth District.

I know first-hand of the dedication of the Corinth District staff in providing quality and equitable educational opportunities for all the children and youth of the city. I also know of their success in implementing numerous U.S. Department of Education grant projects, including their current Carol M. White Physical Education Programs project. I know their application will receive the attention and consideration it deserves. Thank you in advance for your consideration of their proposal and please feel free to contact me if I can be of further assistance.

Sincerely,

A handwritten signature in blue ink, appearing to read "Nick Bain", written over a horizontal line.

Nick Bain
Mississippi State Representative, District II



REACH MS
Mississippi's State Personnel Development Grant

University of Southern Mississippi
118 College Drive #5057
Hattiesburg, MS 39406

Phone: 601.266.4693
Fax: 601-266-4691
Email: REACHMS@usm.edu

Realizing Excellence for ALL Children in Mississippi

April 24, 2014

Tracy Gardner
Corinth Elementary School
1204 North Harper Road
Corinth, MS 38834

Ms. Gardner,

REACH MS fully supports Corinth Elementary School in their effort to implement School-wide Positive Behavior Interventions and Supports (SWPBIS). For students to be successful, the school environment needs to be one in which students feel emotionally and socially safe. To create this environment, administrators, faculty and staff need the knowledge and skills to respond to student behavior in a pro-active, educative manner in order to create a school wide environment that is conducive to learning.

For the past seven years, I have coordinated the Mississippi State Personnel Development Grant, known as REACH MS, whose primary initiative has been providing professional development and technical assistance in the implementation of Positive Behavior Interventions and Supports (PBIS) in schools, throughout districts, and in juvenile detention facilities. We utilize the School Evaluation Tool (SET) and Benchmarks of Quality (BoQ) to determine fidelity of school-wide implementation.

We look forward to working with your school, providing professional development; training and ongoing technical assistance, for the 2014 – 2015 school year.

Sincerely,

Selina Merrell, MS, Ed
REACH MS, State Coordinator



CORINTH

ELEMENTARY SCHOOL

Inspiring excellence. Every child. Every day.



1910 DROKE ROAD, CORINTH, MISSISSIPPI 38834 • PHONE (662) 286-5245 • FAX (662) 287-0298

BRIAN S. KNIPPERS
PRINCIPAL

KRISTIAN J. WALKER
ASSISTANT PRINCIPAL

It's a great opportunity to share information with others about Corinth Elementary School. We serve Pre-K through 4th grade. Our students benefit from a very caring environment. The CES faculty works together to go above what's expected to help our children. We have a wonderful community with many people willing to help when we've reached out to help meet children's needs.

As the only school counselor for a large student population, I find it difficult to meet all the needs that arise daily. Of course, with 1,200 students, it's hard to work in-depth with a single student the way I feel is most effective. Sometimes my role is more reactive and on the most productive days my role is proactive. That's when I have an opportunity to serve classrooms by teaching anger management, bully prevention, or other character lessons.

We have a growing diverse population. We have a large number of ELL students, 70 percent of our students are considered at-risk. With the growing demands to help fill the gap, we need more people working with our students to build close relationships. Not just teachers but people who have a clear understanding of emotional problems, how those problems effect learning, and how to work systemically to better serve all students.

There are many goals I'd like to achieve next school year. I am applying for the RAMP status through American School Counseling Association in 2014/2015 school year. To apply for RAMP I have to show that our school is closely following the ASCA National Standards for the School Counseling Core Curriculum. With more professional counselors and other trained mental health staff coming along side of us we could truly effect change in many children's live's by changing the dynamics of our school. Support can come from many areas, but it is helpful to have well trained individuals who have a shared vision for our students.

There are a growing number of students who are being diagnosed with autism and emotional and mental disorders and we need other professionals to help us meet the needs of these students early in their development to reduce the negative effects these diagnoses can have. Other counselors could help facilitate parent trainings to help them more effectively meet the needs of their children.

Our school could benefit greatly from receiving this grant and I look forward to implementing all of the ideas we share as a school.

Sincerely,

(b)(6)

Tracy Gardner, Corinth Elementary School Counselor
NCC, NCSC, LPC, LSW, RPT, BCPC, CAS



April 22, 2014

David Esquith, Director
Office of Safe and Healthy Students
U.S. Department of Education
Washington, D.C.

Dear Mr. Esquith:

On behalf of our Alliance membership, board, volunteers and the citizens of Corinth, it is our honor to enthusiastically support the Elementary and Secondary School Counseling Programs proposal being submitted to the U.S. Department of Education by the Corinth School District and its partners. We believe this proposal will build upon the ongoing efforts the District is making to improve educational opportunities for all our children and youth.

The commitment of our education stakeholders to ensure our students are college and career-ready through an emphasis on a rigorous curriculum and instructional practices, social and emotional learning, personalized mastery learning with standards-based achievement reports helps assure the proposal's boldness and innovation. We value the opportunity set forth in Project ESTEEM to pave the pathway for our students to be prepared, skilled, and ready to meet the challenges of the future.

The Alliance strongly support the Corinth District proposal and commits to:

- Being a strong advocate for the goals and initiatives outlined in the proposal;
- Encouraging the business community to remain fully engaged in the educational initiatives at the local level;
- Continuing to engage in a leadership role for ongoing education reform in our district and schools.

We have been a consistent, strong voice advocating for an excellent educational system for the growth and prosperity of our area, and applaud the efforts the Corinth District has already made to implement international standards and assessment in all its schools. We will continue to work closely with the business and education community to collaboratively plan for our school system as we move forward.

Sincerely,

(b)(6)

Gary H. Chandler, President/CEO
The Alliance

Northeast Mississippi Business Incubation System



1828 PROPER STREET • POST OFFICE BOX 1015 • CORINTH, MISSISSIPPI 38835-1015 • (662) 287-4369

April 23, 2014

Dr. Lee Childress, Superintendent
Corinth School District
1204 North Harper Road
Corinth, MS 38834

Dear Dr. Childress:

As Chief Executive Officer of Northeast Mississippi Business Incubation System, I express our strong support for the Elementary and Secondary Counseling Grant proposal that is being submitted by the Corinth District and our community. We believe that our proposal, Project *ESTEEM* (Emotional & Social Training Enhances Educational Measures) provides a significant opportunity for the area to solidify its ongoing education reform efforts of improving opportunities for all our citizens. In planning this proposal, the District is capitalizing on significant assets that include:

- Long standing partnership with Region IV Mental Health Unit – Timber Hills;
- Collaboration with community agencies/services, such as Corinth-Alcorn Reaching for Excellence (C.A.R.E.); the Commission on the Future of Corinth/Alcorn County; The Lighthouse Foundation, etc.
- Partnership, since 2001, with Lead, Inspire, Nurture Kids, (LINK) Inc., a community organization whose mission is to provide our children with experiences, opportunity, and events that promote positive behaviors based on identified needs and to build community collaboration.

We are pleased to continue our strong commitment to preparing north Mississippi's students for careers and promoting an entrepreneurial spirit. Although we no longer receive funding from the U. S. Department of Education through our two Community Technology Centers grants, we continue to serve many of your high school students (outside school hours) and parents and community members in our "Community Access Technology Laboratory" and our basic and advanced technology courses. Of course, these resources will be fully operational and available to the community for years to come. You, your staff, and the entire community have been both supportive and participatory in the work being done by NEMBIS.

The Project *ESTEEM* proposal is very important to North Mississippi's continued improvement on the education front, as it would provide significant financial support to nurture our current reform efforts. NEMBIS looks forward to continuing our partnership with the District and its staff to improve teaching and learning and prepare our students for taking their place in society as both mentally and physically healthy and productive citizens.

Dedicated to the work ahead

(b)(6)

Ray McClellan, Executive Director
Northeast Mississippi Incubation System (NEMBIS)

Pinecrest Weekend Snackpacks for Kids
313 Pinecrest Road
Corinth, MS 38834
(662)286-5220



April 23, 2014

Dr. Lee Childress, Superintendent
Corinth School District
1204 North Harper Road
Corinth, MS 38834

Dear Dr. Childress:

On behalf of the Pinecrest Weekend Snackpacks for Kids charity, we are delighted to lend support to the Elementary and Secondary School Counseling Program proposal being submitted by your District for our community. We expect to work in partnership with your staff in this much needed service area as we have since 2011 in our "Weekend Snackpack" Program provided for the most economically disadvantaged students in the Corinth and Alcorn School Districts. The two-fold priority of the program is to ensure that all needy children in Corinth and Alcorn County schools have nutritious snack food to eat on weekends when free meals are not available from the school and that these families have nutritious food available in their cupboards. We see on a weekly basis the extreme needs exhibited by 200 or more K-4th grade students who have significant physical, mental, emotional, and social support needs. We believe Project ESTEEM will build upon the ongoing efforts by the school and community to improve not only the educational opportunities, but also the mental health services available to our children and their families.

We have been both supportive and participatory in the work being done by the elementary school to ensure we use a holistic philosophical approach to educating the child. We look forward to a favorable consideration to the proposed application.

Sincerely,

(b)(6)

R. M. Brooks, President

Region IV Mental Health Services

Charlie Spearman, Sr.
Executive Director

Administrative Services
303 North Madison Street
P. O. Box 839
Corinth, MS 38835-0839
(662) 286-9883
(662) 284-9836 (Fax)

April 22, 2014

Mr. David Esquith, Director
Office of Safe and Healthy Students
U. S. Department of Education
Washington, D.C.

Dear Mr. Esquith:

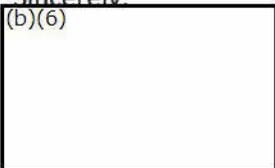
It is with enthusiasm that I express support, on behalf of Region IV Mental Health Services, for our community's Project ESTEEM proposal being submitted to the Department of Education for the current Elementary and Secondary School Counseling Programs competition. Region IV and the Corinth District has engaged in a partnership that has been quite successful for more than a decade and together we have provided mental health/counseling services to thousands of school-age children and youth. Together we provide services to many of our community's most troubled and economically disadvantaged youth. We look forward to continuing to combine our resources and relationships to help make Project Esteem successful should it be selected for federal funding.

We believe that through this proposal, we can create a future that allows all our students to reach their potential and possess the mental, emotional, and academic assets needed to be responsible citizens – well prepared for a successful future. We will lend our resources and relationships to Project ESTEEM and commit to making sure we maintain our efforts during the entire project period if it is selected for funding.

We at Region IV understand the importance of a holistic approach to educating our children and youth and believe the plans to expand the District's counseling/mental health services will move us closer to closing the achievement gap that exists for our minority and economically disadvantaged students.

Sincerely,

(b)(6)



Charlie Spearman, Sr.
Executive Director



CORINTH ELEMENTARY SCHOOL PTO

Post Office Box 206 • Corinth, MS 38835
1910 Droke Road • Corinth, MS 38834



April 21, 2014

Dr. Lee Childress, Superintendent
Corinth School District
1204 North Harper Road
Corinth, MS 38834

Dear Dr. Childress:

On behalf of the Corinth Elementary Parent/Teacher Organization, I am happy to support the proposal being submitted by the Corinth School District for the Elementary and Secondary School Counseling Program grant competition. I believe this proposal will build upon the ongoing efforts our school and district are making to improve educational opportunities for ALL our children and youth.

We have been both supportive and participatory in the work being done by the elementary school to ensure a rigorous curriculum and quality instruction is provided to our students to better prepare them for college and/or their chosen career. Our organization consists of over 500 members and we have provided the following services to elementary students and teachers/staff during the past year:

- ❖ Volunteers for academic and behavioral reward programs;
- ❖ Conduct weekly INTEGRITY Time (Character Education) lessons and activities schoolwide;
- ❖ Conduct fundraising activities to provide resources for classrooms and students;
- ❖ Serves as academic and behavioral mentors to individual students;
- ❖ Provide daily healthy snacks to 1,228 students; and
- ❖ Provide art instruction and assist with summer sporting/life skills/performing arts camps offered to ALL students free of charge.

Our organization will advocate for Project ESTEEM and diligently work to continue to improve the educational opportunities for ALL our students. We look forward to a successful review of the Corinth proposal and the news that we will be able to implement the exciting programs and strategies planned for the project.

Sincerely

(b)(6)

Annie Richardson, President
Corinth Elementary Parent/Teacher Organization

Corinth School District

1204 North Harper Road
Corinth, Mississippi 38834

Telephone (662) 287-2425
Fax (662) 286-1885

EDWARD LEE CHILDRESS, Ed.D.
Superintendent

April 22, 2014

Dr. Lee Childress, Superintendent
Corinth School District
1204 North Harper Road
Corinth, MS 38834

Dear Dr. Childress:

Project *Esteem* provides us an opportunity to create a future that allows our students to reach their individual potential and be prepared for their chosen career pathways. This has been the vision of Corinth School District for some time and we *believe these grant* funds could dramatically accelerate the supports necessary to realize a culture of educational achievement and equality for all students.

Corinth's proposal builds upon our district's substantial educational assets and reform efforts. Research indicates that emotional competence and processes involving executive attention are important for academic success. We believe our proposal will help prepare our students for life success by ensuring their mastery of basic academic skills along with the acquisition of social/emotional skills and protective factors. We anticipate Project *Esteem* promoting positive adjustment, having a positive impact on reduction of problem behaviors, and enhancing academic performance.

We appreciate the opportunity you have provided us to participate in the planning and preparation of the district's proposal, and pledge to embrace its strategies and activities and give our best efforts to accomplish its goals and outcomes. You may count on us to publicly advocate for our Elementary School Counseling proposal and diligently work to provide leadership for our school administrators and teachers.

We believe in our plan and look forward to its successfully competing for funding. We know that our reform efforts will continue and we pledge to work daily to provide leadership within our District – regardless of grant award outcome.

(b)(6)

Tanya Nelson, Literacy Specialist

Chandler Gray, Numeracy Specialist

(b)(6)

Dana Bullard, Cambridge Curriculum Specialist

James Walker, Science Specialist



LINK 1204 N. Harper Rd. Corinth, MS 38834 662-287-2425
LINKcorinthalcorn@gmail.com – www.LINKcorinthalcorn.org

Directors

Laura Gilham, President

Patricia Lawhorn,
Corresponding
Secretary

Casey Palmer,
Treasurer

Stacy Brooks

Lee Childress

Lafayette Jourdan

Gina Smith

Rebecca Spence

Myra Strom

Becky Williams

Barbara Barrett
Ex-Officio

April 22, 2014

Dear Dr. Childress:

I would like to take this opportunity to express my sincere support for the Elementary and Secondary School Counseling Programs proposal being submitted by the Corinth School District and its partners. LINK has successfully partnered with the Corinth District on many projects and programs, and this letter is an expression of my support and willingness to continue to provide leadership and volunteers to assist in implementing Project ESTEEM. The mental health of our children is so important to their overall wellbeing and our mission is to provide cultural and educational enrichment to all the citizens of Corinth.

I know that the funding from the U.S. Department of Education would be used in a manner consistent with the goals, objectives, and outcomes articulated in your proposal and our entire community would be much richer for the implementation of the coordinated mental health services proposed in the project. I look forward to a successful consideration of your application and will be ready to assist in this, as well as all the important initiatives being implemented in our schools.

Sincerely,

(b)(6)

Laura Gilham, President
LINK: Lead, Inspire, Nurture KIDS

Corinth Alcorn Reaching for Excellence

A permanent solution to a ~~lasting~~ community



April 21, 2014

Dr. Lee Childress, Superintendent
Corinth School District
1204 North Harper Road
Corinth, MS 38834

Dear Dr. Childress:

On behalf of Corinth/Alcorn Reaching for Excellence (C.A.R.E.), I am happy to support the proposal being submitted by the Corinth School District for the Elementary and Secondary School Counseling Program grant competition. I believe this proposal will build upon the ongoing efforts the district is making to improve educational opportunities for ALL our children and youth.

We have been both supportive and participatory in the work being done by you and your staff to ensure a rigorous curriculum and quality instruction is provided to our students to better prepare them for college and/or their chosen career. CARE membership understands the importance of a holistic approach to educating our children and youth and we believe the plans to expand the District's counseling/mental health services will move us closer to closing the achievement gap existing for our minority and economically disadvantaged students.

Our Community Foundation will advocate for Project ESTEEM and diligently work to continue to improve the educational opportunities for ALL Corinth students. We look forward to a successful review of the Corinth proposal and the news that we will be able to implement the exciting programs and strategies planned for the project.

Sincerely,

(b)(6)

Mona Lisa Gfady, Executive Director
C.A.R.E. Community Foundation



April 24, 2014

David Esquith, Director
Office of Safe and Healthy Students
U.S. Department of Education
Washington, D.C.

Dear Mr. Esquith:

It is with enthusiasm that I express support, on behalf of the Commission, for Corinth School District's Project ESTEEM proposal submitted to the Department of Education for the current Elementary and Secondary School Counseling Programs competition. We believe that through this proposal, we can create a future that allows all our students to reach their potential and be prepared for entering college and the global workplace. We will lend our resources and relationships to your proposal and will commit to making sure we maintain our efforts during the entire project period if it is selected for funding.

The Commission understands the importance of a holistic approach to educating our children and youth and believe the plans to expand the District's counseling/mental health services will move us closer to closing the achievement gap that exists for our minority and economically disadvantaged students.

The Commission will advocate for Project ESTEEM and diligently work to continue to improve the educational opportunities for ALL our students.

Sincerely,

(b)(6)

Sandy Williams, Founder
Commission on the Future of Alcorn County
Steering Committee Member

The City of Corinth Mississippi

TOMMY IRWIN, MAYOR
VICKIE ROACH, CITY CLERK
DAVID LANCASTER, CHIEF OF POLICE
PHONE 662-286-6644
FAX 662-287-7240
EMAIL tommy@cityofcorinthms.com

MUNICIPAL



BUILDING

300 CHILDS STREET
P.O. BOX 669
CORINTH, MISSISSIPPI 38835-0669

ALDERMEN
MIKE HOPKINS
ANDREW "BUBBA" LABAS
BEN ALBARRACIN
A.L. "CHIP" WOOD, III
J.C. HILL
MICHAEL McFALL

AT-LARGE
WARD 1
WARD 2
WARD 3
WARD 4
WARD 5

April 23, 2014

Dr. Lee Childress, Superintendent
Corinth School District
12304 North Harper Road
Corinth, MS 38834

Dear Dr. Childress:

As the Mayor of the City of Corinth, I look forward to continuing to partner with our district's Board of Trustees, administration, and teachers to improve the services we provide to our children and families. Community support and engagement have been instrumental in the District's success over the past and I look forward to the increased opportunities this grant will provide.

I am particularly happy to see that *Project Esteem* will help our children and youth acquire protective skills that will help them resist drugs and the stresses poverty places on the family. This project provides hope for our students, teachers, administrators, and the community and I hope your application will be strongly considered.

Sincerely,

Tommy Irwin, Mayor
City of Corinth



CANDIDATE
EARLY CHILDHOOD COMMUNITY
CORINTH/ALCORN COUNTY

April 24, 2014

Dr. Lee Childress, Superintendent
Corinth School District
1204 North Harper Road
Corinth, MS 38834

Dear Dr. Childress,

It is with great enthusiasm that *EXCEL by 5* expresses support for Corinth's proposal for the Elementary and Secondary School Counseling Program. We will lend our resources and relationships to your proposed initiative and will commit to making sure these efforts are sustained throughout the project period and beyond.

We are excited to work with the school district to expand the counseling program to implement a continuum of support that promotes healthy, positive child/youth development and prevent social, emotional, and behavioral problems through early intervention and support. The members of *EXCEL by 5* understand the opportunity we have to emphasize social and emotional learning to assist us in our efforts to close the achievement gap that exists for many of our students. We are excited that all efforts to support our children will be coordinated, culturally and developmentally appropriate, and evidenced-based.

We are prepared to continue to partner in your work, in its clarity of purpose, implementation, accountability, sustainability, and effectiveness. As you know, one of our priorities has always been focused on supporting education. Our fundamental interest in your reform efforts will be to play an even greater role as a catalyst in north Mississippi's philanthropic community for helping implement and sustain innovation, and effective care and education for our children from birth to age five.

Please accept this letter of support from *EXCEL by 5* as a commitment to ensure that you will have a dedicated community partner. Thank you for your devotion to equality of opportunity for all students and your commitment to assist Corinth's children and youth achieve at their full potential.

Sincerely,

(b)(6)

Susan O'Connell
Certification Manager
Corinth-Alcorn County *Excel by 5*



April 22, 2014

Dr. Edward Lee Childress, Superintendent
Corinth School District
1204 North Harper Road
Corinth, MS 38834

Dear Dr. Childress:

I am happy to lend my support to your proposal for the Elementary and Secondary Counseling Program funded by the U.S. Department of Education. I am excited that this project will continue our efforts to provide emotional support, training, and resources to Corinth students and their families. I know the additional personnel, professional development, emphasis on students' social/emotional learning, and expanded mental health support and resources available to the community and families will have a positive impact on our community's overall wellness.

As Franklin D. Roosevelt (1940) aptly said: "We cannot always build the future for our youth, but we can build our youth for the future." Providing high quality, balanced education will prepare all students to handle the challenges of life more successfully. I believe Project *Esteem* will go a long way toward helping our students develop protective factors that will allow them to resist the negative influences they confront as they grow into adulthood.

Thank you for the opportunity to be a partner in the planning of the Counseling program proposal. Thank you for your leadership and dedicated work on behalf of Corinth's students and families.

Sincerely,

(b)(6)

Bobby Capps, Director
Crosswind Ministries



The Lighthouse Foundation of Corinth, Inc.

1103 South Johns Street
P.O. Box 2121 • Corinth, MS 38835
(662) 286-0091 www.lighthot.org

April 22, 2014

Dr. Edward Lee Childress, Superintendent
Corinth School District
1204 North Harper Road
Corinth, MS 38834

Dear Dr. Childress:

On behalf of The Lighthouse Foundation, I wish to express support for the Elementary and Secondary Counseling Programs proposal that has been developed for our schools and community. Our partnership, for more than five years, in developing and providing after-school tutoring and summer enrichment opportunities for some of our community's most troubled and economically disadvantaged youth through 21st Century Community Learning Centers grants has been quite successful and has made available additional educational opportunities for academically struggling students. We will lend our resources and relationships to your current proposed initiatives and will commit to making sure these efforts are sustained at the highest levels moving forward.

We are excited about the proposal's focus on social and emotional learning and its increasing the number of mental health professionals, and especially the family and community outreach component of the project. Thank you for the opportunity to be a partner in the planning of this proposal and we pledge our continued efforts to work together for improved student outcomes. Thank you for your leadership and loyalty to helping The Lighthouse Foundation achieve its vision and mission of providing quality "out-of-school" educational and opportunities and a "safe haven" for the children of our South Corinth neighborhoods/community.

Sincerely,

(b)(6)

Gary Cayeness, Director
The Lighthouse Foundation

**Minority Volunteers
Organization, Inc.**

Project Attention Center

1102-A South John Street
Corinth, MS 38834

Phone/Fax: 662-287-5200
e-mail: pactr@avsia.com

April 24, 2014

Dr. Edward Lee Childress, Superintendent
Corinth School District
1204 North Harper Road
Corinth, MS 38834

Dear Dr. Childress:

On behalf of Project Attention, I wish to express support for the Elementary and Secondary Counseling Programs proposal being submitted by the District and our community. We have partnered with the District in numerous projects for more than fifteen years. Our partnership in developing and providing after-school tutoring and summer enrichment opportunities for our students through 21st Century Community Learning Centers grants has been quite successful and is providing abundant opportunities for our students who are struggling academically and behaviorally. We will lend our resources and relationships to your current proposed initiatives and will commit to making sure these efforts are sustained at the highest levels moving forward.

We understand the opportunity we have to greatly enhance and expand the current services available to children with behavioral and emotional issues and positively impact their academic achievement. The children Project Attention serves come from the most economically depressed part of our community, and we see daily the significant behavioral, social, and emotional needs most of our children have. So many of them come from single parent homes or homes with dysfunctional relationships and high-risk neighborhoods.

Thank you for the opportunity to be a partner in the planning of *Project Esteem* and we pledge our continued efforts to work together for improved student outcomes. Thank you for your leadership and loyalty to helping Project Attention achieve its vision and mission of providing quality "out-of-school" educational opportunities and a "safe haven" for the children of our South Corinth neighborhoods/community. Your commitment to this area of Corinth is both long standing and intensive.

Sincerely,

(b)(6)

Shirley Rolland, Director
Project Attention

"For the Dawn of a New Generation"

April 21, 2014

Dr. Edward Lee Childress, Superintendent
Corinth School District
1204 North Harper Road
Corinth, MS 38834

Dear Dr. Childress:

On behalf of the Boys & Girls Clubs of Corinth, I wish to express support for your Elementary and Secondary Counseling Programs proposal. We have partnered with the District in numerous projects for more than ten years. Our partnership in developing and providing after-school tutoring and summer enrichment opportunities for our students through 21st Century Community Learning Centers grants has been quite successful and is providing abundant opportunities for our students who are struggling academically and behaviorally. We will lend our resources and relationships to your current proposed initiatives and will commit to making sure these efforts are sustained at the highest levels moving forward.

We understand the opportunity we have to greatly enhance and expand the current services available to children with behavioral and emotional issues and positively impact their academic achievement. We are excited about the proposal's focus on personalizing and individualizing student learning and giving students the opportunity to gain social and emotional skills. We believe the digital individual behavioral and learning plans proposed for the District will have a very positive and lasting impact on our students as they achieve up to their potential.

Thank you for the opportunity to be a partner in the planning of the Counseling program proposal and we pledge our continued efforts to work together for improved student outcomes. Thank you for your leadership and dedicated work on behalf of Corinth's students and families.

Sincerely,

(b)(6)

David Roberts
Executive Director,
Boys & Girls Clubs of Corinth

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Elementary and Secondary School Counseling Program
PART 5: Federal Budget Narrative

Resources provided by the project through federal funding include personnel, fringe benefits, supplies, and professional development/evaluation through contractual agreements. The budget for this proposal has been designed to be cost effective and, at the same time, provide for the support needed to implement significant change. The annual cost is projected to be \$268 per student – the social and emotional learning and positive behavior supports will positively impact the total student population, pre-kindergarten through 4th grade. Project *Esteem* will increase our counseling/mental health professionals from a 1.75 F.T.E. per 1,229 students to 1:258 professional to student ratio.

We believe the estimates for the various categories are both realistic and necessary for the overall success of the project and are firmly based on the schools' experience in providing services to students, staff, and parents. All expenditures will be monitored by the district's Director of Federal Programs and within the District's accounting system, independently audited annually, to ensure appropriate and responsible use of funds. All activities, personnel, and resources included in the proposed budget are supplemental to our existing human resources and service provision.

A detailed budget narrative follows on pages 4 – 10. All requested personnel costs are based on MS Department of Education and Corinth Board of Trustees approved salary schedules. Contracted consultant costs are based on their respective organizations' established fee structures. All teacher stipends paid for off-contract professional development days and travel costs are set at Board of Trustee approved rates.

Corinth School District will develop contracts or agreements with project partners and contractual agencies that address billing and reimbursement processes, documentation needs, and compliance requirements. The project director will work closely with the district's Federal Programs Director and Business/Accounting Officers to approve all expenditures paid with project funds, assuring that expenses are relevant and prudent for achieving the project's goals, objectives and outcomes.

**Elementary and Secondary School Counseling Program
Federal Budget Narrative – Year 1; Year 2; Year 3**

1. Personnel

A Program Director will provide overall direction/coordination of grant activities with District/school and community organizations/partners. An Administrative Assistant will perform clerical duties and maintain program and student data. A School Counselor will lead and coordinate the Social-Emotional Learning component of the project as well as conduct small and large group SEL classes, PBIS Tier I presentations within classrooms, and implement PBIS Tier 2 intervention/services in individual/small group settings. A Family Outreach Counselor/Case Manager will work with students and parents to enable students to achieve optimal learning and to help resolve students’ behavioral, academic, and social problems. The Family Counselor will serve as a liaison between students, home, school, and community resources to provide parent and community mental health training sessions, other services, and develop appropriate service plans for students and families. An Instructional/Behavioral Coach will assist teachers in providing classroom and behavioral support for students who are academically and behaviorally challenged. The Specialist will conduct functional behavioral assessments and develop individualized instructional/behavioral interventions intended to change students’ behavior. Classroom teachers and school administrators will receive training from National School Climate Center and Positive Behavior Intervention & Support training for provided by project staff.

Category 1: Personnel	Year 1	Year 2	Year 3
<p><i>Project Director (0.80 F.T.E. Direct services and development/maintenance of “at-risk” student identification data management system; 0.20 F.T.E. administrative duties – 12 months (210 days)- Master’s or Specialist’s and extensive experience in technology/student management systems.</i> Director will provide direct student services, professional development workshops, write direct student interventions, oversee work of lead counselor and develop, monitor, implement solutions for database system to identify students “at-risk” of mental health/behavioral issues and maintains behavioral data and related statistics. Oversee project, interact with partners and evaluators, manage budget. Annual salary based on MS schedule for school administrators + district supplement. Year 1: \$65,000 Year 2: \$65,000 + \$750 annual increment Year 2: \$6,750 + \$750 annual increment</p>	\$65,000.00	\$65,750.00	\$66,500.00
<p><i>Administrative Assistant/Data Manager (1.0 F.T.E. – 10 mos.)</i> Maintain confidential student records, behavioral data on MS Student Information System (MSIS) data; maintain equipment inventories, serve as a liaison between project staff, school staff, and community agencies; assist project director in data collection and coordinate evaluation efforts of team and principal investigator. \$12/hour x 8 hrs/day x 210 days = <i>\$20,160</i></p>	\$20,160.00	\$20,160.00	\$20,160.00

Category 1: Personnel (Continued)	Year 1	Year 2	Year 3
<p><i>School Counselor (1.0 F.T.E. – 190 days – Aug. – May – Master’s degree in counseling)</i> Provides effective comprehensive school counseling services to meet needs of all students, to include individual and group counseling for students, implement life skills curriculum within classrooms, work with teachers to foster more effective learning climates for students, initiate career awareness activities within classrooms, and collect, analyze, and use data to implement and evaluate counseling services, and serve on interdisciplinary team. Annual salary based on MS certified salary schedule - AAs AA MS. licensure. Year 1: \$34,460 Year 2: \$34,460 + \$1,000 annual increment Year 3: \$35,460 + \$660 annual increment</p>	\$ 34,460.00	\$ 35,460.00	\$ 36,120.00
<p><i>Family Outreach Counselor/Case Manager (1.0 F.T.E. – 190 day-Aug. –May Master’s degree in counseling or social work)</i> Provides effective casework services with students and families to help resolve students’ behavioral, academic, and social problems; conference with and provide information, support, and counseling to parents of students, parent education sessions and professional development workshops for teachers and staff regarding mental health issues; organizes student support activities; serve as a liaison between student, home, school, private counseling facilities and community resources. Annual salary based on MS certified salary schedule– Master’s AA MS. licensure. Year 1: \$34,460 Year 2: \$34,460 + \$1,000 annual increment Year 3: \$35,460 + \$660 annual increment</p>	\$ 34,460.00	\$ 35,460.00	\$ 36,120.00
<p><i>Instructional/Behavioral Coach (1.0 F.T.E. – 190 days – Aug. – May – Master’s degree in educational psychology, counseling, K-8 education, or related field).</i> Provides functional behavioral assessments of students with behavioral issues requiring Tier III interventions; designs individual behavior plans (IBP) using evidence-based strategies to change students’ behaviors; assists teachers in implementation of instructional/behavioral interventions intended to change behavior; supports teachers in collecting required documentation for activities to include student progress, planning for an implementing behavior plans and data collection. Annual salary based on MS certified salary schedule– Master’s AA MS. licensure. Year 1: \$34,460 Year 2: \$34,460 + \$1,000 annual increment Year 3: \$35,460 + \$660 annual increment</p>	\$ 34,460.00	\$ 35,460.00	\$ 36,120.00

Category 1: Personnel (Continued)	Year 1	Year 2	Year 3
<i>National School Climate Training</i> – 25 teachers attending training during off-contract hours. \$150/day x 2 days x 25 teacher = \$7,500	\$ 7,500.00	\$ -0-	\$ -0-
<i>Positive Behavior Intervention & Support Training</i> - 60 classroom teachers x 1 day (6 hours) training @ \$132 each	\$ 7,900.00	\$ 7,920.00	\$ 7,920.00
<i>NOTE:</i> As an in-kind contribution of the Corinth School District, a Counselor (1.0 F.T.E – 190 days – Aug.-May) with a Master’s degree in Counseling, National Board Certification in School Counseling, and a Registered Play Therapist with 10 years experience in planning and implementing comprehensive counseling/mental health services and intensive individual and small group counseling/play therapy will serve as the <i>Lead Project Counselor</i>	\$ -0-	\$ -0-	\$ -0-
Personnel Subtotal	\$203,960.00	\$198,460.00	\$202,940.00

2. Fringe Benefits

Social Security + Medicaid @ 7.65%; State of MS retirement @ 15.75%; Workmen’s Compensation @ .53% = 23.93%. Health Insurance for 4 full time equivalent employees @ \$4,500 each annually.

Category 2: Fringe Benefits	Year 1	Year 2	Year 3
Total Salaries of \$203,960 x .2393 = \$48,808 + \$18,000 health insurance	\$66,808.00	\$65,491.00	\$66,564.00
Year 2: \$198,460 x .2393 = \$47,491 + \$18,000			
Year 3: \$202,940 x .2393 = \$48,563 + \$18,000			
Fringe Benefits Subtotal	\$66,808.00	\$65,491.00	\$66,564.00

3. Travel

The Project Director will attend the annual grantee meeting and two project staff will attend the Office of Safe & Healthy Students National Conference as required by the Request for Proposal. Project staff will attend PBIS Train-the-Trainer professional development provided by the University of Southern Mississippi as part of the Mississippi awarded U.S.D.E. State Personnel Development Grant. Travel will include all costs associated with attendance at these meetings. Project staff will travel to state, regional, and national seminars and conferences to obtain information relative to current trends and “best” practices and *Love & Logic Parenting* Facilitator Conference.

Category 3: Travel	Year 1	Year 2	Year 3
<i>Grantee Meeting and OSHS National Conference</i> Travel for 2 persons to include: Round Trip Airfare @ \$550/person x 2 persons x 2 trips = \$2,200 Lodging @\$175/night x 2 persons x 3 nights = \$1,050 Meals @ \$35/day x 2 persons x 4 days x 2 trips = \$560 Ground Transportation @ \$35/person x 2 persons x 2 trips = \$140 Parking fees @ \$40/person x 2 persons x 2 trips = \$160	\$ 4,110.00	\$ 4,110.00	\$ 4,110.00
<i>State, Regional, National Seminars and Conferences</i> Travel for 4 teachers to include: Round Trip Airfare @ \$500/person x 4 persons = \$2,000 Ground Transportation @ \$70/person x 4 persons = \$280 Lodging @ \$150/night x 4 persons x 4 nights = \$2,400 Lodging @ \$100/night x 4 persons x 3 nights = \$1,200 Meals @ \$35/day x 4 persons x 4 days x 2 trips = \$1,120	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
<i>PBIS Training by REACH, MS</i> Mileage @ \$.56/mile for Implementation Team to travel to U. of Southern MS – Hattisburg, MS. Mileage @ \$.56/mile x 560 miles round trip = \$314 Lodging @ \$100/night x 4 persons x 3 nights = \$1,200 Meals @ \$35/day x 4 persons x 4 days = \$560	\$ 2,074.00	\$ -0-	\$ -0-
Travel Subtotal	\$13,184.00	\$11,110.00	\$11,110.00

4. Equipment

NO FUNDS REQUESTED

5. Supplies

Laptops will be provided for project staff and multi-media mobile projection system will be used for professional development and parent education classes. The District developed *Life Skills Curriculum Framework*, will use *Second Step Early Learning* and *Skills for Academic and Social Learning* Programs as instructional resources in Pre-Kindergarten through 4th grade classrooms. Safe and healthy school environment will be addressed through *Second Step Bullying Prevention Unit*. *Love and Logic Parenting Solutions* training kit and in-home materials will be used by project staff to implement the district Life Skills standards and competencies in the home. *Efficacy Institute’s Envoy Project – “Get Smart”* will serve as the basis for one of the Tier III interventions provided by project staff.

Category 5: Supplies	Year 1	Year 2	Year 3
<i>Multi-media Mobile Projector System and Screen</i> for student training presentations.	\$ 2,000.00	\$ -0-	\$ -0-
<i>Laptops – MacBook Air</i> for five positions funded by project Five-unit package w/ Apple Care maintenance/repair contract.	\$ 6,060.00	\$ -0-	\$ -0-

Category 5: Supplies	Year 1	Year 2	Year 3
<p><u>Second Step Programs</u> <i>Second Step Early Learning</i>, Pre-K, Kindergarten, Grade 1 Kits – \$359/kit x 25 classrooms = \$8,975 <i>Second Step Grade 2nd - 4th Kits</i> - \$309/kit x 30 classrooms = \$9,270 <i>Second Step Additional Teaching Tools</i> @ \$50/classroom x 55 classrooms = \$2,750 <i>Second Step Bullying Prevention Unit</i> - K – 4th grade 5 grades x 5 kits/grade x \$159/each = \$3,975 Subtotal: \$24,970 Years 2 and 3: Replacement kits and materials @ \$5,000</p>	\$24,970.00	\$ 5,000.00	\$ 5,000.00
<p><u>Love and Logic Parenting Program</u> <i>Parenting the Love & Logic Way Curriculum</i> – Multimedia curriculum for training parents w/children of all ages @ \$700; Spanish version of curriculum @ \$750 <i>Lending Library of Love & Logic Resources</i> for parents to use in their homes, e.g. children’s books, resource books for parents, training CDs, DVDs, etc. @ \$20 average x 200 items = \$4,000 Subtotal for Love & Logic = \$5,450 Years 2 and 3: Additional/replacement Lending Library Resources @ \$4,000</p>	\$ 5,450.00	\$ 4,000.00	\$ 4,000.00
<p><u>Counseling Assessment Protocols @ \$500 annually</u></p>	\$ 500.00	\$ 500.00	\$ 500.00
<p><u>Annual Web-hosting for Student Information System @ \$500</u></p>	\$ 500.00	\$ 500.00	\$ 500.00
<p><u>Professional Books/Electronic Journals/Professional Lending Library @ \$1,000 annually</u></p>	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
<p><u>PBIS Professional Development and Love & Logic Parent Training Supplies @ \$7/person x 200 persons = \$1,400</u> Years 2 and 3 @ \$7/person x 150 persons = \$1,050</p>	\$ 1,400.00	\$ 1,050.00	\$ 1,050.00
<p><u>Efficacy "Get Smart" Toolkits</u> help students learn how to learn by building their confidence to take on challenges, by demonstrating to them the truth of Effective Effort, and by empowering them to persevere in the face of difficulty or failure. <i>Student Workbook</i> @ \$7/ea. x 100 students = \$700 <i>Efficacy Instructional Guides</i> @ \$27/each x 5 = \$135 <i>Efficacy Journal/Folder</i> @ \$6/each x 100 students = \$600 <i>Parent Guides – English & Spanish</i> @ \$3/ea x 100 = \$300 <i>"Get Smart" Efficacy Classroom Posters</i> – promote Efficacy concepts in the classroom through “Think You Can/Work Hard/Get Smart,” Weak Side vs. Strong Side,” and Data/Feedback/Strategy Method.” Poster Set @ \$3 x 50 classrooms = \$150 Efficacy Subtotal = \$1,885 annually</p>	\$ 1,885.00	\$ 1,885.00	\$ 1,885.00
Supplies Subtotal	\$43,765.00	\$13,935.00	\$13,935.00

6. Contractual

National School Climate Center will provide professional development to project staff and teachers in Creating a Climate for Learning – Five-Stage Process. Process Consultant will work with Project Director and project/school staff to ensure effective and efficient management of the overall project, including instruction in how to use data to inform instruction. An external evaluator with extensive experience in evaluating state and federal projects and referred research projects will provide external evaluation of the project, conducting both formative and summative evaluation, with a longitudinal component tracking long-term effects of curricular emphasis on social and emotional learning.

Category 6: Contractual	Year 1	Year 2	Year 3
<i>National School Climate Center Consultant</i> will provide a two-day session on Creating a Climate for Learning to project staff, school administrators, and teachers during June 2015. \$2,000/day x 2 days + travel/lodging/meals @ \$1,500 <i>Years 2 and 3</i> - \$2,000/day x 1 day mentoring/coaching at Corinth Elementary + travel/lodging/meals @ \$1,500 annually.	\$ 5,500.00	\$ 3,500.00	\$ 3,500.00
Process Consultants – A team of two persons, with extensive experience in implementing federal and state grants, will develop program forms and attitudinal surveys; conduct training for Project Director in fiscal and legal requirements of EDGAR and other federal program-specific requirements; facilitate sessions on a formative implementation process for Project Director/project staff in use of program forms to ensure effective implementation of project activities and student success in achieving goals/objectives/outcomes; instruction in how to use data to inform instruction, identification of systemic/specific strategy problem issues, and solutions to ensure "just-in-time" correction and effective project implementation. \$1,500/day (fee to include travel expenses). <i>Year 1 = 2 days; Years 2 and 3 = 1 day</i> annually	\$ 3,000.00	\$ 1,500.00	\$ 1,500.00
External Evaluation Team – Two-person team, in conjunction with a University affiliated principal investigator will conduct external evaluation to include data analyses, develop annual/final Performance Reports for submission to USDE and district stakeholders; and organize longitudinal study of students participating in project throughout their school years after project funding ends. \$1,500/day x 10 days + travel expenses of \$2,500	\$ 17,500.00	\$ 17,500.00	\$ 17,500.00
Love & Logic Parent Facilitator Training @ \$395 registration fee x 2 project staff = \$790	\$ 790.00	\$ -0-	\$ -0-
NOTE: Positive Behavior Intervention & Support Train-the-Trainer sessions to be provided by Project REACH-MS certified trainers as part of the MS awarded U.S.D.E. State Personnel Development Grant – 8 days of training + 6 days of coaching/mentoring @ NO COST TO PROJECT.	\$ -0-	\$ -0-	\$ -0-
Contractual Subtotal	\$ 26,790.00	\$ 22,500.00	\$ 22,500.00

7. **Construction** **Non-allowable Cost**

8. **Other** **None Requested**

9. **Total Direct Charges**

Category 9: Total Direct Charges	Year 1	Year 2	Year 3
	\$354,507.00	\$311,496.00	\$317,049.00

10. **Indirect Charges**

Category 10: Indirect Charges	Year 1	Year 2	Year 3
Corinth District's indirect cost rate = 2.03% Year 1: \$354,507 x .0203 Years 2: \$311,496 X .0203 Year 3: \$317,049 x .0203	\$ 6,809.00	\$ 6,124.00	\$ 6,436.00

11. **Training Stipends** **NOT ALLOWABLE FOR ESSC GRANT**

12. TOTAL FUNDS REQUESTED	YEAR 1	YEAR 2	YEAR 3
	\$361,316.00	\$317,620.00	\$323,485.00

TOTAL PROJECT FUNDS: \$1,002,421

SUSTAINABILITY OF PROJECT AFTER FEDERAL FUNDING

A visioning/planning process will be used to continuously monitor, plan, improve services, and build toward sustainability. This process will be carried out in six areas: management, community building, programming, project integration with community, communication to enhance sustainability, and evaluation to inform stakeholders about the project. The process will occur at the initiation of the project and be ongoing throughout the project period.

The professional training, positive behavior support and interventions, life skills curriculum, and family outreach services initiated during the project will ensure that Corinth Elementary can continue to support our students and their families academically, socially, emotionally, and behaviorally. Concerted

efforts will be made to coordinate all funds received from the USDE to ensure the most effective and efficient use of monies. The school and partners bring to the project an extensive cadre of volunteers. The volunteers recruited throughout Project *Esteem* will be an asset to the project and serve as a stable source of personnel after project funding ends

It is anticipated that changes in the school climate and reduction in behavioral disruptions will allow the consolidation of several of the positions needed during the project period. Through this consolidation of duties/responsibilities the District anticipates being able to sustain the employment of at least three counseling positions. By the end of the funding period in 2017, the strategic plan will have been formulated to sustain project programs and services. This will be both a goal and a high priority throughout the life of the grant. The plan will be submitted for review by the Board of Trustees to ensure a seamless transition from federal funding to state/district funding.

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

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

Name of Institution/Organization

CORINTH SCHOOL DISTRICT

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	203,960.00	198,460.00	202,940.00	0.00	0.00	605,360.00
2. Fringe Benefits	66,808.00	65,491.00	66,564.00	0.00	0.00	198,863.00
3. Travel	13,184.00	11,110.00	11,110.00	0.00	0.00	35,404.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	43,765.00	13,935.00	13,935.00	0.00	0.00	71,635.00
6. Contractual	26,790.00	22,500.00	22,500.00	0.00	0.00	71,790.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	354,507.00	311,496.00	317,049.00	0.00	0.00	983,052.00
10. Indirect Costs*	6,809.00	6,124.00	6,436.00	0.00	0.00	19,369.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	361,316.00	317,620.00	323,485.00	0.00	0.00	1,002,421.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify): MISSISSIPPI DEPARTMENT OF EDUCATION

The Indirect Cost Rate is 2.03 %.

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs... (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Dr.	First Name: EDWARD	Middle Name: LEE	Last Name: CHILDRESS	Suffix:
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Address:

Street1:	1204 NORTH HARPER ROAD
Street2:	
City:	CORINTH
County:	
State:	MS: Mississippi
Zip Code:	38834
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
662-287-2425	662-286-1885

Email Address:
LCHILDRESS@CORINTH.K12.MS.US

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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