

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 # S215E140443

Grants.gov Tracking#: GRANT11638185

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="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="31-6400358"/>	* c. Organizational DUNS: <input type="text" value="0290937210000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(419) 864-3691"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Cardington Counseling Initiative

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="390,497.00"/>
* 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="390,497.00"/>

*** 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>Christopher Petrie</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Cardington Local Schools</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</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: Cardington Local Schools * Street 1: 121 Nichols Street * Street 2: * City: Cardington * State: * Zip: Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: na	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 Middle Name * Last Name Suffix * Street 1 * Street 2 * City * State * Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name Middle Name * Last Name 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: Christopher Petrie * Name: Prefix * First Name Brian Middle Name * Last Name Petrie Suffix Title: Telephone No.: Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140443

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.

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

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Cardington Local Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Brian"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Petrie"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Christopher Petrie"/>	* DATE: <input type="text" value="04/28/2014"/>

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:

Centerburg Local School District

The Centerburg Local School Counselor Initiative is a comprehensive, school and community response to address the mental health needs of youth and families in our community. The project is a multi-level, multi-strategy initiative that seeks to reduce risk factors and enhance protective factors based on a public health framework. Proposed interventions are research-based, utilize model programs and incorporate a strong evaluation and quality improvement components. The goals of the project are to address mental health needs of students by:

- implementing the Ohio Collaboration Model for School Success
- implementing the SAMHSA model program Project SUCCESS
- implementing the SAMHSA model program Creating Lasting Family Connections
- implementing the SAMHSA model program Positive Behavior Intervention Support

The project will be implemented through collaboration with a variety of community agencies and will include a process, quality improvement and outcomes evaluation component. Project staff will also develop and implement a sustainability plan to ensure program continuation after federal funding has ended. Approximately 2,325 individuals (students and parents) will be directly served by the various components of the project over a three year period.

- **Our project specifically addresses several components of school environment and we request the 3 competitive points.**
- **Our project is geared to address the needs of our military connected students and we request the 3 competitive points.**

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

- **Our project specifically addresses several components of school environment and we request the 3 competitive points.**
- **Our project is geared to address the needs of our military connected students and we request the 3 competitive points.**

1. Need: The extent to which gaps or weaknesses in services, infrastructure are identified and addressed by the project including nature and magnitude of gaps. (20)

Cardington Local Schools (CLS) is a rural, low income district serving 1,195 k-12 students. In recent years we have experienced a dramatic rise in alcohol use and other high risk behaviors among our students. We have also witnessed a rising sense of social isolation and a lack of family cohesion among many of our students. The following table provides additional information on local gaps identified during the needs assessment and planning process for this proposal and shows our proposed project intervention to address each gap.

Gap 1: Inadequate mental health professional to student ratios. Proposed Intervention 1: To hire 2 School Counselors and 2 Social Workers. Gap 2: Lack of evidence-based prevention and youth development programming. Proposed Intervention 2: To implement 3 evidence-based programs (SAP, CLFC, PBIS). Gap 3: Inadequate coordination and communication among school staff and service providers. Proposed Intervention 3: A Student Assistance Program (SAP) will be implemented to increase service coordination and communication. Gap 4: No consistent process for referring students to needed services. Proposed Intervention 4: A detailed process for student screening, referral and follow-up will be developed. Gap 5: Lack of local data on the mental health needs and risks of elementary students. Proposed Intervention 5: Process and outcome data will be tracked and used to enhance local decision making. Gap 6: Lack of family stability and parental involvement in education process. Proposed Intervention 6: To implement Creating Lasting Family Connections to intervene with at-risk families. Gap 7: Lack of a school climate conducive to learning and youth development. Proposed Intervention

7: To implement Positive Behavior Intervention Supports and Character Counts. Gap 8: Teachers do not have proper skills to manage classroom behavior problems. Proposed Intervention 8: To implement Positive Behavior Intervention Supports. Gap 9: School and community service providers have limited knowledge of evidence-based practices. Proposed Intervention 9: To provide a variety of in-service and professional development training.

Change at the system level will be impacted in a variety of ways:

- School and staff linkages with community service providers will be enhanced through monthly Project Advisory Group meetings
- Access to community-base mental health services for students will be increased through the implementation of SAP (or a similar referral making effort) and the referral process and protocols to be created as part of the project
- District policies will be reviewed and new polices developed to enhance the provision of school-based mental health services and to create an environment conducive to learning
- Extensive process and outcome data will be collected and used to inform strategic changes needed to enhance our internal district operations as well as our external relations with community partners
- Survey data will be collected annually on the mental health needs and trends of students and families that will assist the district and our community partners in developing innovative approaches to provide for those needs
- Three evidence-based practices (i.e., SAP, Creating Lasting Family Connections, Positive Behavior Supports) will be adopted and implemented

The involvement of various community providers, volunteers and school personnel in the development of this proposal is an indication of our district's proactive approach to community mobilization and the commitment of many community partners to contribute time and resources to the successful implementation of our proposed project and system level changes.

The proposed project is specifically designed to enhance our local capacity to address the needs of students and families in a variety of ways. Specifically, capacity will be enhanced by:

- Providing project staff and community partners with access to a variety of professional development and training opportunities
 - Making extensive use of process and outcome evaluation efforts to document the successful components of the project and to identify the least successful components
 - Actively disseminating the lessons learned from the project to project partners and local stakeholders through a project newsletter, website and various reports to the community
 - Actively disseminating the lessons learned from the project nationally through presentations at various conferences and submitting articles to national publications
 - Project staff will make all project materials, training and technical assistance available to other local districts in order to leverage our efforts for community-wide impact
- By incorporating many capacity building and infrastructure development components

into our proposed project, we are confident that program impacts will extend beyond the life of the grant. The various curricula and trained staff will remain at all school sites. Crisis management plans and curriculum materials purchased will remain at all school sites to be utilized for years to come. School policies and procedures will be written into School Board Policies and Student Handbooks and reduced absenteeism and dropout rates will result in increased District revenues to continue support of successful elements of the project. Through the proposed objectives and outcomes presented below, we expect to attain the following results:

- To increase our mental health professional to student ratios to recommended levels
- To decrease by 40% student discipline referrals
- To enhance the linkages between school staff and community mental health providers
- To increase academic achievement (i.e., attendance and grades) of students receiving mental health intervention services
- To increase student and staff perception of school climate and respect
- To increase family cohesion and management skills of participating families

The following table illustrates student demographics.

Student Demographics

Number of students	1,195
% economically disadvantaged	259 (22%)
% at risk of academic failure	98 (8%)
% with single-parent household	198 (17%)
% with a learning disability	155 (13%)

In 2012, the Alcohol, Drug Abuse and Mental Health Board (ADAMH) administered the Communities That Care (CTC) survey to collect data on the health and risk factors of students.

The results of the county CTC survey indicate that a higher percentage of students have consumed alcohol in their lifetime than the national average (82% versus 78%) and that a larger percentage of our students have their first drink before age thirteen than the national average (32% versus 29%). Likewise, our students report a higher rate of binge drinking than the national average (37% versus 30%).

The table below presents data on students from the 2012 CTC survey. These data indicate that the incidence of student risk factors for high risk behaviors is increasing. From 2005 to 2012 we experienced a dramatic increase in students reporting low self-esteem (13% increase) and students reporting that their peers engage in risky behaviors (6% increase).

2005 and 2012 CTC Survey results for Knox County		
Question Item	2005	2012
Risk Factors		
Skipped school 3 or more times in the past semester	5%	7%
Positive perception of school	25%	16%
Low self-esteem	27%	40%
Peer engage in risky behaviors	7%	13%

At the same time that we have seen an increase in risk factors, we have also seen a decline in protective factors as indicated in the table below. Specifically our students reported a dramatic decrease in the presence of positive adult interactions (8% decrease), being involved in community activities (9% decrease) and having education or other plans for after they graduate

(9% decrease). All of these factors have been found to negatively influence social development and correlate with high-risk behavior and delinquency (Hawkins and Catalano, 1992).

2005 and 2012 CTC Survey Results		
Question Item	2005	2012
Protective Factors		
Family Stability	88%	82%
Positive adult interactions	55%	47%
Involved in community activities	56%	47%
Plans for after graduation	56%	47%

In addition to the CTC Survey, 3 additional yet complimentary data collection efforts were done to further enhance our understanding of student behavior and needs. The first data collection effort was the administration of the *Community Readiness Survey*, the second was a series of focus groups with students and the third was collecting archival data from local law enforcement, substance abuse providers and school principals. The *Community Readiness Survey (CRS)* (Plested et al., 1998) was developed at the Tri-Ethnic Center for Prevention Research at Colorado State University. This model identifies nine stages of community readiness on a continuum from: No Awareness, Denial, Vague Awareness, Preplanning, Preparation, Initiation, Stabilization, Confirmation/Expansion, and Professionalization in regard to a community's level of readiness to initiate comprehensive AoD/mental health efforts.

The *Community Readiness Survey* was administered to a strategic selection of over 15 key community stakeholders who are knowledgeable about the community, our past efforts and the current trends among youth. The results of our *Community Readiness Survey* indicate that we are currently at the *preparation stage* of readiness thus indicating our capacity and strong community support to begin the *initiation stage*. The current funding opportunity fits nicely with

our current stage of community readiness for a comprehensive initiative to enhance school-based mental health services for students and families.

In conjunction with the Community Readiness Survey, 4 focus groups were conducted with students to assess their perspectives on school climate, substance abuse and mental health. Thirty-two students participated in the focus groups and common themes that emerged are noted below. The majority indicated their belief that alcohol and tobacco use are major issues and that they are acting as a gateway substance that is growing in prevalence. Students also shared that many students perceive that teachers don't care and are always looking for ways to put them down. When questioned about their perception of mental health problems, students indicated that many youth have serious emotional disturbances and lack appropriate skills to manage relationships and anger. Students talked at length about school violence and bullying. A particular concern is the treatment of females by their boyfriends and coercion used to gain sexual favors (Needs Assessment Report, 2013). When asked how the community could best address these issues and provide additional support to students, a common theme was the need to provide a comprehensive base of prevention services that focused not just on kids but on families and helps to connect families with needed supports and services. Another common theme was the need to directly involve students in the development and implementation of peer-focused prevention initiatives and efforts to change school culture (Needs Assessment Report, 2013).

In discussions with school principals it was estimated that referrals for discipline and behavior have increased dramatically in some buildings over the past several years. There is a similar trend when it comes to requests for parents to meet to discuss discipline and behavior problems. Collectively our elementary schools recorded 25 incidences of aggressive behavior, 73 incidences of bullying, 34 incidences of insubordination, 15 incidences while on school buses,

and 11 instances of vulgar language. Last year there were 528 disciplinary referrals (**e.g. GPRA indicators that will be tracked and reported annually**). The average absentee rate is 21% and 13% of students are classified as chronically truant. Faculty members performing secondary duties as counselors and social workers are not qualified to do so and reduces their capacity to teach. It is expected that expanded counseling services will contribute to improving the results of state reading assessments and reducing the risk of academic failure and school dropout.

The District does not currently employ a School Counselor or Social Worker to serve grades 1-6. We have a .2FTE Psychologist and do not have access to a Psychiatrist. Based on our current staffing pattern, we do not meet the American School Health Association (ASHA) standards for School Counselors or Social Workers. Funding from the School Counseling Program will enable us to close the recommended ratio gap by hiring 2 School Counselors and 2 Social Workers.

The following table illustrates gaps in our local infrastructure related to GPRA #1:

2013 – 2014					
School	Students	FTE School Counselors	FTE Social Workers	FTE Psychologists	FTE Psychiatrist
	N				
Elementary	543	0	0	0.2	0.0
TOTAL	543	0	0	0.2	0.0

The following table illustrates local data for GPRA #2:

2012 – 2013		
School	Number of Students	# of disciplinary referrals

Elementary	543	185
TOTAL	543	185

2. Quality of Project Design.

A. The extent to which the project will establish linkages with other appropriate agencies providing services to the target population (10).

A key component of our proposed project is the collaborative relationships we have put into place through the development of this proposal. The following table lists each partner and their committed role:

Project Partners	
Agency	Committed Role
Mental Health and Recovery Services	Project guidance, access to training and technical assistance
Family and Children First Council	Advisory group, linkage to service providers
Mound Builders	Advisory group, linkages to service providers
Juvenile Court	Advisory group, coordination of services
Health Department	Advisory group, coordination of services
Educational Service Center	Advisory Board, linkages to local funders and service providers
Mental Health Network for School SAP	Student participation, outreach strategies
Health Department	Advisory Board, linkages to local funders and service providers
Parent Teacher Association	Staff and student outreach, Advisory Group
Freedom Center	Advisory Board, linkages to local funders and service providers
Dept. of Job and Family Services	Advisory group, coordination of services

Each partner will be asked to commit to the following critical components for the long-term success and sustainability of the initiative: 1) to serve on the Project Advisory Group; 2) to assist in developing innovative outreach and recruitment strategies, 3) to assist in exploring options for financially sustaining/expanding the initiative; and 4) to assist in replicating successful project components with other districts. The incorporation of these project partners

speaks to our community's commitment and readiness to address the issue of student mental health and demonstrates our District's philosophy of working for change at a system level.

B. The extent to which the design of the project is appropriate to the needs of the target population (10).

The Project Planning Team used the Institute of Medicine's (IoM) classification system (**universal, selected and indicated**) to develop the three overarching goals for this proposal.

- To build a district-wide foundation (**universal**) to provide a safe environment that is conducive to learning and positive development for all students
- To enhance our existing infrastructure and services to identify and intervene early for at-risk students (**selected**).
- To enhance our existing infrastructure and services to provide intensive interventions (**indicated**) for chronically troubled students

The following objectives and measurable outcomes were developed based on the documented need of our students and the identified gaps discussed earlier.

Objective 1: To enhance our local capacity to provide for the mental health needs of students and families by implementing the Ohio Community Collaboration Model for School Success over the three-year project

Outcome 1.1: Appropriate staff will be hired to close the gap between our student/mental health professional ratio and those presented in the funding announcement (**GPRA performance indicator #1**) as measured by school employment documentation

Outcome 1.2: 100% of school and community mental health professionals will increase their use of evidence-based mental health prevention, intervention and follow-up support services by engaging in at least 3 grant-funded professional development, training and/or technical assistance provided nationally recognized experts annually each year of the grant-funded project as measured by project documentation

Outcome 1.3: To develop and implement a set of early screening, assessment and referral policies and procedures with 100% of community service provider partners as measured by program documentation

Outcome 1.4: 100% of community partners will report an increase in their capacity and commitment to the critical components of a coordinated school mental health program as measured by the *Community Readiness Survey*

Outcome 1.5: 100% of community partners will report an increase in their knowledge of the mental health needs of students as measured by the *Community Readiness Survey*.

Activities and implementation for objective 1: Within 60 days of receiving a Notice of Award, the District will hire the necessary staff (Counselors, Social Workers, Project Coordinator) to implement the project and to close our mental health professional to student ratio gaps. Training and technical assistance needs of existing staff, project hired staff and community partners will be assessed within the first quarter of year 1 and a training and professional development agenda will be established. Potential sources of training have initially been identified as: Central Ohio Regional School Improvement Team, Ohio Network for Mental Health and School Success, Ohio Consortium for Children. Additionally, staff and project partners will receive on-site training annually from the Program Developer of each of the proposed evidence-based programs described below (i.e., Positive Behavior Intervention Support, SAP, Character Counts and Creating Lasting Family Connections). Project staff, members of the Project Advisory Group and representatives from all community service providers will utilize the resources within the Ohio Community Collaboration Model for School Success: Implementation Guide to map the existing community resources for youth, identify system-level gaps and develop a standard process and protocol for school-based screening and referral of students to community agencies for additional assessment and treatment. Annually, project funds will be used to conduct a scientific survey of students and/or families to collect data on social emotional trends and risk factors. Data reports will be produced and disseminated widely to community partners and local funders and will provide the foundation for sustaining the initiative.

Objective 2: To increase the knowledge and skills of district staff to handle problem behaviors and discipline issues in a supportive and positive manner by adopting and implementing the Positive Behavior and Intervention Support (PBIS)

Outcome 2.1: By June 2017 a minimum of 60 district staff (20 teachers, 20 support staff, 10 bus drivers, 4 administrators) will increase their ability to correctly implement the principles of PBIS to engage problem behaviors in a positive way as measured in a pre and post-test questionnaire

Outcome 2.2: By June 2017 there will be a 50% decrease in the number of student disciplinary referrals (GPRA performance indicator #2) as measured by district incident reporting system

Outcome 2.3: By June 2017 there will be a 30% increase student perception of school climate and teacher respect as measured by the California School Climate Survey

Outcome 2.4: By June 2017 there will be a 50% increase in staff perception of school climate and teacher respect as measured by the California School Climate Survey

Outcome 2.5: By June 2017, 50% of teachers will report increased amount of classroom time spent on the task of teaching and a decreased amount of time spent on managing problem behavior as measured by program documentation

Activities and responsibilities for objective 2: The Project Coordinator will work closely with the School Counselors and Social Workers to coordinate and implement activities for objective 2. We will contract with the Ohio Center for School-based Mental Health to train 20 District staff annually in the Positive Behavior Intervention Support Model and to providing on-going technical assistance and guidance for effective implementation. In year 1, the Project Advisory Team will work with the District Quality Improvement Team to conduct a comprehensive review of all district and building school conduct and discipline policies. A set of policy recommendations will be prepared and submitted to the Board of Education. The goal of this effort will be to put into place the necessary policies and procedures to create a single school culture regarding conduct behaviors and to enhance consistent enforcement of those policies.

Objective 3: To reduce student high-risk behavior by implementing the SAMHSA model program Student Assistance Program (SAP) with 100 youth annually (300 total)

Outcome 3.1: 100% of students referred to SAP will be screened for substance use, behavioral health, sexual health, medical health and family stability as measured by project documentation

Outcome 3.2: 100% of students identified as being in need of AoD or mental health treatment or other community services will be linked to an appropriate service provider for assessment/treatment within 3 days as measured by project documentation

Outcome 3.3: 80% of students receiving SAP will increase their school attendance and academic achievement from as measured by district data records

Outcome 3.4: 80% of students served by SAP will report that barriers/risks have been significantly removed/addressed within 3 months of initial contact as measured by project documentation

Outcome 3.5: Teachers will report that 80% of students served by SAP have increased their classroom attendance, behavior, social skills and academic performance from pre to post test as measured by the Teacher Feedback Survey

Activities and implementation for objective 3: SAP is a student intervention, support and referral program that will be implemented by the School Based Social Worker. The Social Worker will offer a series of trainings for school staff on identifying the symptoms of various mental disorders and risk factors in youth. A referral process and documentation will be developed to help guide staff to effectively and efficiently refer appropriate students to SAP. The Social Worker will convene a Student Assistance Team (usually a teacher, support person and community representative) to meet with the student and family to fully diagnose any issues. A student-centered Intervention and Support Plan will be developed based on the documented needs and the student/family/community strengths. Appropriate referrals will be made and mechanisms put into place to reduce any student/family barriers to accessing community services. The Student Assistance Team will continue to meet with the student and family as

often as needed to provide support and intervention until the identified problems are resolved; at which time the team will dissolve. Based on the trends and issues that develop within the schools, the Social Worker will also engage in individual counseling for the student or will organize topic-centered student support groups as needed. SAP will be implemented on-going throughout the school year. Annually we will sponsor an on-site training in SAP with the original Program Developer and will continue to actively seek their guidance and technical assistance as we encounter challenges with implementation.

Objective 4: To enhance student resiliency and to create an emotional environment conducive to learning by implementing the evidence-based Character Counts program

Outcome 4.1: By June 2017 a minimum of 60 district staff (20 teachers, 20 support staff, 10 bus drivers, 10 administrators) will increase their knowledge and skill in modeling and teaching the six pillars of character (trustworthiness, respect, responsibility, fairness, caring, citizenship) as measured by training and technical assistance logs

Outcome 4.2: By June 2017 there will a 50% increase in student social responsibility as measured by the Character Assessment Inventory

Outcome 4.3: By June 2017 there will a 50% increase in student trustworthiness as measured by the Character Assessment Inventory

Outcome 4.4: By June 2017 there will be a 50% decrease in the number of student disciplinary referrals (**GPRA indicator 1**) as measured by district incident reporting system

Outcome 4.5: By June 2017 there will be a 30% increase student perception of school climate and teacher respect as measured by the California School Climate Survey

Outcome 4.6: By June 2017 there will be a 50% increase in staff perception of school climate and teacher respect as measured by the California School Climate Survey

Activities and responsibilities for objective 4: At least 20 District staff will be trained annually (60 total) by the Ohio Council on Character Education to implement the Character Counts program. Character Counts lessons plans will be utilized by trained teachers as part of their classroom instruction and the Project Coordinator will work with the building principal and

Counselor to develop innovative approaches to promoting character school-wide and especially in common areas (lunch room, hallways, playgrounds). Character Counts will also *be integrated into the after school program and resources will also be made available to parents.*

Objective 5: To increase family cohesion and stability by implementing the SAMHSA model program Creating Lasting Family Connections (CLFC) with 40 at-risk youth and 40 parents each year (80 total annually, 240 total)

Outcome 5.1: 80% of families completing *CLFC* will increase family management skills/practices from pre to post-test and 50% will maintain that increase at 6 month follow-up as measured by the *CLFC Survey*

Outcome 5.2: 80% of families completing *CLFC* will decrease their level of intra-family conflict from pre to post-test and 50% will maintain that change at 6 month follow-up as measured by the *CLFC Survey*

Outcome 5.3: 80% of families completing *CLFC* will increase their level of social support from pre to post-test and 50% will maintain that increase at 6 month follow-up as measured by the *CLFC Survey*

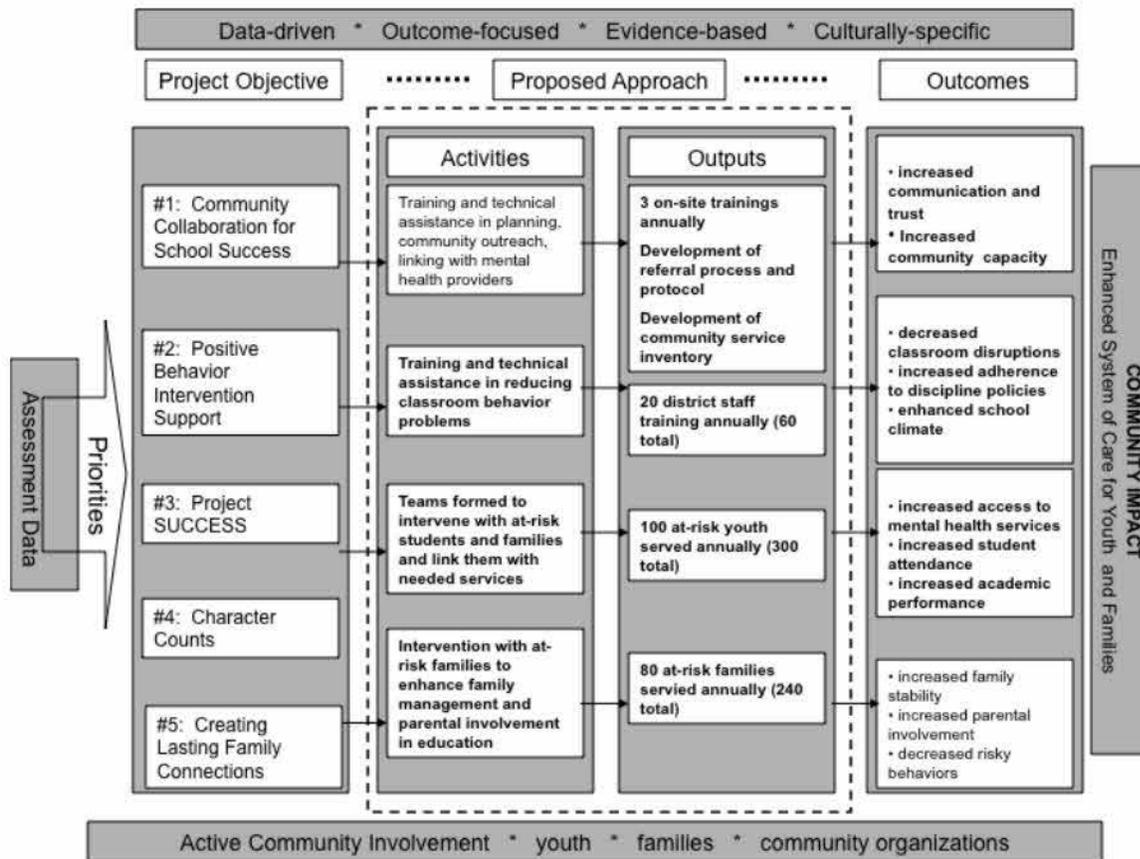
Outcome 5.4: 80% of families completing *CLFC* will increase parental understanding of social emotional learning challenges youth encounter from pre-test to post-test and 50% will maintain that increase at 6 month follow-up as measured by the *CLFC Survey*

Outcome 5.5: 80% of families completing *CLFC* will increase parental skill and use of techniques to discuss social and emotional challenges with their youth from pre to post-test and 50% will maintain that increase at 6 month follow-up as measured by the *CLFC Survey*

Activities and implementation for objective 5: Creating Lasting Family Connections is a family-centered prevention curriculum that focuses on identifying family strengths and developing family resiliency. The program consists of three five-week modules for youth and three five-week modules for parents which are facilitated concurrently one evening a week for two hours. The first module focuses on developing a Positive Response, the second on Communication and

Refusal Skills and the third on Life Skills and Managing Emotions. In addition to project staff, additional facilitators will be identified and trained in the CLFC curriculum. CLFC will be fully implemented three times each year for a total of nine implementations. Families will be identified and recruited to participate in CLFC through promoting the program as a strategy to enhance family relations, receiving referrals from teachers and counselors and will be explored as a potential alternative to suspension or expulsion because of violating the student code of conduct. Various incentives will be provided, including meals before each session (this also provides an opportunity for fellowship between participants and the trainers to foster positive connections), gift certificates for completing the program, weekly raffles and door prizes and a graduation ceremony. Additionally, one or two social or recreational events will be planned during each implementation. These recruitment and retention strategies will be reviewed and evaluated for effectiveness on a regular basis. We will sponsor an annual, on-site training in CLFC with the original Program Developer and will continue to actively seek their guidance and technical assistance as we encounter challenges with implementation.

The following figure presents a logic model that presents the various components of the proposed project and illustrates their linkages to project activities, outputs and outcomes discussed in later sections. The logic model illustrates how change will be impacted at the system level, how the project will build local capacity and indicates the results to be obtained.



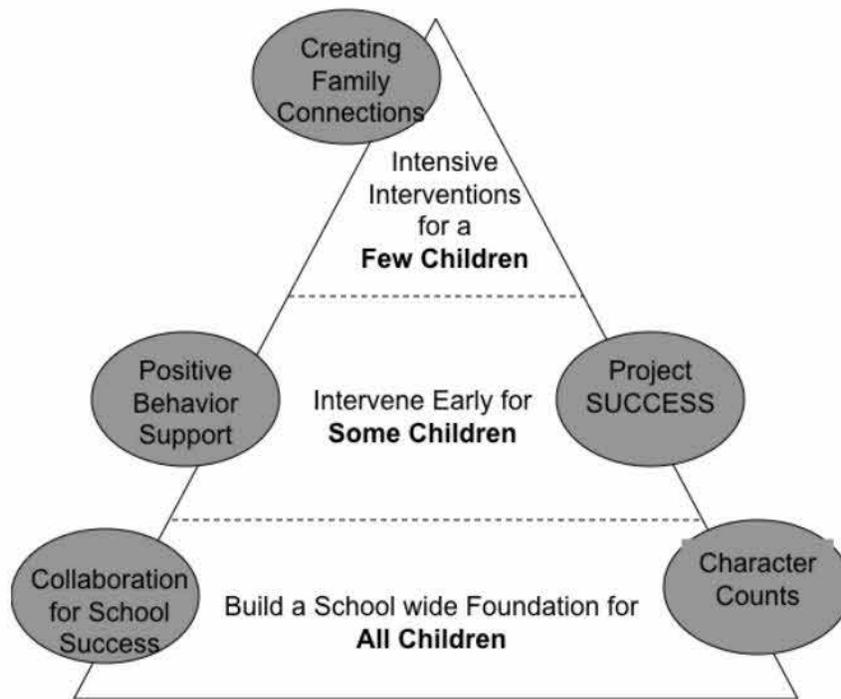
C. Extent to which the design reflects up to date knowledge from research (10).

The evidence-based programs chosen to meet goals, objectives and performance indicators presented above include model and exemplary program from the following sources: U.S. Department of Education (2010) Exemplary & Promising Safe, Disciplined and Drug Free Schools; SAMHSA Model Effective Substance Abuse and Mental Health Programs; and the National School Safety Center (2012). **Positive Behavior Intervention and Support (Objective 2)** is a Level I-A intervention strategy ages 3-11. (Horner, R. and Sugai, G. 1993). This SAMHSA model program had its beginning in meeting IDEA compliance issues for the developmental disabled, but has proven effective for all populations. **SAP (Objective 3)** is a SAMHSA model program and utilizes school-based mental health professional to remove non-academic barriers to academic achievement and positive youth development. A number of

studies (Adelman and Taylor, 1997; Taylor and Adelman, 1996; National Research Council and Institute of Medicine, 2002) have identified the critical impact of non-school barriers to learning. These studies, and others, argue that community and family issues are by far the greatest impediment to learning and long-term academic attainment. In a review of 21 research and evaluation studies of the impacts of Family/School Social Workers, Early and Vonk (2012) found consistent findings that Family/School Social Workers had a positive impact on risk and protective factors, that families became more stable over time and that students demonstrated an increase in educational achievement as well as self-esteem and sense of belonging. **Character Counts! (Objective 4)** is a national partnership initiative of schools, communities and non-profit organizations working to advance character education by teaching the Six Pillars of Character: *trustworthiness, respect, responsibility, fairness, caring and citizenship*. The most comprehensive evaluation of the CC! curriculum has been conducted by researchers at South Dakota State University (SDSU 4-H Extension, 2011). These researchers have conducted a longitudinal study of the curriculum since 1997 and have documented significant improvements in classroom behaviors and academic performance. **Creating Lasting Family Connections (Objective 5)** is a nationally and internationally recognized parenting and family strengthening program. CLFC is an evidence-based, family skills training program that has been found in research to significantly reduce problem behaviors in children, improve school performance, and reduce delinquency and alcohol and drug use in teenagers Kumpfer (2011). Longitudinal follow-ups find reductions in alcohol, tobacco, and other drugs after up to five years (Kumpfer, 2011). The program has been reviewed by scientists and government agencies and rated as an exemplary, science-based model that is approved for replication with federal and state funds by:

The White House Office of National Drug Control Policy; The National Institute on Drug Abuse; The Center for Substance Abuse Prevention; and The U.S. Department of Education.

The following figure illustrates the three overarching project goals and illustrates where each of the proposed project objectives is positioned to impact the mental health needs of ALL students (i.e., the triangle represents the various target groups of our project and the circles represent the specific proposed interventions).



3. Management Plan

A. Adequacy of management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones (15).

Project oversight, guidance and community mobilization will largely take place through the Project Advisory Group (PAG). The PAG will consist of three sub-groups (Community Outreach, Service Integration and Sustainability). The PAG will assist the district in creating stronger linkages with our publicly-funded partners (i.e., Mental Health, Human Services, Child Welfare, Health, Justice) and to establish mechanisms that enable our initiative to continue after

federal funding ends. The PAG will meet monthly (more often when required) and the three sub-groups will meet at least monthly and more often if required. The Project Coordinator will be responsible for coordinating all PAG meetings and will provide staff support to each of the sub-groups.

The Project Team will meet weekly to identify emerging challenges and to brainstorm potential solutions. The Project Coordinator will facilitate the weekly meetings and prepare monthly update reports for the Superintendent, Project Advisory Group and the Board of Education. Project staff performance will be evaluated annually using the district's personnel assessment process. **The Appendix contains a Chart that provides a timeline and responsibilities for year 1 implementation.** This will be reviewed regularly and revised accordingly and similar timelines will be established for years 2 – 3. The plan of work is intended to be specific enough to ensure that all project-related tasks are accomplished and deliverables produced on schedule while at the same time being flexible enough to accommodate emerging issues and inevitable delays.

Below is a summary of our proposed staffing structure:

Project Coordinator (1 FTE) – TBD

A Project Coordinator will be hired and will be primarily responsible for coordinating all aspects of the project including supervising all project staff and contractors. Additionally, this person will work closely with the Project Advisory Group, and external evaluator and will coordinate with all training and technical assistance providers. The Project Coordinator will be responsible for preparing and submitting all programmatic and financial reports to Dept. Education and will report directly to the Superintendent. The person to fill this position will have extensive experience in community mobilization and school-based programming (see Job description in Appendix).

School Social Worker (2.0 FTE): TBD Two full-time School Social Workers will be hired to implement the various evidence-based programs and interventions. These positions will interact daily with students, staff, families and community service providers. They will be responsible for implementing SAP, Positive Behavior Interventions Support, Creating Lasting Family Connections and Character Counts. Social Workers will be supervised by the Project Coordinator. Job description are in Appendix.

School Counselor (2.0 FTE): TBD Two full-time School Counselors will be hired to implement the various evidence-based programs and interventions. These positions will interact daily with students, staff, families and community service providers. They will be responsible for implementing SAP, Creating Lasting Family Connections, Positive Behavior Intervention Supports and Character Counts. Counselors will be supervised by the Project Coordinator. Job descriptions are in Appendix.

External Evaluator (contracted): TBD

The district will contract with an external evaluator to conduct a comprehensive process and outcome evaluation of our project. The evaluator will be responsible for all technical aspects of the evaluation and the Project Coordinator will be responsible for ensuring all data collection protocols are followed and that complete and confidential participant files are maintained. Job description in Appendix.

Detailed job descriptions and qualifications are contained in the appendix. We anticipate that all project staff will hold a masters degree on one of the counseling fields and will have prior experience working with students and families in a school setting. All project staff will be required to develop and make satisfactory progress on a professional development plan annually. The Project Coordinator, along with the Director of Curriculum Instruction, will supervise all staff, provide feedback and coaching and will complete the district-required annual performance

evaluation. Grant funds will be used to ensure staff have adequate training and access to professional development opportunities to successfully implement the proposed project. Beginning in year 1, the Project Coordinator, in collaboration with the Director of Curriculum Instruction, will develop a sustainability plan that will investigate options and make recommendations on options to sustain the newly hired positions once federal funding has ended.

B. Adequacy of procedures for ensuring feedback and improvement of the project (15).

At regularly scheduled project review meetings, the evaluator will facilitate a force field analysis/gap analysis of barriers and successes will be conducted at each monthly project meeting to identify conditions facilitating and hindering program implementation (Gottfredson, 1986; Kumpfer, Turner & Alvarado, 1991). Brainstorming and priority ranking techniques will be used to identify potential solutions and program design enhancements. This will allow an examination of each program element by moving from: a) what currently exists, to b) what ought to exist, to c) what can we effectively accomplish. By explicitly separating these categories it allows program staff and project partners to speak freely about program limitations without feeling threatened or defensive. Data from these evaluation efforts will be presented to the Project Advisory Group monthly in the form of 1-2 page feedback summaries and quarterly in the form of written reports. In addition to formal reports, the evaluator will utilize a number of the informal feedback techniques described by Torres et al., (1996) (i.e., summary memos, chart essays, facilitated presentations, etc.) to provide continual feedback to identify emerging issues as well as major accomplishments of the project. The intent of this approach is to continually inform the decision-making process, enhance the program design, and provide for mid-course changes.

4. Project Evaluation

A. Extent to which methods include use of objective performance measures that are clearly related to intended outcomes and will produce quantitative and qualitative data (10).

An external evaluator will be identified that has extensive experience evaluating federally funded initiatives and has worked on Dept. of Education-funded projects requiring GPRA data. Of particular importance will be a participatory approach to evaluation that encourages stakeholders and staff to have

an active role in every phase of evaluation efforts (Fetterman, 1996). Prior to initiation of the project, the evaluator will develop and submit a detailed evaluation plan outlining plans for data analysis, reporting and dissemination to the Project Advisory Group for their approval. Additionally, the evaluator will prepare Evaluation Handbooks that will include all process and outcome data collection forms and explanations for the purpose of data collection, required activities of project staff and partners, links to outcome objectives and timing of data collection activities. A half-day evaluation training session will be conducted annually to ensure all project staff and partners are knowledgeable about the evaluation plan and instruments.

The district is committed to compliance with all GPRA data collection and reporting requirements. We will submit all required progress and final reports as required and we will participate in cross-site evaluation activities as required. The table below presents an initial plan for collecting and reporting GPRA data.

GPRA Evaluation Plan				
Evaluation Questions	Data Source	Data Method	Data Tool	Data Collection
Does the project reduce the gap between mental health professional and student ratio?	Project documents	Document review	Summary Tool	On-going
Does the project reduce the number of student disciplinary referrals?	School records	Monthly tracking	Tracking software	On-going

The evaluator will develop data collection instruments, tracking tools and detailed data collection protocols and will train all project staff for data collection annually.

Data collected as part of the evaluation will be kept strictly confidential. Data instruments will be stored in locked file cabinets accessible only to project staff. Databases will be password protected and restricted to evaluation staff. All staff involved in data collection efforts will participate in training activities to assure proper data collection, entry, and storage and retrieval procedures. Client Management System (CMS) is a fully HIPPA compliant software package specifically developed to track participant participation and outcomes in health intervention programs. CMS will provide the foundation for the data management component of our evaluation. Data will be analyzed with the Statistical Package

for the Social Sciences (SPSS) and evaluation results will be widely disseminated to all project stakeholders and community leaders via periodic evaluation updates and formal reports.

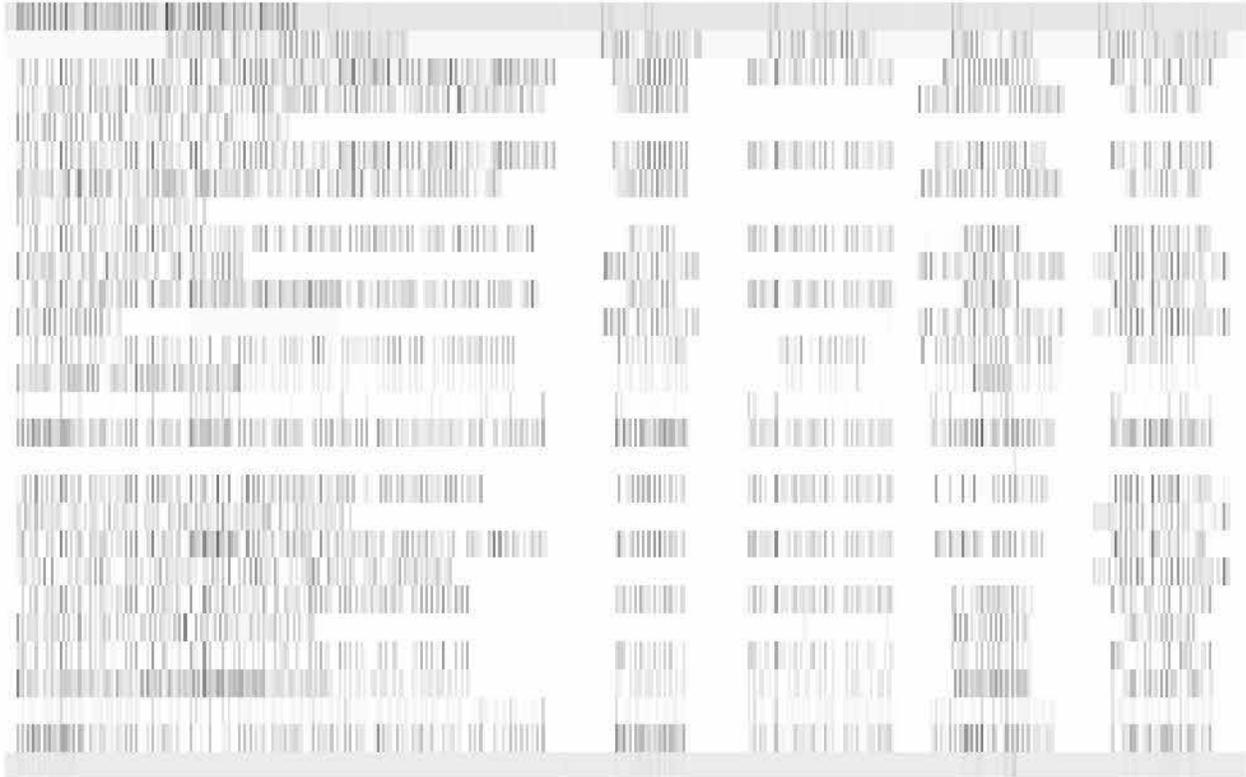
In the final year of the grant, summary process and outcome activities and reports will be conducted for all subjects and all years of the grant to summarize and evaluate the overall effectiveness of the program. An annual process and outcome evaluation will be prepared by the evaluator and forwarded to the Dept. of Education Project Officer. Progress towards each of the required GPRA indicators will be reported annually.

In the goals and objectives outlined previously, we established a number of outcome measures that will form the basis of our evaluation efforts to document the impact of the project on students and families. The outcome evaluation will involve compiling outcome indicators on all participants annually and in a cumulative final analysis. The following procedures will be used in the annual and cumulative analysis.

- Outcome reports will: (1) describe all families served with descriptive statistics in terms of meaningful demographics (e.g. age, sex, socio-economic status, education, race, ethnicity) and personal characteristics (histories of drug/alcohol use, related risk factors and protective factors) and (2) compare and assess the degree to which the population served is consistent with the targeted population.
- The evaluator will consolidate data from all cohorts and test for statistically significant differences in all mean outcome indicators comparing mean intake (baseline) variables to mean posttest outcome variables (exit and six-month post-exit). Test of statistical significance will be conducted to test for the (1) existence of an immediate effect of the intervention contrasting mean baseline measures with mean measures at intervention exit, (2) existence of a long-term effect with mean baseline variables compared to the mean six-month post-exit variables, and (3) existence of a lasting effect (see if the effect diminishes across time) by testing for statistical significance between mean outcomes at exit compared to six month post-intervention measures.

The evaluator will develop data collection instruments, tracking tools and detailed data collection protocols and will train all project staff for data collection annually. Copies of sample data collection

instruments are contained in the appendix. The following chart illustrates selected outcome measures, the proposed data collection instrument and timing.



B. Extent to which methods provide performance feedback and permit periodic assessment of progress toward outcomes (10).

Process evaluation will be used to determine the level of program implementation as described in the proposal. It has been our experience that an effective community-based initiatives do not have a static design, but rather evolves incrementally over time with innovation, changing resources, adaptation to new circumstances, with feedback from various stakeholders, etc.

Process evaluation activities will focus on obtaining regular feedback from all stakeholders (e.g. staff, partners, participants, families, etc.) regarding the quality and effectiveness of the project by utilizing the Program Development Model (PDE) (Gottfredson, 1984; Gottredson, Rickert, Gottfredson & Advani, 1984). This quality improvement component of our evaluation efforts

will assist us in identifying areas for strategic improvement to improve the overall quality and effectiveness of the project.

The process evaluation will be conducted by documenting and monitoring the program objectives and activities listed earlier in this proposal. The evaluator will work with the all project staff and partners to develop, pilot and refine the needed attendance logs, administrative records, activity reports, and summary forms. This documentation will provide a comprehensive database of process objectives and program activities to support the process evaluation efforts. Fidelity checklists, observation forms and site visits protocols will be developed and used to assess the fidelity of implementation to the original design and to document project components that emerge over time. The following chart illustrates additional process measures, the proposed data collection instrument and timing.

Process Evaluation Plan				
Evaluation Questions	Data Source	Data Method	Data Tool	Data Collection
Describe significant departures from and the degree to which the program is implemented in accordance with the original design	Project documents	Document review	Summary Tool	On-going
Describe procedures implemented to ensure intervention fidelity and the degree to which the interventions adhere to their respective plans and protocols	Site visits	Observation	Fidelity checklist, Site visit protocol	On-going
Describe the nature of project participants and evaluation the extent to which the targeted population is being served	Project documents	Document review	Summary Tool	On-going
Describe the level of satisfaction of the target population with program activities and interventions	Participants	Informal interviews	Interview protocol	On-going
Describe the level of satisfaction of project partners and staff with project meetings, collaboration and documentation	Project partners	Informal interviews	Interview protocol	On-going

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Position Description
CFDA 84.215E – Elementary and Secondary School Counseling Program

<u>Position</u>	<u>Name</u>
Project Coordinator (.30 FTE)	TBA

Nature of Position

Supervises and directs the on-going activities of the project, administers its budget, holds appropriate meetings, and plans for coordination between the project staff and district personnel.

Accountability

The Project Coordinator is directly responsible to the Superintendent and will work closely with building principals.

Duties and Responsibilities

1. Ascertain that the goals and requirements of the grant are met.
2. Establish and coordinate project functions; recommend, implement, and maintain project policies, procedures, schedules, and budgets; coordinate and supervise all grant-paid staff.
3. Select and evaluate project staff in conjunction with appropriate district administrators.
4. Consult with parents and other members of the projects' Advisory Team and organize parent-community involvement in school safety and violence prevention activities.
5. Organize appropriate staff development in the nationally validated, evidence-based PATHS Model for violence prevention in elementary schools.
6. Organize staff development in violence prevention, crisis management, peer mediation, conflict resolution, anger management, and early identification of high-risk youth.
7. Cooperate in establishing effective procedures for evaluating the project and planning for administration of appropriate measurement instruments.
8. Lead in planning and training for implementing instruction that incorporates an innovative, comprehensive, developmental, classroom-based conflict resolution curriculum.
9. Lead in designing counseling and psychological services that develop social/emotional competence and resiliency and offer alternatives to traditional discipline.
10. Implement dissemination strategies such as an abstract, a brochure, newsletters, news releases, conference presentations, and submissions to journals and databases.
11. Implement an evaluation plan that uses multiple measures to collect, analyze, and report qualitative and quantitative data on outcomes and effectiveness of project strategies.
12. Meet on a regular basis with key school district administrators, grant-paid staff, and district-paid classroom teachers and specialist personnel.
13. Lead and coordinate project staff meetings and project planning, monitoring, internal and external evaluation, parent-community involvement, and staff training activities.
14. Prepare, coordinate, and disseminate all required project fiscal and evaluation reports.

Qualifications

Master's degree in School Counseling or a related field; appropriate valid Ohio certification or license; experience in program management and counseling rural students
 Ability to relate effectively to students, parents, administrators teachers, education assistants
 Familiarity with the communities to be served

Position Description
CFDA 84.215E – Elementary and Secondary School Counseling Program

<u>Position</u>	<u>Name</u>
Social Worker (2.0 FTE)	TBA

Nature of Position

Provides leadership as part of a team in developing and coordinating approaches to counseling designed to prevent school violence and other disciplinary/behavioral problems for school-based staff, parents, and students enrolled in the project; collaborates with district staff to design, demonstrate, model, and implement project-specific counseling strategies; helps district staff to acquire appropriate counseling and behavioral management materials.

Accountability

This position is directly responsible to the Project Director.

Duties and Responsibilities

1. Assist in implementing project goals and objectives.
2. Serve as a liaison between and among schools, families, and social service resources.
3. Make appropriate referrals of students/families to public or private community resources for assistance and work cooperatively with those resources.
4. Administer appropriate staff development for school-based staff.
5. Team-teach and model social work strategies for classroom teachers and volunteers.
6. Coordinate social work activities with each district's guidelines.
7. Provide social work counseling or social group work services to students.
8. Serve as a source of information for school personnel concerning educational, recreational, protective, and therapeutic community resources available for children and their families.
9. Recommend and implement ways to adjust instruction to accommodate students with diverse learning styles and special needs.
10. Assist in review of evaluative measures used, piloted, and adopted by the project.
11. Assist in organizing and intervention program at each school site to include activities on esteem-building and motivation.
12. Assist school-based staff in identifying and implementing alternatives in student discipline and behavioral management in the classroom.
13. Provide consultative support services to school personnel.
14. Conduct workshops for parent, project staff, school-based staff, and project partners on topics relating to school violence prevention and intervention strategies.
15. Network with social workers at state, regional, and national levels.
16. Assist in planning, designing, producing, and disseminating project-developed materials.
17. Participate in project staff meetings and in project planning, monitoring, evaluations, and staff development activities.
18. Perform any related tasks designated by the Project Director.

Qualifications

Master's degree in Social Work from a CSWE-accredited program and appropriate, valid Ohio license or certification

Knowledge of and experience with social work methodologies appropriate for working with rural elementary school students and implementing project strategies

Familiarity with the communities to be served

Position Description
CFDA 84.215E – Elementary and Secondary School Counseling Program

<u>Position</u>	<u>Name</u>
School Counselor (2 FTE)	TBA

Nature of Position

Provides leadership as part of a team in developing and coordinating approaches to counseling designed to prevent school violence and other disciplinary/behavioral problems for school-based staff, parents, and students enrolled in the project; collaborates with district staff to design, demonstrate, model, and implement project-specific counseling strategies; help district staff to acquire appropriate counseling and behavioral management materials.

Accountability

This position will be split with the position of Project Director.

Duties and Responsibilities

1. Assist in implementing project goals and objectives.
2. Serve as a liaison between and among schools, families, and community services.
3. Administer appropriate staff development for school-based staff.
4. Team-teach and model PATHS counseling and interventional strategies for classroom teachers, other school personnel, and volunteers.
5. Coordinate counseling activities with each district's guidelines.
6. Provide crisis intervention on pertinent subjects when the need arises and provide immediate counseling for victims and their families.
7. Recommend and implement ways to adjust instruction to accommodate students with diverse learning styles and special needs.
8. Assist in review of evaluative measures used, piloted, and adopted by the project.
9. Organize an intervention program at each school site to include activities on esteem-building and motivation.
10. Assist school-based staff in identifying and implementing alternatives in student discipline and behavioral management in the classroom.
11. Counsel students and parents in career decision-making and financing later participation in post-secondary programs as needed.
12. Conduct workshops for parents, project staff, school-based staff, and project partners on topics relating to school violence prevention and intervention strategies.
13. Network with school counselors at state, regional, and national levels.
14. Assist in planning, designing, producing, and disseminating project-developed materials.
15. Participate in project staff meetings and in project planning, monitoring, evaluation, and staff development activities.
16. Perform any related tasks designated by the Project Director.

Qualifications

Master's degree in School Counseling from a CACREP-accredited program, and appropriate Ohio State license or certification

Knowledge of and experience with counseling methodologies appropriate for working with elementary school students and implementing project strategies

Familiarity with the rural communities to be served

Position Description
CFDA 84.215E – Elementary and Secondary School Counseling Program

<u>Position</u>	<u>Name</u>
Evaluator (per contract)	TBA

Nature of Position

Conducts external formative and summative evaluation of the project consistent with its program design, evaluation plan, and applicable Federal regulations; submits required, timely, and complete evaluation reports.

Accountability

The Evaluator will be directly responsible to the Project Director.

Duties and Responsibilities

1. Design an evaluation process compatible with CFDA 84.215E and pertinent Education Department General Administrative Regulations (EDGAR) requirements, and with the principles of Continuous Improvement Management (CIM).
2. Report evaluation of program context, program implementation, and program outcomes in a manner consistent with the grant proposal and program requirements.
3. Submit all evaluation reports to the Project Director in a timely manner (before deadlines) as required in consultation with the Project Director and project and school district staff.
4. Assist the project in data collection; conduct onsite observation and consultations; review data collection, analysis and recording processes; and recommend modifications.
5. Review and adjust the timeline for implementing evaluation activities in consultation with the Project Director; provide a schedule for conducting data gathering, analysis, and reporting; and conduct these processes.
6. Meet regularly with the Project Director to monitor progress of project implementation (process evaluation) and submit at least one interim mid-course report per project year.
7. Provide ongoing technical advice about evaluation processes and adjustments, as needed.
8. Outline evaluation processes at one or more Sustainability Council meetings each year.
9. Communicate regularly with project staff and the Sustainability Council.
10. Meet at least once per year with project staff and staff of the project sites.
11. Assist in reviewing staff development needs at the outset of each year.
12. Design project questionnaires, checklists, surveys, and all other project-developed instruments in consultation with the Project Director.
13. Attend at least one project staff meeting each year.

Qualifications

At least a Master's degree in Education or a project-related field, doctorate preferred
 Knowledge of and experience in assessing Federal projects; experience in managing and conducting the evaluation process; and familiarity with applicable Federal regulations governing the project
 Ability to develop and submit timely evaluation reports in both print and electronic formats
 Familiarity with the communities to be served

GEPA 427

In planning for this proposal, the project development team reviewed the GEPA requirements and determined that the only potential barrier to equitable access to participation would be youth with disabilities (both physical and cognitive). The district has an active policy of providing equitable access for all students to our entire scope of educational, enrichment and recreational services. Our standard is to make any and all reasonable accommodations to ensure equitable access on a continual basis. For this particular project, Project Staff will consult with local and national experts to identify state of the art mechanisms for ensuring equitable access. The Director of Special Education will serve on the Project Advisory Group and we will contract with the Ohio Coalition for the Education of Children with Disabilities (OCECD) to provide training and technical assistance as needed.

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Letter to SSPC

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•
Ohio has chosen not to participate in the intergovernmental review process, and therefore does not have a SSPC

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.

C. B. Baker

Signature of Authorized Certifying Official

SUPERINTENDENT

Title

CARDINGTON-LINCOLN LOCAL SCHOOLS

Applicant Organization

4.21.2014

Date Submitted

Figure 3.

Gantt Chart of Program Activities *Year 1 only, years 2 and 3 to be developed.

PC (Project Director), PAG (Project Advisory Group), Eval (Evaluator), SC (School Counselor, SW (Social Worker),...													
Work Plan Elements	1	2	3	4	5	6	7	8	9	10	11	12	Responsible
Project Administration													
1. Finalize Work Plan, prepare for implementation.	X	X											PC.
2. Execute sub-contracts.	X												PC.
3. Quarterly reports stakeholders/funder				X			X			X			PC, EVAL
4. Convene Project Advisory Group	X	X	X	X	X	X	X	X	X	X	X	X	PC.
5. Monthly Project Staff Meeting	X	X	X	X	X	X	X	X	X	X	X	X	PC.
6. Sustainability planning	X	X	X	X	X	X	X	X	X	X	X	X	PAG, PC, EVAL
7. Develop communication plan		X	X										PC.
8. Plan for year 2 implementation											X	X	PAG, PC.
Evaluation													
1. Finalize evaluation plan.	X	X											Eval, PC, PAG
2. Identify / adapt data collection instruments		X											Eval
3. Staff training in data collection protocols.			X										Eval
4. Process and outcome evaluation efforts		X	X	X	X	X	X	X	X	X	X	X	Eval
5. Monthly evaluation updates to Project Advisory Group			X	X	X	X	X	X	X	X	X	X	Eval, PC.
6. Quarterly evaluation reports to Project Advisory Group.				X			X			X			Eval, PC.
7. Annual evaluation report to funder											X	X	Eval
Project SUCCESS													
1. Planning		X	X										PC, SW
2. Training			X	X									PC, SW, PAG
3. Implementation					X	X	X	X	X	X	X	X	SW.
4. Technical assistance		X	X	X	X	X	X	X	X	X	X	X	SW, PC, PAG
5. Outreach, recruitment and referral				X	X	X	X	X	X	X	X	X	SW,
6. Family support services				X	X	X	X	X	X	X	X	X	SW
7. Family enrichment activities.						X			X			X	SW.

Figure 3

Creating Lasting Family Connections													
Work Plan Elements	1	2	3	4	5	6	7	8	9	10	11	12	Responsible
1. Planning		X	X										PC, SW
2. Training			X	X									PC, SW, PAG
3. Implementation					X	X		X	X		X	X	SW
4. Technical assistance		X	X	X	X	X	X	X	X	X	X	X	SW, PC, PAG
5. Outreach, recruitment and referral				X	X	X	X	X	X	X	X	X	SW, SC
6. Family support services						X	X	X	X	X	X	X	SW, SC
7. Family enrichment activities						X			X			X	SW, SC
Positive Behavior Support													
1. Planning		X	X	X									PC, SC
2. Training				X	X								PC, SC, PAG
3. Implementation					X	X	X	X	X	X	X	X	PC, SC, PAG
4. Technical assistance					X			X			X		SC
5. Student interventions		X	X	X	X	X	X	X	X	X	X	X	SC
6. Student support services		X	X	X	X	X	X	X	X	X	X	X	SC
7. Plan for year 2 implementation											X	X	PC, SC
Ohio Community Model for School Success													
1. Overview training			X	X									PC
2. Identification of training and TA needs					X	X							PC, PAG
3. Planning additional trainings							X	X					PC, PAG
4. Follow-up trainings									X		X		PC, PEG
5. Develop referral process and protocol				X	X	X							PC, PAG
6. Family engagement events						X	X	X					PC, PAG
7. Community engagement events									X				PC, PAG
9. Training and technical assistance	On-going in years 2 and 3												PC, PAG

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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Budget Narrative

Personnel	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
Project Coordinator @ .30 FTE	15,000		15,450		15,913	
School Counselor @ 2 FTE	77,500		79,825		82,219	
School Social Worker @ 2 FTE	77,500		79,825		82,219	
TOTAL	170,000		175,100		180,351	

A Project Coordinator will spend 30% time coordinating the daily aspects of the project, supervising staff, communicating with project partners and submitting all reports. Two full-time School Counselors will be hired to implement the various components of the proposed project and will provide in-school counseling to students and referrals to community agencies. Two full-time Social Workers will be hired to implement the various components of the proposed project and will provide behavioral health assessment and intervention services. Years 2 and 3 allow for a 3% cost of living adjustment.

** As per the funding announcement, we have budgeted less than 4% for administrative costs for the Project Coordinator salary.

Fringe	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
22% of salary	37,400		38,522		39,677	
TOTAL	37,400		38,522		39,677	

The district has an established rate of 22% for fringe benefits. Years 2 and 3 allow a 3% increase.

Travel	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
Grantee meeting	0		0		0	
Airfare 1 people @ \$650	650					
Hotel 3 nights @ 155 x 1 people	620					
Per Diem – 3 days @\$65 x 1 people	195					
OSDFS meeting	0		0		0	
Airfare 2 people @ \$650	1,300		1,300		1,300	
Hotel 4 nights @ 155 x 2 people	1,240		1,240		1,240	
Per Diem – 4 @\$65 x 2 people	520		520		520	
Staff National Conferences	0		0		0	
Airfare 4 people @ \$650 x 2	1,300		1,300		1,300	
Hotel 5 nights @ 155 x 4 people x 2	6,200		6,200		6,200	
Per Diem – 5 days @\$65 x 4 people x 2	2,600		2,600		2,600	
TOTAL	14,625		13,160		13,160	

As required, 1 staff will attend the grantee meeting in Washington, DC in year 1. 2 people will attend the OSDFS meeting each year. Money is budgeted for 4 people to attend up to 2 professional conferences per year of the project for professional development, training in prevention principles and/or professional accreditation purposes. The purpose will be to identify potential model programs and to share results and lessons learned from our project at national venues.

Supplies	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
Postage	1,332		1,332		1,332	
Curriculum materials	2,450		1,725		1,725	
Copying	2,750		2,750		2,750	
Office supplies	1,500		1,500		1,500	
Promotional Materials	2,000		5,000		0	
Meeting supplies	1,100		1,100		1,100	
TOTAL	11,132		13,407		8,407	

Postage allows for up to 800 mailings per month @ \$1.66 each for all 3 years and will also cover mailings for community surveys. Reference materials will further support our initiative and will be purchased as needed for professional development and planning purposes and are calculated @ \$490 per FTE. Copying costs are based on similar grant expenditures on previous projects and are calculated @ \$550 per FTE. Office supplies are calculated at \$500 per staff annually and include pens, paper, folders, desk supplies, etc. Promotional materials will be used to conduct outreach and recruitment for various components of the project and are based on recommendations for program developers and are calculated @ \$500 per FTE. \$1,100 is requested annually for costs and supplies associated with various project-related meetings and are calculated @ \$91 per meeting.

Contractual	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
Evaluation	57,000		57,000		57,000	
Graphic design/publishing	0		5,000		5,000	
TOTAL	57,000		62,000		62,000	

We request funding to contract with an external evaluator to conduct a comprehensive process and outcome evaluation of our project as such they will serve on the Project Management Team. Beginning in year 2 we request \$5,000 to contract with a graphic designer to assist in producing user-friendly and professional reports and publications that will be disseminated locally and nationally to share lessons learned. Based on similar efforts, we estimate these contracts will be based on a range between \$200 - \$250 per hour.

Other	YR 1	YR 2	YR 3
-------	------	------	------

	REQ	MTCH	REQ	MTCH	REQ	MTCH
4 computer workstations	6,000		0		0	
4 printers	1,600		0		0	
4 phone	700		0		0	
4 desk chair	1,000		0		0	
4 filing cabinet	2,600		0		0	
4 desk	3,600		0		0	
Laptop computer	1,500		0		0	
LCD projector	1,300		0		0	
Digital camera	1,200		0		0	
Case Management software	3,500		0		0	
Discipline referral software	2,100		0		0	
Project Success training / implementation	6,000		7,000		7,000	
CLFC training / implementation	10,000		10,000		10,000	
Professional development	7,500		7,500		7,500	
Positive Behavior Support training / implementation	2,500		5,000		5,000	
Project meetings	2,240		2,740		2,240	
Printing	2,000		4,000		3,000	
Sustainability training/TA	15,000		15,000		15,000	
Community building training/TA	15,000		15,000		15,000	
Outcomes-based implementation training/TA	15,000		15,000		15,000	
TOTAL	100,340		81,240		79,740	

4 computer workstations will be purchased for project staff at \$1,500 each. Four sets of office furniture are requested (phone, desk, chair, filing cabinet) for project staff. A laptop computer and LCD projector will be purchased for the Student Assistance Program for presentations to staff, parents and community as well as digital camera. In year 1, \$3,500 is requested to purchase Case Management software tracking of student referrals to community agencies by the Social Workers and \$2,1000 is requested to purchase software that will be used to tracking building-level discipline violations and sanctions. Information from the original developer of Project SUCCESS indicates that approximately \$11,000 is needed to fully implement the program each year (including training). \$15,000 is requested annually to support our training and implementation of the Creating Lasting Family Connections program (including training) and \$7,500 annually to have staff trained in Positive Behavior Support. The above figures are based on recommendations for the original Program Developers. We request funding each year for professional printing of project documents and reports and \$2,240 annually for project related meetings. We request \$15,000 annually to contract with a local professional to work with the Project Coordinator to provide training and technical assistance in the development and implementation of a sustainability plan to sustain and expand the initiative after federal funding has ended. We also request funding to contract with a variety of undetermined training and/or technical assistance providers that will assist with the various components of the proposed project (i.e., capacity enhancement, behavioral health assessment, strategic planning and performance-based management). Based on similar efforts, we estimate these contracts will be based on a range between \$200 - \$250 per hour.

Total Direct Costs	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
	390,497		383,429		383,335	
TOTAL						

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

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

Name of Institution/Organization

Cardington Local Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	170,000.00	175,100.00	180,351.00			525,451.00
2. Fringe Benefits	37,400.00	38,522.00	39,677.00			115,599.00
3. Travel	14,625.00	13,160.00	13,160.00			40,945.00
4. Equipment						
5. Supplies	11,132.00	13,407.00	8,407.00			32,946.00
6. Contractual	57,000.00	62,000.00	62,000.00			181,000.00
7. Construction						
8. Other	100,340.00	81,240.00	79,740.00			261,320.00
9. Total Direct Costs (lines 1-8)	390,497.00	383,429.00	383,335.00			1,157,261.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	390,497.00	383,429.00	383,335.00			1,157,261.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Brian	<input type="text"/>	Petrie	<input type="text"/>

Address:

Street1:	121 Nichols Street
Street2:	<input type="text"/>
City:	Cardington
County:	<input type="text"/>
State:	OH: Ohio
Zip Code:	43315-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(419) 864-3691	<input type="text"/>

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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