

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 # S215E140543

Grants.gov Tracking#: GRANT11638651

OMB No. 1894-0006, Expiration Date: 11/30/2014

Closing Date: Apr 28, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1236-SCSD1 Counseling GEPA Statement)</i>	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1235-SCSD1 Counseling Abstract)</i>	e13
7. Project Narrative Form	e14
<i>Attachment - 1 (1238-SCSD1 Counseling TOC and Narrative)</i>	e15
8. Other Narrative Form	e41
<i>Attachment - 1 (1237-SCSD1 Counseling Appendices)</i>	e42
9. Budget Narrative Form	e75
<i>Attachment - 1 (1234-SCSD1 Counseling Budget Narrative)</i>	e76
10. Form ED_524_Budget_1_2-V1.2.pdf	e81
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e83

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"/>
--	--	--

* 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"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="83-6000633"/>	* c. Organizational DUNS: <input type="text" value="0818275450000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

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:**

SCSD1 Elementary School Counseling Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="399,977.15"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="399,977.15"/>

*** 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>Gayle Kendall</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Sweetwater County School District #1</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: Sweetwater County School District #1 * Street 1: 3550 Foothill Blvd Street 2: _____ * City: Rock Springs State: WY: Wyoming Zip: 82901 Congressional District, if known: WY-001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Gayle Kendall * Name: Prefix _____ * First Name Mathew Middle Name _____ * Last Name Neal Suffix _____ Title: Superintendent Telephone No.: 307-352-3400 Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140543

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.

SCSD1 Counseling GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427

This was written to address Section 427 of the General Education Provisions Act (GEPA).

Sweetwater County School District #1 is committed to providing environments free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in an environment.

Equitable Access and Participation

Individuals who are members of special populations will be provided full access to the SCSD1 School Counseling Project. Potential barriers have been identified that may impede and/or prevent individuals from equitable access or participation in the project.

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

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

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

Equal Opportunity Employment

Sweetwater County School District #1 is an equal opportunity employer and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender.

Discrimination and harassment are prohibited by Titles IV, VI and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972, and by the Wyoming State Anti-discrimination Act. In addition, various other constitutional provisions, statutes and common law causes of action prohibit such discriminatory conduct. It is the policy of the district to enforce these laws as part of its employment practices.

To encourage applications from persons of traditionally underrepresented groups, the SCSD1 School Counseling Project job announcements will be posted widely, electronically and in print with job service agencies, newspapers, and organizational job boards.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Sweetwater County School District #1

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Mathew Middle Name:

* Last Name: Neal Suffix:

* Title: Superintendent

* SIGNATURE: Gayle Kendall

* DATE: 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:

Project Abstract

In Sweetwater County School District #1, Wyoming, area stakeholders are greatly concerned that many local children's mental health needs are sadly going unmet and developing into destructive problems that will escalate and persist through adulthood. Given limited funding and increasing numbers of students, the schools cannot adequately respond to increasing mental health, behavioral, and social/emotional needs of students. Therefore, the proposed SCSD1 Elementary School Counseling Program will be implemented in four Title I (high poverty) elementary schools reaching 920 students. These schools are characterized as *highest need* and have counselor-to-student ratios far from the recommended standards. Project goals and outcomes address closing the gap in student-counselor ratios as recommended by ASHS (*GPRA 1*); decreasing number of yearly disciplinary referrals (*GPRA 2*); and creating a Positive Behavioral Interventions & Supports (PBIS) system (Competitive Priority #1) in order to improve student behavior, school safety, and student, family, and community engagement. Project activities address Tiers 1-3 and include the development of a uniform SCSD1 Elementary School Counseling Model (based on national model, and including referral process, linkage protocols, and accountability measures); school-based early identification and referral (including staff training, school-level teams, and parent outreach); elementary school counselors (following the time allotments designated by the ASCA model providing classroom activities, student small group counseling, one-on-one counseling, and family skill building groups; using Second Step, a USDOE Exemplary Award and SAMHSA Model Program); school-based licensed mental health therapist services; multi-system case management and Wraparound plans for high need student; and linkages with and referrals to community services. Collaborating partners include Southwest Counseling Services, Better Solutions Counseling Center, Sweetwater County Family Services, Sweetwater County Board of Health, Sweetwater County Sheriff.

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](#)

Table of Contents

Application for Federal Assistance (SF Form 424)	online
Department of Education Supplemental Information Form for the SF 424	online
ED Budget Information Non-Construction Programs (ED Form 524)	online
Project Abstract	1
Application Narrative	
Table of Contents	2
(1) Need for Project	3
(2) Quality of Project Design	8
(3) Quality of Management Plan	18
(4) Quality of Project Evaluation	24
Budget Narrative	28
Appendix	33
(A) Letters of Contribution	34
(B) Resumes of Key Project Personnel	39
(C) Project Position Descriptions	53
(D) Letter to State Single Point of Contact (Executive Order 12372)	57
(E) General Education Provisions Act (GEPA) Section 427	58
(F) Proof of Federally Negotiated Restricted Indirect Cost Rate	59
(G) Signed Forms, Assurances & Certifications	60
Signed copy of Program Specific Assurance	
Signature page for Application for Federal Assistance (SF Form 424)	
Signature page for Assurances, Non-Construction Programs (ED Form 424B)	
Signed copy of Disclosure of Lobbying Activities (Standard Form–LLL)	
Signed copy of Certification Regarding Lobbying / Grants.gov Lobbying Form	

Section 1: Need for Project

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

COMMUNITY CONTEXT: Located in the high desert of southwestern Wyoming, Sweetwater County School District #1 (SCSD1) serves the small city of Rock Springs and the surrounding *isolated, rural communities* that have limited resources to help children in need, many of which come from poor families struggling with hardship. SCSD1 serves 5400 students (39% Free/Reduced Lunch; 19% Minority, mostly Hispanic; and 9% English Language Learners) in 17 schools.

Sweetwater County School District #1 serves the small city of Rock Springs, Wyoming and the surrounding isolated, rural communities. Many families face poverty, high levels of conflict, and issues with substance abuse and severe depression.

All four project elementary schools are Title I for High Poverty. The impact of family conflict and hardship is high and of major concern among area stakeholders. In Sweetwater County, poverty rates continue to climb with the down turn of the economy. The strain is being felt among social services across the county, and within the family structure. For example, the Food Bank of Sweetwater County each month over the past 6 months have more than doubled the number of clients served and pounds of food distributed. The First Call for Help Program has seen a major increase in call volume from people seeking assistance. Poverty and public assistance continue to be a pressed issue that affects children in the 0 to 8 age range in Sweetwater County. (Source: Sweetwater County Wyoming Kids First 2010 Needs Assessment) What's more, one-in-ten (11%) of 6th graders report that one or both of their parents has ever been in jail or prison for more than 30days (Sweetwater County, Wyoming DOH 2010 Prevention Needs Assessment).

GAPS & WEAKNESSES TO BE ADDRESSED: There is great concern in Sweetwater County that not all students are being adequately supported in individual academic, personal/social, and development goals enabling them to participate fully as responsible citizens in a global society.

“The earlier our students are exposed to prevention programs, the sooner we can counter the risk factors and build protective factors which prevent or delay the onset of unhealthy behaviors,” stated SCSD1 District

The school system and community agencies lack adequate resources to meet the needs of the growing number of high-risk children. Consequently, student counseling services are very limited or nearly non-existent in local schools.

Counseling Chair Renee Schroeder. Unfortunately, as a result of recent rapid population growth, area stakeholders are scrambling to keep pace with the increasing needs of area children.

What’s more, despite the good intentions of a capable, caring staff, the school system simply lacks adequate resources to help many of those in greatest need. Limited funding severely restricts the district’s ability to provide school-based prevention and intervention services.

Consequently, student counseling services are very limited or nearly non-existent in local schools.

In Sweetwater County School District’s collaborative environment, stakeholders recognize that it is essential to implement a preventive, or public health, framework to mental health services in order to provide the comprehensive array of needed student services. To this end, the current mechanisms for addressing student counseling needs have been assessed and gaps and weaknesses in services, infrastructure, and opportunities have been identified and will be addressed by the proposed SCSD1 Elementary School Counseling Project. The project will be implemented in four elementary schools; these schools are characterized as *highest need* and have mental health staff-to-student ratios far from the recommended standards.

Project Schools Baseline (2012-2013) GPRA Indicators

Project Schools	Students Enrolled	Grade Levels Served	Referrals for Disciplinary Reasons	Child-Adolescent Psychiatrists	School Psychologists	School Counselors	School Social Workers	Other Qualified Mental Health Professionals
Desert ES	36	K-5	0	0 FTE	0.16 FTE	0.16 FTE	0.16 FTE	0 FTE
Eastside ES	456	5-6	23	0 FTE	0.33 FTE	1.0 FTE	0.75 FTE	0 FTE
Pilot Butte ES	415	5-6	74	0 FTE	0.33 FTE	1.0 FTE	1.0 FTE	0 FTE
Desert ES/MS	13	6-8	0	0 FTE	0.16 FTE	0.16 FTE	0.16 FTE	0 FTE
Total = 4	920	K-8	97	0 FTE	0.98 FTE	2.32 FTE	2.07 FTE	0 FTE

Regrettably, the schools cannot adequately respond to increasing mental health, behavioral, and social/emotional needs of students. Inevitably, such incidents are handled by an administrator because the district simply lacks funding to hire the sufficient number of school counselors and social workers to meet the needs of the student population. This is due in part to a *decrease* in state funds that SCSD1 used to hire and support needed staff. Consequently, the current staff is stretched thin (refer to Table 1, above) and, sadly, the students suffer from limited direct services. *“So many of our students need help and support that I am unable to provide with my present caseload and hours at the school,”* reported Elementary School Counselor Stacey Hanson. In addition, district-wide, there are just 6 psychologists who are spread thinly between *all* 17 SCSD1 schools; however they are *mainly involved in Special Education* testing and reporting.

Community mental health services are also very limited; there are few providers in the rural area, and current service levels are *insufficient* to meet the needs of the growing number of high-risk children. Moreover, the designated mental health authority really only has the capacity to work with youth referred through the court system. The district and community organizations serving the target population recognize that to better serve area children and their families, cohesive linkages and clear roles, procedures, etc. need to be developed and disseminated.

Further compounding the situation, school personnel (and parents) are *not* always aware of the early warning signs, do *not* understand when an issue is of concern, and do *not* know how to refer for help children at risk. Regrettably, many of those in greatest need go

A lack of awareness and understanding are serious problems. Regrettably, many of those in greatest need go unidentified until it is too late.

unidentified until it is too late and/or are completely “lost in the system.” *“We see increasing numbers of young kids that have stopped attending school and fallen through the cracks. A step in the right direction is being able to catch problems early and give the child and family additional resources and support in dealing with really tough situations,”* stated elementary teacher Cristy Magagna.

Area stakeholders recognize that the schools are in the best position to identify student needs early and to provide a link to appropriate services. Therefore, SCSD1 needs to develop and institutionalize standardized protocols for identifying students in need, making referrals to counseling and mental health services, handling screening and detection, treatment, follow-up and crisis services, and case management. What’s more, since non-English speakers are overrepresented in the “at-risk” group, it is crucial that the district address gaps and weaknesses in the delivery and practices to ensure that they are *culturally and linguistically appropriate*.

NEED FOR STUDENT COUNSELING SERVICES: Area stakeholders are concerned that many of our local children are developing destructive problems that are escalating and persisting into adulthood. School Psychologist Mike Cummings reiterated what local data find, “*Our county has experienced an increase in the number of students at risk for mental, emotional, and physical health problems.*” However, many student’s mental health needs sadly go unmet, and serious problems often manifest themselves as a variety of social or behavioral problems. “*Students at my school deal with low social skills, anger issues, and other problems relating to poverty, divorce, and single parent homes with working parents,*” stated Elementary School Counselor Stacey Hanson.

Mental health problems and their associated behaviors can also have serious and far-reaching consequences on academic achievement. This is critical given that 40% of SCSD1 5th and 6th grade students are at risk of “*academic failure*” based on current district data. Low income and ELL students consistently perform *disproportionately worse* than their counterparts – scoring 20% lower than the overall population on standardized end-of-levels tests.

Children Using Drugs at Younger Ages: *Substance abuse is a serious problem in Sweetwater County among adults and children alike*, with local students using drugs at younger and younger ages. For example, 14% of 8th graders, 29% of 10th graders, and 38% of 12th graders report having been drunk or high at school in the past year (Sweetwater County, Wyoming Department

of Health 2010 Prevention Needs Assessment). Youths who use drugs at very young ages are more likely to have serious and continuing problems later in life. Drug abuse is a chronic, relapsing problem and addicted persons frequently engage in self-destructive and criminal behavior. Regrettably, local attitudes toward juvenile drinking and drug use are problematic because many parents choose to believe that drug use is not a problem for *their* children. However, research has shown that when a youth has friends (or family) who are using drugs, s/he usually uses drugs as well. This is particularly disconcerting because the reality in Sweetwater County is that *alcohol, tobacco, and other drug use consistently exceed national averages.*

High Rates of Anxiety and Suicide: Among area students, many of the most common mental health problems deal with anxiety and depression. *Anxiety due to family hardship and conflict greatly impact our students.* Eastside Elementary Principal Brent McMurtrey reported, “Anxiety is a big concern with some of our students. We have students who come to school crying or with a ‘sick stomach’ because of divorce, family conflict, and economic problems. This really impacts their ability to learn”. According to the most recently available data, Sweetwater County Wyoming Kids First 2010 Needs Assessment, *the county is federally designated as Mental Health Professional Shortage Area.* In fact, the entire state of Wyoming faces an extreme issue with suicide and mental health, according to the Wyoming Department of Health. The state has consistently ranked in the top 10 states for the *highest teen suicide rate* for 22 out of the past 24 years.

Increasing Juvenile Delinquency: In Sweetwater County, a significant trend in juvenile crime is that the age at which youths are getting involved with *more serious crimes is getting younger.* Latest survey data show that 6% of 8th graders, 9% of 10 graders, and 11% of 12th graders report having been arrested in the past year (Sweetwater County, Wyoming Department of Health 2010 Prevention Needs Assessment). What’s more, in response to the *high number of students with mental health need in the juvenile justice system,* a Juvenile Mental Health

Counselor was provided at the Sweetwater County Juvenile Detention Center in 2012.

Compounding the issue, *gangs are recruiting at-risk children who perceive no other support system and are bored with their rural surroundings* – especially in the areas that have high poverty, immigrant populations. On a regular basis, local law enforcement and the schools are dealing with *aggressive, bullying gang activity among children as young as 9-10 years old*. Pilot Butte Elementary Principal Nicole Bolton reported, “I have seen a dramatic rise in gang involvement, especially among our Latino students. This problem was non-existent number years ago and now I have a number of my elementary students with gang affiliations.”

Section 2: Quality of Project Design

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

GOALS, OBJECTIVES & OUTCOMES: *The mission of the Sweetwater County School District #1 (SCSD1) Elementary School Counseling (ESC) Program is – through a strength-based approach – to build children’s long-term capacity for positive behavior, social competency, academic achievement, and emotional well-being. To realize this mission, corresponding project goals and outcome objectives have been established, which address the previously discussed gaps and weaknesses and will serve as a basis for evaluating project success (Section 4: Evaluation).*

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

Goal 1: Project schools are consistently implementing the district’s School Counseling Model, which addresses the counseling/mental health and educational needs of all students.

Outcome Objective 1.1: By the end of the first semester Year 1 (and continued thereafter), each project school will expand student counseling services toward closing the gap of their student/mental health professional ratios to be in closer alignment with recommended ratios. **(GPRA #1)**

Outcome Objective 1.2: By the end of the first semester Year 1 (and updated as needed thereafter), District and Project staff formally document the SCSD1 Elementary School Counseling Model toward the creation and dissemination of a program manual.

Table continued on the next page.

Table 2, continued: Project Goals, Outcome Objectives, & Performance Indicators

<p>Outcome Objective 1.3: Each semester, counselors are implementing SCSD1’s comprehensive, developmental, preventive elementary school counseling approach: (a) 100% are spending a majority of their time counseling students or are involved in other activities directly related to the counseling process; (b) 100% are implementing Second Step for students (and their families); (c) 100% are utilizing district-approved student in-take and assessment procedures; (d) 100% are providing services within district guidelines and parameters; and (e) 100% are adhering to district guidelines regarding referral and placement to outside/community service providers.</p>
<p>Goal 2: Students in project schools are demonstrating improved mental health outcomes.</p>
<p>Outcome Objective 2.1: 100% of school counselors and teachers having (and/or are developing) the skills to identify and deal with student situational mental health concerns as well as to knowing when it is a more serious issue and how to refer students for more intensive or specialized services.</p>
<p>Outcome Objective 2.2: Percentage of student referrals resulting in mental health services being provided increasing by 10% annually from baseline. <i>(Note: The percent of students receiving MH services should align with prevalence rates – which average 3-6% per NIMH.gov – otherwise the concern is that mental health is being under-reported and thus underserved.)</i></p>
<p>Outcome Objective 2.3: 90% of students identified as needing mental health services are enrolled in appropriate (including cultural and linguistic) school and community-based intervention(s).</p>
<p>Outcome Objective 2.4: 90% of the students receiving mental health services will demonstrate improvement in one or more areas based upon the reason(s) for their original referral.</p>
<p>Goal 3: Students in project schools are supported by a Positive Behavioral Interventions & Supports (PBIS) system. (COMPETITIVE PRIORITY #1) <i>(Note: PPG = Percentage of Possible Gain; PPR = Percentage of Possible Reduction)</i></p>
<p>Objective 3.1: School climate ratings of school safety increasing annually by 20% PPG.</p>
<p>Objective 3.2: Annual decrease of 20% PPR in the average number of student referrals for disciplinary reasons. (GPRA #2)</p>
<p>Objective 3.3: Annual decrease of 20% PPR in percentage of students with chronic office disciplinary referrals (specifically violence, harassment, bullying, and substance use).</p>
<p>Objective 3.4: Ratings of student school engagement increasing annually by 20% PPG.</p>
<p>Objective 3.5: Annual decrease of 20% PPR in the number of student school absences.</p>
<p>Objective 3.6: Annual decrease of 20% PPR in percentage of students with chronic absences.</p>
<p>Objective 3.7: Ratings of family and community engagement increasing annually by 20% PPG.</p>

COMMUNITY LINKAGES: *Area leaders recognize that effective, sustainable prevention efforts must be based on involvement of multiple systems and utilization of within-community resources and strengths.* To this end, the SCSD1 School Counseling Program will strengthen links between the school system and other organizations providing services to the target population in order to promote integration of services, including ensuring that student cultural and linguistic needs are met and the service delivery system is relevant and responsive. The project will collaborate with key organizations in the rural area, specifically Southwest Counseling Services, Better Solutions Counseling Center, Sweetwater Health, Sweetwater Family Services, and Sweetwater Sheriff.

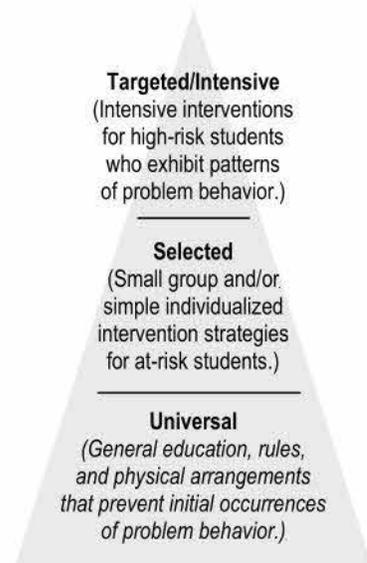
What's more, to facilitate improved community-wide coordination, response, and support for students (families), particularly those identified as the highest need and involving multiple service systems, a new Sweetwater Multi-Agency Planning Team will be established. In the capacity of a Project Advisory Board, the MAP Team will meet quarterly to provide diverse feedback, collaboration, and assess the needs of community-wide prevention programs and initiatives. Key representatives from the district and the community (including parents) also serve on the SCSD1 Student Services Team, which will function as the Project Executive Board. In this capacity, the Board will oversee development of a uniform School Counseling Model and expand coordination among participating agencies. The partners will also collaborate, assist, and consult with the School AMP Teams to enhance integration, coordination, and information-sharing, spearhead school-wide initiatives, and train school staff to recognize risk factors and make appropriate referrals. Also, when applicable, students and families will be referred to appropriate community-based services.

PART OF DISTRICT STRATEGIC PLAN: The SCSD1 ESC Program is designed to address the needs of the target population as described in Section 1 (and addresses Competitive Priority #1) and is viewed as integral to the *district's plan to create Positive Behavioral Interventions and Supports (PBIS)* (discussed next). To this end, it will be integrated into the

efforts of the SCSD1 Student Services Team, comprised of pertinent personnel from the district, key community agencies, and parents. Also, the project will train and support the staffs and School AMP Teams in *all* project schools as well as involve parents and key community partnerships (described below). Administrators have committed to set aside time during staff development days and meetings for project-related training and to support full program implementation. By the time grant funding ends, project-developed strategies and protocols will be *integrated into the schools' infrastructures* as the status quo for school counseling services.

Integrated into District PBIS Framework: The SCSD1 ESC Program will be integrated into a district Positive Behavioral Interventions & Supports (PBIS) framework as part of a comprehensive array of services that provides opportunities for academic, behavioral, experiential, and social growth for all students. When in place, research indicates that a PBIS system can improve student ratings of school climate, improve academic outcomes for students, as well as prevent the onset of serious emotional and behavioral patterns. This framework will ensure that the SCSD1 ESC Program aligns and integrates with classroom programming and is carried out in conjunction with other educational reform efforts.

PBIS is not a program or curriculum; rather, it is a team-based approach for systemic problem-solving, planning, and evaluation. Instead of using a patchwork of individual behavioral management plans, each school implements a continuum of research-validated interventions and services that promote student appropriate behavior. PBIS is best depicted by a three-tiered model (see chart) that represents a continuum of positive behavior support and proactive strategies for all students and ensures services are provided in settings that meet the range of student need.



BEST PRACTICE, COMPREHENSIVE PROJECT: In order to provide the comprehensive array of needed student services, the SCSD1 ESC Program is based on a preventive, or public health, framework for mental health services. Within this framework, the project entails the required elements of the USDE School Counseling Program Grant, and strategies are *coordinated, culturally, linguistically, and developmentally appropriate, and evidence-based*. The project also takes a strength-based approach to helping build children’s long-term capacity for positive behavior, social competency, academic achievement and emotional well-being.

Developing A Uniform School Counseling Model: To better promote mental health to help students cope with common issues, support healthy development, and improve educational outcomes, the school counselors – working with the SCSD1 Student Services Team (serving as the Project Executive Board) – will formally develop and document a SCSD1 Elementary School Counseling (ESC) Model (based on the *American School Counseling Association’s National Model for Comprehensive School Counseling*) and compile a procedural manual, including formal referral, assessment, intervention, and linkage protocols and a universal release form. (Protocols will adhere to FERPA regulations and require appropriate consent for any planned services.) This process will also entail examining organizational policies and practices regarding staff training and delivery of services for the diverse student population and use the results to identify and address potential gaps and weaknesses in the delivery and practices of those policies.

School-Based Early Identification and Referral: To equip the schools to effectively play a large role in helping students and families prevent, detect, and address mental health problems, each project school will train and support a centralized school-based team (School AMP Teams, pages 19 & 22) that is responsible for handling assessments, processing referrals, coordinating crisis intervention and recovery strategies, and providing follow-up support. Teachers and other staff will also be trained on the ESC Model, including knowledge of early warning signs, understanding

when an issue is of concern, and how to refer for help children at risk. Teachers will also be trained on interventions that affect children's academic success. To further foster empowerment and shared responsibility, parents and others working with children and families will also be trained to recognize, respond to, and refer for help children with mental health related issues and how to help them be successful in school. Additional outreach will entail family workshops, newsletters, and website (in English and Spanish) to keep everyone involved in prevention and early identification.

At each school, referrals will be *quickly* funneled through the school counselor (mental health concerns) and/or assigned school administrator (discipline-related problems) who, based on the nature and severity of the problem, will: (1) directly refer the student/family to appropriate school-based and community resources (including student and parent skills training, school-based mental health services, and targeted assessments); and/or (2) immediately bring the concern to the attention of the School AMP Team (pages 19 & 22) to: (a) conduct an initial intake assessment; (b) contact the Southwest Counseling Services school-based therapist to administer a targeted assessment; (c) refer the student (and parents) to appropriate school-based services (e.g., counseling, mentoring, and tutoring) and/or community-based services (e.g., mental health, juvenile justice, and child and family services); *and/or* (d) initiate the case management process.

Comprehensive School Counseling Program: To move closer to the recommended counselor-student ratio, SCSD1 will hire an additional 2.5 FTE school counselors (*English/Spanish bilingual*) to work across the 4 project elementaries (plus additional time contracted for a school-based mental health therapist dedicated to the schools); FTE per school will be allocated based on enrollment and relative need. The school counselors will receive specialized training to increase their efficacy at assessing at-risk children and delivering services that more effectively promote positive development in individuals dealing with a myriad of issues. Among other things, they will be trained on the district's Elementary School Counseling Model; appropriate

identification and early intervention techniques; and how to evaluate mental health related concerns. *In addition, the school counselors, classroom teachers, and other staff will also receive training (as applicable) in the ASCA counseling model, PBIS, and Second Step.*

The SCSD1 ESC Program will follow the American School Counseling Association (ASCA) National Model. Doing so will enable the district overall and the individual schools to successfully establish the program as an integral component of their academic mission; identify and deliver the knowledge, skills, and abilities that all students should acquire; and ensure that the programming is comprehensive in design and delivered systematically and with equal access to all students. In addition, this model *maintains that school counselors spend the majority of their time counseling students or in other activities directly related to the counseling process.*

Table 3: ASCA National Model Delivery System	
<u>Guidance Curriculum</u>	<i>(35%-45% of school counselor’s time): Provide prevention lessons in order to heighten student awareness, obtain skill development, and help them apply it to everyday life. Present classroom guidance activities and hold parent education classes.</i>
<u>Responsive Services</u>	<i>(30%-40% of time): Address students’ immediate concerns, in a prevention or intervention format. Provide short-term individual counseling, small group counseling, crisis counseling, refer to other services, and provide interventions and mediations as needed.</i>
<u>Individual Planning</u>	<i>(10%-15% of time): Assist students in planning, monitoring, and managing personal development. Facilitate student educational planning, decision-making, and goal setting. Help students understand taking assessments and using the information to help plan.</i>
<u>System Support</u>	<i>(5%-10% of time): This includes program, staff, and school support activities and services. The purpose is to work on program delivery and support. The counselor’s role is to manage the program, consult with others, and coordinate with staff and outside agencies.</i>

Classroom Activities Reaching All Students: In order to reach all students in a systematic way, the school counselors will collaborate with teachers to present classroom activities designed to heighten student awareness, promote skill development, and help students apply their new learning to everyday life. Second Step (USDOE Exemplary Award and SAMHSA Model Program; NREPP for Mental Health Promotion, Substance Abuse Prevention, Social Functioning, and Violence; includes Bully Prevention) teaches elementary students socio-emotional skills, including learning

how to identify and understand their own and others' emotions, reduce impulsiveness and choose positive goals, and manage their emotional reactions and decision making process when emotionally aroused. The program is shown to increase social competence and prosocial behavior; reduce incidences of negative, aggressive, or antisocial behaviors; and create a physically and emotionally safe school environment. Second Step builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. *(Program materials are multicultural, culturally sensitive, and available in Spanish.)* Additional student learning activities and materials to promote awareness and age-appropriate skills for dealing with anxiety, suicide, family conflict, violence, as well as drug use and gang prevention will be provided in conjunction with Southwest Counseling Services, Better Solutions Counseling Center, Sweetwater County Family Services, and Sweetwater County Sheriff.

Student Skill Building and Support Groups: Small groups will be offered to provide struggling students with additional, intensive support and skills training. The number, frequency, and duration of each group will be based on student need. Groups will be small in size; meet during or after school; be led by school counselors; and require parental permission. The groups will reflect current research and effective practice and will be appropriate for the age and developmental levels, gender, language, and cultural diversity of the participating students. Groups will focus on the whole person and take a *strength-based approach* to help build children's long-term capacity for positive behavior, social competency, academic achievement and emotional well being. Learning experiences will also be pulled from *Second Step* (curriculum described above).

Family Skills Training and Support: To foster empowerment and shared responsibility, SCSD1 aims to provide families, particularly those of at-risk or high risk students, with additional skills to help facilitate their child's social-emotional-behavioral developments. Workshops will be provided *at no charge* to families; will address crucial student needs, including preventing and

dealing with aggressive behaviors, gang affiliation and intimidation, drug use, anxiety, depression, family conflict, etc.; and will utilize researched-based materials as well as guidance from Southwest Counseling Services, Better Solutions Counseling Center, Sweetwater County Family Services, and Sweetwater Sheriff. Second Step Family workshops (described above) will extend and reinforce the in-school program to students' families. (*Program materials are multicultural, culturally sensitive, and available in Spanish.*) Also, Family Solutions Program multi-family groups will be provided as an intervention high risk students and their families. The 10-week program will teach referred families skills for dealing with peer pressure, decision making, anger management, conflict resolution, cooperation, communication, and school engagement and success.

One-on-One Counseling: The school counselors will also address students' immediate, including providing – as needed – short-term individual counseling, crisis counseling, interventions and mediations, consultation with staff and outside agencies, and referrals to other services.

Also, students who need additional support and accountability will also be enrolled in a Check & Connect program (already in place in some district schools but will be expanded through the ESC Program). Check & Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students, through relationship building, problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence.

School-Based Mental Health Therapist: To ensure that students with serious concerns (and their families) can access and receive appropriate, comprehensive treatment, those needing more intensive services will be referred to an approved community school-based licensed mental therapist working with SCSD1 project schools. Upon referral, the therapist will meet with the student's parents, gain necessary approval, explain options, and see that they are able to access the level of help they need. Each child client will have signed parental permission and a formal treatment

plan (following HIPAA standards). Services will reflect current research and effective practice, and be appropriate for the student's age and developmental level as well as gender and cultural diversity. School-based mental health services will include targeted assessments, crisis intervention, individual and family counseling, small group therapy, etc. In addition, the therapist will provide ongoing consultation with applicable school personnel and School AMP Teams.

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

Referrals to Community-Based Services: When applicable, students and families will be referred to a variety of free or inexpensive community-based services, including Mental Health, (e.g. individual/group counseling; crisis intervention; intensive outpatient programs and treatment); Public Health (e.g., services for children with special health care needs, substance abuse resources, and home nurse visitors); and Child & Family Services (i.e., parent education, crisis intervention, child protection and abuse prevention, and mental health therapy). Such referrals will be made through school counseling and mental health staff, administrators, School AMP Teams, case management teams, Multi-Agency Planning Team, and collaborating community organizations.

Section 3: Quality of Management Plan

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

INTEGRATED MANAGEMENT AND ORGANIZATIONAL CAPABILITY: Based on the Sweetwater County School District #1's *experience successfully implementing and managing district-wide grant projects*, a strong management plan – including roles/responsibilities, time commitments, and project timeline – has been developed to keep the Elementary School Counseling program on track and within budget. As fiscal agent, the Superintendent Mathew Neal and School Board will have ultimate responsibility for the project, which will operate out of the District Counseling Department. The project will adhere to district policies and procedures and receive district administrative and financial services, including grants management oversight.

Plan for Integration and Sustainability: SCSD1 views the School Counseling Program as integral to its strategic plan to create Positive Behavioral Interventions and Supports (PBIS). Grant funds will provide the *one-time start-up costs* needed to support successful systemic reform. By the time grant funding ends, project-developed strategies and protocols will be integrated into the schools' infrastructures and will become the new status quo – *ultimately increasing access to quality counseling services for students*. The district and partners will also work to reallocate resources accordingly and/or absorb related expenses into its regular budgets to ensure sustainability.

Highly Qualified Personnel: The key personnel dedicated to the SCSD1 Elementary School Counseling Program are highly qualified for their project role. The district is an Equal Opportunity Employer and committed to providing career opportunities to all people regardless of race, color, national origin, religion, age, disability, sexual orientation/preference, or gender. It is the policy of the district to enforce constitutional provisions, statutes, and common law causes of action that prohibit discriminatory conduct and harassment. (Details provided in

attached GEPA Statement.) Preference for project-hired positions will be given to

English/Spanish bilingual and experience working with the diverse and ELL student populations.

Table 4: Project Management Team and Key Staff

(Team members listed in Table 6, page 22; Resumes and Job Descriptions in the Appendix.)

Grant Project Administrative Team: SCSD1 Counseling Dept. Chair Renee Schroeder, Special Services Dir. Brian Kaumo, Curriculum Dir. Wanda Maloney, and District Grant Admin. / Title ELL Program Coord. Gayle Kendall (FTEs in-kind dedicated to project). *Duties*: Provides project management oversight, including reporting; oversees fiscal responsibility and adherence to policies; assists with policy and program development, outreach, coordination, and sustainability.

Project Director: *To be hired upon funding (.5 FTE)*. *Duties*: Oversees project implementation, including timeline, budget, training, coordination, outreach, data collection, and reporting; guides and supports school-level teams; and develops resources for sustainability, program manual, and website. *Qualifications*: Master’s degree in social work, psychology, and/or education; 7+ years progressive experience in program management, community collaboration, and working with at-risk youth; working knowledge of the current state of prevention science; and bilingual preferred.

Project Executive Board: SCSD1 Student Services Team. *Duties*: Engages quarterly in CIM (page 23) to ensure accountability of project progress; establishes formal district School Counseling Model, including referral, assessment, and intervention protocols; increases communication and coordination among agencies; assists with training, outreach, and sustainability.

School-Level Teams: School AMP Teams (one per school; representing the diversity of language and cultural background in the school). *Duties*: School-based implementation, advisory, and problem solving teams that oversee identification, assessment, referral process, training/support, case management, data collection, integration, sustainability, and parent outreach

Project Advisory Board: Sweetwater Multi-Agency Planning Team. *Duties*: In a project advisory capacity, meets quarterly to provide diverse feedback regarding project strategies, increase community-wide communication and coordination; and assist with outreach and sustainability.

School Counselors (2.5 FTE hired upon funding): *Qualifications*: Documented competence in counseling children and adolescents in a school setting, current Wyoming licensure, master's degree in school counseling from a CACREP accredited program, and English/Spanish bilingual.

School-Based Licensed Mental Health Therapists: *From an approved community organization*. *Qualifications*: Master’s degree in Counseling Psychology, licensed by the State of Wyoming, and experienced counseling children in school settings. Prefer English/Spanish bilingual.

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

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

Process Objectives & Benchmarks	Timeline	Responsibility
<u>Process Objective 1:</u> In Year 1 (and the start of each subsequent project year as needed), set-up the project to ensure a firm foundation for implementation success.		
(1.1) Hire and orient Project Director.	Month 1, Year 1	District Admin.
(1.2) Hire and orient project personnel.	Months 1-2, Year 1	District Admin.
(1.3) Orient Project Executive Board.	Month 1, Year 1	District Admin.
(1.4) Refine project implementation plan.	Months 1-2, Year 1	Executive Board
(1.5) Finalize evaluation instruments.	Months 1-2, Year 1	Admin. & Evaluator
(1.6) Orient School AMP Teams.	Begin Months 2-3, Year 1; meet regularly thereafter	Proj Dir & Principals
(1.7) Organize community-wide Multi-Agency Planning team.		Executive Board
<u>Process Objective 2:</u> In all project years, implement management, evaluation, and dissemination activities to help keep the project on track and progressing towards the intended outcomes.		
(2.1) Project mgmt. meetings engaging in Continuous Improvement Management.	At least quarterly; Ongoing	Executive Board
(2.2) Advisory meetings to provide diverse input and facilitate coordination.	Every 2-4 months as needed and applicable	Advisory Board
(2.3) Identify and establish linkages with other agencies serving target population.	Ongoing (began during project planning period)	Executive Board
(2.4) Parent outreach, including school newsletter articles and website updates.	Quarterly or when pertinent information is timely	Project Director
(2.5) Collect formative and summative project evaluative data.	Baseline and (start of project) and Ongoing (as applicable)	Project Director & Evaluator
(2.6) Produce status reports (for project mgmt.) and Federal performance reports.	Bi-Monthly (status) and Annually (federal)	Evaluator & Project Director.

Table continued on the next page.

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

Process Objectives & Benchmarks	Timeline	Responsibility
<u>Process Objective 3:</u> In all project years, equip the school-community to deliver quality student mental health services.		
(3.1) Train school MH staff on ASCA, best practices, identification, early intervention.	Begin immediately upon hire; ongoing Years 1-3	Project Director & Subject Experts
(3.2) Train school MH staff, teachers, and other staff on PBIS and Second Step.	Begin immediately upon hire; ongoing Years 1-3	Project Director & Subject Experts
(3.3) Develop and document new SCSD1 Elementary School Counseling Model.	At start of project (<i>aspects in progress</i>); updated as needed	Executive Board
(3.4) Train teachers and staff to recognize, respond to, and refer for help children at-risk for mental health problems.	Initial 1 st semester, Year 1; ongoing during planned in-services and staff meetings	Project Director & School MH Staff
(3.5) Handle assessments, process referrals, and provide follow-up support.	Begin 1 st semester, Year 1; ongoing thereafter as needed	School-Level Teams
<u>Process Objective 4:</u> In all project years, implement student mental health services that meet the needs of the target population.		
(4.1) Present classroom counseling activities that provide prevention lessons.	Offered throughout the year according to teaching schedule	School Counselors with teachers
(4.2) Provide individual student counseling for mental health concerns, and parent consultations & referrals to area agencies.	Ongoing as needed starting immediately	School Counselors
(4.3) Hold small group counseling to provide struggling students additional, intensive support and skills training.	Offered throughout the year as needed at project schools	School Counselors
(4.4) Offer family workshops to provide parents with skills to facilitate their child’s social-emotional-behavioral development.	Sessions held regularly during year as needed by each project school	School Counselors
(4.5) Provide more intensive school-based mental services (e.g., interventions and therapy) to students with serious concerns.	Ongoing as needed starting immediately	School-Based Therapist
(4.6) Provide “Wraparound” services to children in need of intensive support and intervention involving multiple agencies.	Ongoing as needed starting immediately	School-Based Therapist

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

ENSURING A DIVERSITY OF PERSPECTIVES: As a group of caring professionals, Sweetwater County wants to leave no child, staff member, or partner behind. To this end, the school-community has set in place existing interagency groups (listed below) that *offer a variety of avenues to receive feedback from and provide input to stakeholders*, which the SCSD1 School Counseling Program will utilize, including to *ensure that the service delivery system is relevant and responsive and that the cultural and linguistic needs of the student population are met*. The project will also coordinate with the efforts of area entities, including working to identify and involve other agencies and organizations that work with the target population.

Table 6: Collaborative Interagency Groups

Sweetwater Multi-Agency Planning Team (*community-wide interagency group to be established as a part of this project*): Comprised of representatives from key community agencies, including the school system, city government, mental health, law enforcement, juvenile justice, public health, child & family services, social services, parent coalitions, faith-based organizations, etc.

SCSD1 Student Services Team: District-level team comprised of key representatives from the district (e.g., administration, mental health staff, special education, nurses, and SROs) and major community agencies (e.g., mental health and juvenile justice) serving target population.

School AMP Teams (*already established in all project schools*): Each 3-5 member team is comprised of a variety of school-community representatives, such as an administrator, school counselor, School Resource Officer, nurse, special education and classroom teachers, and parents. Including individuals who are bilingual and have experience working with diverse populations.

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

Involving Parents: What's more, the project also aims to develop better communication tools with *parents* and increase their involvement in the student mental health system. Therefore, to keep parents involved in their role of prevention and early identification, the project will also regularly publish relevant information in the district newsletter and website and offer free skill building family workshops and counseling groups (offered in English and Spanish). In addition,

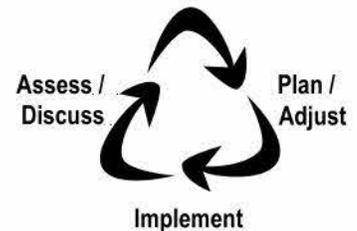
parents serve on the project and district committees that will oversee the development of the SCSD1 School Counseling Model. Also, before that plan is finalized, it will be circulated for parent comment (in English and Spanish) via the school-level meetings, school newsletters, and district website. The school counselors and other applicable staff will also be responsive in reaching out to and involving parents of at-risk and high risk students on an individual basis.

Data-Driven, Continuous Improvement Management: The U.S. DOE Continuous Improvement Management (CIM) model (described below) will be adopted to manage the SCSD1 School Counseling Program and facilitate systemic reform as it is fully integrated into the schools, district, and partner organizations. *The CIM process ensures that the voices of all stakeholders are considered, project strategies are aligned to well-defined goals, and adjustments are based on valid data and assessment and serve to closer align*

strategies to the intended outcomes of improving school counseling services and student outcomes. To this end, the SCSD1 Student

Services Team (district-level) and School AMP Teams (school-level)

will engage in a CIM process at least quarterly during the grant-funded project period and then at least annually thereafter. (More details provided on page 27.)



SCSD1 administrators value best practice, research-based practices and policies, and view the School Counseling Program as an essential part of the total school curriculum; they hold all school mental health professionals accountable for providing a quality program. For this reason, the program will integrate into Professional Learning Teams. School counselors and other applicable staff will engage in an ongoing CIM process (see above) aimed at improving school counseling services and student outcomes, including analyzing student, school, and staff data; setting individual and team learning goals for professional practices; and engaging in professional problem-solving and collective reflection as they implement new knowledge and skills.

Section 4: Quality of Evaluation

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

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

(1) Formative Evaluation: An ongoing Formative Evaluation tracks implementation progress and the impact on the targeted population as well as provides recommendations for further project development. Specifically, it tracks the adaptation and fidelity of project strategies (Section 2) and adherence to the established *process objectives and benchmarks* (pages 20-21) as well as prepares a bi-monthly report summarizing the status of project components, successes and challenges, needed adaptations (proposed and approved), and assessment findings. Several *Essential Questions* (below) are utilized to guide both the formative evaluation and ensuing recommendations.

Table 7: Essential Questions Guiding *Formative Evaluation*

Management & Replicability: Set up the necessary management, coordination, evaluation, and materials structures? Other questions TBA by the Project Executive Board during project implementation. *Measurable Indicators:* Project Manual, Evaluation Toolkit, and related presentations/publications. *Data Collection Schedule:* Bi-Monthly and Annually.

Accountability: Implement planned strategies? Aligned with goals and GPRAs? Preliminary outcome analysis indicating improvements? Impact on applicable systems and approaches? *Measurable Indicators:* Extent to which process benchmarks are implemented, treatment verification/hurdles, trend data, and changes over baseline. *Schedule:* Bi-Monthly and Annually.

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

(2) **Summative Evaluation:** The project’s Summative Evaluation determines the degree to which each project goal and outcome objective has been met (pages 8-9; includes the GPRA Performance Measures). Objective performance measures (entailing quantitative and qualitative data) established for each intended outcome are the standards used to monitor the attainment of project goals and objectives and, ultimately, to assess the project’s impact on project participants.

Table 8: Objective Performance Measures for Summative Evaluation

Objectives (pgs 8-9)	Measurable Indicators (a.k.a. data sources) <i>Note: Baseline GPRA Measures provided in Table 1, page 4.</i>	Collection Schedule
1.1	Number and FTE of mental health professionals in project schools and the student/MH professional ratio as documented by school records.	Baseline & Annually
1.2	Documentation of the SCSD1 Elementary School Counseling Model and compilation of an actual program manual.	Each Semester
1.3	Implementation of SCSD1 ESC program as recorded on School Counselor Implementation Survey <i>and</i> Community Mental Health Service Record.	Each Semester
2.1	Record of staff member completion of district model-based School Counseling Staff Training and other applicable professional development.	Each Training
2.2 & 2.3	Student MH referrals and mental health services tracked by school records.	Baseline & Quarterly
2.4	Student indicator ratings on Mental Health Services Referral Follow-Up Survey (completed by Individual Wraparound Plan Team).	
3.1, 3.4 & 3.7	Teacher/staff, student, and parent ratings as measured by the National Evaluation Team (NET) School Climate Survey and Parent Survey.	Baseline & Annually
3.2 & 3.3	Student referrals for disciplinary reasons tracked by school records.	End-of-Year
3.5 & 3.6	Student absences (excused and unexcused) tracked by school records.	End-of-Year

Evaluation Plan: The project evaluation plan, developed by EO and approved by SCSD1 administration, is aligned with and customized to the project design (Section 2). Measurable indicators (i.e., aggregate/disaggregate and quantitative/qualitative data; Tables 7 and 8, above) for all project outcomes (Table 2, pages 8-9) and benchmarks (Table 5, pages 20-21) are collected using valid, project-customized and -aligned instruments, existing research-based assessments, and appropriate methods. *The Evaluator (EO) is experienced at developing assessment frameworks designed to measure Counseling Project GPRA and project-specific goals as well as providing*

useful data to facilitate districts in continuous improvement of their projects. The Evaluator ensures that all data is collected, recorded, and analyzed accurately in a timely manner as outlined in the grant proposal and as required by the Federal government. All data collection and processing activities are supervised by the Evaluator. Many instruments are housed in – and administered via – a secure, online system allowing for convenient access. Data collection and record keeping procedures comply with Federal confidentiality laws (i.e., FERPA). During the project, project data are analyzed to assist stakeholders in gauging progress toward improving performance over baseline levels and achieving the intended project outcomes (pages 8-9). Statistical analyses are matched to the data collected. Advanced filtering and cross-tabulation allow the Evaluator and project staff to identify criteria-specific data patterns and make appropriate recommendations.

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

Performance Feedback: The evaluation plan entails regularly collecting, tracking, and analyzing high-quality and timely data on project implementation and participant outcomes *and* routinely disseminating findings through various methods. The Evaluator will generate project reports (below) to fulfill district and Federal requirements and to provide the stakeholders with an assessment of the progress being made toward achieving the project benchmarks and intended outcomes. In addition, project management will oversee the development of a project manual (setting-up, running, and assessing the project for purposes of sustainability and replication) as well as routinely share updates with stakeholders and parents through meetings, newsletters, website, etc.

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

Assessment of Progress and Data-Based Decision-Making: The SCSD1 Project Executive Board and school-level implementation teams will engage in a Continuous Improvement Management (CIM) process (page 23) to *continually monitor progress and adjusted strategies to closer align the project to its intended outcomes of improving school services and student outcomes.* To this end, the project evaluation serves two main purposes (see table below). *This data-driven accountability process strengthens programming and facilitates systemic reform where needed.*

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

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

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Appendix: Table of Contents

(A) Letters of Contribution.....	34
(B) Resumes of Key Project Personnel	39
(C) Project Position Descriptions	53
(D) Letter to State Single Point of Contact (Executive Order 12372)	57
(E) General Education Provisions Act (GEPA) Section 427	58
(F) Proof of Federally Negotiated Restricted Indirect Cost Rate	59
(G) Signed Forms, Assurances & Certifications	60

Appendix A: Letters of Contribution

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

- *Sweetwater County School District #1*: Mathew Neal, Superintendent
- *Better Solutions Counseling Center*: Joanne Reints, Director
- *Sweetwater County Sherriff's Office*: Richard Haskell, Sheriff
- *Sweetwater County District Board of Health*: Dr. Grant Christensen, Director

Sweetwater County School District Number One
P. O. Box 1089
Rock Springs, WY 82902-1089
Phone 307-352-3400 Fax 307-352-3411



Mathew Neal
Superintendent of Schools

Justin Spicer
Chairman of the Board

Brady Baldwin
Vice-Chairman

Leonard W. Hay
Clerk

Robert J. Ramsey
Treasurer

Trustees
Joyce Corcoran
Max Mickelson
Emma Waldner

April 28, 2014

My name is Mathew Neal and I am the Superintendent for Sweetwater School District #1. I would like to officially state my support for Sweetwater School District #1's application for the School Counseling Grant. I understand that the purpose of this grant is to support and expand the inventory of effective counseling programs offered within the district.

Sweetwater School District #1 is currently comprised of over 5,400 students. Our district mission is: "As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions." We do this by working with students and their families to provide a safe, nurturing, and supportive environment within our schools.

The Sweetwater County area has experienced an increase in the number of children exhibiting ungovernable behaviors and delinquency. There are a number of contributing factors and an increasingly significant one is mental health and trauma induced issues, which contribute to acting out behaviors. We work with agencies throughout the county in addressing both behavior and substance abuse issues exhibited by students in the schools and in the community.

We are excited about the opportunity to be involved with the School Counseling Program Grant. We are committed to helping and doing our part to facilitate the integration of the supports provided through the grant. We believe our district and community is prepared and has the capacity to effectively partner mental health systems and supports for the students in our district.

Thank you,

A handwritten signature in blue ink, appearing to read "M. Neal", is written over a faint, larger version of the same signature.

Mathew Neal
Superintendent
Sweetwater School District #1



Better Solutions Counseling Center

April 28, 2014

Superintendent Mathew Neal,

My name is Joanne Reints and I am the Board President for Better Solutions Counseling Center in Rock Springs, Wyoming. I am writing this letter in support of Sweetwater School District #1 in its application for the School Counseling Grant. We are very much in support of a program that is designed with a preventive approach to offer effective counseling and mental health services within the school setting in order to reduce student risk factors for disciplinary referrals and increase protective factors.

Better Solutions Counseling Center is a private mental health center that provides services to the Sweetwater County community and is licensed through the Wyoming Mental Health Professional Licensing Board. We work with youth and families to provide safety, nurturing, and permanence. The Sweetwater County area has experienced increases in the number of children who are coming into care through ungovernable behaviors and delinquency. There are a number of contributing factors and an increasing significant one is mental health and trauma induced issues which contribute to acting out behaviors.

We specialize in:

- Autism
- Physical, mental, or cognitive disabilities
- Crisis counseling
- General counseling needs

We provide:

- Individual therapy
- Family therapy
- Couples therapy
- Art therapy
- Psychological & psycho-educational services
- Psychological evaluations
- DD Eligibility and Re-eligibility Determination evaluations

Better Solutions Counseling Center is in full support of the efforts of Sweetwater School District #1 to enhance the counseling program services offered within the school setting. We believe our community is prepared and has the capacity to effectively integrate mental health systems with the local schools.

Sincerely,

(b)(6)

Joanne Reints
Director of the Board
Better Solutions Counseling Center

Richard Haskell, Sheriff
(307) 922-5300
(307) 922-5483

SWEETWATER

C·O·U·N·T·Y

SHERIFF

<http://www.sweet.wy.us>

Rick Hawkins, Colonel
731 C Street, Suite 234
Rock Springs, WY 82901

April 25, 2014

Superintendent Mathew Neal,

My name is Richard Haskell and I am the Sheriff of Sweetwater County in the State of Wyoming. On behalf of the sheriff's office, I would like to state our support of the Sweetwater County School District #1 application for the UDOE School Counseling Grant. We understand that the purpose of this grant is to provide a preventive approach based on the public health model to expand the inventory of effective counseling program offered within a school setting; including mental health services for secondary students. As the Sheriff of Sweetwater County, we support the district in their efforts to provide this approach in expanding their counseling programs.

The Sheriff's office for Sweetwater County works in collaboration with key leaders from the local communities representing various sectors, including law enforcement, public health officials, local government agencies, mental and behavioral health representatives, local business leaders, religious sectors, school districts and community college representatives, and parents and students.

Our objective is to "cultivate personal responsibility, individual growth, and a safe healthy community through education and awareness of substance abuse trends and appropriate interventions." Included in the focus of our work are such things as: decreasing prescription drug availability by working with local law enforcement agencies to provide drug drop boxes to the community; increasing awareness and educating the community about local drug trends and abuse through community media campaigns, educational outreach programs, and a local website to provide resource and information.

In addition the Sweetwater County Sheriff's Office facilitates cooperation and correspondence between key community sectors in addressing substance abuse issues in the community. We gather and provide data on substance abuse, crime and behavioral issues from all sectors in the county. We also provide oversight and fulfill an advisory role on mental and behavioral health, providing trained coalition volunteers, equipment and materials. These services, personnel, equipment and materials are available to support this grant.

The Sweetwater County Sheriff's Office is excited about the opportunity to be involved with the School Counseling Program Grant. We believe this is a necessary integration, and we are committed to helping and doing our part to facilitate that integration. We believe our community is prepared and has the capacity to effectively integrate mental health systems with the local schools.

Thank you,

(b)(6)

Sheriff Richard Haskell
Sweetwater County

SWEETWATER COUNTY DISTRICT BOARD OF HEALTH

731 "C" Street, Suite 315
Rock Springs, WY 82901
(307)922-5390
Fax: (307)922-5496

550 Uinta Drive, Suites D & E
Green River, WY 82935
(307)872-3944
Fax: (307)872-3983

April 24, 2014

Superintendent Mathew Neal,

I am Grant Christensen, director of the Sweetwater County District Board of Health. I am writing this letter in support of the Sweetwater School District #1 application for the USDOE Counseling Grant, which proposes to provide a preventive approach based on the public health model to expand the inventory of effective counseling programs offered within a school setting, including mental health services for students.

The Sweetwater County District Board of Health currently partners with Sweetwater School District #1 by sharing data and resources, including expertise and collaboration for services. Our agency provides information and resources which promote and protect communities where citizens may enjoy lives free from the stigma of disability, addiction and mental illness. The mission of the Sweetwater County District Board of Health is to promote and protect the health and living conditions of the citizens of Sweetwater County, Wyoming, and all who visit and pass through.

The Sweetwater County District Board of Health provides an array of prevention services in the schools and in the community. Currently we work in collaboration with the local school districts with student assistance programs, teach life skills through classroom presentations, provide opportunities for training for school personnel and youth groups, provide technical assistance and prevention resources. Some of the services provided through the Sweetwater County District Board of Health include the following programs: Best Beginnings, Children's Special Health Program, Emergency Preparedness/All Hazards, HIV, STD Testing and Assistance, and Home Health Services.

The Sweetwater County District Board of Health is anxiously engaged in providing support to community partners including Sweetwater School District #1 who are increasing mental health services to children and families in need in our community.

Thank you

(b)(6)

Dr. Grant Christensen
Director
Sweetwater District Board of Health

Appendix B: Resumes of Key Project Personnel

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

- *Wanda Maloney*, Director of Curriculum, Sweetwater County School District #1 (*Grant Project Administrative Team*)
- *Brian Kaumo*, Special Services Director, Sweetwater County School District #1 (*Grant Project Administrative Team*)
- *Renee Schroeder*, District Counseling Department Chair, Sweetwater County School District #1 (*Grant Project Administrative Team*)
- *Gayle Kendall*, District Grant Administrator / Title ELL Program Coordinator, Sweetwater County School District #1 (*Grant Project Administrative Team*)
- *Stacey Hanson*, Elementary School Counselor, Sweetwater County School District #1
- *Todd Braeger*, Senior Evaluator & Analyst, Educational Outfitters (*Evaluation Team*)
- *Shanna Futral*, Evaluation Field Director, Educational Outfitters (*Evaluation Team*)
- *Jenna Taylor*, Evaluation Field Director, Educational Outfitters (*Evaluation Team*)

WANDA K. Maloney



PROFESSIONAL PROFILE

EXPERIENCED ADMINISTRATOR with demonstrated leadership in creating student-centered learning environments, improving test scores, developing curriculum, achieving instructional excellence, and fostering faculty development. Manages multiple constituencies simultaneously, encourages open communication between faculty and parents, develops and monitors budgets, and builds positive linkages with community organizations and the school board.

CURRENT POSITION

CENTRAL ADMINISTRATION BUILDING, Rock Springs, Wyoming
Director of Curriculum 2013 to present

EDUCATION & CERTIFICATION

UNIVERSITY OF WYOMING, Laramie, Wyoming
Pursuing a Doctorate degree in Educational Leadership 2013

UNIVERSITY OF WYOMING, Laramie, Wyoming
Master of Arts in Educational Leadership 2002

UNIVERSITY OF SOUTH DAKOTA, Vermillion, South Dakota
Bachelor of Science in Elementary Education/Special Education 1992

Professional Teaching Standards with endorsements in: Elementary Education K-6, Exceptional Generalist K-12, and Principal K-12, State of Wyoming

CONTINUING PROFESSIONAL DEVELOPMENT

- Cognitive Coaching
- Assessment for Learning
- Framework Induction Program
- Professional Learning Communities Training
- Public Education & Business Coalition Reading/Thinking Strategies
- Adaptive Schools Training
- Norms of Collaboration

PREVIOUS POSITIONS

PILOT BUTTE ELEMENTARY, Rock Springs, Wyoming
Principal 2011 to 2013

WHITE MOUNTAIN ELEMENTARY, Rock Springs, Wyoming
Principal 2008 to 2011
Assistant Principal 2003 to 2008

JOHNSON COUNTY SCHOOL DISTRICT, Buffalo, Wyoming
Interim Junior/Senior High School Principal Spring 2002
Fifth Grade Teacher 1998 to 2003

SIOUX FALLS PUBLIC SCHOOL DISTRICT, Sioux Falls, South Dakota
Fifth Grade Teacher 1996 to 1997
Reading Specialist, 1st and 3rd Grades 1995 to 1996
Second Grade Teacher 1994 to 1995
Special Education Teacher 1992 to 1994

CAREER HIGHLIGHTS AND ACCOMPLISHMENTS

Administration

Provided administrative and instructional leadership as an elementary principal, interim high school principal and assistant elementary school principal. Administered and managed daily activities of students, teachers, and support staff. Interpreted and enforced school board policies and regulations. Administered, developed, and evaluated curriculum and instruction. Prepared and monitored annual budget. Created class schedules for upcoming school year. Observed and evaluated faculty and staff. Assisted with student discipline responsibilities. Designed a variety of creative programs for teachers and students that provided support and enrichment. Increased parental involvement and set higher expectations for students and teachers.

- Opened a new school coordinating the placement of staff and students, naming of the school, and putting in place protocols to ensure a safe, respectful, and responsible learning environment.
- Implemented Professional Learning Communities with team leaders and facilitated protocols to support purposeful planning.
- Coordinated training and facilitated PLC teams through the Data Team Cycle to improve instructional strategies.
- Worked extensively with instructional coaches to plan trainings and support classroom instruction.
- Provided additional enrichment classes to support sixth grade students advance to math 7 and Pre-Algebra classes within the elementary setting.
- Planned and facilitated district wide professional development focusing on Common Core State Standards

Staff Development

Developed and presented credit and non-credit training and staff development at the local, district, and state levels.

- Led professional development classes for graduate credit through the University of Wyoming. Facilitated:
 - Teaching Assistance Programs
 - ✓ Keys to Reading Comprehension
 - ✓ Mosaic of Thought
 - ✓ Assessment in the Classroom
 - ✓ The Differentiated Classroom
 - ✓ Educative Assessment
 - ✓ Classroom Instruction that Works
- Organized and delivered district level in-service training that focused on:
 - ✓ Thinking Strategies
 - ✓ Assessment for Learning
 - ✓ Norms of Collaboration
 - ✓ Common Core State Standards
- Oversaw teams of mentors as a district Teacher Assistance Program Co-Director. Paired first year teachers with in-school mentors who, through observations and inquiries, helped mentees focus on development and instructional practices. Mentors guided mentees through ongoing peer coaching process of planning, lesson plans, reflecting on results, and making informed adjustments.

Special Projects

- Teacher Evaluation Committee – Participated on district committee charged with redesigning evaluation process for teachers.
- Alternative Scheduling Committee – Member of committee charged with identifying creative ways to find common planning times and incorporate teacher planning days into the annual calendar.
- Assessment Task Force – Member of task force formed to exam the current status of student assessments and develop recommendations for a revised district plan.
- Quarterly Meetings with Instructional Coaches – Facilitated quarterly discussions of the components necessary to be an effective coach with teachers newly appointed to position of instructional coach.

Curriculum Development

- Curriculum Mapping – Facilitated curriculum mapping in math, science, language arts, and social studies by selecting essential learning expectations for each grade level.
- Landmarks Performance Assessments –Facilitated assessments as part of team charged with building authentic performance assessments.
- Reading Adoption Textbook Committee – Reviewed standards for new textbooks and evaluated student needs; recommended new textbooks for the district.
- Writing Adoption Committee – Reviewed standards, research, and best practice for new writing curriculum and evaluated student needs to select the best process or program for the district.
- Math Problem Solving – Collaborated with the University of Wyoming on the use of a variety of problem solving methods.

Instruction

Taught Special Education, reading instruction, second and fifth grades for 10 years. Employed a variety of teaching techniques to enrich subject matter and challenge students. Individualized lesson plans to meet the needs of students' learning styles. Maintained close personal and telephone contact with parents.

- Selected as fifth grade Outstanding Educator by Frontier Magazine.
- Served as co-facilitator for Interest Based Negotiations.
- Served as Team Leader for fifth grade teachers.
- Mentored three fifth grade teachers; coached and counseled them on effective teaching techniques, classroom management, and gaining parental involvement.
- Organized team building activities including consensus building, prioritizing, action research, and book studies.
- Served as a Student Council sponsor.
- Created and implemented an Adopt-A-Grandparent Program.

SELECTED LEADERSHIP ACTIVITIES

- Vice-President, Wyoming Association of Elementary and Middle School Principals 2013
- Member, National Association of Elementary School Principals 2003-2013
- National Distinguished Principal Nominee 2013
- Co-Director, Teacher Assistance Program for Sweetwater County School District #1 2005-2012

ACADEMIC DEGREES

- 2005-2009 EDD (ABD) Educational Leadership, Northcentral University
- 2000-2001 Post-Masters study in Special Education, University of New Mexico
- 1998-1999 MA, Elementary Education, University of New Mexico
- 1988-1993 BA, Special Education/Elementary Education, University of Wyoming

PROFESSIONAL EXPERIENCES

- 2012-Present *Special Education Director SWCSD#1*
Responsibilities include supervision, planning, implementing, and evaluating all special education programs as required under the Individuals with Disabilities Education Act. Develops and monitors the district budget for special education. Determine the number of special education instructional staff as well as certified staff specialist needed, assign staff to buildings, Oversee the preparation and completion of all reports as required by the Wyoming Department of Education and federal agencies. Develop the VI-B Grant and incorporates the grant into the Sweetwater County School District Number 1 Consolidated Grant application. Oversees the Special Services Summer School Programs. Evaluates all non-instructional certified personnel working full time with special education students. Evaluates office personnel, oversee special education student record data collection and the maintenance of that data to insure completeness and compliance with the Family Education Rights and Privacy Act. Determines the need for, plan, implement, and evaluate professional development for certified and non certified staff that would include the transportation staff, nurses, special education staff, regular education staff, and administrators.
- 2013-Present *Principal, Sweetwater County Juvenile Detention Center School*
Responsibilities include leadership and supervision in administering the educational program at the Sweetwater County Juvenile Detention Center in order to promote the continued educational development of students in accordance with the Individuals with Disabilities Education Act, and draft Wyoming rules and regulations, and applicable law. Responsible for daily supervision, annual evaluation, training and conflict resolution of educational staff assigned to the Detention Center.
- 2005-2012 *Assessment Coordinator/Consolidated Grant Manager, SWCSD#1*
Responsibilities include supervision for all assessment and evaluation functions for Sweetwater County School District Number One, including management of the district and state comprehensive assessment program, development of local assessments, and application of psychometric tests to new and existing assessments, special programs evaluation, original research, data analysis,

interpretation, and curriculum alignment. Management of federal programs funded through the Consolidated Grant including Title ID, Title IIA, Title III, and Perkins. Composing the consolidated grant, managing budgeted amounts, submitting amendments, and evaluation of program activities. Ensure compliance with federal and state regulations, monitor program alignment to federal mandates and guidelines. Provide information for Title I parents on Adequate yearly progress and school improvement status, monitor the use of resources for Title ID, Title IIA, Title III, and Perkins. Supervision of staff from multiple role groups including Instructional Coaches, Curriculum and Assessment Specialists, Data management Assistants, and secretarial staff. Responsible for daily supervision, annual evaluation, training and conflict resolution.

- 2003-2005 *Part Time Instructor , University of New Mexico*
 Responsibilities include planning and delivery of SPC ED 493 Teaching and working with special needs populations, a course designated as a methods class for perspective elementary and special education majors. Topics covered include historical and legal foundations of special education, differentiated instruction, intervention processes, and the I.E.P. process.
- 2001-2005 *Manager of Accountability Services, APS*
 Responsibilities include supervision for all accountability functions for Albuquerque Public Schools, including program evaluation, original research, data collection and interpretation, survey construction and interpretation, application of qualitative and quantitative research to education, and supervision of staff.
- 2000-2001 *School Accountability Coordinator, APS*
 Responsibilities include program evaluation, research, data collection and interpretation, application of qualitative and quantitative research to education, and on going support for school staff and administration in continuous improvement methodology.
- 1999-2000 *Head Special Education Teacher, Whittier Elementary School*
 Responsibilities include, scheduling of programs, chair, plan and schedule department meetings, chair and schedule I.E.P. meetings, scheduling of screening and evaluation of students, coordination and transfer of files and related documents, and advisement of special education issues for the administration.
- 1998-2000 *Special Education Teacher, Whittier Elementary School*
 Responsibilities include the planning and implementation of curriculum for special needs and general education students in a team teaching full inclusion environment, modification of curriculum as appropriate to meet diverse learning needs while protecting the integrity of the core curriculum.

1997-1999 *Mentor Teacher, University of New Mexico*
Responsibilities include the planning and implementation of coursework, facilitation of academic seminars, and mentoring/supporting apprentice and mentor teachers.

1993-1998 *Special Education Teacher, Tomasita Elementary School*
Responsibilities include the planning and implementation of curriculum for special needs and general education students in a self contained environment, modification of curriculum as appropriate to meet diverse learning needs while protecting the integrity of the core curriculum, and collaboration and consultation with general education peers.

Licenses & Certificates

Wyoming

Special Education K-12
Elementary Education K-6
Principal K-12
Director K-12
McGrath Supervision, Evaluation, and Leadership

New Mexico

Special Education K-12
Elementary Education K-8
Early Childhood B-3
Educational Administration K-12
Administration of Alternative Language Services

Renee Schroeder
District Counseling Department Chair
Sweetwater County School District # 1.

Record of Schools Attended:

Pinedale High School	Pinedale, Wyoming]1968-72	HS Diploma
Brevard Jr. College	Study Abroad]1972	
University of Wyoming	Laramie, Wyoming]1972-]1976	BA Degree
Taft Inst./ U of Wy.	Laramie, Wyoming]1976	

Major Field: Secondary Education, BA Degree,]1976
Area of Concentration: Social Studies
Minor concentration: English (upon completion)

Honors and Awards:

Sublette County Commissioner's Scholarship Recipient
Dean's List University of Wyoming
Corbett March Team, University of Wyoming

Related Experiences:

International Academy Study Abroad,]1972
Student Teaching, Sheridan High School, Sheridan, Wyoming, Fall]1975
Classroom teacher, Lyman High School, Lyman, Wyoming.]1976-]1977
Classroom teacher, Big Piney Jr. High, Big Piney, Wyoming,]1977-]1978
Taft Institute for Government, University of Wyoming,]1976

Note: My professional credential is available from the Educational Placement Office, Room 0]5, Education Building, College of Education, University of Wyoming, Laramie, Wyoming, 8207]

Gayle A. Kendall

(b)(6)

Academic Preparation:

2005 - 2007	Administrative Endorsement Certification Educational Administration University of Wyoming
1998 - 2001	Masters of Education Curriculum and Instruction Lesley University
1979 - 1984	Bachelor of Science Elementary Education Brigham Young University

Professional Experience:

**2012 - Present District Grant Administrator/Title III-ELL Program Coordinator
Sweetwater School District #1**

Administer and govern compliance, documentation, and budgets for all district grants to include: Consolidated Grant, Wyoming Bridges Grant, District BOCES Grants, 21st Century Grant, and all district competitive grants. Supervise all district grant coordinators and district grant bookkeeper. Designed and implemented a systems approach for data-driven grant procurement, budgeting, fund requisitioning, spending plans and budget reviews. Continue to lead Title III-ELL program.

**2008 - 2012 Title III-ELL Program Coordinator/Curriculum Specialist
Sweetwater School District #1**

Supervise documentation, compliance, assessment, and budget for district Title III-ELL program consisting of 11 certified staff, 19 classified staff, and approximately 450 students. Put in place a systematic approach for student enrollment. Implemented an electronic storage system for all necessary documentation requirements. Designed a professional development program for all Title III staff and classroom teachers in the use of research-based instructional strategies for second language learners. Implemented a program data review process to include the development of common assessments, data collection tools, data analysis protocols, program SMART goal and action plan. Co-supervised district instructional coaches to include mission and vision development, data collection tools, professional development, and staff evaluation.

**2007 – Present Principal - Rock Springs Night School
Sweetwater School District #1**

Developed the Night School program to include the enrollment process and documentation, curriculum and course development, all necessary communication processes, and staff professional development. Supervise six certified staff and approximately 20-30 students. Put in to place a student behavior management program.

**2006 – 2008 Curriculum Specialist/Lead Instructional Coach
Sweetwater School District #1**

Worked along side the director of curriculum and instruction in the development of district curriculum maps, common assessments, standards-based report cards, data analysis protocols, PLC development, and district professional development. Responsible for the initial implementation of process and procedures the instructional coaches program, worked to develop the program as a functioning PLC, the creation of reporting documentation, and professional development. Worked as co-lead to develop and implement district lab classroom professional development model. Served as district liaison for teacher assistant mentoring program.

**1991 – 2006 Elementary Classroom Teacher/Grades 3rd – 6th
Sweetwater School District #1**

Taught 3rd, 4th, 5th, and 6th grade. Served on the building improvement team, as the building literacy specialist, and as the building representative for curriculum mapping. Co-taught with special education and classroom certified staff. Initiated and organized school-wide programs.

**1987 – 1991 Certified Professional Piano Instructor/St. George, UT
Average 30 students**

**1984 – 1987 Elementary Classroom Teacher/Grades 3rd -4th
Alpine School District**

State Committees:

- Chairman for Advance ED Accreditation Quality Assurance Review Teams for 3 districts in the State of Wyoming
 - Member of Advance ED Accreditation Quality Assurance Review Teams for 5 districts in the State of Wyoming
 - Member of Wyoming State Instructional Facilitators Task Force
 - Member of Wyoming Teacher Policy Institute
-

Community Service:

- Planned and directed regional and local annual leadership training seminars
- Organized and formulated local charity and service drives
- Organized local emergency preparedness fair
- Volunteered and helped undertake youth community clean-up effort
- Volunteer at local soup kitchen

Todd Braeger, M.S.

Senior Evaluator & Analyst, Educational Outfitters

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

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

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

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

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

Shanna Futral, M.Ed.

Evaluation Field Director, Educational Outfitters

For over a decade now, Shanna Futral has dedicated her professional life to education. She started her career as a teacher but quickly moved out of the classroom and into the world of grant-funded programs – both as a project director and an external consultant. In this capacity, she has collaborated with countless local, state, and national partners to help secure over \$64 million in grants for education and community improvement projects nationwide.

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

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

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

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

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

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

Jenna Taylor, M.S.S.

Evaluation Field Director, Educational Outfitters

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

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

What's more, Jenna has nine years of full-time experience in the development and writing of federal, state, and foundation grants. She has a successful track record of guiding diverse groups from the formative stages of project planning through proposal submission, including conducting needs analyses, formulating solutions based on best practices, and establishing appropriate goals and objectives, methods, management plans, timetables, budgets, and partners. As a result, she has helped clients secure \$58 million in competitive grants for 67 projects nationwide at an extremely high funding rate.

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

Appendix C: Project Position Descriptions

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

- SCSD1 ESC Project Director
- Elementary School Counselor
- School-Based Licensed Mental Health Therapist

CVUSD ESC Project Director Position Description

To be hired upon funding; Part-Time (.5 FTE)

Reports To: Project Administrator, Sweetwater County School District #1

Responsibilities

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

- Oversee the coordination of student counseling (based on the American School Counselor Association (ASCA) national school counseling framework) and mental health services, particularly in targeted schools
- Coordinate the district-wide Positive Behavior Interventions and Supports (PBIS) program implementation in all district elementary schools
- Coordinate the implementation of the Second Step curriculum program in applicable classes
- Manage the project budget and oversee execution of timeline and progress towards meeting project goals and objectives.
- Work with all partners regarding implementation and coordination of services.
- Spearhead and organize the new Multi-Agency Planning Team, in coordination with other key collaborating community organizations.
- Oversees parent/family outreach and coordinate family groups.
- Responsible for recruitment, documentation, and payment of persons serving in project capacities.
- Coordinate with consultants, including the project evaluator, to facilitate their project roles.
- Serve on and build strong “working” relationship with mentoring project Steering Board.
- Lead the Steering Board in a quarterly Continuous Improvement Management process.
- Make School Board and community presentations.
- Develop resources and additional partnerships to support project goals and sustainability.
- Responsible for data collection and Federal reporting requirements.
- Participates in community collaborative activities, councils, etc.
- Attend required national and regional trainings.
- Attend school administration meetings and trainings to further systemic integration.

- Maintain and update the creation of a School Counseling Program Policies, Procedures, and Programming Manual that would be suitable for dissemination and project replication.
- Develop and maintain project website and newsletter information and administrative updates.

Qualifications

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

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

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

Elementary School Counselor Position Description

To be hired upon funding; 2.5 FTE

Reports To: Project Director, Sweetwater County School District #1

Responsibilities

- Implement an effective school student counseling and mental health program focusing on understanding of self and others; coping strategies; peer relationships and effective social skills; communication; problem-solving, decision-making, conflict resolution, and study skills; career awareness and the world of work; substance abuse education; and multicultural awareness base on the American School Counselor Association (ASCA) National School Counseling Framework
- Provide appropriate short-term individual counseling, small group counseling, classroom counseling activities, and family groups dealing with students' issues
- Provide support and guidance for school site staff members regarding the district's Positive Behavioral Interventions and Supports (PBIS) implementation
- Provide guidance, support and training for teachers on implementing Second Step program in classrooms
- Evaluate emotional and behavioral needs of students
- Work with specialized populations and needs that require special attention, such as culturally diverse populations and students with varying abilities
- Provide consultation with teachers, administrators, school psychologists, school social workers, and outside agencies and social services concerning the welfare of students
- Make appropriate referrals for special services for students and families within the school and the community
- Provide documentation necessary to support the goals of the program
- Assist in the creation of a School Counseling Program Policies, Procedures, and Programming Manual that would be suitable for dissemination and project replication

Qualifications

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

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

School-Based Licensed Mental Health Therapist Position Description

To be contracted upon funding from an approved community organization working in proximity to the student's school.

Reports To: Project Director, Sweetwater County School District #1

Responsibilities

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

Qualifications

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

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

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

Appendix D: Letter to State Single Point of Contact

Does not apply for the state of Wyoming.

Appendix E: GEPA Statement

This was written to address Section 427 of the General Education Provisions Act (GEPA).

Sweetwater County School District #1 is committed to providing environments free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in an environment.

Equitable Access and Participation

Individuals who are members of special populations will be provided full access to the SCSD1 School Counseling Project. Potential barriers have been identified that may impede and/or prevent individuals from equitable access or participation in the project.

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

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

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

Equal Opportunity Employment

Sweetwater County School District #1 is an equal opportunity employer and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender. Discrimination and harassment are prohibited by Titles IV, VI and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972, and by the Wyoming State Anti-discrimination Act. In addition, various other constitutional provisions, statutes and common law causes of action prohibit such discriminatory conduct. It is the policy of the district to enforce these laws as part of its employment practices.

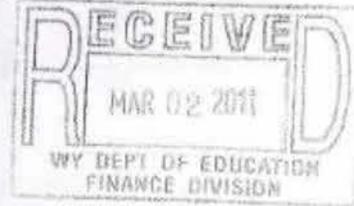
To encourage applications from persons of traditionally underrepresented groups, the SCSD1 School Counseling Project job announcements will be posted widely, electronically and in print with job service agencies, newspapers, and organizational job boards.

Appendix F: Proof of Indirect Cost Rate

Finance Unit
Wyoming Dept. of Education
2300 Capitol Avenue
Cheyenne WY 82002-0050
Contact: Greg Hansen (307) 777-6266

WDE-804
Revised: February 2011
Due Date: June 1, 2011
Expires: June 30, 2014

Certification **Wyoming Department of Education** **Indirect Cost Rate Proposal**



As the responsible official of Local Education Agency (LEA):

Sweetwater County School District #1 in Sweetwater County.

I certify that the information contained herein has been prepared in accordance with instructions issued by the Wyoming Department of Education and "Cost Principles for State and Local Governments" (Circular A-87), and is correct to the best of my knowledge and belief. No costs other than those incurred by the administrative unit have been included in the Indirect Cost Application. The same costs that have been treated as indirect cost have not been and will not be claimed as direct cost; and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made and records supporting them have been maintained and are available for audit.

An Indirect Cost Rate of

1.400 % Restricted Programs

is proposed for use from July 1, 2011 to June 30, 2014.

Paul C. Grubbs
Signature of LEA Superintendent/President

3/1/11
Date

Accepted and Approved
Director of Finance
Wyoming Department of Education

(b)(6)
[Redacted Signature]
Signature of Finance Director

3/7/11
Date

Appendix G: **Signed Forms, Assurances & Certifications**

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

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

Program Specific Assurances

Elementary and Secondary School Counseling Programs (CFDA 84.215E)

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

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

→ 

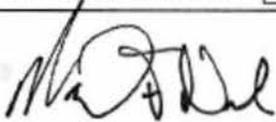
Signature of Authorized Certifying Official

**Mathew Neal, Superintendent
Title**

**Sweetwater County School District #1
Applicant Organization**

**4/24/2014
Date Submitted**

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant: <input type="text" value="WY-001"/>	* b. Program/Project: <input type="text" value="WY-001"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date: <input type="text" value="10/01/2014"/>	* b. End Date: <input type="text" value="09/30/2017"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="399,977.15"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="399,977.15"/>
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input checked="" type="checkbox"/> ** I AGREE	
** 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: <input type="text"/>	* First Name: <input type="text" value="Mathew"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Neal"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Superintendent"/>	
* Telephone Number: <input type="text" value="307-352-2400"/>	* Fax Number: <input type="text"/>
* Email: <input type="text" value="nealm@sw1.k12.wy.us"/>	
* Signature of Authorized Representative: <input type="text" value="Completed by Grants.gov upon submission."/>	* Date Signed: <input type="text" value="Completed by Grants.gov upon submission."/>

→ 

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:

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 11090; (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 170(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. §§460a-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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Completed on submission to Grants.gov	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
Sweetwater County School District #1	Completed on submission to Grants.gov

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

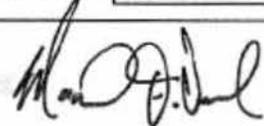
(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Sweetwater County School District #1	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Matthew"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Snod"/> Suffix: <input type="text"/>	
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input type="text" value="Completed on submission to Grants.gov"/>

→ 

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

Descriptive Name	Formula	Year 1	Year 2	Year 3
1. PERSONNEL (includes a 3% annual pay increase)				
Project Director/School Counselor	\$72,000/annual salary (based on district payscale for 12 month contract) x 1 full-time position (.5 FTE Project Director/.5 FTE School Counselor)	\$72,000.00	\$74,160.00	\$76,384.80
School Counselors	\$52,000/annual salary (based on district payscale) x 2 full-time positions (1.0 FTE/each)	\$104,000.00	\$107,120.00	\$110,333.60
Substitutes for PBIS Training	\$110/day x 3 days/Year 1 and 1 day/Years 2 & 3 x 7 teacher reps/school x 4 project schools	\$9,240.00	\$3,080.00	\$3,080.00
Substitutes for Second Step Training	\$110/day x 2 days/Year 1 and 1 day/Years 2 & 3 x 3 teacher reps/school x 4 project schools	\$2,640.00	\$1,320.00	\$1,320.00
Subtotal Personnel		\$187,880.00	\$185,680.00	\$191,118.40
2. FRINGE BENEFITS (required by Federal and state law)				
Fringe Benefits	21.77%	\$40,901.48	\$40,422.54	\$41,606.48
Subtotal Fringe Benefits		\$40,901.48	\$40,422.54	\$41,606.48
Total Personnel & Benefits		\$228,781.48	\$226,102.54	\$232,724.88
3. TRAVEL				
Local Travel for project services, management, trainings, and coordination at multiple school sites across a geographically large district.	\$0.56/mile x 1000 miles/month x 12 months/year	\$6,720.00	\$6,720.00	\$6,720.00

Note: Based on Washington DC FY 2014 Per Diem Rates (www.gsa.gov)

Project Directors Meeting (required) attended by Project Director. (Year 1 only)

Round-trip airfare (economy class)	\$550/airfare x 1 participant	\$550.00		
Lodging	\$184/night x 1 night x 1 participant	\$184.00		
Per Diem	\$71/day x 2 days x 1 participant	\$142.00		
Ground Transportation	\$75/trip x 1 participant	\$75.00		

USDOE Office of Safe and Healthy Students National Conference (required) attended by Project Director and one other project representative. (Each year)

Round-trip airfare (economy class)	\$550/airfare x 2 participants	\$1,100.00	\$1,100.00	\$1,100.00
Lodging	\$184/night x 2 nights x 2 participants	\$736.00	\$736.00	\$736.00
Per Diem	\$71/day x 3 days x 2 participants	\$426.00	\$426.00	\$426.00
Ground Transportation	\$75/trip x 2 participants	\$150.00	\$150.00	\$150.00

Wyoming State School Counselor Association annual best practices conference. (Each year) (Jackson WY per diem rates)

Lodging (conference rate)	\$120/night x 2 nights x 3 participants	\$720.00	\$720.00	\$720.00
Per Diem	\$56/day x 3 days x 3 participants	\$504.00	\$504.00	\$504.00
Ground Transportation	\$200/trip x 3 participants	\$600.00	\$600.00	\$600.00
Registration	\$250/registration x 3 participants	\$750.00	\$750.00	\$750.00

American School Counseling Association annual best practices conference. (Year 2) (Orlando FL per diem rates)

Round-trip airfare (economy class)	\$550/airfare x 3 participants		\$1,650.00	
Lodging (conference rate)	\$123/night x 3 nights x 3 participants		\$1,107.00	
Per Diem	\$56/day x 4 days x 3 participants		\$672.00	
Ground Transportation	\$200/trip x 3 participants		\$600.00	
Registration	\$175/registration x 3 participants		\$525.00	

Subtotal Travel	\$12,657.00	\$16,260.00	\$11,706.00
------------------------	--------------------	--------------------	--------------------

4. EQUIPMENT				
None		\$0.00	\$0.00	\$0.00
Subtotal Equipment		\$0.00	\$0.00	\$0.00
5. SUPPLIES				
School-wide staff training and initiatives materials.	\$900/year x 4 project schools	\$3,600.00	\$3,600.00	\$3,600.00
Second Step Curriculum kits and classroom materials	\$375/kit and materials x 4 kits/school x 4 project schools	\$6,000.00		
Student small counseling and skill building group and check-in program materials.	\$1200/year x 4 project schools	\$4,800.00	\$4,800.00	\$4,800.00
Skill building family workshops and group materials.	\$1200/year x 4 project schools	\$4,800.00	\$4,800.00	\$4,800.00
School teams coordination, training, and meeting materials.	\$900/year x 4 project schools	\$3,600.00	\$3,600.00	\$3,600.00
Parent/family outreach and community coordination materials.	\$900/year x 4 project schools	\$3,600.00	\$3,600.00	\$3,600.00
Individual counseling, office supplies, and assessment materials for project staff.	\$900/year x 3 project staff	\$2,700.00	\$2,700.00	\$2,700.00
Laptop computers to facilitate staff working in multiple schools.	\$1150/computer x 3 project staff (Year 1 only)	\$3,450.00		
Cell phones to facilitate staff coordinating with multiple schools, families, and community partners.	\$85/month for full year x 3 project staff	\$3,060.00	\$3,060.00	\$3,060.00
Subtotal Supplies		\$35,610.00	\$26,160.00	\$26,160.00

6. CONTRACTUAL

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

Positive Behavior Intervention and Supports (PBIS) Training and Implementation Technical Support	\$2,000/day (covers all trainer expenses including travel) x 2 day/group training (at district office) in Year 1 AND \$2000/day on-site coaching/technical assistance (includes travel) x 1 day/year (Years 1-3) x 4 project school teams (who will then support train all school staff during planned staff meetings and inservices)	\$12,000.00	\$8,000.00	\$8,000.00
Second Step Curriculum Training (certified trainer)	\$1,500/day (covers instruction, planning time, and travel) for 2-day training in Year 1 AND 1-day follow-up support and technical assistance in Years 2 & 3; for four project school teams of teachers and school counselors (who will then train all other applicable teachers during planned staff meetings and inservices)	\$3,000.00	\$1,500.00	\$1,500.00
School-based community licensed mental therapist services for high need students	\$65,000/year for Year 1 and \$78,000/year for Years 2 & 3 for contracted services (so referred students/families can receive mental health services at no cost - after insurance and Medicare)	\$65,000.00	\$78,000.00	\$78,000.00

External Project Evaluator (Educational Outfitters): Work plan detailed in Evaluation Section of the narrative, includes formative and summative evaluation activities, data analysis, and addressing federal reporting requirements.	Budgeted at 9% across 3-year project - based on evaluator's experience evaluating other ESSC grant projects. (American Evaluation Association considers 10%-15% to be a fair and widely accepted rate for project evaluation.)	\$38,000.00	\$38,000.00	\$38,000.00
Subtotal Contractual		\$118,000.00	\$125,500.00	\$125,500.00
7. CONSTRUCTION				
None		\$0.00	\$0.00	\$0.00
Subtotal Construction		\$0.00	\$0.00	\$0.00
8. OTHER				
None		\$0.00	\$0.00	\$0.00
Subtotal Other		\$0.00	\$0.00	\$0.00
9. TOTAL DIRECT COSTS				
		\$395,048.48	\$394,022.54	\$396,090.88
10. INDIRECT COSTS				
District approved negotiated restricted indirect cost rate for this type of a project.	1.4% SCSD1 2013-2014 restricted indirect cost rate (Note: Indirect costs applied only to the first \$25,000 of each subcontract regardless of the period covered by the subcontract.)	\$4,928.68	\$3,892.32	\$3,879.27
11. STIPENDS				
None		\$0.00	\$0.00	\$0.00
Subtotal Stipends		\$0.00	\$0.00	\$0.00
12. TOTAL COSTS				
		\$399,977.15	\$397,914.85	\$399,970.15
3-YEAR TOTAL				
				\$1,197,862.15

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

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

Name of Institution/Organization

Sweetwater County School District #1

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	187,880.00	185,680.00	191,118.40			564,678.40
2. Fringe Benefits	40,901.48	40,422.54	41,606.48			122,930.50
3. Travel	12,657.00	16,260.00	11,706.00			40,623.00
4. Equipment						
5. Supplies	35,610.00	26,160.00	26,160.00			87,930.00
6. Contractual	118,000.00	125,500.00	125,500.00			369,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	395,048.48	394,022.54	396,090.88			1,185,161.90
10. Indirect Costs*	4,928.68	3,892.32	3,879.27			12,700.27
11. Training Stipends						
12. Total Costs (lines 9-11)	399,977.16	397,914.86	399,970.15			1,197,862.17

***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 Sweetwater County School District #1	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 B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Wanda		Maloney	

Address:

Street1:	3550 Foothill Blvd.
Street2:	
City:	Rock Springs
County:	
State:	WY: Wyoming
Zip Code:	82901
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
307-352-3400. x1227	

Email Address:

maloneyw@sw1.k12.wy.us

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------