

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 # S215E140074

Grants.gov Tracking#: GRANT11635566

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

Closing Date: Apr 28, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/24/2014"/>	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: <input type="text" value="Bourbon County Board of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="61-60001344"/>	* c. Organizational DUNS: <input type="text" value="0728652980000"/>

d. Address:

* Street1: <input type="text" value="3343 Lexington road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Paris"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="KY: Kentucky"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="40361-1049"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Susan"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Harris"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Program Director"/>	

Organizational Affiliation: <input type="text" value="bourbon County Board of education"/>
--

* Telephone Number: <input type="text" value="859-987-2193"/>	Fax Number: <input type="text" value="859-987-5861"/>
---	---

* Email: <input type="text" value="susan.harris@bourbon.kyschools.us"/>

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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:**

S.U.C.C.E.S.S. (Schools Uniting counseling with Charisma in the Elementary School Setting)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,073,657.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,073,657.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Susan Harris</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Bourbon County Board of Education</p>	<p>DATE SUBMITTED</p> <p>04/24/2014</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: Bourbon County Board of Education * Street 1: 3343 Kexington Road Street 2: * City: Paris State: KY: Kentucky Zip: 40361 Congressional District, if known: KY-006		
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: Susan Harris * Name: Prefix Ms. * First Name Lana Middle Name: * Last Name Fryman Suffix: Title: Superintendent Telephone No.: 859-987-2180 Date: 04/24/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140074

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.

2013-14 Elementary Counseling GEPA 427 let

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427

S.U.C.C.E.S.S. is an inclusive program and will make provisions to all students regardless of disability, race, color, national origin, gender, or age. Elementary Counseling Team meetings, counseling sessions with families, trainings, and in-service sessions will be held in buildings that comply with the American with Disabilities Act (ADA) and programs will all be accessible. Adaptations, assistive devices, and other accommodations will be made to include those students or family members who would need assistance to participate in this project. In the selection of staff, equal opportunity will guide the process and no one will be discriminated against because of race, color, national origin, gender, age, or disability. Based on race, color, disability, and national origin, traditionally under represented populations will be recruited. Activities to guarantee equitable access and participation will be:

1. Recruitment calls and home visits made to under represented population.
2. Transportation provided to and from homes when needed to accommodate children and families in board inspected and approved vehicles.
3. Exceptional Education staff will be employed to effectively assist with students with disabilities. Additionally, assistive devices and technology will be provided for students, parents or staff who might need adaptations.
4. Staff recruitment in the community and at college campuses will be conducted in order to obtain the afore mentioned under represented populations.

5. The Elementary Counseling Team meetings will operate during after school hours so parents, school based mental health staff, teachers, and administrators will not need to leave work to participate.
6. Interpreters will be provided for students and families who do not speak English or who are hearing impaired.

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

Bourbon County Board of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Lana Middle Name:

* Last Name: Fryman Suffix:

* Title: Superintendent

* SIGNATURE: Susan Harris

* DATE: 04/24/2014

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

Bourbon County Schools will implement the S.U.C.C.E.S.S. (Schools Uniting Counseling with Charisma in Every School Setting) project, which will reach 1195 elementary students in three elementary schools in the district. The project addresses the Absolute Priority by expanding the existing elementary counseling program with additional counseling staff and evidence based programs. The proposal also addresses Competitive Priority 1 by improving school engagement, school environment, school safety and improving family and community engagement. Objectives to support the program Goals are: (1) decrease the gap between the student/mental health professional ratios as recommended by ASHA (2) decrease the overall number of student disciplinary incidents; and (3) decrease the number of elementary children missing three or more unexcused days of school. Grant funds will be used to hire three FTE elementary school counselors who will provide a continuum of comprehensive counseling services with social emotional learning curricula-*Second Step* and Positive Behavioral Interventions and Supports (PBIS) and Student Assist Teams. An effective management plan will achieve the objectives of the school counseling program and produce program practices with potential for replication and dissemination. The management plan includes a District Counseling Core Management Team and a Guidance Team at each school both of which will enable more decision-making through the collection, analyzing and use of high quality and timely data to improve instructional practice and policy to positively impact student outcomes. Contractual services with the district's mental health agency will provide more intensive, wrap around services to students and families identified as high risk. Ongoing professional development and training for school counselors and school staff regarding best practices in the proposed program activities will provide program fidelity during implementation of all proposed activities.

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](#)

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Part 4. Quality of the Project Evaluation	Pages 22-25

1. Need for Project The Bourbon County School (BCS) System is a small school district located fifteen miles east of Lexington, KY. Bourbon County is a rural farming area along with being a major contributor to the thoroughbred horse business. With such close proximity to Lexington, this location seems ideal for growth and prosperity, however, the population of Bourbon County has remained virtually unchanged, with only a 3.2% population increase from 2000-2010 (U.S. Census). The area is plagued with many of the socio-economic and societal problems of its neighboring metropolitan city. The district has three elementary schools, (Grades K-5): Bourbon Central Elementary (BCES), population 580; Cane Ridge Elementary (CRES), population 462; and North Middletown Elementary (NMES), population 153 totaling 1195 elementary students. In addition, Bourbon County Schools operate one Preschool Head Start Center, ages 3-5 (300 students); one middle school, grades 6-8 (609 students); and one high school, grades 9-12 (856 students) totaling 2,960 P-12 students. Bourbon County's elementary students reflect a cross segment of the county's diverse population including EL students (0.8%), Migrant students (0.5%), Student population excluding white students (20.68%), students from non-traditional home settings (23%), students of poverty (65.66%), students with special needs (16.8%), and students represented by parents with low literacy skills (53%). Despite growing needs for mental health services within the elementary schools, discretionary monies continue to support critical academic programming. At present time, the average ratio of school-based Mental Health Professional (MHP) to students at the elementary level is 2.3 times greater than the American School Health Association (ASHA) and the School Social Work Association of America (SSWAA) recommended ratio of 1:250 students. This substantially poor staffing ratio greatly compromises the ability of MHP to adequately address the mental health needs of students in Bourbon County. The complexity and severity of student and family issues that

impact education often require the immediate coordination of responsive services through elementary guidance offices. The necessity of resolving critical issues limits the time available for programs aimed at prevention.

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

To determine the extent of specific gaps/weaknesses in Bourbon County’s elementary school counseling services, infrastructure, and counseling specific opportunities, a Needs Assessment and a Use of Time Study was completed by one elementary school counselor, one elementary school social worker, two elementary school psychologists, and the Director of Special Education. Guidance activities that were reported as “un-met” or “partially met” included: small groups to address specific needs, individual student counseling, and classroom guidance activities geared toward improving social skills. Results of the Needs Assessment overwhelmingly indicated a need for administrative and staff support in implementing universal programming to address the growing social needs of the students at large as well as identified a need for additional staff to expand guidance services offered at each elementary school. The MHPs reported frustration due to the lack of time available to adequately coordinate services for students and families. The Use of Time study asked MHPs to track their time spent in the ASCA Delivery System Components over an extended period of time: Use of Time results show the following percentages of time given per category per school:

Percent of Time	School		
	BCES	CRES	NMES
Guidance Curriculum	15%	5%	0%
Individual Student Planning	10%	5%	0%
Responsive Services	60%	60%	30%
System Support	15%	30%	20%

Using the Needs Assessment and the Use of Time results, the S.U.C.C.E.S.S. (Schools Uniting Counseling with Charisma in Every School Setting) proposal team outlined the strengths in Bourbon County’s elementary guidance programs and services currently in existence and identified gaps and barriers to be addressed by the proposed project where the school counseling program will be comprehensive in scope, preventative in design, and developmental in nature. Following is a chart of services currently being provided and an indication of where gaps and identified needs occur in these services:

SERVICES PROVIDED	GAPS IN SERVICES
2013-14 data show BCES (580 students) has one full time school counselor and one part-time 0.6 school psychologist. CRES (462 students) has one full-time school social worker and one part-time 0.6 school psychologist. NMES (153 students) has a part-time 0.4 school psychologist.	Based on the American School Health Association (ASHA) and the School Social Work Association of America (SSWAA) Guidelines (KY uses the SSWAA guidelines), Bourbon County’s ratio of school-based MHP per student per school exceeds the recommended ratios of 1:250.
Each school’s school-based MHPs determines the guidance program. Responsive services at the school level is a strength of the guidance program. The Guidance Staff at each school are skilled in their responses to a variety of individual and family issues such as death, divorce, behavior issues, incarceration, financial crises, suicide, child abuse, mental health concerns.	There is a limited school guidance management system in place. The current management system offers no consistency throughout the district and has limited scope in addressing the counseling and educational needs of all students. The percent of time in execution of the planned preventative guidance program shows extreme variance among the three schools. An evidence based school guidance curriculum delivered by the MHP that is both preventative and proactive is needed.
Individual Counseling, small group counseling and classroom guidance are implemented to varying degrees at each elementary school.	The current Student to MHP ratio prohibits needed individual, small group and classroom guidance activities. MHP activity logs, 2012-13, showed a wide discrepancy among schools in Use of Time. BCES had approximately 30 classroom guidance activities per month, CRES has six for the year, and NMES had no classroom guidance. BCES had three small targeted groups that met on a weekly basis while CRES had fifteen small groups but only met one to two times to address the targeted area. NMES had no small group targeted interventions.
All counseling personnel are	Networking and planned sharing of information

<p>appropriately certified. Bourbon County's counseling staff receives a variety of continued educational in-service programs offered throughout the school year, i.e., KY Safe Schools Conference, KY School Counselor Association conference, KY School Social Work Conference, Child Abuse Prevention, offerings through Central Kentucky's Special Education Co-Op.</p>	<p>gained at state conferences, institutes, and trainings is limited. When the MHPs attend conferences, institutes and trainings held during the school year, students have no support services available to them. Group intervention trainings are available to the school MHPs, but a high level of expertise has not been achieved.</p>
<p>Response to Intervention (Rti) provides data driven plans for students identified for needing Tier 2 and Tier 3 interventions in academics. Individual student behavioral plans and/or Crisis plans are developed on an on-need basis.</p>	<p>Specific evidence based Tier 2 and Tier 3 Rti behavioral interventions are needed for children based on specific, outlined criteria. A high priority is the development of a school wide approach to preventing and improving problem behaviors and creating a positive school climate.</p>
<p>Appropriate referrals to outside agencies and resources on behalf of families and children are made by the school-based MHP.</p>	<p>There is one public mental health agency located in Bourbon County. Due to the agency's limited counseling staff and state funding, the agency is not able to offer school site services to school-aged students. Referrals to outside agencies to address non-crisis issues often require the student and/or family to wait for several months before services can be initiated. Tier 3 intervention services through the Mental Health Agency would provide concentrated services during the school day.</p>
<p>A cadre of school-linked integrated services is in place in the Bourbon County Schools. Bluegrass.Org, the county's public mental health agency, addresses the needs of severe and persistent behavior-disordered children and offers family support along with counseling and psychiatric help. The Health Department offers health care services and educational information. Social Services intervene when abuse is reported and offers other support to families.</p>	<p>There is a need for greater collaboration and purposeful follow-up between each school's MHPs and community agencies to enhance comprehensive service delivery for children and families. This lack of coordinated meetings results in redundant consultations/meetings with students' teachers, parents and the counseling staff. Families would benefit from more focused activities that would address homework help, agency collaboration, and programs with grade level relevance, i.e., early literacy strategies, children raised by family members, incarcerated parents, parents in rehab, and issues with children exposed to drugs in utero, career awareness.</p>
<p>The school MHPs utilize their own end-of-year survey with staff, students and parents. Infinite Campus data is also reviewed for discipline infractions. MHP submit Use of Time logs to the</p>	<p>The district does not conduct a program audit designed to allow for continuous analyzing and improvement of the school counseling program. There is a need for a Summative Results Report to demonstrate program accountability and student</p>

Director of Special Education.	success. Needed is a MHP school management system to coordinate the implementation of the school counseling program for the most effective delivery system that will meet all student needs. Needed, too, is a district management system to represent the dynamics of the community and the school.
Counselors currently work with parents through career fairs, Jr. Reality Store, PTO, and Site Based Decision Making Councils. Various modes of communication are being implemented to encourage parent communication with the MHP at each school that include newsletter information, All Call messages, and personalized notes.	Barriers for family's involvement in their children's emotional and educational success include lack of learning resources at home, transportation needs, and poor understanding of the school's expectations, language barriers, and hours of employment. A coordinated mental health cadre would provide optimum family support services.

Harold Hodgkinson is an expert lecturer and analyst of demographic and educational issues and Director of the Center for Demographic Policy from the Institute for Educational Leadership in Washington, D.C. Hodgkinson's demographic research, which has been ongoing since the early 1980's has shown that students lack emotional and social well-being when they come from low-income families; have limited proficiency in English; have parents who are not high school graduates; speak English as a second language; are single-parent children; have no permanent living status; and/or have low academic skills (SEDL Letter, December 2010). This research also has revealed that future school dropouts can be predicted as early as elementary school among those children with multiple risk factors. The nature and magnitude of the risk factors that place many of Bourbon County's 1195 elementary students in significant need of both preventative and responsive counseling services are illustrated in the table below:

(1) Continued influx of limited English Proficiency (EL) students due to Bourbon County's agricultural environment and thoroughbred industry- 2013-14 Bourbon County School records reveal there has been a 44% increase in Hispanic children attending Bourbon County Schools since 2007. Currently, there are 97 English Language Learners at the elementary level with one EL teacher serving all three elementary schools (BCES/60; CRES/24; NMES/13).

2) Transient school population due to a host of seasonal agricultural opportunities for the migrant labor force-Bourbon County has the largest migrant education program in the state. 2013-14 school January 2014 data show there were 55 elementary aged migrant students attending BCS (BCES/20; CRES/21 ; NMES/14).

(3) High numbers of children living in non-traditional homes-2013-14 Bourbon County Family Resource Center data report there are 275 identified elementary aged homeless students based on Kentucky guidelines exceeding the previous year's total of 205 showing a 25.5% increase (BCES/85; CRES/138; NMES/52).

(4) Economic factors of elementary children-All three elementary schools within the district are classified as a Title I school and as "low income elementary schools" by the U.S. Department of Education with 65.66% of elementary students qualifying for free and reduced lunch (BCES/ 59.4%; CRES/69.3%; NMES/68.7%). As of July 2013, CRES and NMES became CEO Schools (Community Eligibility Opportunity) allowing every student in the school to receive free breakfast and lunch. To be eligible as a CEO School, there must be high numbers of students who have State Certification Status, are homeless, migrant, or have been in Head Start. The Kentucky State Public Health Office 2012 data show approximately 181 students' families benefit from K-TAP (Kentucky Transitional Assistance Program) along with 1,090 recipients of food stamps. Fifty-eight (58%) percent of children in Bourbon County are enrolled in Medicaid compared to 49% nationally. Of the K-TAP recipients, 40% have less than High School or GED, 60% have High School or GED, and 0% with college or above.

(5) High percentage of students identified with special needs- 2013-14 Special Education data show that 16.8% of the elementary student population have been identified to be included in Bourbon County's Exceptional Education program (BCES/14.5% ; CRES/17%; NMES/19%)

(6) High rates of illiteracy among students' parents-Despite Bourbon County having a myriad of quality educational choices, the 2012 U.S. Census data indicated that 53% of Bourbon County residents exhibited low literacy skills (reading below a 6th grade level). The average educational level of Bourbon County adults, 18-24 years of age, was approximately 26.6% without a high school diploma with 8.1% of those adults having less than 9th grade education, 31.4% of having a high school diploma or equivalent, 37.4% had some college but no degree, and 4.6% had a Bachelor's degree or above. The 2013 Kentucky Center for Education and Workforce Statistics report 21% of Bourbon County's births were to mothers with no high school diploma.

(7) Student academic challenges-Bourbon County's 2012-13 retention rate for was 9.8%, dropout rate of 3.5%, and the average freshman Graduation Rate was 77.0%. The results on Kentucky's state assessment, Kentucky Performance Rating for Educational Progress (K-PREP), show that substantial gaps in achievement increase with the sub-populations in elementary schools. The following chart illustrates the 2013 Bourbon County's Disaggregated Reading and Math Data on the K-PREP for grades 3, 4, and 5 for the district and each school:

2013 K-PREP Disaggregated Data Percent of Bourbon County Students (Grades 3, 4, 5) Scoring Below Proficiency in Reading

District and Schools	All Students	Free Lunch	Students With Disabilities	Hispanic	EL
District	47.2	56.7	69.3	61.8	81.5
BCES	44.2	55	59.5	65.8	78.6

CRES	53.2	61.7	89.1	57.1	N/A
NMES	42.5	50.8	60.0	N/A	N/A

**2013 K-PREP Disaggregated Data Percent of Bourbon County Students (Grades 3, 4, 5)
Scoring Below Proficiency in Math**

District and Schools	All Students	Free Lunch	Students With Disabilities	Hispanic	EL
District	56.8	67.0	81.8	66.2	92.6
BCES	53.6	63.7	78.4	65.8	85.7
CRES	62.9	75.0	93.5	71.4	N/A
NMES	52.5	59.0	70.0	N/A	N/A

(8) Student behavioral challenges- Teachers report student behavioral incidents to the School's Principal who then follows a behavioral protocol for consequences that have been established by each of the school's discipline teams. The Principal enters the student and the infraction into the district's data collection system, Infinite Campus. The 2012-13 Infinite Campus Discipline data the following discipline referrals per school:

2012-13 Infinite Campus Behavioral Incidents per School

	Number of Students	Number & Percent of Students with Behavioral Infractions	Number of Discipline Referrals to School Administration	Suspensions	Number of Days of Suspensions
BCES	570	73/13%	179	8	8
CRES	440	41/9.3%	79	5	5
NMES	152	25/16.4%	45	0	0
Total	1162	136/11.7%	303	13	13

The highest number of recorded infractions for elementary students were bullying (42 events), Bus Safety (63 events), Defiance of Staff (40 events), Disrespectful (37 events), Physical Harassment (26 events), and Threatening (15 events).

Staff, parents, or students generate referrals for elementary counseling services. High volumes of discipline referrals prevent the MHPs from providing preventative guidance throughout the school. Each school counselor maintains the school's counseling logs and submits to the Director of Special Education at the end of each school year. The following chart depicts the 2012-13 Individual Counseling data for disciplinary reasons for each elementary school:

2012-13 Individual Counseling Summary for Disciplinary Reasons

School And School Population	Percent/Number of Students Receiving Individual Counseling	Percent/Number of Individual Counseling Students with IEP/504 Plan	Percent/Number of Individual Counseling Students Female/Male	Percent/Number of Individual Counseling Students with Free Lunch
BCES-570 students	20.5%	12.8%	54.7%/45.3%	71.8%

	117 students	15 students	64 /53	84 students
CRES-440 students	51.3%	0.07%	46.0%/54.0%	58.8%
	226 students	16 students	104 /122	133 students
NMES-152 students	13.8%	71.4%	42.9%/57.1%	80.9%
	21 students	15 students	9 /12	17 students

Group counseling sessions varied widely among the three schools. BCES averaged 30 classroom guidance sessions/month, CRES averaged less than one session/month, and NMES had no group sessions. Using counseling logs, targeted small groups were utilized in two schools to address short-term problems.

Children identified with more serious behavioral disorders are diagnosed by licensed psychologists, social workers or psychiatrists with a normed rating scale, interviews, and observations. Source of referrals can vary from parent, primary care physicians, court, DCBS, or MHP in the schools. During the 2013-14 school year, 13.7% of the 1195 Bourbon County elementary students met the criteria and have been diagnosed with a behavioral disorders that included: Anxiety (21 students), Autism (17 students), Adjustment Disorder (7 students), Panic (3 students), Depression (2 students), Conduct Disorder (1 student), Obsessive Compulsive Disorder (2 students), Oppositional Defiance Disorder (17 students), Bi-Polar Disorder (2 students), Attention Deficit Disorder-with or without hyperactivity (80 students), Post Traumatic Syndrome Disorder (4 students), and Reactive Attachment Disorder (3 students).

Truancy Data is tracked by the District’s Director of Pupil Personnel. The following 2012-13 truancy data for elementary students show high numbers of students have six or more unexcused absences from school:

2012-2013 BCS Elementary Truancy Data

	BCES	CRES	NMES	Total Elementary/ District
Total Number of Students who received at Least One Truancy Letter (after 3 unexcused absences)	101	119	49	269/722
Total Number of Students Who Received Second Letter and Truancy Mediation (Upon 6 Unexcused Absences)	25	25	11	61/251
Truancy Petitions Filed with the Court Designated Worker	3	2	2	7/36
District Attendance Percentage	96.12	95.44	96.21	94.78/94.83

2. Quality of the Project Design A. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

To notify families, school, and community that BCS was applying for the ECSC grant and to garner input and ideas for the proposal, in March 2014 each principal posted an invitation on their weekly newsletters that go home with children and on the school website to contact the school office for input. Verbal communication among the MHPs with families provided the most feedback which overwhelmingly was the expression for the need of additional MHPs per school and expanded counseling services. The proposal's design, delivery, and content are dedicated to enhancing the ability of all students to fully utilize the educational opportunities available to them by expanding the counseling programs in the elementary schools (**Absolute Priority**). The Comprehensive School Counseling Program (CSCP) will be integral to the school's educational environment and will collaborate with other academic and behavioral initiatives to foster positive changes in student achievement and behavior. The coordinated programs and interventions link directly to the following Goals, Objectives, and Outcomes:

Program Goals:

1. Decrease the gap between the student/mental health professional ratios as recommended by ASHA to improve the quality, quantity, and coordination of delivery of services addressing mental health barriers impeding student academic, personal, social and career success and create a lasting infrastructure for mental health and student support services.
2. Improve behavior characterized by a concern about the rights, feelings and welfare of people (prosocial skills) among all students at the elementary level.
3. Improve elementary school culture by creating an atmosphere where students want to come to school.

Program Objectives:

1. By June 30 in each year of the grant project, the overall number of individual counseling sessions for students with disciplinary referrals will decrease by 10% annually from baseline.
2. By June 30 in each year of the grant project, the overall number of student disciplinary incidents in each elementary school will decrease by 20% annually from baseline.
3. By June 30 in each year of the grant project, the number of elementary children in each elementary school with three or more unexcused absences will decrease by 10% annually from baseline.

Project Outcomes:

1. Increase in the number of classroom guidance sessions per school per month by 10 percent annually from baseline.

2. Increase student knowledge about prosocial skills as measured by *Second Step* pretest and posttest of program participants administered at the beginning and end of program implementation by 10% annually from baseline.
3. Increase the percent of students, parents, and staff who indicate a high degree of satisfaction with services provided through the S.U.C.C.E.S.S. program by 10% annually from baseline evidenced through the program's three (3) separate satisfaction surveys designed for students, grades 3-5, parents, and staff.
4. Increase the number of small group intervention services at each elementary school for students receiving 3+ or more disciplinary referrals by 10% annually from baseline.
5. Increase the number of student/ family intervention services provided through a contracted mental health agency at the school based level by 10 % annually as measured by the mental health Logs (baseline 2014).
6. Increase the number of student referrals, grades K-5, which result in mental health services provided in the school setting and community by 20% annually from baseline as measured by the Bluegrass.Org Case Logs (baseline September 2014).
7. Decrease the percentage of students in grades 3-5 in each elementary school who report missing one or more days of school during the previous 30 days because they felt unsafe at school or on the way to and from school based on the results of the annual S.U.C.C.E.S.S. Student School Safety Survey administered to all elementary students, grades 3-5 by 20% from baseline.
8. Increase the Average Daily Attendance rate per school by 0.5% annually from baseline.
9. Increase the percent of students in each elementary school, grades 3-5, scoring proficient on the K-PREP in reading and math by 10% annually from baseline.
10. Decrease the percent of Gap Students in each elementary school, grade 3-5, scoring below proficiency on the K-PREP in reading and math by 10% annually from baseline.

The S.U.C.C.E.S.S. Project will establish linkages through MOU's and letters of support (in the appendix) stating provision of services that will be provided for the targeted population. Those Community Agencies and School based organizations along with their commitments are:

Academic Component: Partners- 21st Century Community Learning Centers (CCLC) at each school; Adult Education; Migrant Education; Extension Office, Title 1

1. Adult Education will assist in providing EL classes and GED preparation courses for adults to complete their education.
2. The Migrant program will provide academic support to identified students through a targeting tutoring plan during and after school; educational materials; school supplies; family coordination of services; financial assistance; mentoring; and home visits.
3. 21st CCLC will provide after school tutoring, homework help, and academic support to students struggling academically and socially.
4. Extension Office will offer elementary children at each school a "Recipe for Reading"

program on an annual basis that fosters literacy skills paired with living skills.

5. Title 1 will collaborate with CMT and MHP in communicating with parents and students during family literacy nights at each school.

Personal/Social Development Component: Partners-Central Kentucky Educational Coop (CKEC); Family Resource Center (FRC), Bourbon County Family Court; Bourbon County Health Department; Department of Community Based Services (DCBS); Bluegrass.Org. Mental Health Agency; School Resource Officer (SRO); Extension Office

1. Collaborate with FRC to identify, track and serve families who are most at risk in the school community. FRC will sponsor family health, safety and career events annually.
2. The Bourbon County Family Court will assist schools in identifying and serving students with poor attendance and behavioral issues with Court Designated Workers and home visits.
3. CKEC will provide on-going professional development opportunities for staff to address Comprehensive School Counseling Program, Student Assist Team (SAT), Positive Behavior Interventions and Supports (PBIS), Tier 1, 2 and 3 intervention strategies, and the development of Elementary Counseling Satisfaction Survey for students, parents, and staff.
4. Bluegrass.Org. Mental Health Agency will provide contractual services to identified students during the school day provide family consultation services, refer students identified with more serious mental health concerns to more intensive services.
5. DCBS will collaborate with MHP to monitor and track identified at-risk students whose families are clients of the Division.
6. Work with the District SRO to instruct students on drug and alcohol awareness and refusal skills and provide mentoring services for at-risk students.
7. Bourbon County Health Department will provide programs for parents relating to children's health issues, safety issues, pre-natal care, nutritional support, and child development.
8. Extension Office will coordinate Back Pack Services (food on the weekends) with each school's MHP on a weekly basis for at-risk students.
9. UK Elementary Education students Bullying Prevention Program will provide universal assembly exercises at each school.

Career Development: Partners-Parents; Chamber of Commerce; FRC, PTO

1. The Chamber of Commerce and PTO will arrange a Job Shadow Program for elementary students.
2. FRC will provide annual career day activities annually at each school.
3. Parents will collaborate with MHP to visit classrooms and/or volunteer in the school.

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

To successfully address the needs of the target population an internal paradigm shift will occur at each elementary school. The following provides the procedures used to accomplish the goals and objectives of the project including the evidence for **Competitive Priority 1** (improving school engagement, school environment, school safety, and family and community engagement through the specified activities): **(1)** A part time project director will be hired to coordinate, implement, and report the components of the proposed program. **(2)** The project will employ three (3) additional FTE elementary school counselors reflecting the following staff/student ratios: BCES: 2.4 FTE/580 students; CRES: 2.0 FTE/462 students; and NMES: 0.6 FTE/153. **(3)** A District Elementary Counseling Core Management Team (CMT Team) will be organized to include the Project Director, elementary MHPs, elementary school principals, Director of Special Education, representative from Juvenile Justice, Mental Health Agency representative, Health Department representative, Migrant/EL coordinator, representative from DCBS, parent representatives from each school's Site Based Council, and Project Evaluator. The CMT will meet six times/year (bi-monthly) to facilitate communications among the stakeholders of the project and will accept the charge of: aligning the Elementary Comprehensive Guidance Plan with the ASCA National Model that provides a data-driven and results-based focus and framework; complying with the ASCA National Model's recommendations for time allocation for elementary MHPs (35-40% / guidance curriculum, 30-40%/ Responsive Services, 10-15%/System Support, and 5-10%/Individual Student Planning); maintaining a Management Agreement between the MHPs and each elementary school principal designed to coordinate the implementation of the CSCP to provide an effective delivery system that will meet the needs of all students; assisting in the analysis of student data; developing and designing district professional development offerings; monitoring the CSCP to assure implementation is consistent among the schools; developing three

separate guidance satisfaction surveys-one for parents, one for students, and one for staff that will be used at all elementary schools on an annual basis; and developing a student survey for grades 4 and 5 to measure the level of student perception of school safety. The Project director will be responsible for establishing an exact agenda for each bi-monthly CMT content meeting and recording meeting minutes. The agenda will outline the topics for discussion which will reflect the goals, objectives, outcomes, benchmarks, and timeline presented in the proposal; who will lead the discussion; what other roles will be needed in the discussion; how long the discussion should take place; whether or not a decision should be reached; and how any decisions should be reached. The CMT will meet during after school hours to accommodate participating staff and parents and to allow provision of school services to continue without disruption. (4) Each school will have its own school centered decision making guidance team (G-Team) composed of each school's MHPs and Principal/s that will meet weekly to discuss the following agenda items: discipline referrals, behavior management strategies being implemented, sharing of weekly guidance schedules and activities, and data analysis of weekly progress of targeted students. (5) 100% of elementary students, grades K-5, in each school will participate in planned preventative and proactive guidance services through the research based program, *Second Step*, addressing targeted skills related to violence prevention, character education, drug and alcohol awareness, bullying, by-stander behavior, and career readiness development. (6) Each elementary school's G-Team will organize a Student Assistance Team (SAT) for Elementary students who fall in the top 25% of a computer generated at-risk student roster for each grade level. The at-risk roster will be generated from data submitted to the Student Information System (SIS) by teachers and administrators. These data include: number and nature of discipline referrals, number of unexcused absences, has a D or F in reading or math on

the 9-week report card, is in the bottom quartile in reading and/or math on the Measures of Academic Progress (MAP), a standardized diagnostic/ achievement assessment given to grades K-5 in reading and math, three times a year; below proficiency in reading and/or math, grades 3-5 on the K-PREP; has migrant status; EL status; identified as homeless; qualifies for free lunch. One other data source utilized for SAT students is the teacher generated Rti Screener, Systematic Screening for Behavior Disorders (SSBD), which identifies the top three students in each class who exhibit external conflict and internal conflict as reflected by teacher ratings. The SIS data and SSBD screening data will be the criteria for student inclusion in the SAT program. The SAT students will be paired with an adult from the community or school to provide mentoring services. Consistent SAT implementation throughout the district is paramount; therefore, the CMT will develop the SAT guidelines for students and mentors, define mentor roles and responsibilities, develop SAT timelines for activities and meetings; develop a Rti Tier 2 and Tier 3 behavioral intervention protocol to include strategies that are culturally sensitive and appropriate; assist with Individual Intervention Plans; develop SAT student/mentor contracts, and arrange/provide training for SAT mentors. The at-risk roster will be developed/revised twice a year during the first month of each semester. **(7) Implementation of Positive Behavior Interventions and Supports (PBIS)**, a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to improve school engagement, school environments and school safety. PBIS will begin during the second semester in the first year of funding following in-depth PBIS training of school personnel and selection of a PBIS coach for each school. **(8) Contract with Bluegrass.Org. Mental Health Agency** to provide in-school intensive intervention mental health services for identified students and their families by a licensed social worker. **(9) Contract with an independent evaluator** who will

provide data driven feedback to all program components, assist with program changes based on data analysis.

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

To meet the needs of all the county's elementary students, the MHP in conjunction with the CMT and G-Team will be aligning services into three inter-related components: CSCP, Student Assistance Team (SAT), and Positive Behavior Intervention System (PBIS). Research conducted by Lapan, Gysbers, & Kayson (2007) revealed that students who participate in CSCPs earn higher grades, are involved in fewer classroom disruptions, and show improved peer behavior. Using the ASCA Model for a CSCP provides avenues for school counselor expertise in discipline and behavior management strategies that can permeate into school counselor activities including consultation, professional development, classroom guidance activities, and individual student plans (Kyle, P.B., 2011). All students will receive **universal** Guidance services (Tier 1 Rti intervention) which will focus on prevention and the acquisition of social, academic and study skills using the evidence based social skill curriculum, *Second Step: Skills for Social and Academic Success* curriculum, developed by the Committee for Children. *Second Step* will be used in grades K-5 to provide a district-wide consistent approach in teaching prosocial behaviors. Program fidelity will be monitored by the CMT. All MHP will be trained and will be the implementers of this program. The CMT will include *Second Step* curriculum delivery as a part of the Management Agreement between the MHPs and each school principal to assure delivery will be consistent in each school. The *Second Step* pre/post assessment will be administered according to program recommendations to demonstrate gains in student knowledge about empathy, impulse control, bully proofing, and prosocial behaviors. The research of Smith, B.H., & Low, S. (2013) examined how social emotional learning (SEL) contributes to bullying

prevention efforts in schools. Results of their study showed students taught SEL skills through *Second Step* demonstrated improved student skills, reduced problem behaviors, and increased academic achievement. Cooke, N.B. et al (2007) conducted a study on the effects of the implementation of Second Step on elementary school students' prosocial and aggressive behaviors. Students showed significant improvements in positive approach/coping, caring/cooperative behavior, suppression of aggression, and consideration of others. Also, nearly three-quarters of teachers in the study reported that the *Second Step* program helped their students in turning theory into practice. To complement the preventative lessons in the *Second Step* program, each elementary school will initiate extensive staff training in the Positive Behavioral Interventions and Supports (PBIS), an evidence based model that provides a school wide, systemic approach to preventing and improving problem behaviors and creating a positive school climate. A PBIS Coach in each elementary school, in collaboration with the BCS administrators and CMT, will coordinate data collection in the school, ensure expectations are taught, reinforces, and monitored, and facilitate monthly school staff meetings. PBIS focuses on establishing proactive, positive, and instructional policies to create school environments that are safe, respectful and conducive to learning, while also managing student misbehavior and fostering student motivation (NREPP, SAMHSA 2011). PBIS is a framework, not a program that integrates four key elements: using data to guide decisions, measuring outcomes, implementing practices to achieve desired outcomes, and creating systems to support the implementation of these practices (Boccanfuso, C., & Kuthfield, M. 2011). Research shows that PBIS, when implemented with fidelity, leads to decreases in classroom disruption, fewer violent incidents, drops in suspension rates, increased teacher instructional time, improved academic outcomes, and fewer referrals to mental health and other services (Lassen, S.R., Steele, M.M., and Sailor,

W. 2006. Identified students who experience difficulty with academics, behavior, attendance and/or social issues, will receive **targeted** intervention planning (Tier 2 Rti intervention) coordinated through the G-Team and CMT, involving teachers, parents and community agencies and support service staff. Institution of the Student Assistance Team (SAT), a cooperative, problem-solving group of trained staff representing a cross section of the school, who through a collaborative team process, will provide early intervention support for students whose behavior and/or family circumstances are considered to put that student at risk of academic or social failure. The SAT will assist students, families, and teachers in seeking positive solutions for concerns about individual students. Through the SAT, school staff, parents, community agencies, and others who can offer insight, will work together to plan a positive course of action, assign responsibilities, and monitor results to determine whether the student has responded to intervention. The American Institute for Research, (2013) recommends non-academic student support teams as an important component of an effective school. Research has shown that schools that demonstrated high levels of implementation tended to have strong principal leadership, extensive data collection procedures to inform decision making, and active general education teacher involvement (Truscott, S.D., Kreskey, D, Bolling, M. (2012). Students identified as needing **intensive** services (Tier 3 Rti intervention) will receive more frequent or more concentrated interventions to help with student success in the academic setting. The MHP will provide individual social skills instruction, crisis counseling, individual support teams and plans, wraparound services, and family group conferencing. Contractual services with Bluegrass.Org. will provide more intensive services available to students during the school day.

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

To ensure that the stated goals and objectives are met, the first priority will be the hiring of the S.U.C.C.E.S.S. Project Director and state certified MHP at each school who can effectively implement the proposed activities. All hiring will follow Bourbon County Schools' policies and procedures related to hiring practices, salaries, procurement and operation. With regard to all positions, individuals from diverse racial, ethnic and professional backgrounds will be actively recruited. A special focus will be on identifying candidates who are bicultural in order to support the growing Hispanic population. All positions will be posted on the Bourbon County Schools and KY State job register found on the BCS website and KDE website. A background screening will be conducted on all applicants and mentors. S.U.C.C.E.S.S proposes to employ one (1) part-time Project Director and three (3) FTE elementary school counselors or School Social Workers to serve the three elementary schools. The proposed staff and job descriptions are included in the appendix. The management plan follows the following chain of command: Director of Special Education, Project Director, CMT, and G-Team. The Director of Special Education will serve as an advisor to each component of the project. The Project Director will oversee the daily operation of the program and ensure that the objectives of the program are being implemented as proposed and will present the results of data collection and analysis to the CMT, LEA Board, each school's Site Based Council, and the funder. The CMT will establish policy and guidelines for the program components, maintain community, and school linkages providing optimal student and family services. The G-Team is the heart and soul of the program as they implement the proposed programs, collect data, make decisions based on collected data, interact with parents and families, and make certain all students receive the appropriate interventions making for a safe and healthy environment. The following timeline outlines the activities that directly

correlate to the stated goals and objectives of the project, milestones for each objective, Project Tasks/Person Responsible, Data Source and timeframe for implementation of the activities.

S.U.C.C.E.S.S. Implementation Timeline		
Goal 1- Decrease the gap between the student/mental health professional ratios as recommended by ASHA to improve the quality, quantity, and coordination of delivery of services addressing mental health barriers impeding student academic, personal, social and career success and create a lasting infrastructure for mental health and student support services.		
Objective 1: By June 30 in each year of the grant project, the overall number of individual counseling sessions for students with disciplinary referrals will decrease by 10% annually from baseline.		
Milestones: Starting point: Number of Individual counseling sessions for disciplinary incidents- BCES 117, CRES 226, NMES 21		
BCES 105 By June 30, 2015 94 By June 30, 2016 85 By June 30, 2017	CRES 203 By June 30, 2015 183 By June 30, 2016 165 By June 30, 2017	NMES 19 By June 30, 2015 17 By June 30, 2016 15 By June 30, 2017
Project Tasks/Person Responsible	Data Source	Timeline
Notify targeted schools of grant award, release grant award to the media, and advertise for project positions (Superintendent)	Posting on Website	Completed by July 30, 2014
Hire Project Director and MHP (Superintendent)	Rating forms for personnel interviews and review of qualifications	Completed by August 15, 2014
Establish the CMT and G-Team for each school; establish Contractual Services with Bluegrass.Org. and external evaluator (Project Director)	Letters of Invitation completed; MOU with Bluegrass.Org. and external evaluator completed; Letters of Support	Begin 8-18-14 Completed by 9-15-14
Begin weekly G-Team meetings (principal, MHP).	Sign-in sheets; Program agenda for each meeting	Begin 9-1-14 and every week thereafter
Begin CMT bi-monthly meeting (Key Stakeholders)	Sign-in sheets; Program agenda for each meeting	Begin 9-15-14 and bi-monthly thereafter
Design and align the Elementary Comprehensive Guidance Plan (ECGP) with the ASCA (CMT); Develop Management of Time Agreement (CMT, MHP)	Draft of ECGP; signed Management of Time Agreement by principal and MHP	Begin 9-15-14 Completed by 10-15-14
Begin professional development in universal, targeted, and intensive	Professional Development Completion Certificates	Second Step: Begin 9-15-14/

services for elementary students (detailed in Objective 2, CMT, MHP, staff)		completed 9-30-14 SAT: Begin 9-30-14 Completed 10-15-14 PBIS: Begin 10-15-14 completed May 2015
Develop three separate surveys (parent, student, staff) to determine the degree of satisfaction with quality and quantity of services (CMT)	Completed Satisfaction Surveys	Begin 1-5-15 Completed by 4-29-15
Administer Satisfaction surveys (MHP)	Survey Results	Begin 5-4-15 Completed by 5-15-15
Collate survey results (Project Director)	Collated date	Begin 5-18-15 completed 5-22-15
Counseling Program Audit (Director of Special Education)	Data templates, interviews	May of each year

Goal 2: Improve behavior characterized by a concern about the rights, feelings and welfare of people (prosocial skills) among all students at the elementary level.

Objective 2: By June 30 in each year of the grant project, the overall number of student disciplinary incidents in each elementary school as reported by Infinite Campus and Counseling logs will decrease by 20% annually from baseline.

Milestones: Starting point: Number of Disciplinary Incidents-BCES 296, CRES 305, NMES 66

BCES	CRES	NMES
237 By June 30, 2015	244 By June 30, 2015	53 By June 30, 2015
190 By June 30, 2016	195 By June 30, 2016	42 By June 30, 2016
152 By June 30, 2017	156 By June 30, 2017	34 By June 30, 2017

Project Tasks/Person Responsible	Data Source	Timeline
Purchase <i>Second Step</i> kits	Purchase Order	Begin 8-29-14 Delivered by 9-15-14
Arrange/Provide <i>Second Step</i> training for all MHP (Project Director/on line training)	Program Training Sign-in logs, evaluation of training, Logs of Professional Development hours, timesheets for staff training	Begin 9-15-14 completed 9-30-14
Administer <i>Second Step</i> Pretest (MHP)	Data entry form for <i>Second Step</i> Pretest	Pre/ 9-30-14 Post/ 5-15-15
Begin <i>Second Step</i> in each school (MHP)	MHP activity log	Begin 10-1-14 Continue for the year
Begin taking counseling referrals (G-Team, MHP)	Individual Counseling Logs, minutes of G-Team meetings	Beginning of each school year

MHP will generate at-risk list from SIS and SSBD (G-Team)	List of Identified students meeting the criteria for Tier 2 intervention	10-6-14, 1-15-15, 3-15-15, 5-22-15
Begin SAT training of staff/mentors (MHP, CMT, Coop)	Program Training Sign-in logs, evaluation of training, Logs of Professional Development hours, timesheets for staff training	Begin 9-30-14 Completed 10-15-14
Using SAT rosters, determine which students are cross-referenced with community partners (court system, social services, Bluegrass.Org.)	Data templates, SAT rosters, verbal and written input of community services being provided	10-15-15, 1-15-15 and when needed
SAT Tier 2 intervention begins (SAT, MHP)	MHP activity schedule	Begin 10-15-14
Contract Services with Bluegrass.Org. for students and families begin during school hours at the students' school site (Bluegrass.Org. Social Worker)	Bluegrass.Org. Case Logs	Begin 8-18-14
SAT Student Success Celebration (MHP and SAT team)	Published "A+" List of SAT Student Achievements	Dates determined by CMT
Semi-annual reports (Project Director, Evaluator)	Written reports	January, 2015 June, 2015

Goal 3: Improve elementary school culture by creating an atmosphere where students want to come to school.

Objective 3: By June 30 in each year of the grant project, the number of elementary children in each elementary school with three or more unexcused absences will decrease by 10% annually from baseline.

Milestones: Starting point: Number of Children with 3+ Unexcused Absences:

BCES 101, CRES 86, NMES 49

BCES	CRES	NMES
91 By June 30, 2015	107 By June 30, 2015	44 By June 30, 2015
82 By June 30, 2016	96 By June 30, 2016	40 By June 30, 2016
80 By June 30, 2017	86 By June 30, 2017	36 By June 30, 2017

Project Tasks/Person Responsible	Data Source	Timeline
Arrange PBIS training for school principals, district administrators, and elementary counselors (CKSEC)	Contractual services for training	Begin 11-14-14
Each school to determine the internal PBIS Coach	Time sheets for training and time for implementation	Begin 11-30-14
Written PBIS protocol developed and presented to the Site Based Council and	Written PBIS Plan for elementary program, Board	Completed by

Board of Education for approval (school principals, MHP, Director of Special Education, Project Director, PBIS Coach)	and Site Based Council Minutes; Rough draft of School Safety Survey	12-14-14
Begin after school staff training in PBIS (MHP)	Sign-in logs, Teacher time sheet for stipend pay.	Begin 1-12-15 Completed 5-25-15
Begin School-wide PBIS (G-Team)	Weekly PBIS Plans	8-15-15
Development of School Safety Survey for students, grades 4 and 5 (CMT)	Completed Survey	Begin 1-5-15 Completed 3-18-15
Administer School Safety Survey for students, grades 4 and 5 (MHP)	Survey results, Certificates of Recognition in the area of attendance improvement	Month of May in each year of project

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

The goal of the reporting process is to systematically monitor and collect data in all components of the CSCP, which will be used to make adjustments on an as-needed basis. The variety of data from school statistics, survey information, and student assessment results will provide the schools with a range of information to inform their program. Student data discussions and program implementation will occur on a weekly basis at the school level (G-Team). These data will allow the G-Team the MHP to address immediate student needs and to make adaptations to the program in a timely manner. The Project Director will collect on a regular basis the professional development evaluations; monitor program implementation at each school; collate student, staff, and parent survey data; and aggregate student safety data from the School Safety Surveys. On a bi-monthly basis at the CMT meetings, the G-Team will provide progress on goals and objectives and program implementation updates. The CMT meetings will be the forum for data discussions, program revisions, next steps, and community and school collaboration input.

4. Quality of the Project Evaluation A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended

outcomes of the project and will produce qualitative and qualitative data to the extent possible.

Identifying an external evaluator with the necessary technical skills as well as a collaborative approach to the process is integral. Bourbon County Schools hiring process will be followed before contracting with an external evaluator. As noted in the timeline, hiring of the evaluator will conclude by September 15, 2014. Critical to this position is a person who has an understanding of the program, requirements for evaluations, demonstrated experience, and knowledge of the issue the program is targeting. The job description is included in the appendix. The evaluation plan will measure the effectiveness of the increased number of MHP to the critical processes on knowledge and skills of MHP, staff, students and administrators on improving school culture and students' knowledge and skills in increasing prosocial skills. Evaluation will be formative, summative, quantitative and qualitative incorporating numerous sources and strategies. A variety of methods will be used to gather data: (1) frequent closed and open-ended surveys including on-line surveys directed at the staff implementing PBIS; (2) focus groups to achieve consensus regarding issues of concern; (3) documents which request self-reporting by MHP on a regular basis; and (4) formal and informal observations of group guidance sessions by the school administrators. Quantitative data will be in the form of the ratios of MHP to student population annually; number of individual counseling sessions; number of guidance sessions per month; number of disciplinary referrals; number of students with disciplinary referrals; annual attendance rates; number of referrals to Bluegrass.Org.; number of youth treated by Bluegrass.Org.; number of students with 3+ discipline referrals, number of students with 3+ or more days of unexcused absences, number of PD offerings provided by project component, number of staff attendees, number of parent attendees, number of collaborators who attend project offerings, CMT attendance, reading and math K-PREP scores,

number of students scoring below proficiency in reading and math); percent of staff, parents, and students indicating satisfaction with program services; percent of increase in student knowledge on pre/post Second Step assessment; and percent of students not missing school because they felt unsafe to, from or at school. The following benchmarks will provide answers to the following evaluation questions that relate closely to expected outcomes:

1. Were the project activities sufficient and timely? Did they meet the program goals?
2. Did all activities occur as outlined in the proposal?
3. Did targeted community and school collaborators participate? To what extent?
4. Were the intervention activities successful in decreasing the number of students who did not go to school one or more days during the past 30 days of the survey because they felt unsafe at school or on their way to and from school?
5. Were the intervention activities successful in decreasing the student disciplinary referrals at each of the schools?
6. Has there been an increase in the number of students receiving school-based mental health services?
7. Has the school's attendance rate increased?
8. Did student knowledge of prosocial behaviors increase?
9. Was there an increase in proficient K-PREP scores in reading? Math?
10. Has there been an increase in proficient K-PREP scores among gap students in reading? Math?
11. Has there been an increase in the percentage of mental health referrals for students that resulted in mental health services being provided in the community?
12. For which groups of students were structured counseling activities most beneficial?
13. To what extent were collaborating community and school agencies and organizations constructively utilized to improve the learning environment?
14. What were the characteristics of the system that successfully integrated the school's service providers in an effort to maximize benefits?
15. What were the characteristics of the opportunities that facilitated parents' interaction with their children's educational environment?
16. To what extent did parents report positive results in using the learning and behavioral management strategies they gained in project training sessions?
17. Which behavioral interventions received positive responses from students? Parents? Staff?

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

Formative evaluation will take place during implementation of the proposed activities, which will allow for adjustments of the project tasks, schedules, allocation of resources, and other

management decisions. The evaluator will conduct quarterly process evaluations for MHP, administrators, educators, collaborating mental health partners and other collaborators for the CMT to review activities to date, discuss ways to improve activities that did not meet expectations and make the necessary revisions to address gaps in program implementation. This will ensure timely attention to meeting objectives and budgetary matters. The evaluator will conduct the annual outcome or summative evaluation providing a comprehensive review and analysis of all data. The CMT will take the critical project findings to report accountability to the funder and project stakeholders, provide replication strategies in the district's Comprehensive School Improvement Plan, and post the evaluation summary and recommendations on the district web site for parents and community review. Important to this project is the reporting of the GPRA. The following tables illustrate baseline GPRA data for number of full time MHP for the school year 2013-14 and the number of referrals per grant site for disciplinary reasons:

GPRA 1: The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute:

School	2013-14 Enrollment	Child Adolescent Psychiatrists	School Psychologists	School Counselors	School Social Workers	Other Qualified MHP
BCES	580	0 FTE	0.6 FTE	1 FTE	0 FTE	0 FTE
CRES	462	0 FTE	0.6 FTE	0 FTE	1 FTE	0 FTE
NMES	153	0 FTE	0.4 FTE	0 FTE	0 FTE	0 FTE

GPRA 2: The average number of referrals per grant site for the disciplinary reasons in schools participating in the program

School	Student Enrollment 2012-13	Number of Disciplinary Referrals 2012-13
BCES	570	296
CRES	440	305
NMES	152	66
TOTAL	1162	667

Other Attachment File(s)

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ELEMENTARY SCHOOL COUNSELOR

Qualifications: Master's degree in school counseling and licensed by the State. Candidate must have experience in assessing and working with children in a school setting; experienced with at-risk populations; and competent in coordinating services with other agencies.

Description of Responsibilities and Duties:

- Provides direct and indirect services for students, families and staff
- Works with program management developing school-wide policies and practices to promote learning and mental health and build protective factors for youth
- Creates systems and infrastructure for screening, detection, targeted interventions, meeting acute mental health needs of students
- Manages service delivery decisions based on site needs and student data
- Collects student data and provides data analysis to enhance data-based, responsive decision making and accountability to illustrate the connections between academic performance and social, emotional and behavioral well-being
- Conducts assessments and provides individual treatment to students and families
- Assists in arranging case management services to students and families
- Serves on the school's Guidance Team (G-Team) and the district's Core Management Team (CMT)
- Coordinates services with school personnel, mental health center staff, and other community agencies
- Provides special counseling groups such as Children of Divorce, peer group problems, single parent families, parenting classes, conflict resolution, etc.
- Recruits and screens mentors to work with at-risk students and families following criteria for eligibility
- Serves as the facilitator for parent support groups
- Coordinates and/or provides professional development trainings for educators

Supervisory Relationship: Reports Bourbon County's Director of Special Education

PROJECT DIRECTOR

Qualifications: The Project Director will possess grant management experience along with a master's level of education and experience with working with at-risk students, mental health agencies, drug/alcohol and violence issues, and community agencies. Mental Health certification preferred. Candidate should have proven organizational, planning, and leadership skills; and the ability to work with community and county leaders in the following sectors: education, business, civic and service organizations, parents, government (local, county, and state agencies), law enforcement, health care community, etc.

Description of Responsibilities and Duties:

- Provides general direction and accountability for the project.
- Serves as the principle liaison with the school-based mental health staff, Director of Special Education and Counseling, Community Mental Health Agency, elementary school administrators, and central office staff.
- Directs the planning process, coordinates the calendar of the Elementary Counseling Team Core Management Team meetings and assures that meetings stay on task with established time frames.
- Attends all meetings of the Core Management Team meetings.
- Functions as the principle support person for the Guidance Team (G-Team) in collaboration with the school administrators.
- Works with the Director and Special Education to provide direction and assistance, identify and prioritize cross issues among sectors of the community, and identify overlapping areas of concern and responsibilities of committees.
- Interacts directly with community partners to establish communication, coordination, and cooperation across activities.
- Works closely with project staff to ensure project's momentum is maintained and to solicit independent input of the project.

Supervisory Relationships: Reports directly to the Director of Special Education and Counseling in the School District.

PROGRAM EVALUATOR

Qualifications: Master's Degree with a minimum of 3 years experience in coordination, supervision, and development of grant programs. Candidate has demonstrated evaluation expertise in program development and implementation. Candidate should have ability to interact effectively on an individual and group level, and have experience in developing educational programs.

Description of Responsibilities and Duties:

- Assesses existing elementary counseling program.
- Collects information on program goals and identification of measures of success.
- Prepares evaluation design and creation of data collection instruments.
- Collects and analyzes data and reporting of program implementation.
- Identifies training needs, gaps, and duplications in service in collaboration with mental health professionals, staff, and district administrators.
- Data collection, analysis and reporting of program outcomes.
- Dissemination of program results and lessons learned.

Supervisory Relationship: Reports directly to the Project Director.



Bourbon County Schools

Lana Fryman, Superintendent

3343 Lexington Road
Paris, Kentucky 40361-1049

Phone: (859) 987-2180 Fax: (859) 987-2182 web page: www.bourbon.kyschools.us

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Chairman

Patty Crider
Vice Chairman

Mark Roozen
Member

Randy Sparks
Member

Thomas Talbot
Member

Vision

*Student Centered
Learning –
The Road to Success*

Mission

*Paving the road to
Success by providing
an
Education with high
Standards that
prepares
all students for a
lifetime of learning*

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Jim Cleaver
Dir. of Transportation
Dir. of Maintenance

Jim Dickerson
Dir. of District
Planning/Programs

Jim Ishmael
Dir. of Pupil Personnel

Andrea Kiser
Finance Officer

Al Kresslein
Chief Information Officer

Marlena Rose
Dir. of Food Service

Shella Sams
Dir. of Special Education

Lynne Switzer
Assessment Coordinator
Dir. of Federal Programs

Chris Kindred
Instructional Supervisor

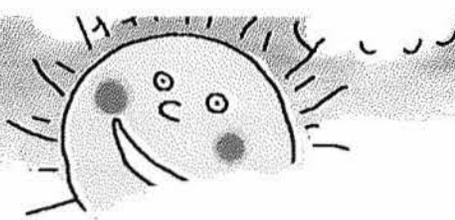
To Whom It May Concern:

As Superintendent of Bourbon County Schools, it is with great please to provide my support for Bourbon County's proposal for Elementary and Secondary School Counseling Grant. Since the announcement that this opportunity would become available, the proposal team has been diligent in getting input from school and community stakeholders. Through these efforts our goals and objectives for a comprehensive counseling program emerged. The Board is equally interested and excited about the prospects of our district paving the way for replication in the many other districts similar to ours in creating a model evidence based counseling program for all our students, grades K-5.

It is my hope this proposal will strongly be considered. The academic and social success of all our students is a priority. We are so ready to begin this adventure starting with professional development, training, and implementation.

Sincerely,

Lana Fryman
Lana Fryman
Superintendent



Cane Ridge Elementary School

8000 Martin Luther King Jr. Boulevard

Paris, Kentucky 40361

(859) 987-2106 Phone

(859) 987-2107 Fax

Dear Sir or Madame:

Cane Ridge Elementary School 100% supports the proposal of the Elementary and Secondary School Counseling Grant proposal. Serving the needs of students requires a comprehensive and integrated team of school professionals, from teachers, to administrators, to school mental health professionals to support the academic, social, emotional, and behavior development of all students. These school staff members enhance students' ability to achieve their full academic, developmental, and social potential by providing support to students, families and educators working with them.

As the school social worker at CRES, I provide direct and indirect services for students, families and staff and also spend time in program management working to develop school-wide policies and practices to promote learning and mental health, build protective factors for youth, provide targeted interventions, and manage service delivery decisions based on the school's needs and student data.

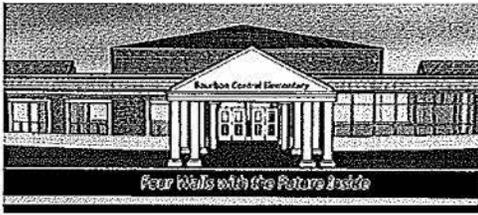
We are in need of a second mental health professional to completely address the needs of all our students. We are in hope that this project will be funded. Thank you for your consideration.

Sincerely

(b)(6)

Christy Walters, MSW





Bourbon Central Elementary School

367 Bethlehem Road
Paris, KY 40361
Phone (859) 987-2195
Fax (859) 987-2104

www.bces.bourbon.kyschool.us

Joseph Sheroan
Principal

Keith Madill
Assistant Principal

Diane White
Counselor

To Whom It May Concern:

I am the elementary school counselor at Bourbon Central Elementary School, population 580 students. I am in full support of the Elementary and Secondary School Counseling Grant and the proposed elements for the initiative. To address barriers to learning, we need to expand the integration of resources into a comprehensive continuum of support to promote positive youth development.

This initiative will provide a multi-layered approach to intervention and services that address the student needs, including primary prevention and education, screening and detection, treatment, follow-up, crisis services, and redesign of the counseling management system.

The administration and staff are equally committed to this proposal. Despite the best efforts the school and the mental health team, we still are working with children with serious mental health needs. We as mental health professionals can be instrumental in helping teachers and staff understand and use tools and to link services within the school and in the community.

I served on the proposal team and we were pleased with the research that went into program and strategy selection as well as providing the needed infrastructure to make the proposal successful.

Thank you for your consideration.

Sincerely,

(b)(6)

Diane White

"Four Walls With The Future Inside"

Bourbon County Migrant Education

Bourbon County Board of Education

3343 Lexington Road

Paris, KY 40361

As Bourbon County's Migrant Director and court liaison for the district I fully support Bourbon County Schools and the Elementary and Secondary School Counseling grant application. Increasing each elementary school's capacity in provision of social and emotions supports is a priority, especially with migrant students. Our students experience much difficulty in constant mobility and adjusting to many new school environments. The proposed consistency among the schools will level the playing field for all students and provide the necessary supports to prepare our student population for academic and emotional success. I have served on the grant writing team and support all aspects of the proposal.

The revitalization of the Bourbon County Schools elementary counseling program will be realized with this funding.

Thank you for your consideration.

Sincerely,

(b)(6)

Teresa Blevins

Migrant Director

April 21, 2014

Dear Sir or Madame:

The PTO at Cane Ridge Elementary is committed in assisting with the Elementary Counseling Grant project. There are many parents in our organization who will provide assistance to the guidance counselor in helping organize events and locating speakers to talk to students about career awareness.

Thank you for your consideration.

(b)(6)

Beth R. Wyatt

Cane Ridge Elementary PTO Officer

To Whom it May Concern:

Bluegrass.org will most certainly collaborate with the Bourbon County School's Elementary and Secondary School Counseling Program. We at Bluegrass.org have had a strong linkage to the schools for many years. With the funds provided through this initiative, we will be able to place a licensed social worker in the elementary schools to address problems and assist those young people with more chronic and severe problems. We also commit to working with a Core Management Team that will further foster a multi-layered approach, interventions, and services to include screening and detection, treatment, follow-up and crisis services, as well as case and systems management as necessary.

This agency does commit to this partnership and will work with the school based mental health professionals and the Director of Special Education in providing additional staff with expertise in student and family intervention services.

Sincerely,

(b)(6)

Jason Smallwood, LPCC
Clinical Coordinator

Behavioral Health
Intellectual and Developmental Disabilities
Substance Abuse
24-Hour Access Line 1-800-928-8000

bluegrass.org | Bourbon County
269 E Main St
Paris KY 40361-2126
P: 859-987-6127
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(859) 987-1895
Fax: (859) 987-3120
www.ca.uky.edu/ces

Dear Sir or Madame:

The University Of Kentucky Extension Office Of Bourbon County is pleased to collaborate with the Bourbon County Schools in offering needed services to children who will benefit from the Back Pack Program. Homemakers throughout the county collect food for children who have been identified as not having enough food at home on the weekends. Through the collaboration with the Elementary and Secondary School Counseling Program, we will be able to reach more children to assure that these identified kids will not go hungry when not in school. We also will collaborate with the counseling program to add additional assistance to identified students with literacy gaps by providing individual help during the Recipes for Reading Project.

Sincerely, _____

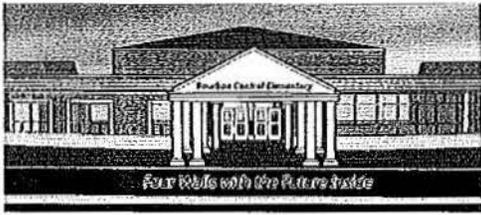
(b)(6)

Liz Kingsland, MS

County Extension Agent for Family and Consumer Sciences



Educational programs of Kentucky Cooperative Extension serve all people regardless of race, color, age, sex, religion, disability, or national origin. University of Kentucky, Kentucky State University, U.S. Department of Agriculture, and Kentucky Counties, Cooperating. Disabilities accommodated with prior notification.



Bourbon Central Elementary School

367 Bethlehem Road

Paris, KY 40361

Phone (859) 987-2195

Fax (859) 987-2104

www.bces.bourbon.kyschools.us

Joseph E. Sheroan
Principal

Keith Madill
Assistant Principal

Diane White
Counselor

April 18, 2014

To Whom It May Concern:

This letter is written in support of the Elementary and Secondary School Counseling Grant, Project S.U.C.C.E.S.S. The stated goals and objectives of this proposal are in line with the scope and mission of our school and district.

The expansion of counseling services and the array of activities to support students' mental and social health will greatly facilitate the reduction of behavioral incidents within the school. The school will also benefit from the implementation of PBIS.

I wholeheartedly support working on the school and district counseling teams to further enhance capacity and success.

Thank you for your consideration.

Sincerely,

(b)(6)

Joseph E. Sheroan
Principal

"Four Walls With The Future Inside"

PR/Award # S215E140074

Page e53

*Cane Ridge Elementary School
800 By-Pass Road
Lexington, KY 40361*

To Whom it May Concern:

I am proud to offer my support to the application for the Elementary and Secondary Counseling Grant Proposal. As a school principal, I am acutely aware of the enormous need for universal, targeted and intensive services for today's youth. Also, an important component that is often neglected is involving family members in the process of training and treating children.

I am confident the elementary schools will do an excellent job in implementing the Comprehensive School Counseling Program and the activities that promote social and emotional growth.

Sincerely,

(b)(6)



Gerry Brooks

Principal – Cane Ridge Elementary School

Thoroughbred Family Resource Center

*Kay Bridges-Director
C/O Cane Ridge Elementary
8000 By-Pass Road
Paris, KY 40361*

Phone (859) 987-5852

Fax (859) 987-2107

April 21, 2014

To Whom It May Concern:

The Thoroughbred Family Resource Center is in full support of the Elementary and Secondary Counseling Grant, which will provide services at the elementary schools. This initiative will provide bourbon county youth the opportunity for expanded community mental health services, exposure to evidence based programs to prevent negative behaviors and increase pro-social behaviors, and coordinated services for at risk children and parents.

Through this collaboration, the Thoroughbred Family Resource Center will provide donations and supplies to identified children and families; provide educational materials and/or sessions by parent educators and family resource personnel; help with locating community people who will provide educational instruction; help with parenting activities for children and families; and be active in the decision making process of the Core Management Team.

The Thoroughbred Resource Center welcomes the opportunity to collaborate with different agencies and organizations in providing the necessary skills to help children improve their lives.

Respectfully,

(b)(6)

[Redacted Signature]

Kay Bridges



Donnie R. Foley
Bourbon County Judge Executive
Courthouse
Paris, Kentucky 40361

To Whom it May Concern:

This letter is written in support of Bourbon County Schools' application for the Elementary and Secondary School Counseling Program. The countywide scope of this proposal augurs well for success of Bourbon County children. This initiative will offer many of our young folks needed assistance in positive social development in the education of our elementary aged children in each of the county elementary schools and will help in meeting the mental health needs that is so needed in this county.

The County office supports all efforts that increase children's learning capacities and that create a channel for fulfilling their dreams.

I am fully committed in my support of this proposal.

Respectfully,

(b)(6)

DONNIE R. FOLEY

Bourbon County Judge Executive



Lindsay Stewart III
Assistant Bourbon County Attorney
Bourbon County Courthouse
Suite 10
Paris, Kentucky 40361
Office (859) 987-2145
Fax (859) 987-2147

COMMONWEALTH OF KENTUCKY

G. Davis Wilson
Bourbon County Attorney

April 15, 2014

Linda Dawson
Assistant Bourbon County Attorney
Bourbon County Courthouse
Room 101
Paris, Kentucky 40361
Office (859) 988-0586
Fax (859) 988-0588

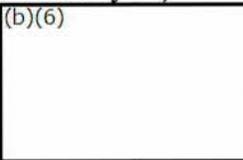
To Whom It May Concern:

It is with pleasure that I support Bourbon County's proposal for the Elementary and Secondary School Counseling Grant. The framework for the proposal considers a variety of intervention points for meeting student needs. With expanded counseling services, the youth of Bourbon County will have optimal exposure to a variety of positive mental health practices. Despite the best efforts of the schools, many students still experience social and emotional problems, which is where my office often times first meets the child and family. Whether it be truancy or aberrant behavior, working with a team of well-trained mental health staff and teachers whom support the academic, social, emotional and behavioral development of all children, provides families and their children with the critical interventions needed for children to turn themselves around.

I will work with this team of mental health professionals on the core management team to help families with linkages and support.

Thank you,

(b)(6)



G. Davis Wilson

Bourbon County



As Bourbon County's Adult Education Director, I fully support the Elementary and Secondary School Counseling grant application. Our endeavor in reaching more adults and family members to increase literacy and educational attainment will be far more successful when collaborating with other agencies and projects. Many of Bourbon County's Hispanic families are interested in learning to speak English and to read. Expansion of our adult education opportunities through collaborative efforts for this population along with many adults who have dropped out of school and now understand the value of a completed education will be realized through this project. We are very hopeful that Bourbon County will receive funding and that the Adult Education Center will be a part of the grant implementation team.

Thank you for your consideration.

Sincerely,

(b)(6)

Lisa Farmer

Bourbon County Adult Education



**CABINET FOR HEALTH AND FAMILY SERVICES
DEPARTMENT FOR COMMUNITY BASED SERVICES
NORTHERN BLUEGRASS SERVICE REGION
COA Accredited Agency**

Steven L. Beshear
Governor

525 High Street, 2nd Floor
Paris, KY 40361
(859) 987-4655
(859) 987-4376 (Fax)
www.chfs.ky.gov

Audrey Tayse Haynes
Secretary

04/21/14

To Whom it May Concern:

Community Services provide Bourbon County children and families with an array of support services with the goal of providing necessary information for identified families on how to apply for supplemental nutritional services, report child abuse, report domestic violence information, Medicaid, foster care, and how to find child care. This division of services will support Bourbon County's Elementary and Secondary Counseling initiative by participating in the Core Management Team meetings to help provide a more comprehensive and complex system of support.

Thank you for your consideration.

Most Sincerely,

(b)(6)

Julia Rawlins
Family Services Office Supervisor



Bourbon County Schools

Lana Fryman, Superintendent

3343 Lexington Road
Paris, Kentucky 40361-1049

Phone: (859) 987-2180 Fax: (859) 987-2182 web page: www.bourbon.kyschools.us

Board Members:

Todd Earlywine
Chairman

Patty Sledd
Vice Chairman

Randy Sparks
Member

Mark Roosen
Member

Thomas Talbot
Member

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Dir. of Maintenance

Jim Dickerson
Dir. of District
Planning/Programs

Jim Ishmael
Dir. of Pupil Personnel

Andrea Kiser
Finance Officer

Al Kresslein
Chief Information Officer

Marlena Rose
Dir. of Food Service

Shella Sams
Dir. of Special Education

Lynne Switzer
Assessment Coordinator
Dir. of Federal Programs

Chris Kindred
Instructional Supervisor

April 16, 2014

To Whom It May Concern:

A Comprehensive School Counseling Program will enable Bourbon County Schools will promote mental health, support healthy development, and improve educational outcomes. The Comprehensive School Counseling Program model will provide needed support to address learning barriers and integrate resources into a comprehensive, cohesive continuum promoting healthy, positive youth development. Expanding our current program will allow us to intervene at an early level and assist those students with more chronic and severe problems. All components of the proposal are supported by the district administration. PBIS has long been needed to provide a universal district-wide approach to promoting positive behavior. Our mental health staff will also benefit from the use of the evidence based Second Step program that will provide all students in each elementary school an education in proactive and prosocial skills. I full support the Elementary and Secondary School Counseling proposal.

Thank you for your consideration.

Sincerely,

(b)(6)

Shella Sams, Ed.S.
Director of Special Education

*Central Kentucky Education Cooperative
Division of Special Education Services*

3231 Fortune Drive
Lexington, Kentucky 40509

859•402•8610

FAX 859•523-8610

Director
Marti Ginter
marti@cksec.org

Low Incidence Specialist
Sally Miracle
Sally@cksec.org

Instructional Coach
Charlotte Arvin
Charlotte@cksec.org

Behavior Consultant
Karen King
Karen@cksec.org

Math Consultant
Mark Helton
mark@cksec.org

Literacy Consultant
Lisa Shaw
Lisa@cksec.org

Transition Consultant
Christina Walts
Christina@cksec.org

HI/VI Facilitator
Joe Jones
jjones54@bellsouth.net

VI Consultant
Teri Richie
Teri.richie@ksb.kyschools.us

HI Consultant
Sue Frisbee
Sue.Frisbee@ksd.kyschools.us

Administrative Assistant
Donna Bell
Donna@cksec.org

Events Facilitator
Brandi Carroll
Brandi@cksec.org

Member Districts
Anderson County
Bardstown Independent
Bourbon County
Boyle County
Burgin Independent
Clark County
Danville Independent
Fayette County
Frankfort Independent
Franklin County
Harrison County
Jessamine County
Kentucky School for the Deaf
Marion County
Mercer County
Montgomery County
Nelson County
Nicholas County
Paris Independent
Powell County
Scott County
Washington County
Woodford County

April 18, 2014

To Whom it May Concern:

On behalf of the Central Kentucky Special Education Cooperative, (CKSEC) I am pleased to submit this letter of support and commitment for the proposed Elementary and Secondary Counseling Grant Program.

The CKSEC was established to provide Professional Development and Support Services that focus on relevant issues identified by the needs of its' 22 member districts and the Kentucky Department of Education. The CKSEC staff consists of a director, and consultants in the areas of behavior, low incidence, literacy, math, and transition. Services we commit to provide in collaboration with the Elementary and Secondary School Counseling Grant Program include research based, high quality professional development, technical assistance, consultation, and dissemination of current professional information.

The CKES fully supports this initiative. It has always been a pleasure to work with Bourbon County Schools and their grant programs. Their experience in program implementation is exemplary.

Sincerely,

Marqueseta Ginter

Director of Special Education Services
Central Kentucky Education Cooperative

"Enhancing Special Education Through Cooperation"

PR/Award # S215E140074 www.cksec.org



Bourbon County Schools

Lana Fryman, Superintendent

3343 Lexington Road
Paris, Kentucky 40361-1049

Phone: (859) 987-2180 Fax: (859) 987-2182 web page: www.bourbon.kyschools.us

Board Members:

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Chairman

Patty Sledd
Vice Chairman

Mark Roozen
Member

Randy Sparks
Member

Thomas Talbot
Member

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Shella Sams
Dir. of Special Education

Lynne Switzer
Assessment Coordinator
Dir. of Federal Programs

Chris Kindred
Instructional Supervisor

April 16, 2014

To Whom It May Concern,

I am writing to endorse the Elementary and Secondary School Counseling proposal. Funding for this proposal would be a triumph for the District, by providing the necessary tools to implement a Comprehensive School Counseling Program. Implementation will provide so many at-risk students opportunities that will assist them in mastering Core content, and also giving them more autonomy in achieving their goals.

As the District's Director of Pupil Personnel, I have seen a vast improvement in data trends with attendance through the implementation of a variety of strategies. We must continue these important initiatives of mental and physical well being, truancy prevention, increasing our graduation rates, and reducing our suspension rates.

This initiative will offer much needed supports to our at-risk population, as well as those who need additional challenges that are difficult to provide without the necessary supports outlined in the proposal. So many more students will be college and career ready with the proposed program. The proposed strategies that the students will receive in each of the Bourbon County elementary schools will prepare them for the demands of the future.

I fully support this proposal. The tireless work the proposal committee has committed to the project reflects the interest and desire to make Bourbon County Schools a 21st Century model counseling program.

Thank you so much for your consideration.

Sincerely,

(b)(6)

Jim Ishmael
Director of Pupil Personnel
Bourbon County Schools

**BOURBON COUNTY
HIGH SCHOOL**

3343 LEXINGTON ROAD

PARIS, KENTUCKY 40361

859-987-2185 859-987-5850 (FAX)

Deputy Clint Graves
School Resource Officer

To Whom it May Concern:

I fully support and will assist with safety issues within the elementary schools, ATOD education and support, policy input for behavior and discipline, and mentoring at risk students in collaboration with the Elementary and Secondary School Counseling Grant Project. I am in the elementary schools on a frequent basis with responsive and preventative safety efforts. This project will let me be present in the schools as a mentor, instructor, and safety expert rather than an investigator.

Sincerely,

Clint Graves

School Resource Officer

Bourbon County Schools

(b)(6)



Paris/Bourbon County
Chamber of Commerce

720 High Street
Paris, Kentucky 40361

(859) 987-3205
Fax (859) 987-4640
E-mail lcooper@parisky.com
www.parisky.com

4/21/14

To Whom It May Concern:

The Chamber of Commerce will support the endeavors of the Elementary and Secondary Counseling Grant in their quest to expand career exploration and career readiness in the elementary schools. The Chamber will provide assistance with their Career Days, Reality Store, and Leadership activities.

Thank you for your consideration.

Regards,

Lucy Cooper

(b)(6)

GROW HEALTHY STAY HEALTHY

**Bourbon County
Health Department**

341 East Main St. • Paris, Ky. 40361
Ph. (859) 987-1915 • Fax (859) 987-3230

April 2014

To Whom It May Concern:

The Elementary and Secondary Counseling Grant would be an exceptional addition to the collaborative efforts of the schools and agencies currently addressing the issues to make children's lives better. The Bourbon County Health Department will be eager to support this project by providing educational segments through the use of nurses, nutritionists, and health educators about topics to include but not limited to:

- Nutrition
- ATOD
- Hygiene

Bourbon County Health Department is a strong community partner and will continue to strengthen the many partnerships throughout the community. The Bourbon County Community is primed to make an improvement in the well-being of our children. Collaboration is strong and networking is continually growing.

Respectfully,

(b)(6)

Cyndi Steele

Bourbon Central Family Resource Center
% Bourbon Central Elementary
367 Bethlehem Road
Paris, Kentucky 40361
(859) 987-2195
~ Robin Leigh, Director~

April 21, 2014

To Whom It May Concern:

This letter supports the Elementary and Secondary Counseling Grant for the elementary students of Bourbon County Schools. Our students need these services in order to enrich their learning experiences and provide needed support to the students and families who need mental and social assistance. The Derby Club Family Resource Center at Bourbon Central Elementary will provide support with expansion of career readiness, family services, parenting education, community resource collaboration, and Circle of Love.

We are eager to be involved in this partnership and are committed to this initiative for the betterment of the school and its students.

Sincerely,

(b)(6)

Robin Leigh
BCES FRC Director

North Middletown Elementary School

Gail Mullins, Principal

P.O. Box 67

North Middletown, KY 40357

Phone: (859) 987-2052

April 22, 2014

Dear Sir or Madame:

This letter is written in support of Bourbon County's grant proposal for the Elementary and Secondary Counseling Grant. Data indicates a need for programs that have the goal of reducing behavioral infractions, increasing attendance, increasing student academic performance, and increasing the likelihood of students receiving individual counseling.

We here in North Middletown Elementary School give 100% support to this proposal. It is my hope for the Bourbon County community that we are the proud recipients of such a grant.

Sincerely,

(b)(6)

Gail Mullins, Principal

Program Specific Assurances

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

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

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

Lisa Truppan
Signature of Authorized Certifying Official

Superintendent
Title

Sevier County Schools
Applicant Organization

4.23.14
Date Submitted



Bourbon County Schools

Lana Fygan, Superintendent
3343 Lexington Road
Paris, Kentucky 40361-1049

Phone: (859) 987-2180 Fax: (859) 987-2182 web page: www.bourbon.kyschools.us

Board Members:

- Todd Earlywine
Chairman
- Patty Sledd
Vice Chairman
- Terry Crouch
Member
- Mark Roozen
Member
- Thomas Talbot
Member

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Dir. of Transportation
Dir. of Maintenance
- Jim Dickerson
Dir. of District
Planning/Programs
- Jim Ishmael
Dir. of Pupil Personnel
- Andrea Kiser
Finance Officer
- Al Kresslein
Chief Information Officer
- Sharon Rankin
Dir. of Instruction
Federal Programs
- Shella Sams
Dir. of Special Education
- Marlena Rose
Dir. of Food Service

April 22, 2014

Lee Nalley
The Governor's Office for
Local Development
1024 Capital Center Drive, Suite 340
Frankfort, Kentucky 40601

To Whom It May Concern::

Bourbon County Schools is applying the Elementary and Secondary School Counseling Program grant. Listed below is a draft of the Mission Statement and the Goals and Objectives for the grant.

Mission Statement

The Bourbon County School district in conjunction with the local mental health agency will work together to enhance existing resources and integrate project activities into a comprehensive network of programs and services that reflect the combined partnership vision of preventing youth violence and promoting healthy development of children and families.

Goals and Objectives of the Partnership

The overarching goal of the Elementary and Secondary School Counseling Program is to create a comprehensive and integrated team of school professionals to promote and enhance positive mental health of students through delivery of programs and services to prevent violence and promote the healthy development of children. Goals for the initiative are:

- (1) Decrease the gap between the student/mental health professional ratios as recommended by the Statue to improve the quality, quantity, and coordination of delivery of services to address the mental health barriers that are impairing students from academically achieving;
- (2) Improve behavior characterized by a concern about the rights, feelings and welfare of people (prosocial skills) among all students at the elementary level.
- (3) Improve elementary school culture by creating an atmosphere where students want to come to school.

The strategies and activities to reach the goals and objectives of the CARES Elementary School Counseling Program are set forth in this proposal and Bourbon County Schools has agreed to implement, manage, and monitor the programs, services, and activities described in this proposal in support of the goals and objectives.

If you have any comments or recommendations regarding the grant, please contact the following, not later than 60 days after the deadline date of the application, which is April 28, 2014.

U.S. Department of Education
Office of Elementary and Secondary Education
Office of Safe and Healthy Students
400 Maryland Avenue S.W., Room 3E316
Washington, DC 20202-6450
Attention: Elementary and Secondary School Counseling Programs

Sincerely,

(b)(6)

Susan Harris



Bourbon County Schools

Lana Fryman, Superintendent

3343 Lexington Road
Paris, Kentucky 40361-1049

Phone: (859) 987-2180 Fax: (859) 987-2182 web page: www.bourbon.kyschools.us

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Shella Sams
Dir. of Special Education

Lynne Switzer
Assessment Coordinator
Dir. of Federal Programs

Chris Kindred
Instructional Supervisor

Indirect Cost Agreement

Bourbon County Board of Education will not charge the Elementary and Secondary School Counseling Grant indirect costs.

Lana Fryman, Superintendent

Andrea A. Kiser, Finance Officer

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](#)

**S.U.C.C.E.S.S. Budget Narrative
Year 1**

The budget was designed to match and support programs provided within the project narrative. An analysis of the cost of the project indicates that the costs are reasonable, effective and adequate in relation to the stated objectives and outcomes of the project. The basis for estimating salaries and contract consultants reflects standard district pay scales and established contract services. Also, fixed costs, personnel travel and stipends are based upon district and state allowable charges. Below is a cost analysis of the S.U.C.C.E.S.S. Project for year 1:

Number of participants impacted in Year 1:	1195
Total cost per participant for Year 1:	\$ 147
Total cost per participant per day for Year 1:	: \$0.84

PERSONNEL

Project Director (.20 FTE)

Personnel paid with grant funds in each year of the project are the one (1) part time Project Director with a time commitment of 20% of a working calendar of 170 days totaling 34 days @ \$298/day of working directly with the project (**\$10,132**). This salary does not exceed the 4% per year of the total award allocated for the project director. The project director will have oversight of the program and provide support to all of the mental health professionals with regard to data collection; maintaining focus on goals, objectives, and outcomes at all Core Management Team (CMT) meetings; and submitting the GPRA report annually during each year of the grant project. The Project Director will work collaboratively with the CMT in project development and implementation. The

Project Director will coordinate all program activities and services; collaborate with Mental Health Professionals in schedule development and Individual Intervention Plans; work with the project evaluator to collect, analyze, and manage data for formative and summative evaluation; work with the district fiscal officer to approve expenditures for salaries, materials, supplies and budget monitoring; coordinate professional development and training opportunities for program and school staff; work with community agencies to ensure and maintain collaboration; and attend Project Director meetings in Washington, D.C. and Safe and Healthy Students National Conference.

School Counselors (3.0 FTE) Three (3) FTE elementary School Counselors (**\$150,000**) will be hired to work an instructional year (185 days) to provide program services with one at each of the three elementary schools plus 5 extended days. The Staff/student ratios will be: BCES: 2.4 FTE/580 students; CRES: 2.0 FTE/462 students; and NMES: 0.6 FTE/153. Base pay for the School Counselors is estimated using the district's Salary Schedule based on an employee with a Master's Degree with 10 years' experience. The School Counselors will assist with the development and implementation of the district-wide Comprehensive School Counseling Plan; facilitate implementation and instruction in *Second Step* and Positive Behavior Intervention Supports (PBIS) as universal interventions; administer pre/post assessments of *Second Step*; assist Project Director with collecting and managing data; work with school Guidance Team in developing Individual Intervention Plans; collect baseline data for targeted students; initiate the Student Assist Team for targeted students; participate in required trainings; assist with consultation and collaboration of services for families and children; attend bi-monthly

Core Management Team meetings; and continue to meet professional development needs as mandated by the district and state of KY.

Also, in the personnel category are the stipends paid to staff for training in *Second Step*, PBIS, and SAT for mentors. Estimated number of staff to be trained in PBIS Tier 1 Interventions is 65 staff for 4 full days @ 7.5 hours/day and a \$23.00/hr. stipend to total **\$11,212.00**. Stipends for the PBIS Coaches training is estimated @ 6 trainees for 15 hours of training and a \$23.00/hr. stipend to total **\$2,070.00**. *Second Step* training stipend will include the \$23.00 hour for 6 mental health professionals for 3 hours to total **\$414.00**.

Mental Health Professionals will train the Student Assist Team Mentors during out of school hours. It is estimated each school will train 10 mentors for 5 hours @ \$23/hour to total **\$1725.00**.

Bourbon County pays \$90.00 a day for substitute teachers. PBIS coaching training will take place during the school day. Three PBIS coaches will be trained during two 6-hour sessions. Three substitutes for 2 days will total **\$540.00**.

Total funds for Personnel in Year 1 are **\$176,093.00**.

Fringe Benefits

Fringe benefits (FICA, Retirement, Unemployment Insurance, Workers Compensation, Health Insurance) are figured at 28% of Personnel subtotals. To obtain the 28% rate, an average salary for each person to be hired was taken and multiplied by 1.48% for Medicare, 13.105% for Kentucky Retirement System Match, KTRS at 14.105%, and administration fees x 12 months for the total. State Health Insurance is then added to the

other fringes. The 28% was then calculated from this percentage. Fringes for the Part-time Project director totals **\$2,800 plus \$2,100 for insurance**, full time school counselors (3) totals **\$42,000**. Fringes for stipend pay for project trainings total \$15,421. Fringes for the stipend pay @ .28% totals **\$4318.00**. Fringes for substitutes is estimated at **\$151.00**. Total Fringes for Year 1 are **\$51,369.00**.

Travel

Funds are requested for travel for the Project Director and one staff member to attend the National Safe and Healthy Students Conference. Costs for the 2-day meeting will be at \$1069 each (**\$2138**). The Project Director will attend the Project Director's conference in Washington, D.C. for two days during year 1 only at **\$1200**. Five (5) BCS elementary school counselors will participate annually in the KY School Counselor's Conference at \$280 each (**\$1,400**) and the KY Safe Schools Conference in Louisville, KY each fall at \$550 each (**\$2750**). Three (3) elementary BCS school counselors will attend the Victory Over Violence 3-day seminar in Louisville, KY each summer at \$894 each (**\$2,682**). Money is allocated for additional trainings at \$1118 for each of the seven elementary mental health professions (school counselors, school psychologists) to include travel, per diem, registration, and lodging (**\$6720**). The conferences will be in close proximity to Bourbon County (within 150 miles traveling distance) and will relate to current counseling topics of interest and need. Total travel for Year 1 is **\$16,890.00**

Equipment

No equipment will be purchased for this project.

Supplies

The evidenced based curriculum, Second Step, is offered in K-5 bundles that include the training at \$1829.00 for each elementary school totaling **\$5487.00**. The new Bullying unit and free training bundles for grades K-5 is \$999.00 for each school to total **\$2997.00**. There are no marketing supplies for PBIS or SAT. \$1400 per school counselor per school for necessary supplies complementing the Comprehensive School Counseling Program will include commercial counseling incentives, copy paper, counseling office supplies, postage, etc. to total **\$7,000**. For the three newly hired school counselors, three laptop computers will be purchased from the school bid list @ \$967.00 each to total **\$2901.00**

Contractual

Contractual services with a mental health agency will provide professional mental health services to students and families who are exhibiting more serious mental health issues. Contractual obligations for the project are to cover students who do not have Medicaid and who do not have insurance that covers mental health. The cost per session is \$150 and it is estimated that approximately 15 students will fall in the non-Medicaid category. Students receive a minimum of 1 session per each week when school is in session (**\$78,750**). These costs are the minimum requirements to provide the necessary services as proposed.

Contract services for an external evaluator will be approximately 8% of the total project (**\$1,073,657**) divided by the three years gives an average of \$357,886/year or \$28,000 per year. Procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36 will be followed. **Year 1 costs for the project are \$367,290.**

Year 2

PERSONNEL

Project Director (.20 FTE)

Personnel who will be paid with grant funds in each year of the project are the one (1) part time Project Director with a time commitment of 20% of a working calendar of 170 days totaling 34 days @ \$298/day of working directly with the project (**\$10,132**). This salary does not exceed the 4% per year of the total award allocated for the project director. The project director will have oversight of the program and provide support to all of the mental health professionals with regard to data collection; maintaining focus on goals, objectives, and outcomes at all Core Management Team (CMT) meetings; and submitting the GPRA report annually during each year of the grant project. The Project Director will work collaboratively with the CMT in project development and implementation. The Project Director will coordinate all program activities and services; collaborate with Mental Health Professionals in schedule development and Individual Intervention Plans; work with the project evaluator to collect, analyze, and manage data for formative and summative evaluation; work with the district fiscal officer to approve expenditures for salaries, materials, supplies and budget monitoring; coordinate professional development and training opportunities for program and school staff; work with community agencies to ensure and maintain collaboration; and attend Project Director meetings in Washington, D.C. and Safe and Healthy Students National Conference.

School Counselors (3.0 FTE) Three (3) FTE elementary School Counselors (**\$150,000**) will be hired to work an instructional year (185 days) to provide program services with one at each of the three elementary schools plus 5 extended days. The Staff/student ratios are: BCES: 2.4 FTE/580 students; CRES: 2.0 FTE/462 students; and NMES: 0.6 FTE/153. Base pay for the School Counselors is estimated using the district's Salary Schedule based on an employee with a Master's Degree with 10 years' experience. The School Counselors will assist with the development and implementation of the district-wide Comprehensive School Counseling Plan; facilitate implementation and instruction in *Second Step* and Positive Behavior Intervention Supports (PBIS) as universal interventions; administer pre/post assessments of *Second Step*; assist Project Director with collecting and managing data; work with school Guidance Team in developing Individual Intervention Plans; collect baseline data for targeted students; initiate the Student Assist Team for targeted students; participate in required trainings; assist with consultation and collaboration of services for families and children; attend bi-monthly Core Management Team meetings; and continue to meet professional development needs as mandated by the district and state of KY.

Also, in the personnel category are the stipends paid to staff for training in PBIS Tier 2 Intervention, and SAT for mentors. PBIS Tier 2 Intervention will be scheduled for the summer and it is estimated that 65 staff for 4 full days @ 7.5 hours/day and a \$23.00/hr. stipend to total **\$11,212.00**. Stipends for the PBIS Coaches 2nd training is estimated @ 6 trainees for 15 hours of training and a \$23.00/hr. stipend to total **\$2,070.00**. Mental Health Professionals will train the Student Assist Team Mentors during out of school

hours. It is estimated each school will train 10 new mentors for 5 hours @ \$23/hour to total **\$1725.00**.

Total funds for Personnel in Year 1 are **\$175,139**.

Fringe Benefits

Fringe benefits (FICA, Retirement, Unemployment Insurance, Workers Compensation, Health Insurance) are figured at 28% of Personnel subtotals. To obtain the 28% rate, an average salary for each person to be hired was taken and multiplied by 1.48% for Medicare, 13.105% for Kentucky Retirement System Match, KTRS at 14.105%, and administration fees x 12 months for the total. State Health Insurance is then added to the other fringes. The 28% was then calculated from this percentage. Fringes for the Part-time Project director totals **\$2,800 plus \$2,100 for state insurance**, full time School Counselors (3) totals **\$42,000**. Fringes for stipend pay for project trainings total \$15,007. Fringes for the stipend pay @ .28% totals **\$4202.00**. Total Fringes for Year 2 are **\$51,102.00**.

Travel

Funds are requested for travel for the Project Director and one staff member to attend the National Safe and Healthy Students Conference. Costs for the 2-day meeting will be at \$1069 each (**\$2138**). Five (5) BCS elementary school counselors will participate annually in the KY School Counselor's Conference at \$280 each (**\$1,400**) and the KY Safe Schools Conference in Louisville, KY each fall at \$550 each (**\$2750**). Three (3) BCS elementary school counselors will attend the Victory Over Violence 3-day seminar in Louisville, KY each summer at \$894 each (**\$2,682**). Money is allocated for additional trainings at \$1118 for each of the seven elementary mental health professionals (school

counselors, school psychologists) to include travel, per diem, registration, and lodging (**\$6720**). The conferences will be in close proximity to Bourbon County (within 150 miles traveling distance) and will relate to current counseling topics of interest and need. Total travel for Year 2 is **\$15,690.00**

Equipment

No equipment will be purchased for this project.

Supplies

\$1400 per elementary school counselor per school (5 staff) for necessary supplies complementing the Comprehensive School Counseling Program will include commercial counseling incentives, copy paper, counseling office supplies, postage, etc. to total **\$7,000**.

Contractual

Contractual services with a mental health agency will provide professional mental health services to students and families who are exhibiting more serious mental health issues. Contractual obligations for the project are to cover students who do not have Medicaid and who do not have insurance that covers mental health. The cost per session is \$150 and it is estimated that approximately 15 students will fall in the non-Medicaid category. Students receive a minimum of 1 session per each week when school is in session (**\$78,750**). These costs are the minimum requirements to provide the necessary services as proposed.

Contract services for an external evaluator will be at 7% of the total project divided by the three years total (**\$28,000** per year). Procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36 will be followed. **Year 2 costs for the project are \$355,681.**

Year 3

PERSONNEL

Project Director (.20 FTE)

Personnel who will be paid with grant funds in each year of the project are the one (1) part time Project Director with a time commitment of 20% of a working calendar of 170 days totaling 34 days @ \$298/day of working directly with the project (**\$10,132**). This salary does not exceed the 4% per year of the total award allocated for the project director. The project director will have oversight of the program and provide support to all of the mental health professionals with regard to data collection; maintaining focus on goals, objectives, and outcomes at all Core Management Team (CMT) meetings; and submitting the GPRA report annually during each year of the grant project. The Project Director will work collaboratively with the CMT in project development and implementation. The Project Director will coordinate all program activities and services; collaborate with Mental Health Professionals in schedule development and Individual Intervention Plans; work with the project evaluator to collect, analyze, and manage data for formative and summative evaluation; work with the district fiscal officer to approve expenditures for salaries, materials, supplies and budget monitoring; coordinate professional development and training opportunities for program and school staff; work with community agencies to ensure and maintain collaboration; and attend Project Director meetings in Washington, D.C. and Safe and Healthy Students National Conference.

School Counselors (3.0 FTE) Three (3) FTE elementary School Counselors (**\$150,000**) will be hired to work an instructional year (185 days) to provide program services with

one at each of the three elementary schools plus 5 extended days. The Staff/student ratios are: BCES: 2.4 FTE/580 students; CRES: 2.0 FTE/462 students; and NMES: 0.6 FTE/153. Base pay for the School Counselors is estimated using the district's Salary Schedule based on an employee with a Master's Degree with 10 years' experience. The School Counselors will assist with the development and implementation of the district-wide Comprehensive School Counseling Plan; facilitate implementation and instruction in *Second Step* and Positive Behavior Intervention Supports (PBIS) as universal interventions; administer pre/post assessments of *Second Step*; assist Project Director with collecting and managing data; work with school Guidance Team in developing Individual Intervention Plans; collect baseline data for targeted students; initiate the Student Assist Team for targeted students; participate in required trainings; assist with consultation and collaboration of services for families and children; attend bi-monthly Core Management Team meetings; and continue to meet professional development needs as mandated by the district and state of KY.

Also, in the personnel category are the stipends paid to staff for training in PBIS Sustaining PBIS in Your School Training and SAT for mentors. PBIS Sustaining Training will be scheduled for the summer and will involve each school's leadership team (MHP, Administrative staff, Director or Special Education to total 11 staff) for 2 full days @ 7.5 hours/day and a \$23.00/hr. stipend to total **\$3,795.00**. Stipends for the Classroom Management Training that is a "train the trainer" workshop providing sustainability of the PBIS program will occur in the summer. It is estimated school teams of five teachers per school and each school's administrative staff will attend for 2 full days @ 7.5 hours/day at \$23.00/hour to total **\$6210.00**. Mental Health Professionals will

train the Student Assist Team Mentors during out of school hours. It is estimated each school will train 10 new mentors for 5 hours @ \$23/hour to total **\$1725.00**

Total funds for Personnel in Year 3 are **\$171,862.**

Fringe Benefits

Fringe benefits (FICA, Retirement, Unemployment Insurance, Workers Compensation, Health Insurance) are figured at 28% of Personnel subtotals. To obtain the 28% rate, an average salary for each person to be hired was taken and multiplied by 1.48% for Medicare, 13.105% for Kentucky Retirement System Match, KTRS at 14.105%, and administration fees x 12 months for the total. State Health Insurance is then added to the other fringes. The 28% was then calculated from this percentage. Fringes for the Part-time Project director totals **\$2,800 plus \$2,100 for state insurance**, full time Social Workers (3) totals **\$42,000**. Fringes for stipend pay for project trainings total \$11,730. Fringes for the stipend pay @ .28% totals **\$3,284.00**. Total Fringes for Year 3 are **\$50,184.00.**

Travel

Funds are requested for travel for the Project Director and one staff member to attend the National Safe and Healthy Students Conference. Costs for the 2-day meeting will be at \$1069 each (**\$2138**). Five (5) elementary school counselors will participate annually in the KY School Counselor's Conference at \$280 each (**\$1,400**) and the KY Safe Schools Conference in Louisville, KY each fall at \$550 each (**\$2750**). Three (3) elementary school counselors will attend the Victory Over Violence 3-day seminar in Louisville, KY each summer at \$894 each (**\$2,682**). Money is allocated for additional trainings at \$1118 for each of the seven elementary mental health professionals (school counselors, school

psychologists) to include travel, per diem, registration, and lodging (**\$6720**). The conferences will be in close proximity to Bourbon County (within 150 miles traveling distance) and will relate to current counseling topics of interest and need. Total travel for Year 3 is **\$15,690.00**

Equipment

No equipment will be purchased for this project.

Supplies

\$1400 per school counselor per school (5 staff) for necessary supplies complementing the Comprehensive School Counseling Program will include commercial counseling incentives, copy paper, counseling office supplies, postage, etc. to total **\$7,000**.

Contractual

Contractual services with a mental health agency will provide professional mental health services to students and families who are exhibiting more serious mental health issues. Contractual obligations for the project are to cover students who do not have Medicaid and who do not have insurance that covers mental health. The cost per session is \$150 and it is estimated that approximately 15 students will fall in the non-Medicaid category. Students receive a minimum of 1 session per each week when school is in session. There are 35 weeks of school. (**\$78,750**). These costs are the minimum requirements to provide the necessary services as proposed.

Contract services for an external evaluator will be at 7% of the total project divided by the three years total **\$28,000** per year). Procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36 will be followed.

Year 3 costs for the project are \$351,486.

Totals for the entire grant period are in the following chart:

	Year 1	Year 2	Year 3	Totals
Personnel	\$176,093	\$175,139	\$171,862	\$523,094
Fringe Benefits	\$51,369	\$51,102	\$50,184	\$152,655
Travel	\$16,890	\$15,690	\$15,690	\$48,270
Equipment	0	0	0	0
Supplies	\$15,388	\$7000	\$7000	\$29,388
Contractual	\$106,750	\$106,750	\$106,750	\$320,250
Construction	0	0	0	0
Other	0	0	0	0
Total Direct Costs	\$366,490	\$355,681	\$351,486	\$1,073,657
Indirect Costs	0	0	0	0
Total Costs	\$366,490	\$355,681	\$351,486	\$1,073,657

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

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

Name of Institution/Organization

Bourbon County Board of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	176,093.00	175,139.00	171,862.00			523,094.00
2. Fringe Benefits	51,369.00	51,102.00	50,184.00			152,655.00
3. Travel	16,890.00	15,690.00	15,690.00			48,270.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	15,388.00	7,000.00	7,000.00			29,388.00
6. Contractual	106,750.00	106,750.00	106,750.00			320,250.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	366,490.00	355,681.00	351,486.00			1,073,657.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	366,490.00	355,681.00	351,486.00			1,073,657.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Susan		Harris	

Address:

Street1:	3343 Lexington Road
Street2:	
City:	Paris
County:	
State:	KY: Kentucky
Zip Code:	40361-1049
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
859-987-2193	859-987-5861

Email Address:

susan.harris@bourbon.kyschools.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.