

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 # S215E140100

Grants.gov Tracking#: GRANT11635877

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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="91-0948293"/>	* c. Organizational DUNS: <input type="text" value="8780962960000"/>
--	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="Center for Prevention Programs"/>	Division Name: <input type="text" value="Student Learning & Support"/>
---	---

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="509-789-3585"/>	Fax Number: <input type="text" value="509-456-2999"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

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

Counseling Connect Northwest

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="380,372.00"/>
* 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="380,372.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

14. Areas Affected by Project:

The project will serve students and teachers in the following cities and counties in Washington state:

Lincoln County

Cities of:

Creston

Odessa

Reardan

Sprague

Whitman County

Cities of:

Colfax

Oakesdale

Tekoa

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>Steve Witter</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>NorthEast Washington Educational Service District 101</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:
 Prime SubAwardee

* Name: NorthEast Washington Educational Service District 101
* Street 1: 4202 S. Regal Street 2:
* City: Spokane State: WA: Washington Zip: 99223-7738
Congressional District, if known:

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: Applicant has engaged in no lobbying activity	9. Award Amount, if known: \$
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name NA Middle Name
* Last Name NA Suffix
* Street 1 Street 2
* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name NA Middle Name
* Last Name NA 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: Steve Witter
* Name: Prefix Dr. * First Name Michael Middle Name
* Last Name Dunn Suffix
Title: Superintendent Telephone No.: 509-456-2715 Date: 04/24/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140100

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.

GEPA_427.pdf

Add Attachment

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GEPA 427 statement

Overall commitment:

NorthEast Washington Educational Service District 101, the applicant for this consortium, pledges full compliance with 1) the requirements of GEPA Section 427, ensuring equitable access to, and participation in, programs by persons with special needs, and 2) Section 504 of the Rehabilitation Act. NEWESD 101 is required by its own policies and the laws of the State of Washington to provide equal access and opportunity for all students, teachers and other program beneficiaries with special needs. These mandates prohibit discrimination on the basis of gender, race, national origin, color, disability or age. The participating LEAs follow similar mandates. Adherence to non-discrimination policies also will be required of all consultants or advisers retained during the life of this project. Non-discrimination language is a standard part of all NEWESD 101 contracts and agreements.

Specific strategies to address potential barriers:

Consistent with GEPA requirements identifying six potential barriers to participation (gender, race, national origin, color, disability and age), the project will undertake specific, proactive steps to ensure equitable access and participation by all audiences with special needs. Project staff will provide intentional outreach to students, teachers, parents/guardians and other program beneficiaries who may present barriers that interfere with access to services. The most significant, potential barriers to participation in this project are considered poverty and a large special needs population in some districts. To address these potential barriers, specific steps will include:

1) Promotional outreach to and through the widest possible range of school staff, including superintendents, principals, teachers, special education staff, counselors, school nurses,

food service directors and directors of student services (e.g., alternative education, equity and diversity, English language learners and community outreach).

2) Accommodations for participants with disabilities, including, but not limited to, those impacted by language, hearing, vision or mobility barriers; workshops will be provided in facilities that are ADA accessible.

3) The use of developmentally appropriate teaching strategies and content for the target audiences served.

4) The use of experiential learning strategies and other interactive modalities to teach knowledge and develop skills with all students as necessary.

5) The delivery of service to entire school communities at no cost to the schools or individuals. This provision is provided to ensure the inclusion of persons in poverty. In providing service across the school community writ large, the grant will carry no stigma discouraging participation.

These inclusive steps are meant to exceed the basic GEPA goal of increasing access and participation. Indeed, they also are intended to increase student learning, reduce discipline referrals and raise college and career aspirations. The project's success in serving traditionally underrepresented participants will be reported in client profiles randomly sampled by the project staff and evaluator and reported to the U.S. Department of Education.

###

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

NorthEast Washington Educational Service District 101

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Michael Middle Name:

* Last Name: Dunn Suffix:

* Title: Superintendent

* SIGNATURE: Steve Witter

* 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:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

Abstract

Objectives/ activities: *Obj. 1:* Improve counselor staffing ratio from 1:1,048 to 1:230. *Obj. 2:* Increase academic progress of students a minimum of one grade each year. *Obj. 3:* Reduce discipline referrals and suspension by 10% annually. *Obj. 4:* Increase student awareness/ recognition of intangible skills, (e.g., determination, tenacity) 10% over baseline. *Activities:* Create shared staffing model across seven elementary schools; increase current (collective) counseling staff from 0.92 FTE to 4.2 FTE; create student early warning data bases; create an annual professional learning series for all school staff related to student learning, school improvement, college and careers, student behavior, discipline, safety and health.

Priorities: *Absolute priority:* “Establish or expand counseling programs in elementary schools, secondary schools or both.” This project will serve elementary schools. *Competitive preference priority:* “Improving school engagement, school environment and school safety and improving family and community engagement (Competitive Preference Priority 1). The project will address both sub-sets: a) improving the school environment, which may include improving the school setting related to student learning, safety and health; and b) improving school safety, which may include decreasing harassment, bullying, violence and substance abuse.

Outcomes: 1) All participating elementary students have access to a professional school counselor 2-5 days per week. 2) Test scores and/or grades will increase. 3) Using local survey data, counselors will provide lessons reducing discipline issues and raising college/career awareness and aspirations. Lessons will be provided in spring of each year. 4) Counselors will share success stories and strategies demonstrating students’ power to overcome adversity.

Number of participants served: 964 elementary students and 70 school staff annually.

Number/location of sites: Seven elementary schools in seven rural, Washington state LEAs: Colfax, Creston, Oakesdale, Odessa, Reardan-Edwall, Sprague and Tekoa.

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

1. Need for project

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

Applicant: This proposal is submitted by NorthEast Washington Educational Service District (NEWESD) 101, an eligible LEA in the state of Washington, on behalf of a rural LEA consortium including seven elementary schools in the Colfax, Creston, Oakesdale, Odessa, Reardan-Edwall, Sprague and Tekoa school districts – combined elementary enrollment, 964.

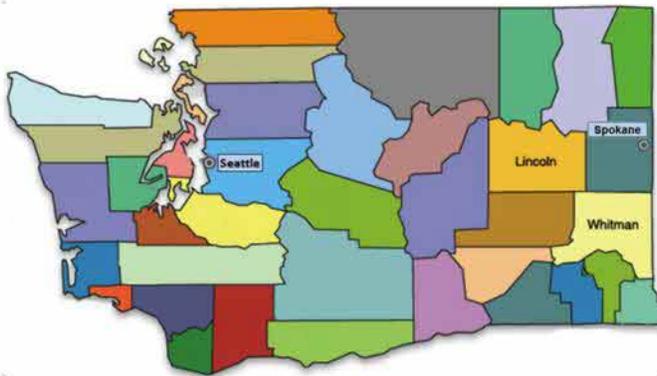
Absolute priority: *Establish or expand counseling programs in elementary schools, secondary schools or both.* This project will serve elementary schools. **Competitive preference priority:** *Improving school engagement, school environment and school safety and improving family and community engagement (Competitive Preference Priority 1).* The project will address both subsets: a) improving the school environment, which may include improving the school setting related to student learning, safety and health; and b) improving school safety, which may include decreasing harassment, bullying, violence and substance abuse.

Overview: With more than one-third of public schools nationwide located in rural settings NCES (2009), the needs of small, rural schools cannot be ignored. While the plight of inner-city schools often garners the most media attention, the challenges facing rural schools are every bit as daunting, just different. As illustrated in this consortium application, rural schools face a host of challenges affecting learning and behavior. While rural schools did not cause, and cannot solve, every problem they encounter, they must deliver services that, to the greatest degree possible, will support healthy youth development and outcomes.

Broadly, this project focuses on two key needs: 1) improving the mental/emotional health of elementary students (leading to lifetime success in school and careers); and 2) creating school

cultures in which safe and civil behavior is the norm. For the rural schools in this Washington state consortium, the issues and challenge are diverse and complex. They include:

Geographic isolation: All of the participating schools are located in small, rural Eastern Washington communities – in Lincoln and Whitman counties – between 250-300 miles from the



state population center in Seattle and 27-78 miles from the regional population center in Spokane. Outside the school, local social service and health care supports are largely non-existent. Access to services in Spokane is solely dependent on personal

transportation (no public transit). Access is further complicated by frequent travel restrictions during the long and harsh winter season (up to 100 inches of snow), November to March.

Poverty: As seen in Table 1, Lincoln and Whitman counties lie in an agricultural region described by the Associated Press as, “The Northwest’s Appalachia, a chronically depressed region of low incomes and poor prospects, clinging to a declining number of old-economy jobs.”

Table 1: *Economic profile, 2012*

Location	Per capita income	Median household income	Economic drivers
Washington state	\$30,661	\$59,374	Aerospace, technology
United States	\$28,051	\$53,046	Diverse
Lincoln County	\$25,154	\$45,563	Agriculture
Whitman County	\$20,379	\$34,169	Agriculture, education

Sources: www.census.gov and <https://fortress.wa.gov/esd/employmentdata/reports-publications/regional-reports/county-profiles>. Online data accessed on April 3, 2014.

While the last 40 years have been positive for the state economy as a whole – with Seattle-centered Boeing, Microsoft, Amazon, Starbucks and others leading the way – Lincoln and Whitman counties have not shared in the windfall. Both, in fact, have plunged into economic freefall. In 1972, Lincoln was the state’s second-most affluent county (out of 39), with a booming agricultural economy that placed its per capita income nearly 56 percent above the state average. Forty years later, with agriculture in steep decline, Lincoln County had fallen to the bottom half of the state, with per capita income nearly 18 percent below the state average in 2012. Whitman County, already 15 points below the state average in 1972, fell even further – to 28 percent below average in 2012. Source: <http://washington.reaproject.org>.

Schools: All of the partner schools are located in small, rural LEA supporting only one elementary school – Jennings Elementary, Colfax School District; Creston Elementary, Creston School District; Oakesdale Elementary, Oakesdale School District; P.C. Jantz Elementary, Odessa School District; Reardan Elementary, Reardan-Edwall School District; Sprague Elementary, Sprague School District; and Tekoa Elementary, Tekoa School District.

Poverty is reflected in the schools’ free- and reduced-lunch rates, as five of the seven consortium members have seen participation rise since 2007 (only Creston and Oakesdale have held steady). The most dramatic increase has been in Sprague, where participation more than doubled from 20.7 percent in 2007 to 49.3 percent in 2013; and in Tekoa, where elementary participation increased from 50.9 percent to 67.4 percent over the same period. Source: <http://reportcard.ospi.k12.wa.us>, April 7, 2014.

GPRA indicators (school needs): Need for the project also is based, significantly, on statistical data gathered from the participating schools. As illustrated on the following page, the partnership is severely challenged in meeting student needs due to severe personnel shortfalls (Table 2),

which, in turn, too often translate into student behavioral/discipline issues (Table 3).

Table 2: GPRA 1 – School enrollment; staffing ratios, 2012-13 school year

Elementary school	Students enrolled	FTE child-adolescent psychiatrists	FTE school psychologists	FTE school counselors	FTE school social workers	FTE other qual. mental health pros
Jennings	312	0	.16	.67	0	0
Creston	55	0	.16	.15	0	0
Oakesdale	58	0	0	0	0	0
P.C. Jantz	115	.20	0	0	0	.20
Reardan	284	0	.2	0	0	0
Sprague	48	0	.05	0	0	0
Tekoa	92	0	0	.1	.2	0
Totals	964	.20	.57	.92	.2	.20

Table 3: GPRA 2 – Discipline referrals, 2012-13 school year

Elementary school (grades)	# enrolled	# of referrals for disciplinary reasons *
Jennings (K-6)	312	1,080
Creston (K-6)	55	10
Oakesdale (K-8)	58	6
P.C. Jantz (K-6)	115	28
Reardan (K-6)	284	385
Sprague (K-4)	48	8
Tekoa (K-6)	92	162
Totals	964	1,679

Sources (both tables): Project survey, April 2014.

Across the consortium, as seen in Table 2, four of the seven schools lack even part-time school counselors, while the other three are not remotely close to meeting the 1:250 minimum staffing ratio recommended by the American School Counselor Association (ASCA). Even pooling their numbers, the seven schools fall short of a single full-time school counselor (.92 FTE) for 964 students. The current ratio equates to one counselor for every 1,048 students.

While discipline referrals vary widely between schools, at least three show extreme need (Table 3), with referral numbers suggesting multiple violations by the same students. Overall, the consortium's 1,679 discipline referrals in 2012-13 equate to 1.74 violations per student.

Achievement: Standardized test scores are another measure of school and student need. In Washington state, the Measurements of Student Progress (MSP) has been the standardized test for all schools, grades 3 through 8, since 2009. Test results are published annually for all schools except those whose enrollment numbers are so low that publication would compromise student privacy. While size/privacy limitations prevent across-the-board analysis of schools in this consortium, the partial reveal provides enough data to suggest high student need. While bright spots do exist – most notably, elementary math scores at Jennings and P.C. Jantz elementary schools – the overall consortium picture is mixed at best.

Sample findings from 2012-13... In Tekoa, 3rd grade MSP scores showed only 25 percent meeting state standards in reading and only 15 percent in math. The corresponding state averages were 73.1 and 65.3 percent, respectively. In Creston, 4th graders trailed the state average by margins of 18-25 percent in every subject tested – reading, math and writing. In 4th grade writing achievement, Reardan trailed the state average by 15 percent; P.C. Jantz, by 9 percent.

Each community also deals with unique local challenges. In Tekoa, for example, the special needs population exceeds 27 percent of elementary enrollment; in Creston, nearly 26 percent.

Source: <http://reportcard.ospi.k12.wa.us>.

Another common challenge across the consortium is the lack of a college-going culture in each rural community. Even in districts whose students start strong, a negative culture can erase early gains, affecting student behavior and outcomes in later years. Colfax and Odessa provide a case in point. While the two districts' lead the consortium in elementary math performance, both encounter strong challenges in sustaining their momentum. Indeed, the two districts' on-time, four-year high school graduation rates (class of 2012) are the lowest in the consortium – 82.5 and 78.9 percent, respectively. These numbers, in turn, translate into low numbers of college degrees. In Lincoln County, only 19.2 percent of adults (25 and over) hold a bachelor's degree, compared to 31.6 percent statewide (Census).

In rural families where no adult has ever attended college, school staff (including counselors) are the best – and sometimes, only – source of information and encouragement about higher education. The creation of a college-going culture does not begin overnight and cannot begin in high school. It must begin in the early elementary grades, where students are continually familiarized with course pathways, financial options and steps to navigating the complex college application and admissions process. Through the ongoing assistance of school counselors, the process can be demystified, the barriers to college (real and perceived) can be conquered; and school culture can be transformed to encourage college/career success for all.

Other risk factors: Due to the two counties' small size and limited resources, detailed health and risk assessment data is less complete than in urban counties. The information available, however, points to significant need. In Lincoln County, for example, a 2010 mental health and violence survey found that 37 percent of students (grades 6, 8, 10 and 12) said they had been bullied in the last 30 days. This percentage was nearly 10 points above the state average. Source:

Lincoln County Health Assessment, 2012.

Whitman County, meanwhile, is a perennial state leader in fatal accidents. Its accident rate per 100,000 population – heavily influenced by vehicle and DUI accidents involving young people – has exceeded the state average in eight of the last 10 years, including the last six in a row. In 2006 and 2008, the county more than doubled the state average. Source: city-data.com.

2. Quality of the project design

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

Defining elementary: The project will provide a professional school counselor in each participating elementary building. The schools, crossing multiple districts, are configured in different models with elementary school variously defined as K-4, K-6 and K-8. Inasmuch as the project goal is to serve all students within each elementary building, grant services will follow the local definition of elementary, with services provided up to the 8th grade, as appropriate. No district will deny service to an older elementary student because another district follows a different elementary configuration or definition.

Staffing: The grant will provide services in a cooperative/shared staffing model, based on enrollment, with counselors in every building 2-5 days per week. Staff will be deployed two days each in Creston and Sprague; 2.5 days each in Tekoa and Oakesdale; three days in Odessa; and five days in each of the largest schools, Colfax and Reardan. From the current .92 FTE, overall staffing will increase to 4.2 FTE. The difference – 3.28 FTE – will be funded through the grant. Grant funds will supplement, not supplant, existing local efforts, maintained at .92 FTE.

To minimize mid-day travel between schools, the project may adjust schedules to maximize efficiency and reduce travel costs. Tekoa and Oakesdale, for example, will share a single

counselor spending an average of 2.5 days per week at each location. To achieve this balance, the project may opt for a 3-2 split, with each school receiving three days of service every-other week. Specific staffing days will be determined following consultation with, and agreement by, the partner schools.

With the increase in personnel, the overall counselor staffing ratio will move from the current 1:1,048 to a more manageable 1:230 – a level not just meeting, but exceeding the ASCA recommended minimum. This staffing level is deemed necessary to meet the demands of high-need schools (impacted by economic, academic, disciplinary and other complex issues) that are, in the preponderance of cases, starting their counseling programs from zero.

As a consistent weekly presence in the schools, counselors will be able to establish relationships with students, assess needs, coordinate services with other staff, develop solutions, make referrals and seek consultation with outside professionals, as necessary. Overall, the counselors will target four primary areas of support:

Academic: “Elementary students do better on both national tests of academic knowledge and on state tests of academic achievement when there is a comprehensive developmental school counseling program in their school” (Sink, C.A. & Stroh, H.R., 2003). With Washington state transitioning to a new standardized test in 2015 with the adoption of Common Core, it will not be possible, in Year 1 of the grant, to make direct test comparisons to prior years. The project will, however, use Year 1 test data as a baseline for measuring academic progress in Years 2 and 3. These comparisons will allow the project to assess the impact of increased counseling services.

College and career readiness: The project will administer ongoing annual needs assessments (pre-post testing each fall and spring) measuring a host of student attitudes, behaviors and skills. The surveys will include questions about long-term student goals and aspirations. Following the

compilation of results, counselors will implement a career/life planning program in each building. Curriculum will follow the Navigation 101 program, a research-based curriculum endorsed for all students in the state of Washington, and other resources as determined by local staff. All content will follow College and Career Readiness Anchor Standards, corresponding with Common Core State Standards, and American School Counselor Association (ASCA) National Standards for Students.

Personal/social/emotional: “Early identification and intervention of children’s academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement” (ASCA Website, April 1, 2014). In Year 1, professional school counselors will provide anti-harassment, intimidation and bullying curriculum. In addition, all counselors will collaboratively design the aforementioned needs assessment, which will include additional measures of students’ personal/social/emotional needs.

In addition, the project will coincide with administration of the Washington State Healthy Youth Survey (HYS), measuring multiple risk and protective factors including safety and violence, alcohol, tobacco and drug use. The survey will be administered in fall 2014, with results available in spring 2015. Results of the first-year needs assessment, coupled with the Healthy Youth Survey, will be evaluated to precisely define local need and identify appropriate curriculum for use in Years 2 and 3.

System support: Counselors will work in partnership with other school stakeholders – including teachers, administrators and families – in developing comprehensive services and early warning systems to identify struggling students. The project will deploy two electronic tools to chart student progress, achievement and risk. The first of these, *My School Data*, is an enhanced business intelligence software that provides a variety of information about individual students, or

groups of students, in an easy-to-understand dashboard format. By providing data in this manner, staff will have quick access to data that is not easily obtained from their schools' standard data management systems. *My School Data* dashboards are assembled to show data quickly and intuitively so decision makers don't have to create their own charts or reports. The dashboards cover a variety of content about students at the individual, class, grade, school and district level, charting attendance, discipline and offense, assessment scores, grades and enrollment. A second tool, the *Early Warning System*, is a more specialized program designed to identify at-risk students for early intervention and support. This program, specific to each grade level, uses an ABC system examining absences, behavior and course completion. Both tools were designed by the Washington School Information Processing Cooperative and are administered in northeastern Washington by the grant applicant, NEWESD 101.

The use of these existing products – providing a veritable warehouse of educational data – will provide the grant a significant jump start by 1) avoiding the time and cost of creating new data bases, and 2) providing a longitudinal foundation to complement the findings, observations and monitoring of the project staff and evaluator.

Linkages: The work of individual counselors will not be conducted in isolation. Indeed, project staff have forged strong professional relationships with myriad other organizations whose expertise will be called on, as necessary, to meet the needs of individual students. Outside linkages, already in place, include the Washington School Nurse Corps, NEWESD 101 Center for Early Childhood Services, Lincoln County Health Department, Whitman County Health Department and Washington State University Area Health Education Center. Additional statistical linkages will be made through the *My School Data* and *Early Warning System* student data programs described above.

The relationship with WSU has been especially meaningful in understanding one of the fastest-growing concerns in the area of child social/emotional health. For the last 10 years, WSU has been a national leader in the study of complex trauma, or adverse childhood experiences. Complex trauma has been identified as a primary threat to the social/emotional competency and learning success of children. A child’s exposure to harmful experiences – abuse, neglect, injury, poverty, homelessness, racism and other factors – directly correlates with reduced ability to focus and learn in school, as well as with increased rates of crime, drug and alcohol abuse, and abusive relationships. WSU estimates that less than 12 percent of children who experience chronic trauma ever receive formal treatment. WSU has been and will continue to be a valuable resource to area schools, providing regular training and consultation to school staff in understanding and recognizing complex trauma – its causes, impacts and treatment.

Within the schools, counselors also will establish links with families and other school staff, including teachers and administrators, to ensure participation by all, including English language learners, students in special education, children experiencing complex trauma, students with incarcerated parents and any other high-need populations identified locally.

Through the combination of its own work and linkages with other partners, the project will achieve these measurable objectives and outcomes:

Goals	Objectives	Activities	Outcomes
1. Meet, or exceed, ASCA staffing guidelines recommending one professional school counselor for every 250 students.	Staffing ratio improves from the current 1:1,048 to 1:230 – a nearly five-fold improvement.	Students receive academic, social/emotional, college/career and system supports.	All participating elementary students have access to a professional counselor 2-5 days per week.
2. Improve the academic	Academic progress of students increases a	Counselors work with students individually,	From the Year 1 baseline, test scores

performance of participating students.	minimum of one grade each academic year.	in small groups and classrooms to address specific issues.	and/or grades increases in both Years 2 and 3.
3. Reduce discipline referrals and suspensions.	Discipline referrals and suspensions decrease 10% annually.	Teachers use survey and HYS data to identify specific needs; provide lessons; raise college/career awareness and aspirations.	Lessons provided in spring of each year. Baseline data compiled Year 1.
4. Increase non-cognitive skills important to educational and career attainment.	Student awareness/recognition of intangible skills (e.g., determination, grit, tenacity) increases 10% over baseline.	Counselors enroll in appropriate & ongoing professional learning; students compose reflective statements relating attitudes and behavior to academic progress and life goals.	Counselors share success stories and strategies demonstrating students' power to overcome adversity. Baseline data compiled Year 1.

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.

Design: “Professional school counselors everywhere proudly share the same simple vision – to prepare today’s students to become tomorrow’s adults. The American School Counselor Association (ASCA) not only supports this idea, it has made it the Association’s mission.” – *ASCA National Standards for Students*.

The ASCA national model will provide the framework for project services. Under this model, school counseling is seen as a collaborative effort benefiting not just individual students, but entire schools, families and communities. Counseling is seen, not as an extravagant add-on, but as an integral and essential component of academic life.

ASCA’s national model focuses on three specific domains: academic development, career development and personal/social development. Within these broad domains are expansive

competencies and standards for grade bands K-2, 3-5, 6-8 and 9-12. This project, serving grades K-8, will follow these grade-specific ASCA standards:

Academic: A) Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span; B) Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college; and C) Students will understand the relationship of academics to the world of work; and to life at home and in the community.

Career: A) Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions; B) Students will employ strategies to achieve future career goals with success and satisfaction; and C) Students will understand the relationship between personal qualities, education, training and the world of work.

Personal/social: A) Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others; B) Students will make decisions, set goals and take action to achieve goals; and C) Students will understand safety and survival skills.

Services: All three of the ASCA domain areas – plus a fourth area (system support), detailed on pages 8-10 – will be at the heart of grant activity. The project ultimately will deliver a comprehensive elementary school counseling program that creates a safe and supportive environment in which children can learn to their full potential. Beyond their broad role in implementing the ASCA program, school counselors will fill myriad roles: 1) providing, individual, group and classroom instruction, intervention, case management and referral, as necessary and appropriate; 2) assisting local staff in reviewing and updating school discipline policies; 3) providing outreach to and coordination with school staff, families and partner organizations; 4) facilitating monthly, multi-disciplinary team meetings to review issues,

concerns and progress in each building; 5) administration and analysis of annual building-level needs assessments; and 6) working with the project director and evaluator to ensure ongoing alignment of school activities, methods and progress to overall grant objectives. Counselors will work across a vast content area covering student learning, career guidance, behavior, health and safety (the latter including harassment, bullying, violence and substance abuse prevention).

Professional learning: An important strength of ASCA is its joint focus on student and staff competencies. Indeed, ASCA recognizes that positive student outcomes begin with competent staff equipped with the knowledge, attitude and skills to foster student success. School counselors need comprehensive knowledge of varied concepts, theories, practices and methods to create effective counseling strategies, evaluation procedures and assessments.

Accordingly, professional learning will be an essential component of this project. In one of its first major kick-off activities, the project will begin with an all-day ASCA training – for school counselors, principals and other school staff – providing an overview of ASCA’s key components and indicators. Follow-up trainings in quarters two and three will focus on early warning systems and expectations surrounding Common Core. Three professional learning days also will be scheduled in Years 2 and 3, with specific content identified through needs assessments and recommendations of the project advisory board. ASCA’s data workshop will be scheduled the second year. Other possible topics in Year 2 may include: understanding good mental health; identification and treatment of complex trauma; and college/career goal-setting. Programs will target all certificated school staff, reaching an estimated 70 educators per year.

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

The project will emphasize the connection between school counseling and long-term

academic performance. The project will establish counselors as leaders, advocates and team members who use most of their time in direct service to students. In addition to Sink and Stoh (page 8) the project is grounded in this scientifically based research:

- ASCA (2003) found that school counselors “help resolve emotional, social and behavioral problems and help them develop a clearer focus or sense of direction.”
- ASCA (2002) also found evidence that “effective counseling programs are important to school climate and a crucial element in improving student achievement.”
- Hayes and Hayes (2002) found that “the new vision for school counselors places them in an active role in the school, working collaboratively with teachers and administrators and using data to effect change.”
- More recent work by Ivey and Ivey (2014) reinforces the value of counseling as an effective, preventive profession: “Counselors often are the first professionals to observe when a young person’s behaviors indicate high risk of continuing major behavioral and emotional issues. Thankfully, effective counseling and systematic programs can make a difference, and the need for further help, or even institutionalization, may be prevented.”
- Beyond the common value of school counseling in all elementary schools, research also points to its additional value – indeed, necessity – in rural communities lacking other counseling options. While rural school counselors deal with many of the same issues and concerns of those in most urban areas, they face additional challenges due to the geographic, transportation and demographic characteristics of their populations. Research in the state of Alaska by Cook (2011) highlighted several specific challenges including crisis situations, isolation variables, limited community resources, multiple roles and rural culture issues.

3. Quality of the management plan

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

Institutional capability: NEWESD 101, the official grant applicant, operates on a \$17 million annual budget and employs a staff of 140. Oversight is provided by an elected, seven-member Board of Directors and a full-time superintendent. A grant of this magnitude is well within the capabilities of NEWESD 101, which has successfully administered more than \$60 million in competitive federal, state and foundation awards since 1990. Grants have been received from a host of federal agencies including the U.S. departments of Education; Health and Human Services; Housing and Urban Development; Justice; Labor; Environmental Protection Agency; National Endowment for the Humanities; and the Corporation for National and Community Service. Private grant funders have included the Bill & Melinda Gates Foundation.

Institutional experience/success: NEWESD 101 experience includes successful administration of a prior grant in this competition. The prior Elementary and Secondary School Counseling grant, no longer active, operated from 2010-13. While this application will serve an entirely different set of schools, it is similar to the prior project in size and scope, targeting under-served rural schools with student-counselor ratios in excess of 1:1,000. The prior grant was highly successful, improving the ratio nearly five-fold. Between its familiarity with the program and proven track record in delivering results, NEWESD 101 is confident of its ability to fully meet the objectives of this application.

Institutional controls: Accountability will be achieved through multiple levels of programmatic and fiscal oversight. On the program side, day-to-day management will be provided by the project director, supervised by the NEWESD 101 assistant superintendent for

student learning and support services. Additional oversight will be provided by the project advisory board, including representatives of every participating school. Independent, third-party evaluation will provide yet another level of program accountability.

Fiscal integrity will be provided by the project director, with review by NEWESD 101's Operations and Technical Services Division, which oversee all budgets for proper expenditure and compliance. Independent, outside fiscal review is provided by the Washington State Auditor's Office, a constitutionally created state agency which conducts the annual audits of NEWESD 101.

Responsibilities of key players: *Project director:* The director will be responsible for overall direction and administration of the grant including the supervision of staff; ongoing communication with and monitoring of partners; coordination with evaluators; alignment of activities to project timelines, goals and objectives; scheduling and agendas for advisory board meetings; delivery of annual professional learning; development of annual needs assessments; and fulfillment of all federal liaison/reporting requirements set by the U.S. Department of Education. This position will be filled by Ramona Griffin, Ed.D., a teacher, counselor and administrator holding more than 30 years of diverse professional experience (see vita in Appendix section of application).

Her department, the Center for Prevention Programs, also contains a wealth of diverse experience in youth services dating to the creation of NEWESD 101 more than 40 years ago. In addition to the counseling experience discussed on the previous page, the department also oversees youth employment and training services, the regional crisis response team and student assistance programs addressing substance abuse, bullying, school climate and other related issues.

School counselors: These positions will be filled following receipt of the grant. Minimum qualifications for each position will include a master's degree in counseling or related field from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs, or the equivalent; state or national certification in school counseling or related specialty; at least three years of experience in a school counseling role; and passage of a criminal background check conducted by the Washington State Patrol (based on fingerprint-based records and disposition information submitted by law enforcement agencies and courts). Counselor functions will include building-level implementation of ASCA's national model; administration of local needs assessments; delivery of individual, group and classroom instruction, intervention, case management and referral, as necessary; and myriad other duties, as previously detailed on pages 13-14.

Advisory board: The board will include a diverse array of perspectives connecting the individual sites to the larger project. Membership will include the project director, one representative from the WSU Area Health Education Center and three representatives from each participating site: the school counselor, principal and one other member selected by the school (e.g., teacher, parent or community member). The board will: provide informed guidance to the project director; report local challenges and solutions; recommend course adjustments or new directions; share best practices with other sites; recommend content for the professional learning series; and create local project ties in each community.

In short, using the terminology of the National Council for Nonprofits, the board will serve as an "idea engine," allowing the project to tap the brainpower of the trusted and valued partners who know their communities best. The board will hold face-to-face monthly meetings during the first six months and quarterly meetings thereafter. Meeting locations will rotate among the

partner schools so each site may benefit from observation in the other schools. Additional meetings, should they be necessary, will be conducted via Skype.

Timeline for achievement of tasks:

Project tasks will be divided into 12 quarterly periods covering three years. The timeline assumes a project start in the late summer or fall of 2014. The schedule is flexible, however, and can be easily adjusted to accommodate Department of Education timelines. The first-year schedule is as follows:

Time	Task	Responsibility
Quarter 1 (months 1-3)	<p>Convene advisory board to review goals/objectives/ activities and timelines.</p> <p>Finalize/approve counselor job descriptions.</p> <p>Advertise/interview/retain counselors; provide orientation.</p> <p>Advertise/retain evaluator.</p> <p>Design data collection instruments.</p> <p>Monthly advisory board meetings.</p> <p>First professional learning workshop.</p>	<p>Project director, advisory board.</p> <p>Project director, advisory board.</p> <p>Project director, advisory board.</p> <p>Project director, advisory board.</p> <p>Evaluator.</p> <p>Project director, advisory board.</p> <p>Project director, counselors, principals, school staff.</p>
Quarter 2 (months 4-6)	<p>Develop referral tracking system and provide training to school staff on services available through counselors.</p> <p>Evaluate current disciplinary process, make recommendations to</p>	<p>Project director, counselors, school staff.</p> <p>Project director, counselors, school staff.</p>

	<p>administrators and school staff on updates or changes.</p> <p>Administer pre-survey to students and staff on behavior attitudes and skills.</p> <p>Second professional learning workshop.</p> <p>Monthly advisory board meetings.</p> <p>Quarterly evaluation report.</p>	<p>Counselors, school staff.</p> <p>Project director, counselors, principals, school staff.</p> <p>Project director, advisory board.</p> <p>Evaluator.</p>
Quarter 3 (months 7-9)	<p>Conduct social/emotional needs assessment.</p> <p>Implement consistent disciplinary/behavior program.</p> <p>Implement school-wide prevention activity. Recruit culturally representative students to assist in planning.</p> <p>Third professional learning workshop.</p> <p>Quarterly advisory board meeting.</p> <p>Quarterly evaluation report.</p>	<p>Counselors, staff.</p> <p>Counselors, staff.</p> <p>Project director, counselors.</p> <p>Project director, counselors, principals, school staff.</p> <p>Project director, advisory board.</p> <p>Evaluator.</p>
Quarter 4 (months 10-12)	<p>Administer post-survey to students and staff on behaviors, attitudes and skills.</p> <p>Quarterly advisory board meeting.</p> <p>Complete Yr. 1 evaluation report.</p>	<p>Counselors, staff.</p> <p>Project director, advisory board.</p> <p>Evaluator.</p>

Schedules in years 2 and 3 will follow the school-year calendar, with surveys administered

each fall and spring. Professional learning days will be scheduled three times per year, at dates, times and locations determined by the project director and advisory board.

The evaluator will be required to submit additional quarterly written updates during all of Years 2 and 3, an end-of-year report at the conclusion of Years 1 and 2 and a cumulative end-of-project report at the conclusion of Year 3.

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

Measurement of progress: Attainment of project goals and measurement of student progress will be recorded annually. Please see the Evaluation section for processes and analytics.

Collaborative decision-making: The project will establish a project advisory board, including every partner entity, to access grant progress, recommend new opportunities and make adjustments as necessary. The board, directed by the project director, will convene monthly during the first six months and at least quarterly thereafter. Board duties are detailed on page 18.

4. Quality of the project evaluation

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

Clarification: While the published RFP suggested that the project evaluator be identified, applicants were specifically and emphatically directed during the USDE Webinar on March 27, 2014 to NOT identify the individual or organization. In keeping with the Webinar directive, the project evaluator will be determined, following procurement regulations, after an award is made.

Desired qualifications for the lead evaluator position will include: 1) education (doctorate preferred); 2) successful prior experience in evaluating counseling or related grants; 3) successful prior experience in evaluating USDE program grants; 4) successful prior experience in

evaluating grants in this program (CFDA 84.215T) and 5) references and recommendations.

Assumptions: After a qualified evaluator is selected from the pool of candidates, it is assumed that individual will offer ways to enhance, refine or build upon the evaluation design described on these pages. The USDE program officer assigned to this project will be regularly consulted and apprised of evaluation progress and improvements as the grant progresses.

Government Performance and Results Act (GPRA) data: Required baseline data showing staffing levels and disciplinary referrals may be found in the needs section on page 4.

Guiding principles: The applicant will provide comprehensive evaluation of the program providing both process and outcome evaluation in accordance with protocols, common indicators and other requirements set forth by the USDE. Beyond the immediate results provided, the evaluation will provide important long-term data to assist the project beyond the grant funding period. The evaluation will be informative in answering foundational questions such as: What worked well and why? What didn't and why? What can be improved? What can be replicated? What changes are recommended in the future?

Process evaluation: The project will provide comprehensive process and outcome data at the same time it builds the capacity of site personnel to continue using evaluation strategies after the end of the project (Encyclopedia of Evaluation, 2005). Process data will be collected around seven implementation steps. This data will provide formative feedback for continuous quality improvement at the same time it provides details for replication purposes.

Process	Measurements
1. Provide counseling support to children and families to address immediate needs.	Number of children/families served; characteristics of children/families served; types of services provided; feedback from families on support process.
2. Implementation of school-wide	Number of children receiving curriculum; services and delivery details; feedback from

counseling model program.	teachers on delivery process.
3. Provide counselor-led instruction to individual, groups and classrooms on the three domains of the ASCA model.	Number of individuals/group/classrooms served; amount of time spent on this support activity; feedback from teachers on support process.
4. Provide targeted services to groups of students in need of behavior management.	Number of groups and students served; amount of time spent on this service; feedback from teachers on support process.
5. Provide training and support for staff on meeting the needs of challenging students.	Number of consultations provided; nature of consultations provided; feedback from teachers on consultation process.
6. Provide professional learning on a variety of counseling, mental health and proactive behavioral topics.	Number of trainings provided; number served; nature of trainings provided; feedback from staff on training process.
7. Include students, parents, teachers and community members in project planning and decision making.	Number of stakeholders participating; characteristics of stakeholders participating; stakeholder feedback on project process.

The thorough collection of process data will help project personnel and stakeholder groups identify existing policies and procedures that may need revision to reach the project’s ambitious measurable outcomes. Because individual sites will have numerous variables interacting with project implementation, a single case process evaluation design will be built around the seven steps of service implementation. This will allow an identification of common variables relating to the model.

The evaluator will work directly with project personnel and school staff to design tools and procedures to collect the process data, and will implement a report format that assures timely collection and reporting of continuous quality improvement (CQI) data. Formative quarterly and annual reports will provide feedback to project personnel in regard to project implementation. Process data will be especially important in describing the several innovations the project utilizes in its design, such as 1) sharing counselors across districts and 2) sharing professional training

and curriculum.

Outcome evaluation: Outcome or impact data will be collected for each of the project's goals. Because grade and attendance definitions vary across districts, the evaluator will work with individual districts to standardize data collection to the extent possible. The participatory design will help outcome measurements be transparent and increase the likelihood of reliable data. The following measures will be used to evaluate project outcomes.

Project goals	Measurements
1. Meet, or exceed, ASCA staffing guidelines recommending one professional school counselor for every 250 students.	ASCA standards; number of professional school counselors hired; number of individuals and groups served; types of services provided; % of time related to various types of services.
2. Improve the academic performance of participating students.	ASCA standards; pre-post survey results; test scores (baseline, Yr. 1; comparison, Yrs. 2 & 3); teacher observation of students.
3. Reduce discipline referrals and suspensions.	ASCA standards; standardization of referral tracking systems across sites; pre-post number and type of discipline referrals.
4. Increase non-cognitive skills important to educational and career attainment.	ASCA standards; teacher observation.

The evaluator will work with school officials to collect data in alignment with grant requirements and cooperate with any additional evaluation efforts that may be requested by the USDE. While the evaluator will have access to student data, he/she will ensure confidentiality by protecting/withholding student identities. Data will be collected throughout the program year via informal methodologies such as focus groups or after-event surveys. More formal collection routines will include surveys of students and families, as appropriate, and grade and attendance monitoring of targeted students. Community mapping tools will be used to measure the success of linking strategies. All feedback and community surveys will be anonymous and voluntary.

The outcome evaluation will be based on a single case study design that focuses on each targeted student as a baseline and comparative data point. This design will allow the evaluator to measure individual successes and progress even as it allows aggregation of data to determine program impact for targeted students as a group. The design will also allow data analysis by subgroup. The same evaluation measures and protocols will be consistently used across all schools and target groups participating in the project.

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

Government Performance and Results (GPRA) measures (Tables 2 and 3 in this application) provide baseline data to chart grant progress. These baseline measures, coupled with project goals to increase counseling services and decrease discipline referrals, will provide clear, quantifiable indicators of project success. All collected data will be shared with the participating schools, LEAs and the U.S. Department of Education.

The evaluator will meet at least monthly with project staff during the first three months and at least quarterly thereafter. In addition, the evaluator will maintain regular telephone and e-mail contact with the project director and attend advisory board meetings to share findings and recommendations for program improvement.

Data will be collected from each site throughout the year. Evaluation instruments will include surveys, focus groups, interviews and observation. Progress will be detailed in quarterly reports submitted to the project director and advisory board. Expansive end-of-year performance reports will be filed at the conclusion of months 12 and 24 and a cumulative evaluation report will be completed at the end of month 36.

###

Other Attachment File(s)

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SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

May 21, 2013

Dr. Michael Dunn
Superintendent
Northeast Educational Service District 101
4202 S. Regal Street
Spokane, WA 99223-7738

Dear Mike:

This letter represents the agreement for indirect cost rates for fiscal years 2013-2014 and 2014-2015.

As the cognizant agency for ESDs under Circular A-87, Attachment E, Section D (1)(b), the Office of Superintendent of Public Instruction (OSPI) is authorizing the following agreement with the nine ESDs:

- For the period of September 1, 2013 to August 31, 2015, a predetermined restricted rate of nine percent (9%) is allowed to be charged against federal grants from the U.S. Department of Education. A rate of eleven percent (11%) is allowed to be charged against state grants which pass through OSPI or any other state agency. ESDs are allowed to charge their individually calculated rate (based on the submitted methodology) for all unrestricted federal grants. These rates are to be charged consistently by all ESDs unless otherwise limited by other federal or state provisions.

All cooperative arrangements between ESDs; ESDs and school districts; or ESDs and other entities are not subject to these requirements. Administrative charges that are part of cooperative agreements, fee for service programs, and other contracts may be determined by the ESDs and their customers under the terms of these agreements.

Indirect costs exclude all space and occupancy which have been charged to programs directly. Space and occupancy costs are allowed to be charged directly to programs per the 90 day letter that the ESDs submitted to the U.S. Department of Education in 2006.

Dr. Micheal Dunn
May 21, 2013
Page 2

Additionally, each ESD is required to submit by February 1st of each year, an indirect cost plan calculating the subsequent year's rate. The use of these calculated rates is contingent upon the approval from the U.S. Department of Education, Office of the Chief Financial Officer, as noted above.

If you have any questions or need additional information, please contact JoLynn Berge, Chief Financial Officer, at 360.725.6292.

Sincerely,

(b)(6)

JoLynn Berge
Chief Financial Officer

Program Specific Assurances

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

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

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



Signature of Authorized Certifying Official

Superintendent

Title

NorthEast Washington ESD 101

Applicant Organization

April 28, 2014

Date Submitted

Executive order 12372
Single Point of Contact transmittal letter

NorthEast Washington Educational Service District (NEWESD) 101, the official applicant, and all of its partners in this grant, and based in and operate in the state Washington. The state of Washington does not participate in the intergovernmental review process and therefore does not have a Single Point of Contact. Entities located in states without a SPOC may send application materials directly to the federal awarding agency as described in the *Federal Register* notice.

The chief executive of NEWESD 101, authorized to submit and receive federal grants on behalf of the agency, is:

Dr. Michael Dunn

(b)(6)

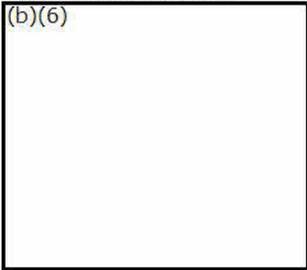


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Narrative section:

1. Need for project	Page 1
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4. Quality of the project evaluation	Page 21

Attachments:

Program Specific Assurance Form

Executive Order 12372 Transmittal Letter

Indirect cost rate agreement

Project director vita

Letters of commitment from project partners

GEPA 427 statement

CURRICULUM VITA

NAME

April, 2014

Ramona H. Griffin, Ed. D
Department of Counselor Education
School of Education, Gonzaga University
Spokane, WA 99258
(509) 328-4220 ext. 3851
griffinr@gonzaga.edu

CURRENT POSITION

Adjunct Professor	Department of Counselor Education	2011-Present
Director	Center for Prevention, NEWESD 101	2013-Present

COMPLETED ACADEMIC DEGREES

<u>Degree Name</u>	<u>Subject Area</u>	<u>Where Completed</u>	<u>Date of Completion</u>
Ed. D	Educational Leadership	Washington State University	2009
M. A.	Counseling Psychology	Gonzaga University	1977
B. A.	History and English	Gonzaga University	1975

CERTIFICATIONS AND LICENSURE

ESA School Counselor Certification	1977-present
Superintendent Certification	2000-present
Administration Certification	2006-present
College Board NOSCA Ambassador	2011-present

TEACHING LOAD

Fall, 2011	EDCE 599 Critical Issues in School Counseling	3 credits
Fall, 2011	EDCE 695 Pre-Practicum	3 credits
Spring, 2012	EDCE 696 Practicum	3 credits
Spring, 2012	Independent Study, Group Process	2 credits
Fall, 2012	EDCE 599 Critical Issues in School Counseling	3 credits
Fall, 2012	EDCE 585 Introduction to School Counseling	2 credits
Spring, 2013	EDCE 696 Practicum	3 credits
Summer, 2013	EDCE 689 Professional Seminar	1 credit
Fall, 2013	EDCE 599 Critical Issues in School Counseling	3 credits

OTHER COLLEGIATE ASSIGNMENTS

2011-2013 Member, Diversity and Social Justice Committee, School of Education

PROFESSIONAL AND ACADEMIC ASSOCIATE MEMBERSHIPS

2009-present	Member, American School Counselor Association
2005-present	Member, Washington School Counselor Association
2005-2010	Member, Washington Association of School Administrators
2009-2012	Member, College Board National Office for School Counselor Advocacy Advisory Team
2013-2014	Member, Northeast Washington Association of School Administrators

OTHER PROFESSIONAL AFFILIATIONS/EXPERIENCES

- 1977-present Member, Gonzaga University Counseling Professional Education Advisory Board (PEAB) (I did not serve when I was a member of the Executive Board of the Washington Council for High School College Relations)
- 1992-1995 Executive Board Member, Washington Council on High School College Relations
- October 2010 Participant, College Board National Office for School Counselor Advocacy Train the Trainer

PROFESSIONAL PRESENTATIONS

- March 2013 Griffin R. Bullying Presentation, Ferris Drama Class, Ferris High School, Spokane Public Schools
- March 2013 Griffin R. Increasing Community Involvement Sammamish High School and feeder middle school principals and counselors, Bellevue School District.
- February 2013 Griffin R., Livingstone P. Anderson, C. Getting Beyond Responsive Services to Implement the Revised ASCA Model: Do you want to tread water until retirement or make a difference? Washington School Counselor's Association. Seattle, WA
- February 2013 Griffin R., Bernabe, N. Gunderson, S., Jacobs, K., Marr, Anne, Staley, A. Air Control to Difficult Parents/Guardians: How to Collaborate Effectively. Washington School Counselor's Association. Seattle, WA
- September 2012 Griffin R., Potter, N., Ingles, Z. Salem-Keizer School District workshop for school counselors and principals
- September 2012 Griffin R. Workshop on "NOSCA's Eight Components of College and Career Readiness Counseling: A Transformative Process, North Short School District
- April 2012 Griffin R. Workshop on "Working with Parents, Families, Communities" Snoqualmie High School, Bellevue School District
- Mar 2012 Griffin, R., Cleveland, L., Matwiejow, N. Creating Positive Internship Experiences: A Collaborative Approach. Washington School Counselor's Association. Seattle, Washington
- Mar 2012 Griffin R. Panel Member The National School Counselor Survey: A Voice of School Counselors. Panel moderated by Pat Martin, The College Board. College Board Western Regional Forum. Las Vegas, Nevada
- Mar 2012 Griffin, R., Gering, S., McDonald, T. Spectacular Solutions for Small Schools: High Leverage Moves to Grow Your AP Program and College and Career Readiness. College Board Western Regional Forum. Las Vegas, Nevada
- Oct 2011 Griffin, R., Ballard, C. NOSCA's Eight Components of College and Career Readiness: A Transformative Process. The College Board Advanced Placement Fall Workshops, Bellevue, Washington
- Oct 2011 Griffin, R., Potter, N. Early Intervention: Building College Readiness Beginning in the Middle Grades. Innovations for Academic Excellence, 2011 GEAR-UP WEST Conference, Portland, Oregon
- Sept 2011 Griffin, R. NOSCA'S Eight Components of College and Career Readiness Counseling: A Transformative Process. The College Board Fall Counselor Conference Gonzaga University, Spokane, Washington
- May 2010 Griffin, R. School Counselor Leadership and Advocacy, North Idaho School Counselors. Coeur d'Alene, Idaho.
- May 2009 Griffin, R., Gates, G. The Work of High School Counselors' Work for Social Justice. American Educational Research Association Annual Meeting Poster Session. Denver, Colorado.

OTHER PROFESSIONAL EXPERIENCES

- 2013 Member, Executive Board, St. Joseph's Family Center
- 2011-current Member, Executive Board, SMILE
- 2009-current Member, Spokane Service Team Advisory Council Northeast Washington Educational Service District 101
- 2001-03 Member, COPS Executive Board

VOLUNTEER EXPERIENCES

2013	Volunteer community member, Shadle Park High School Truancy Board
2013	Volunteer community member, Central Valley High School Truancy Board
2013	Volunteer experience at MAP Program, Spokane Public Schools, providing career guidance and life planning lessons to students with diagnosed mental health issues
2012-present	Tutor for high school student, adopted from China at age 13; provided academic support and encouragement to complete graduation requirements.
2012-present	Mentor to first generation Latina student at Gonzaga University.
2012	Volunteer, Democratic Party, Spokane, Washington
2009, 2013	Volunteer, Amber Waldref for City Council Campaign, Spokane Washington
2008-present	Eucharistic Minister, St. Aloysius Catholic Church
Fall, 2008	Volunteer, Democratic Party, Spokane, Washington
1995-2002	Eucharistic Minister, Assumption Parish, Spokane, Washington



Colfax School District No. 300

1110 N Morton Street, Colfax WA 99111
(509) 397-3042 FAX (509) 397-2414

Jennings Elementary (509) 397-2181
FAX (509) 397-6741

Colfax High School (509) 397-4368
FAX (509) 397-2414

Date: April 17, 2014

RE: CFDA 84.215E

Michael Dunn, Ed.D.
Superintendent
NEWESD 101
4202 S. Regal
Spokane, WA 99223

Dear Dr. Dunn:

I am pleased to submit this letter confirming the participation of Jennings Elementary in the Colfax School District in the Elementary and Secondary School Counseling grant submitted by NEWESD 101.

This consortium proposal will bring decided benefit to needy students in Colfax and all of our partner districts.

As you will see in our GPRA data reported in the grant narrative, Jennings is under-staffed, or not staffed, in every category on the chart.

My confidence in the proposal's consortium approach is buoyed by our region's long and successful history of inter-school and inter-district cooperation. Nearby communities and schools are viewed, not as rivals, but as neighbors – good people who share the same aspirations for their children. To the degree schools can share resources to address common concerns and achieve mutual goals, the better.

Strong relationships already are in place between our district, our friends in Tekoa and Oakesdale, and our other grant partners in Lincoln County.

Jennings Elementary and the Colfax School District are proud to be part of this strong consortium proposal.

Sincerely,

Michael Morgan

Superintendent



Creston School District No. 073

485 Southeast E Street
Creston, WA 99117

Voice: (509) 636-2721 Fax: (509) 636-2910

Net: www.creston.wednet.edu

William J. Wadlington, Ed.D.
Superintendent/Principal

Michael Dunn, Ed.D.
Superintendent
NorthEast Washington ESD 101
4202 S. Regal Street, Spokane, WA 99223

April 17, 2014

Dear Dr. Dunn:

The Creston School District appreciates the opportunity to join NEWESD 101 as a partner in this U.S. Department of Education Elementary and Secondary School Counseling grant (CFDA 84.215E).

The grant will address one of the most pressing needs at Creston Elementary School –behavioral, safety and relationship supports for our students. While these issues loom large in every school, we have only limited local ability to respond.

Our elementary counseling and psychological services are very limited, while all other related services are nil – no child adolescent psychiatrists, no social workers and no other qualified mental health professionals are available within the school district.

As a small, rural district 65 miles from the regional population center in Spokane, significant student supports do not exist outside the school, in the community. For Creston, the cooperative model proposed in this grant can go far in bridging the gap.

Thank you for your leadership in forming this consortium of behalf of our high-need rural districts. You can count on the Creston School District and Creston Elementary School to be active and enthusiastic participants in the grant.

Sincerely,

William J. Wadlington, Ed.D.

Superintendent/Principal

Creston School District No. 073

Creston School District No. 073 does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities.

OAKESDALE SCHOOL DISTRICT NO. 324

First & McCoy - Box No. 228 - Oakesdale, Washington 99158-0228

www.oakesdale.wednet.edu

509-285-5296

Mr. Jason Reed
K-12 Principal

Mr. Ken Lindgren
Athletic Director

Dr. Jake Dingman
Superintendent of Schools

We are doing something EXTRAORDINARY

April 21, 2014

RE: CFDA 84.215E

Michael Dunn, Ed.D.
Superintendent
NEWESD 101
4202 S. Regal
Spokane, WA 99223

Dear Dr. Dunn:

I am pleased to offer the support and participation of Oakesdale Elementary School and the Oakesdale School District in this USDE Elementary Counseling consortium grant proposal.

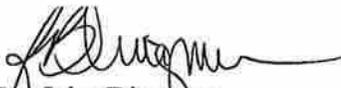
Our elementary school, like the others in the consortium, is a high-need school. As noted in the first GPRA table (see grant narrative), we report zeroes across the entire staffing chart ... no personnel in any of the counseling and related areas examined.

This grant presents an opportunity to correct that deficiency; to level the playing field; to extend the same vital services routinely found in urban schools to similarly needy and deserving students in small, rural schools.

This consortium proposal offers a logical and cost-effective way to meet our common needs. We look forward to working with the Tekoa School District and our other grant partners in Whitman and Lincoln counties in delivering a successful program that can be a model for the nation.

The Oakesdale School District is honored to participate in the grant and pledges its full commitment to meeting, and exceeding, the project goals and objectives.

Sincerely,



Dr. Jake Dingman
Superintendent of Schools



Odessa School District #105

PO Box 248 Odessa, WA 99159

Superintendent
Suellen White
(509)982-2668
FAX (509)-982-0163
www.odessa.wednet.edu

K-12 Principal
Ken Schutz
(509)982-2603 Elementary
(509)982-2111 Secondary

Board of Directors
Ed Deife
Marcus Horak
Travis Wagner
Joe Schlomer
Heather Valverde

April 17, 2014

Dr. Michael Dunn
Superintendent
NEWESD 101
4202 South Regal
Spokane, WA 99223

Dear Dr. Dunn:

On behalf of P.C. Jantz Elementary School and the Odessa School District, we are pleased to join NEWESD 101 and our other regional partners in this Elementary and Secondary School Counseling grant (CFDA 84.215E) to the U.S. Department of Education.

Like the other districts in the consortium, counseling and related services in Odessa are scarce – ranging from limited to non-existent. Most glaring is the total absence of school counselors, social workers and child adolescent psychiatrists.

While school psychologist and mental health services are available one day a week (for which we are grateful), the sad reality is that this limited presence translates into no coverage 80 percent of the time. Need, unfortunately, does not follow a convenient once-a-week-schedule. To fully meet the needs of our students, the district is eager to provide more extensive and timely counseling services.

The consortium approach proposed in this application will go far in satisfying need across all the partner districts. The Odessa School District pledges its full cooperation in working with you and the other partners in achieving the grant goals in a timely, cost-effective manner.

Thank you for the opportunity to join NEWESD 101 and this needed counseling grant.

Sincerely,



Suellen White
Superintendent

***“Excellence In Education Is The
Commitment Of The Odessa School District”***

REARDAN-EDWALL SCHOOL DISTRICT

P.O. Box 225 • East 215 Spokane Avenue

Reardan, Washington 99029

www.reardan.net

An Equal Opportunity Employer

April 3, 2014

Michael Dunn, Ed.D.
Superintendent
NEWESD 101
4202 S. Regal
Spokane, WA 99223

RE: CFDA 84.215E

Dear Dr. Dunn:

It is my pleasure to write this letter confirming the participation of the Reardan-Edwall School District has a participant in this USDE Elementary Secondary School Counseling grant.

Like the other partners in the consortium, Reardan-Edwall is a high-need district. At the elementary level, the only available support is a school psychologist serving 584 students who wears multiple hats as Special Education Director and other district-wide responsibilities. We have no other counselors, social workers, mental health professionals or child-adolescent psychiatrists in our elementary school.

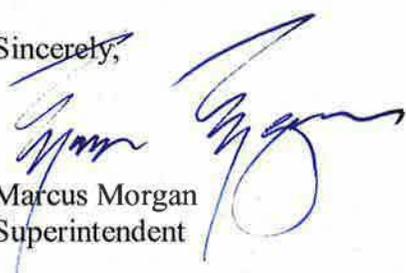
Local need also is reflected in student behavior – 385 elementary discipline referrals last year; an average of 1.36 per student.

Schools in the NEWESD 101 region – and Lincoln County in particular – have a strong history of working together. The opportunity to collaborate here – to submit a single consortium grant addressing our common student needs – exemplifies our spirit of cooperation.

Service options are often limited in rural districts impacted by time, distance and lack of critical mass. This proposal represents an innovative way to address these issues – making the challenges manageable and making the solutions affordable.

The Reardan-Edwall School District thanks you for opportunity to join NEWESD 101, and other districts like us, in proposing counseling solutions that will benefit needy students around our region.

Sincerely,


Marcus Morgan
Superintendent



Sprague School District #8
Lamont School District #264

Sprague Elementary/High School
(509) 257-2591 District/Elem.
(509) 257-2511 High School
(509) 257-2539 Fax

Lamont Middle School
(509) 257-2463
(509) 257-2316 Fax

April 17, 2014

Dr. Michael Dunn
Superintendent
NEWESD 101
4202 South Regal
Spokane, WA 99223

Dear Dr. Dunn:

Thank you for your invitation to be a partner in this consortium proposal seeking a U.S. Department of Education Elementary and Secondary School Counseling grant (CFDA 84.215E). The Sprague School District and Sprague Elementary are delighted to accept.

A great need exists to coordinate counseling services in Lincoln County. This grant provides a vehicle to do just that – to serve students and schools in a high-need area that does not have abundant counseling options. Limited finances, small enrollments and a rural/remote setting are indeed severe impediments to service.

The Sprague School District typifies regional need. Our district employs no school counselors, social workers, child-adolescent psychiatrists or other qualified mental health professionals. Our only resource is a less-than-full-time school psychologist for a student body of 80. We need to do more and want to do more.

The sharing of staff between districts is a logical and cost-effective way to meet the partners' common needs.

Our school and district are fully committed to the absolute and competitive priorities of the U.S. Department of Education, the objectives of the grant to the objectives and, ultimately, the growth and development of our children.

We look forward to working with NEWESD 101 in expanding service to our students. Again, thank you for the opportunity to be a part of this exciting project.

Sincerely,

Pat Whipple
Sprague Superintendent



TSD

**Tekoa School
District #265**

DIRECTORS

Robert Wilkins
District One

Duane Groom
District Two

Michael McHargue
At Large

Janine Zimmerman
District Three

Shane Monroy
At Large

ADMINISTRATION

Dr. Connie Kliever
*Superintendent
Elementary Principal*

Dan Hutton
*High School Principal
Athletic Director*

Joy Puckett
Business Manager

April 21, 2014

RE: CFDA 84.215E

Michael Dunn, Ed.D.
Superintendent
NEWESD 101
4202 S. Regal
Spokane, WA 99223

Dear Dr. Dunn;

On behalf of Tekoa Elementary School and the Tekoa School District, I am pleased to offer our enthusiastic endorsement of and participation in this USDE consortium grant proposal.

Our submission of a unified regional grant in the Elementary and Secondary School Counseling program represents a sterling example of cooperation and resource-sharing.

Tekoa is a high-need district with an elementary free-and reduced-lunch rate of 67.4 percent (May 2013) – more than 21 points above the 46.1-percent state average.

Our high poverty rate is compounded by limited resources. As noted in the enclosed GPRA tables, our staffing ratios for counseling and related services are too low, while our student discipline referrals are too high. The grant will help us correct both situations.

As a small rural district with limited resources, we are mindful of the constant need to balance cost with effectiveness. Cooperation and resource-sharing between districts is one of the most effective ways to meet our schools' common needs.

While districts in Whitman County have a long history of working together, these efforts have not included elementary counseling – until now. The time has finally come.

Thank you for allowing the Tekoa School District to participate in, contribute to and benefit from this outstanding proposal.

Sincerely,

Connie Kliever
Superintendent

**P.O. Box 869, 135 North College Avenue, Tekoa, Washington 99033-0869
(509)284-3281 ● (509)456-2460 ● FAX (509)284-2045**

Tekoa School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination:

Superintendent of Schools, PO Box 869, Tekoa, WA 99033, (509)284-3281 PR/Award # S215E140100

April 24, 2014

Michael Dunn, Ed.D.
Superintendent
NEWESD 101
4202 S. Regal
Spokane, WA 99223

Dear Dr. Dunn:

We are very pleased to join NEWESD 101 – and the partner schools in Lincoln and Whitman counties – in submitting this Elementary and Secondary School Counseling grant (CFDA 84.215E) to the U.S. Department of Education.

Given the critical role of emotional and behavioral problems as predictors of school dropout, academic failure and school discipline problems, development of effective counseling services is a critical need at the elementary level.

The under-served rural students in this project will benefit greatly from both the new counseling services provided and the new professional development offered to their teachers, counselors and other school staff.

The Washington State University Area Health Education Center will fully support the grant by:

- Providing regional training for school staff on integrating social emotional learning and trauma-sensitive strategies into school improvement efforts and classroom learning.
- Providing technical assistance to schools requiring solutions to specific student or building-level issues.
- Participating on the advisory board, as described in the application. .

Our Center has had the opportunity to develop professional development methods and support strategies to translate the science of trauma from adverse childhood experiences through multiple federal grants over recent years. We are pleased to have the opportunity extend our partnership with NEWESD and the schools in this work.

I commend you on development of another strong and comprehensive Elementary Counseling application. WSU looks forward to working with you again on this exciting project.

Sincerely,

(b)(6)

Christopher Blodgett, Ph.D.
Director, Area Health Education Center
Washington State University

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#) [Delete Mandatory Budget Narrative](#) [View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#) [Delete Optional Budget Narrative](#) [View Optional Budget Narrative](#)

Budget narrative

The narrative below describes the expenditure of federal funds for a three-year (36-month) project.

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Personnel	\$208,922	\$213,100	\$217,362

Salaries are based on a percentage of actual amounts budgeted by NEWESD 101 in 2014-15.

<i>Administrative staff, .15 FTE</i>	<i>\$10,813</i>	<i>\$11,029</i>	<i>\$11,249</i>
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Portions of two administrative positions are funded through the grant – the project director, on a .10 full-time equivalent (FTE) basis and a compliance analyst at .05 FTE. Duties of the project director are detailed on page 17 of the program narrative.

Duties of the compliance analyst will include budget and legal oversight, contracts management and compliance with all federal EDGAR requirements, OMB cost principles, specific grant requirements, and all applicable Washington state rules and regulations. NEWESD 101 requires the compliance position in all federal grants to ensure strict adherence to all fiscal, legal and audit regulations.

In keeping with USDE requirements, administrative costs (including salary and benefits for both positions) are under the 4 percent maximum threshold each year. Administrative costs over three years total \$45,005 – 3.94 percent of total project costs.

Project director salary: \$76,470. First-year cost to grant at .10 FTE: \$7,647

Compliance analyst salary: \$63,320. First-year cost to grant at .05 FTE: \$3,166.

Both salaries are adjusted 2 percent annually in years 2 and 3.

<i>Program staff, 3.48 FTE</i>	<i>\$198,109</i>	<i>\$202,071</i>	<i>\$206,113</i>
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A total of 3.48 FTE positions are included. The largest of these are the counseling positions, at 3.28 FTE, described on page 18 of the program narrative.

Portions of two other program positions, each budgeted at .10 FTE, also are included. They include a web/data manager to oversee the project's online student data dashboards and a program assistant to assist all staff in all aspects of program delivery including purchase orders, schedules, travel and reimbursement.

Salary amounts:

Counselors: \$57,324. First-year cost to grant at 3.28 FTE: \$188,023.

Web/data manager: \$60,601. First-year cost to grant at .10 FTE: \$6,060.

Program assistant: \$40,260. First-year cost to grant at .10 FTE: \$4,026.

These amounts are adjusted 2 percent annually in years 2 and 3.

Fringe benefits	\$76,685	\$78,986	\$81,356
<i>Administrative staff, .15 FTE</i>	<i>\$3,855</i>	<i>\$3,970</i>	<i>\$4,089</i>
<i>Program staff, 3.48 FTE</i>	<i>\$72,830</i>	<i>\$75,016</i>	<i>\$77,267</i>

Fringe benefits are calculated for all employees at percentages commensurate to FTE. Fringe benefits include: FICA, Washington state workers' compensation insurance, Washington state unemployment insurance, Washington state retirement, medical insurance, vacation leave cooperative and sick leave cooperative.

As a percentage of salary, first-year fringe benefit amounts are: project director, 35.7 percent; counselors, 36.6 percent; compliance analyst and Web/data manager, both 35.5 percent; and program assistant, 44.3 percent.

In anticipation of higher medical insurance premiums, fringe benefits costs are adjusted at a slightly higher rate – 3 percent annually – in years 2 and 3.

Travel	\$8,944	\$7,468	\$7,617
<i>OSHS National Conference</i>	<i>\$3,398</i>	<i>\$3,466</i>	<i>\$3,535</i>

The budget provides funding for the project director and one additional staff member to attend the required national conference each year in Washington, D.C. Costs are calculated as follows:

Coach airfare, Spokane to Reagan-National	\$ 708
Hotel: \$226 x 3 nights	\$ 678
Per diem: \$71 x 3 days	\$ 213
D.C. taxis/subway: \$20 x 3 days	\$ 60
Spokane airport parking, \$10 x 3 days:	\$ 30
Mileage, Spokane airport: 18 miles x .56	\$ 10
TOTAL:	\$ 1,699 x 2 people = \$3,398

Hotel and per diem are based on approved rates, by location, published by the state of Washington. Costs in years 2 and 3 are adjusted by an annual inflation factor of 2 percent.

<i>Project directors' meeting</i>	<i>\$1,146</i>	<i>\$1,169</i>	<i>\$1,192</i>
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Using the same rates and calculations as used for the OSHS conference, costs are calculated at:

Coach airfare, Spokane to Reagan-National	\$ 708
Hotel: \$226 x 1 nights	\$ 226
Per diem: \$71 x 2 days	\$ 142
D.C. taxis/subway: \$20 x 2 days	\$ 40
Spokane airport parking, \$10 x 2 days:	\$ 20

Mileage, Spokane airport: 18 miles x .56	\$	10
TOTAL:	\$	1,146

Costs increase by an inflation factor of 2 percent in years 2 and 3.

<i>Project staff, mileage to local sites</i>	\$840	\$857	\$874
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The third line item provides mileage reimbursement for monthly site visits to the partner schools by the project director. The budget assumes an average of 125 miles driven monthly, allowing for two or three visits to each site over the course of a year. Mileage is reimbursed at the state approved rate of .56 cents per mile. The first-year calculation: 125 miles x .56 cents x 12 months = \$840. Costs increase by an inflation factor of 2 percent in years 2 and 3.

<i>Advisory board meetings</i>	\$2,589	\$988	\$1,008
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The fourth line item provides mileage reimbursement for six face-to-face monthly and two quarterly meetings by the project advisory board during the first year. Advisory board functions are described on page 18 of the program narrative. The budget assumes an average of 578 roundtrip miles traveled for each meeting (the collective distance from each school to a central meeting location at NEWESD). At the state-approved mileage reimbursement rate, the first-year calculation is: 578 miles x .56 cents x 8 meetings = \$2,589. The budget is adjusted 2 percent in each of years 2 and 3, but overall costs decline by the switch to a quarterly meeting schedule.

<i>Mileage to trainings, school staff</i>	\$971	\$988	\$1,008
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The fifth line item provides mileage reimbursement for local school staff to attend three annual trainings. The budget assumes all trainings at NEWESD, for a total of 578 roundtrip miles driven from the seven sites. Mileage is reimbursed at the state-approved rate of .56 cents per mile for a calculation of: 578 miles x .56 cents x 3 trainings = \$971. The budget is adjusted 2 percent in each of years 2 and 3.

Equipment	\$5,114	\$0	\$0
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<i>Dell desktop computer and printer</i>	\$1,306	\$0	\$0
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Two line items are provided in the first year. The first provides for the purchase of a Desktop computer and printer package to be used all three years by the project director. The budget provides for a Dell Inspiron One 23 Touch with 8G of memory and a 1TB hard drive. The printer is a Dell c2660dn. The cost of the package is \$1,200 plus \$106 in sales tax for a total of \$1,306.

<i>Counselors' Dell laptop computers</i>	\$3,808	\$0	\$0
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The second line item provides for a laptop computer to be used by each school counselor. With 4.2 total FTE counselors (.92 FTE, existing; 3.28 FTE, new) the budget provides for five laptops – all the Dell 15R Touch with 6G of memory and a 500MB hard drive. The cost for five, including sales tax, is \$3,808. – just under \$762 per laptop.

If these models are no longer available at the time of purchase, the project will seek comparably equipped models in the same price range. No equipment is requested in years 2 and 3.

Supplies	\$1,200	\$1,224	\$1,248
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The budget provides a flat \$100 per month for the purchase of office supplies including paper, toner another other items. The budget is adjusted 2 percent in each of years 2 and 3.

Contractual	\$30,000	\$32,000	\$31,500
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The project will follow required procurement procedures before contracting for services. No contractual services will exceed the \$25,000 annual amount applied to indirect costs.

<i>Third-party evaluation</i>	<i>\$20,000</i>	<i>\$22,000</i>	<i>\$24,000</i>
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The first line item provides for the retention of an independent third party to provide project evaluation at \$20,000 the first year. The budget is tiered, adding \$2,000 in the second and third years, to reflect more complex, longitudinal data analysis.

<i>ASCA national training model</i>	<i>\$2,500</i>	<i>\$2,500</i>	<i>\$0</i>
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The second line item provides for full-day trainings for all project staff on the ASCA training model. The first-year program will be the “Getting started with the ASCA national model workshop,” focusing on the key preparatory components of an effective school schooling program. The second-year program will be the “ASCA national model and use of data workshop.”

<i>WSU Area Health training& consultation</i>	<i>\$7,500</i>	<i>\$7,500</i>	<i>\$7,500</i>
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The final contractual item provides for annual professional development and school consultation by professionals from Washington State University’s Area Health Education Center. WSU will provide training and assistance to school counselors and other staff in the identification and treatment of complex trauma.

Construction	\$0	\$0	\$0
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None.

Other	\$18,100	\$13,002	\$13,156
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<i>Curriculum training materials</i>	<i>\$10,500</i>	<i>\$5,250</i>	<i>\$5,250</i>
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Training materials will include exemplary program curriculum and training manuals, videos and other products produced by the U.S. Department of Education and other providers. The first-year budget provides \$1,500 to each participating site. The amount is reduced by half in years 2 and 3.

<i>Postage</i>	<i>\$600</i>	<i>\$612</i>	<i>\$624</i>
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The budget provides a flat \$50 per month to cover postage costs. The cost is adjusted 2 percent annually in years 2 and 3.

<i>Copying/print</i>	<i>\$600</i>	<i>\$612</i>	<i>\$624</i>
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The budget provides a flat \$50 per month to cover copying and printing. The cost is adjusted 2 percent annually in years 2 and 3.

<i>Phone/FAX</i>	<i>\$600</i>	<i>\$612</i>	<i>\$624</i>
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The budget provides a flat \$50 per month to cover telephone and FAX charges. The cost is adjusted 2 percent annually in years 2 and 3.

<i>Space usage</i>	<i>\$1,418</i>	<i>\$1,446</i>	<i>\$1,475</i>
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This line item covers the cost of heat, lights, custodial services, snow removal and use of office space, meeting rooms and common areas. Space charges apply only to the project staff headquartered at NEWESD 101 – project director, compliance analyst, web/data manager and program assistant. The calculation is based on the standard NEWESD 101 cost of \$16.20 per square foot, multiplied by 250 square feet (combined office/meeting/common space) multiplied by FTE. The calculation: \$16.20 x 250 square feet x .35 FTE = \$1,418. The cost is adjusted 2 percent annually in years 2 and 3.

<i>Network services</i>	<i>\$3,086</i>	<i>\$3,148</i>	<i>\$3,211</i>
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Network service charges, providing Internet connectivity, e-mail and minor computer repair are based on the standard NEWESD rate of \$850 per FTE. The calculation: \$850 x 3.63 FTE = \$3,086. The cost is adjusted 2 percent annually in years 2 and 3.

<i>Meals, training days</i>	<i>\$1,296</i>	<i>\$1,322</i>	<i>\$1,348</i>
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Funds are budgeted to provide lunch and a snack at the three all-day training days scheduled each year of the grant. The amounts, within Washington state-approved rates, assume three participants per district, plus three project staff. The first-year calculation: \$18 x 24 participants x 3 trainings = \$1,296. The cost is adjusted 2 percent annually in years 2 and 3.

Total direct costs	\$348,965	\$345,780	\$352,239
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This number represents the sum of all direct costs detailed above.

Indirect costs	\$31,407	\$31,120	\$31,702
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This line-item is based upon a “pre-determined maximum restricted federal indirect cost rate of nine (9) percent,” as provided in an agreement with NEWESD 101’s cognizant agency, the

Washington Office of the State Superintendent of Public Instruction (OSPI). Both NEWESD 101 and OSPI are audited on an annual basis by the Washington State Auditor's Office, a separate, constitutionally created state agency.

Training stipends	\$0	\$0	\$0
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None.

TOTAL COSTS	\$380,372	\$376,900	\$383,941
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This amount represents the total of combined direct and indirect costs for all three years of the project.

Total three-year federal request: \$1,141,213.

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Elementary Counseling grant

NEWESD 101/Counseling Connect Northwest

	Year 1	Year 2	Year 3	Total
	<i>Federal</i>	<i>Federal</i>	<i>Federal</i>	<i>Federal</i>
Personnel	\$208,922	\$213,100	\$217,362	\$639,384
<i>Administrative staff, .15 FTE</i>	<i>\$10,813</i>	<i>\$11,029</i>	<i>\$11,249</i>	<i>\$33,091</i>
NEWESD project director, .10 FTE	\$7,647	\$7,799	\$7,955	\$23,401
Compliance analyst, .05 FTE	\$3,166	\$3,230	\$3,294	\$9,690
<i>Program staff, 3.48 FTE</i>	<i>\$198,109</i>	<i>\$202,071</i>	<i>\$206,113</i>	<i>\$606,293</i>
School counselors, 3.28 FTE	\$188,023	\$191,783	\$195,619	\$575,425
Web/data mgr., .10 FTE	\$6,060	\$6,181	\$6,305	\$18,546
Program asst. .10 FTE	\$4,026	\$4,107	\$4,189	\$12,322
Fringe benefits	\$76,685	\$78,986	\$81,356	\$237,027
<i>Administrative staff, .15 FTE</i>	<i>\$3,855</i>	<i>\$3,970</i>	<i>\$4,089</i>	<i>\$11,914</i>
NEWESD project director, .10 FTE	\$2,730	\$2,812	\$2,896	\$8,438
Compliance analyst, .05 FTE	\$1,125	\$1,158	\$1,193	\$3,476
<i>Program staff, 3.48 FTE</i>	<i>\$72,830</i>	<i>\$75,016</i>	<i>\$77,267</i>	<i>\$225,113</i>
School counselors, 3.28 FTE	\$68,892	\$70,959	\$73,088	\$212,939
Web/data mgr., .10 FTE	\$2,153	\$2,218	\$2,285	\$6,656
Program asst. .10 FTE	\$1,785	\$1,839	\$1,894	\$5,518
Travel	\$8,944	\$7,468	\$7,617	\$24,029
OSHS national conference	\$3,398	\$3,466	\$3,535	\$10,399
Project director mtg., Wash., D.C.	\$1,146	\$1,169	\$1,192	\$3,507
Project staff, mileage to local sites	\$840	\$857	\$874	\$2,571
Advisory board meetings	\$2,589	\$988	\$1,008	\$4,585
Mileage to trainings, school staff	\$971	\$988	\$1,008	\$2,967
				\$0
Equipment	\$5,114	\$0	\$0	\$5,114
Dell desktop computer & printer	\$1,306	\$0	\$0	\$1,306
Dell laptop computers (5)	\$3,808	\$0	\$0	\$3,808
				\$0
Supplies	\$1,200	\$1,224	\$1,248	\$3,672
General office supplies	\$1,200	\$1,224	\$1,248	\$3,672
Contractual	\$30,000	\$32,000	\$31,500	\$93,500
Third-party evaluation	\$20,000	\$22,000	\$24,000	\$66,000
ASCA national training model	\$2,500	\$2,500	\$0	\$5,000
WSU Area Health training	\$7,500	\$7,500	\$7,500	\$22,500
Construction	\$0	\$0	\$0	\$0

Continued on next page

NEWESD 101/Counseling Connect Northwest

Page 2

Other	\$18,100	\$13,002	\$13,156	\$44,258
Curriculum training materials	\$10,500	\$5,250	\$5,250	\$21,000
Postage	\$600	\$612	\$624	\$1,836
Copying/printing	\$600	\$612	\$624	\$1,836
Phone/FAX	\$600	\$612	\$624	\$1,836
Space usage	\$1,418	\$1,446	\$1,475	\$4,339
Network services, \$850 per FTE	\$3,086	\$3,148	\$3,211	\$9,445
Meals, training days	\$1,296	\$1,322	\$1,348	\$3,966
Total direct costs	\$348,965	\$345,780	\$352,239	\$1,046,984
Indirects costs @ 9%	\$31,407	\$31,120	\$31,702	\$94,229
Training stipends	\$0	\$0	\$0	\$0
TOTAL COSTS	\$380,372	\$376,900	\$383,941	\$1,141,213

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

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

Name of Institution/Organization

NorthEast Washington Educational Service District 101

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	208,922.00	213,100.00	217,362.00			639,384.00
2. Fringe Benefits	76,685.00	78,986.00	81,356.00			237,027.00
3. Travel	8,944.00	7,468.00	7,617.00			24,029.00
4. Equipment	5,114.00	0.00	0.00			5,114.00
5. Supplies	1,200.00	1,224.00	1,248.00			3,672.00
6. Contractual	30,000.00	32,000.00	31,500.00			93,500.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	18,100.00	13,002.00	13,156.00			44,258.00
9. Total Direct Costs (lines 1-8)	348,965.00	345,780.00	352,239.00			1,046,984.00
10. Indirect Costs*	31,407.00	31,120.00	31,702.00			94,229.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	380,372.00	376,900.00	383,941.00			1,141,213.00

***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: 09/01/2013 To: 08/31/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Washington Office of the Superintendent of Public Instruction

The Indirect Cost Rate is 9.00 %.

(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 9.00 %.

Name of Institution/Organization NorthEast Washington Educational Service District 101	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Ramona		Griffin	

Address:

Street1:	4202 S. Regal
Street2:	
City:	Spokane
County:	
State:	WA: Washington
Zip Code:	99223-7738
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
509-789-3585	

Email Address:

rgriffin@esd101.net

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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