

**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 # S215E140118**

**Grants.gov Tracking#: GRANT11636068**

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="04/25/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Jasper County Board of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="58-6000267"/>	* c. Organizational DUNS: <input type="text" value="1000139290000"/>

**d. Address:**

* Street1: <input type="text" value="1411 College Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Monticello"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="GA: Georgia"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="31064-2118"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Princess"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Clarke"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Executive Director of Social Services"/>
---

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="706.468.6350 Ext. 114"/>	Fax Number: <input type="text" value="706.468.6320"/>
--	---

* Email: <input type="text" value="pclarke@jasper.k12.ga.us"/>
--

**Application for Federal Assistance SF-424**

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Local Education Agency

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

U.S.. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

CFDA Title:

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

\* Title:

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

**13. Competition Identification Number:**

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

CARE ? Counseling, Assistance, and Resources for Education

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="1,196,177.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,196,177.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Mike Newton"/>	<b>TITLE</b>  <input type="text" value="Superintendent"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Jasper County Board of Education"/>	<b>DATE SUBMITTED</b>  <input type="text" value="04/25/2014"/>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Jasper County Board of Education

\* Street 1: 1411 College Street    \* Street 2: \_\_\_\_\_

\* City: Monticello    \* State: GA: Georgia    \* Zip: 31064-2118

Congressional District, if known: GA-8

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education
	CFDA Number, if applicable: 84.215

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name Not Applicable    Middle Name \_\_\_\_\_

\* Last Name Not Applicable    Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_    \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_    \* State \_\_\_\_\_    \* Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name Not Applicable    Middle Name \_\_\_\_\_

\* Last Name Not Applicable    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: Mike Newton

\* Name: Prefix Dr.    \* First Name Mike    Middle Name \_\_\_\_\_  
\* Last Name Newton    Suffix \_\_\_\_\_

Title: Superintendent    Telephone No.: 706.468.6350    Date: 04/25/2014

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

PR/Award # S215E140118

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

Jasper2014ESSCGEPASTatementFINAL.pdf

Add Attachment

Delete Attachment

View Attachment

***CARE – Counseling, Assistance, and Resources for Education***  
**Jasper County Schools**  
**GEPA Statement**

Section 427 of the General Education Provisions Act identifies six barriers to equitable access or participation: gender, race, national origin, color, disability, and age. The strategies and activities of our program, *CARE - Counseling, Assistance, and Resources for Education*, are designed to serve students, families, and staff of differing genders, races, national origins, colors, abilities, and ages to the greatest extent possible. In creating our program, we have identified potential barriers to participation and developed effective solutions to address them, as follows.

**Barrier 1:** The student body of Jasper County Schools is comprised of children originating from low-income families at a rate of 72%.

**Solution:** All services provided through *CARE* at Jasper County Schools will be delivered free of charge to all participants. The district, with the support of Jasper County Family Connection and our Jasper County Division of Family and Children Services, has also developed a partnership with Oconee Center Community Service Board to provide no cost or low cost mental health care and medication should participants need to be referred for services outside of the school system.

**Barrier 2:** Jasper County Schools is located in a rural area. Rural children and families typically experience both a higher incidence of mental health problems and greater difficulty is accessing treatment and prevention services.

**Solution:** *CARE* has been developed to specifically address the mental health needs of rurally located students and their families. Our program will increase access to mental health treatment and prevention services through the addition of three school-based mental health staff and the formal coordination of a community based Interagency Planning Team (IPT), including local and regional health care providers, nonprofit service agencies, and area businesses. The mental health staff of Jasper County Schools will meet with IPT members on a bimonthly basis to identify psychosocial problems within our rural county and address the needs of children and families. As previously noted, our district has also developed a partnership with Oconee Center Community

Service Board to provide mental health care and medication on-site at Jasper County DFCS offices twice per week, to remove geographic barriers to treatment.

**Barrier 3:** Minority groups are typically underserved in the area of mental health treatment and prevention. Jasper County Schools serves a large minority student body; 72% of children within our district are economically disadvantaged, 26% are African-American, 6% are Hispanic, and 4% self-identify as multi-racial.

**Solution:** *CARE* is designed to serve students, families, and staff of all races, colors, origins, and genders throughout our school system. Providing representative peer and mentor support is a key element among our strategies (i.e., implementing Schoolwide Positive Behavioral Interventions and Supports, expanding our partnership with the Jasper County Mentoring Program).

## 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

Jasper County Board of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: Mike Middle Name:

\* Last Name: Newton Suffix:

\* Title: Superintendent

\* SIGNATURE: Mike Newton

\* DATE: 04/25/2014

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## Project Abstract

Jasper County Schools is located in rural Georgia and serves 2,283 children; 72% are low-income. The effects of this poverty are increasing psychosocial and behavioral problems among our students. We will address this through *CARE – Counseling, Assistance, and Resources for Education*. **Project Activities:** (1) Employ additional mental health staff; (2) Enhance Teachers as Advisors (TAA); (3) Implement Schoolwide Positive Behavioral Interventions and Supports (SWPBIS); (4) Expand community partnerships; (5) Formalize a community-based Interagency Planning Team (IPT); and (6) Improve parent outreach. **Project Objectives:** (1) Increase the number and expertise of our mental health staff; (2) Improve the quality and frequency of care; (3) Improve school climate, and (4) Enhance parent and community engagement. **Applicable Priorities:** *CARE* will satisfy *Absolute Priority 1: establish or expand counseling programs in elementary schools, secondary schools, or both*, by increasing mental health staff to include: one full-time, licensed psychologist (K-12); one full-time, licensed counselor (K-5); and one full-time, licensed social worker (K-12). This will close gaps in school-based mental health services across our district. In accordance with Competitive Preference Priority 1, Area (a), *CARE* will improve school environment by providing additional support through expanded community partnerships and formalization of the IPT. Competitive Preference Priority 1, Area (b) will be addressed by improved school safety and reduced bullying through implementing SWPBIS and enhancing TAA. **Project Outcomes:** (1) Increased access to mental health care; (2) An expanded range of services; (3) Improved school environment; (4) Enhanced knowledge of mental health issues through universal screening; and (5) Greater parental and community engagement. **Participants and Locations:** All schools and students within our district will be served through *CARE*.

School Served	Location	Students
Jasper County Primary (K-2)	495 GA Hwy 212 W., Monticello, GA 31064	699
Washington Park Elementary (3-5)	721 GA Hwy 212 W., Monticello, GA 31064	507
Jasper County Middle (6-8)	1289 College Street, Monticello, GA 31064	488
Jasper County High (9-12)	14477 GA Hwy 11 N., Monticello, GA 31064	589
<b>Total Student Population to be Served</b>		<b>2,283</b>

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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**JASPER COUNTY SCHOOLS**  
**CARE – COUNSELING, ASSISTANCE, AND RESOURCES FOR EDUCTION**

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## 1. Need for Project

**A. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.** Jasper County Schools, located in the rural southern town of Monticello, Georgia, is currently struggling with the dearth of quality mental health services necessary to support the complex psychosocial problems our students and families face. Our small, four-school district currently serves 2,283 children, 72% of whom come from low-income families, as compared to the Georgia average of 60% (GA Free and Reduced Meal Eligibility Online Database, 2013). Research finds that children living in low-income households are disproportionately at risk for experiencing mental health problems, which will often affect their ability to learn in school and succeed in society (National Center for Children in Poverty, 2014). We clearly see the effects of poverty within our district, as students are experiencing increasing mental health and behavioral problems, which negatively impacts our school climate and all students' ability to learn. In response, Jasper County Schools has developed a comprehensive plan to address the following gaps in care.

**Inadequate Staffing:** Our district is incredibly proud of the skill and dedication demonstrated by our current counseling and social work staff; however, access to mental health services at the school and community level is not sufficient to adequately address the high level of need that exists. Jasper County Schools employs four counselors to serve our district's four schools with a total student to counselor ratio of 1:571, which is 27% higher than the average ratio of 1:449 for the state of Georgia (American School Counselor Association, 2011). This student to counselor ratio disaggregated by school is as follows: Jasper County Primary, 1:699; Washington Park Elementary, 1:507; Jasper County Middle, 1:488; and Jasper County High, 1:589. A single social worker serves the entire school system and spearheads multiple projects, leaving her with little time to work directly with students. One school psychologist is responsible for providing districtwide testing services, and is not available to provide direct counseling to students. Our

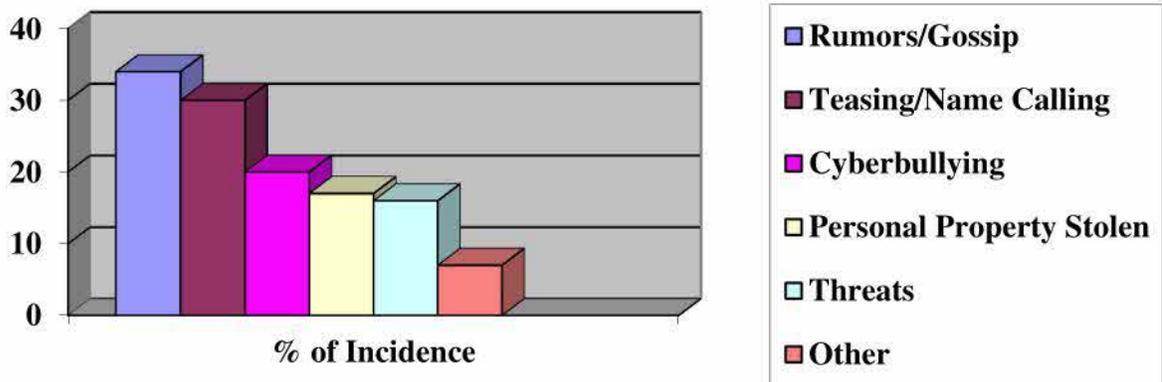
ratios of school based mental health staff to students were more than double the maximum professional standards, as illustrated in Table 1, which compares the level of access recommended by The American School Health Association to that available within our system during 2012-13 academic year (see GPRA Baseline Data, Appendix A).

<b>Table 1. Jasper County Schools' Total Mental Health Professional to Student Ratios</b>		
<b>Staff</b>	<b>Recommended</b>	<b>2012-13</b>
<b>School Psychologists</b>	1 to 1,000	1 to 2,283
<b>School Social Workers</b>	1 to 800	1 to 2,283
<b>School Counselors</b>	1 to 250	1 to 571

Given the limited number of existing staff, only crisis intervention services can be provided; there is little or no capacity for training, treatment, or prevention. Funding cuts have stretched our staff incredibly thin, forcing them to assume responsibilities that fall far beyond the original purpose of their role as a school psychologist, social worker, or counselor. Our school counselors are often required to move between their respective schools to address mental health emergencies on an increasingly frequent basis, limiting the accessibility of support for most students.

**Increased Behavioral and Mental Health Issues among Students:** Problems of insufficient staffing are compounded by steady increases in behavioral problems and mental health concerns among our students, which both create and perpetuate negative school climate. Across the past three academic years, Jasper County Schools has experienced a 39% increase in the number of disciplinary incidents occurring districtwide with 1,987 events reported in 2010-11 and 2,760 reported during the 2012-13 school year (see GPRA Baseline Data, Appendix A). In December 2013, we conducted our first school climate survey at Jasper County High School which was completed by 48% of students in grades 9-12. This 36-item, anonymous response questionnaire revealed that 41% of respondents had been involved in one or more bullying incidents within the past month, of which numerous forms of bullying were reported, as detailed in Chart 1.

**Chart 1: Forms of Bullying Occurring at Jasper High**



Nearly 9% of respondents admitted to bullying others, and the two most prevalent power differentials reported between the bully and their target(s) were the perception that the bully possessed greater strength (23%) and higher economic status (19%) (Betts, 2013). In regard to mental health problems among students during the 2012-13 academic year, approximately 2,000 psychosocial related incidents were addressed by staff within our school system, including but not limited to issues involving truancy, abuse and neglect, homelessness or multi-family housing, financial distress, and family conflict. Students also presented for treatment related to psychiatric diagnoses of Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD), Bipolar Disorder, and Depression. Not only are these statistics alarming on a local level, but they match and often surpass state-level reports related to child wellbeing. Each year, the state of Georgia conducts a statewide student health survey for grades 6-12, with data disaggregated by school district. Findings from this survey, analyzed across the past two years for which comparable data is available, clearly shows an increase in issues related to school climate and mental health within our system and also demonstrates that Jasper County students frequently report a higher incidence of negative perceptions and experiences when compared to the average response of children across the state, as presented within Table 2.

Table 2. Jasper County Schools' Georgia Student Health Survey Data					
Indicator		2012-13		2011-12	
Percentage of students who...		Jasper	GA	Jasper	GA
School Climate	Disagree with the statement "School is a place at which I feel safe"	28%	27%	26%	24%
	Agree with the statement "I have been bullied by other students in the past 30 days"	16%	14%	14%	14%
	Agree with the statement "I have been picked on or teased at school in the past 30 days"	34%	30%	34%	30%
	Agree with the statement "I bullied others in the past 30 days"	7%	7%	7%	7%
	Disagree with the statement "I know an adult at school that I can talk with if I need help"	25%	24%	24%	24%
Mental Health	Disagree with the statement "I feel safe at home"	15%	6%	6%	6%
	Agree with the statement "During the past 12 months, I harmed myself on purpose"	10%	8%	10%	8%
	Agree with the statement "During the past 12 months, I seriously considered suicide"	9%	9%	9%	8%

*Source: GA Student Health Survey 2011-12 and 2012-13*

We believe this data sheds light on why Jasper County Schools has experienced a higher average dropout rate of 8.8% from 2008 through 2012 as compared to the state average of 7.3% for the same five year period (Annie E. Casey Foundation, 2014). Especially compelling are the data showing that a greater percentage of Jasper students report being bullied or "picked on" recently, and the comparable percentages of children reporting self-harm and feeling unsafe at home. Our interpretation of the root cause for the prevalence of these issues is described below.

**The Effects of Poverty in Our Community:** Based on research and empirical evidence, it is our belief that the rise in mental health and school climate problems reported and exhibited by our students is created by the daily stressors of poverty. Jasper County is home to 13,630 residents, many of whom may be classified as "the working poor" (Shipler, 2004). Five year estimates from the U.S. Census indicate that 20.2% of Jasper's citizens live below the federal poverty level, which is striking in comparison to Georgia (17.4%) and national (14.9%) figures, while our unemployment rate stands at 6.8%, just slightly lower than the statewide rate of 7.2% (U.S.

Census, 2012; GA Department of Labor, 2014). Because Jasper is small and rural with few job opportunities beyond employment at the school district itself, our residents often work in neighboring counties, requiring a commute of at least 45 minutes one way. Many parents must work long hours at low paying jobs just to ensure that their family's basic needs are met. Currently 7% of students within our community are homeless or transient, and many more live in multi-family residences in order to maintain shelter. Access to nutritious food is also a struggle. Approximately 300 people from more than 70 families receive support from the local food bank each month, and 72% of our students qualify for the national free- or reduced-price lunch program (Jasper County Food Bank, 2013; GA Free and Reduced Meal Eligibility Online Database, 2013). These conditions leave parents with little time to supervise or guide their children. Grandparents or even siblings often become responsible for childcare. At the school level, we have witnessed a deficit in the quality of parenting skills and supervision as many of our parents had their children when they were teens themselves. When their child becomes an adolescent; they assume a peer-to-peer dynamic rather than a parent-to-child relationship. This type of boundary distortion is known as "parentification," a state in which children are forced to provide developmentally inappropriate levels of care for themselves or their family members, typically resulting in the manifestation of emotional and behavioral problems (The University of Alabama, 2012). As a disturbing continuation of this cycle, Jasper County's teen pregnancy rate stands at 34% versus the state average of 25% (Annie E. Casey Foundation, 2014). With these conditions present within so many families, it is apparent why such a large percentage of students do not perceive their home as "safe" (Betts, 2013). This type of instability within the home environment is cited as a probable root cause of the negative behaviors and mental health conditions we see among our students, including bullying, self-harm, suicidal ideation, and psychiatric disorders (American Academy of Child and Adolescent Psychiatry, 2009; U.S. Department of Health and Human Services, 2010; American Psychological Association, 2014).

**Lack of Parental Engagement at Home and in School:** Parental involvement and support is an additional challenge for our school system. When families struggle to meet basic needs, children’s emotional and educational concerns are often overlooked. In the field of psychology, this phenomenon is well illustrated by Maslow’s Hierarchy of Needs. Maslow’s theory of human motivation supports the idea that physiological needs will always be the primary focus of any person, until those needs are met (Maslow, 1943). As noted previously, an alarming 15% of students report feeling “unsafe at home” (GADOE, 2013). Our staff attributes this not to intentional mistreatment by parents, but rather to being a byproduct of parental absence and family conflict due to emotional disconnection and financial strain. This theory is supported by the very low instances of substantiated abuse within our county, which averaged only six cases annually from 2009-12 (Annie E. Casey Foundation, 2014). Maintaining food and housing has become the greatest concern for many parents, often leaving schools to fill gaps in care. Finding the time and energy required to engage with school staff regarding their child’s mental and behavioral health does not become a priority until a crisis point is reached. When parents do work to address their child’s needs, they must look for help in a community where resources are limited, especially for families with financial need. The current state of mental health among our students is a threat to the quality of education provided within our district. Teachers and counselors must continually divert energy away from education and career readiness to address students’ emotional needs and maladaptive behaviors. Children with the highest levels of need often receive the greatest attention, sacrificing the quality of education for all students.

**Limited Access to Community-based Care:** Mental health supports within the community are scarce. Medicaid is the primary health insurance provider for most families and approved treatment providers have historically been limited to two organizations, both of which serve numerous counties within the region, with central offices located 35 miles or more from Jasper County. Local pharmacies are often unequipped to serve the needs of our community, as many do not accept Medicaid or maintain an adequate stock of medications used to treat mental health

conditions, requiring additional travel for families. Lack of transportation or time for this travel frequently results in inconsistent administration of medication. This becomes yet another barrier to treatment and prevention of mental health problems, which negatively affects both individual learning and school climate (American Psychological Association, 2014). Jasper County Division of Family and Children Services (DFCS) has undergone substantial staff cutbacks in recent years, with only one professional currently available to serve a five county region, including Jasper, severely limiting the agency's services to our community.

**Addressing the Needs of our Students, Staff, and Community:** Our program, *CARE – Counseling, Assistance, and Resources for Education*, is designed to provide vital support by achieving the following goals: (1) increasing the number and expertise of mental health professionals across the school district; (2) improving the quality and frequency of care provided to students and families; (3) improving school climate, districtwide; and (4) enhancing parental and community engagement. Through this plan, Jasper County Schools will gain greater capacity to identify, treat, and prevent mental and behavioral health issues, improving the quality of support provided to students and families, and allowing school staff to focus on the work of preparing our students for higher education and employment.

## 2. Quality of the Project Design

**A. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.** Last year, in an effort to overcome the significant barriers to mental health services within our county, the Jasper County Board of Education, with aid from Jasper County Family Connection, developed a new partnership agreement with Jasper County DFCS and the Oconee Center Community Service Board (Oconee Center) to serve the students and families of Jasper County Schools. Through this agreement, Oconee Center currently provides mental health services, including access to psychiatric care and medication, on-site in Jasper County at the now vacant DFCS offices on a weekly basis. Through *CARE*, we will strengthen this partnership, increasing the frequency of

this service provision to twice per week. In addition to this effort, Jasper County Schools also works with an informal network of other community-based organizations which assist our students and their families on an ad hoc basis with various psychosocial needs (see Memorandum of Understanding, Appendix B). Through *CARE*, we will enhance our relationships with these community agencies by further developing a formal, multi-disciplinary Interagency Planning Team (IPT) which will convene bimonthly to develop collaborative action plans that address the needs of students and families, at both the school and community level, fully aligned with Competitive Preference Priority 1—Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement. This will be accomplished through coordination of the direct services proposed in Table 3.

<b>Table 3: Community Needs Linked to IPT Member Services</b>		
<b>Needs</b>	<b>Services</b>	<b>Agencies to Serve Needs</b>
Comprehensive Mental Health Services	Assessment, diagnosis, treatment, and prescriptions on-site in Jasper County, twice weekly	Oconee Center, Jasper County DFCS, Jasper County Family Connection
Nutrition	No-cost food, food stamps	Jasper County Community Food Bank, Jasper County DFCS, The Get Ahead House
Shelter	Housing for families, temporary placement of homeless children	Jasper County DFCS
Financial Support	Temporary Assistance to Needy Families (TANF); financial planning, loans, and banking	Jasper County DFCS, Hamilton State Bank
Healthcare	Treatment and medication of physical and emergency health conditions on-site in Jasper County, Medicaid access	Jasper Health Services, Inc., Jasper County Health Department
Childcare	Vouchers for childcare services	Jasper County DFCS
Mentoring	Emotional support, guidance	Jasper County Mentor Program
Other	Free backpacks, school supplies	ML&J Foundation
	Free tutoring, summer camps, pregnancy prevention program	The Get Ahead House
	Service coordination, advocacy	Jasper County Family Connection

Our motivation to further develop an Interagency Planning Team at the district level is based on both need and promising evidence that community involvement is key to effectively address

mental health issues faced by students and schools. Research conducted by The Hamilton Fish Institute on School and Family Violence at George Washington University supports the development of school-based community collaboratives as a way to address problems at their root cause and improve student outcomes. Traditionally, schools and community agencies have worked independently, using a piecemeal approach to resolve crises as they occurred, resulting in little or no long-term change for their students or clients. By instead taking a team-based approach to problem solving, numerous methods can be used in synchronicity to address psychosocial problems, creating a greater chance for achieving long-term systemic change within communities and schools (Adelman & Taylor, 2007). The *CARE* IPT will streamline interagency communication and allow for a team-based, collaborative approach to solving individual and communitywide problems. We anticipate a reduction in the duplication of services among agencies, and better, faster access to services for families in need. Through this enhanced access, students and their parents will experience a reduction in stress, fostering better parent-child interaction and increasing the student's ability to feel safe at home and focus on learning while at school (National Center for Children in Poverty, 2014).

**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.** *CARE* will successfully address the needs of the target population through the strategies detailed as follows.

**Inadequate Staffing:** *CARE* will increase our capacity to address and treat a greater range of mental health issues at the school level by expanding our counseling and social work staff to include: one additional full-time, licensed school psychologist (grades K-12); one additional full-time, licensed school counselor (grades K-5); and one additional full-time, licensed clinical social worker (grades K-12). This increase in staff will immediately close gaps in school based mental health services throughout the district, thereby improving our students' and families' access to much needed care and allowing teachers a greater opportunity to focus on education and career readiness. This activity will satisfy the Absolute Priority of the Elementary and

Secondary School Counseling grant program to establish or expand counseling programs in both elementary and secondary schools, as our focus for expansion will be districtwide.

**Behavioral and Mental Health Problems:** *CARE* will also allow for the employment of fully licensed professionals and provide them with regular professional development opportunities to enhance their knowledge to address the issues our students and their families face. The increased number of available professionals will improve our ability to provide one-on-one and group counseling services to address our ongoing behavioral and mental health concerns as advised by the American School Counselor Association (ASCA) National Model (ASCA, 2011). *CARE* will also allow teachers and staff to implement the Schoolwide Positive Behavioral Interventions and Supports model while enhancing our existing Teachers as Advisors framework. We will also employ the use of a universal behavior screening tool districtwide. By integrating these strategies within our schools, instructors and staff will gain greater knowledge of early warning signs and interventions for maladaptive behavior. These efforts will improve school safety and reduce bullying and harassment, satisfying Priority Area (b) of Competitive Preference Priority 1.

**Limited Access to Community-based Services:** Via *CARE*, students and families will benefit from improved access to in-county mental health services through an expanded agreement between The Jasper County Board of Education, Oconee Center, Jasper County DFCS, and Jasper County Family Connection. This partnership will double the current access to community based psychosocial care by increasing the availability of existing supports, including on-site psychiatric care and medication, from once per week to twice weekly. Additionally, our current network of community service providers will continue to be formalized through coordination of an Interagency Planning Team (IPT). The IPT will meet bimonthly to identify psychosocial problems within our county and coordinate efforts made by the school system and partnering agencies to address the needs of Jasper's children and families. The IPT will inform Jasper families regarding its efforts, progress, and challenges while providing parents the opportunity to advise and direct their work through quarterly presentations to our Parent Teacher Association.

We are confident that by providing these additional layers of support, we will improve the school environment in alignment with Priority Area (a) of Competitive Preference Priority 1.

**Lack of Parental Engagement:** Through *CARE*, Jasper County Schools will enhance personalized support to students and families through increased outreach and mentoring. The new social worker provided through this project will be charged with the task of creating a two-way parent communication plan that uses both electronic and traditional engagement tools to share the services, strategies, and outcomes of *CARE* with parents on monthly basis. This plan will brand Jasper County Schools as a supportive, judgment-free environment for all parents, regardless of their level of economic need or other personal barriers to high-level investment in their child's learning experience. We will also expand student and family support services through the Jasper County Mentoring Program, a local organization that matches high-risk students with a caring adult, in an effort to build relationships that guide youth toward healthy behaviors, and offers parents much needed support in providing supervision and direction to their children. Through these efforts, we are confident that parents will experience greater opportunities and motivation to become more involved in their child's daily life and education.

**C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.** All program strategies and activities were selected using best practices in the field of education and school counseling, including the ASCA National Model, as our guide (ASCA, 2011). Each component of *CARE* is backed by research-based knowledge as follows. For a full listing of research cited, please see Appendix C.

**Increased Access to School-based Mental Health Professionals:** The most immediate and beneficial intervention of *CARE* will be the addition of three full-time, licensed mental health professionals to increase access and enhance the quality of services provided to students and their families (see Job Descriptions, Appendix D). Equitable and systemic delivery of school counseling services is the primary tenant of the ASCA National Model, which is designed to support academic achievement and psychosocial wellness to improve all students' capacity to

learn (ASCA, 2011). The addition of one full-time, licensed school psychologist and one full-time, licensed school social worker to serve the entire district, plus one full-time, licensed school counselor at the K-5 level, will result in significant decreases in our mental health staff to student ratios as outlined in Table 4.

<b>Table 4. Jasper County Schools' Mental Health Professional to Student Ratios with CARE</b>				
<b>Staff</b>	<b>Recommended</b>	<b>2012-13</b>	<b>Proposed</b>	<b>Decrease</b>
<b>School Psychologists</b>	1 to 1,000	1 to 2,283	1 to 1,141	50%
<b>School Social Workers</b>	1 to 800	1 to 2,283	1 to 1,141	50%
<b>School Counselors</b>	1 to 250	1 to 571	1 to 457	20%

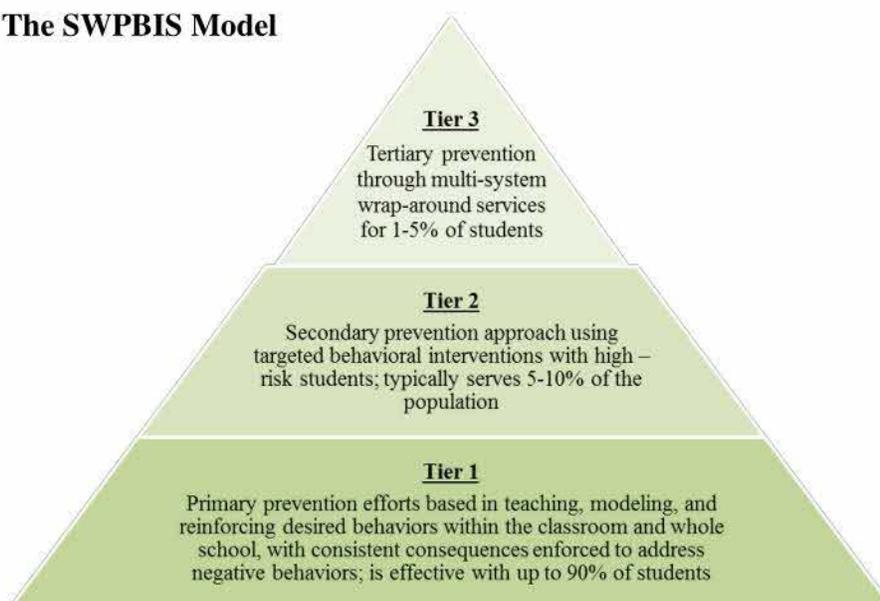
Enabled by this significant decrease in ratios, our mental health staff will provide counseling services in an equal and intentional manner, advancing from a mode of crisis intervention for students with exceptional need, to providing supportive and preventive services for all students, as recommended by ASCA (ASCA, 2011). To further ensure that our students and families are receiving the highest quality of care, in alignment with current best practices, all school mental health staff will receive a minimum of 24 hours of professional development each year. This training may include topics related to mental health and poverty, identification and treatment of maladaptive treatment in children and adolescents, interventions for self-injurious actions and thoughts, and other subject matter related to the issues manifesting within our student population. This continuous training will allow our staff to address shifting levels of morbidity in student mental health to improve outcomes, informed by best practices (The College Board, 2012).

**Quality Integration of Community Care:** Findings from a 2010 study supported by the Maine Rural Health Research Center revealed that children and families living in rural areas are significantly more likely to experience mental health and behavioral problems and have greater difficulty in accessing care in comparison to urban children (Lenardson et al., 2010). In addition to simply increasing access at the school level, the center's recommendations for improving conditions for rural children include a community-based approach to service coordination. This

is a key component of *CARE* through the expansion of services provided within our existing partnership with the Oconee Center, Jasper County DFCS, and Family Connection, and additionally our formal coordination of a community based Interagency Planning Team.

**Schoolwide Positive Behavioral Interventions and Supports (SWPBIS)**: *CARE* will innovate our practices by instating SWPBIS at all four Jasper County schools to improve school climate. In contrast to our current crisis-intervention modality, SWPBIS uses a preventive three-tiered approach to address the behavioral and mental health needs of students as illustrated in Figure 1.

**Figure 1: The SWPBIS Model**



SWPBIS allows schools to define a common standard of conduct across all classrooms and resolve behavioral issues inside the classroom, rather than the upper administrative level, whenever possible (Positive Behavioral Interventions and Supports, 2014). Progress in implementing the program and its effect on student behavior will be monitored monthly by SWPBIS teams at each school, comprised of teachers, administrators, and counseling staff. This will be accomplished through a comprehensive multi-level data analysis, considering the scholastic, behavioral, and psychosocial spheres of our students’ lives. Academic and disciplinary data will be collected, analyzed for patterns, disseminated, and reviewed at these meetings, along with information provided through the institution of a new, universal behavior

screening tool (i.e., BASC-2, Systemic Screening for Behavior Disorders, Social Skills Improvement System) to allow for earlier identification of students' mental health needs (Illinois PBIS Network, 2013). These needs will then be addressed through the appropriate Tier 1-3 interventions (Caldarella, 2008). Data collected post-intervention will be used to gauge the effectiveness of the chosen approach and to inform refinements to implementation, as recommended by research (Burke et al., 2012; Hawken et al., 2008). Professional development to support implementation will be provided to SWPBIS team members annually via a two-day training. Positive outcomes associated with SWPBIS include: decreased disciplinary incidents, reduced drop-out, greater parent engagement, and improved academic outcomes (Osher et al., 2010; Muscott et al., 2008; Horner et al., 2010). SWPBIS will also reinforce cooperative relationships between our mental health staff, teachers, and administrators, as they work together to support student achievement and wellbeing (McClure et al., 2010).

**Teachers as Advisors (TAA):** TAA is a framework for education designed to develop positive student-teacher relationships and build 21<sup>st</sup> century skills (GADOE, 2013). Through *CARE*, we will enhance our district's implementation of TAA to include focused attention to the psychosocial needs of our students. As a function of statewide education reform, we have implemented TAA districtwide with a sole focus on academic achievement and career development. The Georgia Department of Education's decision to implement TAA throughout Georgia was based on the program's clear link to National Career Development guidelines and compelling evidence that its focus on fostering the development of vital skills will ensure success in postsecondary achievement for Georgia's children (GADOE, 2008). Because this initiative is not supported by state funds, our district has not been able to maximize the potential effectiveness of the model. A key principal of the TAA framework is helping students to learn life skills related to personal and social development, including healthy habits; effective communication; collaboration; conflict management; respect for diversity; growth and adaptation; and identification of social and emotional resources. By providing additional mental

health staff, *CARE* will allow us to integrate their expertise into our current TAA implementation plan, in which trained instructors lead weekly 45-minute advisory groups, comprised of 15 to 20 students each, to explore student needs in a personalized and focused manner. The student-teacher connection provided through TAA will “erase student anonymity” thereby catching academic and mental health concerns before they intensify and connecting them to services that can improve student achievement (GADOE, 2013).

**Youth Mentoring:** The Jasper County Mentoring Program, a nonprofit agency serving at-risk youth in our community, has been a great resource to our school system. The district’s desire to deepen our relationship and expand services to students is inspired by the positive qualitative outcomes witnessed since the program began working within our schools. The mentoring program provides high quality services that meet the standards established by the What Works Wisconsin team at the University of Wisconsin’s School of Human Ecology. Best practices for program design and implementation include: frequent contact between mentors and mentees; long-term commitment of both parties; engagement in age appropriate and structured activities; and discussion of personal relationships and social issues to develop closer relationships and better outcomes for at-risk youth (Small, 2008). Through *CARE*, an additional 20 volunteer mentors will be trained and matched with Jasper County students through the life of the program. Jasper County Mentoring Program administrators will work directly with school counselors to provide mentors for children facing issues related to truancy, academic underachievement, and social or emotional problems. Students enrolled in a mentorship will receive a mentor for one school year, two educational field trips, and one educational program with dinner. This additional adult presence in the lives of our students will provide much needed support to children and families in our community.

**Parent Outreach:** Family engagement and support is essential to student success and achievement (Weiss, Lopez, & Rosenberg, 2010). Jasper County Schools will enhance our current parent engagement efforts by employing a strengths based approach to expand outreach

through the development of a two-way parent communication plan using multi-media tools. In using the strengths based approach, we will focus on the things parents are doing right, building on what works, and discovering where support is needed from their personal perspective, to encourage greater investment in their child's health and education and enable better functioning for the whole family (Lopez et al., 2009; Brenner, 2002). We will also simplify our current engagement efforts to accommodate families that have little or no access to electronic forms of communication. Within the past two years, the state of Georgia has grown by leaps and bounds in using electronic student and parent information portals such as School Connect or Infinite Campus. Our district has made valiant efforts to grow in accordance, but is limited by a lack of Internet access outside of our school buildings. Most parents, due to financial constraints and geographic location, cannot use modern technology to connect with these portals and gain information about their student on a regular basis. Through *CARE*, we will develop more direct and traditional means of communication (i.e., newsletters, brochures, contact numbers) to better reach all parents. These tools will be clearly branded and designed to highlight the benefits of engagement in a manner that is welcoming, easy to comprehend, and clear in its intent to offer support to families. We will provide these materials at our schools and partner sites frequented by families, including our local DFCS office, The Get Ahead House, Hamilton Bank, and the food bank. This type of logistical change in approach is recommended through research as an effective means to improve engagement among low-income parent groups (Shakur, 2012).

### 3. Quality of the Management Plan

**A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.** Jasper County Schools' Executive Director of Social Services, Dr. Princess Clarke, will serve as the Project Director for *CARE* (see resume in Appendix D). Dr. Clarke holds a doctorate in Human Services with Specialization in Social Work and Community Services. She has served Jasper County Schools for over a decade,

working with high-need students and families across the district. In her role as Project Director, Dr. Clarke will provide leadership to include supervision of all *CARE* staff, Interagency Planning Team coordination, and oversight of all grant activities, including: professional development, reporting, and evaluation, and serving as the mentoring program liaison. Her time and effort toward *CARE* will be supported by the district at a rate of 20% FTE. Our *CARE* Treatment Team (CTT) will also be led by Dr. Clarke and driven by all mental health staff within the Jasper County School System, meeting monthly to discuss individual and school-based caseloads, data, trends in student behavior, existing and new approaches to treatment, professional development, community partnerships, and strategy implementation to maximize the quality of service provision across the district. The three additional mental health professionals provided through *CARE* will each hold responsibility for managing the implementation of key program strategies (see Appendix E, Program Specific Assurances, for our commitment to hire qualified staff according to the statutory requirements). Our new social worker will spearhead the infusion SWPBIS and in all four schools and lead the development of the two-way parent communication plan on behalf of the district. The added psychologist will implement the universal behavior screening tool for all students to enhance TAA and SWPBIS implementation. The new counselor will focus their efforts on providing services to our K-5 population at the primary and elementary schools. All school counselors, both newly hired and existing, will support the enhancement of TAA to include attention to the psychosocial development of students, and lead efforts at their respective schools to implement SWBPIS with support from Teacher Advisors. Interagency Planning Team meetings will take place bimonthly and focus on exploring the needs of the community in relation to students' behavior within the school system, creating action plans to address needs on the community and school levels, with quarterly updates and feedback opportunities for parents via Parent Teacher Association meetings. An independent evaluator with demonstrated expertise in grant project evaluation including: research design, data collection, instrument construction, and data analysis and reporting will be hired to assess the

impact of *CARE* for the life of the grant (see Appendix D). *CARE* will begin on October 1, 2014, and continue for a 36-month period. Implementation is further detailed within the *CARE* Management Plan (Table 5 below).

<b>Table 5: <i>CARE</i> Management Plan</b>		
<b>Milestones for Implementation</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>District-level Strategy: Employ Additional Mental Health Staff</b>		
Post job openings, hire, and orient new mental health staff secured through <i>CARE</i>	10/14 - 12/14	Project Director (PD)
New mental health staff (MHS) provide services to students/families in Jasper County Schools	Begins 1/15, Ongoing	MHS, overseen by PD
<i>CARE</i> Treatment Team (CTT) meets monthly	Begins 1/15, Monthly	MHS, PD
Identify and coordinate professional development at a minimum of 24 hours received by mental health staff annually	Begins 1/15, Annually	PD with CTT support
<b>District-level Strategy: Enhance Implementation of Teachers as Advisors Districtwide</b>		
MHS support teacher advisors to identify and address needs of students in weekly student advisory groups	Begins 1/15, Ongoing	MHS, Teacher Advisors
MHS analyze the impact of services provided against student outcome data, adjusting interventions as needed	Begins 1/15, Ongoing	MHS, consulting with CTT
<b>District-level Strategy: Implement SWPBIS Districtwide</b>		
Recruit and train SWPBIS Teams at each school, defining a common standard of conduct, interventions, consequences, and implementation	10/14 - 12/14	CTT and SWPBIS trainer secured by PD
Research, identify, and purchase psychosocial screening tool to assess the behavioral health of all students, districtwide	10/14 - 12/14	<i>CARE</i> Psychologist, consulting with CTT
Begin piloting implementation of SWPBIS at our primary and elementary schools	1/15	All primary and elementary school staff
Pilot behavior screening tool at the primary and elementary schools	1/15 - 5/15	<i>CARE</i> Psychologist
Convene monthly SWPBIS Team Meetings at our primary and elementary schools to review progress, challenges, and outcome data to inform ongoing implementation at each school	2/15, Monthly	<i>CARE</i> Social Worker with SWPBIS Team Members

<b>Table 5: CARE Management Plan</b>		
<b>Milestones for Implementation</b>	<b>Timeline</b>	<b>Responsibility</b>
Provide SWPBIS two-day training to support ongoing implementation in Years 2 and 3	7/15 & 7/16	SWPBIS trainer secured by PD
Use lessons learned from the SWPBIS pilot to begin implementation at the middle and high schools	8/15	All middle and high school staff
Begin using behavior screening tool with all middle and high school students	8/15, Ongoing	CARE Psychologist
Convene monthly SWPBIS Team Meetings at our middle and high schools to review progress, challenges, and outcome data to inform ongoing implementation at each	9/15, Monthly	CARE Social Worker with SWPBIS Team Members
<b>District-level Strategy: Grant and Finance Management</b>		
Create a plan for spending based on the proposed budget; recording, reviewing, and reporting expenses in a timely and accurate manner in accordance with Federal guidelines	Begins 9/14, Monthly	PD, Jasper Finance Director (FD)
Create a plan for evaluation, collecting and analyzing data via the CTT meetings to guide program implementation	Begins 10/14, Monthly	Evaluator, PD, CTT
Report on program spending and implementation as dictated by ESSC Program Office	TBD	PD with support from MHS & FD
<b>Community-level Strategy: Expand Community Mental Health Service Partnership</b>		
Convene partners to confirm logistical changes and support needed to enable a second day of on-site services in Jasper County	10/14	PD with Oconee Center, DFCS, Family Connection
Additional mental health services, including access to psychiatric care and medication are provided in Jasper County	Begins 12/14, twice weekly	Oconee Center, DFCS, Family Connection
<b>Community-level Strategy: Formalize our Interagency Planning Team (IPT)</b>		
Reconfirm members of the IPT, their roles within the team, and commitment to serve	10/14	PD
Convene bimonthly IPT meetings to review district-level data, determine community level needs, and develop action plans and assess their implementation	Begins 11/14, Bimonthly	PD with CTT and IPT
Provide information and receive feedback from Jasper County families via presentations to the Parent Teacher Association	Begins 2/15, Quarterly	IPT with PD

<b>Table 5: CARE Management Plan</b>		
<b>Milestones for Implementation</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>Community-level Strategy: Expand Mentoring Services to Students and Families</b>		
Formalize a mentorship plan for Jasper County Schools students and families with Jasper County Mentoring Program	11/14	PD and Mentor Program Director
Identify, recruit, and train new adult mentors	11/14 - 12/14	Mentor Program Director
Identify and provide services to new students and families in need of mentoring support	Begins 1/15, Ongoing	CTT with Mentor Program Volunteers
<b>Community-level Strategy: Enhance Outreach to Parents</b>		
Develop a formal and direct two-way communication plan to better reach all parents, with special consideration to families who do not have Internet access through use of non-digital outreach	10/14 - 1/15	CARE Social Worker with CTT input
The two-way parent communication plan is finalized and enacted districtwide	2/15, Ongoing	CTT with IPT

**B. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.** Jasper County Schools will procure an external, third party evaluator to plan, lead, and conduct data analysis for all activities supported through the program. A detailed evaluation plan will be developed as a first step of program implementation. Collecting and maintaining high quality data in accordance with FERPA regulations will be established as a top priority for all mental health staff throughout the school system. Data collection tools and methodologies will include, but are not limited to: staff to student ratios; discipline reports; administrative records; professional development rosters; surveys of students and mental health staff; CTT and IPT meeting minutes; and evaluation reports. Data recorded from universal screenings, disciplinary and psychosocial incidents, and community referrals will be compiled and analyzed monthly through CTT meetings to support quality implementation and evaluation of *CARE*. Findings will be disseminated to our schools and community through communication with teacher advisors and bimonthly IPT meetings, with discoveries and implications to drive and continuously improve the operation of *CARE* in an immediate and

practical fashion. Parents will be notified of key milestones through new tools (i.e., newsletters, brochures) developed as a part of the two-way parent communication plan. A formal evaluation plan, facilitated by an independent evaluator, will be used to improve instructional practices, policies, and student outcomes by providing objective feedback. Jasper will also share insights gained through this third-party evaluation process with all district and community partners to alter the program as needed, while still preserving and expanding effective strategies and practices.

#### 4. Quality of the Project Evaluation

**A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.** Jasper County Schools, guided by district procurement policies and the Government Performance and Results Act (GPRA) measures (see GPRA Baseline Data, Appendix A), will work to acquire the services of an external evaluator to help implement both a formative and summative evaluation of our program (see Appendix D for qualifications and experience). Programs with an accompanying evaluation component are better able to use information to make mid-course corrections (Patton, 2012). The basic requirements for the evaluator we will contract with include: (1) knowledge and experience with education research or education evaluation; (2) proficiency with a professional statistics package with strong writing skills that can be tailored to a variety of audiences; and (3) excellent problem-solving, interpersonal, evaluation, and communication skills. The success of *CARE* will be monitored and measured through the following goals and objectives, as listed in Table 6. Because the GPRA indicators are so closely aligned with our project goals, we have included them in the program's objectives.

**Table 6. CARE Goals, Objectives, and Measures**

**Goal 1 – Increase the number and expertise of mental health professionals, districtwide**

Objective 1.1 (GPRA 1): Reduce the ratio of students to school counselors to 1:402 or less in Year 1 and maintain this ratio in Year 2 and Year 3. *Measure: Administrative records, ongoing. Baseline: 1 counselor to 603 students in grades K-5.*

Objective 1.2 (GPRA 1): Reduce the ratio of students to school social workers to 1:1,141 or less in Year 1 and maintain this ratio in Year 2 and Year 3. *Measure: Administrative records, ongoing. Baseline: 1 social worker to 2,238 students.*

Objective 1.3 (GPRA 1): Reduce the ratio of students to school psychologists to 1:1,141 or less in Year 1 and maintain this ratio in Year 2 and Year 3. *Measure: Administrative records, ongoing. Baseline: 1 psychologist to 2,238 students.*

Objective 1.4: At least 90% of Jasper County Schools’ mental health staff will participate in at least 6 hours of SWPBIS or other supplemental professional development training on mental and behavioral health in each of Years 1, 2, and 3. *Measure: School PD attendance records.*

**Goal 2 – Improve the quality and frequency of care provided to students and families**

Objective 2.1: Screen at least 25% of students with universal screening tool in Year 1, increasing to at least 60% in Year 2, and 90% in Year 3. *Measure: School screening records.*

Objective 2.2: Increase provision of mental health services to families through the Oconee Center partnership from once per week to twice per week in Year 1; maintaining this frequency in Years 2 and 3. *Measure: Oconee Center service rosters.*

**Goal 3 – Improve school climate, districtwide**

Objective 3.1 (GPRA 2): Reduce the rate of disciplinary referrals per 100 students districtwide by at least 3% from baseline in each of Years 1 through 3 for a total cumulative decrease of at least 9%. *Measure: Administrative records, ongoing (number of disciplinary referrals reported annually). Baseline: 121 referrals per 100 students.*

Objective 3.2: At least 75% of middle and high school students will self-report a positive climate at their school in Year 1; 80% in Year 2; and 85% in Year 3. *Measure: Student Survey, conducted annually.*

**Goal 4 – Enhance parental and community engagement**

**Table 6. CARE Goals, Objectives, and Measures**

Objective 4.1: At least 7 new, formal mentoring relationships will be established to serve Jasper County students and families through the Jasper County Mentoring Program in each of Years 1, 2, and 3. *Measure: Administrative records.*

Objective 4.2: The Interagency Planning Team will demonstrate at least a 90% average attendance rate of its membership for its bimonthly meetings over the course of each of Years 1, 2, and 3. *Measure: IPT meeting minutes and attendance logs.*

**Evaluation Methods**: Two over-arching questions will serve as the foundation for our evaluation design: 1) how and to what extent does *CARE* engage parents, schools, and the community to enhance the socio-emotional well-being of Jasper County students; and 2) how and to what extent does *CARE* effect positive change in school climate in Jasper County Schools through addressing the behavioral needs of its students and families? We will use a mixed-methods approach (quantitative and qualitative) to guide our evaluation, and provide a range of perspectives on *CARE* processes and outcomes that will ultimately increase the validity of our findings. Quantitative data, gleaned from survey results and administrative records, will show whether change has occurred and the extent of that change; while qualitative data, compiled from informal observation and individual or group interviews, will help us understand what happened and provide reasons why.

**Quantitative and Qualitative Data**: We participate in and will utilize data from Georgia's Student Mental Health survey, which addresses self-reported risky behaviors such as self-injury, violence, and bullying. A teacher and staff survey will include items designed to assess the fidelity of program implementation, perceptions of student behavior and school climate, and the quality of classroom interactions. Administrative records to be analyzed will include the number of students enrolled; discipline and mental health referrals; psychologist, social worker, and counselor caseloads; staff professional development attendance; universal screener results; and mentoring logs. Student data will be disaggregated by key subgroups and referral type as recommended by the American School Counselor Association. An implementation fidelity

checklist will be developed to track progress on key strategies such as Schoolwide Positive Behavioral Interventions and Supports. Quantitative data will be analyzed using descriptive statistics as needed (means, standard deviations, frequencies). Our evaluator will also apply statistical analyses, as appropriate, to detect differential effects by school and/or by extent of service delivery. Qualitative data will include information gathered through program staff individual or group interviews and/or through open-ended survey questions. Because teaching and mental health staff are knowledgeable about the unique needs, culture, and circumstances of the students in our schools, their input to the evaluation process will be relevant, appropriate, and sensitive – thus creating a more accurate estimate of why and how *CARE* is affecting our students (National Center for Mental Health Promotion and Youth Violence Prevention, 2010). The evaluator will develop protocols for key informant group or individual interviews to assess perceptions about the program and suggestions for improvement.

**B. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.** Our framework for evaluation of *CARE* will produce high quality data, useful in identifying implementation problems and guiding the development of actions to correct those issues. Securing the services of a professional, experienced, third-party evaluator will ensure that Jasper County Schools will collect, analyze, and use high quality and timely data as a means to improve our program and establish best practices for mental health care within a K-12 school setting. Findings from our evaluation process will be made available to teachers, parents, community partners, the Georgia Department of Education, and the Elementary and Secondary School Counseling program office in an effort to improve instructional practice, policies, and student outcomes in elementary and secondary schools. In addition to measuring progress toward our objectives, we expect the qualitative and quantitative data collected to provide insights into our program’s implementation progress; the challenges to implementation identified by frontline staff; and positive changes in student behavioral indicators. We will work with our evaluator to

develop a reporting system that will provide our team with performance feedback and support periodic assessments of our progress toward achieving our four goals. We expect that evaluation feedback will take many forms including: (1) quarterly meetings with the *CARE* Treatment Team during which we will review evaluation findings and determine if any actions are necessary for program improvement, all within the context of our goals and objectives; (2) easy-to-understand reports on the status of our program objectives in relation to strategies; (3) school-specific and districtwide reports on evaluation findings; and (4) an in-depth annual evaluation report that synthesizes school-based data with compiled data from checklists, interviews, and surveys to illustrate linkages between our program and its targeted outcomes. Overall, our mixed-methods evaluation offers a range of perspectives on our program's processes and outcomes (National Center for Mental Health Promotion and Youth Violence Prevention, 2010). This approach will also promote greater understanding of our evaluation among program stakeholders.

Despite the many challenges we face, Jasper County is a proud and resilient community. Through the interventions provided by *CARE*, the children, teachers, staff, and families served by Jasper County Schools will receive the comprehensive support needed to rise above adversity and set a new course for the lives of our students.

## Other Attachment File(s)

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**JASPER COUNTY SCHOOLS**  
**CARE – COUNSELING, ASSISTANCE, AND RESOURCES FOR EDUICATION**

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**Appendix A: GPRA Baseline Data**

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

Schools Participating in the Grant	Students Enrolled (2012-13)	Child-Adolescent Psychiatrists (2012-13)	School Psychologists (2012-13)	School Counselors (2012-13)	School Social Workers (2012-13)	Other Qualified Mental Health Professionals (2012-13)
Jasper County High (9-12)	589	0 FTE	.25 FTE	1.0 FTE	0.25 FTE	0 FTE
Jasper County Middle (6-8)	488	0 FTE	.25 FTE	1.0 FTE	0.25 FTE	0 FTE
Washington Park Elementary (3-5)	507	0 FTE	.25 FTE	1.0 FTE	0.25 FTE	0 FTE
Jasper County Primary (PK-2)	699	0 FTE	.25 FTE	1.0 FTE	0.25 FTE	0 FTE
<b>TOTAL</b>	<b>2,283</b>	<b>0 FTE</b>	<b>1.0 FTE</b>	<b>4.0 FTE</b>	<b>1.0 FTE</b>	<b>0 FTE</b>

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

Schools Participating in the Grant	Number of Students Enrolled (2012-13)	Number of Referrals for Disciplinary Reasons in Schools Participating in the Grant (2012-13)
Jasper County High (9-12)	589	1,284
Jasper County Middle (6-8)	488	822
Washington Park Elementary (3-5)	507	430
Jasper County Primary (PK-2)	699	224
<b>TOTAL</b>	<b>2,283</b>	<b>2,760</b>

**Appendix B: Memorandum of Understanding  
CARE Interagency Planning Team**

The Jasper County School System, in collaboration with the community-based partners identified within this agreement, will formalize an Interagency Planning Team (IPT) with the intent to provide comprehensive support to students and families with psychosocial needs. This team will convene on a bimonthly basis as a function of the *CARE, Counseling, Assistance, and Resources for Education*, Elementary and Secondary School Counseling grant program. The *CARE* IPT will streamline interagency communication and allow for a team-based, collaborative approach to solving individual and communitywide problems. We anticipate a reduction in the duplication of services among agencies, and better, faster access to services for families in need.

<b>PARTNERING AGENCIES</b>	<b>SERVICE COMMITMENT TO JASPER COUNTY SCHOOLS</b>
Jasper County Family Connection	Advocacy and service coordination for students and families; continued brokering of partnership between Oconee Center Community Service Board and Jasper County Division of Family and Children Services (DFCS) to provide on-site mental health services for the children and families served by Jasper County Schools
Oconee Center Community Service Board	Twice weekly, mental health professionals will provide assessment and evaluation; diagnosis; treatment planning; crisis intervention; individual, group, and family counseling; parent support groups; and prescriptions and medication on-site at Jasper County DFCS offices. Outpatient and inpatient treatment for substance dependency is also available. Mental health services are also available through Telehealth.
Jasper County Division of Family and Children Services	DFCS will provide physical space at their county office to enable mental health professionals from Oconee Center Community Service Board to serve children and families on-site in Jasper County. Additionally, support offered through Supplemental Nutrition Assistance Programs (SNAP); workforce training; Temporary Assistance to Needy Families (TANF); Medicaid; childcare assistance; child protection services; family preservation services; foster care and adoption services; adoption assistance; and relative care subsidies will be continued.

<b>PARTNERING AGENCIES</b>	<b>SERVICE COMMITMENT TO JASPER COUNTY SCHOOLS</b>
Jasper Health Services, Inc.	Emergency Department services available 24 hours a day, 7 days a week; influenza immunization; nursing home services; health and career fairs for students and families
Jasper County Mentor Program	Emotional support, guidance, and modeling of healthy behaviors provided by caring adults; mentor training; field trips; and special events
Jasper County Health Department	Influenza vaccines provided on-site at each school on an annual basis; free and/or low-cost health care services for students and families
ML&J Foundation	Free backpacks, clothing, and school supplies
Hamilton State Bank	Banking services, financial planning, budgeting information, and loan application seminars
Jasper County Community Food Bank	No cost food for students and families, summer feeding program support, and workforce readiness opportunities
The Get Ahead House	Youth support program providing afterschool tutoring, nutritious snacks, summer camps, and pregnancy prevention services for Jasper County students in grades 6-12

<b>PARTNER SIGNATURES</b>	
<p><b><u>Jasper County Family Connection</u></b></p> <div data-bbox="191 1255 553 1350" style="border: 1px solid black; padding: 2px;">(b)(6)</div> <p style="text-align: center;"><i>D</i></p> <hr/> <p>Signature</p> <p><u>Targie V. Folds, Coordinator</u>      <u>4/8/14</u>  Name of Authorized Official      Date</p>	<p><b><u>Oconee Center Community Service Board</u></b></p> <div data-bbox="818 1262 1240 1377" style="border: 1px solid black; padding: 2px;">(b)(6)</div> <hr/> <p>Signature</p> <p><u>Angela Hicks-Hill, CEO</u>      <u>4/23/14</u>  Name of Authorized Official      Date</p>

**PARTNER SIGNATURES**

<b><u>Jasper County DFCS</u></b>		<b><u>Jasper Health Services, Inc.</u></b>	
(b)(6)			
Signature		Signature	
<u>Kelly L. Beasley, Director</u> <u>4/8/14</u> Name of Authorized Official      Date		<u>Stuart Abney, Controller</u> <u>4/8/14</u> Name of Authorized Official      Date	
<b><u>Jasper County Mentor Program</u></b>		<b><u>Jasper County Health Department</u></b>	
(b)(6)			
Signature		Signature	
<u>Jehan El-Jourbagy, Executive Director</u> <u>4/8/14</u> Name of Authorized Official      Date		<u>Lisa T. Kersey, Office Manager</u> <u>4/8/14</u> Name of Authorized Official      Date	
<b><u>ML&amp;J Foundation</u></b>		<b><u>Hamilton State Bank</u></b>	
(b)(6)			
Signature		Signature	
<u>Mary Lou Jordan, Director</u> <u>4/14/14</u> Name of Authorized Official      Date		<u>Kim B. McMichael, Branch Manager</u> <u>4-16-14</u> Name of Authorized Official      Date	
<b><u>Jasper County Community Food Bank</u></b>		<b><u>The Get Ahead House</u></b>	
(b)(6)			
Signature		Signature	
<u>Kelly Randal, Executive Director</u> <u>4/8/14</u> Name of Authorized Official      Date		<u>Roberta Anderson, Director</u> <u>4-14-14</u> Name of Authorized Official      Date	

## Appendix C: Application Narrative Citations

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## APPENDIX D: Resumes and Job Descriptions

### CARE PROJECT DIRECTOR

Princess N. Clarke

(b)(6)

#### Education

- PhD in Human Services**, specialization in Social Work and Community Services 2008  
Capella University, Minneapolis, Minnesota  
Dissertation – Program Evaluation: *A Study to Evaluate the Effectiveness of an Alternative Education Program in a Rural County of a Mid-Atlantic U.S. State*
- Master of Social Work**, University of Georgia, Athens, Georgia 2001
- Bachelor of Arts**, Business Administration, Lakeland College, Sheboygan, Wisconsin 1983

#### Current Professional Experience

**Jasper County Board of Education**, Monticello, Georgia 2001- Present

##### Executive Director of Social Services

- Instructed Sociology/Life-Skills course to students in the Alternative School from 2005 to present
- Prepared and presented workshops to faculty, staff, and community agencies on topics as Child Abuse and Neglect and Professional Ethics in the Work Environment from 2002 to present
- Chaired Child Abuse and Neglect and Child Fatality Review Committees from 2005 to 2011
- Organized and rewrote the Jasper County Child Abuse and Neglect Protocol Policy Manual in 2005 and 2010
- Decreased system truancy by 70% from 2002-2012 school years

## APPENDIX D: Resumes and Job Descriptions

- Coordinate Home School Study Program and Hospital Home Bound Services
- Investigate child abuse, neglect, and maltreatment cases
- Facilitate group counseling for students in the alternative school setting
- Provide family consultation, case management, and individual counseling
- Coordinate the Homeless and Migrant Services for Jasper County students
- Increased the identification of homeless children and youth from 4 in 2010 to 192 in 2013
- Provide case management services to at-risk students
- Liaison for counselors and nurses in Jasper County School system
- Provide supervision for counselors

### Other Professional Experience

<b>Executive Cabinet Member</b> , Jasper County BOE	2010-Present
<b>Served as Quality Assurance Member</b> , SACs Review Team Douglas County	March 2012
<b>Director, Jasper County Interagency Council</b> , Monticello, GA	2002-2007
<b>Director, SOS Mentor Program</b> , Jasper County BOE	2002-2005
<b>Social Work Intern</b> , Gwinnett County Public Schools, Lilburn, GA	2000
<b>Social Work Intern</b> , Dept. of Family and Children Services, Lawrenceville, GA	1999
<ul style="list-style-type: none"><li>• Provided Case Management for children in foster care</li></ul>	
<b>Youth Diversion Panel Counselor</b> , Gwinnett Juvenile Court, Lawrenceville, GA	1994-1996
<ul style="list-style-type: none"><li>• Counseled juveniles who committed minor offenses</li></ul>	

### Publications

"The Impact of Welfare Reform on Low Income Families and Children," Journal of School Social Work, 2001

"Theory and Challenges of Grandparenting," Journal of School Social Work, 2006

"The Influence of Alternative Education on Student Academic Performance and Behavior," Journal of the Alliance of Black School Educators, 2011

**JASPER COUNTY SCHOOLS**  
**SCHOOL COUNSELOR JOB DESCRIPTION**

**Primary Function:** To provide counseling and other services to students within the school district, in consultation with teachers, staff, and parents to support learning and career readiness.

**Responsibilities:**

- Implement school counseling and guidance plans, using a comprehensive, developmental, and preventative approach.
- Provide individual, group, and crisis counseling
- Consult with teachers and staff regarding the psychosocial needs of students
- Develop treatment plans for students in need of extended services
- Refer students to community-based service agencies
- Actively participate in *CARE* Treatment Team meetings and planning
- Execute *CARE* Treatment Team plans
- Actively participate in Interagency Planning Team meetings
- Maintain detailed and accurate documentation of all services provided
- Maintain confidentiality of all information and records in accordance with FERPA
- Collect and analyze school-level mental health service data
- Assist with the coordination and delivery of mental health learning activities
- Pursue continuous professional development
- Provide support for all program strategies (i.e., implementation of Schoolwide Positive Behavioral Interventions, Supports and enhancement of Teachers As Advisors)
- Other duties as assigned

**Qualifications:** At a minimum, a School Counselor must: (a) have documented competence in counseling children and adolescents in a school setting and (b) be licensed by the State or

certified by an independent professional regulatory authority; (c) in the absence of such State licensure or certification, possess national certification in school counseling or a specialty of counseling granted by an independent professional organization; or (d) hold a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or equivalent; and (e) possess two or more years of professional experience in school counseling. Working knowledge of Teachers as Advisors and Schoolwide Positive Behavioral Interventions and Supports programs is preferred.

**JASPER COUNTY SCHOOLS**  
**SCHOOL SOCIAL WORKER JOB DESCRIPTION**

**Primary Function:** To provide comprehensive psychosocial support and services to students, in consultation with teachers, staff, and parents to support learning and career readiness.

**Responsibilities:**

- Spearhead the implementation of Schoolwide Positive Behavioral Interventions and Supports, districtwide
- Develop two-way parent communication plan with support from the *CARE* Treatment Team and Interagency Planning Team
- Conduct assessments of the presenting and ongoing psychosocial needs of students
- Use assessment findings to develop intervention plans and inform service provision
- Consult with teachers and staff regarding the psychosocial needs of students
- Provide family and crisis counseling
- Assist School Counselors with individual, group, and crisis counseling, as needed
- Assist with the development of treatment plans for students in need of extended services
- Enact and maintain two-way parent communication plan to include both digital and traditional outreach methods designed to engage and enable all families
- Broker linkages to community-based service agencies for students and families
- Actively participate in *CARE* Treatment Team meetings and planning
- Execute *CARE* Treatment Team plans, using a comprehensive, developmental, and preventative approach
- Actively participate in Interagency Planning Team meetings
- Maintain detailed and accurate documentation of all services provided
- Maintain confidentiality of all information and records in accordance with FERPA
- Collect and analyze school-level mental health service data

- Develop and coordinate the delivery of mental health related learning activities
- Pursue continuous professional development
- Provide support for all program strategies (i.e., implementation of Schoolwide Positive Behavioral Interventions and Supports, enhancement of Teachers as Advisors)
- Other duties as assigned

**Qualifications:** At a minimum, a School Social Worker must: (a) hold a master's degree in social work from a program accredited by the Council on Social Work Education; and (b) be licensed or certified by the State in which services are provided; or (c) in the absence of such State licensure or certification, possess a national credential or certification as a school social work specialist granted by an independent professional organization; and (d) possess two or more years of professional experience in school social work. Working knowledge of Teachers as Advisors and Schoolwide Positive Behavioral Interventions and Supports is preferred.

**JASPER COUNTY SCHOOLS**  
**SCHOOL PSYCHOLOGIST JOB DESCRIPTION**

**Primary Function:** To provide assessment, diagnosis, and treatment services to students, in consultation with teachers, staff, and parents to support learning and career readiness.

**Responsibilities:**

- Conduct assessments of the presenting and ongoing psychosocial needs of students
- Use assessment findings to develop intervention plans and inform service provision
- Spearhead the institution of universal behavioral screening, districtwide
- Evaluate students for mental health disorders in accordance with professional standards
- Diagnose mental health disorders as needed
- Consult with teachers and staff regarding the psychosocial needs of students
- Provide individual counseling
- Guide the development of treatment plans for students in need of extended services, using a comprehensive, developmental, and preventative approach
- Actively participate in *CARE* Treatment Team meetings and planning
- Execute *CARE* Treatment Team plans
- Actively participate in Interagency Planning Team meetings
- Maintain detailed and accurate documentation of all services provided
- Maintain confidentiality of all information and records in accordance with FERPA
- Collect and analyze school-level mental health service data
- Pursue continuous professional development
- Provide support for all program strategies (i.e., implementation of Schoolwide Positive Behavioral Interventions and Supports, enhancement of Teachers as Advisors)
- Other duties as assigned

**Qualifications:** At a minimum, a School Psychologist must: (a) have completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and have completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting; and (b) be licensed or certified in school psychology by the State in which the individual works; or (c) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board; and (d) possess two or more years of professional experience in school psychology. Working knowledge of Teachers as Advisors and Schoolwide Positive Behavioral Interventions and Supports is preferred.

## **Independent Program Evaluation**

### **US Department of Education Elementary and Secondary School Counseling**

**\*\*\*Competitive Bid Process Required\*\*\***

#### **I. Purpose:**

Jasper County Schools, located within the state of Georgia, will seek competitive bids from qualified for-profit firms, private non-profit organizations, universities, and independent consultants (Contractors) during a three-year period beginning October 1, 2014 and ending September 30, 2017. Services are needed from Contractors to conduct formative, summative, outcome, and other evaluations.

#### **II. Qualifications/Experience/Approach-Grant Evaluation Services:**

The successful Contractor(s) shall provide documentation to support the following:

- 1) Providing expertise and experience with federal grants evaluation, preferably but not required, in the area of education (K-12).
- 2) Understanding of policies and guidelines that affect the evaluation of federally-funded and other grant programs.
- 3) Delivering a team-oriented, participatory approach to grant evaluation in collaboration with those involved in grant implementation and management.
- 4) Assigning sufficient staff members to the project, including a preferred Ph.D. level evaluator to oversee grant program evaluation, a preferred master's-level evaluator to provide primary evaluation services, and support staff to handle data management or assist in evaluation activities; all with a commitment to provide close, ongoing collaboration with a grant Project Director and partners.
- 5) Providing on-site assistance, as well as regular e-mail and phone contact, and ad hoc consultation to the Project Director related to program evaluation and the use of data for informed decision-making.
- 6) Delivering sufficient staff with needed expertise in the various areas of grant evaluation (including, but not limited to, research design, data collection, evaluation instrument construction, data analysis, and data reporting) in order to provide timely and effective service during the life of the grant. While the district has not specified the number of employees needed for most federal grants, the Contractor shall explain how many staff they intend to use for a typical evaluation project and justification for proposed staffing levels in their proposal.

### **III. Scope of Services:**

#### **Evaluation Planning and Implementation:**

- 1) Facilitate the development and implementation of a detailed evaluation plan through a participatory approach that will identify methods (quantitative and qualitative), design instruments, determine data collection protocols, and select reporting formats, tailored to the district's program model, goals and objectives, and evaluation needs.
- 2) Employ a utilization approach to evaluation that will provide the district useful information that will assist in programmatic decision-making and grant success.
- 3) Assign a senior-level evaluator with a preferred doctorate degree from an accredited university who will oversee the grant program evaluation and a designated evaluator to provide primary evaluation services.
- 4) Provide trained and educated staff to assist with evaluation activity, including data collection.
- 5) Have available expertise in the areas of research design, measurement, benchmarking, test and survey construction, data analysis, and reporting.
- 6) Provide technical assistance as needed in areas related to program evaluation, including data collection, analysis, and with a commitment to accuracy, relevancy, and timeliness.
- 7) Implement an evaluation that adheres to the Program Evaluation Standards of the Joint Commission on Standards for Educational Evaluation and to the Guiding Principles of the American Evaluation Association (AEA) for Systematic Inquiry.

#### **Orientation and Monitoring:**

- 1) Facilitate initial grant evaluation meeting with district to verify approach, evaluation questions, design, and methodology.
- 2) Provide team-oriented approach to grant evaluation that coordinates with grant implementation and management.
- 3) Participate in initial grant orientation meetings and relevant follow-up meetings for program monitoring (at least twice annually).
- 4) Make adjustments to the evaluation plan, data collection strategies, and reporting formats based on district input and compile baseline information for monitoring progress and administrative reporting.

#### **Evaluation Instruments:**

- 1) Develop evaluation instruments that are tailored to match project activities, answer key evaluation questions, and report on objectives.
- 2) Provide any needed testing or training in the use of evaluation instruments to be used by project participants.
- 3) Submit any adjusted instruments or plans to the district for approval prior to implementation.

### **Data Collection and Analysis:**

- 1) Collect, analyze, and present results from data collection activities (e.g., surveys, interviews, focus groups) each semester.
- 2) Triangulate information from a variety of qualitative and quantitative data sources to produce results that are creditable and based on a convergence of evidence.
- 3) Review annual performance data for accuracy.
- 4) Use online survey technology, web-based data collection, management and analysis programs, and software packages for analysis of quantitative and qualitative data.
- 5) Provide a staff member to handle data management.

### **Evaluation Reporting:**

- 1) Provide timely and useful feedback for the purpose of informing decisions, including interim reports, end-of-year reports, survey briefs, snapshots, and in-person briefings.
- 2) Prepare Annual Performance Reports (APR) for submission to the project director, incorporate needed changes, and ensure timely submission to the funding agency.
- 3) Develop formal year-end evaluation reports, incorporating APR and evaluation data with the goal of linking findings and results to ongoing program improvements.

### **Consultation and Dissemination of Evaluation Results:**

- 1) Provide ad hoc consultation to the project director on matters related to program evaluation and the use of evaluation results to inform program improvements.
- 2) Give assistance in identifying effective methods for disseminating evaluation results to key stakeholders.

**APPENDIX E: Program Specific Assurances Form**

**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**

Dr. Mike Newton, Superintendent

**Title**

Jasper County Board of Education

**Applicant Organization**

11/14/14

**Date Submitted**



## OFFICE OF PLANNING AND BUDGET

Nathan Deal  
Governor

Debbie Dlugolenski Alford  
Director

August 1, 2012

TO: Interested Applicants/Sponsors/General Public

FROM: Barbara Jackson, Grants Management Specialist  
Georgia State Clearinghouse

SUBJECT: **IMPORTANT NOTIFICATION**  
**Suspension of the Georgia State Clearinghouse's SPOC Office**  
**for Processing of Executive Order 12372 Intergovernmental**  
**Review Applications**

You are asked to share this notification with all staff who may be involved in the intergovernmental review process. Effective immediately, the Clearinghouse office will no longer be accepting applications for intergovernmental review. We will be informing the Office of Management & Budget in Washington, DC so as to be removed from the SPOC list (single-point-of-contact) and placing an announcement on our website.

Please use this notification as an official document to send when submitting your application to the funding agency. As a reminder, the notification will also be available at our website:

<http://www.opb.georgia.gov/state-clearinghouse>

/bj

Indirect Cost Adjustment Report

# Georgia Department of Education

## Indirect Restricted Rate Cost Adjustment Report

System: 679 Jasper County

<b>Current Restricted Indirect Cost Rate</b>	2.32
<b>Proposed Restricted Indirect Cost Rate</b>	<input type="text"/>
<b>Comments</b>	<input type="text"/>

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**CARE Program Cost Estimate  
Jasper County Schools**

Category	Year 1	Year 2	Year 3
<b>I. Personnel</b>			
<i>Applications for employment will be requested from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.</i>			
<b>a. Project Director:</b> (0.2 FTE) Dr. Princess Clarke, Executive Director of Social Services, will provide program oversight for CARE, to include the hiring and supervision of all CARE staff, Interagency Planning Team management, grant administration, and coordination of professional development and evaluation efforts. Dr. Clarke will also serve as the mentoring program liaison and leader of the CARE Treatment Team. Dr. Clarke's time will be supported by the district with local funds.	Local Funds	Local Funds	Local Funds
<b>b. School Counselor:</b> (1.0 FTE) Serving grades K-5. An individual who: (a) has documented competence in counseling children and adolescents in a school setting and (b) is licensed by the State or certified by an independent professional regulatory authority; (c) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or (d) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or equivalent.	59,000	59,000	59,000
<b>c. School Social Worker:</b> (1.0 FTE) Serving all schools districtwide. An individual who (a) holds a master's degree in social work from a program accredited by the Council on Social Work Education; and (b) is licensed or certified by the State in which services are provided; or (c) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization.	65,500	65,500	65,500

**CARE Program Cost Estimate  
Jasper County Schools**

Category	Year 1	Year 2	Year 3
<b>d. School Psychologist:</b> (1.0 FTE) Serving all schools districtwide. An individual who (a) has completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting; and (b) is licensed or certified in school psychology by the State in which the individual works; or (c) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board.	85,500	85,500	85,500
<b>e. Professional Stipends:</b> Stipends will be provided for teachers, administrators, and mental health professionals participating in program related training and implementation outside of normal contract hours. Mental health staff training (8 staff X 6 days X \$150 per day in Years 1-3. Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) team training (10 staff X 2 days X \$150 per day in Years 1-3). SWPBIS team meetings to support program implementation afterschool (10 staff X 2 hours per month X \$30 per hour X 9 months in Years 1-3).	15,600	15,600	15,600
<b>Personnel Subtotal</b>	<b>\$225,600</b>	<b>\$225,600</b>	<b>\$225,600</b>
<b>II. Fringe Benefits</b>			
<b>a. Full-time Employees:</b> Calculated at the district rate of 35.4% as required by state and federal law to include support for FICA, teacher retirement, federal/state unemployment, health insurance, life insurance, Workers' Compensation, and Medicare.	74,340	74,340	74,340
<b>b. Part-time Employees:</b> Calculated at the district rate of 7.65% as required by state and federal law to include support for FICA, federal/state unemployment, Workers' Compensation, and Medicare.	1,193	1,193	1,193
<b>Fringe Benefits Subtotal</b>	<b>\$75,533</b>	<b>\$75,533</b>	<b>\$75,533</b>
<b>III. Travel</b>			
<b>a. Local, State, and Regional Travel:</b> Includes travel for staff and teachers to attend relevant local, regional, and state conferences and staff development activities at a rate .51/mile X 280 miles/month = \$143 per month.	1,714	1,714	1,714

**CARE Program Cost Estimate  
Jasper County Schools**

Category	Year 1	Year 2	Year 3
<p><b>b. National Travel (Required):</b> Funds provided in Years 1-3 to support the Project Director and one additional staff's attendance at the annual Office of Safe and Healthy Students National Conference in Washington DC. Estimated at: Airfare: \$355; Ground transportation: \$50; Lodging (2 nights/3 days): \$400; Per diem costs: (\$28/day X 3 days): \$84. Total = \$889 X 2 participants. Funds provided in Year 1 to support Project Director's attendance at a Project Director's meeting in Washington DC. Estimated at: Airfare: \$355; Ground transportation: \$50; Lodging (1 night/2 days): \$200; Per diem costs: (\$28/day X 2 days): \$56. Total = \$661.</p>	2,439	1,778	1,778
<i>Travel Subtotal</i>	<b>\$4,153</b>	<b>\$3,492</b>	<b>\$3,492</b>
<b>IV. Supplies</b>			
<p><b>a. Office Supplies:</b> Office and computer supplies, presentation materials, copying/printing of parent outreach materials, and postage to support overall project implementation. Average monthly expense estimated at \$200 per month.</p>	2,400	2,400	2,400
<p><b>b. Instructional Supplies:</b> To support individual and group counseling estimated at \$2,895 per year; enhancements of the Teachers as Advisors program such as curriculum materials, chart paper, markers, notebooks, and copy paper to be used to create supporting curriculum materials estimated at \$1,995 in Year 1; materials such as flip chart paper, markers, and resources to support professional development activities (e.g., SWPBIS) estimated at \$1,595 per year.</p>	6,485	4,490	4,490
<p><b>c. Schoolwide Positive Behavioral Interventions and Supports:</b> Materials to support the districtwide implementation of SWPBIS (e.g., program manuals, copying/printing, student and parent communication mechanisms). Estimated at \$1,985 per school for the Primary and Elementary Schools in Year 1 and the Middle and High Schools in Year 2. Reduced costs estimated for subsequent years of implementation at \$985 per school for the Primary and Elementary Schools in Year 2 and the Middle and High Schools in Year 3.</p>	3,970	5,940	3,940

**CARE Program Cost Estimate  
Jasper County Schools**

Category	Year 1	Year 2	Year 3
<b>d. Universal Behavior Screening Tool:</b> To allow for earlier identification of students' mental health needs we will employ a new screening tool (i.e., BASC-2, Systemic Screening for Behavior Disorders, Social Skills Improvement System). Estimated at \$2.20 per student X 1,206 Primary and Elementary School students in Year 1 and 2,283 students districtwide in Years 2-3.	2,653	5,023	5,023
<b>Supplies Subtotal</b>	<b>\$15,508</b>	<b>\$17,853</b>	<b>\$15,853</b>
<b>V. Contractual</b>			
<i>Jasper County Schools complies with federal procurement procedures as outlined in CFR part 80.36.</i>			
<b>a. Professional Development:</b> Experts to provide professional learning opportunities to teachers, administrators, and mental health professionals to support the implementation of CARE program components, including SWPBIS twice per year (\$1,595 X 2 days/year to cover four SWPBIS teams of 10 staff). Mental health staff training, such as psychosocial interventions (i.e., self injury, ADHD), poverty and mental health, and strategies for mental health care in rural communities (\$1,595 X 6 days/year to cover 8 staff in Years 1-3).	12,760	12,760	12,760

**CARE Program Cost Estimate  
Jasper County Schools**

Category	Year 1	Year 2	Year 3
<p><b>b. Ongoing Research Support and Capacity Building:</b> Experts will provide capacity building, program support, and best practices on topics for establishing a developmental and preventative counseling approach; outreach and participation strategies for students and their families; working with mental health service providers to enhance counseling offerings; and ensure grant program accountability and compliance with federal guidelines. Estimated at \$333 per month per school to cover the costs of expert consultation, facilitation, resources, and capacity building support that cannot be provided by full-time grant staff.</p>	15,984	15,984	15,984
<p><b>c. Program Evaluation:</b> Chosen through a bid process following district procedures and EDGAR regulations, we will select a highly qualified evaluator, with experience evaluating federal education programs, to assess the link between <i>CARE</i> and its effects on students, teachers, mental health professionals, and our schools. This will be necessary to achieve the goals of our project and to embed proven strategies into our district culture. Through formative and summative evaluation, our evaluator will develop data collection strategies, tailor evaluation instruments to match project activities, conduct pre/post surveys, conduct site visits, report on required GPRA measures and <i>CARE</i> program objectives, and assist with the APR. We estimate \$834 per month per school including costs of personnel (Ph.D. evaluator, Master's level data analyst); supplies; materials; technology; software applications; and assessment protocols.</p>	40,032	40,032	40,032
<b>Consultants Subtotal</b>	<b>\$68,776</b>	<b>\$68,776</b>	<b>\$68,776</b>
<b>Total Direct Costs</b>	<b>\$389,570</b>	<b>\$391,254</b>	<b>\$389,254</b>
<b>Restricted Indirect Costs at 2.32%</b> (see Appendix G, Indirect Cost Rate Agreement)	<b>\$8,689</b>	<b>\$8,728</b>	<b>\$8,682</b>
<b>Total Costs</b>	<b>\$398,259</b>	<b>\$399,982</b>	<b>\$397,936</b>
<b>Grand Total</b>	<b>\$1,196,177</b>		

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

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

Name of Institution/Organization

Jasper County Board of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	225,600.00	225,600.00	225,600.00			676,800.00
2. Fringe Benefits	75,533.00	75,533.00	75,533.00			226,599.00
3. Travel	4,153.00	3,492.00	3,492.00			11,137.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	15,508.00	17,853.00	15,853.00			49,214.00
6. Contractual	68,776.00	68,776.00	68,776.00			206,328.00
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)	389,570.00	391,254.00	389,254.00			1,170,078.00
10. Indirect Costs*	8,689.00	8,728.00	8,682.00			26,099.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	398,259.00	399,982.00	397,936.00			1,196,177.00

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify): Georgia Department of Education

The Indirect Cost Rate is 2.32 %.

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

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

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED Form No. 524

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.	Princess		Clarke	

Address:

Street1:	1411 College Street
Street2:	
City:	Monticello
County:	
State:	GA: Georgia
Zip Code:	31064-2218
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
706.468.6350 Ext. 114	

Email Address:

pclarke@jasper.k12.ga.us

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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