

**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 # S215E140261**

**Grants.gov Tracking#: GRANT11637311**

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"/>
--	--	--

* 3. Date Received: <input type="text" value="04/26/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="386002133"/>	* c. Organizational DUNS: <input type="text" value="0141528130000"/>
---	---

**d. Address:**

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

**e. Organizational Unit:**

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="616-531-7433"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.215

CFDA Title:

Fund for the Improvement of Education

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

ED-GRANTS-031214-001

\* Title:

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

**13. Competition Identification Number:**

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Comprehensive counseling strategy for elementary students enrolled in the Kelloggsville Public Schools.

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

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Tammy Savage</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Kelloggsville Public Schools</p>	<p>DATE SUBMITTED</p> <p>04/26/2014</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<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: Kelloggsville Public Schools  
\* Street 1: 242 52nd Street    Street 2: \_\_\_\_\_  
\* City: Grand Rapids    State: MI: Michigan    Zip: 59548  
Congressional District, if known: \_\_\_\_\_

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

<b>6. * Federal Department/Agency:</b> 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 NA Middle Name \_\_\_\_\_  
\* Last Name NA Suffix \_\_\_\_\_  
\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_  
\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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

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

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Tammy Savage  
\* Name: Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_  
\* Last Name NA Suffix \_\_\_\_\_  
Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 04/26/2014

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

PR/Award # S215E140261

## 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.**

Kelloggsville Public Schools District GEPA

Add Attachment

Delete Attachment

View Attachment

## Kelloggsville Public Schools District GEPA 427 Statement

Kelloggsville Public Schools District (KSP) will ensure that participating libraries are fully available and accessible to all participants, regardless of special need or disability. The facility is in full compliance with the Americans with Disabilities (ADA) Mandate. The school works with the Special Education staff to ensure that all students and participants have equitable access to facilities, resources, programs, and activities. The schools regularly purchase large print books and software packages that can be used by visually- and hearing-impaired individuals as well as any other assistive technology as necessary. KPS will ensure that all necessary steps are taken to provide full accessibility for all persons.

In those instances, where students are language deficient in English, every effort will be made to provide translated materials in the student's primary language.

## 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**

Kelloggsville Public Schools

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

Prefix:  \* First Name: Samuel Middle Name:

\* Last Name: Wright Suffix:

\* Title: Superintendent

\* SIGNATURE: Tammy Savage

\* DATE: 04/26/2014

## 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**

**Name/location:** Kelloggsville Public Schools 242-52<sup>nd</sup> Street, Grand Rapids, MI 49548

**Number of Participants to be served:** 915

**Number and location of proposed sites:** 3 elementary sites elementary located in Wyoming and Kentwood, MI

### **Project Objectives and Activities:**

- Expansion of the counseling staff from 1 FTE to 4 FTES
- Implementation of the HOPSports Program Model
- Implementation of the Positive Action Model
- Professional development for counseling and teaching staff covering military specific counseling practices

### **Proposed project Outcomes:**

- Student behaviors will improve and result in less referrals for discipline issues
- Families will become more engaged with the school and increase their role in supporting student behavior
- Student academic achievement will improve
- Community involvement supporting school goals will increase, particularly referrals to community-based providers
- Military-connected families will see improved understanding of their unique life circumstances, faculty knowledge will increase
- School environment will improve increasing safety for students and improved learning

**Competitive Priorities Addressed: Preference Priority 1 (a) and (b); and Preference 2**

## Project Narrative File(s)

---

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

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Kelloggsville Public Schools

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**Part 4: Project Narrative**

**1) Need for Project**

The Kelloggsville Public Schools (KPS), located in Grand Rapids, Michigan, is an urban school district with a diverse student population. The KPS District is one of twenty districts in Kent County, Michigan. Its borders cover two cities, Wyoming and Kentwood, a 4.5-mile urban area contiguous with Grand Rapids. The District was carved out as a result of the numerous changes to Michigan’s legacy of local self-control over education, which currently has 552 school districts<sup>1</sup>. Currently the KPS faces the challenges of being a transient urban area where young families start out and then move on. The KPS District is the 48<sup>th</sup> most densely populated district in the state.<sup>2</sup>

A review of population data for the KPS District is shown in the table below.

Table 1

Category	Wyoming	Kentwood	Kent County <sup>3</sup>	State	KPS District
Population, 2012	73,371 (.08%)	49,694 (.05%)	614,079 (.63%)	9,882,519	NA
% Persons under 5 years	8.3%	7.3%	7.1%	6.0%	9.37 <sup>4</sup>
% Persons 5 to 9 years				6.43%	9.29% <sup>5</sup>
% Persons 10 to 14 years				6.82%	4.33% <sup>6</sup>

<sup>1</sup> All references that concern Rank or Percentages is based on a comparison with the total 552 districts, statewide.

<sup>2</sup> Unless otherwise cited, all information is drawn from the 2010 US Census, the American Household Survey, US Census American Community Survey, Education Week, and the American Fact Finder.

<sup>3</sup> All data is from 2012 Statistics

<sup>4</sup> Ranks 11<sup>th</sup> highest

<sup>5</sup> Ranks as 98<sup>th</sup> highest

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% Persons 25 to 34 years				11.85%	18.31% <sup>7</sup>
2008 -2012 Median Age				38.80	33.20 <sup>8</sup>
White alone, not Hispanic or Latino, percent, 2010	68.2%	66.3%	75.5%	76.6%	<sup>9</sup> East: 47% West: 52% SE: 43% Avg: 47%
Black or African American alone, percent, 2010	7.2%	15.4%	10.3%	14.2%	East: 19% West: 18% SE: 17.4% Avg: 18.1%
Asian alone, percent, 2010	2.8%	6.6%	2.5%	2.4%	East: 6% West: 6% SE: 6.7% Avg: 6.23%
Hispanic or Latino, percent, 2010	19.4%	8.5%	9.9%	4.4%	East: 27% West: 28% SE: 27.1% Avg: 27.4%
Foreign born persons, percent, 2008-2012	9.4%	14.0%	7.2%	6.0%	13.24%
Veterans, 2008-2012	3,849 (5.3%)	2,790 (5.7%)	34,719 (5.7%)	692,582 (7%)	.20% <sup>10</sup>

These demographics show a community with the 11<sup>th</sup> highest percentage of children under age 5 and 30<sup>th</sup> lowest median age, with the 26<sup>th</sup> highest percentage of adults 25-44 of the Districts.

Kelloggsville is a community with young parents and young children and no natural municipality or township to bind the community together. Consequently, as children age their families move out of the district, typically to the suburbs.

<sup>6</sup> Ranks 261<sup>st</sup> highest

<sup>7</sup> Ranks 25<sup>th</sup> highest

<sup>8</sup> This ranks KPS as having the 30<sup>th</sup> youngest Median Age

<sup>9</sup> The targeted elementary schools include East, West, and South East (SE).

<sup>10</sup> 89<sup>th</sup> highest

The KPS population is quite diverse, with 47% of the students identified as White (average of the three targeted schools), 18% Black, 6% Asian, and 27.4% Hispanic; the percentages for the community of color are significantly higher than the local and state averages (the exception being the White population). The KPS District has the 23<sup>rd</sup> highest percentage of foreign-born persons, predominately of Latin American heritage, with 11.7% of families speaking Spanish at home (8<sup>th</sup> highest of the districts).

The KPS District has the 89<sup>th</sup> highest percentage of Veterans, with 6 families identified as meeting the military connected definition: 1 parent at West (2-3 grade building) and 5 parents at SE (4-5 grade building).

Table 2 below provides an overview of the economic living standard of the families in the KPS District.

Table 2

Category	Wyoming	Kentwood	Kent County <sup>11</sup>	State	KPS District
Median household income, 2008-2012	\$44,226	\$48,333	\$51,030	\$48,471	\$38,933
Median Household Income by Age				25 to 44 \$53,241 45 to 64 \$59,413	25 to 44 \$37,206 <sup>12</sup> 45 to 64 \$52,554
Median <sup>13</sup> Household Income by Races				White \$51,767 Black \$30,261 Hispanic \$38,552 Asian	White \$41,489 Black \$25,373 Hispanic \$31,011 Asian

<sup>11</sup> All data is from 2012 Statistics

<sup>12</sup> This ranks as 495<sup>th</sup> for the 25 to 44 year old group and 326<sup>th</sup> for the 45 – 54 year olds

<sup>13</sup> This ranks each as lowest: White: 379<sup>th</sup>, Black: 202<sup>nd</sup>, Hispanic: 332<sup>nd</sup>, and Asia: 169<sup>th</sup>

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				\$72,194	\$47,031
Median Family Income				\$60,749	\$46,006 <sup>14</sup>
Per Capita Income				25,547	18,288 <sup>15</sup>
Persons below poverty level, percent, 2008-2012	17.2%	12.9%	15.6%	16.3%	18.25%
Family in Poverty				11.67%	16.78%
Free and Reduced School Lunch Eligibility			47%	48%	84% Avg. of 3 schools.
Households Receiving Public Assistance Income				3.84%	6.15% <sup>16</sup>

As evidenced, in every economic indicator, KPS households are significantly below the state averages. The 25 – 44 year old group is \$16,000 below the state average and places the District at 495<sup>th</sup> lowest. At the three elementary schools, 84% of the students receive a Free/Reduced lunch: 36-percentage points above the state and double the county rate.

In reviewing educational indicators for persons *25 and Over*, the KPS District has an overall rating on the Education Index<sup>17</sup> as 482<sup>nd</sup> lowest in the state. A significant percentage of the population 18.6% lacks a high school diploma. The rates for bachelor’s and

<sup>14</sup> Ranks 457<sup>th</sup> lowest

<sup>15</sup> 480<sup>th</sup> lowest

<sup>16</sup> Ranks 426<sup>th</sup> highest

<sup>17</sup> The education index is an indicator of the average education level of the population. A higher education index value means more educated population.

graduate/professional degrees are 344<sup>th</sup> and 493<sup>rd</sup> lowest, respectively. Table 3 below provides an overview of the KPS District in relation the state and national indicators.

Table 3  
Education for the 25 Years and Over

	Kelloggsville Public Schools	%	Michigan	U.S.
Total 25 Years and Over Population	8,263	100%	6,578,519	204,336,017
Less Than High School	1,543	18.67%	11.32%	14.28%
High School Graduate	3,018	36.52%	30.73%	28.24%
Some College or Associate Degree	2,667	32.28%	32.43%	28.99%
Bachelor Degree	801	9.69%	15.72%	17.88%
Master, Doctorate, or Professional Degree	234	2.83%	9.81%	10.61%
USA.com Education Index#	12.48	-	13.51	13.47

The combination of these collective factors provides a framework for academic challenges for many of the students at KPS that are directly linked to disruptive behaviors at school. In a review of the current literature, we can see that many of the indicators described above can have an effect on school behavior, which, in turn, can contribute to school failure. Sociodemographic factors have been found to be associated with more incidents of antisocial and behavioral problems. Parenting practices may also affect the development of classroom behavior problems. Additionally, a student’s environment, family life, peer pressures, and associations can all contribute to negative behaviors (Eamon & Altshuler, 2004; Fantuzzo, McWayne, Perry, & Childs, 2004).

During the planning phase for this grant application, representative faculty from the three-targeted elementary schools met to identify issues and concerns. These meetings resulted in the identification of the following concerns and recommendations:

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1. Attendance/Truancy.
2. Parent Education to assist with addressing student behaviors.
3. Group/individual counseling for students who have incarcerated parents, substance abuse issues at home, bullying and peer pressure.
4. Connections to outside agencies for families, including follow through to make sure services have been obtained.
5. Repeat offender students with behavior issues, including meetings with student, family, and counselor as a group.

A review of the school’s GPRA 2 Chart shows a substantial number of referrals for behavioral concerns, with a significant number of referrals being made in the East Elementary K-1 School (58% of all referrals, 39% of student population).

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
East Elementary	360	532
West Elementary	282	229
SE Elementary	273	156
TOTAL	915	917

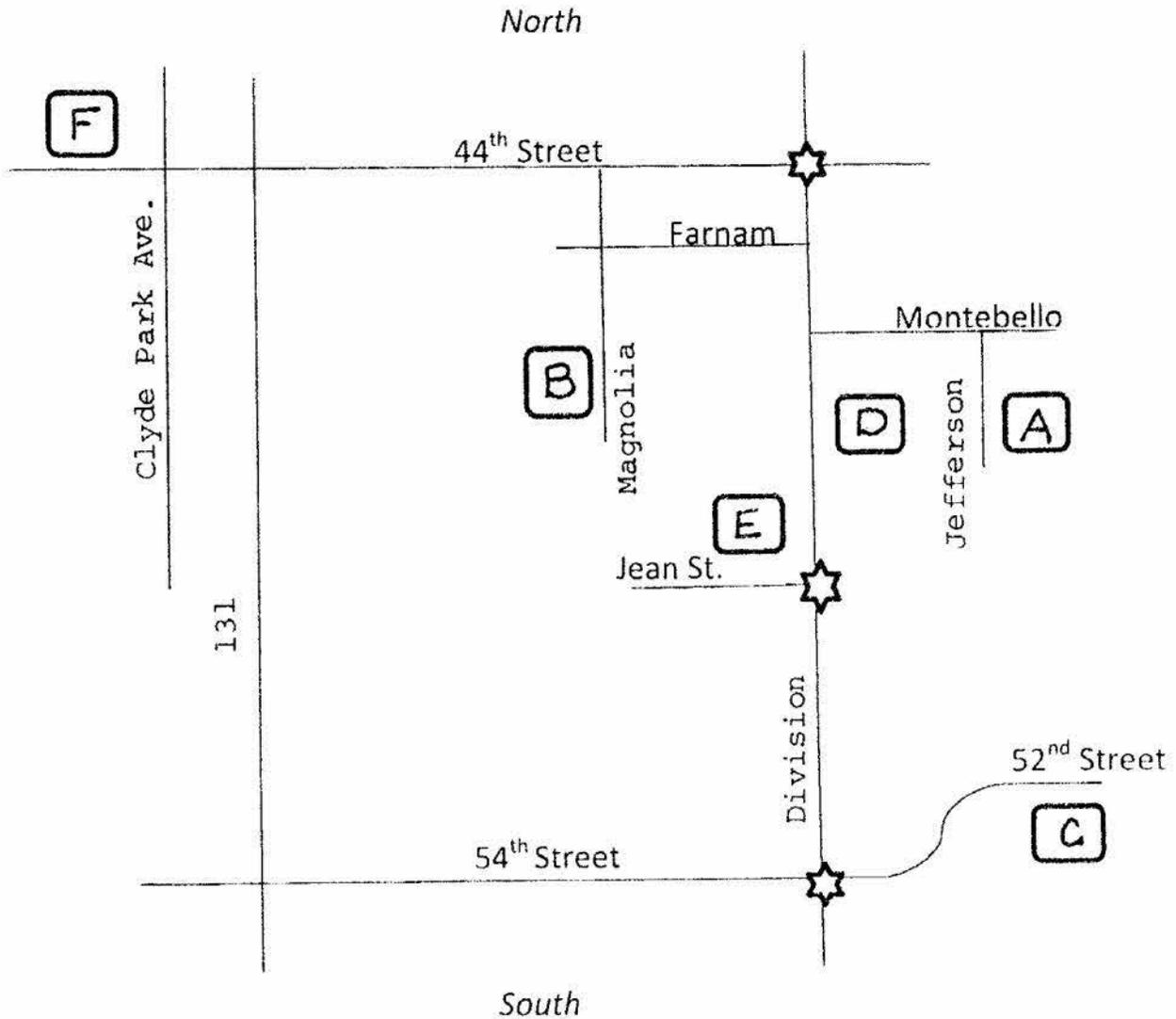
The current number of school mental health professionals is severely limited. A review of the GPRA 1 Chart below demonstrates that the three schools are understaffed for school counselors.

Schools participating in the grant	Students enrolled (Baseline) (2012-2013)	Number of Child-adolescent psychiatrists (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013)
East Elem.	360	.33 FTE	.33 FTE	.33 FTE	.33 FTE	0 FTE
West Elem.	282	.33 FTE	.33 FTE	.33 FTE	.33 FTE	0 FTE
SE Elem.	273	.33 FTE	.33 FTE	.33 FTE	.33 FTE	1.0 FTE
TOTAL	915	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE

A review of the guidelines established by American School Health Association, reveals the school should have 4 FTE School Counselors (1 to 250 students); instead 1 FTE is spread amongst three buildings located in a 10-block urban square, requiring the counselor to travel from building-to-building. This densely populated urban area further complicates coordinated services, the ability to deal with crisis situations, limits foraging of parent involvement and time for family meetings, off-school hours functions, and community capacity building. The challenge for cultivating community involvement its more challenging as the KPS District is split between two townships: Wyoming and Kentwood.<sup>18</sup> Many of the KPS elementary school families are renters', which contributes to a transient population, exacerbating the schools' truancy problems. Map 1 provides a visual overview of the geographic isolation and urban

<sup>18</sup> Both Wyoming and Kentwood have experienced growth in the past several years while the KPS District has experienced a -2.5% growth rate.

density challenges that are severely hampering the District's efforts to effectively enhance student achievement.



Building A: East, B: West, and C: Southeast

The gaps in service delivery identified through the proposed project include:

- Inadequate student-to-counselor ratios
- A fragmented educational design, with no coherent community identity, thus limiting community-based supportive services
- Low-income young families with limited economic opportunities, low academic achievement, language barriers, social barriers, substance abuse, and transient housing
- Bullying and negative peer pressure, disruptive classroom behaviors, lack of protective factors

## 2. Quality of the Project Design

The KPS proposed Elementary School Counseling Program is a comprehensive approach that addresses the Absolute Priority and both of the Competitive Priorities. Through a design that includes expansion of counseling staff, classroom intervention and prevention, individual and family counseling, environmental safety/concerns, services for military-connected families, forging strong school and community bonds, and effective evaluation.

The nature and history of the evolution of the geographic boundaries of school districts in Michigan presents unique challenges to the KPS District. KPS' capacity to build community support and connections is further complicated by the transient nature of the residents and its fragmented municipal structure. Presently, the school has three primary community partners<sup>19</sup>:

- The Dock; a faith-based organization; sponsors community events, general support.  
Contact: Wayne Ondersma
- Gordon Food Service - local business; supports elementary buildings with classroom supplies
- Kelloggsville PTG - parent group; supports elementary buildings with events, classroom supplies

As the counselors become established at school sites and the activities proposed begin to be implemented, such as Positive Action's Community Tool Kit, it is anticipated that the KPS' ability to actively engage a broader community of stakeholders will emerge. The expansion of the counseling aspect of the school's mental health team will provide opportunities for better coordination with student's parents, primary care physicians, and help facilitate referrals to community-based/private mental health organizations and professionals.

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<sup>19</sup> See Letters of Support in Attachments

The proposed project will employ four program elements that satisfy both the Absolute Priority and Competitive Priorities, building upon the following goals:

- Expansion of the counseling staff from 1 FTE to 4 FTES
- Implementation of the HOPSports Program Model
- Implementation of the Positive Action Model
- Professional development for counseling and teaching staff covering military specific counseling practices

It is anticipated that the following outcomes will be achieved as a result of the implementation of the above activities:

- Student behaviors will improve and result in less referrals for discipline issues
- Families will become more engaged with the school and increase their role in supporting student behavior
- Student academic achievement will improve
- Community involvement supporting school goals will increase, particularly referrals to community-based providers
- Military-connected families will see improved understanding of their unique life circumstances, faculty knowledge will increase
- School environment will improve increasing safety for students and improved learning

A review of current literature and practices indicates that utilizing multi-layered approaches are significantly more effective than traditional models. In a 2004 article in the Journal Children & Schools, “Can We Predict Disruptive School Behavior?,” the authors write:

Consistent with other research the findings from this study suggest the need for school social workers to provide simultaneous interventions beyond the single “student-in-school” system. For example, interventions for parenting can contribute to reducing the prevalence of disruptive school behavior (Eamon & Altshuler).

As indicated by the planning session, faculty is concerned with disruptive behaviors, particularly in the lower grades (58% of all referrals), repeat offenders, truancy, bullying, and negative peer pressure. The literature clearly identifies linkages between poor social behaviors and school failure, and consequently negative adult outcomes.

Children's social behavior can promote or undermine their learning, and their academic performance may have implications for their behavior as well as their opportunities to develop social relationships and skills...behavior problems were more strongly associated with reading achievement...path analyses revealed that poor literacy achievement in the first and third grades predicted relatively high aggressive behavior in the third and fifth grades, respectively...children in early elementary school poor readers who were also identified as having behavioral problems in childhood were much more likely to drop out of school and to have unstable work patterns, low job skills, and delinquent behavior in adulthood than children with either behavior problems or poor reading skills in childhood (Miles & Stipek, 2006).

Eamon and Altshuler (2004) write that:

Identifying factors associated with disruptive school behavior is an important step for school social workers in preventing the development of poor school achievement and subsequent poor adult outcomes...Susceptibility to negative peer pressure, including encouragement of deviance and substance use, is associated with higher levels of deviant school and antisocial behavior.

As indicated by student risk factors, described in *I. Need for Project*, we can see that the socio-economic risk factors of poverty and poor educational outcomes have contributed to poor social skills development amongst families living in KPS. Several studies have linked these variables and have cited increased stress from poverty on parents and parenting skill sets that contribute to the present conditions in the KPS District.

Because they are more emotionally distressed than their advantaged counterparts, it is not surprising that the capacity of poor parents for supportive, sensitive, and involved parenting is diminished (McLoyd, 1990).

In addition to classroom level intervention, it is essential that the KPS design include strategies that are ecological and promote a whole-child approach that includes family involvement.

Teaching parents how to support their children's academic motivation and interests, how to provide emotional support, how to create an educationally stimulating home environment, and how to increase their involvement in the school system can help decrease disruptive school behavior (Eamon & Altshuler, 2004).

The KPS design brings together classroom interventions and prevention strategies that synergize current counseling practices with the What Works Clearinghouse<sup>20</sup> evidence-based Model Program, *Positive Action*. The theoretical basis of Positive Action describes how student behavior is affected by different streams of influence: intrapersonal, social context, and cultural-environmental. By design, Positive Action teaches students how to interact with each of these domains in a healthy way. Positive Action has been shown to positive effects on both behavior and academic achievement.

The expansion of 1 full-time counselor per school will substantially increase the counseling services at each school, supporting classrooms and assist teachers with the integration of the Positive Action program.

Positive Action is organized into six units by grade level. This sequence allows educators to align an entire school behind Positive Action lessons and concepts:

- Unit 1 – Self-Concept  
The program starts with helping students identify themselves and understand their Self-Concept.
- Unit 2 – Positive actions for your body and mind

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<sup>20</sup>The What Works Clearinghouse (WWC) was established in 2002 as an initiative of the Institute for Education Sciences (IES) at the U.S. Department of Education. The goal of the WWC is to be a resource for informed education decision-making.

As students learn to identify their Self-Concept, the program introduces the positive actions for the body and the mind. The lessons are reinforced with activities and materials included in the Kit.

- Unit 3 – Managing yourself responsibly  
Positive actions also include behaviors and habits that contribute to a positive life. Students will learn how to identify their skills and effectively manage their time and resources.
- Unit 4 – Treating others the way you like to be treated  
The program shifts from introspection to social interactions. This series of lessons reinforces positive social skills and key concepts through puzzles, posters, and role-playing.
- Unit 5 – Telling yourself the truth  
Students will learn that being honest with yourself is one of the most important positive actions. Lessons in self-honesty help students identify the areas they would like to improve.
- Unit 6 – Improving Yourself Continually  
With the skills developed in Units 1 – 5, students learn that improving yourself is a continual process. Students learn how to apply Positive Action in all areas of their life.

As the implementation grows, educators can begin adding supplemental Kits to their efforts and include counselors, community, and family members. When all these components are integrated, students' behavior has been shown to improve significantly. Discipline referrals, bullying, and fighting will decline, and the school climate will improve. The plan allows for one school building each year to implement the design, ensuring that students beginning the program will receive all six components prior to their transition to middle school.

These classroom activities will be further enhanced by the integration of the HOPSports curriculum. In support of Competitive Priority 1, HOPSports meets criteria (a) and (b) through the following program components:

1. HOPSports Training System
2. HOPSports Brain Breaks
3. Brain Rush
4. Healthy Rhythms by Remo Drums
5. Kimochis

In the Journal article, *School Physical Education and Health: A Model of Best Practice – Integrating Local Content with Global Trends*, the authors write:

HOPSports lessons provide students with nutrition education, social learning, instruction reinforcement, character development, environmental stewardship, and community activism without detracting from or replacing valuable classroom instruction time. In an environment that encourages self-directed individualized learning, the HOPSports digital media system opens up new paths of growth and development for students (Tang, Edginton, & Chin, 2014).

Eamon & Altshuler (2004) further identify that

School social workers also have used prevention programs (for example, preventing substance abuse, violence, bullying, and teenage pregnancy) to improve peer relationships, reduce and resolve conflicts, and reduce susceptibility to negative peer pressure...successful prevention programs improve students' social competence so that they can resist negative peer pressure. At the same time, these programs improve school culture by targeting change at multiple system levels.

The HOPSports curriculum has been shown to improve social – emotional learning by helping students to acquire the following skills:

- Recognize and manage emotions
- Set and achieve positive goals
- Demonstrate care and concern for others
- Establish and maintain positive relationships
- Make responsible decisions
- Handle interpersonal situations effectively

The project also supports Competitive Priority 2 Support for Military Families. As identified previously, the three elementary schools have six families that meet the stated Definition for *Military-Connected*; the KPS has the 89<sup>th</sup> highest percentage of military-connected families in the State. As a response, the project will establish a professional development plan for faculty and counselors by engaging the American Counseling Association: utilizing Webinars Continuing Education: Counseling our Troops, Veterans, and

Military Families: Cutting Edge Strategies, a webinar counseling series. The project will provide 7 CE per faculty and licenses to train school staff in up-to-date strategies for supporting and counseling military families.

The expansion of the counseling positions will help close several key gaps in the current system of care by (1) improved coordination community providers and support systems, (2) improved parent engagement and knowledge transfer, and (3) expanded counseling services for both students and families.

Counselors will establish a needed presence and provide invaluable referral and collaborative support that is currently missing. With current counseling staff stretched beyond capacity at 3 school sites, this staff expansion will enable adequate case management of students and their families and provide unique opportunities to make connections with mental health and other important community organizations to promote protective factor building in students and their families.

As counselors are able to extend their time and availability to parents, it is believed that parents will engage more effectively and willingly to support learning. “Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading (Fantuzzo, McWayne, and Perry, 2004). The National Education Goals Panel calls for schools to promote partnerships that will increase parental involvement and participation in supporting the social, emotional, and academic development of children. The improved interaction between counselors and parents will facilitate greater acceptance of counseling services to include family therapy.

The KPS District has identified a community Advisory Board that will provide on-going feedback to project staff and help coordinate linkages between school staff, families, and the community. The Advisory Board is comprised of the following members:

- Sharon Brinks – Kent County Commissioner
- Tommy Brann – Community Restaurant Owner – Tommy Branns
- Wayne Oondersma – Community Center Youth Pastor – D.O.C.K
- Eric Tomkins – Community Parks and Recreation Director – City of Wyoming
- Harold Mast – Kent County Commissioner
- Tim Pomorski – Community Car Repair Owner/Board of Education Member/District Parent - Affordable Car Repair
- Gary Lemke – Community Food Pantry Representative – Family Food Network
- Jeff Owen – Kelloggsville East Elementary Principal
- Parent representatives as identified through the PTG
- Student Representatives – Kelloggsville High School National Honor Society Members (rotating basis)

The board will meet quarterly and be the primary source of on-going critical review of project activities, make recommendations, and actively participate in the evaluation process. This group will also assist counselors with capacity building at the community level.

### **3. Quality of Management Plan**

The proposed project is an expansion of the counseling staff and the implementation of the Positive Action model, HOPSports program, and a professional development plan to improve faculty knowledge and understanding of counseling and support for military connected families.

The “new” program components are to be integrated into the existing systems, viewed as enhancements to current activities, supplementing the current District efforts by utilizing model programs that are self directed and designed for educational environments that build on national and state standards. All staff will be trained in the use of the Positive Action and HOPSports models, with the HOPSports model incrementally implemented, with 1 building per year being trained in the use of the HOPSports curriculum. The military-connected professional development will be offered throughout the three-year period of the grant.

Management of the project will be site-based with each school principal responsible for ensuring the administration, implementation, supervision, and evaluation of the project. Counselors will support the implementation and evaluation components of the project. Principals will work with school administration to ensure project fidelity and administrative compliance with reporting and other designated activities.

School counselors will play an integral role in the success of the project design. Counselors will be trained in all of the project models: Positive Action, HOPSports, and military-connected professional development and will support evaluation compliance. Counselors will also work to enhance and expand community partnerships, increased parent involvement, and effectively engage students and families in counseling. Below is a chart identifying key project personnel or job functions.

Name/Title <sup>21</sup>	Primary roles and responsibilities	Qualifications	Amount of Time on project
Jeff Owen, principal East Kelloggsville, K-1	Tri-Project Director: Provide overall leadership and guidance for project; delegate day-to-day tasks; work with Project	M.E. Educational Leadership (16-years as principal)	10%

<sup>21</sup> All resumes and job descriptions are Attached.

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	Implementation Team and evaluator; facilitate training in all model programs		
Eric P. Schilthuis, Principal West Kelloggsville 2-3	“ “	M.E Educational Leadership (6-years as principal)	10%
Paula B. Dykstra, principal Southeast Kelloggsville 4-5	“ “	M.E. Gifted & Talented (12-years as principal)	10%
3 FTE Counselors  TBD	Provide ongoing counseling for targeted students; serve as member of Project Implementation Team, provide supportive services for targeted students and families; connect targeted students/families with appropriate community Resources; coordinate military-connected PD assist with evaluation activities; support project directors.	M.A. in counseling or related field	100%

The chart below provides a timeline for milestones:

Activity	9/14	10	11	12	1/15	2	3	4	5	6	7	8
Recruitment and hire of counselors	X	X	X									
Implement counseling services				X	X	X	X	X	X	X	X	X
Implement Positive Action: Includes PD <sup>22</sup>						X	X	X	X	X	X	X
Implement HOPSports		X	X	X	X	X	X	X	X	X	X	X
Implement PD Plan Military-connected					X	X	X	X	X	X	X	X

<sup>22</sup> Designates professional development/training

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Advisory Board Meetings			X			X			X			X
Data collection	X	X	X	X	X	X	X	X	X	X	X	X
Evaluation Planning			Site Visit						Site Visit			
Data Collection Planning			X									
Data collection				X	X	X	X	X	X	X	X	X
Reporting				X				X				Yr. 1 Annual Report
<b>Year 2</b>	<b>9/15</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>1/16</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Advisory Board Meetings		Review Year 1 results				X				X		
Round 2 Positive action Implementation 2-3 & continuation of Year 1, K-1	X	X	X	X	X	X	X	X	X	X	X	X
Continuation and expansion of HOPSoprts	X	X	X	X	X	X	X	X	X	X	X	X
Continuation counseling services	X	X	X	X	X	X	X	X	X	X	X	X
PD: military-connected	X	X	X	X	X	X	X	X	X	X	X	X
Data collection	X	X	X	X	X	X	X	X	X	X	X	X
Reporting			X			X			X			Yr.2 Annual Report
Evaluation		Site Visit							Site Visit			
<b>Year 3</b>	<b>9/16</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>1/17</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Advisory Board Meetings		Review Year 1 results			X			X			X	
Round 3 Positive action Implementation 4-5 & continuation of Year 1, K-1; Yr	X	X	X	X	X	X	X	X	X	X		

2, 2-3												
Continuation and expansion of HOPSoprts	X	X	X	X	X	X	X	X	X	X		
Continuation counseling services	X	X	X	X	X	X	X	X	X	X	X	X
PD: military-connected	X	X	X	X	X	X	X	X	X	X		
Data collection	X	X	X	X	X	X	X	X	X	X	X	
Reporting			X			X			X			Final Report
Evaluation		Site Visit						Site Visit				Final Evaluation report

The Advisory Board and faculty input will serve as the primary vehicles for facilitating feedback and continuous improvement. The Advisory Board will be tasked with developing sustainability plan and provide periodic reviews of reporting and program evaluations. The Advisory Board will make recommendations to the PSK District and be an active participant in the evaluation process.

*The signed Program Specific Assurance form can be found in Attachments.*

**4. Quality of Project Evaluation**

The project will integrate a comprehensive evaluation design that will incorporate both a process and outcomes protocol. The purpose of the evaluation is to (a) inform the KPS in an on-going manner (process) to determine adequacy of implementation strategies, reaching of milestones/objectives and to identify and barriers to implementation and (b) to determine if the program is effective at addressing the stated desired outcomes.

Table 4 below provides an overview of the evaluation strategy defining activities and methods of evaluation.

**Table 4**

Evaluation Questions	Example of Measures
<b>Process Evaluation</b>	
Has the project met established timelines for recruiting and hiring of staff in conformance with the program Assurances?	Measures: Program records, school records, sign-in sheets, number of counseling sessions held, number of training/professional development sessions participated in, number of in-house referrals, number of out-of-house referrals, quarterly interviews of faculty and project staff/other counselors and Advisory Board members, structured observations of project activities and participation in counselor meetings, review of documents and procedures, regularly administered qualitative surveys.
Has the counseling program started? Are the services culturally appropriate?	
Has the project met stated milestones and targets for implementation of Positive Action, HOPSoprts, and the Military-connected PD plan?	
Has faculty been orientated to project goals and objectives?	
Has faculty been trained in the project models? Was it effective?	
Is the management plan effectively promoting the project objectives?	
Have counselors effectively engaged the community as supports; have referrals to outside agencies increased?	
Have the counselors effectively engaged parent involvement?	
Is the Advisory Board regularly meeting? Is their evidence of effective feedback and criticism of project activities?	
<b>Outcomes Evaluation</b>	
Are program goals, objectives, and outcomes being met?	On going reviews of quantitative and qualitative data, review of student assessments, (e.g., quizzes, standardized assessments, tests, etc.), review of student behavioral data (e.g., attendance records, discipline records, etc.), regularly conducted qualitative surveys. Use of standardized instruments: Child Behavior Checklist, Behavioral and Emotional Rating Scale (BERS-2), and The Comprehensive School Climate Inventory (CSCI).
What is the project’s impact on student behavior, truancy, and bullying, negative peer pressure? Has student achievement improved? Are parents effectively engaged? Are community support systems engaged with students and families? Are model programs (Positive Action and HOPSports) effective? Is the PD plan for military-connected students effective?	

In addition, the evaluation strategy will track the Government Performance and Results (GPRA) measures as indicated in the program guidelines (see pages 7 & 8 for charts).

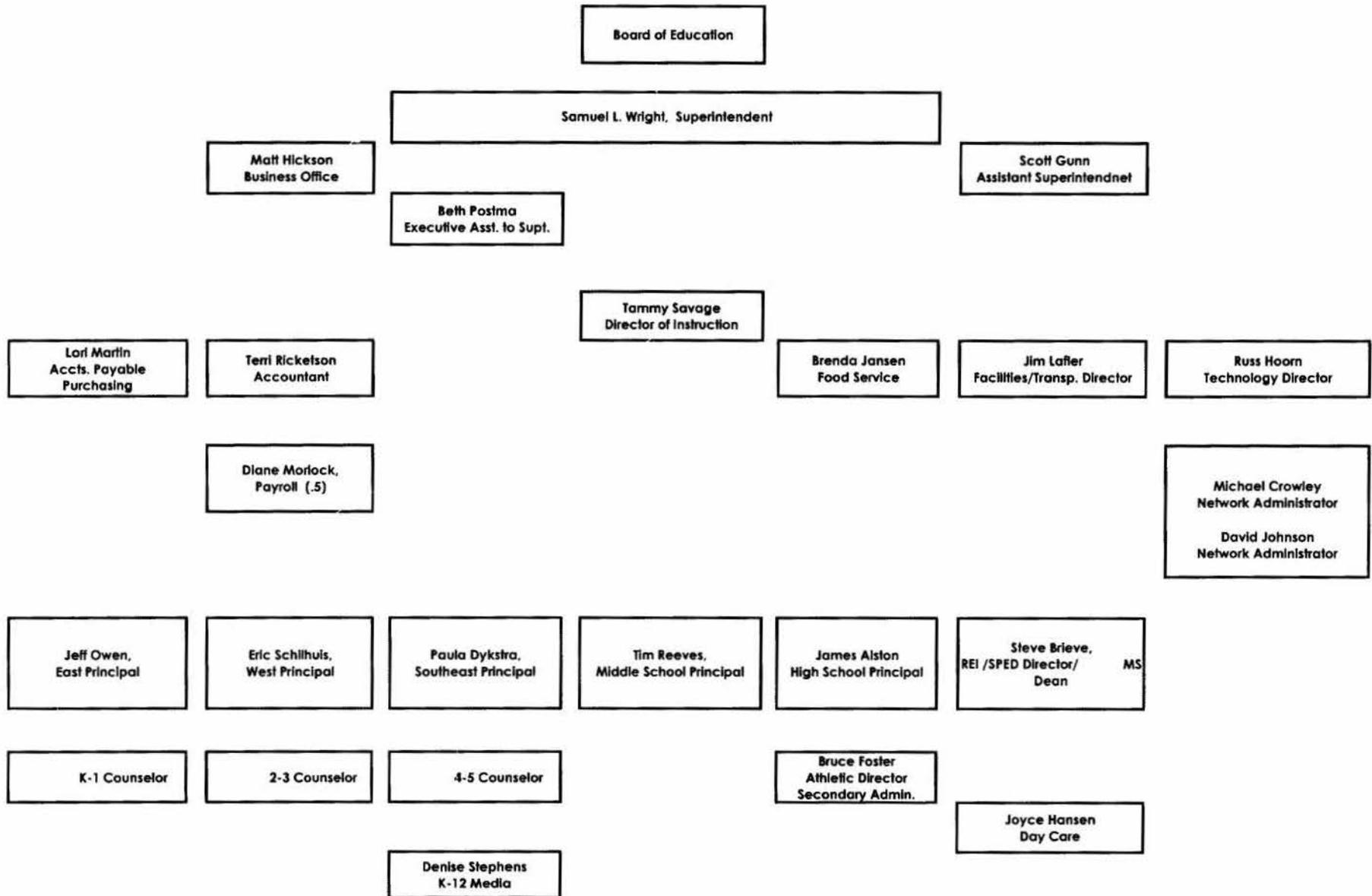
Specific evaluation activities and timeline to be engaged can be found in the Chart below.

<b>Time Frame</b>	<b>Activity</b>	<b>Outcome</b>
10/1 – 11/01/2014	Evaluator meets with KPS Project Team (principals, counselors, and advisory board) to finalize evaluation, strategies for data collection, and set timelines	Evaluation protocols are clear, defined, and have specific milestones for completion
1/1/15 – 8/31/17	Pre-implementation surveys are administered to all relevant stakeholders, with the advent of program model implementation and counseling services; and at the beginning of each school year subsequently for the duration of the grant	A baseline is established for each phase of the implementation
11/01/2014	Quantitative analysis begins	Quantitative baselines are established
12/01/14 – 8/31/17	Quarterly reports are generated and disseminated	Stakeholders are adequately apprised
4/2014 (2 site visits each of the following 2 year)	2 <sup>nd</sup> site visit by project evaluator, review of implementation and established protocols, reporting and evaluation tool use	Determine progress toward milestones, model fidelity, refinement of evaluation process
12/1/2015 – 06/30/2017	Follow-up surveys administered each quarter to all stakeholders	Provides post-implementation strategies, feedback, on-going evaluation of project, successes.
8/31/2015 (8/31/2016 2 <sup>nd</sup> Annual Report)	1st Annual report issued	Provide overview of Year 1 activities and milestones
10/2015 (10/2016, review of Year 2)	Advisory Board review of Year 1 Annual Report	Provide recommendations to school staff
8/31/2017 Final Evaluation Report generated.		

**Works Cited**

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- Eamon, M. & Altshuler, S. (2004). Can We Predict Disruptive School Behavior? *Children and Schools*, 26 (1), 23-37.
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- McLoyd, V. (1990). The Impact of Economic Hardship on Black Families and Children: Psychological Distress, Parenting, and Socioemotional Development. *Child Development*, 61 (2), 311-346.
- Miles, S., & Stipek, D. (2006) Contemporaneous and Longitudinal Associations between Social Behavior and Literacy Achievement in a Sample of Low-Income Elementary School Children. *Child Development*, 77 (1), 103-117.
- National Research Council. (2001). National Education Goals Panel. U.S. Department of Education

## Kelloggsville Public Schools - Organizational Chart 2013-14





333 Fiftieth St., S.W.  
P.O. Box 1787  
Grand Rapids, MI 49501-1787  
616-530-7000  
FAX 616-717-7600  
www.gfs.com

To Whom It May Concern:

Re: Letter of Support and Cooperation

On behalf of, Gordon Food Service, I am pleased to provide this letter of Support and Cooperation to the Kelloggsville Public Schools (KPS) in its application for funding through the United States Department of Education's Elementary and Secondary School Counseling Programs CFDA 84.215.

Our company has collaborated with the Kelloggsville Public Schools in the past (classroom libraries) to promote the academic achievement and well being of children and their families living with in the KPS. As a community partner we are well aware of the challenges that our children face as they strive to achieve academic excellence.

Gordon Food Service will support Kelloggsville Public School's effort to promote the Application's **Absolute Priority** to "Establish or expand counseling programs in elementary schools, secondary schools, or both.

Additionally, our organization will support the Application's Competitive Preference Priority 1 Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement by supporting the KPS implementation of the evidence-based Positive Action Program Model.

Sincerely

(b)(6)

Executive Assistant

To Whom It May Concern:

Re: Letter of Support and Cooperation

On behalf of, The Dock, I am pleased to provide this letter of Support and Cooperation to the Kelloggsville Public Schools (KPS) in its application for funding through the United States Department of Education's Elementary and Secondary School Counseling Programs CFDA 84.215.

Our company has collaborated with the Kelloggsville Public Schools in the past (community events) to promote the academic achievement and well being of children and their families living with in the KPS. As a community partner we are well aware of the challenges that our children face as they strive to achieve academic excellence.

The Dock will support Kelloggsville Public School's effort to promote the Application's **Absolute Priority** to "Establish or expand counseling programs in elementary schools, secondary schools, or both.

Additionally, our organization will support the Application's Competitive Preference Priority 1 Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement by supporting the KPS implementation of the evidence-based Positive Action Program Model.

Sincerely,

(b)(6)

Assistant Director  
The Dock

Website: [thedock.org](http://thedock.org)



242 - 52nd Street, S.E., Grand Rapids, Michigan 49548 (616) 538-7460 (616) 532-1597 fax

Kelloggsville High School 71 Jean Street, S.W. (616) 532-4479  
Rocket Learning Lab 21 Jean Street, S.W. (616) 532-5118  
Kelloggsville Middle School 1630 S. Division Ave. (616) 532-1599  
East Elementary School 4658 Jefferson Ave., S.E. (616) 532-1560  
Kelloggsville Regional Center 977 - 44th Street, S.W. (616) 532-4525  
Southeast Elementary School 240 - 52nd Street, S.E. (616) 532-1560  
West Elementary School 4553 Magnolia Ave., S.W. (616) 532-1598

To Whom It May Concern:

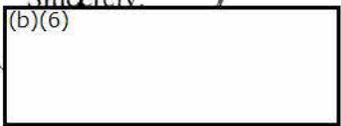
Re: Letter of Support and Cooperation

On behalf of, Kelloggsville Elementary PTG, I am pleased to provide this letter of Support and Cooperation to the Kelloggsville Public Schools (KPS) in its application for funding through the United States Department of Education’s Elementary and Secondary School Counseling Programs CFDA 84.215.

Our company has collaborated with the Kelloggsville Public Schools in the past (community events and classroom support) to promote the academic achievement and well being of children and their families living with in the KPS. As a community partner we are well aware of the challenges that our children face as they strive to achieve academic excellence.

The Kelloggsville Elementary PTG will support Kelloggsville Public School’s effort to promote the Application’s **Absolute Priority** to “Establish or expand counseling programs in elementary schools, secondary schools, or both.

Additionally, our organization will support the Application’s Competitive Preference Priority 1 Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement by supporting the KPS implementation of the evidence-based Positive Action Program Model.

Sincerely,   
(b)(6)  
  
PTG President

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

# Paula B. Dykstra

(b)(6)

(b)(6)

E-mail: [pdykstra@kvilleps.org](mailto:pdykstra@kvilleps.org)

**Objective:** To obtain the position of project director for the federal elementary counseling grant.

**Education:** Grand Valley State University, Allendale, Michigan.  
Masters of Education, Gifted & Talented, April 2000.

Grand Valley State University, Allendale, Michigan.  
Bachelor of Science, April 1996.

Michigan Professional Elementary Teaching Certificate (K-8 self contained, 6-8 Mathematics), April 1996.

Michigan Administrator Certificate (All courses complete except one).

## Professional Experience:

**Principal- Southeast Kelloggsville Elementary 2002-Present**

•Principal of a 4<sup>th</sup> and 5<sup>th</sup> grade elementary school with approximately 285 students each year.

**Fifth Grade Teacher – Southeast Kelloggsville 1996-2002**

\*Taught all subjects\*

**Chapter 1 Math Paraprofessional- Valleywood Middle School 1990-1996**

\*Worked with below grade level students in Math, 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> grades\*

## References:

Available Upon Request

## Eric P. Schilthuis

(b)(6)

(b)(6)

E-mail: [eschilthuis@kvilleps.org](mailto:eschilthuis@kvilleps.org)

**Objective:** To obtain the position of project director for the federal elementary counseling grant.

**Education:** Grand Valley State University, Allendale, Michigan.  
Masters of Education, Educational Leadership, December 2003.

Western Michigan University, Kalamazoo, Michigan.  
Bachelor of Science, April 1996.

Michigan Professional Elementary Teaching Certificate (K-8 self contained), April 1996.

Michigan Administrator Certificate (Elementary and Secondary administration K-12), February 2009.

### Professional Experience:

**Principal- West Kelloggsville Elementary 2012-Present**

•Principal of a 2<sup>nd</sup> and 3<sup>rd</sup> grade elementary school with approximately 285 students each year.

**Principal- East Kelloggsville Elementary 2008-2012**

•Principal of a K-5 neighborhood school with approximately 330 students each year.

**Third Grade Teacher – West Kelloggsville 1996-2008**

\*Taught mathematics, science and social studies to two third grade classrooms each year. My colleague taught all language arts to both of our classes.

**Varsity Girls' Tennis Coach- South Christian High School 1996-1998**

•Head coach for three years of the girls' tennis team. Qualified for the MHSAA State Finals the third year.

### References:

Available Upon Request

## Jeff Owen

(b)(6)

(b)(6)

E-mail: jowen@kvilleps.org

**Objective:** To obtain the position of project director for the federal elementary counseling grant.

**Education:** Grand Valley State University, Allendale, Michigan.  
Masters of Education, Educational Leadership, April 1997.

Central Michigan University, Mount Pleasant, Michigan  
Bachelor of Science, August 1986.

Michigan Professional Elementary Teaching Certificate (K-5 all subjects; K-8 all subjects SCC; Biology 6-8), August 1990.

### Professional Experience:

Principal - East Kelloggsville Elementary 2012-Present

•Principal of a Kindergarten and 1st grade elementary school with approximately 300 students each year.

Principal - West Kelloggsville Elementary 1998-2012

•Principal of a K-5 neighborhood school with approximately 330 students each year.

Elementary Teacher – West Kelloggsville 1991-1998

\*Taught all core subjects at various grade levels.

Community Pride Coordinator, Kelloggsville Public Schools

Asst. Wrestling Coach, Kelloggsville Public Schools 1993-1995

### References:

Available Upon Request

# Kelloggsville Public Schools

Job Description: Elementary Counselor

---

## Primary Function:

To provide group and individual counseling to students and to work with teacher and parent to maximize the potential of all student through a developmental and preventative approach.

## Qualifications:

1. **Education:**  
M.A. in counseling or related field, teacher's certificate preferred.
2. **Training and Experience:**  
Leadership skills necessary to organize, maintain, and evaluate an excellent program of pupil personnel services. Possess a high level of public presence and skill in both personnel and public relations.
3. **Demonstrated Technical Skills:**  
Knowledgeable in learning theory, child development, behavioral disorders, career guidance, testing and measurement, theory and technique of individual and group counseling.
4. **Human Relations Skills:**  
Ability to relate to elementary students, their parents, and school staff to arrive at collaborative solutions for student success.

## Directly Responsible To:

Elementary Principals

## Assigned Responsibilities:

1. Meet regularly with administration and special services personnel as part of a "team" involved in the evaluation of services to student with special needs.
2. Consult and collaborate with teachers, staff and parent/guardians regarding the developmental needs of students (e.g. child study, IEPC meetings, and/or staff meetings).
3. Provide responsive services by facilitating small groups and counseling individual students with specific needs.

4. Refer students, as needed, to district and community resources in consultation with their parents/guardians.
5. Provide systems support by coordinating and conducting activities that contribute to the effective operation of the school.
6. Participate in professional development activities, curriculum study groups, and attend various parent and student functions.
7. Provide individual student planning activities such as assisting the Middle School Counselor with 5<sup>th</sup> grade orientation.
8. Provide consultation, training and assistance for parents as needed or requested.
9. Implement the elementary guidance curriculum such as “Career Day” on a regular basis to expose students to vocational opportunities.
10. Evaluate and revise the building guidance and counseling program as needed.
11. Assume other duties as assigned by elementary principals.

Terms of Employment:

Work year: as negotiated in the contract.

Salary/Benefits per contract.

Evaluation:

Twice per year for probationary teachers.

Once every two years for tenured teachers.

5/08



April 24, 2014

Calvin Johnson  
Southeast Michigan Council of Governments  
1001 Woodward, Suite 1400  
Detroit, Michigan 48226

Re: Intergovernmental Review Letter of Transmission

Dear Mr. Johnson:

On behalf of the Kelloggsville Public Schools, I am providing your office with a copy of our District's Application for Funding through the U.S. department of Education's Application for New Awards: Elementary and Secondary Schools Counseling Programs CFDA Number: 84.215E.

I have attached a copy of the Project Narrative and the SF-424 Forms, including budget forms. If you have any concerns, or need more information, please feel free to contact Tammy Savage. Ms. Savage can be reached at (616) 531-7433 or at [tsavage@kvilleps.org](mailto:tsavage@kvilleps.org).

Sincerely,

Samuel Wright  
Superintendent  
Kelloggsville Public Schools

**Michigan Department of Education  
Local District Indirect Cost Rates for School Year 2013-2014  
Based on 2011-2012 Costs  
R0418 Rate Summary Report**

District Code	District Name	* Restricted Rate	* Unrestricted Rate	** Medicaid Rate
41090	East Grand Rapids Public Schools	3.61	14.80	13.30
41110	Forest Hills Public Schools	3.87	13.61	13.58
41120	Godfrey-Lee Public Schools	1.89	8.73	8.71
41130	Grandville Public Schools	3.03	11.48	11.47
41140	Kelloggsville Public Schools	2.37	10.55	10.55
41145	Kenowa Hills Public Schools	4.37	16.17	16.18
41150	Kent City Community Schools	3.70	17.50	17.50
41160	Kentwood Public Schools	2.00	10.79	10.79
41170	Lowell Area Schools	3.12	12.92	12.91
41210	Rockford Public Schools	3.89	13.09	13.09
41240	Sparta Area Schools	2.70	9.76	9.76
41901	New Branches School	2.98	12.13	9.52
41904	West MI Academy of Environmental Science	0.09	5.91	5.92
41905	Excel Charter Academy	7.56	41.58	41.58
41908	Byron Center Charter School	0.90	8.04	8.04
41909	Vista Charter Academy	4.57	29.13	29.13
41910	Vanguard Charter Academy	6.34	35.33	35.33
41911	Grattan Academy	1.00	10.30	4.96
41914	Knapp Charter Academy	9.03	31.06	31.06
41915	Walker Charter Academy	9.04	32.00	32.00
41916	Cross Creek Charter Academy	6.80	34.47	34.47
41917	William C. Abney Academy	0.00	9.76	0.00
41918	Creative Technologies Academy	7.89	25.90	25.90
41919	Ridge Park Charter Academy	3.71	33.89	33.89
41920	Chandler Woods Charter Academy	6.96	34.53	34.53
41921	Grand Rapids Child Discovery Center	2.06	4.21	4.21
41922	Lighthouse Academy	2.80	13.80	13.80
41923	Wellspring Preparatory High School	5.27	42.27	42.27
41924	West Michigan Aviation Academy	3.72	16.89	16.89
41925	Michigan Virtual Charter Academy	7.98	9.62	9.62
41926	Hope Academy of West Michigan	4.02	22.72	22.72
42030	Grant Township S/D #2	0.00	14.57	14.57
43040	Baldwin Community Schools	6.85	15.86	15.79
44000	Lapeer ISD	11.10	17.79	13.05
44010	Lapeer Community Schools	2.21	9.80	9.80
44020	Almont Community Schools	4.03	12.89	12.89
44050	Dryden Community Schools	2.10	9.64	9.65
44060	Imlay City Community Schools	2.35	9.21	9.21
44090	North Branch Area Schools	2.99	11.98	11.98
44901	Chatfield School	7.94	16.44	17.66
45010	Glen Lake Community Schools	2.82	11.96	11.96

\* If Rate Exceeds 15.00% Limit, Use 15%  
 \*\* If Rate Exceeds 25.00% Limit, Use 25%

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

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**Budget Narrative (Year 1)**

**1. Personnel & 2. Fringe**

Title <sup>1</sup>	Annual Salary	Benefits	Salary + Benefits	FTE to the Project	Other Sources	Total Cost to the Grant
Counselor	44,251.00	8628.95	52,879.95	1	(b)(4)	52,879.95
Counselor	44,251.00	8628.95	52,879.95	1		52,879.95
Counselor	44,251.00	8628.95	52,879.95	1		52,879.95
East Project Director	96,768	56,027	156,295	.10		4,600
West Project Director	94,485	55,130	153,115	.10		4,600
SE Project Director	96,768	56,027	156,295	.10		4,600
<b>Total</b>				3.3		<b>172,439.85</b>

**Total Personnel & Fringe:**

**172,439.85**

The counselor positions will provide an essential aspect of the service delivery model that encompasses all phases of the project: direct service provision to students; implementation of the Positive Action model, support for the HOPSports program model, services for children that are military-connected, and data collection for the evaluation component. These costs were determined by District-wide pay scales for identified positions, based on current District policies.

The project directors have been identified as the principals in the 3-targeted schools. The project directors will work collaboratively supporting each school’s implementation. These activities include supervision of the counselors, monitoring the implementation of the Positive Action model, ensuring program outcomes, and facilitating evaluation protocols.

The project is using two fringe calculations:

For counselors the fringe is calculated at 18.49%: a base rate of 15.75% and a tax surcharge of 2.74%.

For project directors (principals) fringe benefits were calculated using uniform district rates as a percentage of salary.

- Life insurance: .42%
- Disability: .38
- Health insurance (varies - either single or full family): 27.9%
- Dental: 2.7%
- Vision: .77%

<sup>1</sup> Job descriptions for counselors and resumes for project directors can be found in Attachments.

Kelloggsville Public Schools

- Retirement: 53.9%
- FICA: 13.4%
- Worker's Compensation: .47%

**3. Travel**

Project evaluator travel to school sites: 2 trips, 3-night stay, and 5 total travel days

Ground Travel: \$.51 per mile x 295 miles= \$150  
Airfare: \$750 round trip  
Hotel: 3 nights @ \$175 per night = \$525  
Per Diem: \$ 70 per day x 5 travel days = \$350  
Incidentals: \$5 per travel day =\$25  
Baggage Charges: \$25 per bag x 2 bags x 2 trips =\$100  
Airport Parking: \$20 a day x 5 days = \$100

Sub-total: **2,000**

2 Project directors OSHS National Conference DC: 2 night stay, 3 total travel days, 2 people

Ground Travel: \$.51 per mile x 100 miles x 2 people= \$102  
Airfare: \$750 round trip x 2 people = \$1,500  
Hotel: 2 nights @ \$175 per night x 2 people = \$700  
Per Diem: \$ 70 per day x 3 travel days x 2 people = \$420  
Incidentals: \$5 per 3 travel days x 2 people =\$30  
Baggage Charges: \$25 per bag x 2 bags x 2 people =\$100  
Airport Parking: \$20 a day x 3 days x 2 people = \$120

Sub-total: **2,972**

1 Project Director Year 1 Wash DC: 1 night stay, 2 total travel days

Ground Travel: \$.51 per mile x 50 miles = \$26  
Airfare: \$750 round trip = \$750  
Hotel: 1 nights @ \$175 per night = \$350  
Per Diem: \$ 70 per day x 2 travel= \$140  
Incidentals: \$5 per 2 travel days =\$10  
Baggage Charges: \$25 per bag x 2 bags =\$50  
Airport Parking: \$20 a day x 2 days = \$40

Sub-total: **1,366**

**Total Travel:**

**6,338.00**

**4. Equipment:** NA

**5. Supplies**

Office Supplies

These costs were calculated on a per-employee cost per month covering paper, ink cartridges, copying, and general miscellaneous supplies.

3 (FTE) x \$50 x 12 (months) = \$1,8000.

**Total Supplies:** **1,800**

**6.Contractual:** All contractual items are, and will be, in conformance to 34 CFR Parts 74.40 – 74.48 and Part 80.36.

Evaluation Sub-total **23,475**

The cost is broken down on a quarterly basis and covers implementation of the evaluation design, synthesis of evaluation results, and generation of quarterly reports and an annual evaluation report. Calculations based on 10% of total direct costs.

Data Collection Sub-total **23,475**

The cost is broken down on a quarterly basis and covers all data collection resulting in the generation of quarterly reports and an annual evaluation report. Calculations based on 10% of total direct costs.

HOPSports Sub-total **49,580**

These costs reflect purchase of equipment and services HOPSports<sup>2</sup> curriculum. These costs are pre-determined amounts based on HOPSports products and services.

**Total Contractual:** **96,530**

**7. Construction:** NA

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<sup>2</sup> See Attached detailed 3-year description of cost breakdown. See also attached Sole Source Letter for HOPSports.

**8. Other**

Positive Action Sub-total **4,000**

These costs were calculated the developer’s recommendations as identified on the “What Works Clearinghouse” web site retrieved from:

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Positive\\_Action\\_042307.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Positive_Action_042307.pdf)

American Counseling Association: combination of Webinars  
Continuing Education: Counseling our Troops, Veterans, and  
Military Families: Cutting Edge Strategies Sub-total **2,500**

These costs were calculated based on a 7CE rate per school staff of \$119 and membership fees. This will allow up to 10 staff per building to participate and earn CEs.

**Total Other: 6,500**

**9. Total Direct Costs 283,607.85**

**10. Restricted Indirect Costs 2.37% 6,721.50**

**11. Training Stipends: NA**

**12. Total Costs 290,329.35**

**Budget Narrative (Year 2)**

**1. Personnel & 2. Fringe**

Title <sup>3</sup>	Annual Salary	Benefits	Salary + Benefits	FTE to the Project	Other Sources	Total Cost to the Grant
Counselor	47,129.00	9425.80	56,554.80	1		56,554.80
Counselor	47,129.00	9425.80	56,554.80	1		56,554.80
Counselor	47,129.00	9425.80	56,554.80	1		56,554.80
East Project Director	96,768	56,027	156,295	.10	KPS 11,029.50	4,600
West Project Director	94,485	55,130	153,115	.10	KPS 11,029.50	4,600
SE Project Director	96,768	56,027	156,295	.10	KPS 11,029.50	4,600
<b>Total</b>				3.3	33,088.50	<b>183,464.40</b>

**Total Personnel & Fringe:**

**183,464.40**

The counselor positions will provide an essential aspect of the service delivery model that encompasses all phases of the project: direct service provision to students; implementation of the Positive Action model, support for the HOPSports program model, services for children that are military-connected, and data collection for the evaluation component. These costs were determined by District-wide pay scales for identified positions, based on current District policies.

The project directors have been identified as the principals in the 3-targeted schools. The project directors will work collaboratively supporting each school’s implementation. These activities include supervision of the counselors, monitoring the implementation of the Positive Action model, ensuring program outcomes, and facilitating evaluation protocols.

The project is using two fringe calculations:

For counselors the fringe is calculated at 18.49%: a base rate of 15.75% and a tax surcharge of 2.74%.

For project directors (principals) fringe benefits were calculated using uniform district rates as a percentage of salary.

- Life insurance: .42%
- Disability: .38
- Health insurance (varies - either single or full family): 27.9%
- Dental: 2.7%

<sup>3</sup> Job descriptions for counselors and resumes for project directors can be found in Attachments.

Kelloggsville Public Schools

- Vision: .77%
- Retirement: 53.9%
- FICA: 13.4%
- Worker's Compensation: .47%

**3. Travel**

Project evaluator travel to school sites: 2 trips, 3-night stay, and 5 total travel days

Ground Travel: \$.51 per mile x 295 miles = \$150  
Airfare: \$750 round trip  
Hotel: 3 nights @ \$175 per night = \$525  
Per Diem: \$ 70 per day x 5 travel days = \$350  
Incidentals: \$5 per travel day = \$25  
Baggage Charges: \$25 per bag x 2 bags x 2 trips = \$100  
Airport Parking: \$20 a day x 5 days = \$100

Sub-total: **2,000**

2 Project directors OSHS National Conference DC: 2 night stay, 3 total travel days, 2 people

Ground Travel: \$.51 per mile x 100 miles x 2 people = \$102  
Airfare: \$750 round trip x 2 people = \$1,500  
Hotel: 2 nights @ \$175 per night x 2 people = \$700  
Per Diem: \$ 70 per day x 3 travel days x 2 people = \$420  
Incidentals: \$5 per 3 travel days x 2 people = \$30  
Baggage Charges: \$25 per bag x 2 bags x 2 people = \$100  
Airport Parking: \$20 a day x 3 days x 2 people = \$120

Sub-total: **2,972**

**Total Travel:** **4,972.00**

**4. Equipment:** NA

**5. Supplies**

Office Supplies

These costs were calculated on a per-employee cost per month covering paper, ink cartridges, copying, and general miscellaneous supplies.

3 (FTE) x \$50 x 12 (months) = \$1,8000.

**Total Supplies:** **1,800**

**6.Contractual:** All contractual items are, and will be, in conformance to 34 CFR Parts 74.40 – 74.48 and Part 80.36.

Evaluation Sub-total **23,475**

The cost is broken down on a quarterly basis and covers implementation of the evaluation design, synthesis of evaluation results, and generation of quarterly reports and an annual evaluation report. Calculations based on 10% of total direct costs.

Data Collection Sub-total **23,475**

The cost is broken down on a quarterly basis and covers all data collection resulting in the generation of quarterly reports and an annual evaluation report. Calculations based on 10% of total direct costs.

HOPSports Sub-total **49, 580**

These costs reflect purchase of equipment and services HOPSports<sup>4</sup> curriculum. These costs are pre-determined amounts based on HOPSports products and services.

**Total Contractual:** **96,530**

**7. Construction:** NA

---

<sup>4</sup> See Attached detailed 3-year description of cost breakdown. See also attached Sole Source Letter for HOPSports.

**8. Other**

Positive Action Sub-total **4,000**

These costs were calculated the developer’s recommendations as identified on the “What Works Clearinghouse” web site retrieved from:

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Positive\\_Action\\_042307.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Positive_Action_042307.pdf)

American Counseling Association: combination of Webinars  
Continuing Education: Counseling our Troops, Veterans, and  
Military Families: Cutting Edge Strategies Sub-total **2,500**

These costs were calculated based on a 7CE rate per school staff of \$119 and membership fees. This will allow up to 10 staff per building to participate and earn CEs.

**Total Other: 6,500**

**9. Total Direct Costs 293,266.40**

**10. Indirect Costs 2.37% 6,950.41**

**11. Training Stipends: NA**

**12. Total Costs 300,216.81**

**Budget Narrative (Year 3)**

**1. Personnel & 2. Fringe**

Title <sup>5</sup>	Annual Salary	Benefits	Salary + Benefits	FTE to the Project	Other Sources	Total Cost to the Grant
Counselor	49,596.00	10,415.16	60,011.16	1	(b)(4)	60,011.16
Counselor	49,596.00	10,415.16	60,011.16	1		60,011.16
Counselor	49,596.00	10,415.16	60,011.16	1		60,011.16
East Project Director	96,768	56,027	156,295	.10		4,600
West Project Director	94,485	55,130	153,115	.10		4,600
SE Project Director	96,768	56,027	156,295	.10		4,600
<b>Total</b>				3.3		<b>193,833.48</b>

**Total Personnel & Fringe: 193,833.48**

The counselor positions will provide an essential aspect of the service delivery model that encompasses all phases of the project: direct service provision to students; implementation of the Positive Action model, support for the HOPSports program model, services for children that are military-connected, and data collection for the evaluation component. These costs were determined by District-wide pay scales for identified positions, based on current District policies.

The project directors have been identified as the principals in the 3-targeted schools. The project directors will work collaboratively supporting each school’s implementation. These activities include supervision of the counselors, monitoring the implementation of the Positive Action model, ensuring program outcomes, and facilitating evaluation protocols.

The project is using two fringe calculations:

For counselors the fringe is calculated at 18.49%: a base rate of 15.75% and a tax surcharge of 2.74%.

For project directors (principals) fringe benefits were calculated using uniform district rates as a percentage of salary.

- Life insurance: .42%
- Disability: .38
- Health insurance (varies - either single or full family): 27.9%
- Dental: 2.7%
- Vision: .77%
- Retirement: 53.9%

<sup>5</sup> Job descriptions for counselors and resumes for project directors can be found in Attachments.

- FICA: 13.4%
- Worker's Compensation: .47%

### 3. Travel

Project evaluator travel to school sites: 2 trips, 3-night stay, and 5 total travel days

Ground Travel: \$.51 per mile x 295 miles = \$150  
Airfare: \$750 round trip  
Hotel: 3 nights @ \$175 per night = \$525  
Per Diem: \$ 70 per day x 5 travel days = \$350  
Incidentals: \$5 per travel day = \$25  
Baggage Charges: \$25 per bag x 2 bags x 2 trips = \$100  
Airport Parking: \$20 a day x 5 days = \$100

Sub-total: **2,000**

2 Project directors OSHS National Conference DC: 2 night stay, 3 total travel days, 2 people

Ground Travel: \$.51 per mile x 100 miles x 2 people = \$102  
Airfare: \$750 round trip x 2 people = \$1,500  
Hotel: 2 nights @ \$175 per night x 2 people = \$700  
Per Diem: \$ 70 per day x 3 travel days x 2 people = \$420  
Incidentals: \$5 per 3 travel days x 2 people = \$30  
Baggage Charges: \$25 per bag x 2 bags x 2 people = \$100  
Airport Parking: \$20 a day x 3 days x 2 people = \$120

Sub-total: **2,972**

**Total Travel:** **4,972**

### 4. Equipment: NA

### 5. Supplies

Office Supplies

These costs were calculated on a per-employee cost per month covering paper, ink cartridges, copying, and general miscellaneous supplies.

3 (FTE) x \$50 x 12 (months) = \$1,8000.

**Total Supplies:** **1,800**

**6.Contractual:** All contractual items are, and will be, in conformance to 34 CFR Parts 74.40 – 74.48 and Part 80.36.

Evaluation Sub-total **23,475**

The cost is broken down on a quarterly basis and covers implementation of the evaluation design, synthesis of evaluation results, and generation of quarterly reports and an annual evaluation report. Calculations based on 10% of total direct costs.

Data Collection Sub-total **23,475**

The cost is broken down on a quarterly basis and covers all data collection resulting in the generation of quarterly reports and an annual evaluation report. Calculations based on 10% of total direct costs.

HOPSports Sub-total **49,580**

These costs reflect purchase of equipment and services HOPSports<sup>6</sup> curriculum. These costs are pre-determined amounts based on HOPSports products and services.

**Total Contractual: 96,530**

**7. Construction:** NA

**8. Other**

Positive Action Sub-total **4,000**

These costs were calculated the developer’s recommendations as identified on the “What Works Clearinghouse” web site retrieved from:

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Positive\\_Action\\_042307.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Positive_Action_042307.pdf)

American Counseling Association: combination of Webinars  
Continuing Education: Counseling our Troops, Veterans, and  
Military Families: Cutting Edge Strategies Sub-total **2,500**

These costs were calculated based on a 7CE rate per school staff of \$119 and membership fees. This will allow up to 10 staff per building to participate and earn CEs.

**Total Other: 6,500**

<sup>6</sup> See Attached detailed 3-year description of cost breakdown. See also attached Sole Source Letter for HOPSports.

<b>9. Total Direct Costs</b>	<b>303,635.48</b>
<b>10. Indirect Costs 2.37%</b>	<b>7,196.16</b>
<b>11. Training Stipends: NA</b>	
<b>12. Total Costs</b>	<b>310,831.64</b>

Proposed Budget: Kelloggsville

Budget Narrative	Year 1	Year 2	Year 3
<b>Equipment</b>			
<b>HOPSports Training System</b> Turn-key system to augment Physical Education programs in schools and after school programs. Includes a desktop computer, projector, sound system and all of the training tools required for the largest PE classes.	\$19,990	\$19,990	\$19,990
<b>HOPSports Arts Module</b> Programming and requisite equipment to augment existing Arts program, or provide the foundation for a new one. Includes dedicated Professional Development	\$8,015	\$8,015	\$8,015
<b>Heart Rate System</b> Provides 40 heart rate monitors with all equipment included for immediate feedback on participant exertion. Includes a dedicated professional development session, laptop computer, and projector.	\$9,725	\$9,725	\$9,725
<b>Social and Emotional Program</b> An engaging and effective range of tactile interactive tools which in a fun, and playful way introduce the fourth 'R' – reading, writing, arithmetic and relationships – into a child's life.	\$1,300	\$1,300	\$1,300
<b>Services</b>			
<b>HOPSports Brain Breaks</b> On-line supplement to the HOPSports Training System creating opportunity for movement within the classroom setting.	\$2,020	\$2,020	\$2,020
<b>Academic Expansion Pack</b> Provides access to a large number of web based games focused on increasing academic performance. Games are tied to specific grade-based curriculum and suitable for all school ages	\$3,030	\$3,030	\$3,030
<b>Professional Development</b> 4 hour on-site professional development performed by a trained representative of HOPSports or one of our equipment partners. Get the most out of your purchase with these hands-on training sessions.	\$2,500	\$2,500	\$2,500
<b>Shipping</b>	\$3,000	\$3,000	\$3,000
<b>Total:</b>	<b>\$49,580</b>	<b>\$49,580</b>	<b>\$49,580</b>

April 17, 2014

To whom it may concern:

HOPSports, Inc. is the sole source for the HOPSports Training System and HOPSports Brain Breaks, designed specifically for school teachers, after-school coordinators, school counselors and other wellness staff and includes:

240+ lessons – equivalent to more than three years of repeatable curriculum

⇒ 10 mats

⇒ 30 HOPSticks

⇒ 60 SandBell, varying weights

⇒ 10 T-Bows

⇒ 1 CPU operating Microsoft Windows 7 Professional

⇒ 1 digital projector

⇒ 1 sound system

⇒ 1 audio visual cart

⇒ 1 power strip extension cord

⇒ Phone and online support for school staff

⇒ Professional Development and Training

⇒ Student and teacher access to the HOPSports on-line education and community through Brain Breaks

No other company manufactures or distributes a similar educational product. HOPSports' solutions have been carefully developed to create integrated turn-key approaches that, among other things, increase student engagement and activity levels while simultaneously advancing social and emotional learning. Only HOPSports integrates technology with media in a manner that allows the instructor to pause, instruct, change lessons all in a fully contained, turn-key system and incorporate common core education content and social and emotional learning into the platforms.

From time to time, HOPSports has partnered with certain companies to offer our system through their catalogs and online stores. However, these companies have no authority to change the sales price, components, or specifications of the HOPSports system. No promotional pricing may be applied by these companies to the HOPSports Training System. Promotional pricing is only available when ordering directly from HOPSports.

For further information about HOPSports technology specifically developed for physical education classes, contact me at HOPSports, Inc. 661-702-8946.

Sincerely,

(b)(6)

Tom Root  
CEO/Founder  
HOPSports, Inc.

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

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

Name of Institution/Organization

Kelloggsville Public Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	146,553.00	155,187.00	162,588.00			464,328.00
2. Fringe Benefits	25,886.85	28,277.40	31,245.48			85,409.73
3. Travel	6,338.00	4,972.00	4,972.00			16,282.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	1,800.00	1,800.00	1,800.00			5,400.00
6. Contractual	96,530.00	96,530.00	96,530.00			289,590.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	6,500.00	6,500.00	6,500.00			19,500.00
9. Total Direct Costs (lines 1-8)	283,607.85	293,266.40	303,635.48			880,509.73
10. Indirect Costs*	6,721.50	6,950.41	7,196.16			20,868.07
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	290,329.35	300,216.81	310,831.64			901,377.80

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2013 To: 08/31/2014 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 10.55 %.

(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 2.37 %.

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

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

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Tammy		Savage	

Address:

Street1:	242 52nd Street SE
Street2:	
City:	Grand Rapids
County:	
State:	MI: Michigan
Zip Code:	49548-5829
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(616). 538-7460	

Email Address:

tsavage@kvilleps.org
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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #: 

--

No Provide Assurance #, if available: 

--

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

	Add Attachment	Delete Attachment	View Attachment
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