

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 # S215E140380

Grants.gov Tracking#: GRANT11637887

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

Closing Date: Apr 28, 2014

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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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="92-0057379"/>	* c. Organizational DUNS: <input type="text" value="0825009430000"/>
--	---

d. Address:

* Street1:	<input type="text" value="101 Jensen Drive"/>
Street2:	<input type="text" value="P. O. Box 498"/>
* City:	<input type="text" value="King Salmon"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="AK: Alaska"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="99613-0000"/>

e. Organizational Unit:

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Ty"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Mase"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="907-246-4280"/>	Fax Number: <input type="text" value="907-246-4473"/>
---	---

* 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:**

Cybercounseling as a Solution for Rural 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

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="248,148.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="248,148.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

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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>Ty Mase</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Lake and Peninsula School District</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Lake and Peninsula School District * Street 1: 101 Jensen Drive Street 2: * City: King Salmon State: AK: Alaska Zip: 99613 Congressional District, if known: AK-ALL		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: Ty Middle Name: * Last Name: Mase Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: Ty Middle Name: * Last Name: Mase 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: Ty Mase * Name: Prefix: * First Name: Ty Middle Name: * Last Name: Mase Suffix: Title: Superintendent Telephone No.: 907246-4280 Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140380

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

LPSD GEPA Statement2014.pdf

Add Attachment

Delete Attachment

View Attachment

Lake and Peninsula School District Counseling Grant Proposal
GEPA Statement

Lake and Peninsula School District (LPSD) serves a large geographic region with a student population that is over 77% Alaska Native. LPSD is very sensitive, in its policies, practices, and shared values to groups of individuals that traditionally have been underrepresented in a variety of opportunities and occupations. This counseling project will serve all students in grades K-12, their families, and the communities within the LPSD service area. Lake and Peninsula School District is an equal opportunity employer who does not discriminate against any person or member of any group based on race, color, national origin, gender, age, or disability.

Indigenous residents of the Lake and Peninsula School District have a history of low educational achievement, poverty and unemployment. Commercial fishing and subsistence hunting and fishing provide the major source of livelihood. Many Alaska Native parents had a poor educational experience themselves. For these reasons, they have found it hard to support their child's progress in school because they have no basis for understanding the challenges or opportunities posed by education, the world of work, or the world outside the boundaries of their tiny communities.

To address these issues and challenges, all programs conducted in the schools are reviewed by the School Board and Local School Advisory Committees (LSAC). These groups represent a forum for addressing barriers to equal access or full participation on the part of students, teachers, parents, and other program beneficiaries with special needs. Before any major changes are made to the way the district conducts itself, all groups of stakeholders are included in decision-making.

LPSD programs and policies support equal access and full participation for all program beneficiaries with special needs. All facilities operated by LSD are handicapped accessible, and the district does not discriminate based on disability. Teachers, students, and community members are given respect and reasonable accommodations.

Statement Regarding Civil Rights and Inclusion of Adequate Representation of Girls and Women and Racial/Ethnic Minority Populations

Lake and Peninsula School District serves a region that is 77% Alaska Native. The district is very sensitive to groups of individuals that traditionally have been underrepresented in a variety of opportunities and occupations. Every effort is made to recruit and hire staff that represent the minority population and are more likely to be culturally proficient. However, it is difficult to find minority teachers and professionals who are qualified and willing to live in small, isolated villages. This is a common problem throughout Alaska where there is not only a teacher shortage, but only 4.85% Alaska Native teachers and only 5.65% of other minority teachers out of 8,206 teachers statewide. Nonetheless, Lake and Peninsula School District is committed to the goal of hiring staff that accurately represent the community and student demographics when possible.

Statement Regarding Confidentiality and Participation Protection

All of the data collection practices described in this proposal will follow established and commonly accepted research guidelines for participant protection. All participants' involvement and submitted data is voluntary, using non-identifiable participant surveys, collection of publicly available state testing results, confidential structured interview techniques with response coding for anonymity, and accepted guidelines for preserving anonymity of subsets of participants during data disaggregation.

Any information for program participants and community members participating in counseling services will be treated using professional standards for confidentiality of information. Any personal information received by LPSD related to students, clients, or potential clients are fully bound by the Federal Regulations of Confidentiality (42CFR, Part 2) and (28 CFR, Part 22). We are fully aware of the need and responsibility to create and implement confidentiality practices for cybercounseling that maintain the absolute level of confidentiality afforded to participants by law as well as human subjects research protection.

Statement Regarding Promotion of Non Use of Tobacco

The State of Alaska has a law that forbids smoking in any public building. Lake and Peninsula School District has a policy forbidding the use of tobacco, alcohol, or illegal drugs in any school district facilities or on school property.

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**

Lake and Peninsula School District

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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:

Lake and Peninsula School District

Elementary and Secondary School Counseling Grant Proposal 2014

Abstract

This project will create a sustainable cybercounseling program for the 12 rural village schools in Lake and Peninsula School District in southwestern Alaska. The proposal will add a 1.0 FTE certificated school counselor as the Project Director and 2 classified Community/Family Liaisons @ .25 FTE each. The project will serve the needs of 363 students.

This project addresses competitive preference priority #1 by improving the school setting through increased counselor engagement in teaching counseling curriculum and available for individual student counseling sessions.

The project has 5 goals: 1) To develop youth who exhibit positive social and emotional behaviors; 2) To develop youth who demonstrate resilience to risk behaviors; 3) To equip students with academic and life skills counseling to ensure they graduate ready to transition to adulthood and postsecondary education or employment; 4) To increase teacher success as a way to positively influence retention; and 5) To increase the skills and abilities of parents through access to counseling resources.

Expected outcomes include a reduction in student risk behaviors, a reduction in student discipline referrals, increased teacher ability to manage student behavior in the classroom, increased student achievement and high school graduation, more students prepared for the Alaska Performance Scholarship, increased parent access and use of counseling resources, and increased teacher retention.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



Igiugig, Alaska

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Lake and Peninsula School District

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Lake and Peninsula School District

Elementary and Secondary School Counseling Grant Proposal 2014

1. Need for the Project (20 points)

The Lake and Peninsula School District (LPSD) is *geographically* one of the largest among Alaska's 53 school districts though by student population it is small: 363 students (77% of whom are Alaska Native) live in 12 remote native villages spread over 28,000 square miles of the southwest region of Alaska, an area the size of the state of West Virginia. The numerous volcanoes of the region are part of the Pacific Rim of Fire. The Lake and Peninsula School District encompasses three national parks and preserves, three national wildlife refuges, several designated wild and scenic rivers and many state critical habitat areas. This is the place where grizzly bears stand in the waterfalls and catch salmon as they leap upstream to spawn.

A. Specific Gaps and Weaknesses: The trade off for living in this pristine and beautiful far corner of the earth is that families are isolated. With that isolation comes poverty and accompanying socio-economic risk factors. 65% of students in the district qualify for free or reduced price lunches. The cost of living in the most accessible village of the LPSD is more than 80% higher than in the state's urban hub. In terms of student achievement, we have made great strides over the last five years but closing the achievement gap between our predominantly Alaska Native student population and the statewide student group still eludes us, shown below.

District-wide Percent of Students Proficient on SBAs, Spring 2013			
	Reading	Writing	Math
Statewide	82.22	77.08	71.95
Lake and Peninsula	71.79	71.79	65.81

The most elusive NCLB target for the region is high school graduation. To meet the requirements of NCLB, an Alaska LEA must have an 85% graduation rate. Across the state, Alaska Native students have lower graduation rates than their peers. NCES statistics show that Alaska Native and American Indian students have a dropout rate twice the national average, the highest of any disaggregated group. According to data compiled by the Alliance for Excellence in Education, there is a 21% gap in graduation rates between Caucasian and Alaska Native students. Their projections further indicate that students who drop out of high school in Alaska right now represent almost \$1 billion dollars in lost wages over their lifetime.

LPSD Graduation Rates 2006 - 2013								
Year	2006	2007	2008	2009	2010	2011	2012	2013
LPSD Graduation Rate	54%	39%	46%	33%	54%	56%	61.9%	65.38%

Teacher turnover is an ever present education variable in rural Alaska and is linked to poor student achievement: The 10-year average for teacher turnover for Lake and Peninsula School District is 28.9%. For this same time period, the statewide average for teacher turnover was 13%. The five school districts in Alaska with the lowest teacher turnover (Mat-Su, Valdez, Sitka, Anchorage, and Petersburg) have an average of 85.8% of students who scored proficient in Reading, compared to the five school districts in the state with the highest teacher turnover (37.9%) and 46.9% student proficiency in Reading.

Another indicator of student academic success in the last few years has become qualification for an Alaska Performance Scholarship (APS). Students who enroll in and successfully complete four years of challenging coursework in high school in Alaska qualify for a state scholarship to help pay for postsecondary education. In both FY 12 and FY 13, NO LPSD

students qualified for the scholarship. By contrast, 31% of the statewide student population did qualify though there were differences in qualifying rates both by racial and urban/rural variables. In the FY 13 statewide group, 38% of the qualifying students were Caucasian, while only 13% of Alaska Native students qualified. Looked at another way, the proportion of rural students who qualify for the scholarship in both of the last two years is less than half that for urban students.

Yet another indicator of the need for counseling services comes from the FY 13 Youth Risk Behavior Survey data. On a number of key indicators, LPSD students are at higher risk than the statewide student population, shown below.

High School Youth Risk Behavior Survey 2013 Results		
	Alaska	LPSD
Students who carried a weapon in the last 30 days	19.2%	36.6%
Students who were bullied on school property in the last 30 days	20.7%	24.4%
Students who attempted suicide one or more times in the last year	8.4%	14.6%
Students who have tried smoking cigarettes	35.7%	67.5%
Students who have used chewing tobacco or dip	9.1%	27.9%
Students who had their first drink of alcohol before age 13	13.7%	26.6%
Students who have tried marijuana	39%	57.9%
Students who have used cocaine, heroin, solvents, or other unprescribed drugs	42.7%	64.5%

Students without at least one parent who talked to them about school	59.3%	65.8%
Students who agree they feel alone in their life	8.3%	11.3%

B. Magnitude of the Need: Context for the LPSD gaps and weaknesses comes from viewing it in relation to other national data for rural communities. In terms of attention needed by policy makers and others based on factors related to education, the Rural School and Community Trust ranks rural Alaska schools at 7 out of the 50 states. The rural high school graduation rate in Alaska, regardless of race or poverty is 69.8%, behind the national average of 77.5% for rural students. Just ten other states have lower rural graduation rates. Alaska ranks second in the nation for the proportion of rural students who are also minority, in this case Alaska Native. Alaska is 5th in the nation for the outmigration trend in rural schools. Just this year LPSD closed its smallest school when the student population dropped below 10 students enrolled. The decision was heartbreaking for its impact on a traditional Native village – the families with children had to decide whether to relocate to another village some distance away or seek distance education for their children.

The percentage of population who rely on food stamps in in southwest Alaska is 15%, higher than the U.S. average of 11.5%. Alaska is dead last in the nation for the rate of students from low-income families who attend a postsecondary institution. Two separate studies found that Alaska Native students have between a 6% and 10% baccalaureate completion rate if they do get to college. Alaska’s rural students are disproportionately placed in developmental (non-credit earning) courses once they do get to the university. University reports show that many

rural students exhaust their meager resources for higher education before ever getting into a degree program.

2. Quality of the Project Design (30 points)

Given these conditions, the overall intent of this proposal is to **expand the school counseling program in Lake and Peninsula School District through purposeful development and implementation of cybercounseling strategies (GPRA 1)**. We intend to improve school safety and positively impact 7 youth risk indicators (Competitive Preference 1) through coordinated, sequenced, and distance-delivered school counseling curriculum that uses a developmental, preventative approach. In addition we will use cybercounseling strategies to support these facets of a comprehensive counseling program: academic and career advising, student assessment, student behavior referrals, and professional development for teachers. Currently, we have two itinerant counselors who serve our 12 villages. While they try to visit each village monthly, weather hampers travel and counseling service can be unintentionally sporadic. Our current counselor allocation is shown in the table below (GPRA #1).

GPRA #1: Student to Mental Health Provider Ratio , Baseline Data FY14						
School Name	FY14 Enrollment	Psychiatrists	Psychologists	Counselors	Social Workers	Other
Chignik Lagoon School	13	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Chignik Lake School	23	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Egegik School	12	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Igiugig School	19	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE

Kokhanok School	38	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Newhalen School	69	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Nondalton School	34	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Tanalian School	61	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Perryville School	30	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Pilot Point School	12	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Meshik School	25	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Levelock School	19	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Lakeview Home School	8	0 FTE	0 FTE	.15 FTE	0 FTE	0 FTE
Total	363	0 FTE	0 FTE	2.0 FTE	0 FTE	0 FTE

We will scaffold the implementation of our cybercounseling initiative because we recognize the need for protocols that protect confidentiality and use of best practices for teaching and communicating via distance technology. We plan to start with research and development of protocols and permissions, and a high level of communication with parents, community, and school staff about the change and positive benefits, e.g. increased availability of counseling services. The first area where we will implement cybercounseling is career advising, in Spring 2015. The counselors will use video conferencing (VTC) to deliver whole class counseling curriculum to K-6 students beginning in fall 2015. Ongoing teacher professional development

will also begin in fall 2015 using VTC, and occur monthly at each school site. Counselors will respond to student behavior referrals via cybercounseling starting in January 2016. Full implementation of the cybercounseling initiative will be in 2016-17. We have five goals for this initiative with associated objectives:

Goal 1: To develop youth who exhibit positive social and emotional behaviors.

Objective 1.1: The incidence of counseling referrals and suspensions from 2014 baseline will decrease (GPRA 2) as a result of regular whole-class instruction on behavior topics delivered via distance technology by the district counselors. Note: The school-by-school number of referrals for FY 13 and FY14 are reported in the evaluation plan for this proposal.

Goal 2: To develop youth who demonstrate resilience to risk behaviors.

Objective 2.1: As a result of increased counselor contact, there will be a decrease in the percent of students reporting the following risk behaviors from the FY13 baseline on the Youth Risk Behavior Survey: a) carrying a weapon; b) bullying; c) attempted suicide; d) loneliness; e) tobacco use; f) drinking; and g) drug use.

Goal 3: To equip students with academic and life skills counseling to ensure they graduate ready to transition to adulthood and postsecondary education or employment.

Objective 3.1: There will be an increase in the number of students who meet the qualifications for an Alaska Performance Scholarship as a result of more frequent academic advising and monitoring.

Objective 3.2 The district-wide graduation rate will increase as a result of web-based academic planning and advising starting in grade 8, led by the district counselors.

Objective 3.3: There will be an increase in district-wide standards –based assessment scores for reading, writing, and math through universal screening and identification of students in need of tutoring and other interventions.

Goal 4: Increase teacher success as a way to positively influence retention.

Objective 4.1: Counselors will provide teachers with regular monthly professional development on classroom management and cultural competency strategies.

Objective 4.2: Counselors will maintain regular, ongoing communication with individual teachers to discuss needs and strategies for working with specific students.

Goal 5: Increase the skills and abilities of parents through access to counseling resources

Objective 5.1: The Community/Parent Liaison will engage in regular communication with parents to provide high visibility and training for parenting topics, and lead parents to appropriate resources.

A. Linkages with other agencies and organizations: Our proposal is aligned with the Alaska School Health and Safety Framework which supports holistic efforts to improve academic success and health of students. The Framework emphasizes positive youth development. Key indicators and data for measuring the success of the Framework objectives come from the Youth Risk Behavior Survey (YRBS), in which we participate. The Framework encourages locally-designed comprehensive and integrated approaches to counseling and other school-based or school-linked mental health services. This proposal is aligned with the LPSD School Board goal to use technology to increase parent communication, and student educational opportunities.

In our region of western Alaska the social service needs of most residents are served by the Bristol Bay Native Association (BBNA). BBNA employs social workers and youth

coordinators whose primary duties are to ensure Native rights are preserved in child protection cases and support the work of the tribal court system. The BBNA Family Services office contributes to efforts to end domestic violence. The BBNA Social Services division works closely with our school counselors; they will be key partners in the development of cybercounseling protocols.

Alaska Native Tribal Health Consortium (ANTHC) is considered a national and world leader and innovator in telemedicine. ANTHC is effectively using cybercounseling in adult settings for group drug and alcohol treatment as well as for specialized mental health services for patients of all ages. ANTHC will be a valuable resource for the development of our school-based cybercounseling initiative.

B. Appropriateness of the project to meet the need: Our cybercounseling proposal is an extension of a successful distance-tutoring intervention we have refined over the last three years. In our small, remote villages there are no “spare” adults who can tutor our students so we reached out to university teacher preparation programs as a source of tutors. Over 3 years we have developed processes to maintain confidentiality of student information shared with tutors and procedures for all facets of the tutoring interaction, per FERPA regulations.

It is an appropriate and sensible solution to apply the lessons learned from the tutoring initiative to our counseling conundrum. Our student enrollment is small and shrinking; we will never have adequate resources to place a counselor at each school. Right now we have two full-time counselors who each work with about half of the students in the district. This student to counselor ratio might be lavish in an urban or suburban setting. In our remote, rural school district, the counselors are itinerant and must spend a great deal of time traveling from school to school by small 4-passenger aircraft, limiting the amount of time they are actually able to deliver

counseling services. The American School Counseling Association acknowledges the need for new models of school counseling. In fact, a recent survey showed that half of ASCA members believe cybercounseling can be effective, with careful attention to protocols to preserve privacy and confidentiality. Once fully implemented, our cybercounseling initiative will allow our existing two counselors to spend more of their time providing services as opposed to travel between school sites. Over half of our students are receiving distance tutoring services and are therefore very familiar with the distance video conferencing software called Black Board Collaborate (BBC). Counselors will use BBC for their sessions with individual students, much like tutors do. The spaces we created in our schools for tutoring are also ideal for cybercounseling. They are equipped with large video monitors so that the non-verbal cues so important in Alaska Native communication are not lost. Each “station” is private, so a student may have a confidential conversation with his or her counselor.

C. Evidence-based: A review of the literature shows increasing interest in cybercounseling and its potential. The American School Counseling Association (ASCA) calls it a developing field where best practices are still being developed. ASCA has a working group of cyber counselors that is exploring protocols, guidelines for caseloads, and use of specific technologies. We will engage with that group to further the development of cybercounseling best practices. The published studies we found were small scale, used limited communication media, or focused on higher education or clinical counseling for adults. One study noted that cybercounseling is more economical than traditional counseling, provides more immediacy in some cases, and may reduce reluctance to talk to a counselor about personal issues (Maples and Han, 2008). This same study voiced a concern expressed in other early studies, that of inability to see facial expressions in an audio-only session. This is less of a concern with video

conferencing and adequately large monitors, both of which we have planned for. Law (2002) provided some suggestions for the use of a counseling web site, use of chat sessions for support groups, and suggestions for protocols related to e-mail and confidentiality. He also suggested the need for student, staff, and parent training to make the best use of cybercounseling. We are planning to hire Community/Family liaisons to assist with parent familiarization with the new resources. Our students and teachers are well-versed in the use of VTC software as a result of our distance tutoring initiative.

3. Quality of the Management Plan (30 points)

LPSD has a long track record of successful discretionary grant management and good fiscal stewardship. The district and School Board do not seek discretionary funding for initiatives that will be unsustainable later. This proposal is practical, adds value, and will produce changes and processes that will be sustained beyond the life of the grant. The project team for this initiative includes the Project Director, two school counselors already in the district, and the two part-time Community/Parent Liaisons. This team will from time to time ask other individuals to contribute their expertise on an ad hoc basis. The 1.0 FTE Project Director for this initiative is Kristen Forrester. Kris is a very experienced certificated school counselor with a host of other valuable experiences as well. In addition to her school counseling certificate Kris holds an Alaska School Administrator certificate. Her Bachelor's degree is in Business Administration and her Master's degree is in Business Education. The duties of the Project Director will be to lead the development of cybercounseling processes and curriculum, supervise its implementation by the two school counselors, gather feedback, and engage in a continuous improvement cycle. Kris will train the Community/Parent Liaisons for publicizing cybercounseling to parents. Kris will ensure that the project timeline is met and will be responsible for the project budget and grant reporting requirements. The other project-funded personnel include two .25 FTE

Community/Parent Liaisons who will help parents understand how cybercounseling will be used in the district. These individuals will be hired as part-time classified staff, one to work with communities in the north of the district, and the other to work with the six villages in the southern part of the district. Parents will have access to an expanded counseling web site developed through the project and the Liaisons will be responsible to initiate and lead community and parent meetings to familiarize people with the resource. The Liaisons will be a crucial link in the continuous feedback process.

A. Management Plan: Tasks, Responsibilities, Timeline and Milestones			
Task	Staff Responsible	Timeline	Milestones/Eval. Data
Hire the Community/Parent Liaisons	Project Director	Sept 2014	2 individuals hired
Conduct research and set up cybercounseling protocols	Project Director	Sept 2014 – Jan 2015	Written processes and forms approved by School Board
Development of Counseling Web Site	Project Director with Counselors	October 2014 – February 2015	Fully functioning secure counseling website with public access to resources
Parent/Community Meetings to demonstrate the web site and resources	Community/Parent Liaisons	March 2015- May 2015	Parent meetings held in each community

Teacher Inservice training on use of cybercounseling resources	Project Director	January 2015	Agenda and feedback from PD session
Pilot use of cybercounseling to compete career advising of high school students	Project Director and Counselors	Spring 2015	All students have an active, current School-to-Life Plan
Classroom counseling lessons ready for distance delivery to K-6 students	Project Director and Counselors	Fall 2015	Dates, times, and schools of classroom presentations, teacher feedback
Teacher professional development on classroom management	Project Director and Counselors	Start Fall 2015, ongoing monthly	Scope and sequence from PD sessions; teacher evaluation/feedback forms
Implementation of cybercounseling for classroom behavior referrals	Counselors	January 2016	Discipline data and counselor log of student meetings
Counseling team meetings	Project Director	Monthly	Agendas and meeting notes
Administration of YRBS	Project Director	February 2015	YRBS results

Universal administration of AIMSweb assessments	Counselors assist	September, January, May annually	AIMSweb data reports by school
State Standards-Based Exams	Counselors Assist	March annually	SBA scores by school
High School Graduation	Counselors Assist	May annually	No. of students who graduate
Annual Performance Report	Project Director, Evaluator	June annually	APR
School Board reports	Project Director	Quarterly	Minutes and written report

B. Feedback and Continuous Improvement: We have used the Plan- Do- Study-Act model for years and routinely gather performance feedback to make changes as quickly as possible, as needed. We are planning a staged implementation of our cybercounseling initiative so that we try out processes with our most mature group of students first – our high school students – who can provide a higher level of feedback than younger students. Because our school district is small, we routinely gather continuous improvement information anecdotally as well as through surveys and other more formal means. In small rural and indigenous communities, the most effective way to gather feedback for continuous improvement is by systematically engaging in informal interviews, and then later summarizing the results. The project team, led by the Project Director, will meet monthly using these questions to frame discussion about the cybercounseling initiative: Are activities occurring when and as we planned them? Are there

barriers preventing project activities from happening? If so, what are they? Are the processes we are developing being recorded so they can be repeated in successive years of the project? At any given point, What services are being provided to whom, when, and how? Are there any unanticipated outcomes? How satisfied are teachers with distance delivered counseling curriculum? What are we learning about interacting and communicating with teachers as co-facilitators during the distance instruction? Is technology working as needed to support any-moment interaction with students? How are the new cybercounseling activities coexisting with traditional duties for the counselors? What are parents saying about cybercounseling?

4. Quality of the Project Evaluation (20 points)

The overall intended outcome from this initiative is to increase the level of counseling services available to rural Alaska students in a sustainable way. Secondly, we would like to contribute in a meaningful way to the fledgling body of research about the emerging K-12 cybercounseling field. The project evaluation plan has a mixed qualitative and quantitative data collection design stemming from the theory of pragmatism which allows an evaluator to triangulate social research findings for greater reliability.

Our Project Evaluator is Dr. Dale Cope. She has over 12 years of experience in the program evaluation at the state and local level. In particular, Dr. Cope is experienced in conducting research with indigenous populations and has a good understanding of issues related to rural schooling. Dr. Cope has conducted several previous evaluations of School Counseling program grants. The Project Evaluator will work closely with the Project Director to identify and produce useful data analysis for monitoring the implementation of the project and achievement of the project outcomes. Data collection will be ongoing. Data related to students will include achievement, attitudinal, and behavior measures. Note: The evaluation plan shows the process or

performance measures as they are associated to specific goals, therefore scoring factors A & B are presented together in this evaluation section.

GOAL #1: To develop youth who exhibit positive social and emotional behaviors.

Objective 1.1: The incidence of counseling referrals and suspensions from 2014 baseline will decrease (GPRA 2) as a result of regular whole-class instruction on behavior topics delivered via distance technology by the district counselors.

Activities Related to Objective 1.1:

1.A.) Counselors and Project Director will locate and/or create counseling curriculum resources appropriate for video teleconference delivery to a whole classroom of students.

1. B.) Counselors will deliver whole-class counseling instruction to students in grades K-6 using video conferencing at least 2X/month for 30 minutes for each group of students per school.

1. C.) Teachers will receive professional development specifically related to on-site monitoring of students while counselors deliver the lessons via distance technology.

Outcome Measure 1.1: Decrease the incidence of counseling referrals for negative school and social behaviors by at least 20% from the baseline district-wide each year.

• **Baseline Data:** District records show a total of 24 referrals so far for FY14.

GPRA #2: Average Number of Referrals Per Site, Baseline Data FY14			
School Name	FY14 Enrollment	Referrals FY13	Referrals FY14 (Aug. to Apr.)
Chignik Bay School	12	3	School Closed
Chignik Lagoon School	13		
Chignik Lake School	23	5	1

Egegik School	12		
Igiugig School	19	2	
Kokhanok School	38		3
Newhalen School	69	3	3
Nondalton School	34	3	
Tanalian School	61		
Perryville School	30		4
Pilot Point School	12		
Meshik School	25	5	3
Levelock School	19		9
Lakeview Home School	8		
Total	363	21	24

- **Evaluation Design:** One-group pre/post data collected at all 12 community school sites for all students in grades K-12
- **Source of Information/Instrument(s):** Student discipline records, tabulated by situation type
- **Who Will Collect the Data:** The LPSD registrar
- **Timing of Data Collection:** Daily
- **Population or Sample:** Population
- **How Will the Data be Described/Analyzed:** The number of incidents/referrals will be totaled for an overall sum to compare to the baseline. In addition, the referrals will be totaled by type of incident and disaggregated by school if student anonymity can still be assured.

Process Measure 1.1.a: Number of teachers trained to support counselors while they are delivering counseling lessons via distance.

- **Source of Information/Instrument(s):** agenda for training(s) and attendance
- **Who Will Collect the Data:** Project Director
- **Timing of Data Collection:** At the beginning of the training session
- **Population or Sample:** Population
- **How Will the Data be Described/Analyzed:** The number of teachers who attended will be tabulated along with the length and number of the professional development sessions

Process Measure 1.1.b: Number of counseling curriculum sessions delivered by classroom or site and number of students present

- **Source of Information/Instrument(s):** Counselor activity log
- **Who Will Collect the Data:** Project Director from counselor activity logs
- **Timing of Data Collection:** Monthly
- **Population or Sample:** Population
- **How Will the Data be Described/Analyzed:** A tally of each age/classroom group of students taught (number of students present) along with duration and summary of content of each session

Process Measure 1.1.d: Amount of school counselor time spent in distance delivery of safety and violence prevention curriculum

- **Source of Information/Instrument(s):** Activity logs
- **Who Will Collect the Data:** School Counselor
- **Timing of Data Collection:** Daily
- **Population or Sample:** Population
- **How Will the Data be Described/Analyzed:** The number of days and amount of time spent for the year will be reported along with a summary list of topics presented

GOAL #2: To develop youth who demonstrate resilience to risk behaviors.

Objective 2.1: As a result of increased counselor contact, there will be a decrease in the percent of students reporting the following risk behaviors from the FY13 baseline on the Youth Risk Behavior Survey: a) carrying a weapon; b) bullying; c) attempted suicide; d) loneliness; e) tobacco use; f) drinking; and g) drug use.

Activities Related to Objective 2.1: 2.A.) Teacher referral of students for individual and group counseling.

2.B.) Counselors meet with students in person or via video conferencing.

2.C.) Counselors call parents; as needed meet with parents in person or via VTC.

Outcome Measure 2.1: A 2% decrease in each risk factor from baseline in FY13

- **Baseline Data:** a) carrying a weapon (36.6%); b) bullying (24.4%); c) attempted suicide (14.6%); d) loneliness (11.3%); e) tobacco use (67.5%); f) drinking (26.6%); and g) drug use (57.9%).

- **Evaluation Design:** Single administration survey

- **Source of Information/Instrument(s):** Youth Risk Behavior Survey administered biennially

- **Who Will Collect the Data:** Project Director

- **Timing of Data Collection:** next administration Fall 2015

- **Population or Sample:** Population of students in grades 9-12

- **How Will the Data be Described/Analyzed:** The percent of total responses agreeing with each statement; LPSD percent is shown in comparison to Alaska Statewide results

Process Measure 2.1a: Number of times counseling session occurred via cybercounseling

- **Source of Information/Instrument(s):** Log maintained by Counselor

- **Who Will Collect the Data:** Counselor
- **Timing of Data Collection:** Daily
- **Population or Sample:** Population
- **How Will the Data be Described/Analyzed:** The total number of cybercounseling sessions to discuss student risk factors will be reported district-wide each year.

GOAL #3: To equip at-risk students with academic and life skills counseling to ensure they graduate ready to transition to adulthood and postsecondary education or employment.

Objective 3.1: There will be an increase in the number of students who meet the qualifications for an Alaska Performance Scholarship as a result of more frequent academic advising and monitoring.

Objective 3.2: The district-wide graduation rate will increase from FY13 baseline as a result of web-based academic planning and advising starting in grade 8, led by the district counselors.

Objective 3.3: There will be an increase in district-wide standards –based assessment scores for reading, writing, and math through universal screening and identification of students in need of tutoring and other interventions.

Activities Related to Goal #3 Objectives: 3.A.) Counselors will meet with all 8th grade students in the spring to create an individual high school plan of study.

3.B.) Counselors will make students aware of APS requirements and will help students get enrolled in the right classes to qualify for the scholarship.

3.C.) Counselors will help student in need of remediation seek and persist with tutoring to recover credit.

3.D.) Counselors will assist with AIMSweb universal screening and placement of students in tutoring, including parent meetings to gain consent.

Outcome Measure 3.1: 100% of district graduates qualify for an Alaska Performance Scholarship.

- **Baseline Data:** In FY13 no students qualified for APS.
- **Evaluation Design:** One-group pre/post data
- **Source of Information/Instrument(s):** District record maintained and published by Alaska Commission on Postsecondary Education
- **Who Will Collect the Data:** Project Director
- **Timing of Data Collection:** Annually
- **Population or Sample:** Population of all 12 grade students.
- **How Will the Data be Described/Analyzed:** The number of graduates who qualify for APS is shown as a percent of the district's graduates

Process Measure 3.1a: Number of times counselors met with each student for academic planning

- **Source of Information/Instrument(s):** Log maintained by Counselor
- **Who Will Collect the Data:** Counselor
- **Timing of Data Collection:** Daily
- **Population or Sample:** Population
- **How Will the Data be Described/Analyzed:** The total number of counseling sessions to discuss academic planning will be reported district-wide each year, disaggregated by cybercounseling or face-to-face session

Outcome Measure 3.2: A 2% annual increase in the district graduation rate.

- **Baseline Data:** The district-wide graduation rate in FY2013 was 65.38%.
- **Evaluation Design:** One-group pre/post data
- **Source of Information/Instrument(s):** District record reported to Alaska Department of Education and Early Development
- **Who Will Collect the Data:** Project Director/District Registrar
- **Timing of Data Collection:** Annually
- **Population or Sample:** Population of all 12 grade students.
- **How Will the Data be Described/Analyzed:** The number of graduates as a percent of the total number of 12th grade students.

Process Measure 3.2a: Number of students who were referred for and attended tutoring at the recommendation of the counselor to catch up or remediate.

- **Source of Information/Instrument(s):** Log maintained by Counselor
- **Who Will Collect the Data:** Counselor
- **Timing of Data Collection:** Daily
- **Population or Sample:** Population
- **How Will the Data be Described/Analyzed:** The total number of students referred for tutoring, and the total number of students who attended tutoring and graduated

Outcome Measure 3.3: 2% annual increase in percent proficient on SBA scores for reading, writing, and math

- **Baseline Data:** In FY13, percent proficient- Reading (71.79%); Writing (71.79%) and Math (65.81%).
- **Evaluation Design:** One-group pre/post data
- **Source of Information/Instrument(s):** Alaska Department of Education report

- **Who Will Collect the Data:** Provided by Alaska Department of Education
- **Timing of Data Collection:** Annually in March, published in August
- **Population or Sample:** Population of all students in grades 3-10 who were tested.
- **How Will the Data be Described/Analyzed:** The number of students who are proficient or above proficient over the total number of students tested, shown as a percent.

GOAL #4: Increase teacher success as a way to positively influence retention.

Objective 4.1: Counselors will provide teachers with regular monthly professional development on classroom management and cultural competency strategies.

Objective 4.2: Counselors will maintain regular, ongoing communication with individual teachers to discuss needs and strategies for working with specific students.

Activities Related to Goal #4 Objectives: 4.A.) Professional development will be scheduled and delivered by counselors as 30-minute sessions during school-level PLC meetings.

Outcome Measure 4.1: A decrease in the number of student referrals for classroom behavior (see Outcome measure 1.1 – GPRA #2).

Process Measure 4.1.a: Monthly professional development sessions for 30 minutes or longer at each school site

- **Source of Information/Instrument(s):** Sign in sheets
- **Who Will Collect the Data:** School counselor
- **Timing of Data Collection:** Teachers will sign in for each PD session
- **Population or Sample:** Population
- **How Will the Data be Described/Analyzed:** The total number of teachers by school and training session will be reported

Process Measure 4.2.a: 80% or higher teacher satisfaction with counselor communication

- **Source of Information/Instrument(s):** Annual end of year teacher survey
- **Who Will Collect the Data:** Project Evaluator
- **Timing of Data Collection:** Annually in May
- **Population or Sample:** Population of LPSD teachers
- **How Will the Data be Described/Analyzed:** The percent of teachers who express overall satisfaction with counselor communication and support will be reported

GOAL #5: Increase the skills and abilities of parents through access to counseling resources.

Objective 5.1: The Community/Parent Liaison will engage in regular communication with parents to provide high visibility and training for parenting topics, and lead parents to appropriate resources.

Activities Related to Objective 5.1: 5.A.) Community/Parent Liaison travels to local communities to meet with parents 5.B) the Community/Parent Liaison uses other electronic and telephone communication tools to maintain contact with parents. 5.C) Counselors and teachers populate the district counseling web pages with parent and student resources

Outcome Measure 5.1: Community/Parent Liaison has 1 or more meeting with a parent of each student annually

- **Baseline Data:** None; this is a new position
- **Evaluation Design:** One-group pre/post data
- **Source of Information/Instrument(s):** Log of activity maintained by the Community/Parent Liaison
- **Who Will Collect the Data:** Community/Parent Liaison
- **Timing of Data Collection:** ongoing, reported to the Project Director monthly

- **Population or Sample:** Population of all parents
- **How Will the Data be Described/Analyzed:** Tabulation of parent meetings, matched to names of students

Process Measure 5.1.a: Number of visitors to the district counseling web page(s)

- **Source of Information/Instrument(s):** Counter and name field embedded in web page
- **Who Will Collect the Data:** Project Director
- **Timing of Data Collection:** Biannually in January and June
- **Population or Sample:** Population
- **How Will the Data be Described/Analyzed:** The number of individuals who visit the counseling web pages will be totaled by user type (parent, student, teacher) and number of visits by individual

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Program Specific Assurances

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

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

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



Signature of Authorized Certifying Official

Superintendent

Title

Lake and Peninsula School Dist. 4-28-14

Applicant Organization Date Submitted

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KRISTEN L. FORRESTER

(b)(6)

EDUCATION

- Human Resource Management Courses, Luna Community College, 08/09
- Advanced Certification in School Administration, University of Alaska; 95/96
- Advanced Certification in Counseling, University of Alaska; 87/89
- Master's in Business Education, Eastern New Mexico University; 81/83
- Bachelor's in Business Adm., Eastern New Mexico University; 75/77

RELATED WORK EXPERIENCE (For detail see Related Work Experience Sheet)

- Lake and Peninsula School District, Director of Student Services
- Anchorage School District, Director of Career and Technical Education
- Raton High School, Counselor
- High Plains Regional Education Center, Education Specialist
- Jenks High School, College/Career Counselor
- Mat-Su Borough School District (MSBSD)-Director of Career and Technical Education
- Colony High School – Counselor, Department Chair
- Palmer High School – Business Instructor
- University of Alaska, PWSCC, Business Instructor
- Galena City Schools, Business Instructor

PROGRAM DEVELOPMENT EXPERIENCE:

- Initiated and developed Career Pathways and Tech Prep program for ASD, MSBSD and Raton Schools.
- Developed and implemented district wide Career & Technical Programs and Program Area Advisory Boards in Human Services (Justice, Education and Human Services), Health Science (Certified Nursing Assistant, EMT, ETT), Automotive Technology (NATEF/ASE and AYES), Information Technology (CISCO, CIW, A+, N+), Power Equipment Technology (EETC), Construction Trades (NCCER), Welding (AWS) and Agriculture and Natural Resources.
- Restructured district "Program of Work".
- Coordinated planning, funding and design of a Career and Technical Center organized around Career Clusters.
- Responsible for developing master course schedule and coordinating course curriculum with department heads.
- Initiated and developed a K-12 sequential collaborative guidance program.

ORGANIZATION SKILLS

- Trained group facilitator and mediator.
- Coordinated testing for ACT, SAT, PSAT, AK High School Qualifying Exam, AVSAB and Advanced Placement.
- Trainer: Quality Tools, Professional Learning Communities, Tech Prep, Quality Management Principles, Career Development Facilitator, Career Pathways, Phonics Blitz, Industry/Skill Standards and Character education.
- Developed, organized and coordinated the following state conferences:
 - AK School Counselor Conference
 - AK Statewide Summer Construction Trades Academy
 - AK State Career and Technical Association
 - Vocational Education's Performance Based Assessment Conference for students and instructors, (400+ student and 50+ instructors)
 - Alaska Fall State Student Government Conference (700+ students/advisors)
- Facilitator of Budget and Goal Setting Process Mat-Su School Board.
- Supervised set and formation of Mat-Su School Business Partnership.
- Job performance, evaluation and staff supervision of instructional staff and principals.

HONORS AND OFFICES HELD

- New Mexico School Board Association, Student Achievement Award
- Alaska School Counselor of the Year
- School to Work K-12 Educator of the Year
- Alaskan of the Year (Educator Category)
- Alaska School Counseling Advocate of the Year
- Chamber of Commerce – Educator of the Year
- Alaska State Student Government – Outstanding Advisor of the Year
- Outstanding Leadership and Contribution Award—CTSO's
- Alaska Workforce Investment Board Member, K-12
- Alaska Statewide Youth Council Chair
- Alaska State Tech Prep Consortium Board Member
- Alaska Career and Technical Association, President
- State Director – Alaska Association of Student Government's
- Mat-Su Curriculum Council and Standards Committee
- Alaska Commission on Postsecondary Education Member

VOLUNTEER

- Alaska Business Education Compact
- Associated General Contractors—Education Committee
- Alaska Hospital and Nursing Association—K-12 committee
- Alaska Post Secondary Commission Member
- Mat-Su Regional Advisory Board
- Mat-Su Regional Economic and Workforce Development Board

CERTIFICATION

Level Three, Pre K-12 New Mexico School Counselor License
Level Three, Pre K-12 New Mexico Rehabilitation Counselor License
Level Three A, New Mexico Instructional Leader, Business Education 7-12
Level Three-B, Pre K-12, Administrative License

Type B Alaska Educational Administrator K-12
Type A Alaska K-12 School Counselor, Secondary Business, Vocational

Related Work Experience

Date	Job Title/Employer	Job Description
6/13 – Present	Student Services Director, Lake & Peninsula School District	<ul style="list-style-type: none"> • Test Coordination (11 sites) • Oversight and planning of CTE Regional Training and Housing Facility • Scholarship Coordination • Grant writing • Program development, College and Career Ready Standards implementation
6/12 – 6/13	Career and Technical Education Director, Anchorage School District	<p>Responsibilities:</p> <ul style="list-style-type: none"> • Maintenance and implementation of district-wide career and technical programs. National and state certification of programs • Implementation of career pathways and clusters • Directed counseling program for district (40 counselors) • Tech prep programs and articulations • Grant writing and management • Individual program and district-wide advisory boards • Program evaluation (All individual and district-wide CTE programs. • Hiring of new staff • Annual/long term plan development • Oversight of planning and building Process Tech center • Budget Management (3 M)
8/08 – 6/12	School Counselor, Raton, NM	<p>Provided college and career counseling services for grades 9 -12. Developed and maintained master schedule. Provided resources, support and documentation for post-secondary education, military, networking, mentoring and tech prep programs. Parent and student workshops provided for financial aid, career choice, post-secondary choice, etc. Organized and provided testing program for ACT/SAT/PSAT/ and AP.</p>
8/07 - 08	Education & Program	<p>Provided services to northeastern New</p>

	Specialist High Plains Regional Ed. Center Raton, NM	Mexico school districts in professional learning communities and transition services.
8/06 – 6/07	College Career Counselor Jenks High School Jenks, OK	College and career counseling for grades 10-12. Provided resources, support and documentation for post-secondary education, military, networking, mentoring and tech prep programs. Parent and student workshops provided for financial aid, career choice, post-secondary choice, etc. Organized and provided testing program for ACT/SAT/PSAT/ and AP.
8/97 – 6/06	Director of Career and Technical Education Matanuska Susitna Borough SD Palmer, AK	Responsibilities: <ul style="list-style-type: none"> • Maintenance and implementation of district-wide career and technical programs • National and state certification of programs • Implementation of career pathways and clusters • Directed counseling program for district (20 counselors) • Tech prep programs and articulations • Grant writing and management (Workforce Development, Carl Perkins, Character Education, Career Clusters) • Individual program and district-wide advisory boards • Staff and program evaluation (Principals, certified and classified staff) (All individual and district-wide CTE programs. • Hiring of new staff • Local plan development: Annual/long term • Oversight of planning and building CTE center
08/89 –	School Counselor	Responsibilities: Guidance and career

05/97	Matanuska Susitna Borough SD Palmer and Colony High Schools Palmer, AK	counseling for approximately 350 students or a grade level. This included delivering sequential curriculum to each student for two to four weeks each year. Other responsibilities: Building master schedule, registration, peer helpers, testing, senior awards, graduation, parent workshops, etc.
08/83 – 5/89	Vocational Business Instructor Matanuska Susitna Borough SD Palmer High School Palmer, AK	Duties included delivery of instruction in Keyboarding, Word Processing, Accounting, Office Machines, Business Law, Finance, Marketing, and Introduction to Business. Sponsor for Office Education Association.
9/81 – 5/93	Office and Business Instructor Prince William Sound Com. College Valdez, AK	Responsibilities: To instruct a variety of Business/Office courses to high school and adult students. Courses included Principles of Management, Finance, Typing, Office Machines, Certified Professional Secretary Review, Accounting, etc. Designed and developed a new office occupations laboratory.
8/79 – 5/81	Vocational Business Instructor Galena City Schools Galena, AK	Responsibilities: Delivery of business and office occupations courses to include Accounting, Recordkeeping, Office Machines, Business Practices, and Cooperative Work Experience.
7/77 – 5/79	Vocational Business Instructor Dolores County School District Dove Creek, CO	Responsibilities: Delivery of business and office occupations courses to include Accounting, Recordkeeping, Office Machines, Business Practices, and Cooperative Work Experience.

Dale L. Nelson Cope, Ph. D.

(b)(6)

Education

- **Ph. D. (2008) Business Administration and Education Leadership, School of Management, University of Alaska Fairbanks.**

My dissertation topic was Knowledge Management. I conducted a mixed methods study of Knowledge Management practices in five rural Alaska school systems. Quantitative analyses included between- and within- group ANOVA, paired sample *t*-test, and structural equation modeling (SEM). Qualitative data was gathered from surveys and interviews, and coded thematically.

- **M. Ed. (1995) Curriculum and Instruction, School of Education, University of Puget Sound.**

My master's program culminated in a complete *Careers in Education* curriculum for high school students exploring an interest in education careers. The curriculum was adopted by the Department of Education in Washington State and formal agreements with Washington State University, Central Washington University, and Western Washington State University allowed students to apply up to one year of high school credit earned in the Careers in Education program to university School of Education requirements.

- **B.S. (1976) Foods and Nutrition, and Communication, College of Agricultural Sciences, Oregon State University.**

Other training: Executive Dimensions, Center for Creative Leadership (Greensboro, NC), Valid Human Subjects Training certificate, #10101478, affiliated with University of Alaska Fairbanks, and Curriculum Management Auditor training, Curriculum Management Systems, Inc. (Johnstown, IA)

Employment History

- **Director of Education and Training Services, The Chariot Group (2012 – present).**

My responsibilities include building and growing a newly created department within the company. The Chariot Group provides workplace collaboration advisement and solutions to both enterprise and education clients. I help individuals identify and understand their collaboration needs and identify appropriate training and potential training barriers. I supervise employees and consultants who provide training related to collaboration

technology, human resources, and leadership/management. We provide facilitation services, grant writing, and program evaluation. Current evaluations include:

- *University Partnerships for Tutoring of Public School Students*, a three year project (2012- 2014) in the Lake and Peninsula School District in southwestern Alaska, funded by the U.S. Department of Education. The project brings new university graduates with a teaching degree to rural Alaska to tutor students for one semester. The goals are to attract and retain high quality first-year teachers to some hard-to-fill positions, and improve student achievement. University partners include Mansfield University and Kutztown University in Pennsylvania, University of Montana, University of Alaska Southeast, and Western Oregon University. This is a mixed methods study: quantitative data is student achievement from multiple standardized sources and school climate data from an annual survey administered by Alaska School Boards Association, Qualitative data comes from surveys and interviews with tutors, university supervisors, school principals, and tutored students.
- *Longitudinal Evaluation of the Voyage to Excellence School-to-Work program*; expected completion June 2013. The purpose of this study is to assess the impact of school to work curriculum and program activities on high school graduates since 1996 (N = 1350+ students). Programmatic evaluation questions include cost benefit to achieve program completers, and examination of the program curriculum to determine whether local delivery models could be employed with fidelity. The study uses scripted interviews conducted telephonically and coded for quantitative analysis. To locate participants, I negotiated formal agreements to use databases from Alaska Department of Labor and Alaska Permanent Fund Dividend Commission.
- *Rose Urban Rural Exchange Program* of the Alaska Humanities Forum. This program was born out of a widely-publicized paintball attack perpetrated by urban teens against a disabled Alaska Native man. The underlying motivation of the RURE program, with ongoing funding from the U.S. Department of Education is to develop cross-cultural understanding among urban and rural individuals in a geography where most rural residents are indigenous. The evaluation includes a pre-post knowledge assessment, a cultural perception survey adapted from Ansel Casey Foundation, and analysis of programmatic data related to training of teacher sponsors. Annually, the collected data is analyzed comparative to and then aggregate with the longitudinal data set.
- *Creating Cultural Competence in Rural Early-Career Teachers* project of the Alaska Humanities Forum and University of Alaska Statewide system. This project addresses the statewide challenges of teacher recruitment and retention in rural Alaska and their impact on K-12 student achievement. Funded by the U.S. Department of Education and the Alaska Legislature, the project includes a traditional summer subsistence “camp” experience for new teachers followed by two years of mentoring by university supervised mentors. I am collaborating with the University of Alaska to share data for the mixed methods evaluation. The results from this project are compared to another group of early career teachers who receive mentoring but not the camp intervention.
- *Moore Settlement Targeted Resource Grant Evaluation* for Education Northwest, Portland, OR (formerly Northwest Educational Research Laboratory) under contract from Alaska Department of Education and Early Development. This \$1.5M

- evaluation is to assess the distribution and impact of a court-ordered settlement of \$32M to forty low-achieving schools resulting from the *Moore v. State of Alaska* lawsuit. This is a mixed methods study, and my role on the four-person evaluation team is to make site visits to the rural schools to record observations, and to conduct in-person and telephone scripted interviews.
- *Inuit Circumpolar Council Alaska* facilitation project to develop an Alaskan Inuit Education Improvement Strategy, consistent with the Nuuk Declaration of the International Inuit Circumpolar Council. For this short-term project, my responsibilities include convening a core team of five Inuit leaders to plan a two-day symposium where I will lead a team of skilled facilitators to gather input and recommendations. The expected outcome is a policy statement and strategy framework to be used by ICC-Alaska leaders.
 - *Curriculum Alignment, Integration, and Management Project* for North Slope Borough School District. This is both a process and outcome evaluation of a five-year curriculum renewal process guided by the Understanding by Design curriculum framework and the locally created Inupiat Learning Framework. The formative evaluation results will be used to suggest changes to the district curriculum processes; the intended summative outcome is improved student achievement.
- **Independent Consultant, Grant and Contract Administrator and Evaluator (2003-2012).** Key work projects and achievements are summarized below and categorized by evaluation, project leadership, and grant writing.

Selected Project and Program Evaluations

Summary: More than eighteen different program and project evaluation studies completed using mixed methods design (qualitative and quantitative data) in Alaska and Canada. I designed and implemented surveys, interview protocols, scoring rubrics and other data collection instruments. Quantitative analyses used were ANOVA, structural equation modeling, t-tests, correlations, factor analyses, and tests of reliability (instrument, scale, and inter rater).

- Conducted a longitudinal program effectiveness evaluation of the Rose Urban Rural Exchange (covering ten years, 2001- 2011) for Alaska Humanities Forum that concluded the program is effective for creating a long-term commitment to civic engagement and social responsibility among participants. The program is also effective for developing career awareness and interest in post-secondary training among rural teens.
- Completed a meta-analysis of thirteen individual projects operating with Educational Technology funding from Alaska Department of Education and Early Development. This evaluation was sought by the Department of Education after awarding funds to grantees, so each one had proposed their own approach to evaluation and data collection. The challenge was to find commonalities and summarize where possible, and in some cases, suggest methodology consistent with the other projects. The results were used to inform Alaska's federal Educational Technology report.
- Designed and conducted a study, *Meaningful Exposure to non-Tested Curriculum*, court-ordered to Alaska Department of Education and Early Development in the *Moore vs. State of Alaska* case. I wrote a subsequent Recommendations report to Alaska Department of

- Education and Early Development by request of the Alaska Commissioner of Education. Presented both the findings and recommendations to the Alaska State School Board. The study was part of a landmark court case that explicated public education language in the Alaska Constitution and further defined state and local responsibilities for provision of public education.
- Designed the process for selecting approved vendors for the *Moore vs. State of Alaska* settlement funds. Developed scoring rubrics based on the request for proposals written by the Moore Collaborative Settlement Committee, trained scorers, evaluated interrater scoring reliability, provided summary scoring analysis, and cut score advisement to the Committee.
 - Conducted an analysis and provided recommendations to Alaska Department of Education and Early Development following first-year implementation of the Alaska Learning Network, a state-funded distance learning initiative for K-12 students and teachers. Identified best practices from successful initiatives of the same scale and a review of the most current research literature. The report made positive note of the attention to stakeholder buy-in, key for long-term economic viability and recommended the development of processes in year two to address instructor and curriculum quality as well as better definition of student responsibilities.
 - Wrote the winning application (2010) for an Alaska Performance Excellence Award (APEX) for Chugach School District, a 2001 Baldrige award winning K-12 school system. Chugach received one of the first two Baldrige Performance Excellence awards after the Education category was created in 2000.
 - Wrote K-12 School District Audit reports for five different school systems, initiated by Alaska Department of Education and Early Development for NCLB compliance. The process included selecting, gathering, and analyzing data related to forty three indicators in six domains, leading a team to consensus about evaluation statements and writing, editing, and submitting the final reports to the Department of Education. The results were used by the Department to create interventions to improve low school and district performance.
 - Contributed to two Phi Delta Kappa Curriculum Management Audit reports (Clark County, Idaho and LaPorte, Texas). Collected and analyzed qualitative and quantitative data for curriculum, staff development, and assessment metrics, wrote findings and recommendation. The PDK Curriculum Management Audit process is based on organizational auditing originally designed by Peat, Marwick, and Mitchell and requires rigorous auditor training and certification.

Contract Administration and Team Leadership

- Served as Interim Project Director for a \$16.5 million Investing in Innovation (i3) validation grant for University of Alaska Statewide from November 2011 to July 2012. Duties included creation and implementation of grant processes, supervision of grant management teams, negotiation of partner agreements, management of the revision of the project budget post-award, including subawards to partners, helping to secure \$1.5 million in matching funds, and establishment of the University of Alaska relationship with the U.S. Department of Education i3 Program Officer. I wrote job descriptions for permanent project personnel, identified a cross section of stakeholders for interview committees, wrote interview questions and made hiring

- recommendations. I facilitated a smooth transition for the permanent Project Director with the federal i3 Program Officer and project partners.
- Led over fifteen grant proposal development teams, with representation from various stakeholder groups and expertise for both higher education and K-12 clients. I suggested team members and partners based on the request for proposal (RFP) requirements, brokered introductions and facilitated collaboration or outreach. I wrote memorandum of agreements based on the RFP and partner abilities. I sought out essential expertise based on the funding requirements, facilitated team meetings, assigned tasks, collected deliverables, developed and presented the proposal logic model, and ensured completion and delivery of the final product according to the grant submission deadline. I managed the project budgets to ensure efficient use of funds and high quality output from each team member.
 - Led five No Child Left Behind compliance audit teams in low performing school systems in rural Alaska with two to four direct reports. I trained team members, assigned tasks according to team strengths, directed and managed the collection of data and quality of reporting from team members, established team processes and communication, set and monitored deadlines, and edited team work into a final product. I established the audit calendar and schedule with the school district Superintendents and managed communication between the audit team and individual schools.
 - Led a six-member team for establishing and writing University of Alaska Statewide grant seeking/grant writing processes. There were no formal processes for seeking discretionary funds at the state system level of the university when I was contracted as a grant writer by the Vice President's office. Based on the success of my grant seeking efforts, UA Statewide decided to engage in capacity building so I recommended the formalization of processes. Activities included identification and consensus about key decisions, responsibilities, and sequence of actions and resulted in a flow chart to guide grant processes for University of Alaska Statewide Office of Academic Affairs.

General Grant Writing Experience Summary

- Wrote fifty seven (57) grant proposals between 2006 and 2012, twenty six (26) of which were awarded (47% win rate).
- Requested over \$166 million in grant funds; total funding won \$54 million in the last five years.
- Largest proposal written to date was \$22 million for the University of Alaska Statewide, Office of Information Technology, for U.S. Department of Commerce Broadband Technology Opportunity Program.
- Largest grant won to date was \$16.5 million for University of Alaska Statewide Office of Academic Affairs for the U.S. Department of Education Investing in Innovation (i3) Program. *Highest scored Investing in Innovation validation grant proposal in the 2011 grant competition.*
- Grant clients include higher education, K-12 education, government, and non-profit agencies: University of Alaska Statewide, University of Alaska Fairbanks, University of Alaska Anchorage, Alaska Humanities Forum, State of Alaska Department of Education,

- Education Northwest (formerly Northwest Educational Research Laboratory), United Way of Anchorage, Tanadgusix and Tyonek Native Corporations, Inuit Circumpolar Council- Alaska, and many individual K-12 school districts in Alaska.
- Grant proposals submitted to sixteen (16) state and federal agencies, and foundations: U.S. Dept. of Labor, Alaska Department of Labor, U. S. Department of Commerce, Alaska Department of Education and Early Development, U.S. Department of Education, Institute of Education Sciences, U.S. Department of Justice, U.S. Department of Health and Human Services, National Aeronautic and Space Administration, National Oceanic and Atmospheric Administration, National Science Foundation, National Endowment for the Humanities, Alaska Energy Authority, Pebble Foundation, Rasmuson Foundation, and Wallace Foundation.
- **Executive Director for Curriculum, Evaluation, and Staff Development, Anchorage School District, Alaska (2001 – 2003).**

Summary: Provided leadership and supervised the work of 32 direct report employees in three departments in a school system with 51,000+ students and 93 K-12 schools. I reported to the Superintendent and was a member of the district leadership team with ongoing responsibility for informing and advising the Anchorage School Board regarding curriculum matters and assessment results. I managed all of the discretionary grant applications, awards, and reports and had responsibility for the review and approval of all research and evaluation requests. I prepared the district's annual Professional Development calendar and completed annual compliance reports for state and federal ESEA/NCLB funding. I managed the district curriculum review cycle and process, completing Language Arts, Social Studies, and Vocational program reviews during my tenure. Other highlights include:

 - Authored the Anchorage School District (Anchorage, Alaska) annual *Profile of Performance* two years. Supervised the report transformation to include No Child Left Behind metrics for 93 schools and electronic publication when the document grew from 250 pages to >1,400 pages annually.
 - Led the Anchorage School District Phi Delta Kappa Curriculum Management Audit, with a 19-member team from PDK. At the direction of the Anchorage School Board I wrote the specifications for the request for proposals, interviewed and selected the audit organization, managed all district communication with the PDK Lead Auditor, managed the audit budget, facilitated the work of the audit team on site, reviewed the audit findings and recommendations, managed the presentation of results to the Anchorage School Board and public. Post-audit I created a plan and timeline for implementation of audit recommendations adopted by the School Board.
 - Project Director for a Wallace Foundation leadership grant to provide professional development to thirty two Curriculum Coordinators and Specialists in Anchorage School District (Alaska). I wrote the proposal, maintained communication with Wallace Foundation post-award, designed professional development, selected, supervised, and evaluated professional development content and providers, managed the project budget, and collected data to provide an internal evaluation to Wallace Foundation.

- Convened and led the Anchorage School District Controversial Issues Committee review of the book, *It's Perfectly Normal* by Robie Harris. Reviewed School Board Policy and procedure for committee structure and operating procedures, solicited community participation, supervised the identification and removal of the book from school libraries per the established review procedures, and mediated between the range of viewpoints within the community. I was the district representative to the media, led open, televised public hearings, and facilitated a consensus opinion from the committee. I provided research, analysis, and a recommendation to the Anchorage School Board following the review.
 - Managed the review of the Anchorage School District diversity policy and curriculum, and student discipline procedures. The review followed a high school hazing of a gay student and resulted in adopted changes in school district policy and procedures, and redesign of high school language arts curriculum. The review included public comment opportunities at school board and leadership team meetings, and facilitation of the work of a curriculum team. My work culminated in a *Harassment and Discrimination* student information brochure, published by Anchorage School District in 2001.
- **High School Principal, Anchorage School District, Alaska (1997 – 2001).**

Summary: The district operates six 4-year high schools serving up to 2,000 students each with a team of 3-4 certificated principals with individual areas of responsibility. Various my responsibilities were student discipline (1 year); staff services (1 year); and curriculum (2 years).

 - Led two high school K-12 reaccreditation study teams; I solicited faculty participation, convened and facilitated work groups, established and monitored timelines, and managed the project budget. I synthesized the faculty committee work, and wrote, edited, and submitted the results to the Northwest Accreditation Association.
 - Responsible for new teacher induction and teacher observation/evaluation per the negotiated work agreement.
 - Wrote and supervised the distribution of the monthly school newsletter to parents and community members.
 - Convened monthly meetings with parent associations.
 - Supervised extra-curricular student and teacher activities.
 - Coauthored “Parent Participation in School Leadership: Menial or Meaningful”. 1998. Cope, D. and Merz, C. *American Educational Research Journal*, Fall 1998.
- **Vocational Director and Special Projects Manager. K-12 Summer School Principal. Federal Way, Washington (1994 – 1997).**
 - Design Team leader for Federal Way (WA) K-12 distance-delivery school. Convened and facilitated stakeholder meetings and facilitated the work of curriculum content designers. Wrote and formally presented the school accreditation request to the K-12 Northwest Accreditation Association at its annual Board of Directors meeting.

- Worked with United Airlines Seattle Reservation Center, Microsoft, and several local health care providers to create high school career skills training in distance delivery format. The curriculum focused heavily on workplace communication and other essential “soft skills” identified by employers.
 - Led a comprehensive year-long review of student-related school board policies at the request of the School Board and Superintendent in Federal Way School District. I solicited broad-based community representation, convened and facilitated meetings to gather public comment, and drafted changes to policies. The work resulted in policy changes for awarding credits to students (grade of “C” or better required for graduation credit) and increased stringency in attendance requirements.
 - Facilitated a restructuring of vocational program management in the district that provided secondary school principals more control over programming and budgeting. I provided training for principals related to state and federal regulations and reporting.
 - Introduced new vocational curriculum in the district, namely Careers in Education and a formal Service Learning course option.
- **K-12 teacher, Tacoma School District and Federal Way School District, Washington (1987 – 1994).**
 - **Selected as National New Vocational Teacher of the Year, 1992 and Washington State New Vocational Teacher of the Year 1991.**
 - Created an award-winning student-run holiday child care business based at Tacoma Mall to meet needs of military families during Desert Storm, 1991. The project was recognized as one of the first in-mall child care centers. The entrepreneurship partners included the high school, a local vocational technical school, a hospital, a bank, a constructional company, a bakery, and mall merchants. The Mall corporation provided a 4,000 square foot space, advertising, liability insurance, and security.
 - Authored K-12 reaccreditation reports for Foss High School (Tacoma, Washington), Mason Middle School (Tacoma, Washington), and Sacajawea Middle School (Federal Way, Washington).
 - Created a partnership with a local food bank/weekly community supper organization to provide service learning opportunities for students. Without initially realizing it, the service opportunity legitimized the opportunity for economically disadvantaged students to eat at the community meal site.
 - Partnered with a special education teacher of physically handicapped students to create a collaborative full-inclusion classroom following enactment of new federal special education legislation that mandated instruction in a “least restrictive environment”. The collaboration became so successful, we were called on often to teach professional development classes at Puget Sound ESD. We routinely took students along to simulate a learning laboratory as well as to maintain continuity of our own instruction and curriculum.
 - Chaired the Editorial Committee, *American Journal of Vocational Education*, 1990-1996. I led the annual meetings of the committee and maintained ongoing communication with committee members throughout the year. Developed consensus to establish the annual themes for future journal issues. The committee also addressed

advertising, subscription, budgeting, layout, and marketing issues and formulated recommendations for changes.

- **Postsecondary teaching (1992 – 1993).**

- Tacoma Community College (Mathematics), Tacoma, Washington. Taught a remedial Algebra course to adult learners in a high school completion program.

Professional Memberships

- Anchorage Downtown Rotary Club
- Board of Directors, Alaska World Affairs Council
- American Evaluation Association
- Alaska Evaluation Network

Personal

- Extensive travel in the U.S., Canada, China, Thailand, Mexico, Guatemala, Brazil, and Europe.
- Licensed foster care provider for children birth to age 6.

Conference and Workshop Presentations

- “An example of court-ordered education evaluation to test constitutionality and drive policy: The relationships, relevance, and responsibilities in the Meaningful Exposure Project in Alaska”, American Evaluation Association annual conference presenter, October 2012, Minneapolis, MN.
- “Findings and Results of the Meaningful Exposure to Non-Tested Curriculum Standards study”, presenter, Alaska State School Board, June 2011.
- “Middle Level Learners”, invited presenter to Secretary of Education, U.S. Department of Education, Washington, D.C., March 1994.
- “Monitoring of Instruction”, conference presenter, Hawaii E-School Conference, February 2004.
- “Using the Right Assessment Measures”, presenter, Microsoft Council on Education Solutions, November 2003.
- Aspen Group Policy Governance Conference, copresenter with Turnleaf Education Solutions, March 2004.
- “Implementation Monitoring”, discussant, Alaska Quality Schools Conference November 2004.

- “Making Special Ed./Regular Ed. Collaboration Work for Teachers and Students”, seminar leader, Puget Sound ESD 121, Burien, WA. 1992-1994.
- Technical Teacher Preparation trainer, Seattle Pacific University, Fall 1995.
- “Curriculum Integration”, workshop facilitator, Federal Way School District, throughout 1994-1996.
- “Breaking Ranks” study group facilitator, Dimond High School, 1999.
- New Teacher Induction sessions, facilitator, Dimond High School, 1999-2000.
- Math throughout the Curriculum, presenter, Bartlett High School, 2000 - 2001.
- “Deep Curriculum Alignment” panel moderator, Anchorage School District, Spring 2002.
- “The Careers in Education Model”, Future Teachers Training, Washington, October 1997.
- “Is it Necessary to Track Seat Time in Distance Education?” Northwest Association of Schools and Colleges Annual Meeting, Bellevue, WA, April 1996.

Detail for Individual Grants Written

- *Trade Adjustment Assistance Act* proposal, University of Alaska Fairbanks, Community and Technical College, 2012. \$2.5M.
- *Southwest Alaska Promise Neighborhood Planning Grant*, Alaska Humanities Forum and Lake and Peninsula School District, 201., \$450K.
- *Counselors for Chugach Kids*, Elementary and Secondary Counseling Grant, Chugach School District, 2012. \$1.2M.
- *Kenai Peninsula Borough School District Elementary School Counseling Grant*, 2012. \$1.3M.
- *RtI Specialists in Northwest Arctic Borough School District*, Alaska Native Equity Grant, 201. 1.4M.
- *After-School Tutoring*, Alaska Native Equity Grant, Lake and Peninsula School District, 2012. \$1.4M.
- *Data-Driven Interventions through After-School Tutoring*, 21st Century Community Learning Center grant, Lake and Peninsula School District 2012. \$1.2M.
- *June Nelson Elementary School 21st Century Grant*, Southeast Regional Resource Center, 2012. \$2M.
- *Meaningful Exposure* project, Technical report commissioned by Alaska Department of Education re: Moore vs. State of Alaska.
- *Investing In Innovation Grant*, The Alaska Statewide Mentor Project Urban Growth Opportunity, University of Alaska Statewide Programs, 2010, \$16.3M, awarded 11/11.
- *Investing in Innovation Grant*, Voyage to Excellence Program, Chugach School District, 2011, \$3M.
- Investing in Innovation Grant, *Teacher Incentives for Alaska*, Chugach School District, 2011, \$3M.
- Alaska Native Education Program, *Careers in Education*, University of Alaska Office of K-12 Outreach, 2011, \$2.1M.
- Alaska Native Education Program, *School to Life Voyage to Excellence*, Chugach School District, 2011, \$2.5M.

- Carol M. White PE Grant Program, *PE for Rural Alaska*, Lake and Peninsula School District, 2011, \$900K.
- *Doing What Works*, West Ed grant, Alaska Statewide Mentor Project, 2011, \$75K.
- *360 Degree Feedback for Senior Management*, Rasmuson Foundation, University of Alaska Statewide, 2011, \$25K
- *Ways to Work* national credit impact study, Ways to Work Foundation, 2011, \$170K.
- Investing In Innovation Grant, *The Alaska Statewide Mentor Project Urban Growth Opportunity*, University of Alaska Statewide Programs, 2010, \$28M.
- Fund for Improvement of Postsecondary Education, *A Framework for Academic Master Planning: From Conceptualization to Assessment*, University of Alaska Statewide, 2010, \$500K.
- Office of Indian Education, *Careers in Education for Alaska: College Ready Program*, University of Alaska K-12 Outreach, 2010, \$1.2M
- Office of Indian Education, *Brighter Beginnings Phase II*, Chugach School District, 2010, \$1.2M.
- *Elementary and Secondary School Counseling Grant Program*, Chugach School District, 2010, \$1.2M.
- Investing in Innovation Grant, *Voyage to Excellence*, Chugach School District, 2010, \$3.5M.
- Investing in Innovation Grant, *Innovations in Teacher and Principal Compensation in Alaska*, Chugach School District, 2010, \$6M.
- Susan Harwood Training Grant, US Department of Labor, 2010, *Arctic Region Safety Center of Competence for Offshore Oil and Gas Industry Personnel*, University of Alaska Statewide Corporate Programs, Mining and Petroleum Services, 2010, \$231K.
- *State Personnel Development Grant, 2010, GAINS for Alaska*, University of Alaska K-12 Outreach and Alaska EED, 2010, \$1.6M.
- Alaska Native Education Program Grant, Lake and Peninsula School District, 2009, *Literacy Education for Bristol Bay Communities: Birth to Graduation*, \$1.36M.
- Pebble Fund Grant, Lake and Peninsula School District, 2009, *School-to-Life Expansion*, \$265K.
- Indian Education Demonstration Grant, Lake and Peninsula School District, 2009, *Literacy Education: Birth to Graduation*, \$1.1M.
- Broadband Technology Opportunities Program Sustainable Adoption grant, University of Alaska Statewide Office of Information Technology, 2009, *Bridging the e-Skills Gap in Alaska*, \$4.5M.
- Broadband Technology Opportunities Program Public Computing Centers grant, University of Alaska Statewide Office of Information Technology, 2009, *Enhancing Alaska's Rural Community Computing Centers*, \$21.6M.
- U.S. Department of Labor Pathways out of Poverty SGA, University of Alaska Office of Workforce Programs, 2009, *Creating Bioenergy Jobs in Interior Alaska*, \$2.76M.
- NASA Global Climate Change Education Grant, Chugach School District, 2009, *Climate Change, Adaptation, and Mitigation in Prince William Sound*, \$300K.
- U.S. Office of Juvenile Justice Mentoring Grant, Chugach School District, 2009, *MAGIC: Mentoring to Achieve Graduation in Chugach*, \$500K.
- Alaska Department of Labor and Workforce Development consolidated grant, Chugach School District, 2009, *START +*, \$835K.

- Alaska Native Education Program Grant, Chugach School District, 2009, *Voyage to Excellence Career Academy*, \$1.7M.
- Indian Education Demonstration Grant, Chugach School District, 2009, *Brighter Beginnings II*, \$1.2M.
- NASA Global Climate Change Education Grant, Chugach School District, 2008, *Climate Change, Adaptation, and Mitigation in Prince William Sound*, \$150K
- Alaska Energy Authority Grant, Chugach School District, 2008, *Reconnaissance and Feasibility of Alternative Energy Use*, \$1.5M.
- Alaska Native Education Grant, Chugach School District, 2008, *Voyage to Excellence: Early Childhood*, \$2.4M
- Carol M. White P.E. Grant, Chugach School District, 2008, *Aluti'iq Life*, \$954K.
- Safe Schools/Healthy Students Grant, Chugach School District, 2008, *Healthy Pathways*, \$2.6M.
- AT & T High School Special Programs Grant, Chugach School District, 2008, *Magic: Mentoring to Achieve Graduation in Chugach*, \$100K.
- Alaska Native Education Grant, Chugach, Lake and Peninsula and Kuspuk School Districts, 2007, *EXCEL* \$1.7M.
- *Teacher Incentive Fund Grant*, Chugach, Lake and Peninsula, and Kuspuk School Districts, 2006, \$5.5 M.
- *Indian Education Early Childhood Demonstration Grant*, Chugach School District, 2006, \$1.3 M.
- *Algebra and Geometry Mathematics Curriculum Alignment*, Lake and Peninsula School District, Dec. 2005.
- *Creating Safe and Caring Learning Communities Project Final Evaluation* (180 pgs.), Ministry of Justice, Ontario, Canada, Nov. 2005.
- *High Intensity Summer Reading* grant, Anchorage School District, \$151K.
- *Wallace Foundation Leadership Grant*, \$32K.
- *Alaska Native Discretionary Grant*, TDX Corporation, \$3.6M.
- *Alaska Quality Teachers Professional Development Grant*, Bartlett H.S.
- *Block Scheduling Grant*, Dimond H.S.
- Editor for Anchorage School District consolidated No Child Left Behind grant.



THE STATE
of **ALASKA**
GOVERNOR SEAN PARNELL

**Department of Education &
Early Development**
SCHOOL FINANCE / FACILITIES

810 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.8683
Fax: 907.463.5279
Email: Meridith.Boman@alaska.gov

April 7, 2014

Laura Hylton, Business Manager
Lake and Pen Borough School District
P.O. Box 498
King Salmon, AK 99613

Dear Ms. Hylton:

The Alaska Department of Education & Early Development has been delegated the authority, by the U.S. Department of Education, to approve *Restricted Federal Indirect Cost Rate Proposals* pursuant to delegation agreement number 2009-181, effective until June 30, 2015. The FY2015 approved Restricted Federal Indirect Cost Rate for Lake and Pen Borough School District is **4.72%**. The restricted Federal rate is effective from 7/1/2014 to 6/30/2015. If you have any questions regarding this rate or the rate approval process, please contact me at (907) 465-8683 or meridith.boman@alaska.gov.

Sincerely,

(b)(6)

Meridith Boman
School Finance Specialist

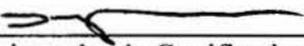
Enclosure

Lake & Peninsula School District
School District Certification and Request for Authorized Indirect Rate
As submitted to the Department of Education & Early Development
FY2015 Federal Indirect Rate

I certify that the information contained herein has been prepared in accordance with the instructions issued by EED and conforms with the criteria in OMB Circular A-87, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for review and/or audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 4.72%



Superintendent's Certification

12-23-13

Date

~~~~~  
**EED USE ONLY**

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 4.72%

This rate becomes effective July 1, 2014 and remains in effect until June 30, 2015 and will apply to all eligible federally assisted programs as appropriate.

Federal law or grant conditions may limit the amount of indirect cost or the indirect cost rate. For example, if the approved restricted rate is five percent and the law allows only a three percent rate of recovery, then only indirect cost equal to three percent of the direct costs for that program may be recovered.

(b)(6)  
  
\_\_\_\_\_  
Alaska Department of Education & Early Development

4/2/14  
\_\_\_\_\_  
Date

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Lake and Peninsula School District**

**Elementary and Secondary School Counseling Grant Proposal 2014**

**Budget Narrative**

The purpose of our counseling proposal is to create a sustainable counseling model. With that in mind, the budget is primarily allocated for two budget lines: personnel (57%) and travel (33%).

**1. Personnel**

The personnel line includes the 1.0 FTE project director who is a certificated school counselor. Her base pay rate is \$71,400 with a 3% increase in years 2 and 3.

The Community/Parent liaison positions are classified positions at .25 FTE based on a rate of \$60,000/year. There are two positions budgeted due to the size of the district and the time required to travel between communities. One Community/Parent liaison will work with the six communities in the north end of the district and the other will work with the six villages in the south of the district.

|                                                                             |              |              |              |
|-----------------------------------------------------------------------------|--------------|--------------|--------------|
| Project Director 1.0 FTE                                                    | \$ 71,400.00 | \$ 72,828.00 | \$ 74,284.56 |
| Community/parent liaison 2 @ .25 FTE (North - 6 sites, and South - 6 sites) | \$ 30,000.00 | \$ 30,600.00 | \$ 31,212.00 |

**2. Benefits**

Fringe benefits are calculated at 39% for the Project Director and 35.75% for the Community/Parent Liaisons.

**3. Travel**

The Project Director will need to travel to the schools to communicate with teachers and parents and to gather continuous improvement feedback after the cybercounseling initiatives begin. Travel is anticipated at six trips per year per village and to the district office located in

King Salmon (the district does not have a school in King Salmon). Travel for this includes air fare only as lodging will be either in itinerant teacher housing or the school, as is customary in rural Alaska.

Travel is budgeted for the Project Director and the two district counselors to travel once per year to network and research cybercounseling best practices and innovation. The actual cost is dependent on the resources that are located, to a maximum of \$2,500 per person per year.

The travel budget also includes the grantor required meetings in Washington, D.C. for a project team each year of the grant and the Project Director meeting in year one, using the cost basis shown in the table below for air fare, lodging, and per diem.

|                                                                                                                                                                                                    |              |              |              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|--------------|
| Director Travel between school sites, 6 visits per year to sites 13 sites @ \$800 per trip for air fare, 1 trip per month to District Office @ \$510                                               | \$ 68,520.00 | \$ 68,520.00 | \$ 68,520.00 |
| Professional development for on-line counseling program setup and operation 3 counselors outside Alaska estimate \$2,500 each depending on location                                                | \$ 7,500.00  | \$ 7,500.00  | \$ 7,500.00  |
| Project Director Mtg in Washington DC, y. 1, air fare rt King Salmon to D.C. \$1,850; hotel @ \$270 night X 3 nights (\$810), and per diem @\$60 X 4 days (\$240)                                  | \$ 2,900.00  |              |              |
| Safe and Healthy Students Conference in Washington DC 2 people rt King Salmon to DC, \$1,986 pp (\$3972), hotel @\$270/night X 3 nights X 2 (\$1,620) & per diem @\$60 pp X 4 days (\$480) \$2,100 | \$ 6,072.00  | \$ 6,072.00  | \$ 6,072.00  |

#### **4. Contractual**

We will contract with an external evaluator to gain the most objective formative and outcome evaluation possible. The rate for the project evaluation is \$1,200/day for an estimated work effort of 10 days annually.

**5. Indirect Cost Rate:** LPSD has an indirect rate of 4.72%. The current authorizing letter is attached.



THE STATE  
of **ALASKA**  
GOVERNOR SEAN PARNELL

**Department of Education &  
Early Development**  
SCHOOL FINANCE / FACILITIES

810 West 10<sup>th</sup> Street, Suite 200  
P.O. Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.8683  
Fax: 907.463.5279  
Email: [Meridith.Boman@alaska.gov](mailto:Meridith.Boman@alaska.gov)

April 7, 2014

Laura Hylton, Business Manager  
Lake and Pen Borough School District  
P.O. Box 498  
King Salmon, AK 99613

Dear Ms. Hylton:

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Sincerely,  
(b)(6)

Meridith Boman  
School Finance Specialist

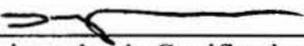
Enclosure

**Lake & Peninsula School District**  
**School District Certification and Request for Authorized Indirect Rate**  
**As submitted to the Department of Education & Early Development**  
**FY2015 Federal Indirect Rate**

I certify that the information contained herein has been prepared in accordance with the instructions issued by EED and conforms with the criteria in OMB Circular A-87, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for review and/or audit.

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Federal Programs - Restricted with Carry Forward 4.72%

  
\_\_\_\_\_  
Superintendent's Certification

12-23-13  
Date

**EED USE ONLY**

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(b)(6)

Alaska Department of Education & Early Development

4/2/14  
Date

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

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

Name of Institution/Organization

Lake and Peninsula School District

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                      | 101,400.00         | 103,428.00         | 105,497.00         |                    |                    | 310,325.00 |
| 2. Fringe Benefits                | 38,571.00          | 39,342.00          | 40,129.00          |                    |                    | 118,042.00 |
| 3. Travel                         | 84,992.00          | 82,092.00          | 82,092.00          |                    |                    | 249,176.00 |
| 4. Equipment                      |                    |                    |                    |                    |                    |            |
| 5. Supplies                       |                    |                    |                    |                    |                    |            |
| 6. Contractual                    | 12,000.00          | 12,000.00          | 12,000.00          |                    |                    | 36,000.00  |
| 7. Construction                   |                    |                    |                    |                    |                    |            |
| 8. Other                          |                    |                    |                    |                    |                    |            |
| 9. Total Direct Costs (lines 1-8) | 236,963.00         | 236,862.00         | 239,718.00         |                    |                    | 713,543.00 |
| 10. Indirect Costs*               | 11,185.00          | 11,180.00          | 11,315.00          |                    |                    | 33,680.00  |
| 11. Training Stipends             |                    |                    |                    |                    |                    |            |
| 12. Total Costs (lines 9-11)      | 248,148.00         | 248,042.00         | 251,033.00         |                    |                    | 747,223.00 |

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 4.72 %.

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

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

|                                                                        |                                                                                                                                                                                                                                                     |  |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Name of Institution/Organization<br>Lake and Peninsula School District | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |  |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

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

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

**1. Project Director:**

|                      |             |                      |            |                      |
|----------------------|-------------|----------------------|------------|----------------------|
| Prefix:              | First Name: | Middle Name:         | Last Name: | Suffix:              |
| <input type="text"/> | Kristen     | <input type="text"/> | Forrester  | <input type="text"/> |

Address:

|           |                      |
|-----------|----------------------|
| Street1:  | 101 Jensen Drive     |
| Street2:  | <input type="text"/> |
| City:     | King Salmon          |
| County:   | <input type="text"/> |
| State:    | AK: Alaska           |
| Zip Code: | 99613-0000           |
| Country:  | USA: UNITED STATES   |

|                                            |                                           |
|--------------------------------------------|-------------------------------------------|
| Phone Number (give area code)              | Fax Number (give area code)               |
| <input type="text" value="9907-246-4280"/> | <input type="text" value="907-246-4473"/> |

Email Address:

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

|                      |                                               |                                                  |                                                |
|----------------------|-----------------------------------------------|--------------------------------------------------|------------------------------------------------|
| <input type="text"/> | <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> | <input type="button" value="View Attachment"/> |
|----------------------|-----------------------------------------------|--------------------------------------------------|------------------------------------------------|