

**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 # S215E140484**

**Grants.gov Tracking#: GRANT11638387**

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

Closing Date: Apr 28, 2014

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Ogden City School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="876000507"/>	* c. Organizational DUNS: <input type="text" value="9618438770000"/>

**d. Address:**

* Street1: <input type="text" value="1950 Monroe"/>
Street2: <input type="text"/>
* City: <input type="text" value="Ogden"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="UT: Utah"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="84401-0619"/>

**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="Kathleen"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bideaux"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Grant Specialist"/>	

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

* Telephone Number: <input type="text" value="801-430-3568"/>	Fax Number: <input type="text" value="801-737-8503"/>
---------------------------------------------------------------	-------------------------------------------------------

* Email: <input type="text" value="bideauxk@ogdensd.org"/>
------------------------------------------------------------

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.215

CFDA Title:

Fund for the Improvement of Education

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

ED-GRANTS-031214-001

\* Title:

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

**13. Competition Identification Number:**

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Comprehensive Support Model Counseling

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,078,611.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,078,611.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kate Bideaux</p>	<p>TITLE</p> <p>Grant Specialist</p>
<p>APPLICANT ORGANIZATION</p> <p>Ogden City 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

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Ogden City School District * Street 1: 1950 Monroe    Street 2: _____ * City: Ogden    State: UT: Utah    Zip: 84401 Congressional District, if known: _____		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> U.S. Department of Education Office	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix _____ * First Name n/a    Middle Name _____ * Last Name n/a    Suffix _____ * Street 1 _____    Street 2 _____ * City _____    State _____    Zip _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix _____ * First Name n/a    Middle Name _____ * Last Name n/a    Suffix _____ * Street 1 _____    Street 2 _____ * City _____    State _____    Zip _____		
<b>11.</b> 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. <b>* Signature:</b> Kate Bideaux <b>* Name:</b> Prefix _____ * First Name Brad    Middle Name _____ * Last Name Smith    Suffix _____ <b>Title:</b> Superintendent <b>Telephone No.:</b> 801-737-7301 <b>Date:</b> 04/28/2014		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140484

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

Add Attachment

Delete Attachment

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## 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.

<b>* APPLICANT'S ORGANIZATION</b> Ogden City School District	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Kathleen"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Bideaux"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Grant Specialist"/>	
* SIGNATURE: <input type="text" value="Kate Bideaux"/>	* DATE: <input type="text" value="04/28/2014"/>

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## ABSTRACT: Comprehensive Support Model Counseling

Located in Ogden, Utah, Ogden City School District (OCSD) proposes Comprehensive Support Model Counseling (CSMS) as its evidence-based strategy to enhance counseling services for 3300 students at Dee, James Madison, T.O. Smith, Heritage, Hillcrest, and Lincoln Elementary Schools to provide comprehensive, preventative, and integrated strategies as part of a multi-tiered system of support to increase school safety, provide a positive school climate for increased learning, promote student health, and increase family and community engagement. Specifically, CSMS will target the 15% (495/3300) of students requiring targeted prevention and intervention services in its model. CSMS addresses the following Priorities:

**Absolute Priority 1:** CSMS expands counseling programs in six elementary schools in Ogden School District: Dee, James Madison, T.O. Smith, Heritage, Hillcrest, and Lincoln.

**Competitive Priority 1:** CSMS improves school engagement, school environment, and school safety and improves family and community engagement.

**Competitive Priority 2:** CSMS addresses the needs of military-connected students.

OCSD has identified the following goals for its CSMS project:

- Meet Utah Comprehensive Counseling and Guidance Program and professional standards advocated by the American School Counseling Association to increase the quality of services and meet the range of student needs.
- Implement OCSD's Comprehensive Support Model to expand OCSD's current counseling model to increase the range, availability, quantity of services for elementary schools.
- The services provided through CSMS will improve at risk students' academic performance and their social behavior.
- CSMS will implement innovative strategies and curriculum to meet the learning, safety, and health needs of specialty populations including military-involved students and students with cultural and linguistic barriers.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Comprehensive  
Support Model  
Counseling

April 28

2014

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Ogden n City School District 2014 Elementary and Secondary Counseling  
Grant Application

CFDA 84.215E

**Create Ogden  
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**Narrative**

Need for Project.....1

Quality of Project Design.....9

Quality of Management Plan.....19

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## **1. NEED FOR PROJECT**

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

### **INTRODUCTION: PRIORITIES**

Ogden City School District (OCSD) proposes Comprehensive Support Model Counseling (CSMS) as its evidence-based strategy to enhance counseling services at six of its high need elementary schools to provide comprehensive, preventative, and integrated strategies as part of a multi-tiered system of support to increase school safety, provide a positive school climate for increased learning, promote student health, and increase family and community engagement.

**Absolute Priority 1:** CSMS expands counseling programs in six elementary schools in Ogden School District: Dee, James Madison, T.O. Smith, Heritage, Hillcrest, and Lincoln.

**Competitive Priority 1:** CSMS improves school engagement, school environment, and school safety and improves family and community engagement.

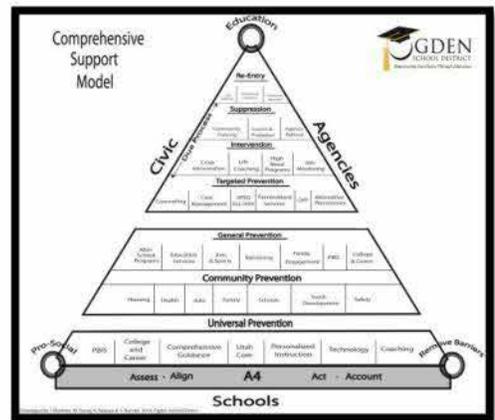
**Competitive Priority 2:** CSMS addresses the needs of military-connected students.

**District and Community Overview:** Ogden City School District (OCSD) serves 12,600 students in Ogden, Utah; a mid-sized military/industrial city located 30 miles north of Salt Lake City in Weber County, Utah. OCSD has three high schools, three junior high schools, and fourteen elementary schools. OCSD's students face several barriers to health, well-being, and academic success; including the potent combination of socio-economic conditions, educational deficits, and an overall lack of protective factors and an abundance of risk factors. OCSD is one of three school districts in the state with poverty levels high enough to consistently qualify for U.S. Department of Education grant programs targeted for "high need LEA's" and is one of just three "majority minority" areas in the state. It has the highest rate of poverty in Utah with 75.1% of its youth qualifying for free-reduced lunch. Moreover, the 2010 Census reports that **35%** of Ogden's children under the age of 18 live below poverty levels. Additionally, **7%** of its students

are considered “Homeless” and **25.2%** receive English as a Second Language services (ESL). It has third highest rate of minority students (54.8%) in Utah, with Hispanic youth representing **50%** its school-age population (October, 2013). **Fourteen of its 20** schools scored below Utah’s mean score on its newly implemented Utah Comprehensive Assessment System (UCAS).

Four years ago, Ogden’s Mayor, OCSD’s Superintendent and School Board President, and United Way of Northern Utah’s CEO lead Ogden’s civic, non-profit, and educational leaders to come together to create the cross-boundary leadership initiative, *Ogden United*, which formally assessed and set out to address the issues that blighted our community (Program Requirement I—PRI). Simultaneous to Ogden United, OCSD entered into the University of Virginia’s School Turnaround Specialist Program as a means to *aggressively transform* its persistently lowest performing school as it was completing its initial (2008-12) Elementary and Secondary School Counseling Grant (ESSC) and planning for its sustainability. And, through the formal processes of school transformation and community collective impact, Ogden developed its

**Comprehensive Support Model (CSM)** as an evidence-based, tiered plan to provide a continuum of services in a full service community initiative by delivering a solid academic support system, opportunities to increase pro-social interactions and enrich learning, and the support services to remove



barriers to learning. Figure 1 details the services provided in CSM (Refer to CSM, Appendix A).

Therefore, in accordance with this ongoing, collaborative work, OCSD proposes to utilize *CFDA 84.215E Elementary and Secondary School Counseling Programs* funding to implement its **Comprehensive Support Model Counseling Project (CSMC)** as its next step to address the

challenges faced by at-risk students at six of its highest need elementary schools. **CSMC’s goal is to enhance its existing counseling program at six high need elementary schools to provide comprehensive, preventative strategies necessary for students to succeed socially, emotionally, and academically.**

Understanding the significant impact a full-time counselor at high impacted schools has on student outcomes, OCSD is sustaining all of the positions hired through its 2009 ESSC application and has identified that additional counseling supports are still needed. Using the three-tiered framework, OCSD proposes to implement a comprehensive team approach to target the **fifteen percent** of students requiring prevention and intervention services in the Tier 2 (community and general prevention) and Tier 3 (targeted prevention and intervention) of the above **Comprehensive Support Model** for the following six elementary schools: Dee, James Madison, T.O. Smith, Heritage, Hillcrest, and Lincoln. Table 1 below averages the schools’ demographics. Each school either has completed or is in the process of transformation and has been designated by Utah within the past three years as meeting its Priority or Focus criteria. All are implementing the University of Virginia’s school Turnaround Specialist Program.

**Table 1: Student Demographic Averages**

	<b>Enrollment</b>	<b>Hispanic</b>	<b>ELL*</b>	<b>Mobility</b>	<b>F/R Lunch</b>
<b>TOTAL</b>	3300	1972	1448	537	2995
<b>%</b>	100%	58.8%	43%	16%	90%

\*English Language Learners (ELL)

**GAPS IN THE CURRENT SYSTEM:**

To determine its current system-wide gaps and identify which of its fourteen elementary schools had the highest need for additional counseling services, OCSD tasked a team of teacher specialists (Grant, Positive Behavior Intervention Support, Student Service, Comprehensive Counseling Guidance, and Prevention-Intervention) and school principals to collect and analyze

each school's data (refer to High Needs, Appendix B) and the district's overall trends. After a careful examination of this data, the team conducted a Root Cause Analysis protocol (Preuss, 2003) to identify and prioritize the fundamental gaps across its current comprehensive counseling model and the specific needs at the target schools. These became the priorities for this project. The team then provided the district-level Teaching and Learning Administrative Team with their recommendations and set of possible solutions. From there, the team presented the proposal to the local PTA President Council and Ogden United (PR-H). The result of this work became the framework from which CSMC emerged to address the gaps described below with the ultimate goals of increasing student achievement, promoting positive behavior, increasing protective factors and decreasing risk factors, and improving mental health for OCSD's students.

**Gap 1: Lack of coherent, research-based comprehensive counseling model as infrastructure**

OCSD's current Comprehensive Counseling Guidance Program does not effectively evaluate its delivery model using the Utah Comprehensive Counseling Guidance Program (UCCGP) or American School Counseling Association (ASCA) National Model. Nor does, it provide programming that meets ASCA's National Standards for Students (2004). Further, none of its schools meet the American School Health Association's (ASHA) or this statute's recommended counselor/social worker/psychologist-to-student ratios. With the high student/counselor ratios, counselors are limited in the actual amount of counseling curricula taught in Tier 1 classrooms to meet UCCGP and ASCA Student Standards and their response to students' critical socio-emotional and academic needs is cursory. Evidence of this includes:

- Counselors do not track or evaluate time and effort in relationship with UCCP guidelines: 35-45% to counseling curriculum, 5-10% to individual planning, 30-40% to responsive services, and 10-15% to system support.

- Counselors have not been trained in the ASCA National Model and none have earned the Recognized ASCA Model Program (RAMP) designation.
- Counselors do not participate in instructional coaching and observation and feedback cycle.
- Professional development opportunities exist but not in a cohesive, comprehensive plan.

**Gap 2: Insufficient Comprehensive Support Service Opportunities for Students:**

**Prevention, Detection, Intervention, & Treatment**

A significant number of students at OCSD’s targeted schools face socio-emotional and mental health issues that directly affect their academic success, such as *unmet mental health issues, academic deficits, behavior problems, and chronic absenteeism*. And, while OCSD has developed its *Comprehensive Support Model*, it currently does not have the resources to fully implement it. None of the targeted schools meet the statute’s recommended student/mental health ratios for psychiatrists, psychologists, counselors, social workers or other mental health providers. None of the schools employs a social worker. And, although over 43% of its student population qualifying as ELL, only one of the current counseling staff members speaks Spanish. Without mental health professionals, such as social workers and psychologists, a student’s and his/her family’s mental health issues are not adequately addressed. Table 2 provides the required GRPA Chart that illustrates these ratios.

**Table 2: GPRA 1 Chart**

Schools participating in the grant	Students enrolled	# of child-adolescent psychiatrists	# of school psychologists	# of school counselors	# of school social workers	# of other qualified mental health professionals
Dee	370	0	0	1	0	0
Heritage	780	0	0	1.5	0	0.5
Hillcrest	483	0	0	1	0	0
J. Madison	596	0	0	1	0	0.3
Lincoln	541	0	0	1	0	0.25
T.O Smith	530	0	0	1	0	0.25
<b>Total</b>	<b>3300</b>	<b>0</b>	<b>0</b>	<b>6.5</b>	<b>0</b>	<b>1.3</b>

Existing District Special Education Psychologist services *are limited to only students with special education needs* and are used for their formal three-year evaluations and therefore excluded from the above table. Four targeted schools partner with Weber Human Services to provide the other professional mental health services noted in the chart above for highest needs students.

**Table 3: Other Professional Mental Health**

<b>Weber Human Services Mental Health Partnership</b>			
Targeted School Site	#of students served	# of hours/week	#of days/week
Heritage	12	16-24 hours	2-3 days
James Madison	30	24 hours	3 days
Lincoln	New site	16-24	2-3 days
T.O. Smith*	TBD	TBD	TBD

\*planned additional site to be implemented 2014

**Mental Health:** As reported in the Utah Division of Substance Abuse and Mental Health’s (DSAMH) 2013 Annual Report, Weber County identified that although 1,399 youth under the age of 18 needed substance abuse treatment, it reached its capacity to serve youth at 240; thus **servicing only 17%** of those in need. Further it identified that of the 5,881 youth needing mental health treatment, it was only able to serve 1511 (**25.6%**) youth. Moreover, the results from 2013 Ogden School District’s Student Health and Risk Prevention (SHARP) report Ogden’s youth as having higher Risk Factors and lower Protective Factors across almost every age group and in all four domains: Community, Family, School, and Peer (refer to SHARP Tables, Appendix C). Particularly alarming is that 17.7% of 6<sup>th</sup> graders reporting needing mental health services (9.5% State); 10% considered suicide (7.2% State); 5.8% had been drunk or high at schools (1.3% State); and 12.6% had attacked someone with the idea of seriously harming them (6.1% State).

Further, close link exists between substance abuse and mental health. The 2013 SHARP report indicates that 5% of OCSD’s sixth graders have reported alcohol use in their lifetime vs. 1% statewide. 3.3% reported they had used marijuana (0.6% statewide) and 4.9% used inhalants

(2% State). OCSD's Students services reviewed a total of 105 cases in 2012-13 and has already exceeded that number by March of 2014. In 2011 DSAMH reported that children with a parent with substance abuse issues are at increased risk of developing substance abuse disorders--59.8%

**Lack of Academic Performance:** For the targeted schools, Tables 3 compares Utah's testing proficiency results for language arts, mathematics, and science.

**Table 4: Academic Proficiency 2012 & 2013**

	2013 Overall			2013			2012	
	Total Proficient	% Proficient	LA Prof	Math Prof	Sci Prof	LA Prof	Math Prof	Sci Prof
Dee	286	65.30%	77%	56%	40%	74%	45%	36%
Heritage	491	61.38%	67%	54%	48%	59%	55%	57%
Hillcrest	297	60.24%	64%	56%	59%	67%	56%	67%
Lincoln	437	57.12%	73%	51%	48%	69%	47%	39%
Madison	442	48.15%	57%	46%	36%	54%	35%	35%
T.O. Smith	413	53.08%	65%	54%	43%	61%	42%	32%
State	819915	76.83%	84%	73%	73%	84%	69%	72%

**Student Disciplinary Incidents and Criminal Behavior:** Table 5 reports the number of targeted students referred for discipline issues to their office. A total of 55 targeted school students were referred to OCSD's Student Services for serious violations, with the most common being disorderly conduct, substance abuse, and weapons. Moreover, according to the Department of Public Safety's 2012 *Crime in Utah* report, Ogden has the highest number of juvenile arrests in Weber County at a total 975 (11.64), down from 1,948 in 2008.

**Table 5: GPRA #2 Disciplinary Incidents**

Schools participating in the grant	# of students enrolled	#of referrals for disciplinary referrals in schools participating in the grant
Dee	370	577
Heritage	780	1052
Hillcrest	483	44
James Madison	596	647
Lincoln	541	1211
T.O. Smith	530	241

\*Hillcrest did not record discipline referrals using Educator's Handbook in 2013-14.

**Chronic Absenteeism:** According to *Attendance Works*, chronic absenteeism by 6<sup>th</sup> grade is a clear predictor of drop-out. This statistic is alarming considering in the targeted schools nearly half (47.66%) of students miss more than ten days. Faced with this reality, OCSD and its partners have named this a priority and formed the Parent-Student Engagement Committee to formulate and implement an action plan to reduce chronic absenteeism.

### **Gap 3: Inadequate school environment to support student learning, safety, health, and**

For several years, the targeted schools have included goals for increasing school culture and family engagement as part of their improvement plans, without really understanding its true significance and without using evidence-based models. Until recently the schools' primary data source for parent engagement was attendance at school events and PTA membership, neither of which addresses the core of engagement. Each had several community partners providing services in isolation. None are currently collecting adequate data to evaluate the effectiveness of their proposed strategies. However, with the more recent development of CSM and on-going community schools training, *each school is beginning to shift this paradigm*. CSMC will further bridge this gap so that each school environment supports student learning, safety, health, and generates genuine family and community engagement.

### **Gap 4: Lack of programming specific to the needs of specialty populations such as military-involved students and students with cultural and linguistic barriers.**

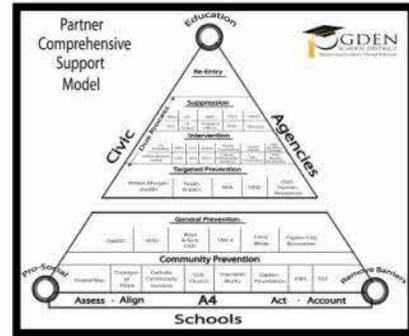
Ogden City is located within minutes of Hill Air Force Base and the Army-Navy Reserves. Although OCSD does not currently collect accurate data on the number of its students who are military-involved, its proximity to the Base and Reserves correlates a need to provide programming that meets the needs of this specialty population. It does employ one counselor

who works directly with returning military families; however, he is not placed in a targeted school. In addition, approximately 43% of targeted schools' students qualify as being ELL who may experience cultural and linguistic barriers and in need of supplemental service to support their on-going success. At this time, only a 0.5 FTE bilingual counselor is assigned to a targeted school, making it difficult for schools to effectively communicate with families to meet their needs.

### 1. QUALITY OF PROJECT DESIGN

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

CSMS is built upon a foundation of braiding agencies together through a community school model to increase outcomes for OCSD's students. It includes multiple civic and community organizations collaborating to increase protective factors and build personal and family assets for its



students through CSMC. To link high-need families at the targeted school with the appropriate services, CSMC enhance its current counseling system with two CSMC Teams to serve high-need students and families at three schools each. The CSMC Team will include a **project director, counselor, social worker, and contracted mental health provider**. The CSMC Team will implement the partnership infrastructure needed to effectively serve students in Tiers 2 & 3 of the CSM (refer to Partner CSM, Appendix D). Moreover, Table 5. outlines how its primary partners will contribute to CSMC. A complete partner and description of their role in CSMC is list is included as CSMC Partnerships in Appendix E.

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

To successfully address the needs of targeted students at of the six targeted high-need schools, OCSD has selected the following project goals, strategies, and intended outcomes (refer to CSMC Flow Chart, Appendix F). Moreover, OCSD implemented its Family Engagement-Student Commitment Task Force (current members include: parents, students, principals, teachers, community members, juvenile courts, and local police) in January, 2014 to analyze data, identify issues, and research solutions. Much of their work is included in CSMC’s action plan. This task force continues to meet monthly and will become CSMC’s Advisory Council.

<b>Gap 1</b>		
<b>Goal 1</b>	Meet <b>Utah Comprehensive Counseling and Guidance Program</b> and professional standards advocated by the <b>American School Counseling Association (ASCA)</b> to increase the quality of services and meet the range of student needs.	
	<i>Objectives</i>	<i>Intended outcomes</i>
<b>1.a</b>	Bring all targeted school counselors’ time distribution (by activity type) into alignment with the UCCGP guidelines and ASCA standards.	Alignment with UCCGP time distribution guidelines and ASCA’s Delivery System for elementary counselors will improve each year.
<b>1.b</b>	Implement consistent <b>counseling curriculum</b> services across all targeted schools.	Nine lessons based on ASCA Student Standards will be delivered to target 3rd - 6th grade students each year
<b>1.c</b>	Provide <b>individual student planning services</b> to target students, particularly those at greatest risk.	Student behavior and school climate will improve.
<b>1.d</b>	Provide <b>responsive services</b> to students in target schools as needed on topics defined in cooperation with district, school administrators	A range of student needs will be addressed in a timely, responsive manner.
<b>1.e</b>	Fulfill <b>indirect student services and system support</b> responsibilities as defined by OCSD policy.	The CSMC Team will facilitate CSM’s defined services and act as the point of contact for partnering agencies.

**Project Activities:**

**1(a)** Counselors will participate in (1) an ongoing system support and professional learning based upon ASCA standards; (2) a self-assessment of time usage through shared calendar; (3) observation and feedback cycle as on-going assessment; (4) Become eligible, certified RAMP schools (certification costs not included in grant request).

**1(b)** Counselors will teach Tier 1-Universal students nine lessons from Utah State Office of Education’s Prevention Dimensions curricula; and provide small groups of Tier 2 and 3 students 30 lessons (approx. 1 per week) from using Weber Human Services’ Gus as a resource: an early intervention groups in the schools to help youth adjust to life situations.

**1(c)** Counselors will collaborate with parents and students to develop a Student Success Plan (SSP) to include goal setting, career exploration, etc. to increase their decision-making skills, self-efficacy, and self-regulation.

**1(d)** School CHAT will meet at least twice weekly to assess students’ responsive needs. The CSMC Team will provide individual; small group triage services; and support and refer students to services based on individual need and team recommendation.

**1(e)** School and district-level CSMC staff will align the available services to the needs of the individual students through a case management system that includes: mentoring, intervention services, collaboration with local police and courts, and connecting families with services through the social worker.

**Gap 2 & Gap 3**

**Goal 2** Implement OCSD’s Comprehensive Support Model to expand OCSD’s current counseling model to increase the range, availability, quantity of services for elementary schools.

<i>Objective</i>		<i>Outcomes anticipated</i>
<b>2.a*</b> <b>GPRA</b>	<b>GPRA 1:</b> Close the gap between student: mental health professional ratios and the student: mental health professional ratios recommended by the statute.	Student-to-professional ratios (1:250 school counselor; 1:800 social worker; 1:1100 school psychologist) will improve by end of Year 1.
<b>2.b</b>	<b>GPRA 2:</b> Decrease average number of referrals per grant site for disciplinary reasons in schools participating in the program.	Student self-efficacy and regulation will increase to reduce the number of referrals by 10% yearly.
<b>2.c</b>	Increase the number of students and their families receiving targeted mental health services.	A minimum of 30 students & families will participate in targeted mental health services.
<b>2.d</b>	Align and link the services provided by civic, non-profit, and educational agencies.	CSMC Team will case manage families to provide them with needed services to remove barriers to success.

**Project Activities:**

**2(a)** Two comprehensive counseling support teams will be hired to serve high need students at three schools per team described on pp. 21-22

**2(b)** Case manage students who are being referred for inappropriate behavior. Identified students participate in weekly group lessons to increase protective factors. Students will participate in goal setting lessons and create and monitor a SSP. Students will participate in motivational interviewing as needed. Families will create Family Success Plans based on needs.

**2(c)** Contract with the Northern Utah Family Counseling Center to provide additional, intensive mental health sessions and implement Ready Freddie as a pre-kindergarten program.

**2(d)** Implement a community school strategy at targeted schools to increase effective collaboration. It will utilize social workers to assist with case management for needy families.

**Gap 2 & Gap 3**

<b>Goal 3</b>	<b>The services provided through CSMC will improve at risk students' academic performance and their social behavior.</b>
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<i>Objective</i>		<i>Outcomes anticipated</i>
<b>3.a</b> <b>GPRA</b>	<b>GPRA 2:</b> Decrease average number of referrals per grant site for disciplinary reasons in schools participating in the program.	The number of students who violate the code of conduct and are referred to the office will decrease by 25% per year.
<b>3.b</b>	Implement a comprehensive attendance program at school sites.	The number of students who miss 10+ days during a given year will decrease by 10% each year at each targeted school.
<b>3.c</b>	Improve students' overall academic performance in key areas, especially science, math and language arts	The percentage of students at targeted schools who fail to earn proficiency on Utah's high stakes testing science, math, and language arts will increase by 5% annually.
<b>3.d</b>	Increase engagement, efficacy, and self-regulation of targeted students.	Increase the number of students reporting protective factors by 2% each year and decrease the number of students reporting risk factors.
<b>3.e</b>	Increase parent and community engagement.	Families and community will provide support and services for students.
<b>3.f</b>	Increase school safety.	Students will feel safe at school. Incidents of violence and bullying will decrease.

**Project Activities:**

**3(a)** Guidance curricula (see 1.b). Elementary Counselors will provide responsive services that include motivational interviewing techniques to de-escalate situations. CSMC Team will assist with implementing school culture goals, including PBIS.

**3(b)** Work with community organizations, AmeriCorps and other school staff to implement a comprehensive attendance program (Refer to Attendance Campaign, Appendix G

**3(c)** Counselors will collaborate with parents and students to develop a Student Success Plan (SSP) to include goal setting, career exploration, etc. to increase their decision-making skills, self-efficacy, and self-regulation. CSMC Team will refer students to academic interventions. CSMC Team will track progress monthly.

**3(d)** SSPs (1.c) & counseling curricula (1.c)

**3(e)** Social Workers will provide targeted classes and home visits for families on how to support their child’s learning (study skills, on-line portal, understanding test scores, etc.). Social Workers will reach out to community to solicit additional tutors for academic interventions and mentoring. Social Workers will connect families to health services as needed. CSMC Team will collaborate with after school agencies to provide targeted support for high need students.

**3(f)** Partner with local police department to provide additional school resource officer support for elementary schools. School resource officers, juvenile court representatives, and Division of Family and Child Services will participate in CHAT meetings as needed and be active members on CSMC Advisory Council. Curricula will include lessons specific to bullying and safety.

**Gap 3 & Gap 4**

**Goal 4** CSMC will implement innovative strategies and curriculum to meet the learning, safety, and health needs of specialty populations including military-involved students and students with cultural and linguistic barriers.

<i>Objective.</i>		<i>Outcomes anticipated</i>
<b>4.a</b>	Increase targeted school staff’s cultural competency.	School staff will understand and respond appropriately to the learning, safety, and health needs of specialty populations.
<b>4.b</b>	Increase two-way communication between student and family and school.	Increased family engagement.
<b>4.c</b>	Provide a counseling curriculum that includes strategies specific to meeting the needs of specialty populations.	Specialty populations needs will be addressed in counseling instruction.
<b>4.d</b>	Implement a responsive services team to address the specific needs of military-involved students.	Students’ needs will be addressed quickly and appropriately to increase overall student well-being.

**Project Activities:**

**4(a)** School Staff will participate in cultural competency training. CSMC Staff will earn ESL endorsements as part of OCSD’s current requirement (not funded by grant). CSMC Team will publish a quarterly newsletter that includes strategies, research, etc for cultural responsiveness.

**4(b)** Conduct student and family focus groups twice yearly to assess needs and project growth. Hire bilingual social workers to act as advocates for families and connect them to services.

**4(c)** Collaborate with military community outreach and OCSD Title I Department to select appropriate curricula for classroom lessons and to design and implement small group sessions for students needing additional assistance.

**4(d)** Collaborate with local military outreach to develop and implement an appropriate responsive service.

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

**The Comprehensive Support Model:** Adelman and Taylor (2006) and the Substance Abuse and Mental Health Services Administration advocate for school counseling programs to become part of a larger framework that integrates programs, services, and policies. This framework connects schools to community resources, including mental health services, to create a “system of learning supports.” OCSD proposes this framework as part of its Comprehensive Support Model, which emerges from four evidence-based models:

(1) *Response to Intervention (RtI):* A multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both ([www.rtinetwork.org](http://www.rtinetwork.org)). The use of the RtI model demonstrates that providing individualized services to Tier 2 and Tier 3 students can prevent delays in learning and improve behavior (Fox et al. 2009; O’Connor and Harty & Fulmer, 2005).

(2) *Community Schools Development Triangle:* A strategy for organizing the resources of the community around student success, including a strong instructional program, expanded learning opportunities, and a full range of health, mental health, and social service (Lubell., 2011).

(3) *Gang Prevention and Intervention Strategies Model*: A four-tiered planning model: primary prevention, secondary prevention, intervention, and targeted suppression (Wyrick, 2006)

(4) *PBIS*: PBIS is not a program or curriculum; rather, it is a team-based approach for systemic problem solving, planning, and evaluation. Instead of using a patchwork of individual behavioral management plans, each school implements a continuum of research-validated interventions and services that promote student appropriate behavior (Barrett, S. and Eber, L, 2012).

**Community Schools Strategy**: OCSD and its civic and non-profit community partners understand that the involvement of parents is a critical foundation for students' achievement. Programs to attract parents, establish a welcoming climate for them, and help them learn how to be involved in and supportive of their children's education are fundamental to improving the lives of students (Lubell, 2011).

**Turnaround Schools & School Culture**: As part of UVA School Turnaround Specialist Program, OCSD is implementing Paul Bambrick-Santoyo's Leverage Leadership (2012) framework, which advocates that a strong school culture as a key lever of transformational school growth. This includes (a) Student Culture: create a strong culture where learning thrives; and (b) Staff Culture: build and support the right team for your school. Therefore, to successfully implement the Comprehensive Support Model, a safe and welcoming school environment "where students build the habits of mind and heart" is essential.

**Hire Additional Counseling Staff**: A body of research supports that school counselors play a significant role in improving students' academic achievement (Brigman, & Campbell, 2005; Brigman, & Campbell, 2003; Sink & Stroh, 2003). Carrell and Carrell (2006) also indicate

that reducing the student-to-counselor ratio results in decreased probability of disciplinary recurrence, particularly among some high-risk groups.

**Provide Mental Health Services:** Research suggests that one-half of all mental disorders experienced in a person's life begin by age fourteen (Kessler et al., 2005). Undiagnosed, untreated, and undertreated mental health needs can have devastating consequences for children later in life, including substance abuse, juvenile crime, school dropouts, and births to teens (The Commonwealth Fund, 2012). ASCA (2005) state schools are often one of the first places where mental health crises and needs of students are recognized and initially addressed.

**Provide Social Worker Services:** School social workers provide mental health services in schools and have specialized training to meet students' social-emotional needs. Schools often are one of the first places where mental health issues are recognized and addressed (Hennessy & Green-Hennessey, 2000; Hoagwood et al., 2005). School social workers serve as the primary mental health providers for students and may be the only counseling professionals available to students and their families to initially identify and provide interventions for those issues. (Early&Vonk, 2001; Hennessy & Green-Hennessey, 2000; Kelly, Berzin, et al., 2010) (retrieved from [www.swaa.org](http://www.swaa.org))

**Implementing ASCA National Model:** The ASCA National Model was developed to guide school counselors in designing, implementing, managing, and evaluating a comprehensive school counseling program. Both the Utah's CCGP and ASCA advocate for counselor proficiency in providing individual planning and responsive services. In a meta-analysis of career interventions, Whiston et al. (2007) found that individual career counseling was the most effective method treatment modality as compared to groups, workshops, career classes, and other career counseling methods. Whiston and Quinby (2009) indicate that schools that include

comprehensive counseling components, such as individual planning and responsive services, have better student outcomes than schools with a less programmatic approach to counseling.

**Counselor Professional Development:** An important component of a comprehensive counseling program is effective professional development (Hammond & Orphanos, 2007). Implementing a data-driven instructional coaching strategy that includes an observation-feedback cycle is essential to successfully transforming a school (Bambrick-Santoyo, 2011).

### 3. MANAGEMENT PLAN

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

CSMC is ready to begin upon funding. To help keep the project on track over the three-year grant-funded period, a timeline has been developed to guide implementation, integration, and continuous improvement. **Table 6: Timeline, Milestones, and Responsibilities**

Date	Milestones	Responsibilities
<b>Project Management &amp; Logistics</b>		
Oct. 2014	Appoint Project Director to lead grant	District Teaching & Learning Team (TLT)
Oct. 2014	Finalize Advisory Board Appointments & hold first quarterly meeting.	District Teaching & Learning Team (TLT)
Oct.-Nov. 2014 Ongoing (as applicable)	Sign contract with third party evaluator. Finalize evaluation instruments. Collect formative and summative data.	Teaching & Learning Team (TLT)
Feb. 2015	Conduct bi-monthly status evaluations and annual federal performance reports. Quarterly report to Advisory Council.	PD, CSMC Team, Evaluator
<b>Objective 1: Meet Utah Comprehensive Counseling and Guidance Program and professional standards advocated by the American School Counseling Association (ASCA) to increase the quality of services and meet the range of student needs.</b>		
Nov. 2014	<i>Getting Started with the ASCA National Model Workshop</i> , Prevention Dimensions Training	Project Director (PD) Weber Human Services
Nov. 2014	Begin Monthly on-line self-assessment of time allocation	Elementary Counselors (EC)
Nov. 2014 ongoing	Current School Support Team trains and mentors Project Director in Instructional Coaching	Federal Programs Coordinator (FPC)
Nov. 2014	Collect baseline data	PD, Evaluator

Dec. 2014 Weekly	Begin CHAT meetings Identify at risk students	PD, EC, Principals
Dec. 2014	Begin monthly PLCS & Instructional Coaching	PD
Dec. 2014 Weekly (Aug.-May)	Begin student lessons & small groups	CSMC Team, Weber Human Services (WHS), Family Counseling Services (FCS)
Jan. 2015 ongoing	Identify families for case management services	EC, Principals, SW, CHAT
Jan. 2015 ongoing	Develop Student Success Plans	EC, Principals, Parents, Students, SW
Feb. 2015 Monthly (Aug.-May)	Review SSPs with students & parents (as available) monthly	EC, SW, Parents, Students
Quarterly	Review project data	CSMC Team
Quarterly	Make recommendations for project changes	CSMC Team
<b>Objective 2: Implement OCSD's Comprehensive Support Model to expand OCSD's current counseling model to increase the range, availability, quantity of services for elementary schools. (Improve mental health/student ratios)</b>		
Oct. 2014	Advertise, interview, and hire CSMC Teams (counselor, social worker)	PD, Federal Program Coordinator, principals
Oct. 2014	Create & sign MOUs with local mental health providers.	PD, FPC
Nov. 2014	Provide initial training on CSM & curricula	PD, CSMC Team
Nov. 2014 ongoing	Weekly CHAT meetings to discuss high need students and families	CSMC Team, Principals
Jan. 2015 ongoing	Identify families for case management services	EC, Principals, SW, CHAT
Jan. 2015 ongoing	Develop SSP and Family Success Plans (FSP)	EC, Principals, Parents, Students, SW
Feb. 2015 Monthly (Aug.-May)	Review SSPs with students & parents (as available)	EC, SW, Parents, Students
Jan. 2015 ongoing	Connect families to needed services identified in FSP and track progress	Social Workers
Jan. 2015 quarterly	Assign students to weekly individual & small group mental health services	CSMC Team, FCS
Jan. 2015	Evaluate needs of students receiving mental health services and track progress	FCS, CSMC Team
March 2015	Implement Parent Education Classes: STEP and Guiding Good Choices	CSMC Team, WHS
June 2015	Provide Ready Freddie Pre-Kindergarten Class	CSMC Team, Family Counseling Services
<b>Objective 3: The services provided through CSMC will improve at risk students' academic performance and their social behavior. (Decrease # of discipline referrals)</b>		
Oct. 2014	Train CSMC Staff on Positive Behavioral	PBIS Specialist, CSMC

	Interventions & Supports Model and Strategies	Team
Nov. 2014 ongoing	Weekly CHAT meetings to discuss high need students and families	CSMC Team, Principals
Nov. 2014 ongoing	Assign high need students to intervention services—AmeriCorps, Own Your Future	CHAT Team
Dec. 2014 monthly	Track student progress monthly	CHAT & CSMC Teams
Dec. 2015 weekly	Weekly classroom ASCA Student Standard-based Lessons	EC
Jan. 2015	Small group instruction for case managed students	EC, SW
March 2015	Implement Parent Education Classes: STEP and Guiding Good Choices	CSMC Team, FCS
<b>Objective 4: CSMC will implement innovative strategies and curriculum to meet the learning, safety, and health needs of specialty populations including military-involved students and students with cultural and linguistic barriers.</b>		
Nov. 2015 quarterly	Meet with local military outreach and Title 1 Department	PD
January 2015 Twice yearly	Specialty populations focus groups	CSMC Team
June 2015, 2016	Cultural Competency Trainings	PD, Principals,

**Project Management Team:** OCSD will follow its established, equitable hiring practices to identify, screen, and hire qualified, certified counseling professionals to serve in targeted schools. It will work with its community partners to solicit applications from under-represented populations. The counselors and social workers hired for SCOPE will *at least* meet ESSC minimum requirements (refer to Project Management, Appendix G)

*Project Director:* Ms. Nicholas will assume the role of CSMC Project Director, (refer to Management Resumes, Appendix I) to manage the day-to-day operations of CSMC, ensuring that activities are completed and objectives are met. To help ensure long-term program sustainability, her current supervision role will be revised to include new CSMC staff; including providing on-going instructional coaching in an observation-feedback model, participating in CHAT; lead professional learning communities; and facilitate CSMC’s continuous improvement process.

School At Risk Counselor (2 FTE): CSMC will hire two licensed school counselors to work with at risk populations. Each will be assigned to three high-need elementary schools and be shared, with their CSMC Team, a caseload of 250 high-risk students. They will hold a minimum of a master's degree in school counseling from an accredited program. Each year during school time, the counselors will deliver nine lessons to all students. Counselors will provide small group sessions with targeted students who are not involved in the juvenile court system.

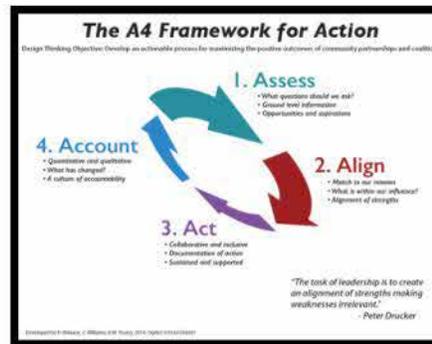
Social Worker (2 FTE): Each CSMC will have 1 FTE licensed social worker to (1) provide evidence-based education, behavior, and mental health services; (2) promote a school climate and culture conducive to student learning and teaching excellence; and (3) maximize access to school-based and community-based resources (School Social Work Association of America). Each will hold a master's degree in social work from a program accredited by the Council on Social Work Education. Bi-lingual candidates will be preferred. Social workers will collaborate with the counselors to serve 300 families through case management services and meet one-on-one with students on an as need basis.

Advisory Council OCSD's current Family Engagement-Student Commitment Task Force will assume this role. Additional members will be added to include: CSMC staff, Weber Human Services, the Department of Workforce Services, Midtown Community Health Center, and Family Counseling Services.

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

**Data-Driven, Continuous Improvement Management:** Using the U.S. DOE Continuous Improvement Management (CIM) model, OCSD created its A4 Framework for Continuous Improvement. This framework will be utilized to manage CSMC and facilitate systemic reform as it is fully integrated into the schools, district, and partner organizations. The A4 **action** plan

ensures that the voices of all stakeholders are considered and CSMC is **accountable** to producing results, project strategies are **aligned** to well-defined goals, and adjustments are based on valid data and **assessment** and serve to closer **align** strategies to the intended outcomes of improving its comprehensive support model, and student outcomes (refer to A4 Framework, Appendix H). To this end, the district Teaching and Learning Team (TLT), and the elementary CSMC Teams (school-level) will engage in the A4 process at least quarterly during the grant-funded project period. (More details on page 26.)



*OCSD administrators value best practice, research-based practices and policies, and view the School Counseling Program as an essential part of the total school curriculum; they hold all school mental health professionals accountable for providing a quality program.* For this reason, CSMC will integrate into existing Professional Learning Communities. School mental health professionals and other applicable staff will engage in an ongoing A4-CIM process (see above) aimed at improving school counseling services and student outcomes through its Comprehensive Support Model, including analyzing student, school, and staff data; setting individual learning goals for professional practices; and engaging in professional problem-solving and collective reflection as they implement new knowledge and skills.

#### **4. PROJECT EVALUATION**

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

**COMPREHENSIVE EVALUATION:** This evaluation plan was developed in consultation with independent evaluator Educational Outfitters (EO). The framework – aligned to project

goals, objectives, and outcomes – emphasizes ongoing assessment, improvement, and accountability of the project in all areas. This evaluation will determine the extent to which the project is successfully implemented and strategies lead to the intended outcomes.

**(1) Formative Evaluation:** An ongoing Formative Evaluation tracks implementation progress and the impact on the targeted population as well as provides recommendations for further project development. It tracks the adaptation and fidelity of project strategies (Section 2) and adherence to the established process objectives and benchmarks (pages 12-16) well as prepares a bi-monthly report summarizing the status of project components, successes and challenges, needed adaptations (proposed and approved), and findings. Several Essential Questions (below) are utilized to guide both the formative evaluation and ensuing recommendations.

**Table 7: Essential Questions Guiding Formative Evaluation**

- **Management & Replicability:** Set up necessary management, coordination, evaluation, and materials structures? Other ? during project implementation. *Measurable Indicators:* Evaluation Toolkit, and related presentations/publications. *Data Collection Schedule:* Bi-Monthly and Annually.
- **Accountability:** Implement planned strategies? Aligned with goals and GPRAs? Preliminary outcome analysis indicating improvements? Impact on applicable systems and approaches? *Indicators:* Extent to which process benchmarks are implemented, treatment verification/hurdles, trend data, and changes over baseline. *Schedule:* Bi-Monthly and Annually.
- **Efficiency, Fidelity & Satisfaction:** Strategies of good and sufficient quality? Appropriate participation rates? Implemented with fidelity? Satisfaction and support for project offerings? *Indicators:* Synopsis of strategies, related outcomes, attendance, program checklists, participant surveys, and stakeholder observations. *Schedule:* Per Offering.

**(2) Summative Evaluation:** The project’s Summative Evaluation determines the degree to which each project goal and outcome objective (pages 14-17; includes GPRAs Performance Measures) has been met. Objective performance measures (entailing quantitative and qualitative data) established for each intended outcome are the standards used to monitor the attainment of project goals and objectives and, ultimately, to assess the project’s impact on project participants.

<b>Goal 1</b>	Meet Utah Comprehensive Counseling and Guidance Program and professional standards advocated by the American School Counseling Association (ASCA) to increase the quality of services and meet the range of student needs.
<b>Objective</b>	<b>Performance Measures &amp; Data Collection</b>
<b>1.a</b>	By the end of Year 1 (and continued thereafter), each school will follow UCCGP and ASCA guidelines.
<b>1.b</b>	90% of students will participate in nine lessons (ASCA Student Standards) annually.
<b>1.c</b>	90% of targeted students will participate in goal setting, motivational interviewing, and assessing progress participate each month.
<b>1.d</b>	School Child Assessment Teams will meet at least twice weekly to assess students' responsive needs. The CSMC Team will provide triage services at their three schools.
<b>1.e</b>	90% of students identified as needing case management services are enrolled in appropriate (including cultural and linguistic) school and community-based intervention(s).
<b>Goal 2</b>	Implement OCSD's Comprehensive Support Model to expand OCSD's current counseling model to increase the range, availability, quantity of services for elementary schools.
<b>Objective</b>	<b>Performance Measures &amp; Data Collection</b>
<b>2.a*</b> <b>GPRA 1</b>	Student-to-professional ratios (1:250 school counselor; 1:800 social worker; 1:1100 school psychologist) will improve by end of Year 1.
<b>2.b</b>	Alignment with UCCGP time distribution guidelines for elementary counselors (p.5) will improve each year.
<b>2.c</b>	A minimum of 30 students & families will participate in targeted mental health services annually.
<b>2.d</b>	CSMC Team will case manage 250 families annually to provide them with needed services to remove barriers to success.
<b>Goal 3</b>	The services provided through CSMC will improve at risk students' academic performance and their social behavior.
<b>Objective</b>	<b>Performance Measures &amp; Data Collection</b>
<b>3.a</b> <b>GPRA 2</b>	Annual decrease of 20% in the average number of student referrals for disciplinary reasons.
<b>3.b</b>	The number of students who miss 10+ days during a given year will decrease by 10% each year at each targeted school.
<b>3.c</b>	90% of the students receiving targeted services will demonstrate improvement in one or more areas based upon the reason(s) for their original referral.
<b>3.d</b>	Annual increase the number of students reporting protective factors by 15% each year and decrease of 15% for the number of students reporting risk factors.

<b>Goal 4</b>	CSMC will implement innovative strategies and curriculum to meet the learning, safety, and health needs of specialty populations including military-involved students and students with cultural and linguistic barriers.
<b>Objective</b>	<b>Performance Measures &amp; Data Collection</b>
<b>4.a</b>	100% of targeted schools' staff will participate cultural competency training.
<b>4.b</b>	Targeted school's climate rating for parent engagement will increase annually by 20%
<b>4.c</b>	100% of curriculum taught will include specific strategies to meet the needs of specialty populations.
<b>4.d</b>	90% of students identified as needing responsive intervention will participate in (culturally and linguistically appropriate) responsive services.

B. Provide performance feedback and permit periodic assessment of progress toward outcomes.

**Performance Feedback:** The evaluation plan entails regularly collecting, tracking, and analyzing high-quality and timely data on project implementation and participant outcomes and routinely disseminating findings through various methods. The Evaluator will generate project reports (below) to fulfill district and Federal requirements and to provide the stakeholders with an assessment of the progress being made toward achieving the project benchmarks and intended outcomes. In addition, project management will oversee the development of a project manual (setting-up, running, and assessing the project for purposes of sustainability and replication) as well as routinely share updates with stakeholders through meetings, news articles, and website.

**Table 8: User-Friendly, Evaluation-Driven Reports**

- **Evaluation Status Reports:** Provide monthly feedback to project staff regarding progress of timeline, achievement of benchmarks, and status of evaluation activities; feed into CIM.
- **Federal Performance Reports:** Address Federal reporting requirements; describe project activities and demonstrates progress toward achieving intended outcomes, including GPRA.
- **On-Demand Analysis:** Tracks any and all aspects of project progress, including information for the Continuous Improvement Management (CIM) process – as appropriate and requested.

**Assessment of Progress and Data-Based Decision-Making:** OCSD's TLT and school-level CSMC teams will engage in A4's continuous improvement process(page 23) to *continually monitor progress and adjusted strategies to closer align the project to its intended outcomes of improving school services and student outcomes*. To this end, the project evaluation serves two

main purposes (see table below). *This data-driven accountability process strengthens programming and facilitates systemic reform where needed.*

**Table 9: Two-Part Function of Project Evaluation**

- (1) **Program Fidelity**: Are project strategies effectively and appropriately being implemented, including in the following areas: getting started, staying on track, accountability, efficiency, management, sustainability, and replicability.
- (2) **Outcome Achievement**: How well and to what degree the outcomes are being achieved. This process is fed by multiple sources of qualitative and quantitative data on project's progress, including informal/anecdotal stakeholder feedback and evaluation formative reports regarding adherence to the timeline and achievement of benchmarks and appropriate analysis of outcome and process data and progress towards project's intended outcomes (including GPRA).

**External Evaluator**: Educational Outfitters is an independent grant evaluation firm that specializes in US DOE discretionary grants (bios in Appendix I). *(In accordance with EDGAR, the evaluator was selected following the district's standard protocols.)* EO's team members have worked on 100+ federal, state, and private grant-funded projects, including several US DOE student counseling, mental health, and prevention grants. EO's team has 55 years of experience, including expertise and experience in development, implementation, management, evaluation, and reporting of grant-funded projects; community service coordination; K-12 and higher education; staff development; and human resource management. EO's team includes a former project director, and staff members hold advanced degrees in Research Evaluation Methodology (abd), Education – Instruction & Curriculum, Human Resource Management, and Family & Human Development.

## References

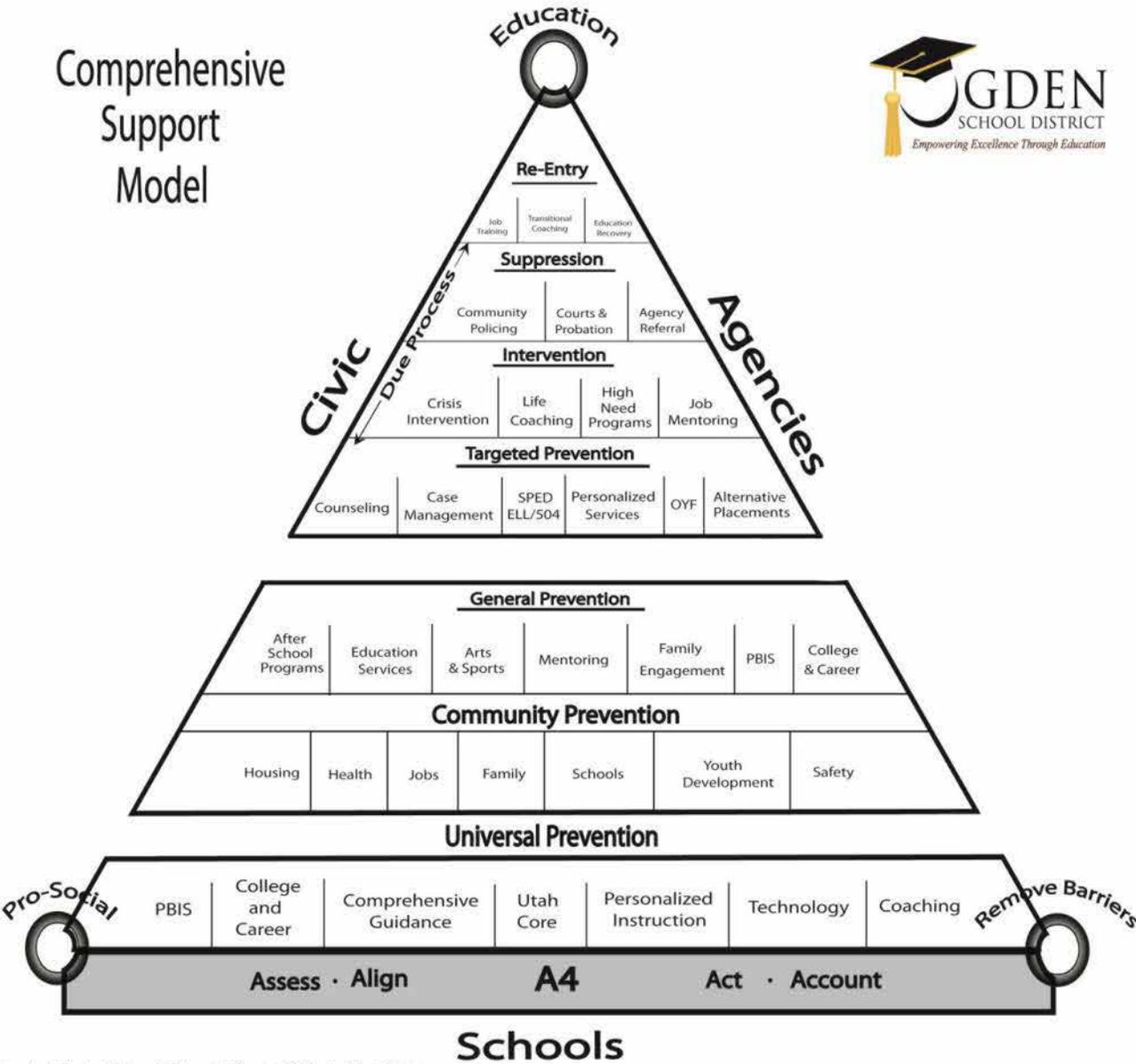
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Comprehensive Support Model



Developed by J. Martinez, M. Young, K. Bideaux & S. Burnett, 2014, Ogden School District

Elementary High Need Student Comparison Chart 2013-14

Row Labels	Enrollment	Sp Ed	minority	LEP	low income	Migrant	Mobile	District OSS Total	Due Process Hearing	ISS 13-14	Office Refer.	OSS 13-14	ADA	Chronic Absent	% Chronic Absent	Truant Total
Bonneville	502	50	274	125	434	1	48	0	7	7	86	19	94	213	42.4%	129
DEE	407	54	308	232	406	13	76	11	40	40	60	70	94	155	38.1%	79
GRAMERCY	466	64	262	169	417	4	89	0	28	8	57	27	93	235	50.4%	143
HERITAGE	804	88	463	304	647	7	114	5	26	10	422	63	93	400	49.8%	233
HILLCREST	462	56	191	96	363	3	58	6	11	8	105	47	93	201	43.5%	117
HORACE MANN	485	74	149	36	364	0	52	2	11	1	57	21	93	234	48.2%	143
JAMES MADISON	534	67	293	187	441	4	63	6	39	34	226	20	94	224	41.9%	106
LINCOLN	606	77	485	376	604	39	99	11	22	48	102	28	92	363	59.9%	211
ODYSSEY	624	63	518	302	623	12	88	1	15	21	130	12	93	375	60.1%	218
POLK	442	52	163	74	291	0	32	4	8	4	61	23	94	213	48.2%	131
SHADOW VALLEY	591	47	74	36	209	0	49	1	4	0	89	0	96	189	32.0%	79
TAYLOR CANYON	460	60	149	52	283	1	43	6	6	3	64	29	94	188	40.9%	105
TO SMITH	540	41	373	253	534	13	100	16	6	23	168	7	93	280	51.9%	171
WASATCH	395	38	140	78	240	2	44	0	0	10	22	3	94	171	43.3%	86
<b>Grand Total</b>	7318	831	3842	2320	5856	99	955	69	223	217	1649	369	936	3441	46.5%	1951

## SHARP Survey Results 2013

Table 8. Percentage of Students Reporting Risk

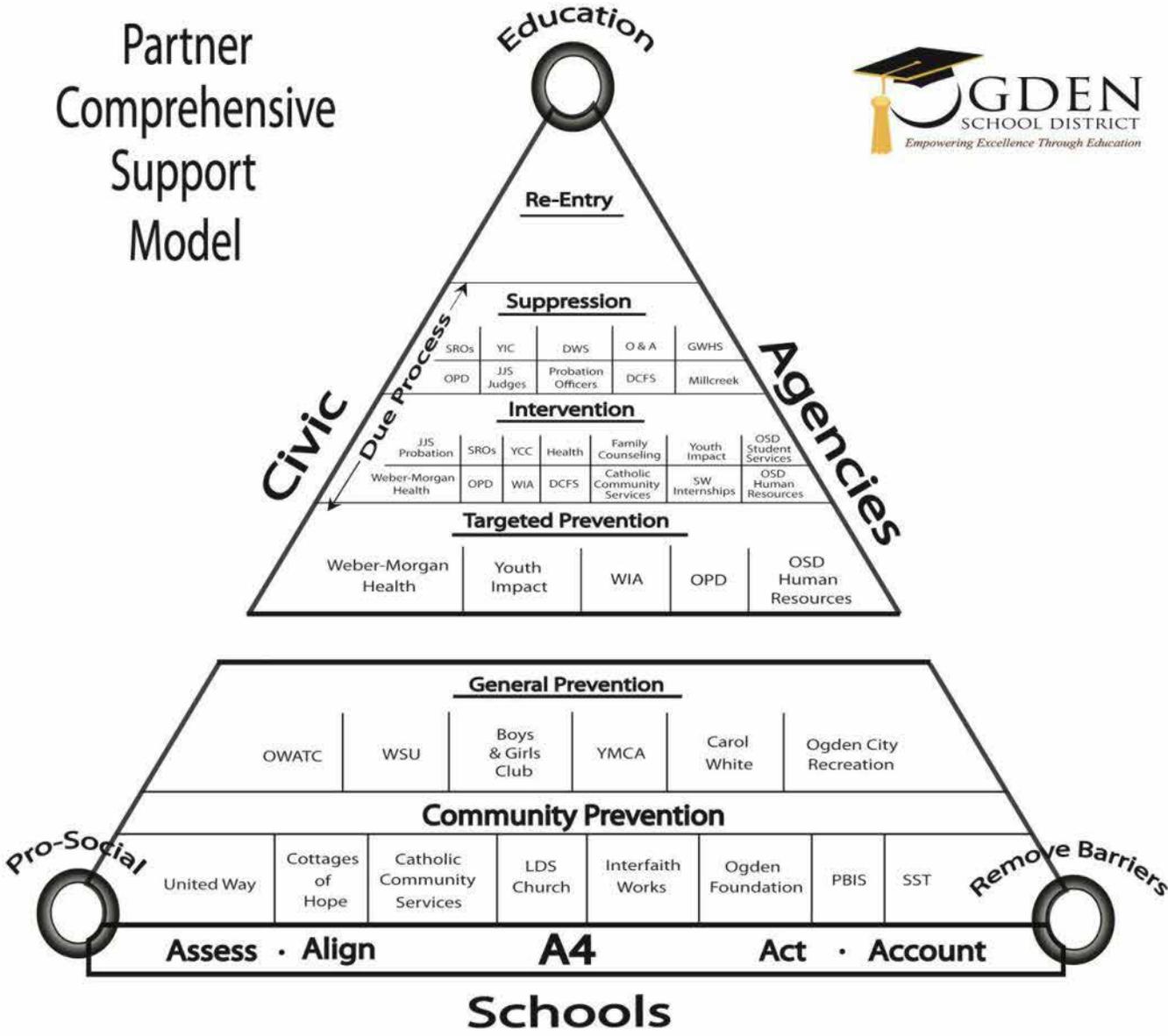
Risk Factor	Grade 6				Grade 8				Grade 10				Grade 12				All Grades			
	District 2009	District 2011	District 2013	State 2013	District 2009	District 2011	District 2013	State 2013	District 2009	District 2011	District 2013	State 2013	District 2009	District 2011	District 2013	State 2013	District 2009	District 2011	District 2013	State 2013
<b>Community Domain</b>																				
Low Neighborhood Attachment	61.4	62.2	59.9	33.0	44.6	33.8	44.1	27.0	52.3	38.0	31.5	34.9	33.3	52.0	43.6	37.8	48.5	47.2	44.7	33.1
Laws & Norms Favor Drug Use	39.6	36.9	41.5	21.7	47.8	32.6	38.4	17.8	39.3	31.0	30.0	15.3	35.6	35.4	29.2	19.6	40.4	34.0	34.6	18.6
Perceived Availability of Drugs	36.1	37.9	34.8	26.0	38.3	43.2	30.2	24.6	47.6	39.4	44.6	26.6	41.2	47.0	32.0	29.4	39.9	41.7	35.6	26.6
Perceived Availability of Handguns	15.7	19.1	14.0	20.4	30.4	32.6	26.7	33.3	28.6	18.4	28.3	26.3	17.6	27.8	18.4	31.6	22.6	24.0	21.8	27.9
<b>Family Domain</b>																				
Poor Family Management	51.2	55.5	57.8	36.4	48.8	38.1	46.1	28.8	40.4	38.1	42.6	27.0	35.6	34.0	39.1	28.3	44.1	41.6	46.3	30.2
Family Conflict	44.0	35.5	36.5	32.8	37.3	32.0	28.1	26.9	37.2	27.9	37.4	33.0	22.2	28.9	35.1	30.9	35.9	31.3	34.4	30.9
Family History of Antisocial Behavior	33.3	44.9	50.4	27.8	33.1	30.0	30.1	21.4	29.5	34.4	41.2	24.5	27.8	26.9	33.0	27.0	31.3	34.5	38.8	25.1
Parental Attitudes Favorable to ASB	33.5	41.5	31.6	20.2	44.5	53.3	40.2	28.7	45.7	60.4	31.9	32.1	34.8	55.3	41.0	33.2	39.5	52.2	36.1	28.4
Parental Attitudes Favorable to Drug Use	16.8	14.7	9.9	3.9	25.5	28.0	18.0	9.3	29.0	32.1	23.8	14.7	21.7	30.8	27.8	13.2	23.1	25.9	19.9	10.2
<b>School Domain</b>																				
Academic Failure	46.8	39.2	46.6	29.2	46.4	42.1	44.9	28.6	43.5	43.5	37.9	30.8	32.6	32.1	39.0	33.5	42.4	39.4	41.9	30.5
Low Commitment to School	48.2	41.8	37.3	34.1	46.6	34.8	45.8	39.5	50.4	28.9	35.9	35.9	30.4	39.7	41.2	38.2	43.8	36.4	39.9	36.9
<b>Peer-Individual Domain</b>																				
Rebelliousness	31.3	26.2	22.2	16.1	39.6	36.2	32.5	21.7	36.4	37.8	37.4	29.0	38.9	37.9	32.3	28.5	36.3	34.4	31.1	23.7
Early Initiation of ASB	37.9	31.6	28.5	18.5	48.8	39.8	42.3	25.0	48.8	44.9	47.4	28.8	29.5	45.9	41.0	28.4	41.2	40.1	39.7	25.0
Early Initiation of Drug Use	29.0	24.0	31.8	11.1	36.8	35.2	27.0	15.4	33.3	28.2	38.0	16.3	15.2	35.4	29.8	16.9	28.6	30.3	31.7	14.9
Attitudes Favorable to ASB	44.0	32.3	44.7	27.7	37.9	33.3	35.6	25.9	43.4	40.3	34.1	31.0	41.3	36.2	46.3	32.3	41.6	35.5	40.3	29.1
Attitudes Favorable to Drug Use	25.6	13.5	23.7	8.4	34.8	30.6	36.0	18.0	41.1	33.0	38.8	24.4	26.7	32.7	35.3	22.0	31.8	26.8	33.4	18.1
Perceived Risk of Drug Use	44.6	55.2	46.8	31.0	38.4	32.3	42.2	24.6	52.3	50.4	45.2	31.2	33.3	45.2	34.5	28.9	41.7	46.2	42.2	28.9
Interaction with Antisocial Peers	55.6	58.0	46.4	22.9	49.8	37.8	42.0	20.5	40.6	40.9	33.1	21.6	26.7	43.2	22.1	20.4	43.4	45.5	35.8	21.3
Friend's Use of Drugs	26.9	19.7	20.9	8.5	46.8	37.8	37.4	18.0	35.2	33.3	27.8	18.3	15.6	41.5	23.5	15.1	31.2	32.4	27.2	14.9
Rewards for ASB	23.8	27.9	37.7	18.4	41.2	37.9	34.8	26.5	27.3	46.1	31.2	27.3	22.2	40.2	30.5	29.6	28.9	38.2	33.4	25.5
Depressive Symptoms	50.3	47.7	48.1	29.9	50.4	50.5	44.5	34.1	42.6	38.2	40.4	39.2	31.1	35.2	35.2	35.0	43.8	43.2	42.0	34.5
Gang Involvement	6.1	3.5	7.8	2.5	13.3	6.9	7.2	3.6	11.0	8.1	4.5	3.5	6.7	13.6	2.5	3.0	9.2	7.7	5.5	3.1

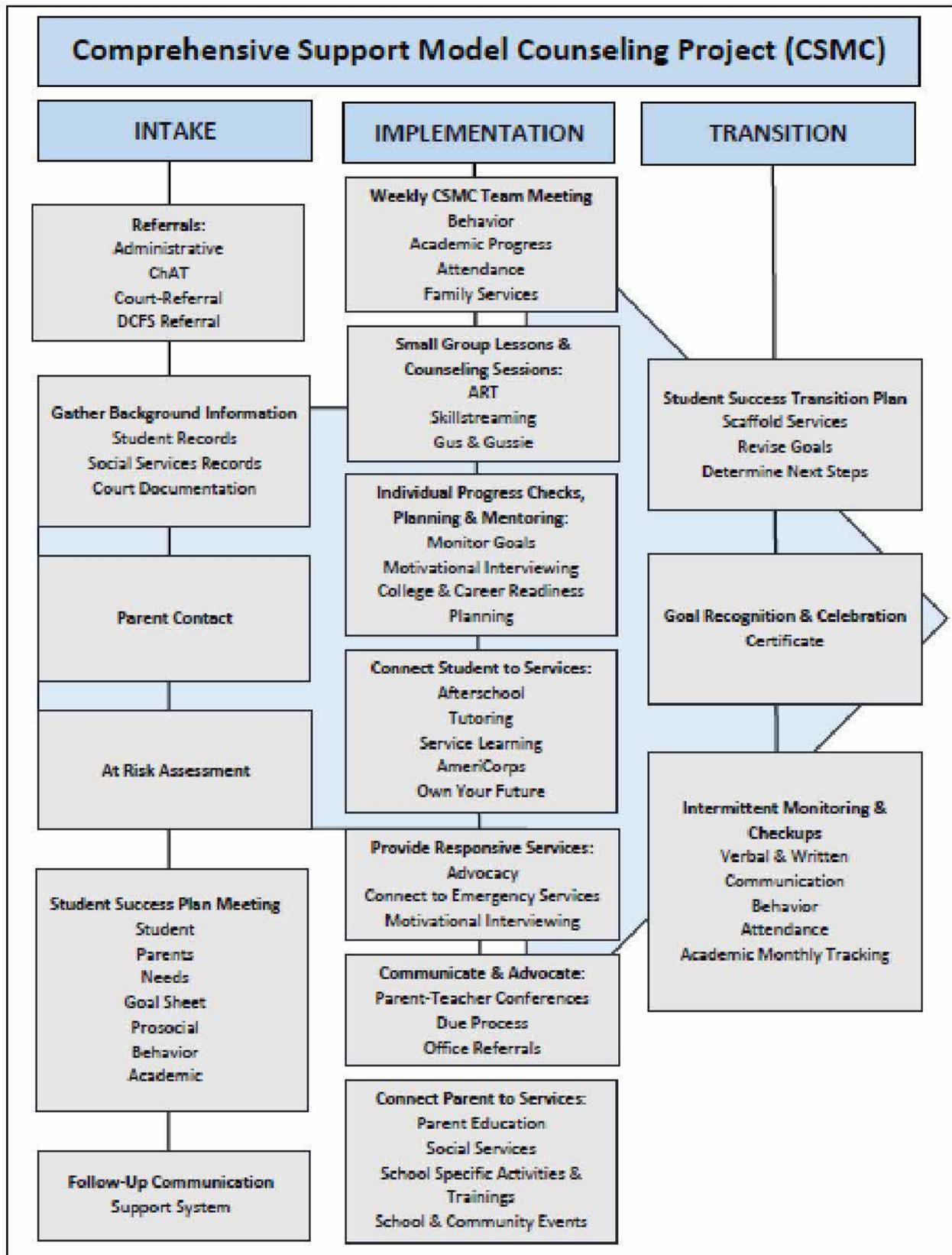
### SHARP Survey Results Continued

Table 5. Percentage of Students With Problem Substance Use and Treatment Needs

		Grade 6				Grade 8				Grade 10				Grade 12				All Grades			
		District 2009	District 2011	District 2013	State 2013	District 2009	District 2011	District 2013	State 2013	District 2009	District 2011	District 2013	State 2013	District 2009	District 2011	District 2013	State 2013	District 2009	District 2011	District 2013	State 2013
<b>Need for Treatment</b>																					
Needs Alcohol Treatment	Answered "Yes" to at least 3 alcohol treatment questions and has used alcohol on 10 or more occasions	0.0	0.7	0.8	0.1	2.5	4.1	3.8	1.0	8.5	3.8	2.7	3.1	4.5	11.3	4.8	4.2	3.6	5.1	3.0	2.1
Needs Drug Treatment	Answered "Yes" to at least 3 drug treatment questions and has used any drug on 10 or more occasions	0.8	0.5	0.0	0.0	2.8	4.9	6.8	2.2	5.6	8.9	9.1	5.8	0.0	10.0	8.0	6.1	2.1	6.4	6.0	3.4
Alcohol or Drug Treatment	Needs alcohol, drug or alcohol AND drug treatment as per criteria above	0.8	1.3	0.8	0.2	3.9	7.6	8.5	2.8	11.1	11.1	10.4	7.1	5.3	15.5	10.4	8.1	5.0	9.2	7.6	4.4
Needs Mental Health Treatment	Scored 13 or more points on the K6 screening scale for psychological distress. (See text for further explanation.)	21.5	14.0	17.7	9.5	18.6	17.7	14.8	13.6	15.2	14.3	17.4	15.6	3.6	17.1	14.7	13.2	13.9	15.7	16.2	13.0
Considering Suicide	Answered "Yes" to "During the past 12 months, did you ever seriously consider attempting suicide?"	n/a	6.1	10.0	7.2	n/a	13.3	12.3	13.5	n/a	10.8	14.8	15.6	n/a	5.9	9.4	12.8	n/a	8.9	11.6	12.3

Partner  
Comprehensive  
Support  
Model







### Attendance Campaign (District-wide) Revised April, 2014

**Proposing Organizations:** Ogden United, Ogden United for Promise Neighborhoods

**Contact person(s):** Pam Nelson—email: [pamcnelson@aol.com](mailto:pamcnelson@aol.com); phone: 801-391-6866; Eileen Nicholas—email: [nicholase@ogdensd.org](mailto:nicholase@ogdensd.org); Kate Bideaux—email [bideauxk@ogdensd.org](mailto:bideauxk@ogdensd.org)

**Proposal:** Every September will be recognized as Attendance Awareness Month to include a variety of activities, marketing tools, and recognition events. For the 2014-15 school year, James Madison, Dee, T.O. Smith, Hillcrest, Heritage, and Lincoln will serve as project sites for year-long attendance campaign activities, outreach, and recognition events. Additional sites will be added in the years to follow.

**Guaranties, Standards, & Attitudes:** Attendance & Achievement

#### **Rationale:**

District-wide Attendance Campaign: To achieve the *Guaranties, Standards, and Attitudes—Guaranty* “Attendance: Each school will maintain an average attendance above 93% beginning the 2011-12 school year,” Ogden City School District will partner with Ogden United to implement an attendance awareness campaign that increases student, parent, and community knowledge of correlation between student attendance and academic achievement and high school graduation.

September as Attendance Awareness Month: September is recognized as National Attendance Awareness Month and *AttendanceWorks* has developed a toolkit that OCSD/Ogden United can utilize for the campaign. Ogden City Council and OCSD’s School Board have signed a joint resolution proclaiming September as “Attendance Awareness Month;” Voices for Utah Children have pledged their support and will provide public service announcements for OCSD to use; and the Ogden School Foundation has agreed to recognize OCSD students with superior attendance and announce Attendance Awareness Month at their Raptor’s Night fundraiser. By focusing on attendance in September, OCSD should see an increased student enrollment for the official October 1 Count.

Pilot Site Activities, Marketing, and Recognition: To significantly impact attendance, a yearlong campaign needs to be implemented, specifically targeting months with historically low attendance such as December and January. By providing monthly reminders and activities, the key concepts will be reinforced and follows research-based practices. This campaign will be piloted at both Odyssey and James Madison Elementary Schools, as well as Mount Ogden Junior High School.

These schools were selected because their students reside within the Promise Neighborhood footprint and all show a need to decrease chronic absenteeism.

**Project Outcomes:**

Completed Strategies	Description	Funding Costs and Sources
Raptor's Night	Ogden United will work with the Ogden School Foundation to develop an activity at the Raptor's Night to recognize OCSD students who had superior attendance in 2012-13. Ogden United will work with the OCSD to generate the required data. The Attendance Awareness Month will be announced. Mayor will read summary of Proclamation on pitching mound.	Ogden School Foundation Sponsors the event. Foam fingers cost: Approximately \$2 per item. Seeking sponsorship through Ogden United: \$1000 Dinner sponsor: \$5 per dinner for up to 100 students (\$500).
Marquis	OCSD will post slogan on marquis as available throughout September.	No cost
Strategies In Progress	Description	Funding Costs and Sources
Common District Attendance Policy	The Family Commitment-Student Engagement Team will review individual school and other districts' attendance policies to develop a district-wide attendance policy to be approved by the Ogden School Board by May, 2014.	No cost. Monthly meetings.
Family and Juvenile Court Partnerships	Work with local court systems to implement an effective "consequence" for truancy.	No cost
Attendance Banners*	Ogden United for Promise Neighborhoods, Ogden United and The Ogden-Weber Chamber of Commerce will request that local businesses hang an Attendance Awareness banner at their facility during the month of September. School buildings will hang banner as well	Approx. \$40 (per banner 2ft x 6ft vinyl) for 40 banners. 21 school district (schools & District Office) Total: \$1,600 Potential Sponsors: United Way Capital Campaign, Chamber of Commerce, Local Businesses
School Liaisons, counselors, Attendance Trackers, etc.	OCSD schools work with individual families to ensure enrollment prior to October 1, 2014.	OCSD
Standard Examiner Full Page Ad	UWNU will fund and create a full page ad to be printed in the Standard Examiner during September about Attendance Awareness Month.	United Way of Northern Utah (Leslie Herold confirmed)
AmeriCorps (Special Behavior) <b>District-wide</b>	AmeriCorps/OCSD Tier 2 intervention at participating schools to provide attendance trackers for chronically absent students. Trackers will work with school team to develop attendance plans for	AmeriCorps Grant

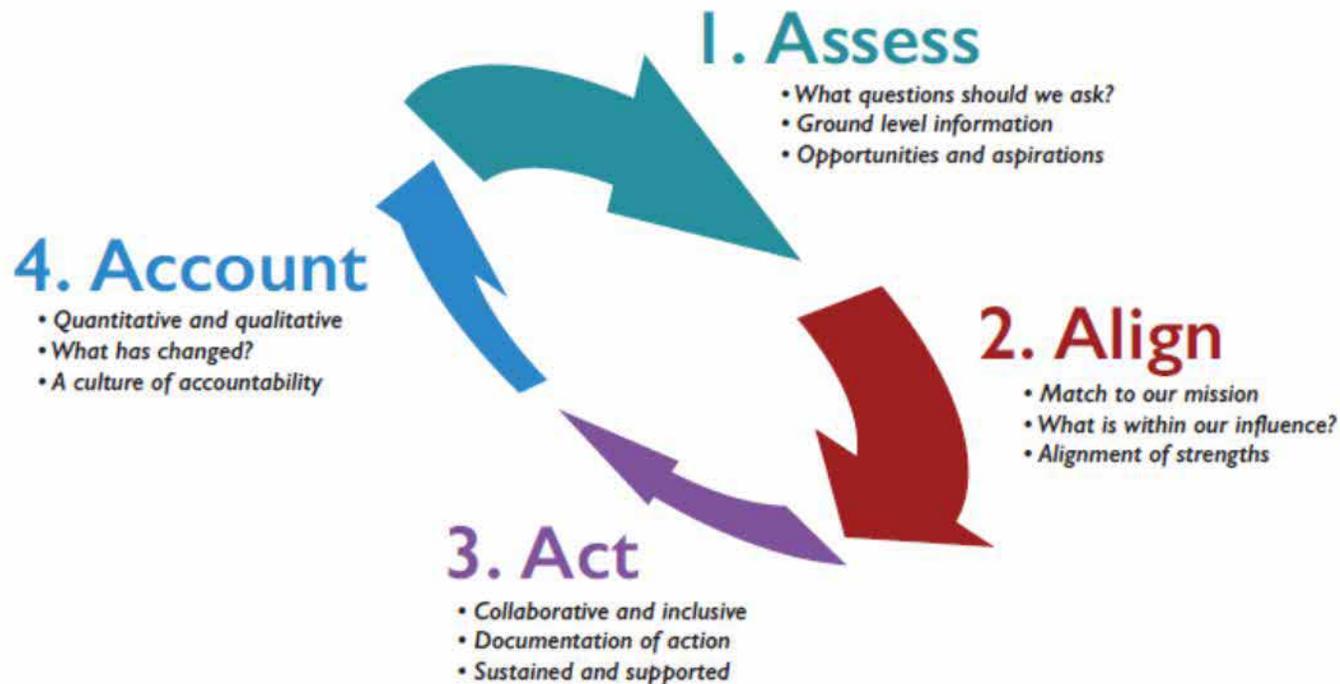
	case managed students.	
Own Your Future Project District-wide	Gang Prevention Grant will provide mentor/trackers for students at-risk of joining a gang. Chronic absenteeism is an indicator for student participation. As needed, attendance goals will be created for individual students.	USOE Gang Prevention & Intervention Grant
AmeriCorps (Read Today) District-wide	Tutor/mentors will work with students to increase reading skills. Increased reading skills & contact with a caring adult is a strategy to improve attendance.	AmeriCorps Grant
<b>Proposed Strategies</b>	<b>Description</b>	<b>Funding Costs and Sources</b>
Public Service Announcements (PSAs)	OCSD will upload the Voice for Utah Children PSAs onto the district website and include in school announcements (as available) at least once weekly in the month of September and once monthly thereafter.	Voices for Utah Children (Tracy Gerber confirmed) AttendanceWorks (online ToolKit) No cost
Family Commitment Pledges (Yearlong)	At Back to School Nights or Parent Teacher Conferences, volunteers will staff tables with information on the importance of attendance and attendance pledge cards. Ogden United will organize the volunteers and print the pledge cards.	Pledge Cards—printing costs Getting cost estimate from vendors. OCSD sponsor
Marquis	Quarterly posts “95%--did you reach your attendance goal this month?”	No cost
Automated School Calling System	Superintendent Smith will send out a brief message to parents after Winter break on the importance of attendance and the District’s attendance goal for the year. English & Spanis	No cost
Standard Examiner Editorial & Guest Editorial	Standard Examiner will publish an editorial and editorial cartoon on the importance of attendance and also publish a guest editorial on attendance between mid-November and January.	No cost (Guest Editorial Ideas: Reed Richards, Superintendent Smith, Joint article Supt. Smith & Mayor Caldwell, Voices for Utah Children, AttendanceWorks)
Television Stations—News Show segments	KSL, KUTV, ABC4, and Fox13 produce a brief segment on September as Attendance Awareness Month	No cost (Tracy Gerber has contacted Nadine Wimmer; Pam Nelson will contact others)
Monthly Recognition Program Project Schools	Students with perfect attendance, superior attendance (98% and above), and those who achieve their attendance goals will be publically recognized at their school. Student names will be posted on the school district and individual school websites. Small recognition award given.	\$400/school PTA/PTSA fundraising (Need to present idea to local PTA Council Presidents) \$750 from Walmart for James Madison (Can apply for each participating school)
Monthly Shout-Outs (PSAs) Project Schools	Work with school video production class(es) to produce a monthly shout out (PSA) for attendance that can be played in the schools.	No cost OCSD video production classes (Pam spoke with Mount Ogden Junior High)

Pre-Kindergarten Parent Classes Project Schools	An early childhood family program that teaches parents how to foster kindergarten readiness for their students. The importance of attendance is included in curricula.	Family Counseling Services & WSU YMCA OCSD (supplies & marketing)
----------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

Other Potential Neighborhood Partners	Targeted Strategies to be supported
Weber State University	Child and Family Studies Student Intern for Parenting Classes, research & data collection; provide incentives (athletic and cultural event tickets) for students with 98% attendance.
Prevent Child Abuse Utah	Include importance of attendance in case management and education programs.
Newgate Mall	“My School Is Cool” program provide an incentive for secondary students with 98% attendance.
Sam’s Club and Walmart	\$750 each grant to support campaign per school.
Voices for Utah Children	Resources available such as PSAs, research, and conferences
Ogden City	Proclamation, monthly recognition, water bill messaging
Partners in Education (Chamber of Commerce)	Partners in Education: outreach to business community and develop the business support campaign.
Parent Teacher Association (PTA) both state & local	Parent outreach and fund-raising
Standard Examiner	Editorials and advertising, news articles
YMCA	Early Childhood parent classes; student incentives

# The A4 Framework for Action

Design Thinking Objective: Develop an actionable process for maximizing the positive outcomes of community partnerships and coalitions.



*“The task of leadership is to create an alignment of strengths making weaknesses irrelevant.”*

*- Peter Drucker*

Developed by K. Bideaux, Z. Williams, & M. Young, 2014, Ogden School District

## **APPENDIX I: RESUMES**

- *Eileen Nicholas, M.Ed.*, Counselor Specialists, Ogden City School District
- *Todd Braeger, M.S.*, Senior Evaluator & Analyst, Educational Outfitters (*evaluation team*)
- *Shanna Futral, M.Ed.*, Evaluation Field Director, Educational Outfitters (*evaluation team*)
- *Jenna Taylor, M.S.S.*, Evaluation Field Director, Educational Outfitters (*evaluation team*)

**Eileen M. Nicholas**

(b)(6)

**Employment History**

Ogden City School District – Ogden, Utah  
*Teacher Specialist at Student and Family Services 6/05 to Present*  
*Elementary Counselor T.O. Smith 10/21 to 5/05, Student and Family Services Teacher Specialist 1/98 – 10/18/02, Counselor 1/98 – 8/87, and Teacher 8/87-8/78.*  
*State Youth Development Center (Dept. of Juvenile Corrections- Ogden, Utah*  
*Teacher 5/78 – 8/72 (Art and Reading)*  
University of Phoenix-Salt Lake City  
*Teacher, Counselor, and Area Chair 8/92-Present*

**Education:**

Utah State University – Logan, Utah  
Classes taken in the Administrative Endorsement Program.  
Brigham Young University–Provo, Utah  
Masters of Education with a School Counseling Certification  
April 17, 1987  
Weber State University-Ogden, Utah Bachelor of Science in Secondary Education June, 1972  
Middle School Endorsement

**Awards:**

Counselor of the Year for the State of Utah 1996  
Represented the State of Utah as Counselor of the Year on the National Level USCA Conference Indianapolis 1996  
CEP Award 1998 Character Ed. School in the Nation  
An Apple for the Teacher Award 1988,89,92,97  
Child Advocate of the Year 1999  
Teacher of the Year University of Phoenix Utah 1999-2000

**Professional Organizations:**

USCA Board Member, ASCA, OEA, ASCD and NEA  
Community of Caring and Service Learning National Trainer  
Salvation Army- Board of Directors Ogden  
Crossroads of the West Board Member Ogden  
Weber Healthy Community Coalition Ogden

**Experience**

More than thirty five years in the field of Education, including teaching all three grade levels and graduate and under graduate studies. Counseling all levels (K-Graduate School)

Teacher Specialist supervising the district’s school counselors and the grants and programs in the areas of Character Education, Service Learning, Teen Pregnancy Prevention, Human Sexuality, Gang Prevention and Intervention, Comprehensive Guidance, and At Risk Funding

Due Process Hearing Officer for the Ogden School District.  
University Teacher and Counselor for the University of Phoenix for 14 years.

# *Todd Braeger, M.S.*

## **Senior Evaluator & Analyst, Educational Outfitters**

Since 1989, Todd Braeger has worked as a professional evaluator on over 100 education-based projects totaling more \$100 million, including teacher training, family and child development, after-school, technology, literacy, math and science education, history and civics education, physical education, college preparation, adult education, violence and substance use prevention and intervention, youth mentoring, comprehensive school safety, emergency planning and response, and community-wide service coordination projects.

He is an expert in project evaluation (including needs assessment, instrumentation, quality control, data management, and data analysis) and project management (including formative and summative reporting, Continuous Improvement Management, strategic planning, sustainability, and funder protocols).

Todd is highly adept at translating funder requirements into a strong, comprehensive evaluation framework that emphasizes ongoing assessment, improvement, and accountability of the project in all areas. To this end, he is accomplished at evaluation workplan development and implementation; instrument design and testing; data gathering, processing and clean-up; data review, analysis and interpretation; and report writing, submission, and follow-up.

Todd started his evaluation career on staff at Utah State University and has since worked extensively with diverse, low-income, rural and urban communities in the South and West. He is also a published researcher in the areas of early childhood education, language development, and special education early intervention. Todd served as lead developer of DataTrack, an online, integrated data tracking, management, analysis, and reporting computer system. As Educational Outfitter's Senior Evaluator, he is responsible for administering evaluation, project management, and technical support services for educational and community projects across the United States.

Todd holds two Master's degrees, one in Family and Human Development and the other in Civil and Environmental Engineering. He is currently a doctoral candidate (abd) in Psychology – Research and Evaluation Methodology at Utah State University, where he was the recipient of the Presidential Fellowship and the Evaluation Training Program Fellowship.

# Shanna Futral, M.Ed.

## Evaluation Field Director, Educational Outfitters

For over a decade now, Shanna Futral has dedicated her professional life to education. She started her career as a teacher but quickly moved out of the classroom and into the world of grant-funded programs – both as a project director and an external consultant. In this capacity, she has collaborated with countless local, state, and national partners to help secure over \$100 million in grants for education and community improvement projects nationwide.

She is an expert at designing cohesive programs and adept at involving diverse, inclusive representation of stakeholders in decision-making, project design, and implementation.

Shanna is able to couple her understanding of and experience in best practice instructional methods, standards-based curriculum and assessment development, and professional development models with effective and successful project management skills. She has directed two USDOE grant-funded projects, including an after-school and summer program in a highly impacted, inner city area; and a teacher professional development project for a large suburban school district.

She is also skilled at developing quantitative and qualitative assessment measures for project instructors, classroom teachers, and K-12 students. Furthermore, Shanna is highly regarded for her expertise in history education and innovation in related assessment design. Currently, she is creating and testing new instruments to assess historical thinking skills, civic engagement, and the level of implemented change specific to Teaching American History grant projects.

She is also a talented instructor and has presented on topics including evaluating change, grant writing, and teaching with essential questions and enduring understanding.

Shanna is the Congressional District Coordinator for the We the People youth initiative and recently served as Utah's state education director for the Japanese American National Museum's "Enduring Communities Project", funded by the National Endowment for the Humanities. Shanna holds a Master's of Education degree from Weber State University, Utah.

She also has a Bachelor's degree in Secondary Education with a Social Studies emphasis from Kennesaw State University, Georgia, where she graduated Summa Cum Laude and was her program's Outstanding Senior of the Year.

# **Jenna Taylor, M.S.S.**

## **Evaluation Field Director, Educational Outfitters**

Jenna Taylor has fifteen years of experience working with and for education-based organizations, including school districts, universities, state offices, community non-profits, and tribal entities across the nation. Early in her career, she worked with adult training programs as a coordinator for her graduate program's Management Institute and as the manager for the U.S. Institute of Languages. Since 2001 Jenna has worked as a professional education grant consultant, first as a senior grant writer for a private consulting firm and then for two university deans.

In 2004 she co-founded Educational Outfitters and has since worked as part of a professional team responsible for carrying out independent evaluation and grant reporting services for education projects. She brings with her a strong background in strategic planning, program coordination, systems development, performance management, and facilitation and training methods. Jenna is known for being highly adept at form design and usability, data tracking and management, and information organization and presentation. She is also knowledgeable of various professional development models, prevention programming, and psychological theory.

What's more, Jenna has over a decade of experience in the development and writing of federal, state, and foundation grants. She has a successful track record of guiding diverse groups from the formative stages of project planning through proposal submission, including conducting needs analyses; formulating solutions based on best practices; and establishing appropriate goals and objectives, methods, management plans, timetables, budgets, and partners. As a result, she has helped clients secure over \$100 million in competitive grants for more than 100 projects nationwide at an extremely high funding rate...

Jenna holds a Master's of Social Science degree in Human Resource Management as well as a Bachelor's degree in Psychology. She graduated Magna Cum Laude; was honored on the National Dean's List; and served two years in the presidency of her university's Graduate Student Senate. Her ongoing professional training has included Community System's grant development process (Bader and Carr); Innovation Configurations and Concerns Based Adoption Model (Hord); and "Most of Us" Social Norms Marketing (Linkenbach).

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

[Add Optional Other Attachment](#)

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## 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.

(b)(6)

[Redacted Signature]

Signature of Authorized Certifying Official

Grant Specialist

Title

Open School District

Applicant Organization

4-28-14

Date Submitted

LOCAL EDUCATIONAL AGENCY  
DELEGATION AGREEMENT

ORGANIZATION:

DATE: SEP 12 2011

Utah State Office of Education  
250 East Cesar E. Chavez Blvd. (500 South)  
Salt Lake City, UT 84114-4200

AGREEMENT NO. 2011-233  
FILING REFERENCE: This replaces  
previous Agreement No. 2006-225  
dated January 23, 2007

This Agreement confirms approval and acceptance of the methodology policy and procedures the State Educational Agency (SEA) will use in establishing indirect cost rates for their Local Educational Agencies (LEAs). These rates are for use in the award and management of Federal contracts, grants and other assistance arrangements governed by Office of Management and Budget (OMB) Circular A-87 and Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.561 and 76.561 (b) and (c).

The State Superintendent of Education or designated representative is delegated authority to establish indirect cost rates for LEAs in their State. These LEA rates will serve as the sole basis for budgeting and allocating indirect cost reimbursement under Federal programs. The application of LEA indirect cost rates is binding on all Federal agencies and subject to periodic review pursuant to single audit requirements for State and Local governments.

The effective period of this agreement is: July 1, 2011 - June 30, 2016.

For the State Educational Agency:

For the Federal Government:

(b)(6)

Signature

Signature

Todd Hauber

Mary Gougisha

Name

Name

Associate Superintendent

Director, Indirect Cost Group

Title

Title

9/26/11

SEP 12 2011

Date

Date

Hanan Hardy

Negotiator

202-245-8040

Telephone Number

# RESUMES

- *Eileen Nicholas, M.Ed.*, Counselor Specialists, Ogden City School District
- *Misti Young, M.Ed.*, Federal Programs Coordinator, Ogden City School District
- *Kathleen Bideaux, M.Ed.*, Federal Grants Specialist, Ogden City School District
- *Project Job Descriptions*
- *Todd Braeger, M.S.*, Senior Evaluator & Analyst, Educational Outfitters (*evaluation team*)
- *Shanna Futral, M.Ed.*, Evaluation Field Director, Educational Outfitters (*evaluation team*)
- *Jenna Taylor, M.S.S.*, Evaluation Field Director, Educational Outfitters (*evaluation team*)

**Eileen M. Nicholas**

(b)(6)

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Due Process Hearing Officer for the Ogden School District.

University Teacher and Counselor for the University of Phoenix for 14 years.

## **Misti L. Young**

(b)(6)

### **EDUCATION**

#### ***Masters of Education/Administration: University of Phoenix, 2006***

- Utah Administrative State Licensure
- Arizona Administrative State Licensure

#### ***Bachelor of Art: Weber State University, 2001***

- Utah Elementary Teacher Licensure

#### **ESL Endorsement: NUCC/Utah State University, 2001**

### **EMPLOYMENT**

#### **July 2012-present: Federal Program Coordinator, Ogden City School District**

- Supervise compliance of Title programs and Grants
- Oversee Community Liaisons
- Collaborate with community stake holders
- Align grants and funding to district improvement goals and guarantees
- Support UVA schools in the turnaround process

#### **July 2011-2012: Principal of Lincoln Elementary, Ogden City School District**

- Instructional leader transitioning to another Ogden City School to implement effective instructional practices

#### **July 2008-2011: Principal of T.O. Smith Elementary, Ogden City School District**

- Administrator of a Title I, High Impacted School
- One of two administrators to implement new Dual Immersion Programs in Ogden City Schools
- Execution of data driven professional learning communities with integrated professional development
- Designed a leadership professional learning community to coach grade level leaders in data usage, utilization of protocols, professional development, and leadership skills
- Instructional leader for effective implementation of classroom management strategies, student engagement, explicit instruction, differentiation, small group instruction, response to intervention program, data analysis/collection, professional learning communities and Positive Behavior Support (PBS) program
- Professional Development Trainer for all above instructional strategies/programs
- Aligned professional development with Leading Indicator Data to impact instruction and student learning

- Designed effective data collection and reporting methods for Tier II/Tier III instruction (RTI)
- Developed a Principal/Provisional Teacher coaching program to support new teacher learning in classroom management
- Successful evaluator of teachers providing or not providing effective instruction

**July 2007-2008: Assistant Principal-Mound Fort Middle School, Ogden City School District**

- Supervised A.V.I.D (Advancement via Individual Determination)
- Led professional development sessions in sheltered instruction, child assessment teams, student engagement, cooperative learning, writing across content areas, and student engagement
- Evaluator of Special Education and Language Arts Departments
- Supervised the preparation of accurate budgets and effectively monitored expenditures
- Developed safe school plan
- Promoted the integration of community resources to increase success in the middle school programs

**June 2006-2007: Intern Principal-Mountain View Elementary**

- Provided leadership and support, for the staff, students, and parents of a closing school
- Collaborated with district office and community regarding procedures for closing a school
- Executed a plan for transitioning furniture, learning materials, technology, media, etc. to other schools
- Sustained a positive, learning climate and morale during a difficult transition year

**June 2004-2006: Teacher Leader, Ogden City School District**

- Led mentor programs for two middle schools and one elementary school
- Supported and trained teachers in improving/developing mentor strategies to support provisional teachers
- Coached struggling provisional and tenured teachers
- Collaborated with administrators to create and implement remediation plans for struggling provisional and tenured teachers
- Provided professional development for new teacher induction session

**August 2003- June 2006: Language Arts and Mathematics Teacher, Highland Middle School**

- Mathematics Department Head
- Teacher mentor
- Assisted principal with teacher remediation plans
- Student Government Advisor

**August 2003- June 2004: Home-School Liaison, Ogden City School District**

- Monitored third, fourth, sixth, and eighth grade curriculum for virtual home-schooling
- Provided supplemental instructional resources for parents
- Conducted weekly progress meetings with parents
- Provided weekly tutoring sessions
- Planned and supervised end of level testing for each grade level.

**August 2001-2003: Fifth Grade Teacher, Mountain View Elementary, Ogden District**

- Coached teachers in Success For All program

- Provided weekly math tutoring for struggling students

**August 2000-1998: Success For All Supplemental Reading Teacher, Mountain View Elementary**

- Planned, assessed, and taught reading levels 2.1-4.2.
- Tutored struggling readers (1<sup>st</sup>-5<sup>th</sup> grades)

**August 1998-1996: Fourth Grade Para-Professional, Mountain View Elementary**

- Led a Formula Three Reading group
- Provided additional support during whole and small group instruction

**PROFESSIONAL TRAINING**

- Explicit Instruction (Anita Archer)
- Sheltered Instruction Observation Protocol for Administrators
- WIIDA Standards
- Utah State Leadership Learning Communities
- Utah State Professional Learning Communities
- Utah Board of Education Explicit Instruction
- State of Utah Dual Immersion
- Utah Principal Literacy Institute
- Classroom Management (Annette Brinkman/Rick Smith)
- Differentiated Instruction
- Utah Board of Education Mentor Training
- Early Years Enhancement
- ESL/Accelerated Learning
- Six Traits Writing
- Mediation (Weber State University in conjunction with Ogden Juvenile Court)
- Success For All Reading
- Formula Three Reading
- Kagan Cooperative Learning
- Utah Science Academy

**Awards & Professional Organizations**

- Utah School Support Team 2012-present
- Ogden City School District Instructional Leader of the Year, 2010-2011
- Principal of the Year Nominee 2006, 2007, 2008
- Weber State University T.A.P.T program alumni
- ASCD member 2006-present
- OCSD Administrative Association
- NAEP Principal Association member
- Evaluation Committee, Ogden City School District

**KATHLEEN BIDEAUX**

(b)(6)

---

**EDUCATION**

<b>M.Ed.</b>	Weber State University, Ogden, Utah	1998
	<ul style="list-style-type: none"><li>• <i>Special Education Endorsement</i></li><li>• <i>Curriculum &amp; Instruction</i></li></ul>	
	Roosevelt University, Chicago	1992
	<ul style="list-style-type: none"><li>• <i>The Teaching of Journalism Summer Internship Program</i></li></ul>	
<b>B.A.</b>	University of Illinois, Chicago	1991
	<ul style="list-style-type: none"><li>• <i>Teaching of English</i></li></ul>	

**PROFESSIONAL EXPERIENCE**

<b>Ogden City School District</b>	1993-- present
Research, Develop and Special Projects	2011-- present
Federal & Competitive Grants Specialist	2005 – 2011
Smaller Learning Communities Site Facilitator	2003 – 2005
Comprehensive School Reform Facilitator	2002 – 2005
Language Arts Educator	1998 – 2004
Special Educator & Department Chairperson	1994 – 19 98
Project CARES Site Coordinator	1993 – 1994
<i>Adjunct Faculty</i> , Weber State University	1998 – 1999
<i>English/Journalism Teacher</i> , Chicago Public Schools	1991—1993

**MISCELLANEOUS PROFESSIONAL EXPERIENCE**

<b>Board Member</b> , Boys & Girls Club of Weber-Davis	
<b>Member</b> , Ogden United	2010 – present
<b>District School Appraisal Team</b> , Ogden City School District	2008 – present
<b>Partners in Education Committee</b> , Ogden City Chamber of Commerce	2007 – present
<b>Member</b> , Ogden Area Youth Alliance	2007 – present
<b>School Support Team Specialist</b> , Ogden City School District	2006 – present
<b>State Literacy Planning Team</b> , Utah State Office of Education	2007 – 2011
<b>State Social Studies Committee</b> , Utah State Office of Education	2007 – 2011
<b>Instructional Coaching Facilitator</b> , Ogden City School District	2007 – 2010
<b>Advanced Placement Committee</b> , Utah State Office of Education	2006 – 2008
<b>Instructional Focus Chair: Language Arts</b> , Ogden City School District	2005 – 2006
<b>Accreditation Team Leader</b> , Ogden City Schools—Ben Lomond	2003 – 2005
<b>Teaching &amp; Learning Committee</b> , Utah Education Association	2002 – 2004
<b>District Literacy Team</b> , Ogden City School District	2001 – 2004
<b>Fall Author Contest Committee</b> , Ogden School Foundation	2000 – present

<b>Teacher Leader</b> , Ogden City School District	1998 – 2003
<b>Executive Board</b> , Ogden Education Association	1998 – 2002

**NUMEROUS GRANTS WRITTEN, AWARDED & IMPLEMENTED**

2013 million	Carol White Physical Education Program	Awarded: \$1.8
	<i>Schools &amp; Community in Ogden for Physical Education</i>	
2012 \$500,000	Promise Neighborhoods Planning Grant	Awarded:
	<i>Ogden United for Promise Neighborhoods</i>	
2012 \$215,000	Utah State Office of Education: Gang Prevention	Awarded:
	<i>Own Your Future</i>	
2011 million	Gaining Early Awareness and Readiness	Awarded: \$5.1
	For Undergraduate Programs (GEAR UP)	
2010 \$150,000	State of Utah Commission on Juvenile Justice	Awarded:
	<i>CROSS</i>	
2010 \$3.5 million	Smaller Learning Communities	Awarded:
	<i>Cohort 10: College Readiness</i>	
2008 \$2.5 million	Full Service Community Schools	Awarded:
	<i>SCOPE (Schools &amp; Community in Ogden Partnering for Excellence)</i>	
2008 million	Secondary and Elementary Counseling	Awarded: \$1
	<i>CHILD (Counseling Helps Individuals Learn)</i>	
2008 million	Grants to Reduce Alcohol Abuse	Awarded: 1.2
	<i>TEAM</i>	
2008 \$4.2 million	GEAR UP	Awarded:
	<i>OWN (Own Your Future)</i>	
2007 \$500,000	Teaching American History	Awarded:
	<i>Frontiers in the Making of American History</i>	
2006 \$118,000	Advanced Placement Incentive Program	Awarded:
	<i>Ogden Middle Schools: AVID</i>	
2006 million	Smaller Learning Communities	Awarded: \$1.5
	<i>Cohort 6: Instructional Coaching &amp; Curriculum</i>	
2005 million	Smaller Learning Communities Grant	Awarded: \$2.5
	<i>Special Initiative: Reading Program</i>	

2004 \$20,000	Utah State Office of Education  <i>Entry Year Enhance Program: Teacher Mentoring</i>	Awarded:
2004 \$80,000	Comprehensive School Reform Grant <i>School Improvement Plan/Developing Learning Communities</i>	Awarded:
2003 \$70,000	Comprehensive School Reform Grant <i>School Improvement Plan/Developing Learning Communities</i>	Awarded:
2001 \$5,000	National Education Association, Urban Grant  <i>Implementing Effective Mentoring</i>	Awarded:
2001 \$2,500	Jordan Fundamentals  <i>Heroes, Icons, &amp; Role Models</i>	Awarded:
2000 \$5,000	National Education Association, Urban Grant  <i>Teacher Induction Program</i>	Awarded:
2000 \$4,000	Incentives for Excellence  <i>Improving &amp; Integrating Literacy</i>	Awarded:

### **AWARDS & RECOGNITIONS**

2005	Teacher of the Year—Ben Lomond Community Council
2003	Teacher of the Year—Ben Lomond High School
2002	Teacher of the Year, <i>Sam's Club</i>
1999	Focus on Excellence, Ogden Foundation
1998 – 01	Teacher Apple Award, <i>Standard Examiner</i>

### **NATIONAL PRESENTATIONS**

2013	U.S. Department of Education: Full Service Community Schools/Promise Neighborhoods: <i>Developing a Cradle to College and Career Pipeline Through Community Schools</i>
2012	Coalition for Community Schools: Webinar Series: <i>Leveraging Resources</i>
2012	Coalition for Community Schools: National Forum: <i>Ogden United: Creating an Effective Cross-boundary Leader Team</i>
2012	U.S. Department of Education: Full Service Community Schools/Promise Neighborhoods: <i>World Café: Creating an Effective Cross-boundary Leaders</i>
2009	Northwest Regional Educational Laboratories: <i>Strengthen SLCs with Cognitive Coaching: A Three-Tier Model</i>
2007	Northwest Regional Educational Laboratories: <i>Sustainability = Success</i>
2007	<i>High Schools That Work</i> Summer Conference: <i>Developing Effective Professional Development Programs</i>
2004	<i>High Schools That Work: Developing an Effective Mentoring Program</i>

### **School At Risk Counselor**

(2 FTE): Ogden City School District will hire two licensed school counselors to work with at risk populations. Each will be assigned to three high-need elementary schools and be shared, with their CSMC Team, a caseload of 250 high-risk students. They will hold a minimum of a master's degree in school counseling from an accredited program. Each year during school time, the counselors will deliver nine lessons to all students. Counselors will provide small group sessions with targeted students who are not involved in the juvenile court system.

### **Social Worker**

(2 FTE): Ogden City School District social worker will have 1 FTE licensed social worker to (1) provide evidence-based education, behavior, and mental health services; (2) promote a school climate and culture conducive to student learning and teaching excellence; and (3) maximize access to school-based and community-based resources (School Social Work Association of America). Each will hold a master's degree in social work from a program accredited by the Council on Social Work Education. Bi-lingual candidates will be preferred. Social workers will collaborate with the counselors to serve 300 families through case management services and meet one-on-one with students on an as need basis.

### **Advisory Council**

OCSD's current Family Engagement-Student Commitment Task Force will assume this role. Additional members will be added to include: CSMC staff, Weber Human Services, the Department of Workforce Services, Midtown Community Health Center, and Family Counseling Services.

# *Todd Braeger, M.S.*

## **Senior Evaluator & Analyst, Educational Outfitters**

Since 1989, Todd Braeger has worked as a professional evaluator on over 100 education-based projects totaling more \$100 million, including teacher training, family and child development, after-school, technology, literacy, math and science education, history and civics education, physical education, college preparation, adult education, violence and substance use prevention and intervention, youth mentoring, comprehensive school safety, emergency planning and response, and community-wide service coordination projects.

He is an expert in project evaluation (including needs assessment, instrumentation, quality control, data management, and data analysis) and project management (including formative and summative reporting, Continuous Improvement Management, strategic planning, sustainability, and funder protocols).

Todd is highly adept at translating funder requirements into a strong, comprehensive evaluation framework that emphasizes ongoing assessment, improvement, and accountability of the project in all areas. To this end, he is accomplished at evaluation workplan development and implementation; instrument design and testing; data gathering, processing and clean-up; data review, analysis and interpretation; and report writing, submission, and follow-up.

Todd started his evaluation career on staff at Utah State University and has since worked extensively with diverse, low-income, rural and urban communities in the South and West. He is also a published researcher in the areas of early childhood education, language development, and special education early intervention. Todd served as lead developer of DataTrack, an online, integrated data tracking, management, analysis, and reporting computer system. As Educational Outfitter's Senior Evaluator, he is responsible for administering evaluation, project management, and technical support services for educational and community projects across the United States.

Todd holds two Master's degrees, one in Family and Human Development and the other in Civil and Environmental Engineering. He is currently a doctoral candidate (abd) in Psychology – Research and Evaluation Methodology at Utah State University, where he was the recipient of the Presidential Fellowship and the Evaluation Training Program Fellowship.

# Shanna Futral, M.Ed.

## Evaluation Field Director, Educational Outfitters

For over a decade now, Shanna Futral has dedicated her professional life to education. She started her career as a teacher but quickly moved out of the classroom and into the world of grant-funded programs – both as a project director and an external consultant. In this capacity, she has collaborated with countless local, state, and national partners to help secure over \$100 million in grants for education and community improvement projects nationwide.

She is an expert at designing cohesive programs and adept at involving diverse, inclusive representation of stakeholders in decision-making, project design, and implementation.

Shanna is able to couple her understanding of and experience in best practice instructional methods, standards-based curriculum and assessment development, and professional development models with effective and successful project management skills. She has directed two USDOE grant-funded projects, including an after-school and summer program in a highly impacted, inner city area; and a teacher professional development project for a large suburban school district.

She is also skilled at developing quantitative and qualitative assessment measures for project instructors, classroom teachers, and K-12 students. Furthermore, Shanna is highly regarded for her expertise in history education and innovation in related assessment design. Currently, she is creating and testing new instruments to assess historical thinking skills, civic engagement, and the level of implemented change specific to Teaching American History grant projects.

She is also a talented instructor and has presented on topics including evaluating change, grant writing, and teaching with essential questions and enduring understanding.

Shanna is the Congressional District Coordinator for the We the People youth initiative and recently served as Utah's state education director for the Japanese American National Museum's "Enduring Communities Project", funded by the National Endowment for the Humanities. Shanna holds a Master's of Education degree from Weber State University, Utah.

She also has a Bachelor's degree in Secondary Education with a Social Studies emphasis from Kennesaw State University, Georgia, where she graduated Summa Cum Laude and was her program's Outstanding Senior of the Year.

# **Jenna Taylor, M.S.S.**

## **Evaluation Field Director, Educational Outfitters**

Jenna Taylor has fifteen years of experience working with and for education-based organizations, including school districts, universities, state offices, community non-profits, and tribal entities across the nation. Early in her career, she worked with adult training programs as a coordinator for her graduate program's Management Institute and as the manager for the U.S. Institute of Languages. Since 2001 Jenna has worked as a professional education grant consultant, first as a senior grant writer for a private consulting firm and then for two university deans.

In 2004 she co-founded Educational Outfitters and has since worked as part of a professional team responsible for carrying out independent evaluation and grant reporting services for education projects. She brings with her a strong background in strategic planning, program coordination, systems development, performance management, and facilitation and training methods. Jenna is known for being highly adept at form design and usability, data tracking and management, and information organization and presentation. She is also knowledgeable of various professional development models, prevention programming, and psychological theory.

What's more, Jenna has over a decade of experience in the development and writing of federal, state, and foundation grants. She has a successful track record of guiding diverse groups from the formative stages of project planning through proposal submission, including conducting needs analyses; formulating solutions based on best practices; and establishing appropriate goals and objectives, methods, management plans, timetables, budgets, and partners. As a result, she has helped clients secure over \$100 million in competitive grants for more than 100 projects nationwide at an extremely high funding rate.

Jenna holds a Master's of Social Science degree in Human Resource Management as well as a Bachelor's degree in Psychology. She graduated Magna Cum Laude; was honored on the National Dean's List; and served two years in the presidency of her university's Graduate Student Senate. Her ongoing professional training has included Community System's grant development process (Bader and Carr); Innovation Configurations and Concerns Based Adoption Model (Hord); and "Most of Us" Social Norms Marketing (Linkenbach).



**Board of Education**

Shane B. Story, President  
Jennifer Zundel, Vice President  
Don E. Belnap  
Jeff L. Harris  
Jeff N. Heiner  
Steven L. Marker  
Joyce Wilson

Brad C. Smith, Superintendent  
Zane K. Woolstenhulme, Business Administrator

April 28, 2014

Jill Flygare  
Utah State Clearinghouse  
Governor's Office of Planning and Budget  
Capitol Complex  
Suite E210, P.O. Box 142210  
Salt Lake City, UT 84114-1027

Jill:

In compliance with Executive order 12372, Ogden City School District is informing you, as our Single Point of Contact, that we are submitting an 2014 application for Elementary and Secondary School Counseling Programs (CFDA 84.215E). Attached is our application. Please contact me with any questions.

Best,

Kate Bideaux  
Grant Specialist  
Ogden School District

## 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](#)

<b>OCSD's ELEMENTARY &amp; SECONDARY SCHOOL COUNSELOR GRANT – BUDGET NARRATIVE</b>		<b>Year 1</b>	<b>Year 2 (2%)</b>	<b>Year 3 (2%)</b>
<b><u>Personnel</u></b>				
Project Director - Eileen Nicholas to oversee project implementation, grant employees, and complete required reports. Salary based upon district policy. COLA Years 2 & 3	(\$35/hr x 40/hrs wk x 43wks) .20 FTE	\$11,352	\$11,579	\$11,811
Secretary – TBD .2 FTE to assist PD with grant implementation, data collection, & financial reports. Salary based on district policy. COLA Years 2 & 3.	\$15/hr x 10/hrs wk x 43 wks	\$5,590	\$5,702	\$5,702
Elementary School Counselors (2) Implement CSMC t elementary sites; implement grant goals, collect student level data. Salary based upon district policy. COLA Years 2 & 3	(\$22/hr x 40/hrs wk x 40wks x 2 counselors) 1.00 FTE	\$70,400	\$71,808	\$73,244
Social Worker (2) Implement CSMC t elementary sites; implement grant goals, collect student level data. Salary based upon district policy. COLA Years 2 & 3	\$22/hr x 40 hrs wk x 40 wks x 2 counselors	\$70,400	\$71,808	\$71,808
Extra Services for elementary counselor trainings: to increase district-wide counselor effectiveness to meet ASCA standards. Rate of pay upon district policy. COLA Years 2 & 3	\$23/hr x 8 hrs per counselor x 16 counselors	\$2,944	\$3,003	\$3,063
	<b>SUBTOTAL PERSONNEL</b>	<b>\$160,686</b>	<b>\$163,900</b>	<b>\$165,628</b>
<b><u>Benefits</u></b>				
Project Director	32% of Salaries & Wages + \$2400/insurance.	\$6,033	\$6,105	\$6,179
Secretary	32% of salary & wages +1,500/insurance	\$1,789	\$1,825	\$1,825
Elementary School Counselors	32% of Salaries & Wages + \$12,500/insurance	\$47,528	\$46,979	\$47,438
Social Worker	32% of Salary & Wages + \$12,500/insurance	\$47,528	\$47,979	\$47,979

Fringe for Liaisons & Stipends	FICA Only - 7.65%	\$225	\$230	\$234
	<b>SUBTOTAL BENEFITS</b>	<b>\$103,103</b>	<b>\$103,117</b>	<b>\$103,655</b>
	<b>TOTAL SALARY &amp; BENEFITS</b>	<b>\$263,789</b>	<b>\$267,016</b>	<b>\$269,282</b>
<b><u>Travel</u></b>				
Local Travel	\$0.50/mile x 30 miles/month x 10 months x 6/personnel	\$1,155	\$1,050	\$1,155
Trip to mandatory Annual PD Meeting (2 participant)	Air Fare to meeting site \$450 x 2	\$900		
Washington DC	Lodging \$220/night x 2 nights x 2	\$880		
	Per Diem \$71 x 3 days x 2 participant	\$426		
	Ground Transportation \$80 x 2 participant	\$160		
Trip to mandatory Annual Safe & Drug-Free School National Conference (2 participants)	Air Fare to meeting site \$450 x 2	\$900	\$900	\$900
	Lodging \$220/night x 2 nights x 2 rooms	\$1,320	\$1,320	\$1,320
	Per Diem \$71 x 3 days x 2 participants	\$426	\$426	\$426
	Ground Transportation \$80 x 2 participants	\$160	\$160	\$160
	<b>SUBTOTAL TRAVEL</b>	<b>\$6,327</b>	<b>\$3,856</b>	<b>\$3,961</b>
<b><u>Equipment</u></b>				
Laptops Computers (6): data collection and communication tools.	\$800/laptop x 6 laptops	\$4,800	\$0	\$0
	<b>SUBTOTAL EQUIPMENT</b>	<b>\$4,800</b>	<b>\$0</b>	<b>\$0</b>
<b><u>Materials &amp; Supplies</u></b>				
Office Supplies & Mailings	\$100/mth x 11 mths	\$1,100	\$1,100	\$1,100
Supplemental Counseling Curriculum & Instructional Materials: Instructional supplies needed to supplement State Prevention Dimensions curricula.	\$400/curriculum x 6/schools) - 25% replacement costs years 2 & 3	\$2,400	\$600	\$600

Professional Books to PLC collaboration & on-going PD: The ASCA Model (3rd Edition) & Making Data Work. All OCSD elementary schools (Year 1 & 2). Books TBD for Year 3	\$29.95 x 16 + \$24.95 x 16 staff (Year 1). \$298.95 x 16 (Year 3)	\$878	\$0	\$479
	<b>SUBTOTAL SUPPLIES</b>	<b>\$4,378</b>	<b>\$1,700</b>	<b>\$2,179</b>
<b><u>Consultants &amp; Contracts</u></b>				
Third Party Evaluation: Described in Evaluation Section of narrative	Personnel, materials, and supplies as described in Narrative	\$40,000	\$40,000	\$40,000
Weber Human Services: outside professional mental health services that include: Provide Counselor & Social Worker Professional Development, Parent Education classes & Small Group Student Support Groups	\$500/month x 10 months for weekly student support groups & one parenting education session/school	\$6,000	\$6,000	\$6,000
Family Counseling Services: Local non-profit mental health organization will provide 10 hours of individual therapy sessions for high need students at non-WHS schools: Dee and Hillcrest.	\$50/hour x 10 hours/wk x 32 wks x 2 schools	\$30,000	\$30,000	\$30,000
ASCA: Professional Development Training on ASCA National Model. One training per year.	\$2,500/full day training + \$1,000 per diem for travel expenses	\$3,500	\$3,500	\$3,500
	<b>SUBTOTAL CONSULTANTS</b>	<b>\$76,000</b>	<b>\$76,000</b>	<b>\$76,000</b>
	<b>TOTAL DIRECT COSTS</b>	<b>\$355,294</b>	<b>\$348,572</b>	<b>\$351,423</b>
	<b>INDIRECT COSTS (2.21%) - State of Utah Department Education Approved Rate</b>	<b>\$7,852</b>	<b>\$7,703</b>	<b>\$7,766</b>
-	<b><u>TOTAL</u></b>	- <b>\$363,146</b>	<b>\$356,276</b>	<b>\$359,189</b>
-	<b>TOTAL FOR ALL THREE YEARS</b>	- <b>\$1,078,611</b>	-	-

### OSCD's CSMC Budget Narrative

**a. Personnel:** The CMCS project estimates the salaries are provided by Ogden City School District's Human Resources. (1) Project Director (.20 FTE) Position to be responsible for the overall leadership and management of the OCSD CSMC Program. (2) Data Collection & Secretarial Support (.20 FTE): Secretary Position to assist the Project Director with data collection, budget management, communications, and professional learning implementation. (4) At Risk Elementary School Counselors—(2 FTE): Licensed counseling positions requiring at least two years of successful counseling experience and a proven track record of extraordinary counseling outcomes. Counselors will be assigned to three schools each to work the schools' high need students. (5) At Risk Elementary Social Workers—(2 FTE): Licensed social worker positions requiring at least two years of successful social work experience and a proven track record of extraordinary social work outcomes. Social Workers will be assigned to three schools each to work the schools' high need students. Counselor Extra Services: Participating counselors will participate in a summer professional learning to increase knowledge of technology and integration.

**b. Fringe Benefits:** Fringe benefit rates for all salaried positions described above are determined by federal, state, and contractual regulations. OCSD currently assigns a 33% fringe rate on salary. Additional costs for health insurance are included where appropriate.

**c. Travel:** OCSD requests travel for the Project Director and other key personnel to attend national project director's and Safe and Drug Free School conferences sponsored by the US Department of Education. The cost per participant is based upon the IRS per diem rate and current estimated costs for flights and rooming accommodations.

**d. Equipment:** OCSD requests funding for staff computers. Costs estimated using previous purchase invoices.

**e. Supplies and Materials:** OCSD requests minimal funding for the office supplies for the Project Director to cover the costs of paper, toner, pens, staples, copies, etc. needed to adequately oversee the project; supplemental counseling curricula and instructional materials to support grant goals; and professional literature for continuous learning.

**f. Contractual:** OCSD requests funds to support an independent research partner to provide formative and summative project evaluations and to assist with the ongoing analysis of data, who will be selected upon a successful pre-award application through a procurement following OCSD guidelines. OCSD also requests funding for Utah Family Counseling Services and Weber Human Services to provide services for highest need students. Finally it requests funding for Weber Human Services and ASCA for professional learning services.

**h. Other Direct Costs:** not applicable.

**i. Indirect Costs:** The Utah State Office of Education has a federally negotiated agreement with the US Department of Education. OCSD will be provided a 212 restricted indirect cost rate for the 2014-15 school year. This rate fluctuates on a yearly basis.

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

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

Name of Institution/Organization

Ogden City 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	160,686.00	163,900.00	165,628.00	0.00	0.00	490,214.00
2. Fringe Benefits	103,103.00	103,117.00	103,655.00	0.00	0.00	309,875.00
3. Travel	6,327.00	3,856.00	3,961.00	0.00	0.00	14,144.00
4. Equipment	4,800.00	0.00	0.00	0.00	0.00	4,800.00
5. Supplies	4,378.00	1,700.00	2,179.00	0.00	0.00	8,257.00
6. Contractual	76,000.00	76,000.00	76,000.00	0.00	0.00	228,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	355,294.00	348,573.00	351,423.00	0.00	0.00	1,055,290.00
10. Indirect Costs*	7,852.00	7,703.00	7,766.00	0.00	0.00	23,321.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	363,146.00	356,276.00	359,189.00	0.00	0.00	1,078,611.00

**\*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: 07/01/2011 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 2.21 %.

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

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2.21 %.

Name of Institution/Organization Ogden City 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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Eileen	<input type="text"/>	Nicholas	<input type="text"/>

Address:

Street1:	1950 Monroe
Street2:	<input type="text"/>
City:	ogden
County:	<input type="text"/>
State:	UT: Utah
Zip Code:	84401
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
801-430-3568	801-737-8503

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) #: 1a, 1b, 2a, and 4

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.

US, DOE, Counseling Grant, exempt, research narrative	Add Attachment	Delete Attachment	View Attachment
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# HUMAN SUBJECT RESEARCH EXEMPT NARRATIVE

*Exemptions: 1a, 1b, 2a, and 4.*

(1) **Human Subjects Involvement and Characteristics:** Involved human subjects include the hired school mental health professionals, other applicable staff in project schools, applicable students in project schools, and parents of those students who participate in any project-specific services or programs. However, it is only the school mental health professionals who will be working with individual students and families; the Evaluator will only be working with aggregated and anonymous data from the school mental health professionals and students. (The school mental health professionals will follow their own industry's code of conduct in relations to confidentiality.)

(2) **Sources of Materials:** All data will be collected anonymously from school mental health professionals, other school staff, and students. Some information will be collected from the school mental health professionals, but this will not be mental health information; rather it will be information about what trainings they provide and other non-controversial issues. Sources of data will include both existing sources (e.g., district files) and project-developed tools (e.g., surveys).

(3) **Recruitment and Informed Consent:** Informed consent from parents will not be necessary as all information will be collected anonymously. The one exception to this is a student risk and protective factor survey for which parent consent will be secured before applicable students take the assessment. All student data collected will adhere to FERPA regulations. Informed consent is implied for data collected from the teachers and counselors, all of whom are adults.

(4) **Potential Risks:** There are no potential risks as all potentially controversially (i.e., disciplinary numbers and type, student risk and protective factor survey, and mental health service dates and headcounts) information is gathered aggregately and anonymously.

(5) **Protection Against Risks:** None is necessary as there are no potential risks since all controversially information is collected aggregately and anonymously.

(6) **Importance of the Knowledge to be Gained:** Based on the information gathered from teachers, students, and counselors, stakeholders will be able to determine the quality and validity of the project and make any necessary adjustments throughout the project period. Once the project has been completed, the collected information will be valuable for dissemination to other similar districts and community service providers/agencies.

(7) **Collaborating Sites:** All services and programs will take place at the designated project schools.