

**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 # S215E140569**

**Grants.gov Tracking#: GRANT11638749**

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

Closing Date: Apr 28, 2014

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

**Application for Federal Assistance SF-424**

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

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="366004398"/>	* c. Organizational DUNS: <input type="text" value="0385140630000"/>
---	---

**d. Address:**

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

**e. Organizational Unit:**

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

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

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

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.215

CFDA Title:

Fund for the Improvement of Education

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

ED-GRANTS-031214-001

\* Title:

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

**13. Competition Identification Number:**

84-215E2014-1

Title:

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

Areas affected.pdf

Add Attachment

Delete Attachment

View Attachment

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

Positive Youth Development Program

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.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="1,168,167.00"/>
* 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="1,168,167.00"/>

**\* 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

**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:

Areas affected: Bloom Township which includes Chicago Heights, Ford Heights, Glenwood, Sauk Village, Flossmoor, Homewood, Lansing, Lynwood, Olympia Fields, Park Forest, South Chicago Heights, and Steger - Cook County and Will County, Illinois

Additional congressional districts:

Program/Project IL-011

## 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>Meggie Chapman</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Bloom Township High School District 206</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: Bloom Township High School District * Street 1: 100 W 10th Street    Street 2: * City: Chicago Heights    State:    Zip: Congressional District, if known: IL-002		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<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> Meggie Chapman <b>* Name:</b> Prefix: Dr.    * First Name: Lenell    Middle Name: * Last Name: Navarre    Suffix: <b>Title:</b> superintendent <b>Telephone No.:</b> <b>Date:</b> 04/28/2014		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140569

## 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.**

BTHS 206 Counseling GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

**GEPA 427, Equitable Access to and Participation in Federally Assisted Programs**

The goal of the Bloom Township High School District 206 (BTHS 206) Positive Youth Development (PYD) program is to expand the existing counseling system to accommodate the mental health needs of all high school students. This proposed project will build protective factors in students that lead to improved mental health, academic achievement, and attendance, and prevent students from dropping out.

BTHS 206 is required by district policies and by the State of Illinois to provide equal access and opportunity for all students, employees, and program beneficiaries. It is the policy of BTHS 206 not to discriminate on the basis of race, color, national origin, religion, sex, disability or age in its employment or in providing education or access to benefits of educational services, activities, and programs, including vocational programs. Each of the high schools will work to create a healthful and safe atmosphere of acceptance and support for all students.

The proposed *Positive Youth Development* project has taken steps to ensure there are no barriers preventing teachers, staff and students from access to, benefiting from or participation in program activities or partner services and resources. Both schools participated in the planning process to ensure that their student population and school needs would be represented in the program design. The following steps were planned into the project during project development that overcome any barriers or account for any groups that are traditionally underrepresented, including:

- Participants using *PYD Program* services will not be discriminated against for reasons of gender, race, national origin, color, disability or age. Individuals representing all these groups will have the opportunity to be involved in or benefit from various aspects of the project.

Bloom Township High School District 206 – Positive Youth Development Program  
USDOE Elementary and Secondary Counseling Program 2014

- Provide student support groups.
- Extended hours and special hours will be offered to ensure all students have access to services and resources.
- Special needs staff will be included in collaborative efforts and planning.
- Cultural sensitivity will be built into professional development activities to assure project staff and BTHS 206 offers an atmosphere rich with respect and cultural sensitivity.
- Translation services will be provided for students and parents.
- Bilingual candidates will be desired for proposed positions; however, the most qualified person will be hired.
- The District will work with local community based organizations to foster active community participation and input in programming.
- Special accommodations for travel, for workshops or for field trips or relating to materials will be made for participating teachers and students who request special accommodations or who have identified special needs.
- Students, parents and teachers will have opportunities to provide input and feedback through the resource team.
- The Title IX Coordinator can be contacted if any additional accommodations that do not exist are needed for the project.
- All activities outlined in this application will follow the Family Education Rights and Privacy Act Regulations.

Adherence to non-discrimination policies will be required of all community partners and agencies as well as consultants or advisers or evaluators retained during the life of this project.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Bloom Township High School District 206

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

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

\* Last Name: Navarre Suffix:

\* Title: Superintendent

\* SIGNATURE: Meggie Chapman

\* DATE: 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.]

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## 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:** **Bloom Township High School District (BTHSD)** is an urban school district located in Chicago Heights in the southern part of Cook County, Illinois. Bloom High School and Bloom Trail High School are the two proposed sites to be served. All 3,306 students will participate. BTHSD is designated by the Illinois State Board of Education as a “high-need LEA,” with significant deficiencies in student achievement – only 24% of students meet or exceed standards and only 65% of students graduate. **There is an urgent need** to address existing mental health needs of our students and implement preventative interventions - individual, school, community levels. The Positive Youth Development Program will build a school-based mental health program that builds protective factors for students, and creates a school environment that encourages “Positive Youth Development”. **Goals:** to expand existing mental health program to provide quality, individualized support and to utilize student data to effectively provide early intervention strategies. **Outcomes:** 1) improve PSAT scores; 2) 10% decrease in # of student dropouts; 3) 20% increase in attendance; 4) 10% decrease in behavioral referrals; and 4) 20% decrease in # of truants. **Objectives:** 1 - Lower student to mental-health professional ratio. *Activities:* Hire 2 Intervention Counselors and 2 psychologists. 2 - Expand positive interactions with peers/family. *Activities:* Provide counseling; Hire a bi-lingual Parent Coordinator and Outreach Specialist. 3 - Improve student health and decision-making skills. *Activities:* Implement Life Skills; Career Counseling; Support Groups. 4 - Improve outreach/intervention. *Activities:* Implement Project Detour; Community Outreach Specialist; Early warning. 5 - Train teachers to build protective factors in the classroom. *Activities:* Staff Training in Restorative Justice Model and CRISS. 6 - Build a “Public Health Network”. *Activities:* Outside service referrals. BTHSD seeks **competitive preference priority points**; the PYD program will address *Competitive Preference Priority 1 – Improving the School Environment and School Safety.*

## Project Narrative File(s)

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Program-Specific Assurance

Copy of letter to State Single Point of Contact (not applicable)

Proof of federally negotiated indirect cost rate

Resumes of Key Project Personnel

Job Descriptions (draft)

Support Letters

#### Narrative response to GEPA 427

**1. Need for Project (20 points)** 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. (20 points) Bloom Township High School District (BTHSD) is located in Chicago Heights, IL. This area, Chicago’s Southland, once rich with culture and vitality, now suffers from poverty – 21.3% of students served are from families with incomes below poverty; crime; high mobility; and a skyrocketing unemployment rate of 15.1%. Bloom High School and Bloom Trail High School are the area’s public high schools – serving 3,306 students from the 46.6 square mile area of Bloom Township.

**Figure 1. Bloom 206 Student Characteristics – Educational Environment**

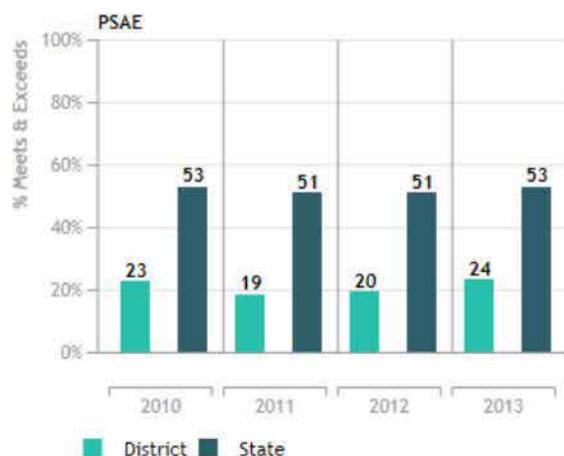
**BLOOM TWP HSD 206**  
**District / Student Characteristics (2009-13)**

Year	ELL %	IEP %	Low Income %	Parental Involvement %	Attendance %	Mobility %	Chronic Truants %	Dropout Rate %	Graduation Rate %
2013	2.6	17.8	77	99.5	86.7	12.3	19.5	4.8	65.1
2012	3.0	18.7	77.2	95.1	90.7	20.1	20.8	5.8	65.2
2011	2.4	18.2	72.9	92.0	90.8	20.0	10.8	4.5	61.2
2010	1.5	16.0	75.6	92.6	89.0	18.7	10.8	7.6	93.0
2009	1.9	-	72.4	98.0	87.4	19.3	11.7	8.1	88.1

External and internal factors are at the root of the District and schools’ school improvement status designations, for more than eight years. Our student demographic represents a concentrated group of youth with an incredible need for preventative mental health services. BTHSD is a “high-need local educational agency” where 85% of the District’s population is minority with 27.9% Hispanic, 54.3% Black, and 14.1% Caucasian. Both low-income and minority populations are at a higher risk of developing serious mental health and behavioral disorders that ultimately hinder learning and lead students down self-destructive paths. Both of the District’s schools are Tier II schools with significant deficiencies in student achievement – only 24% of students meet/exceed standards on the PSAE and only 65% of students graduate.

The number of disciplinary occurrences in 2012 was 16,679 (a 10% increase from 2011). To worsen matters, BTHSD has a 12% mobility rate; research documents that when students are

**Figure 2. Bloom 206 Achievement Snapshot**



frequently moved from school to school it is often difficult to adapt and the learning process is negatively affected. Existing counselors manage student enrollments/schedules and high mobility prevents counselors from actually counseling students.

Students from several of the most disadvantaged, at-risk Southland elementary and

school districts feed into BTHSD. Students are starting off their high school careers behind grade level expectations and are not able to catch up. There has been a retention rate trend of 25% of freshmen who need to repeat the ninth grade in recent school years. Additionally, discipline referral data indicate that the majority of referrals to the discipline deans are for freshmen. Little progress has been made in recent years, as demonstrated in Figure 1. and Figure 2., thus, serious changes are imminent at the District, school and student levels. The past few years have reflected a change in leadership which is the driving factor for a drastic paradigm shift in the Bloom 206 system. In 2012, after 20 years, a new superintendent joined the District, as well as the replacement of both school principals, offering a renewed focus for school transformation. In May 2014, there will be a new Assistant Superintendent of Curriculum/Instruction. Thus, it is critical to implement and support student centered change as well. **External Factors Impeding the Mental Health of Our Students.** The Annie E. Casey Foundation utilizes ten key indicators to assess the overall health and well being of children in the U.S. Key indicators relevant to the

proposed project, include; teens who are high-school drop-outs, teens not attending school and not working, children in poverty, children with single-parents, and children living in families where no parent has full-time, year-round employment. An alarmingly high percentage of BTHSD students are designated as at-risk for academic failure and other adverse life outcomes, based on these vulnerability indicators. The obstacles that our students face can be viewed as a double-edged sword in that their external environment puts them at risk for developing emotional/behavioral problems, and that emotional and behavioral problems can lead to dropping out of school completely. While BTHSD cannot apply preventative measures in every aspect of life, our district can equip its schools with the resources that our students need to stay in school.

With all of these factors weighing on the students in our District, it is not surprising that it is overwhelmingly difficult to encourage them to stay in school, let alone get them to study and learn. An annual IL Healthy Kids student survey revealed nearly 60% of BTHSD students reported average grades of C or worse. The same survey revealed that nearly half of the students admitted to skipping or cutting classes for the entire school day at least once in the last four weeks. Even more disturbing is that more than 25% of those students skipped an entire week or more of school in a four-week period. When calculated over the course of the school year, 25% of the entire student population is voluntarily skipping one quarter of the entire school year. More than 15% of those students, however, reported skipping because they did not feel safe at school. **Emotional Issues.** Individual, community and family, social, mental, and emotional problems affect schools and student behaviors and achievement. At least 10% of students require some form of mental health services and 19.4% require IEPs. **Sexually Active Teens.** The county and schools also face significant challenges with sexually active teens and high rates of teenage pregnancy. Other risk factors, gaps and weaknesses identified within the community

include the need for abstinence education in combination with education about teen pregnancy and STD prevention. Clearly, in this community, abstinence only curriculums are not realistic.

[UPDATE] According to the Cook County Health Department: 66% of teenage female inmates in Cook County Juvenile Detention Center gave birth to their first child while at the Center; As of 2007, South Cook County ranks highest in the State of Illinois for unwed pregnancy, teen pregnancy, and the prevalence of STDs; The CDC released a report in March 2008 that indicates 1 in 14 teens in Cook County has an STD; In 2005, 13.3% of all births were to females under the age of 20; There is an average of 40 teen pregnancies per year and it is projected that there are at least 160 teen mothers in the District each year, reported by Cook County Health Department Vital Statistics. **Safety.** In Chicago Heights, crime rates are double that of the national average.

For instance, the city's past 10 years average crime index rate has doubled the national rate.

Cook County Circuit Court attributes some of these factors to an influx of former Chicago public housing residents into the area, which has caused a spike in crime and poverty and which is straining police departments, schools and social service agencies<sup>1</sup>. Not to mention the challenges and risks that already exist when you bring students from seven different feeder districts each with different neighborhoods, cultures and climates and send them all to two high schools.

**Gangs.** Once an area plagued by organized crime "outfits," the south suburbs of Chicago are now riddled with street gangs. Members from 14 different gangs reside within Cook County with many members, affiliates and "wannabees" attending our schools. These students perform poorly in school and have frequent contact with police. Violent crime associated with street gangs is increasing in suburban and rural areas as these gangs expand their drug markets or are pushed out of the inner city Chicago neighborhoods. Gang awareness, prevention and youth acceptance are a necessity. Nearly 10% of students surveyed admitted to being in a street gang and more

than 30% of students admit to bringing weapons to school. Youth must be given transitional services to become integrated back into the student population when leaving a gang. Intensive family counseling needs to be available for the entire family. These services would also benefit the students and families transitioning into the district. Due to the high mobility rates within the community, families could benefit from the resources available but they often do not know how to access these community resources. **Drugs, Alcohol and Tobacco.** The majority of reported drug sales occurred within 1,000 feet of a church, public housing property, or school. Tobacco, commonly recognized as the primary gateway drug, is a growing problem. Illinois Department of Public Health estimates that more than 60,000 Illinois kids under the age of 18 become new daily smokers each year and a third of those young people are destined to become regular smokers who will eventually die as a result.<sup>2</sup> **Poverty, Family Life and Violence.** As more low-income families become overwhelmed by the current economic conditions, our community is seeing an increase in the number of homeless families and families struggling to survive. These families need resources to meet their basic living needs and to ensure the children and youth continue to come to school each day. However, it is realized that it is very difficult for children to focus on learning when they are hungry; thus supports need to be in place for families to obtain food and other life essentials.

Many of the youth in our schools grow up witnessing violence every day and 45% admit to not feeling safe in their own neighborhood. By the time they are teens, most have become desensitized to violence of any type. This often transfers into their dating relationships, which often becomes violent or abusive. One-fourth of students, who admit to dating, reveal that their significant other has called them names and put them down. Even more worrisome is that 40% of

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<sup>2</sup> Illinois Department of Public Health, **GOVERNOR EXPANDS REALITY ILLINOIS TO HELP CURB TEEN SMOKING**, <http://www.idph.state.il.us/public/press04/4.15.04a.htm>, Retrieved 2/27/2009

those who date report that a boyfriend or girlfriend insists knowing where they are at all times. Our students need to understand what healthy relationships look like; this needs to be taught in an age appropriate manner throughout K-12, while high school students need support groups for students who are victims of violence. It is imperative that services and existing resources be expanded and supplemented to meet existing/projected student/community needs. **Gaps in the Existing Services and Resources.** A Needs Assessment Team and assessment processes have been implemented to ensure immediate change at BTHSD. For the proposed program, BTHSD has been diligent in conducting an assessment of students' mental health needs, which has become the foundation for the development of this proposal. The District has collaborated with students, community representatives, parents, social service agencies, and staff in an effort to develop and implement innovative strategies aimed at improving preventative counseling and teaching methods that address students' mental health needs. The ultimate goal is to invest more resources into the mental health needs of our students and instill behaviors that lead to positive development. **Current services are inadequate due largely to** 1) lack of coordination, 2) staff and budget limitations, 3) lack of resources to provide services on-site at schools, and the inability to meet the needs of all students, and 4) there is opportunity to implement an electronic system to track student needs, behavioral issues, adversities, referrals, etc. to analyze/address specific needs of students and to improve time management of counselors.

Programs must have enough staff so that students utilizing mental health and counseling services have the opportunity to build deep and continuous relationships with adults. The student population across the two high schools totals 3,306 students. Currently, the District employs 8 counselors total (4 at each school site), one school psychologist consultant who splits their time, spending 50% at each school site, and 4 social workers. Due to the high mobility rate our 8

counselors focus most of their time on academic planning and scheduling. Of the 8 counselors, 2 are post-secondary, focusing on student academic and career goals. The greatest need in our district is to provide 2 intervention counselors (1 at each high school), and 2 school psychologists. **The student-to-counselor ratio is currently 1-to-436, which exceeds the recommended ratio** of 1-to-250 recommended by the American School Counselor Association. Schools in low-income urban and rural settings have limited resources for adequate counseling and in order to reinforce positive life choices and to facilitate the unique needs of the population, resources for additional counselors are required. BTHSD clearly has an elevated need for specialized counseling services when considering the number of teenage pregnancies, behavioral problems, drugs, and dropout rates that our current system is plagued with. Our incoming freshman students are perhaps most vulnerable student subgroup, as they navigate high school for the first time. Early intervention is critical for freshman to prevent students from veering off their academic path, and into more destructive behaviors to cope with the rigors of a new school. The current level of manpower at both BTHSD high schools is insufficient for our counselors to address the needs of *all* students. Providing 2 additional counselors (1 for each site) will have a significant impact on the mental health staff's ability to be more proactive in identifying and addressing the needs of students who display risk factors for future mental health problems. **This project will allow BTHSD to close this gap by offering students a 1:348 counselor-to-student ratio.** BTHSD has just 1 school psychologist, which is a 1-to-3306 psychologist-to-student ratio, compared to the American School Counselor Association recommended ratio of 1-to-1000. While it is evident that students will benefit from strong instructional programs, effective and high-quality teachers, and engaging and safe schools, many students who are failing to thrive in high school need additional supports. The most at-risk students with multiple

indicators for dropout are often located in the highest poverty areas in unstable home and community environments, and require much more than academic, structural, and system-wide interventions. Often these students require tiered and even intensive supports. Many of our students are dealing with serious issues at home and have no one to talk to. Many students have parents in jail or they themselves are newly released from jail. Additional school psychologists will provide student assessments, identifying developmental, learning and behavioral needs of students. They will collect information and determine the best course of treatment. The psychologists will consult with teachers, school employees and parents about how to improve the mental and emotional development of students, then design programs that meet individual students' needs. The school psychologists will perform direct interventions with students and families in need, and serve as a liaison between students, parents, teachers and school personnel. Preference will be given to Spanish speaking psychologists. The lack of school psychologists impedes the District's effort to provide proper therapeutic services to students and their families. The District will hire 2 additional school psychologists. **This project will allow BTHSD to move closer to closing this gap by offering students a 1-to-1,102 student-to-school psychologist ratio.** There also exists a severe lack of family follow-through and involvement. While the reasons for this vary, the most prominent reasons include lack of resources to proactively bring families into the picture as early as possible. Also, many of our students come from homes where English is not the native language, and there is an incredible need to have a dedicated parent coordinator staffed at both schools. The District will address this issue by **hiring a part-time parent/program coordinator**, who will be responsible for parent follow-up, community resource collaboration, and act as a liaison between counselors, Public Health Network participants, and parents to ensure the program is cohesive in both coordination

and delivery. *Positive Youth Development Plan*. BTHSD has developed a comprehensive plan for filling current gaps in the existing mental health program by: lowering the overall mental health staff to student ratio; expanding existing opportunities for positive interactions with peers and family; assisting students to develop positive attitudes and behaviors that improve their health and decision-making skills; improving outreach and intervention efforts with system support and a Positive Youth Development Team; training teachers to build protective factors in the classroom, which facilitate healthy career and transition into adulthood; and building a “Public Health Network”. The ultimate goal is to build a sustainable program that collectively builds protective factors for our students, and creates a school environment that encourages “Positive Youth Development”. Positive youth development is a set of strategies that BTHSD can realistically adopt to help guide our students on a path to successful adulthood. It is an approach that provides students with the broadest possible support, enabling them to attain desirable long-term outcomes, including economic self-sufficiency and engagement in healthy family and community relationships. Central to the success of implementing these objectives, coordination of services will be the charge of the Project Director and the *Positive Youth Development Advisory Committee*.

**2. Quality of the Project Design (30 points)** A. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (10 points) The Public Health Network is an integral part of the Program.

According to SAMHSA Prevention and Early Intervention those projects that successfully brought mental health promotion, prevention, and early intervention into nontraditional settings, were those with a Public Health Network comprised of agencies and non-profits within the community, who work closely with the District to deliver specialized programs for youth and

their families. Implementing interventions outside of traditional mental health settings can be effective in several specific ways. Oftentimes it is more effective to bring mental health promotion/prevention programs to youth instead of later bringing the youth to a treatment office. Moreover, parents are more amenable to mental health programs when introduced in familiar surroundings. This helps reduce the stigma associated with mental health. Finally, evidence-based interventions conducted in classrooms caught not only the youth with behavioral problems but also those who internalize their symptoms and become anxious or depressed.

Our District will engage services of two of the District's long-term community partners: **Aunt Martha's Youth Service Center** is a private, not-for-profit regional service agency providing comprehensive, community-based programs. A caring community of several hundred volunteers and more than 900 professional staff members offer haven, help and hope for youth and their family members. Aunt Martha's contracted services will be instrumental in providing educational and life skills workshops and facilitating support groups for students, suited to the target population and their respective needs and cultures, as well as helping connect students and families to additional services. **F.U.T.U.R.E.** is a non-profit organization that serves youth by mentoring students in academics, life skills, cultural enrichment and recreational. They offer specialized workshops for students and train counselors and teachers in evidence-based curriculum and strategies. The school counselors who form the PYD Team will work in tandem with the Public Health Network to allow for a comprehensive delivery of services to all students enrolled at BTHSD. Cook County Juvenile Probation will also participate in the Network to support students' transition from being institutionalized.

To ensure diversity and a community-based approach, a Community Outreach Specialist will be hired. The person will be charged with facilitating strategic planning sessions internally

and with partners. In carrying out the project’s mission, the Specialist will improve community knowledge, and establish and increase participation in school initiatives, and serve as liaison for the project. The Specialist will have an understanding of the community’s culture and ethnicity and be able to take advantage of its opportunities and to respond positively to its challenges.

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. (10 points) This project targets the most critical population—BTHSD’s 3,306 students. Schools are the front lines where incidents happen and where development occurs. Components have been developed to address each school’s uniqueness; each school demands individualized counseling services and resources for students to meet the needs of their specific student population and address particular challenges they face. Dealing with issues on a student-by-student – family-by-family basis is the underpinnings for the project, which has not been possible in the past due to a lack of funds.

According to the Healthy States Initiative, school-based mental health programs are appropriate to address the mental health needs of at-risk students. Because of the amount of time children spend in school, school-based programs provide opportunities to identify, refer and support children with mental health problems. To be effective however, school-based mental health programs must be a collaborative effort among health care professionals, educators, school administrators, mental health specialists and families. This collaboration, through our partnerships, an Outreach Specialist, a parent coordinator and the PYD committee will provide a voice of specific cultures, climates, challenges and infrastructure, which will ensure each school and its students are properly represented and accounted for and included in all project activities. The vision of the *Positive Youth Development* plan will address the gaps existing in the current counseling and mental health program and build upon existing resources to expand mental health

education, intervention and outreach. Below is a detailed list of the objectives, activities and outcomes the Positive Youth Development Plan. The chart below lists qualitative outcomes for each objective and activity, but it should be noted that quantitative outcomes will amount to higher PSAE state achievement scores, lower rate of student dropouts, drop in overall referrals issued and higher attendance rates with fewer instances of chronic truancy.

<p><b>Objective 1 - Lower the Student – to – Staff Mental Health Ratios.</b> <i>Activities:</i> Hire 2 Intervention Counselors; Hire 2 additional school psychologists. <i>Note: All new mental health professionals hired by the District will be appropriately credentialed or licensed.</i> <i>Outcomes:</i> Improve educational, preventative, intervention and crisis services; improve the ability to handle more acute student cases; increase counselor-to-student ratio to 1-to-330 and school psychologist-to-student ratio to 1-to-1,102</p>
<p><b>Objective 2 – Expand existing opportunities for positive interactions with peers and family</b> <i>Activities:</i> Provide individual and family counseling; Hire a bi-lingual Parent Coordinator <i>Outcomes:</i> Classes available to parents on parenting skills; improve communication with Spanish speaking parents.</p>
<p><b>Objective 3 – Improve student health and decision making through positive attitude and behavior development.</b> <i>Activities:</i> Implement Aunt Martha’s Life Skills; Provide Career Counseling; Provide support groups for gay and lesbian teens; School Counselor Led Support Groups. <i>Outcomes:</i> Promote healthy choices through activities that build skills and personal strengths and by educating youth and families about the dangers of alcohol, tobacco and drugs; students seeking part-time or temporary jobs will be connected to local businesses; provide a safe, confidential, supportive and educational meeting space for gay, lesbian, bi-sexual, transgender and questing youth to express themselves; Improve study skills, personal awareness, and decision-making</p>
<p><b>Objective 4 – Improve outreach and intervention efforts with system support.</b> <i>Activities:</i> Implement Project Detour services; Hire a Community Outreach Specialist; Utilize a Database Tracking System. <i>Outcomes:</i> Students experiencing conflict within the schools and community will have a liaison to work with; District will have consistent communication with community groups to facilitate ongoing community partnerships with the District; better identification and tracking of students in need or receiving intervention strategies.</p>
<p><b>Objective 5 – Train teachers to build protective factors in the classroom, which facilitate healthy career and transition into adulthood.</b> <i>Activities:</i> Training for counselors and teachers in the Restorative Justice Model and CRISS. <i>Outcomes:</i> Teachers and counselors will be trained in the Restorative Justice techniques to be used throughout the school and in the classroom.</p>
<p><b>Objective 6 – Build a Public Health Network</b> <i>Activities:</i> Refer Parents and Students to outside services offered through Aunt Martha’s and F.U.T.U.R.E. Foundation. <i>Outcomes:</i> Students and parents will have easy access to a menu of public health services.</p>

The District will hire 2 additional counselors, 1 at each high school to implement educational, preventative, intervention and crisis services. The District will hire 2 more school