

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 # S215E140245

Grants.gov Tracking#: GRANT11637223

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="04/26/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Wrangell Public School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-6000151"/>	* c. Organizational DUNS: <input type="text" value="1006848020000"/>

d. Address:

* Street1: <input type="text" value="350 Bennett Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Wrangell"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="AK: Alaska"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="99929-2319"/>

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="Pam"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Roope"/>	
Suffix: <input type="text"/>	

Title: <input type="text"/>

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

* Telephone Number: <input type="text" value="9078742347"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="proope@wpsd.us"/>
--

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.):

Wrangell Alaska.pdf

Add Attachment

Delete Attachment

View Attachment

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

Wrangell Elementary School Counseling 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.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="196,681.42"/>
* 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="196,681.42"/>

*** 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:

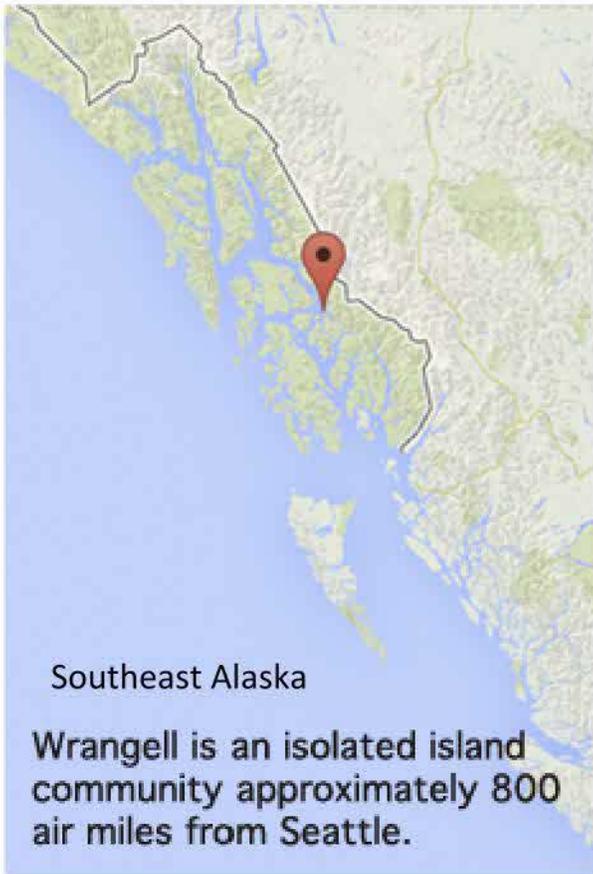


Pacific Coast

Seattle to Wrangell



Wrangell is located at the north end of Wrangell Island, accessed by air and sea only. The elementary school is indicated on the maps.



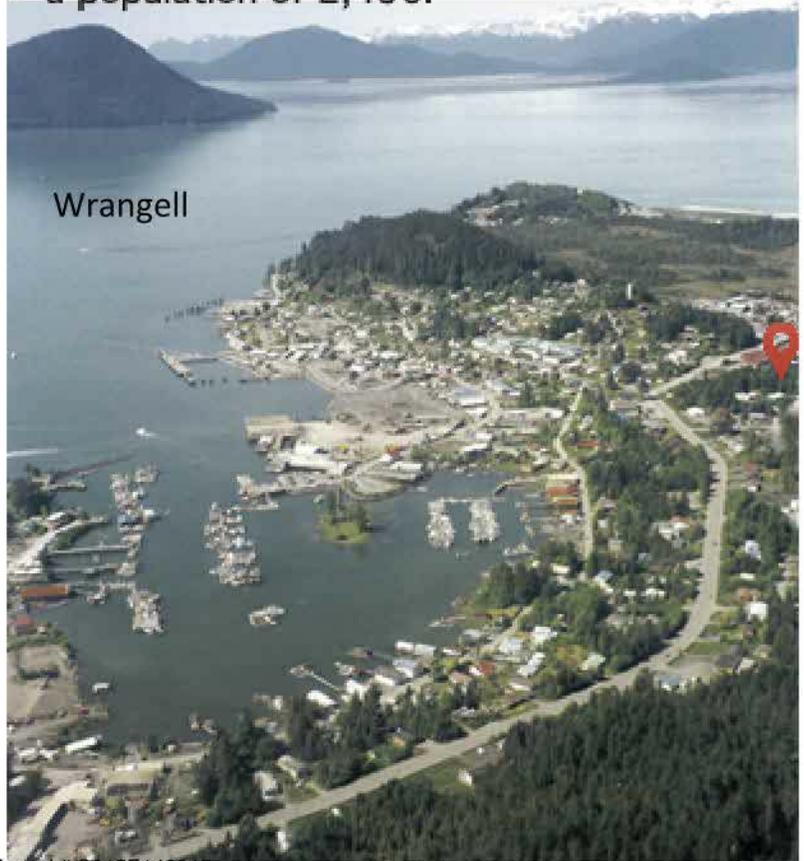
Southeast Alaska

Wrangell is an isolated island community approximately 800 air miles from Seattle.



Wrangell Island

Wrangell is an isolated community with a population of 2,456.



Wrangell



Southeast Alaska

Wrangell, Alaska 99929 only

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>Richard Rhodes</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Wrangell Public School District</p>	<p>DATE SUBMITTED</p> <p>04/26/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Wrangell Public School District

* Street 1: 350 Bennett * Street 2: _____

* City: Wrangell * State: AK: Alaska * Zip: 99929

Congressional District, if known: _____

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

6. * Federal Department/Agency: none	7. * Federal Program Name/Description: Fund for the Improvement of Education
	CFDA Number, if applicable: 84.215

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name none Middle Name _____

* Last Name none Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

Prefix _____ * First Name none Middle Name _____

* Last Name none Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

* Signature: Richard Rhodes

* Name: Prefix _____ * First Name none Middle Name _____
* Last Name none Suffix _____

Title: _____ Telephone No.: _____ Date: 04/26/2014

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA 427 statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Sec 427 Statement

This is to affirm and detail that there are no student, teacher, parent or other barriers to access at Wrangell Public Schools caused by race, gender, national origin, color, disability or age. This includes this elementary school counseling program for K – 8th grade students. Relevant Wrangell Public School District Policy is printed below, and further discussed in the application narrative.

Wrangell Public School District operates in a small, closely integrated community. English is the primary language of all members of the community's Alaska Native component, a population fully integrated into community life. Notwithstanding the lack of cultural or institutional barriers, school district policy is explicit in prohibiting any activity that could in fact or in appearance compromise universal access to and personal comfort when engaging in any and all School District services and programs.

We have had no reports of barriers related to age or sex, race or national origin or other cultural factors. Project staff is required to ensure that materials are multi-cultural in design, and that teaching and counseling protocols recognize the specific cultural preferences of our Alaska Native, Hispanic and Pacific Island students and actively seek to ensure inclusiveness. In addition, the District recognizes that culture may be a matter of lifestyle or economic status as well as of race or national origin; and understanding the obligations to respect the circumstances of these demographic groups is expected of our staff and required for positive evaluations of personnel activities.

We pay special attention to the needs of disabled students. Access is provided for all persons with disabilities, meeting or exceeding all ADA requirements. We encourage participation in every school program where appropriate. We have no blind or hearing-impaired

students this year. The school social worker proposed in this grant and collaborating local agencies will work together to provide in-depth treatment of behavior problems, appropriate crisis intervention for challenging behaviors, social skills development, counseling for students, teacher training, and improved system response to maximize classroom teaching time. Where appropriate, we will attempt to deliver or facilitate direct assistance with family problems that impact our students. Project staff will deliver direct services and will expand communication with parents and among collaborators. This effort will include special consideration for unusual cultural situations that may be encountered when dealing with families, and will provide due respect for cultural diversity.

Both the School District and collaborating partner Alaska Island Community Services have strong, written non-discrimination policies in place that govern employment and service delivery. Both entities, as matters of written policy, encourage persons of underrepresented minorities to apply for any advertised position. Our project advisory committee has representation of various community populations.

WPSD policy statements prohibiting discrimination are found in the Management Plan section of this application.

In addition to that policy, the WPSD Board has the following non-discrimination policy “**The Board is committed to a policy of nondiscrimination regarding race, religion, color, sex, age, national origin, physical or mental disability, parenthood, pregnancy, marital status or changes in marital status. This policy will prevail in all matters concerning staff, students, the public, educational programs and services, and individuals with whom the Board does business. The superintendent will ensure students and staff receive notification of who the district’s Title IX and Section 504 coordinators are, along with their contact**

information. All applications for employment, job descriptions and notifications of employment opportunities will contain notice of non-discrimination. The Board directs the superintendent to maintain effective channels through which citizens, staff members, and students can communicate their concerns to the administration and the board.”

WPSD also has a nondiscrimination policy regarding pregnancy and marital status of its students **“ Married students shall have the same educational, curricular and extra-curricular opportunities as unmarried students. They shall be expected to assume the same responsibilities and abide by the same rules and regulations that govern all other students.”** **“No discrimination shall be practiced by the school against a student because she is pregnant. Participation in extra-curricular activities will be allowed provided the student’s doctor certifies that such activity will not be harmful to the student or the unborn child. When pregnancy issues require attendance flexibility, students may attend school on a flexible or reduced schedule upon approval of the principal. Each case shall be decided upon individual merit, taking recommendations of a physician into account. Pregnant students participating in the district’s alternative high school program will meet the program guidelines established therein, none of which shall be in conflict with item A in this policy.”**

Wrangell Public School District has endeavored for years to ensure that the term “universal access to services and opportunities” is a cornerstone of school policy.

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

Wrangell Public School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

This proposal will create an elementary school counseling program in the isolated, island community of Wrangell, Alaska, population 2,456. Wrangell Public School (WPS) teachers, social service agencies and police document a consistent and increasing pattern of aberrant youth behaviors related to stress, anger and fear, including severe aggressive and withdrawn behaviors that disrupt class activities, limit learning by other children and result in both in-school and out-of-school youth violence. Last year, with only 180 children in grades K – 8, there were *1020 incidences* of children removed from class for disciplinary reasons. The need to establish a counseling program is enormous. Funding levels prevent WPS from hiring an elementary school counselor or obtaining other professional support.

The WPS project addresses Competitive Priority 1. It is designed to improve the school setting related to student learning, safety and health. School safety will be improved through strategies including specific evidence-based interventions aimed at reducing the incidence of bullying, violence and substance use, and at early development of life skills.

A certified teacher will be hired to provide skills training in grades K – 8, with direct services to students plus training of the other teachers in evidence-based age-appropriate curricula: Botvin Life Skills Training for grades 6 - 8, PATHS for grades K - 5 and Wise Owl Bully Stopper in grades K - 2. In addition, WPS will collaborate with Alaska Island Community Services (AICS), Wrangell's provider of community-based comprehensive behavioral health services to provide a full-time school social worker and vital wrap-around services for children, many of whom are manifesting complex psychological needs that require family counseling. AICS will provide formal, professional outcome evaluation.

Outcomes will include decreased disciplinary events, reduced violence and increased teaching time. All K – 8 students will learn life skills and build protective factors.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Project Narrative

1. NEED (20 points)

Wrangell is a small, isolated, island community of 2,456 persons, located 155 air miles south of Juneau Alaska, and 750 miles north of Seattle. (Please see map with site location).

Wrangell is accessed by air or sea only. The local Alaska Native population is 16.1%.

Geographic and cultural isolation, short winter days, alcohol abuse and family dysfunction combine to create significant behavioral health risks and problematic outcomes for our children.

These social, cultural and economic conditions contribute to a high level of stress, high levels of substance abuse and violence. The impacts on children are magnified by Wrangell's geographic and social isolation. *The community has no funds for the necessary elementary school counseling required. This creates a profound gap in our children's opportunity to thrive.*

Teachers are unable to cope with student violence and deliver education. Teachers report a consistent and increasing pattern of behaviors related to stress, anger and fear, including both aggressive and withdrawn behaviors. They cite growing problems among elementary school students associated with concentration, ability to remain quiet in class, and report a pattern of ongoing disruption of class activities and teaching opportunity.

Statistics and recent events justify the high level of concern among local school professionals. The attached April 3, 2014 article in the *Wrangell Sentinel*, illustrates the climate of bullying among elementary students and the complete lack of school resources to address the growing problem. The Police Department has been required to intervene with children at a level demonstrating a gap in early intervention at the elementary school level. We have attached a letter from the Police Chief McClowsky. He has been a constant ally of improved behavioral health services, but his department addresses consequences. Our lack of a school counselor combined with severe community behavioral health issues comprise a crisis situation.

Project Narrative

Our school district lacks professional counseling support for young children in the school system, the venue in which early intervention is appropriate and absent due to funding shortfalls.

Each day four to five students in grades K-5, and up to three students in grades 6-8 require disciplinary action requiring removal from the classroom. They are not sent to a counselor for help, but to the school Principal for disciplinary action in to protect other students.

For our baseline GPRA measure, during the 2012-2013 school year, with only 180 students in grades K-8, there were 1020 referrals of students to school personnel outside of the classroom for discipline problems that caused disruption in class. The Alaska school year is 180 days. Ten in-service days are provided for teacher training. Therefore, with only 170 days in which children are present, this GPRA measure indicates an astonishing level of behavioral problems for a small rural community elementary program and give an indication of the significant need we face, as we seek funds for an elementary school counseling program.

Today, students removed from class are currently sent to the “Learning Center” (aka the Principal’s Office) to separate them from the other students. We make every effort to treat the children in school rather than sending children home. Every effort is made to assist and stabilize children; parents often work; and home situations are often the very cause of daily issues that include simple matters such as refusal to work, but frequently range from serious to acutely dangerous and include: physical or verbal aggression toward other students, teachers, or aides, or a complete “shut-down” in the form of uncontrollable crying, screaming, running or hiding under desks or chairs.

We endeavor to develop intervention plans in concert with Alaska Island Community Services, our local (FQHC) behavioral health provider. Seven such plans have been required in the past three months. In-school counseling capacity with trained professional staff would permit

Project Narrative

early, daily, intensive intervention. The incidental responses now in place are not sufficient to meet the children's needs, and the problems are growing.

Specifically, were a trained counselor available to provide behavioral health services in place of "time out in the Principal's office," we believe that outcomes would greatly improve. At first, children in trouble would be referred to counseling, leading to a short-term increase in students sent from class for therapy. However, teachers and administrators are certain that after an initial period, the rate of students required to leave the classroom for disciplinary reasons will decrease substantially given a proper professional response to behavioral health issues.

Family violence is a plague in Wrangell. Dangerous and widespread levels of family dysfunction are reported by the police and by local behavioral health clinicians. The University of Alaska's Alaska Kids Count (2012) report gives a good snapshot of the Wrangell situation. The University found that 17.1 of every 1,000 kids in Alaska are maltreated; 11% being physically abused; 14% being mentally injured and 4% being sexually abused.

According to the Alaska Office of Children's Services 29% of the reports of harm are incidents related to very young children two to five years old. The highest rate of child abuse and sexual abuse in Alaska (31%) is to elementary school children ages 6 to 10, with 45% of reported abuse being in two-parent families. *Even though Wrangell's rates are high, the Alaska Office of Children's Services local office was closed in Wrangell years ago.* The community must depend upon a local response system to meet counseling needs related to high-risk families.

Economic Contributors. Wrangell has experienced a multi-year economic depression following changes in the southeast Alaska timber industry. Within local families, these conditions have correlated with increases in depression and alcohol and substance abuse. The community is still in transition, slowly regaining population after reaching a low of 1,911

Project Narrative

persons in 2007¹. Approximately 13% percent of the population has family income below the Alaska-adjusted federal poverty thresholds with the highest concentration among children.

“Since 2005, the unemployment rate in Wrangell, Alaska has ranged from 5.3% in July 2011 to 13.7% in February 2014.² Economic uncertainty correlates with issues that impact a child’s mental health and behavior patterns. We see the impacts daily and have no professional response.

Local demographic changes limit school resources. Wrangell’s economic shifts led to a major change in age distribution from 2000 to 2010, with the percentage of persons over 65 increasing by 33.1%, while the percentage under 18 decreased nearly 26%³. *Related cuts in state funding for the school district make an Elementary School counseling program in Wrangell impossible without additional support.*

All students suffer from family violence experienced by other students and peers in a small closed community. Most children who experience or witness violence may experience persisting fear for their own safety. In rural Alaska, some of these fears are justified. Alaska’s child death rate is the second highest in the US for children aged one to 14. Neuro-physiological adaptations to fear can alter the development of the child’s brain, resulting in changes in physiological, emotional, behavioral, cognitive and social functioning.⁴ The State of Alaska estimates that about 10% of Alaska’s children ages five to 18 have severe emotional impairments in daily living.⁵ *No school-based assets are in place to meet this risk due to funding cuts.*

Community response – Problems are identified, school response is not affordable.

Wrangell has engaged in significant community mental health treatment and prevention efforts.

In assessing need, the Alaska 2010 SPF (Strategic Prevention Framework) Community Survey

¹ Alaska Department of Commerce, Community and Economic Development

² <http://www.homefacts.com/unemployment/Alaska/Wrangell-City-And-Borough-County/Wrangell.html>

³ CensusViewer.com

⁴ Dr. Bruce Perry, Child Trauma Academy, Houston TX, 2006.

⁵ *Healthy Alaskans, 2010. Targets and Strategies for Improved Health*, State of Alaska

Project Narrative

indicated that Wrangell youth perceive most problems in the community to be caused by the influence of alcohol. The top concern of surveyed students (n=117) was underage drinking.

Yet, the School District's 2009 YRBS (Youth Risk Behavior Survey) indicated that Wrangell high school students perceived regular alcohol consumption to be less harmful than did students elsewhere in Alaska. Over 28 % reported that they had consumed at least one alcoholic drink during the last 30 days, and 19.6% reported having five or more drinks within a couple of hours on one or more days in the last 30 days. This is the most recent published data on attitudes among Wrangell youth, but teachers, police and health providers indicate no change. The kids see the problems, but we are unable to provide evidence-based tools to help them resist peer (and sadly in some cases, adult) encouragement to drink.

The State of Alaska defines elementary schools in AS 14.03.060: An Alaska Elementary School includes grades pre-K – 8. During the 2013-2014 school year the Wrangell Public School District had 180 elementary students in grades K – 8.

We are facing decreased evidence of parenting skills and a pressing need for the school to help teach social, emotional, and behavioral skills. The Alaska Department of Education and Early Development's Coordinated School Health Program states that "by offering counseling and other mental health services to students, as well as referrals to community mental health professionals, schools can help parents take a big step toward making an even greater difference in a student's total performance, healthy development, and well-being." The lack of an elementary school counseling program in Wrangell is the significant gap in meeting student needs. We enjoy strong support, but the community does not have the revenues to respond.

Project Narrative

In this closed community, a wrap-around program of in-school intervention and life-skills training, with social worker support for kids and families is required if a sustainable prevention and intervention strategy is to succeed. Wrangell School District is seeking this federal support to initiate and develop an elementary in-school counseling program in collaboration with the highly qualified behavioral health professionals at Alaska Island Community Services. AICS is our federally recognized Community Health Center (CHC) and provides Wrangell's state-supported community behavioral health services. This project would allow us to contract for a licensed social worker for the school for children and youth in Wrangell School District grades K - 8 in a cost-efficient manner. This provider would have access comprehensive medical and behavioral health resources, expanding the impact of in-school screening, assessment, treatment and referral. AICS does not refuse service to any person due to inability to pay.

To promote sustainability and bring the program into the classroom with evidence-based curricula to address student skills training, the project will hire a full time certified teacher to provide student skills training, administering the PATHS program in grades K-5, the Botvin LifeSkills Training program in grades 6-8, and HRM's Wise Owl anti-bullying program to provide age-appropriate supplemental intervention in grades K - 2. The certified teacher will provide direct in-class services and serve as a trainer for the other teachers through in-service teacher trainings to develop their skills in program delivery and help them respond to and cope with particularly challenging behaviors in the classroom.

The program will have ongoing evaluation by an independent, qualified evaluator using approved methodologies and program-specific tools to ensure reliable outcome and process reporting to determine program impact and ensure ongoing quality assurance and improvement as well as comprehensive reporting as required.

2. Quality of the Project Design (30 points)

A. Linkages with appropriate agencies. (10 points)

The school-based behavioral health services provided by this project will build on existing linkages between the school district and Alaska Island Community Services (AICS), the sole provider of primary medical and comprehensive behavioral health services in Wrangell. The school district has partnered successfully with AICS on programs related to tobacco cessation and in developing alternative activities to combat underage drinking.

AICS behavioral health professionals will play an important role in the WPSD effort to develop a comprehensive system of counseling and behavioral health support for students. WPSD will contract with AICS to provide a full-time licensed MSW social worker to provide school-based counseling services for Wrangell youth in elementary grades K-8. Mark Walker, MSW, LCSW, Executive Director of AICS will provide supervision for the school-based social worker. His resume is attached to this application with the position description of the social worker to be provided to the school. The School Social Worker will provide school counseling services for the general elementary school-age population, and (recognizing that a significant proportion of our challenge relates to children with a high level of need) will provide individualized clinician services to students to address the complex psychological needs of more high-risk children, of children who exhibit psychological or behavioral symptoms impairing their ability or their classmate's ability to learn, or who are at risk of harm to self or others. Other community linkages will be part of this comprehensive program.

The Wrangell Elementary School Counseling Program will work closely with the State of Alaska Public Health Nurse (PHN) in Wrangell, the Office of Children's Services (OCS) in Juneau and with other community agencies providing services for children.

Project Narrative

These include as the Wrangell Department of Parks and Recreation, Wrangell HeadStart, the Wrangell Public Library and the Wrangell Police Department when appropriate. These are established linkages and relationships. Representatives of these entities are familiar with the challenges being faced in Wrangell and have participated in numerous meetings to discuss solutions.

Ongoing integration of professional effort is one of the WPSD elementary school counseling program's most important objectives. The Elementary School Social Worker will increase ongoing coordination among the collaborating agencies and professionals who serve young children in Wrangell and will implement specific collaborations with an identified group of locally experienced agency professionals if a grant is awarded.

At this time, the School Counseling Program Advisory Committee includes advisors and collaborating practitioners, mental health professional from AICS as well as school staff and parents. The committee has been directly involved in the development of the elementary school counselor program design and has approved the proposed curricula.

The current Advisory Committee includes: Diedre Jenson, Principal (Project Director); Michael Brown, MSW (Project Evaluator); Mark Walker-AICS Executive Director, MSW, LCSW (School Social Worker Supervisor); Richard Rhodes, Wrangell Public School District Superintendent; Diane O'Brien, WPSD Parent Advisory Board; and Laura Davies, WPSD 5th grade teacher. Key Project staff will meet every two weeks. The Advisory Committee will meet quarterly to review progress and discuss policy. Staff will confer with collaborating agencies and providers on an ongoing basis. When the Advisory Committee and clinicians meet, State of Alaska confidentiality and privacy regulations will be followed. Family and community engagement will be enhanced through the counseling program advisory committee.

Project Narrative

B. Project design is appropriate and will successfully address the needs. (10 points)

The goal of this project is to *initiate and develop a comprehensive and age-appropriate elementary school counseling program for students in grades K – 8*, to meet identified behavioral health challenges affecting student learning and safety. The program will include prevention, detection, intervention and treatment to promote behavioral health, youth development, violence prevention, and overcome learning barriers. It will involve in-school personnel, evidence-based programs and essential community linkages. The project will address Competitive Preference Priority 1.

If approved, we will provide a full-time licensed School Social Worker to improve the school environment related to student learning, safety and health. This contracted mental health professional will provide general school counseling services as well as being able to meet the more complex needs of children experiencing serious mental distress or facing complex personal or family issues. This responds directly to the immediate need to provide counseling where none exists.

The school counselor will be a Masters level social worker trained and experienced in age-appropriate methodologies. The project will increase the professional services and the inter-agency institutional responses available to our elementary teachers. Today there are no professional responses available to address troubled elementary school youth other than isolating them from their peers and recommending to parents that additional professional help be sought from health providers.

The project will also provide a certified teacher who will deliver curricula designed to decrease the incidence of harassment, bullying, violence and substance use, and who will train other elementary school teachers in relevant, evidence-based

Project Narrative

classroom-appropriate techniques. The job description for the certified teacher is attached to this application. This professional will provide an in-class set of strategies and teacher trainings to promote behavioral health, life skills, stress and dispute management, alternatives to violence, using the evidence-based methodologies that are described in this application. The School Social Worker will support school staff, and provide crisis intervention throughout the day, and support the teacher-centered social skills development program.

Botvin LifeSkills Training (LST), an evidence-based curriculum, will be used for students in grades 6 - 8, applying strategies to build protective factors and help reduce substance use, as well as helping students deal with peer challenges and other factors affecting personal mental health. Violence prevention will be included in the curricula for grades K - 5 (PATHS), and Human Relations Media's Wise Owl Bully Stopper Kit provides an early prevention program in grades K - 2. Evidence-based activities, curricula, programs and services will be age, gender and developmental level appropriate. Training costs and purchase of curriculum materials are included in the first year budget and supplemental materials are budgeted in years 2 and 3.

Elementary School Principal Diedre Jenson will serve as the Project Director (0.06 FTE), and will be responsible for grant oversight and reporting. Ms. Jenson's resume is attached. Travel funds have been included for the Project Director and an additional staff person to attend the Office of Safe and Healthy Students National Conference in each year of the grant. Year one budget funds have been included for the Project Director to attend the Project Director's meeting in Washington D.C.

Project Narrative

The project design of counselor/teacher collaboration with proven interventions and teacher training will provide needed capacity. The advisory committee, school administration and AICS leadership will collaborate to maximize community supports that create a positive environment for the project.

AICS will provide clinical support and related professional oversight for the School Social Worker to ensure best practices for the school district. A separate department of AICS will provide independent evaluation and reporting services. The Project Director, Elementary School Principal Jenson will maintain close contact with AICS Executive Director Mark Walker MSW, LCSW to ensure a productive collaboration.

No funds are being charged to the grant or included in the contract with AICS for this oversight, which is provided as part of the AICS overall behavioral health program. In addition, although the School District has a negotiated indirect cost rate of 6.63%, NO indirect costs are being charged in this grant. *It is understood* that this does not merit any competitive advantage, but the assumption of the indirect costs to reduce the federal cost underlines the urgency of this request.

System change and improvement resulting from this project is clearly defined. The Wrangell Public School District currently lacks the funds to provide an elementary school counselor. This grant award means the difference between an elementary school counseling program and no program during what is a period of high need.

The School Social Worker position will allow us to meet the standard set by the American School Health Association (1:800) for our 180 K - 5 students. This change will have a profound impact on our students and on the effectiveness of our teachers whose class time is now impacted by behavioral issues beyond their scope of practice.

Project Narrative

The School Social Worker and AICS will help families to access outside sources of support whenever possible. Assisting high-risk families to improve their children's mental health will result in children who are better able to function in a learning environment.

We will document process or program changes and measure outcomes relating to individual students, classes of students and outcomes for teachers. In planned and measurable ways, the project will change the institutional options, methodological tools and personnel assigned to address management of and services for troubled or disruptive students.

We have well-developed collaborations, will retain a well-qualified professional staff, have a willing group of teachers and administrators, have committed project partners with extensive related experience and access to targeted treatment and training methodologies. Our evaluation model will permit annual improvement to our protocols.

Children in need will have a trusted, non-threatening adult (not associated with the school's disciplinary protocols) to talk to when in crisis, and a range of referral options. Families will have help accessing wide-ranging services for their children. We consider the magnitude of potential results from an effective counseling program compared to non-action to be very high.

C. The design of the project reflects up-to-date knowledge. (10 points)

The school counseling advisory committee reviewed available evidence on the impact of Substance Abuse and Mental Health Services Administration (SAMHSA)-approved prevention programs and agreed that the Botvin LifeSkills Training (LST) is an appropriate program for use in the community.

LST addresses social and psychological factors that influence initiation of intoxicant use in order to reduce alcohol abuse, tobacco use, drug abuse and other high-risk behaviors. Besides traditional education about the dangers of drug use, the program concentrates on promoting

Project Narrative

alternatives to risky behaviors. Students learn personal self-management skills, general social skills and drug resistance skills to overcome peer pressure and community norms. The LST program will be used in grades 6 - 8.

The advisory committee approved the use of PATHS as a curriculum for use in grades K - 5. PATHS is a social and emotional learning strategy that improves school climate and student achievement by helping students resolve conflicts peacefully and handle emotions positively. PATHS is recognized as a Model Program by the Center for Substance Abuse Prevention (CSAP) and is the only violence-prevention curriculum for elementary-school-age children to achieve this rating by the Blueprints Project for the Center for the Study and Prevention of Violence, University of Colorado. It is considered a Best Practices Program by the Centers for Disease Control and Prevention (CDC). PATHS is on the Safe and Drug Free Schools Effective Programs list of programs appropriate for use with Title IV funds.

The committee also approved the use of the video-based Wise Owl Bully Stopper program for the youngest students in grades K - 2. The kit uses classroom projects, posters, activity cards, worksheets, and coloring cards and includes a pre and post-test for evaluating impact.

A certified teacher will be hired and trained to offer the anti-violence PATHS curriculum to students in grades K - 5 and LST risk-reduction program to students in grades 6 - 8.

The grades K - 2 classroom teachers will also directly deliver the Wise Owl Bully Stopper program. The research that underlies the program's video components was drawn from nationally recognized, proven-effective bullying prevention programs, including the Olweus Bullying Prevention Program, designated a model program by the U.S Department of Education, Substance Abuse and Mental Health Services Administrative (SAMHSA) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

Project Narrative

AICS services have a 25-year track record in Wrangell and offer a highly experienced, locally sensitive staff, with extensive training in clinical practice, and using formal protocols for addressing the complex issues faced by our most troubled children. Appropriate students would first be seen by a Masters-level clinician for an initial comprehensive assessment, including a description of the child's history, current symptoms, difficulty functioning, diagnosis, need for treatment services, Global Assessment of Functioning (GAF), and service recommendations. The student's initial GAF is one measure of the level of need for services. It measures level of functional difficulty as well as symptom severity.

After the initial assessment, an appropriate treatment plan would be developed as required. For students in treatment, the social worker will complete a progress note for each service provided to a student or their family. Periodic assessment updates and treatment plan reviews will provide a narrative description of how the student has made progress on his/her treatment goals.

When a student completes a treatment plan or otherwise ends treatment, the clinician will write a discharge summary that will provide an overall description of the treatment's progress and process. Information included in this document includes a final GAF score. Comparing the intake GAF vs. the discharge GAF will provide another measurement of progress.

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Project Narrative

3. QUALITY OF MANAGEMENT PLAN (30 points)

A. Management Plan – budget, responsibilities, timelines, milestones. (15 points)

The Wrangell Public School District (WPSD) Superintendent, Richard Rhodes recently participated in a community needs assessment conducted by the Wrangell Strategic Prevention Framework Coalition. The results of that assessment combined with the disruptive discipline issues reported by elementary school teachers point out the significant unmet need for a counseling program.

Superintendent Rhodes (resume attached) and Alaska Island Community Services Executive Director Mark Walker, MSW, LCSW (resume attached) agreed to collaborate to develop a comprehensive proposal with the following objectives: 1. Initiate a successful school counseling program staffed by qualified professionals and utilizing community supports; 2. Develop a budget and implementation plan for a comprehensive counseling program to provide at a minimum: (a) A high benefit-to-cost ratio that ensures sufficient program assets for success; (b) Fully trained and qualified staff with clear duties and responsibilities; (c) Clear, measurable outcome goals and timelines; (d) An independent evaluation and reporting plan, with sufficient resources, conducted by a qualified individual not engaged in delivering project services; (d) Assurance that all applicable laws, regulations and best practices are followed; (e) An advisory committee as an element of community engagement. All of these items are discussed in this application.

Administrative and facility infrastructure are being contributed. Supplies have been competitively assessed and selected. The benefits of the program will be immediate, as no current counseling exists. Staff requirements are explicit. Implementation is straightforward (a classroom program, a counseling program, clinical supports, proven methodologies and advisory committee). Pre-planning is underway to prepare for possible approval of this proposal.

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Outcome goals will be specifically designed to relate to the current baseline measures established during the current school year; counseling schedules will be developed as part of the annual examination of daily procedure.

Projected outcomes and timelines have been established and are shown in table form below. Compliance will be the duty of the Project Director. Quality assurance and improvement will also be a Project Director responsibility, managed in consultation with the advisory committee, WPSD and AICS leadership, the participating teacher, social worker and evaluator. The evaluator will monitor quantitative outcome measures. Process measures will be detailed through consultation between the Project Director and the evaluator. Evaluator Michael Brown (resume attached) is fully qualified, and is currently the evaluator for State of Alaska and Federal programs being conducted in Wrangell.

AICS is the community's sole provider of comprehensive behavioral health services. This collaboration between two well managed agencies with excellent track records in completing publicly funded projects is key to achieving the community objectives of: increased options for troubled children, increased cooperative action among local agencies serving youth, decreased disruptive behavior in school and reduced incidence of anger and depression and violence among local children. Our long history of collaboration will facilitate management tasks, as will the cooperative planning that led to this application.

The Wrangell Public School District will administer the grant and manage the proposed collaboration. WPSD will provide fiscal oversight and reporting. WPSD administrative and infrastructure costs and AICS administrative and infrastructure costs other than the 0.06 FTE for the Project Director are being absorbed by the two agencies. As indicated, WPSD has a State-negotiated indirect cost rate of 6.63 %, but in the interest of making this proposal cost-effective,

Project Narrative

recognizing our small size and the great need for a comprehensive program, no indirect or other administrative or facility costs of any kind are being charged to the grant.

We are absolutely confident that we can achieve measurable and dramatic change if we had a counseling program and have taken every step possible to engage in comprehensive planning and budgeting to ensure successful management of our proposal.

Elementary School Principal, Diedre Jenson will serve as the .06 FTE Project Director. Ms. Jenson is committed to supporting the students in academic and social excellence and encourages parents to be involved in their child's education. Her resume is attached.

A full-time certified teacher to be hired by the school district will serve as the Counseling Program Teacher. The teacher will receive Botvin LifeSkills Training (LST), and will present that curriculum in grades 6 - 8. This teacher will also be trained and will train the other teachers and aides in the evidence-based violence prevention curriculum PATHS for use in grades K – 5.

The teacher will train the classroom teachers in the lowest grades, K - 2 to use the HRM Wise Owl Bully Stopper, live action video-based program aimed at reducing conflict in the classroom, helping the youngest children to build skills to cultivate confidence and good decision-making, and addressing concepts such as empathy and mutual respect. A position description for the Counseling Program Teacher is attached to this application.

A Memorandum of Agreement to provide contracted professional services has been drafted. The contracted services will include 1.0 FTE School Social Worker who will be available at the school for students in elementary grades K - 8. The School Social Worker will be clinically overseen by AICS Executive Director Mark Walker and will collaborate with the counseling program teacher as a peer. Daily scheduling decisions will be made by the Project Director in her role as Elementary School Principal.

Address identified mental health and other needs.

Increase the number of options to treat student cases	Ongoing, review every 60 days	Program Director and Advisory Committee
Increase amount of teaching time available	Ongoing, review every 60 days	School Social Worker and Teachers
Increase cooperative, and decrease disruptive behavior.	Weekly log	School Social Worker and Teachers
Reduce incidence of anger and depression among students.	Ongoing, review every 60 days	School Social Worker and Teachers
Increase positive school-family communication.	Ongoing, review every 60 days	School Social Worker and Advisory Committee

Assess outcomes of program.

Assess impacts of counseling activity	School Social Worker case reviews each 2 weeks; Program Director assessment each 60 days; Advisory Committee Review three times a year.	
Assess collaboration impacts and issues.	Same Schedule	School Social Worker and Advisory Committee
Assess purchased methodologies.	As used, annual	Program, Director and Advisory Committee
Assess training impact.	60 days, annual	Program, Director and Advisory Committee

Program Specific Assurance Form

The Program Specific Assurance form regarding the hire of qualified staff is signed, and a GEPA 427 statement is attached to the proposal. Both the School District and AICS have strong written non-discrimination policies in place governing employment and service delivery. Both entities, as matters of written policy, encourage persons of underrepresented minorities to apply for any advertised position.

Project Narrative

Our project advisory committee represents various community populations.

Wrangell Public School District prohibits discrimination in employment: *“The district and its employees shall not unlawfully discriminate against or harass employees or job applicants on the basis of sex, race, color, religion, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, veteran status, or good faith reporting to the board on a matter of public concern.*

Equal opportunity shall be provided to all employees and applicants in every aspect of personnel policy and practice. The district shall not discriminate against persons with physical or mental disabilities who, with or without reasonable accommodation, can perform the essential functions of the job in question. The Superintendent or designee shall publicize this policy annually throughout the district and the community.”

All employment notices contain the following statement: *“It is Wrangell Public School District's policy to not discriminate on the basis of race, color, national origin, sex or disability.”*

B. Procedures for feedback and continuous quality improvement are adequate. (15 points)

The project collaborators will meet every two weeks, or more as needed, to informally assess progress and review collected data. The Project Director will develop and provide collaborators a report and analysis of data collected every 60 days, and will report findings to the Advisory Committee quarterly.

The Project Director with the Advisory Committee will provide oversight to the ongoing evaluation implemented by the Project Evaluator. Members will receive quarterly written summaries of the data and make recommendations for improvements. The meetings will permit easy data review and include a planning component to assess need for change based on findings.

Project Narrative

Qualitative (interviews and assessments), quantitative (behavior measures and test scores) and pre-packaged evaluation tools (purchased measurement tools, LST, PATHS, et al) will be used, and their results reviewed. Informal discussions of cases will be held as needed with teachers, parents and collaborators. Only teachers working with students, the designated social worker, the Counseling Program Teacher and their supervisors will have access to information that includes the names of students. The Advisory Committee will not review any identified individual case file. A careful review of all relevant state, federal, school district and AICS privacy and confidentiality policies will be conducted by the project team and all members will affirm their adherence to the strictest standards to protect student and family privacy and comfort.

Teacher and student surveys will be administered at the start, the middle and the end of the school year to track changes in perceptions of target issues. Parents of elementary school children will be surveyed at the end of the year to assess satisfaction with school safety and discipline. Parents of children who are in counseling will be surveyed at the end of the school year.

The evaluator will conduct focus groups and interviews with both students and parents to assess the progress of the changing school climate.

4. QUALITY OF PROJECT EVALUATION (20 points)

A. Project will use objective measures of quantitative and qualitative data. (10 points)

The evaluation plan will document and evaluate process using established measures. It will measure qualitative and quantitative outcomes relating to individual students, classes of students and assess outcomes for teachers.

Project Narrative

We will collect data and provide statistical analysis of the various project outcomes. We will measure change in disciplinary events/referrals, in the incidence of bullying, and the change in the teaching time lost due to disruptions in the classroom. We will measure change in school absences and tardiness. We will measure change in teacher and parent satisfaction with student behavior, and in student satisfaction in the classroom. In planned and measurable ways, the project will change the institutional options, methodological tools and personnel assigned to address management of and services for troubled or disruptive students. An ongoing process of taking evaluation data and utilizing it for short and long-term strategies will be an inherent component of the project. Data collection tools will be developed in the first quarter to track student, teacher, and parent data in the areas of bullying and school discipline.

The school district will contract Alaska Island Community Services to provide project evaluation services. Michael Brown, MSW, is experienced in social science evaluation and is currently the evaluator of an AICS state-funded, SAMSHA-supported regional Strategic Prevention Framework (SPF) project. As Project Director of the newly established Wrangell-based Early Prevention Coalition he has a clear understanding of the community climate.

We will measure overall change as a result of delivery of three curricula, Botvin LST, PATHS, and Wise Owl Bully Stopper using pre and post testing of students to assess their skills in resisting harmful behaviors addressed by the program. The number of children who receive and complete these classes will be documented. Completion of all program requirements will be documented. Students will complete an age-appropriate questionnaire assessing their reaction to the program.

Quantitative and Qualitative data will be collected in a reliable and established manner, and process elements will be adjusted to accommodate unanticipated contingencies.

Project Narrative

The quantitative data collected will allow for statistical analysis, complemented by qualitative data that allows for in-depth understanding of the various populations involved in this program, including, students, teachers, and parents. Starting with retrospective baselines, achievable benchmarks will be established for each outcome.

Quantitative data will be collected by attendance logs kept by classroom teachers and logs kept by the School Social Worker tracking number and reasons for referrals. The Evaluator will collect qualitative data in interviews and focus groups with students and teachers at various times of the year and counseling progress reports and session notes kept by the School Social Worker.

Data will be analyzed both from an individual level as well as the group. Individual students and teachers will be tracked, and this information will be gathered for determination of means and standard deviations, allowing us to not only see how individual students are progressing, but to see how the group is performing as well. The results will be shared with the Project Director weekly through a cloud-based dashboard, which the Evaluator will create during the first quarter of the project.

Data will be gathered by various people, including the School Social Worker, teachers, and Principal, and sent on to the evaluator, who will collate, analyze, and summarize the data in graphs, tables, and narrative for the Advisory Committee to review at their quarterly meetings.

The data will be kept confidential according to established protocols; all identifying material will be removed from shared information, and all data will be kept secure either in locked file cabinets or with data encryption, if digital. Data analysis will be performed using Microsoft's Statistical Package for the Social Sciences (SPSS) and Excel.

Project Narrative

The project will measure progress on the two required GPRA measures.

GPRA 1: Establishment of this program will completely, and immediately close the gap between current student/mental health professionals ratios with the ratios recommended by statute. The current ratio is 0 mental health professionals per 180 children. The hire of a School Social Worker will increase that ratio to 1FTE School Social Worker/180 elementary age students.

GPRA 2: With 180 children enrolled in grades K-8 in the 2012 - 2013 school year we have established a baseline of 1,020 referrals out of class during that period. An annual baseline figure may be adjusted slightly if funds are granted in order to reflect the most current data. We project a steep decline in this measure by the end of the 36-month project period. Because this program will provide viable options for both the teacher and the disturbed child for the first time as counseling options replace "time out", the number of removals may increase for a short time with this improved option for counseling, before they decrease due to the impact of counseling services.

B. Evaluation methods provide performance feedback and permit assessment. (10 points)

The methods of evaluation described above will provide performance feedback and permit periodic assessment of progress towards achieving our intended outcomes. The use of pre and post tests as well as start, mid, and end of semester surveys, interviews and focus groups to monitor progress will enable easy comparison for evaluating variance and will allow us to monitor process elements which combined over the course of the project will allow for the identification of trends and overall change. Students and teachers will be surveyed with regard to satisfaction with program delivery. This information will be reviewed by the project staff to ensure continuous quality improvement.

Project Narrative

Collaborator meetings will be held every two weeks, with a formal data review report by the Project Director every sixty days. Collaborators' responses to interview and survey questions will facilitate Advisory Committee review of collaboration impacts.

The Advisory Committee includes all collaborators, an elementary school teacher and a parent representative of the school parent-teacher advisory board. The advisors will meet quarterly, assess progress and suggest necessary changes. Only teachers working with students, the School Social Worker, and their supervisors will have access to information that includes the names of students. The Advisory Committee will not review any individual case file. The Advisory Committee will participate in planning for each year based upon assessments.

While these procedures are appropriate as stated, the essence of our proposal requires almost constant feedback to project leadership, especially during the first year. Our school district, our community, our teachers and municipal leadership view the project as among the most essential for Wrangell's community welfare. The attached *Wrangell Sentinel* newspaper article is an indication of the intense concern in Wrangell about deteriorating youth behaviors.

In neighboring communities, we have seen outbreaks of extreme youth violence, community lock-downs, murders, suicides and other indicator of great risk. If this project is funded, it will be among our highest priorities to attend closely to every indication of success or limitation in our program model, take action based on sober reflection and hard data, and make changes and improvements to maximize the odds of success.

We do not consider it at all an exaggeration to state that creating a school counseling program and providing ongoing quality improvement and assurance may be among the most important steps Wrangell can take to safeguard its future.

We respectfully request your positive consideration of this proposal.

Other Attachment File(s)

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MANDATORY ATTACHMENTS: Cover Sheet

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Program Specific Assurances

SPOC List – EO 12372 not applicable in Alaska

Project Director Resume

Alaska Island Community Services Executive Director Resume

Wrangell Public School District Superintendent Resume

Project Evaluator Resume

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Budget Information ED 524

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• GEPA 427 STATEMENT ATTACHMENT GEPA 427 Statement

• PROJECT ABSTRACT ATTACHMENT Abstract.pdf

• PROJECT NARRATIVE Project Narrative.pdf

1. <u>Need (20 points)</u>	Narrative Page 1-6
2. <u>Quality of the Project Design (30 points)</u>	Narrative Page 7-14
3. <u>Quality of Management Plan (30 points)</u>	Narrative Page 15-21
4. <u>Project Evaluation (20 points)</u>	Narrative Page 21-25

• BUDGET NARRATIVE Budget Narrative.pdf

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.


Richard Rhodes

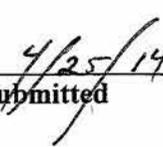
Signature of Authorized Certifying Official

Superintendent

Title

Wrangell Public Schools

Applicant Organization



Date Submitted

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Intergovernmental Review (SPOC List)

It is estimated that in 2009 the Federal Government will outlay \$500 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided below by clicking on the State name.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within a State that does not have a SPOC, you may send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in [Appendix IV](#) of the Catalog of Federal Domestic Assistance.

ARIZONA

Matthew Hanson, GPC
 Statewide Grant Administrator
 ADOA, Office of Grants and Federal Resources
 100 N. 15th Avenue, 4th Floor
 Phoenix, AZ 85007
 602-542-7567
Matthew.Hanson@azdoa.gov

CALIFORNIA

Grants Coordination
 State Clearinghouse
 Office of Planning and Research
 P.O. Box 3044, Room 222
 Sacramento, California 95812-3044
 Telephone: (916) 445-0613
 Fax: (916) 323-3018
state.clearinghouse@opr.ca.gov

DISTRICT OF COLUMBIA

Office of Partnerships and Grant Services
 300 E Street, NW (Judiciary Square)
 Washington, DC 20001
 Telephone: (202) 727-8900
<http://opgs.dc.gov>

GEORGIA

Barbara Jackson
 Georgia State Clearinghouse
 270 Washington Street, SW, 8th Floor
 Atlanta, Georgia 30334
 Telephone: (404) 656-3855
 Fax: (770) 344-3568
gach@opb.state.ga.us

KENTUCKY

Lee Nalley
 The Governor's Office for Local Development
 1024 Capital Center Drive, Suite 340

ARKANSAS

Tracy L. Copeland
 Manager, State Clearinghouse
 Office of Intergovernmental Services
 Department of Finance and Administration
 1515 W. 7th St., Room 412
 Little Rock, Arkansas 72203
 Telephone: (501) 682-1074
 Fax: (501) 682-5206
tracy.copeland@dfa.state.ar.us

DELAWARE

Lindsay Lewis
 SPOC / Federal Aid Master Contact
 Budget Development, Planning and Administration
 Office of Management and Budget
 122 Martin Luther King Jr. Blvd. South
 Dover, Delaware 19901
 Telephone: (302) 672-5115
Lindsay.Lewis@state.de.us
<http://budget.delaware.gov/clearinghouse/fedgrants.shtml>

FLORIDA

Lauren P. Milligan
 Florida State Clearinghouse
 Florida Dept. of Environmental Protection
 3900 Commonwealth Blvd.
 Mail Station 47
 Tallahassee, Florida 32399-3000
 Telephone: (850) 245-2161
 Fax: (850) 245-2190
Lauren.Milligan@dep.state.fl.us

IOWA

Kathy Mabie
 Iowa Department of Management
 State Capitol Building Room G12
 1007 E Grand Avenue
 Des Moines, Iowa 50319
 Telephone: (515) 281-8834
 Fax: (515) 281-7076
Kathy.Mabie@iowa.gov

LOUISIANA

Terry Thomas
 Louisiana SPOC for EPA Grant
 Office of Management and Finance

Frankfort, Kentucky 40601
 Telephone: (502) 573-2382 Ext. 274
 Fax: (502) 573-1519
Lee.Nalley@ky.gov

MAINE

Amanda Rector
 State Economist
 Governor's Office of Policy and Management
 181 State House Station
 Augusta, Maine 04333-0181
 Telephone: (207) 287-2873
 Fax: (207) 287-6489
Amanda.Rector@maine.gov
<http://maine.gov/economist/igr/submit.shtml>

MICHIGAN

Calvin Johnson
 Southeast Michigan Council of Governments
 1001 Woodward, Suite 1400
 Detroit, Michigan 48226
 Telephone: (313) 324-3339
 Fax: (313) 961-4869
cjohnson@semcog.org

NEVADA

Department of Administration
 Office of Grant, Procurement, Coordination &
 Management
 SPOC
 209 E. Musser Street, Room 200
 Carson City, Nevada 89701
 Telephone: (775) 684-0222
grants@admin.nv.gov

NORTH DAKOTA

Jeff Rotenberger, CISSP, GSEC
 Energy Program Manager
 Division of Community Services
 1600 East Century Avenue, Suite 2
 Bismarck, North Dakota 58502-2057
 Telephone: (701) 328-4137
 Fax: (701) 328-2308
jprotenberger@nd.gov

SOUTH CAROLINA

Bonny L. Anderson
 State Budget Division
 1205 Pendleton Street, Suite 529
 Columbia, South Carolina 29201
 Telephone: (803) 734-0435
 Fax: (803) 734-0645
banderson@budget.sc.gov

WEST VIRGINIA

Mary Jo Thompson
 Director, Community Development Division
 West Virginia Development Office
 Building 6, Room 553
 Capitol Complex
 Charleston, West Virginia 25305
 Telephone: 304-558-2234
 Fax: 304-558-3248
Mary.j.thompson@wv.gov

GUAM

Kate G. Baltazar
 Administrator
 Guam State Clearinghouse
 Office of *I Segundo na Maga'lahañ Guåhan*
 Office of the Governor
 P.O. Box 2950
 Hågatña, Guam 96932
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 Fax: (671) 472-2288
Kate.Baltazar@guam.gov

PUERTO RICO

Ing. David Rodríguez / Luz H. Olmeda
 Puerto Rico Planning Board
 Federal Proposals Review Office

LA Department of Environmental Quality
 P.O. Box 4303
 Baton Rouge, LA 70821-4303
 Phone (225) 219-3840
 Fax: (225) 219-3846
Terry.Thomas@la.gov

MARYLAND

Linda C. Janey, J.D.
 Assistant Secretary
 Maryland Department of Planning
 301 West Preston Street, Suite 1104
 Baltimore, Maryland 21201-2305
 Telephone: (410) 767-4490
 Fax: (410) 767-4480
clearinghouse@mdp.state.md.us
www.planning.maryland.gov/redistricting

MISSOURI

Sara VanderFeltz
 Federal Assistance Clearinghouse
 Office of Administration
 Commissioner's Office
 Capitol Building, Room 125
 Jefferson City, Missouri 65102
 Telephone: (573) 751-0337
 Fax: (573) 751-1212
sara.vanderfeltz@oa.mo.gov

NEW HAMPSHIRE

Joanne O. Morin
 New Hampshire Office of Energy and Planning
 Attn: Intergovernmental Review Process
 Michele Zydel
 107 Pleasant Street, Johnson Hall
 Concord, New Hampshire 03301
 Telephone: (603) 271-2155
 Fax: (603) 271-2615
michele.zydel@nh.gov

RHODE ISLAND

Benny Bergantino
 Division of Planning
 Rhode Island Department of Administration, 3rd Floor
 One Capitol Hill
 Providence, Rhode Island 02908
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 Governor's Office of Planning and Budget Utah State
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 Salt Lake City, Utah 84114-2210
 Telephone: (801) 538-1027
 Fax: (801) 538-1547
stategrants@utah.gov

AMERICAN SAMOA

Pat M. Galea'i
 Federal Grants/Programs Coordinator
 Office of Grants Policy/Office of the Governor
 Department of Commerce
 American Samoa Government
 Pago Pago, American Samoa 96799
 Telephone: (684) 633-5155/4116
 Fax: (684) 633-4195/2269
patgaleai@americansamoa.gov

NORTH MARIANA ISLANDS

Antonio S. Muna
 Special Assistant for Management
 Office of Management and Budget
 Office of the Governor
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Debra Gottlieb (Acting Director)
 Director, Office of Management
 and Budget

P.O. Box 41119
San Juan, Puerto Rico 00940-1119
Telephone: 787-723-6190
Fax: 787-722-6783
Olmeda_L@jp.gobierno.pr

#41 Norre Gade Emancipation Garden
Station, Second Floor
Saint Thomas, Virgin Islands 00802
Telephone: (340) 774-0750
Fax: (340) 776-0069
dbgottlieb@omb.gov.vi

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to Hal_Tran@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the *Catalog of Federal Domestic Assistance* or CFDA (<http://www.cfda.gov>) and the Grants.gov website (<http://www.grants.gov>).

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Education

M.ED. Educational Leadership. Type B Administrative Credentials. University of Southeast Alaska – Juneau.

Bachelor of Science in Special Education. Moorhead State University, Moorhead, MN. Graduated May 1994. Magna Cum Laude. Emphasis in Learning Disabilities, Emotional and Behavior Disorders, Mild to Moderate Handicapped, and Coaching.

Associate of Arts Degree, Northland Community College, Thief River Falls, MN. Graduated with Honors, June 1991.

Professional Experience

Elementary Principal, Wrangell Public Schools, January 2014 – present.

Thorne Bay Special Education Teacher, Early Childhood – Gr.12, Southeast Island School District (SISD). 2009-present.

- Case managed and provided services to student with ED, LD and various low-incident disabilities.
- Co-taught with regular education teachers based on student needs and topics requested by teachers.
- Provided individualized instruction in one-on-one, small group and full class settings.
- Supported teachers with resources and strategies for classroom differentiation and interventions.
- Scheduled, trained and supervised paraprofessionals.
- Developed strong relationships with parents to collaboratively plan for after school tutoring, summer school, credit recovery and HSQGE preparation.
- Organized and implemented outdoor leadership retreats for middle school girls.
- Coached middle school volleyball.

Elementary Classroom Teacher and Special Ed. teacher, Naukati School, K-6, SISD. 2008 – 2009.

- Taught all subject and specialty areas for elementary students.
- Planned, directed, and monitored special education paraprofessional's duties and responsibilities.
- Organized community engagement and on-going extra-curricular activities for students.

District Wide Special Education Itinerant Teacher, SISD, K-12. 2007-2008.

- Collaborated with regular education teachers in 5 schools on Prince of Wales Island.
- Coordinated times and resources for delivery of services with regular education teachers at 5 sites.
- Conducted distance education over Video Teleconference with 2 sites.
- Directed delivery of services for paraprofessionals.

Behavior Specialist – District wide, Kenai Peninsula Borough School District. 2006-2007.

- Conducted functional behavior assessments in multiple regular education classrooms across the district
- Developed, implemented and trained positive behavior support plans and crisis plans.
- Assisted in transitioning students from residential settings to regular classroom and vice versa.
- Monitored behavior intervention plans and revised when necessary.

Early Childhood/Elementary Special Education Teacher, Alak School, North Slope Borough School District, Wainwright, AK. 2005 – 2006.

- Built bridges between home and school for students with Inupiat heritage to improve services.
- Provided resource room instruction to Pre-K - 6th grade students.
- Co-coached middle school boys and girls basketball.

EB/D, LD, DCD .5 Middle School Special Education Teacher, Warroad Middle School, MN. 2004 – 05.

- Case managed LD students
- Taught middle school English class, Math class, and study hall.

EB/D, LD High School Special Education Teacher, Warroad High school, MN. 1994 – 1999.

- Provided resource room instruction. Team-taught Basic English and History classes.
- Developed life-skills program, including afterschool social club.
- Connect students with supportive services such as local ALC, DVR, ARC.

Homebound Instruction, Roseau School District, 1996.

- Acted as liaison between school teachers and home for teen mother.
- Provided instruction and direction for all regular ed classes for teen mother.

Administration Internship Responsibilities:

Thorne Bay School: 2013-2014.

- Development, revision, implementation, and monitoring of the Naukati SI plan.
- Wrote protocols and compiled forms for district-wide Lead Teacher Handbook.
- Presented PD on differentiated instruction and creating SMART goals to use in conjunction with Data Analysis.
- Wrote, modified, and created Emergency Quick Reference Guides for 8 different sites based on District Crisis Management Policy.
- Substituted for school principal in his absence.
- Posting, interviewing, hiring, and training paraprofessionals and other support staff.
- Conducted staff meetings.
- Created newsletters.
- Peer coaching
- Professional Learning Community chair.

Related Administrative Experience

Pacific Rim International Conference on Disabilities Presented on the use of video-teleconferencing to provide services to our remote sites. Spring 2010.

Business owner; Once Upon a Story. Consulted teachers and parents, presented educational workshops, and sold educational materials, Salol, MN. 1998-2006

Steering Committee Chair and Board Chair and Member. North Region Pregnancy Care Center. Roseau, MN. 2000-2005.

Governor MN of Student Council for Exceptional Children. President of local SCEC, facilitated meetings, organized events, participated in national CEC conference in Colorado 1993-1994.

Assistant Latchkey Coordinator. Coordinated activities, work schedules, and communication with parents. Thief River Falls, MN. 1989-1991.

Related Trainings

- Reaching the Tough to Teach graduate class
- Talented and Gifted graduate class
- Behavior is Language graduate class
- Understanding Aggression graduate class
- Mandt training.
- Crisis Prevention/Intervention training.
- Read Naturally
- Dibels
- Lindamood Phoneme Sequencing (LiPS) and Seeing Stars Reading and Spelling Programs.
- Read 180
- MAPS training
- Rehab services seminars Seattle (Speech Pathology; Physical and Occupational Therapy)
- STAR Reading and STAR Math

MARK WALKER

(b)(6)

PROFESSIONAL EXPERIENCE

July 1989 to Present	<i>Executive Director</i> Alaska Island Community Services Wrangell, Alaska
August 1978 to June 1989	<i>Psychiatric Social Work Supervisor</i> Gateway Community Mental Health Center Ketchikan, Alaska
September 1977 to May 1978	<i>Clinical S.W. Internship</i> Veterans Administration Outpatient Clinic Los Angeles, California
February 1977 to September 1977	<i>Clinical S.W. Internship</i> Family Services of Orange County Westminster, California
March 1975 to September 1977	<i>Community Worker</i> Regional Center of Orange County Orange, California
September 1974 to March 1975	<i>Counselor</i> Florence Crittenton Services Fullerton, California
January 1975 to March 1975	<i>Counselor</i> Extended Opportunities Program Fullerton College Fullerton, California

EDUCATION

University of Southern California Los Angeles, CA	<i>Master of Social Work</i> 1978
University of California at Santa Cruz	<i>Bachelor of Arts</i> Psychology 1974

PROFESSIONAL LICENSES

State of Alaska Licensed Clinical Social Worker
Chemical Dependency Counselor I



(b)(6)

Superintendent of Schools, Wrangell, Alaska

Professional Experience

Wrangell Public School District, Wrangell, Alaska

- Superintendent July 2011 – Present
- Schools rated 4 and 5 out of 5 in State rating system with the number 1 rated Middle School in the State at 67% free/reduced. 100% of students proficient in language arts in 5th, 7th and 8th grade. 10th grade math scores increased from 54% to 95% proficient or advanced in 2013.
- Served additional duties as Curriculum Coordinator, Technology Director, E-rate Coordinator and Grant Coordinator, Title 1 Coordinator, Migrant Education Coordinator,
- Manage 4 million dollars annually in Federal grants.
- Generated new revenue to continue the Shop and Art teaching positions in the High School.
- During this time period provided interactive white boards in all classrooms and one-to-one mobile technology devices to students in the middle school 2012 and elementary school 2013.

Big Valley Joint Unified, Bieber, California

- Superintendent July 2008 – January 2011
- Increased test scores in all schools by driving development of modified curriculum and training standards.
- Led application of data to drive instruction through Edusoft data disaggregation software.
- Implemented staff collaboration days, Response to Intervention model, and the nine essential components of successful schools.

Pacheco Union Elementary School District, Redding California

- Superintendent 2005-2008
- Implemented staff collaboration days, common standards and grade level continuum.
- Led Prairie Elementary School from a similar school ranking from the bottom 10% to the top 10% of 100 comparable schools.



Black Butte Union Elementary School District, Shingletown, California

- Principal/Superintendent 1996-2005
- 2002/2003 Superintendent/Principal of the Year Shasta County, California
- Spearheaded continuous improvement plan that increases scores for seven straight years.
- Concurrently led Black Butte Elementary School from similar school ranking from the bottom 10% to the top 10% of 100 similar ranked schools.
- Led both Elementary and Junior High 2002/2003 to be awarded as top schools in California.
- 2003 increased test scores by 21 points (88% free and reduced)
- 2002 Delivered API increase of 40 points
- 2001 Increased test scores in 20 of 29 areas.
- 2000 Increased test scores in 27 of 32 areas

Education

UNIVERSITY OF SOUTHERN CALIFORNIA (USC), Los Angeles, CA 2005
 Doctorate of Education (Ed.D.) Educational Leadership, School Accountability

DISSERTATION - Closing the Achievement Gap – Demonstrating how low performing students outperform socially economically advantaged students when appropriate factors are addressed.

SCHOOL BUSINESS MANAGER’S ACADEMY 2001

CALIFORNIA SCHOOL LEADERSHIP ACADEMY
 Senior Associate 2000

SIMPSON UNIVERSITY, Redding, CA
 Masters Degree in Education Administration 1997

CHICO STATE UNIVERSITY, Chico, CA 1992
 Bachelor of Arts



OTHER

2012 – Present University of Alaska Southeast –Juneau - Professional Development Instructor

Trainer of Trainers for Smartboard Technologies, interactive whiteboards co/sponsored with Chariot Group private technology company.

2012 Alaska Pacific University, Anchorage, Alaska = Professional Development Instructor , Alaska State Standards

Adjunct Professor, Simpson University 2007 – 2009.

Adjunct Summer Professor, (onsite) Republic of Korea (South) ,Tests, Measurement and Assessment Theory

PUBLICATIONS

Rhodes, Richard, Coaching Kids: Opportunities to teach and learn. Bottom Line Magazine. February 2002

Rhodes, Richard, Hayward, Steven, Basic Coaching Skills, Building Leadership in Youth Sports, American Coaching Institute 2000

PROFESSIONAL AFFILIATIONS

Education Consultant, United States Department of Education –Washington D.C. 2011 - ongoing

Chair-Elect 2013 Southeast Regional Resource Center Board Member, Executive Committee, State

of Alaska 2011 – Present Adjutant, Judge Advocate, Finance Officer, American Legion Post 6,

Wrangell, Alaska 2011 - Present

Board Member, Wrangell Chamber of Commerce 2011 - 2012

Michael J. Brown, LMSW

EDUCATION

1. **New Mexico Highlands University**, Las Vegas, NM
Master of Public Affairs, concentration in applied sociology, (ABT).
2. **New Mexico Highlands University**, Las Vegas, NM
Master of Social Work, clinical concentration, August, 2011.
3. **University of Massachusetts Amherst**, Amherst, MA
BS in Biochemistry, May, 1980.

EMPLOYMENT, INTERNSHIPS, AND VOLUNTEER WORK

Employed with Alaska Island Community Services, Wrangell, AK -- June 2013 to present

I perform several functions at this agency:

1. I maintain a clinical caseload providing psychotherapy to a diverse group of people. This involves scheduling, assessment, treatment planning, building a therapeutic relationship, and helping people challenged with emotional and behavioral hurdles.
2. I am the grant manager for nine grants, both state and federal, that requires me to manage the various project directors, ensuring they are fulfilling the requirements of the grant. I am also responsible for writing the quarterly reports and providing other information as requested by the grantors.
3. I am the Project Director for the federal SAMHSA Primary and Behavioral Health Care Integration grant, which requires the management of a team of healthcare professionals, the development of evaluation tools, the development and production of wellness programming, and the development and production of educational materials.
4. I am the Evaluator on the State of Alaska's Strategic Prevention Framework – State Incentive Grant that is implemented in both Wrangell and Petersburg. This requires me to not only collect and report data to state agencies, but to design the various required data tools for collection, tracking, and reporting purposes. I work closely with people involved in implementing this program as well as with those at the state level who review the collected data.
5. I am also involved in the writing of grants as part of a team effort. This writing involves great attention to detail and meeting deadlines.

Intern/Shelter Manager/Counselor, Samaritan House, Las Vegas, NM, Summer 2010

My main task was to operate the shelter five days per week. This included all aspects of physical shelter operations. I also designed and operated a counseling program at the shelter, which was very popular and effective. I coordinated my efforts along with a community program that provided case management services. The combined efforts of case management and supportive counseling resulted in greater access to community services as well as helping guests who sought to obtain entitlements to cope with the frustrations inherent in navigating government agencies. The counseling service that I provided also created a respectful and confidential space for guests to talk about events from their past or to cope with current issues.

Intern/Counselor, St. Elizabeth Shelter, Santa Fe, NM, Summer 2011

My main task in this position was to provide on-going counseling to shelter guests. Since there was no counseling program in place and since the shelter had never provided this service, I was responsible for setting up the program and running it. I also designed and ran a mindfulness/relaxation group once per week at the shelter, which many guests found helpful in dealing with the stress inherent in being homeless. At the request of the Program Director, I wrote an orientation guide for future clinical social work interns who might seek a position at the shelter. Finally, I gave a lengthy and in-depth seminar presentation to the shelter staff, about thirty people, on the topic of hidden issues to consider when helping the homeless population, such as transference, counter-transference, learned helplessness, and value conflicts.

OPTIONAL ATTACHMENTS: Cover Sheet

Job Description of School Social Worker

Job Description of Certified Teacher

Letter from Police Chief McClowsky

Wrangell Sentinel Article on Bullying of Elementary Students

Job Description – School Social Worker

Status: Full Time
Supervisor: Mark Walker, Executive Director

Summary: The School Social Worker will be located at Wrangell Public School to serve students in grades K – 8. The social worker will provide direct services to students, teachers, administrators and families as appropriate to meet the behavioral health needs of students, in order to help students reach their potential and overcome personal, family or other factors that limit a student's capacity to thrive, achieve and relate success to his environment. The social worker will collaborate with School District Staff and the AICS Behavioral Health Department to ensure wrap around care for children with appropriate needs. The social worker will be expected to have an understanding of the educational process, an understanding of the psychosocial development of children, and of the influences of family, community, and cultural differences as they interact with the educational process.

Duties Include: Assessment of student needs; Management of behavioral health issues requiring students to be removed from classroom; Support empowerment of students to overcome personal challenges; Where appropriate advocate for student needs; Provide culturally competent services; Provide individual and family therapy; Provide social skills training; Provide crisis intervention services; Complete social developmental and functional assessments that will target skill-deficits to address; Referrals to community agencies; Coordination of services with community agencies; Report suspected child abuse/neglect; Provide short/long-term case management services to individual students; Coordination of services with other disciplines within the school; Address child abuse and neglect, due process, and liability issues; Serve on the Advisory Committee; Maintain accurate and appropriate case records and documentation; Adhere to the National Association of Social Workers code of ethical behavior and professional practice; Work with the family system when appropriate.

The school social worker will promote: an atmosphere of safe, caring and drug free schools; student self-esteem; anger management; impulse control; substance abuse prevention, assist families with the interpretation of school policies and procedures, provide strategies to help parents be actively involved in their children's educational experiences.

Qualifications:

Master's Degree in Social Work or related discipline
Licensure as a Social Worker by the State of Alaska

Personal Requirements:

Understanding of wellness-based approaches.
Ability to work well with children and cooperatively with other staff.
Solid understanding of child development and change efforts.
Excellent verbal and written communication skills.
Comfortable managing concurrent tasks and meeting deadlines.
Demonstrated record of good work attendance.

Wrangell Public Schools

Position Title: K-8 Life Skills Teacher

Reports to: Principal

Classification/Grade: Full-time/Exempt

Job Goal: Provide instruction, conflict resolution skills, appropriate learning activities and experiences to students that will ensure students reach their potential for intellectual, emotional, physical, behavioral and social growth to enable students to develop competencies and skills to function successfully in society.

Required Qualifications: Alaska Type A Teaching Certificate with Endorsement in Elementary Education, K-8.

Desirable Qualifications: Experience in supervising youth consistent with the age group of the school; experience working with students who exhibit challenging behaviors in the classroom.

- *Is congenial with students, staff, and parents.
- *Is able to work with students who may be at-risk or may have special needs.
- *Maintains a positive attitude about his/her position.
- *Maintains confidentiality.
- *Is fair and equitable in the treatment of all students.
- *Immediately reports concerns or criticism to supervisor.
- *Serves as a role model for students in speech, conduct, and appearance.
- *Displays initiative.

Major Performance Responsibilities:

- Provide student skills training using the Botvin Life Skills Training Program and PATHS.
- Develop activities that enhance student self-concept.
- Offer suggestions for purchasing materials and equipment.
- Train staff to work with students who have challenging behaviors in the classroom
- Assist teachers in coping with challenging student behaviors
- Participate in district inservice.
- Attend state/federal meetings as necessary
- All other duties as assigned by the principal.



WRANGELL POLICE DEPARTMENT & CORRECTIONAL CENTER

A. Douglas McCloskey Chief of Police

431 ZIMOVIA HIGHWAY, P.O. BOX 1168 • WRANGELL, ALASKA 99929-1168
Phone: (907) 874-3304 • Fax: (907) 874-2173 • wrgakpd@aptalaska.net

Mr. Richard Rhodes
Superintendent
Wrangell Public School District
350 Bennett Street
Wrangell, AK 99929

Dear Mr. Rhodes:

This is to offer our strong support for your effort to develop a school counseling program aimed at curbing violence in Wrangell Schools and providing an opportunity for children with emotional and family issues to find resolution before problems escalate to a dangerous level.

There have been serious behavioral issues among youth in Wrangell, and we consider your decision to focus on the younger children to be the best approach to addressing the issue in a meaningful and long-term manner.

Based on our experiences with troubled youth, we support the plan to collaborate directly with Alaska Island Community Services to integrate school counseling with behavioral health interventions where appropriate to ensure a comprehensive approach to childhood issues. This will be of great benefit as family problems and factors affecting the child outside of school directly relate to the behavior issues we at the Police Department see every day.

Thank you for undertaking this effort. We are prepared to cooperate with your program and strongly support public funding to provide a counseling program for the school.

Sincerely,

(b)(6)

Doug McCloskey
Chief of Police

Wrangell Sentinel

News

April 3, 2014

Vol. 112, No. 14

Administrators work to resolve behavior issue

By Brian O Connor

One day earlier in the school year, a mother said her unidentified Evergreen Elementary School student came home with a concussion, a bloody nose, a split lip, and a sprained ankle.

He had been bullied by older students off school grounds, he told his mother. His assailants had repeatedly banged his head against the ground, causing the concussion, she said. The student and his mother went to the hospital, where he was briefly treated, and then released, his mother said. Middle school students may have been involved (that later turned out not to be the case, school officials and the mother said). The most likely culprits were older students at the school, who – when the mother went to pick him up one day – threatened to kill her son and made obscene gestures, she said.

She says she called superintendent Rich Rhodes, who tried to set up a conference among the parents, only to be told that the parents of the bullies didn't believe what school officials were saying about their children. Principal Deidre Jenson later took steps to address the problem, particularly at recess, where students would sometimes pull the student out of sight of monitors to intimidate or harass her son, the mother said.

Next, the child's mother claims to have gone to the police. An officer told her the matter was "out of their jurisdiction."

Police declined specific comment about the issue in question, other than to reaffirm the judgment of the officer. The issues concerning any violence involving two minors can be complicated, said Lt. Merlin Ehlers, a department spokesman. Wrangell lacks a dedicated juvenile justice court meaning travel is involved with all youth cases, he noted.

"There's an age factor involved," he said. "We definitely have issues because of the distance of the juvenile services to our town. It's not something the state can fund or make happen because you don't have the workload. Our ability to take care of them is sometimes limited."

It can be difficult for police to determine the aggressor in a bullying situation because of their sometimes-more-distant relationship with students, Ehlers said. Educators, who have a daily relationship with their pupils, are often a better fit, Ehlers said.

"They know the kids more than we do," he said. "The school has counselors and the ability to monitor the situation. There is an age factor. It's a combination of issues."

"It's not a quick fix," he added.

Things were getting worse, the mother said. The mother and son – the Sentinel has declined to identify either publicly, to avoid exacerbating the situation – engaged in a daily battle to go to school.

"He was always upset, he was saying he wished he was dead," the mother said. "I have to fight with him every morning to get him to go to school."

The assailants were also choosing other venues for their attacks, leading passersby to intervene on at least one occasion far from

school.

Finally, the victim's grandmother contacted the Sentinel. A Sentinel reporter took down her account of the situation, and directed the mother to school board members. A few weeks later, school officials offered the mother the opportunity to look at school pictures (which is how officials ruled out the involvement of middle school students) and identify her son's assailants. The Sentinel has withheld reporting on the issue in order to give school officials a chance to resolve the issue before discussing it publicly. Since her initial contact with the Sentinel in early March, school officials at all levels have worked hard to deal with the situation, she said.

"They're helping me to get to the bottom of what happened," she said.

School officials also declined to comment on or confirm specific details of the unnamed mother's case, saying to do so would violate educational privacy law.

Other parents have withdrawn their students over bullying, the mother said. Statistics suggest the mother and her son's experience aren't unique.

A 2007 national survey found that 49 percent of students in grades 4 - 12 experience bullying at some point during that period, according to www.stopbullying.gov, a resource website run by the US Department of Health and Human Services. Eliminating the possibility for bullying may ultimately prove impossible, said secondary school principal Monty Bunes, who served this week as acting superintendent while Rich Rhodes was traveling.

"I don't think you'd find any administrator in the nation that would say 'No we don't have any of that at our school,'" Bunes said.

At the same time, educators work to reduce and eliminate bullying both on-campus and off-campus.

"There's a lot of reaching out," he said. "The days of just 'boys will be boys' is really kind of gone. We have to address everything that happens."

"As an administrator, I view my role as I'm still responsible for those kids going back and forth to their homes as well," he added. "There may be a limit to how I can deal consequentially with some of these kids, but that doesn't mean I can't have them in my office and try to appeal to their sense of honor or right-and-wrong. It's not 'he's a 100 yards down the road - it's not my fault.' I have never operated that way."

Quantifying the scope of any potential bullying at the school system - mentioned obliquely during at least two school board meetings - has proven difficult. It is also difficult to say whether the behavior issue at Evergreen is better or worse than other schools in Southeast Alaska, or even the country, Jenson said.

While schoolyard bullies are still a part of everyday school life, school officials say no level of bullying is acceptable, Jenson said.

"One would be foolish to say there is no bullying at Evergreen Elementary; there is at every school in America," she wrote, in an e-mail. "One would also be foolish to say that, just because it occurs in every school, we should just accept bullying as the norm and teach our students to deal with it. That is not the norm, nor the goal at Evergreen. Each allegation of bullying is investigated and responded to with the intent of reaching our desired goals."

She acknowledged the school is dealing with behavior issues, but said they were normal.

"Where Evergreen has some current behavioral concerns, it is important to note that every year there are, just to varying degrees," she wrote. "Appropriate behavior is a skill that needs to be taught, like reading, writing or math."

Students will inevitably possess different skill levels, Jenson wrote.

The school has in the past employed socialization and character education programs like Second Step as a means to character education, and partnered with Alaska Island Community Services to provide counseling services for students who find themselves the victims of bullies, Jenson wrote. Since Jenson started as the interim principal in January, the school has also implemented a character education program referred to as "Six Pillars," based around the concept of recognizing and rewarding positive behaviors. The program is constructed around six core virtues: trustworthiness, respect, responsibility, fairness, caring and citizenship. The program also includes a Monday-morning assembly during which all students discuss birthdays, after-school activities, and reward good behavior with school-wide recognition.

School system figures record only what is known as the school's transfer rate – the number of students withdrawn before the end of term — without recording the reasons why parents have withdrawn their students. For example, the transfer rate also includes students withdrawn early to work on family fishing boats, and students who relocate because of changes in their parents' career or other relocations, school system officials said. Enrollment figures are also based not on bodies, but on equivalent rates and correspondence courses, and figures for the present school year won't be calculated until after the completion of the term, said Kim Powell, the school system's administrative assistant. Figures for the last two years show a largely stable student population. Enrollment figures provided by the school system show 14 students transferred out of the school system between 2011 and 2012. Six of those transfers came from Evergreen Elementary.

Surveys conducted with students at Wrangell High and Stikine Middle schools consistently rank those two schools highly for school security, Bunes said. The school system has recently concluded campaigns aimed at raising awareness of the issue surrounding bullying, and worked to prevent them, Bunes said. As recently as January, the school board reviewed the school system policy on bullying.

Beyond calculating the figures related to bullying, defining bullying or distinguishing it from other forms of school violence or even the sometimes inadvertently rough-edged school world – say a one-time fist fight or exclusion from peer groups – can be difficult, principals say.

"Not everything that people perceive as bullying is bullying," he said.

For example, a baseball team requires nine players, and a tenth member wants to join the team, but there are no positions.

"The perception from that kid who wanted to be in the group but didn't get in is that he was bullied," Bunes said. "The reality of that situation might be far different. Not every situation that comes across my desk that is reported to me as a bullying incident is a bullying incident."

"As administrators, we're put into the position where we have to delve into that incident and then deal with it on a case-by-case basis," he added. "Even a fight isn't necessarily bullying."

Alaska statutes required every school system to have a policy in place by July 1, 2007. The Wrangell policy was enacted in May of that year.

"Bullying is a written, oral or physical act undertaken with the intent of threatening, intimidating, humiliating, harassing or frightening a person that a) physically harms a person or damages the person's property; b) substantially interferes with a student's education or a person's job performance; c) is so severe, persistent or pervasive that it creates an intimidating or threatening educational or work environment; or d) substantially disrupts the orderly operation of a school," according to Wrangell Public Schools policy BP-5131.43. "Bullying may include but is not limited to, conduct such as physical abuse, damage or theft of another's property, exclusion from playground or school-related school activities, verbal taunts, name-calling, rumors, innuendoes, drawings, jokes, gestures, pranks and put-downs."

A later section of the Wrangell policy deals with cyber-bullying, which isn't required by Alaska Statutes.

The policy definition differs slightly from how principals engage with bullying, Jenson and Bunes said. Educators typically use three factors to distinguish bullying from other forms of school behavior: history, persistence, and severity, Jenson said. Police use similar factors to distinguish incidents of domestic abuse from isolated spousal struggles, Ehlers said.

Unlike fighting for example, bullying is a "repeated, malicious intent to cause harm and create a position of power over someone," she said.

Parents who know or suspect their child to be bullied have multiple options, Jenson said.

"The first step is probably to contact the teacher, or the supervisory people that were involved," she said. "Ask questions of your child, too. Do some background investigation of your own."

More resources are available at www.stopbullying.gov.

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE YEAR ONE	Federal Funds	Non-Federal
REVENUE		
Federal Grant Funds	\$ 196,681.42	
TOTAL: REVENUE	\$ 196,681.42	
EXPENSES		
1. PERSONNEL: SALARIES		
ADMINISTRATION: 0.06 FTE Project Director. This position will be staffed by Diedre Jenson, Elementary School Principal. 30 minutes per day (average including reporting, planning and oversight responsibilities.	\$ 5,207.00	
CERTIFIED TEACHING STAFF: 1.0 FTE Certified Elementary School Teacher to provide in-class life and social skills training to elementary students grades K - 8.	\$ 58,500.00	
TOTAL SALARIES	\$ 63,707.00	
2. PERSONNEL: FRINGE BENEFITS		
FICA/Medicare 1.45 %	\$ 923.75	
ESC State Unemployment 0.25%	\$ 159.27	
Retirement: TRS 12.56 %	\$ 8,001.60	
Health Insurance	\$ 25,275.00	
Workers Compensation .75%	\$ 477.80	
TOTAL: FRINGE (B)	\$ 34,837.42	
TOTAL : PERSONNEL (A &B)	\$ 98,544.42	
3. TRAVEL		
Project Director: Travel to Washington DC for Project Directors Meeting. Costs include: Airfare \$750; per diem \$180; lodging two nights in DC \$364; lodging Seattle one night \$139	\$1,433	
Project Director and One Project Staff Person: Travel to attend Safe and Healthy Schools National Conference in Washington DC. Airfare 2 persons \$1,500; per diem \$540 for 6 days two persons; DC hotel 2 people, 3 nights \$1,092; Seattle hotel two people, 1 night: \$278	\$ 3,410.00	
TOTAL: TRAVEL	\$ 4,843.00	
5 SUPPLIES		
Botvin LifeSkills Program Supplies . This life skills program will be purchased and utilized in grades 6 - 8. Costs include: Student workbooks for year 1 (66 @ \$5 each = \$330; Teacher Manuals for the three grades 3 @ \$75 = \$225); Program CD (\$40); Freight (\$100); Additional Botvin-related supplies (\$100).	\$ 795.00	

HRM "Wise Owl Bully-Stopper Kit: For grades K - 2, includes a video program and associated program materials. (\$330); additional wise owl materials (\$100); Freight (\$45 based on purchase cost)	\$ 475.00	
PATHS (Promoting Alternative Thinking Strategies for grades 3 - 5) A social and emotional learning curriculum. (K - \$799, First Grade \$599, Second \$449, Third \$399, Fourth \$449, Fifth \$469.	\$ 3,164.00	
TOTAL: SUPPLIES	\$ 4,434.00	
6. CONTRACTUAL		
School Social Worker Contract. 1.0 FTE School Social Worker to be provided by Alaska Island Community Services (AICS). The school social worker will implement the elementary school counseling program under the supervision of the Project Director, and collaborate closely with the certified teacher who will conduct the classroom components of the program. The school social worker will oversee the relationship with behavioral health staff and other local clinical providers, arranging for referrals, support services and medical liaison. All primary care and behavioral health services in Wrangell are provided by AICS. The MOA covers personnel costs only. Supplies and other expenses are to be provided by the project, and are reported on their respective budget lines.	\$ 70,325.00	
Project Evaluator. Formal evaluation services including measurable outcome data and process evaluation conducted by an experienced evaluator will be provided by AICS. The evaluator will not be associated in other ways with the project and will provide independent evaluation using measurement tools and strategies consistent with federal expectations.	\$ 17,600.00	
TOTAL: CONTRACTUAL	\$ 87,925.00	
7. OTHER		
Botvin Teacher Training: Online training program will be purchased and used by the Certified Teacher to ensure teacher competence and institutional continuity and oversight.	\$ 235.00	
PATHS Teacher Training: Online training for in the PATH program for the Project Director and Certified Teacher who will use the training to: 1. provide the program as appropriate, 2. train teachers to provide the program, 3. inform the counselor regarding the program. (2 x \$350)	\$ 700.00	
	\$ 935.00	
TOTAL: DIRECT COSTS	\$ 196,681.42	
INDIRECT COSTS WILL NOT BE CHARGED TO THIS GRANT	0	
TOTAL: EXPENSE	\$ 196,681.42	

BUDGET NARRATIVE YEAR TWO	Federal Funds	Non-Federal
REVENUE		
Federal Grant Funds	\$ 195,237.74	
TOTAL: REVENUE	\$ 195,237.74	
EXPENSES		
1. PERSONNEL: SALARIES		
ADMINISTRATION: 0.06 FTE Project Director. This position will be staffed by Diedre Jenson, Elementary School Principal. 30 minutes per day (average including reporting, planning and oversight responsibilities.	\$ 5,389.00	
CERTIFIED TEACHING STAFF: 1.0 FTE Certified Elementary School Teacher to provide in-class life and social skills training to elementary students grades K - 8 and related teaching functions.	\$ 58,500.00	
TOTAL SALARIES	\$ 63,889.00	
2. PERSONNEL: FRINGE BENEFITS		
FICA/Medicare 1.45 %	\$ 926.39	
ESC State Unemployment .25%	\$ 159.72	
Retirement: TRS 12.56 %	\$ 8,024.46	
Health Insurance	\$ 25,275.00	
Workers Compensation .75%	\$ 479.17	
TOTAL: FRINGE (B)	\$ 34,864.74	
TOTAL : PERSONNEL (A & B)	\$ 98,753.74	
3. TRAVEL		
Project Director and One Project Staff Person: Travel to attend Safe and Healthy Schools National Conference in Washington DC. Airfare 2 persons \$1,576; periderm \$540 for 6 days two persons; DC hotel 2 people, 3 nights \$1,146; Seattle hotel two people, 1 night: \$292	\$ 3,554.00	
TOTAL: TRAVEL	\$ 3,554.00	
5 SUPPLIES		
Botvin Supplies: Workbooks for year 2 (66 x \$5 = \$330); additional related supplies \$100; and freight \$50 (based on purchase price)	\$ 480.00	
HRM "Wise Owl Bully-Stopper Kit: Additional Supplies for Year 2 including 10% freight fee)	\$ 110.00	
TOTAL: SUPPLIES	\$ 590.00	

6. CONTRACTUAL		
School Social Worker Contract. 1.0 FTE School Social Worker to be provided by Alaska Island Community Services (AICS). The school social worker will implement the elementary school counseling program under the supervision of the Project Director, and collaborate closely with the certified teacher who will conduct the classroom components of the program. The school social worker will oversee the relationship with behavioral health staff and other local clinical providers, arranging for referrals, support services and medical liaison. All primary care and behavioral health services in Wrangell are provided by AICS. The contract covers personnel costs only. Supplies and other expenses are to be provided by the project, and are reported on their respective budget lines. A formal memorandum of agreement is in place.	\$ 73,840.00	
Project Evaluator. Formal evaluation services including measurable outcome data and process evaluation conducted by an experienced evaluator will be provided by AICS. The evaluator will not be associated in other ways with the project and will provide independent evaluation using measurement tools and strategies consistent with federal expectations.	\$ 18,500.00	
TOTAL: CONTRACTUAL	\$ 92,340.00	
7. OTHER		
TOTAL: OTHER	0	
TOTAL: DIRECT COSTS	\$ 195,237.74	
INDIRECT COSTS WILL NOT BE CHARGED TO THIS GRANT	0	
TOTAL: EXPENSE	\$ 195,237.74	

BUDGET NARRATIVE YEAR THREE	Federal Funds	Non-Federal
REVENUE		
Federal Grant Funds	\$ 200,172.90	
TOTAL: REVENUE	\$ 200,172.90	
EXPENSES		
1. PERSONNEL: SALARIES		
ADMINISTRATION: 0.06 FTE Project Director. This position will be staffed by Diedre Jenson, Elementary School Principal. 30 minutes per day (average including reporting, planning and oversight responsibilities.	\$ 5,510.00	
CERTIFIED TEACHING STAFF: 1.0 FTE Certified Elementary School Teacher to provide in-class life and social skills training to elementary students grades K - 8.	\$ 58,500.00	
TOTAL SALARIES	\$ 64,010.00	
2. PERSONNEL: FRINGE BENEFITS		
FICA/Medicare 1.45 %	\$ 928.15	
ESC State Unemployment. 25%	\$ 160.03	
Retirement: TRS 12.56 %	\$ 8,039.66	
Health Insurance	\$ 25,275.00	
Workers Compensation .75%	\$ 480.08	
TOTAL: FRINGE (B)	\$ 34,882.90	
TOTAL : PERSONNEL (A &B)	\$ 98,892.90	
3. TRAVEL		
Project Director and One Project Staff Person: Travel to attend Safe and Healthy Schools National Conference in Washington DC. Airfare 2 persons \$1,650; per diem \$540 for 6 days two persons; DC hotel 2 people, 3 nights \$1,200; Seattle hotel two people, 1 night: \$300	\$ 3,690.00	
TOTAL: TRAVEL	\$ 3,690.00	
5 SUPPLIES		
Botvin Program Supplies: Workbooks for year 2 (66 x \$5 = 330); additional related supplies \$100; and freight \$50 (based on purchase price)	\$ 480.00	
HRM "Wise Owl Bully-Stopper Kit: Additional Supplies for Year 3 including 10% freight fee)	\$ 110.00	
TOTAL: SUPPLIES	\$ 590.00	

6. CONTRACTUAL		
School Social Worker Contract. 1.0 FTE School Social Worker to be provided by Alaska Island Community Services (AICS). The school social worker will implement the elementary school counseling program under the supervision of the Project Director, and collaborate closely with the certified teacher who will conduct the classroom components of the program. The school social worker will oversee the relationship with behavioral health staff and other local clinical providers, arranging for referrals, support services and medical liaison. All primary care and behavioral health services in Wrangell are provided by AICS. The contract covers personnel costs only. Supplies and other expenses are to be provided by the project, and are reported on their respective budget lines. A formal memorandum of agreement is in place.	\$ 77,500.00	
Project Evaluator. Formal evaluation services including measurable outcome data and process evaluation conducted by an experienced evaluator will be provided by AICS. The evaluator will not be associated in other ways with the project and will provide independent evaluation using measurement tools and strategies consistent with federal expectations.	\$ 19,500.00	
TOTAL: CONTRACTUAL	\$ 97,000.00	
7. OTHER		
TOTAL: OTHER	0	
TOTAL: DIRECT COSTS	\$ 200,172.90	
INDIRECT COSTS WILL NOT BE CHARGED TO THIS GRANT	0	
TOTAL: EXPENSE	\$ 200,172.90	

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

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

Name of Institution/Organization

Wrangell Public 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	63,707.00	63,889.00	64,010.00			191,606.00
2. Fringe Benefits	34,837.42	34,864.74	34,882.90			104,585.06
3. Travel	4,843.00	3,554.00	3,690.00			12,087.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	4,434.00	590.00	590.00			5,614.00
6. Contractual	87,925.00	92,340.00	97,000.00			277,265.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	935.00	0.00	0.00			935.00
9. Total Direct Costs (lines 1-8)	196,681.42	195,237.74	200,172.90			592,092.06
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	196,681.42	195,237.74	200,172.90			592,092.06

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization Wrangell Public 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**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Diedre		Jenson	

Address:

Street1:	350 Bennett Street
Street2:	
City:	Wrangell
County:	
State:	AK: Alaska
Zip Code:	99929
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907 874 2347	

Email Address:

djenson@wpsd.us

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

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No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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