

Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

Original

Applicant Information

1. Name and Address

Legal Name: Coalgate Public Schools

Address: P.O. Box 368

2 West Cedar Avenue

Coalgate
City

OK
State

Coal
County

74538 - 0368
ZIP Code + 4

2. Applicant's D-U-N-S Number

(b)(2)

3. Applicant's T-I-N | 7 | 3 | - | 6 | 0 | 8 | 4 | 2 | 2 | 3 |

4. Catalog of Federal Domestic Assistance #: 84. 2 | 1 | 5 | E |

Title: Elementary and Secondary School Counseling Programs

5. Project Director Alan Hicks, Fed Programs Director

Address: P.O. Box 368

Coalgate OK 74538 0368
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Organizational Unit

Emerson Elementary

0215E-040364

ORIGINAL

6. Novice Applicant Yes No

7. Is the applicant delinquent on any Federal debt? Yes No
(If "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.) F

- A - State
- B - Local
- C - Special District
- D - Indian Tribe
- E - Individual
- F - Independent School District
- G - Public College or University
- H - Private, Non-profit College or University
- I - Non-profit Organization
- J - Private, Profit-Making Organization

K - Other (Specify): _____

Application Information

9. Type of Submission:

-PreApplication -Application
 Construction Construction
 Non-Construction Non-Construction

10. Is application subject to review by Executive Order 12372 process?
 Yes (Date made available to the Executive Order 12372 process for review): ___/___/___

No (If "No," check appropriate box below.)
 Program is not covered by E.O. 12372.
 Program has not been selected by State for review.

11. Proposed Project Dates: 7 / 1 / 2004 6 / 30 / 2007
Start Date: End Date:

12. Are any research activities involving human subjects planned at any time during the proposed project period?
 Yes (Go to 12a.) No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?
 Yes (Provide Exemption(s) #): _____
 No (Provide Assurance #): _____

13. Descriptive Title of Applicant's Project:

Emerson Elementary Counseling Program

Estimated Funding

14a. Federal \$ 217,844 .00
 b. Applicant \$ _____ .00
 c. State \$ _____ .00
 d. Local \$ _____ .00
 e. Other \$ _____ .00
 f. Program Income \$ _____ .00
 g. TOTAL \$ 217,844 .00

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Joe McCulley

b. Title: Superintendent

c. Tel. #: (580) 927 - 2351 Fax #: (580) 927 - 2694

d. E-Mail Address: jmcculley@coalgateschools.org

e. Signature of Authorized Representative

Joe McCulley

Emerson Elementary Counseling Grant 84.215E
Coalgate, OK 74538

CONTENTS

Abstract	
Need for Project _____	1
Magnitude of the need	
Gaps or weaknesses	
Significance _____	7
The likelihood of system change	
The potential contribution	
The potential replicability	
Quality of the Project Design _____	10
Goals, objectives, and outcomes	
Appropriate design	
Reflects research and practice	
Linkages with other agencies	
Quality of Project Personnel _____	17
Equity in employment	
Qualifications key personnel	
Quality of the Project Evaluation _____	21
Methods of evaluation	
Objective performance measures	
Performance feedback and periodic	
Timeline _____	25
Budget Information	
Budget Narrative	
Budget Justification	
Assurances	
GEPA Response	
Appendices	

ABSTRACT

BACKGROUND: Coalgate is the county seat of Coal County, one of the poorest counties in Oklahoma. This community of 2,000 is characterized by high rates of poverty, illiteracy, unemployment, public assistance, crime, substance abuse, and child abuse and neglect. The district has three schools: high school, middle school, and Emerson Elementary, the targeted site for this proposal.

NEED: Emerson is characterized by high numbers of disadvantaged students (76%), minority students (42%) and students with disabilities (21%). The children are known for low academic performance and self-esteem, and high rates of delinquency and inappropriate and high-risk behaviors. Parental participation is minimal. *The children at this site have no counselor.* Elementary counseling services are piecemeal, serving only the neediest children through temporary programs set to run out very soon. Budget crunches at both the state and local level have made it impossible to serve all children equitably.

BASIS for PROPOSAL: An extensive body of research indicates elementary counseling services can increase academic performance and improve student behaviors. Research (Appendix A) has been used to plan a comprehensive counseling program dedicated to prevention, early intervention, and equity. The LEA will 1) Add counseling staff to bring the student to counselor ratio to that recommended by the ASHA, with dedicated services to Native Americans, 2) Implement an extensive parental outreach program, 3) Form a teamwork approach to service delivery through training/professional development, and 4) Strengthen linkages with external service providers.

A coordinator of counseling services will ensure the efficacy of the program. Key partners are the Choctaw Nation of Oklahoma, East Central State University, and the Department of Human Services.

EXPECTED OUTCOMES: Student outcomes for this project will be 1) improved academic performance as exhibited on district and state-mandated testing, 2) improved social/personal skills as reflected through reduced disciplinary referrals and juvenile offenses and an improved classroom climate.

EVALUATION: The LEA will contract with the Oklahoma Technical Assistance Center for data collection, analysis and evaluation of the program.

1. Need for Project (25 points)

A. The magnitude of the need for services to be provided or the activities to be carried out by the proposed project. (15 points)

Coalgate is a rural community of slightly more than 2,000 residents located in the heart of the Choctaw Nation and within the Tri-County Indian Nations Enterprise Zone. This is southeastern Oklahoma, the poorest quadrant of the state, and the area is rife with the academic, cultural and social ills that accompany extreme poverty and Native American culture. Both the school and community need help to address problems brought about by lack of opportunity and to reverse the prevailing sense of hopelessness in the area. The committee preparing this application has used multiple assessment tools and demographic data sources to show the need for an improved and expanded elementary school counseling program. To avoid redundancy in citations, the sources are sited as a composite footnote.¹

Economic need: Coalgate is the county seat of Coal County, and more than a third of the county's residents live here. The average household income is 35 percent below the state average, which is itself 20 percent below the national. The Department of Commerce reported in 2002 that 15 percent of Coalgate's workforce was unemployed after the area's only industry, a jeans factory with 500 employees, moved to Mexico. More than a fourth of the population is on some type of public assistance, and almost a third (30 percent) of the children live in poverty. In wider perspective Oklahoma ranks 45th among the nation's 50 states for poverty, and Coal county ranks 70th among the state's 77 counties (77 is worst).

Coalgate is a classic example of the strong association between poverty and social problems such as crime, poor health and low education levels. Law enforcement officers report a dramatic rise in the manufacture, sale and use of illegal drugs among both adults and young people. The county now ranks 69th in the state for child abuse/neglect, 70th for the number of children living in poverty, and 73rd for births to teen mothers. A fourth of the homes here are rental units, occupied often by families who qualify for HUD subsidized housing. Much of Coalgate's population is transitory because the town is near two prisons, and

¹ Most of the data for this section are taken from reports of the Oklahoma State Department of Education, the Office of Accountability, the 2000 U.S. Census, the Department of Commerce, the Oklahoma Kids Count FactBook, Oklahoma Office of Rural Health 2004, and local school, community and law enforcement records. Every effort has been made to use the most current data available.

families often move in and out to be near relatives there.

Juvenile crime, like adult crime, is on the rise. Juvenile offenses among Coalgate youth is almost double the state average. Authorities reported 254 offenses for juveniles ages 13-17 in the past three years; 55 involved weapons, 90 involved substance abuse. A few years ago, an independent needs assessment team surveyed students in grades 7-12 as to their level of risk behavior, using the *Youth Risk Behavior Survey* developed by the National Center for Disease Control and Prevention.² Local students scored from five to 26 points above the national average for use of alcohol, tobacco, and other illegal drugs, with most saying they started in elementary or middle grades. (Here, in cowboy country, smokeless tobacco use is rampant among the young.) Almost half the students (47.5 percent) said they had carried a weapon in the past month, compared to 18.3 percent nationally, and the number injured in a physical fight at school was 5.4 percent greater than the national average. While there are no figures to assess risk behaviors of the elementary students, the example set by older students does not bode well for the younger ones.

Coalgate is home to inordinately high numbers of Native Americans—double the state average—and educators are especially concerned for the futures of these children. According to the Department of Health and Human Services report *Healthy People 2000*, “the six major causes of early death for American Indians are unintentional injuries, cirrhosis, homicide, suicide, pneumonia, and complications of diabetes. Alcohol and obesity, often accompanied by diabetes, are also major risk factors. The increase in obesity among American Indians is 230 times higher than the general population. Alcohol abuse contributes to high rates of car accidents, suicide, homicide, domestic abuse, and fetal alcohol syndrome.”³ We must intervene early and in unique ways if our Native American students are to escape these dangers.

Educational needs: Coalgate’s three schools serve 765 students in grades PK-12. Ethnically, they are 58 percent Caucasian, 39 percent Choctaw Native American, and three percent other minority. Thirteen percent are classified as Limited English Proficient, primarily due to the Choctaw language still spoken in the home. More than 20 percent have identified disabilities (state average is 14.2 percent). District-wide, more

² YRBS survey is scheduled to be taken again next year.

³ These figures were compiled from the U.S. National Library of Medicine, National Institutes of Health, and the Department of Health and Human Services.

than two-thirds of the students qualify for free and reduced price meals.

There is great need for educational vision in this district. Almost a third of local adults are school dropouts, while only 16 percent have a college degree. Respective state averages are 19 and 26 percent. The local graduation rate of 67.6 percent is almost 11 points below the state average,⁴ Latest standardized data show Coalgate students at all levels scored below the state average on 14 of the 18 academic areas tested by the State Testing Program (OSTP).

Coalgate students are products of their heritage and environment. Increasing poverty has brought increasing troubles, which leaders know must be addressed—now—if we are to educate our children in a drug and violence-free environment. Studies on the link between poverty and learning establish that poor children are more likely to experience educationally damaging circumstances in their lives, including exposure to drugs, social diseases, poor nutrition, and toxic chemicals, as well as child abuse and neglect; others conclude that low income students can only keep pace with their more affluent counterparts “through determined, comprehensive, well-planned, cooperative efforts of parents and the school.”⁵ We must start early to engage our children if they are to graduate.

The target site: Students at Emerson Elementary, *who currently have no counselor*, will receive the services of this grant. All the conditions outlined above threaten their personal, social, and academic success and emphasize the need for comprehensive counseling services.

At Emerson, 24 teachers serve 405 students in grades PK-6. Twenty-six (26) percent live in single parent homes and growing numbers are being reared by grandparents or are (25) in foster care. More than three-fourths (75.5 percent) qualify for free or reduced price meals, and for many of these students, school meals provide the only quality nutrition of the day. The elementary physical education teacher reports that almost half of her students are obese or noticeably overweight. Latest Child Count showed 83 of the students have identified disabilities in 17 of the categories recognized as impediments to learning. Growing numbers are being diagnosed emotionally disturbed. The visiting psychologist, who has done extensive research on the

⁴ Profiles 2002—District Report, Oklahoma Office of Accountability.

⁵ School Poverty and Academic Performance, National Assessment of Educational Progress (NAEP), 1993. Emerson Elementary, Coalgate, OK - Elementary School Counseling Program

effects of toxic chemicals on brain development, reports that more than a few of the children he sees have difficulties related to toxicity, suspected to be from poor nutrition, drug/tobacco smoke, and methamphetamine cooking in the home.

Latest performance data from the OSTP show Emerson students have serious academic deficiencies. Reading and math scores are particularly disheartening. Almost half the third graders scored in the bottom two quartiles in both reading and math. Forty percent of the fifth graders scored in the bottom two quartiles for reading, and almost two-thirds (61.7 percent) scored in the bottom two for math. Disaggregated data show pockets of especially poor performance among Native American students, SES students, and students on IEPs.⁶ *No IEP student* scored above the bottom two quartiles in math; *no fifth grade IEP student* scored above the bottom two in reading. There is great need to integrate counseling within the instructional program to ensure that problems with placement, learning difficulties, and family issues do not impede these children's chances to meet standards.

Numerous incidents of distractive, disruptive, aggressive, defiant, and deviant behavior among Emerson students confirm the need for behavioral intervention if the school environment is to be conducive to learning. Disciplinary referrals are 24 percent higher than last year. Four Emerson students are already in serious trouble with authorities. Teachers are frustrated with their inability to encourage social graces and manage inappropriate behaviors. They are concerned with the high numbers of students who, while not disruptive, simply disengage from the learning process. Research over the past 40 years confirms that inappropriate behavior ignored at the elementary level will worsen as the child passes to higher grades. Other research shows that students who manage their behaviors affect their own success.

Given the harsh realities of life for Native American adults, there is grave concern for the futures of Emerson's 150 Indian children. Dr. Teresa LaFramboise, a nationally leading expert in the counseling needs of Native American students, believes a school counseling program is central to their healthy development. She writes, "Indian students today cannot rely upon [traditional] resources. Ideally, they should have access to help and guidance as they progress through their school years, confronting developmental problems and

⁶ Data include results from both 2002 final report and 2003, which has not yet been disseminated.
Emerson Elementary, Coalgate, OK - Elementary School Counseling Program

the concerns unique to the Indian person.”⁷ While education and tribal leaders work very hard to address the developmental needs of these children, their needs remain largely unmet, and without intervention, their futures may mirror those of their elders (re: p. 2, above). The LEA desperately needs special counseling personnel knowledgeable in issues unique to Native Americans.

B. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

Extensive needs assessment has identified five great gaps and weaknesses in counseling services that must be remedied if the district is to serve all students appropriately and equitably:

Lack of counseling personnel: The American Counseling Association, the American School Health Association, and the American Medical Association all recommend a maximum student to counselor ratio of 250:1. Nationally, the average student to counselor ratio is 470:1. In Oklahoma, the ratio is 350:1.⁸

At Emerson, the ratio is 405:0. But it was not always so. Following the results of the *Youth Risk Behavior Survey* (above), and prior to Oklahoma’s current funding crisis, the district had two counselors, four special education teachers, several paraprofessionals, a school psychologist who visited several days each week and access to testing assistance from the Regional Educational Service Centers (RES-C) of the State Department of Education (OSDE). In the past two years, budget woes at the state level have forced the OSDE to close service centers and the district to reduce its force by eight staff members, including the elementary counselor. The difficult decision was made in order to meet class size mandates.

To compensate for the loss of the counselor at Emerson, the LEA has filled in with resources from other programs. A Title VII grant provided the services of a Department of Human Services School-Based Social Worker. The SBSW is funded equally by DHS and Title VII and addresses issues ordinarily handled through DHS, such as truancy and crisis intervention. Additionally, an IDEA grant provides a school psychologist for eight hours weekly to serve the most pressing cases among the district’s 158 students with disabilities. Education leaders know these measures are not only piecemeal, but temporary, as the IDEA grant runs out at the end of this year and the Title VII runs out at the end of next. Without help, the district

⁷ *American Indian Children and Adolescents*, LaFrambois, T., & Graff Low, K, 1998.

⁸ State and national figures are from the Oklahoma State Department of Education, as reported in the *Daily Oklahoman*, p.3A, February 16, 2004. Coalgate figures are from school records.

will be left with one school counselor trying to serve 760 students at both sites. No specialized counseling services will be available to special populations with special needs. With the personnel requested in this proposal, the LEA can provide a student to counselor ratio of 270:1 for all students and a student to counselor ratio of 300:1 for Native American students.

2) Underinvolvement of parents: Many negative behaviors of Emerson students are rooted in unhealthy and unsupportive home environments (re: Sec #1, part A) where parents lack the skills and resources to cope with their own issues, much less attend to the academic and developmental needs of their children. The district now lacks the resources to help Emerson parents develop their parenting skills, and the Parents as Teachers (OPAT) program here was discontinued last year, leaving no organized program for parenting skills training at any age level. There is great need for a parental outreach program and coordinator to teach parents family unity and parenting skills, as well as to provide services in family settings when warranted. This project proposes that program.

3) Lack of training for educators: Other than the visiting psychologist and the SBSW, the special education teacher is the only person at Emerson with any specialized training in meeting guidance and counseling or mental health needs of children. Coalgate needs appropriate high-quality professional development to teach teachers and counselors necessary skills for early intervention and referral and to help teachers infuse their classrooms with such counseling-related practices as behavior management, character development and social skills. It also needs professional development in order to maximize services and build the capacity of the program to sustain itself beyond the funding period.

4) Inadequate partnerships with community and external service providers:

The school is fortunate to have a very close working relationship with the Choctaw Nation and local DHS personnel, and these partnerships have proven mutually beneficial for serving children and families. Additional partnerships between the LEA and other outside agencies could provide a wealth of counseling and counseling-related services as well, but those relationships are currently unmined. Specifically, the LEA needs partnerships with higher education to provide additional counseling personnel through practica and internships, and with other service agencies to provide programs such as anger management, substance abuse Emerson Elementary, Coalgate, OK - Elementary School Counseling Program

prevention and parenting skills. Agencies exist that will bring such services to the district at no-cost or low-cost, but the LEA currently has neither personnel nor finances to find and implement them.

5) Absence of cohesion and integration: Existing counseling services are extremely fragmented, largely due to lack of time and the absence of counselors and management personnel. If we are to truly serve the students, the district needs an integrated program, made effective through the teamwork and shared knowledge of educators, counselors and parents. The LEA needs a coordinator/administrator to manage all phases of project implementation, including training and collaboration among education and counseling staff. Such coordination will create a cohesive program that will improve instruction, and allow counselors to spend the majority of their time counseling students.

In summary, if the LEA is to close the gaps in service at Emerson, students need at least one full time and one half-time counselor, a social worker, contract options for other counseling and mental health care, and a counseling services coordinator to ensure effective management, cohesion and integration.

2. Significance (15 points)

B. The likelihood that the proposed project will result in system change or improvement. (5 points)

The proposed program will expand the counseling program at Emerson more than a hundred percent over the current program through the services of qualified counselors, social workers, and other mental health professionals. Substantial empirical evidence shows that such a comprehensive counseling program promotes student development and academic success.⁹ In fact, a summary of the No Child Left Behind Act reads: "Research shows that high-quality counseling services can have long-term effects on a child's well being and can prevent a student from turning to violence and drug or alcohol abuse... have shown positive effects on students' grades, reducing classroom disruptions, and enhancing teachers' abilities to manage classroom behavior effectively... and can help address students' mental health needs."¹⁰

In its efforts to design a high-quality program, the Counseling Committee spent many hours using the American School Counselor Association's National Model as a framework for a comprehensive, developmental program and many more hours aligning the project's goals, objectives and activities with

⁹ *Comprehensive school counseling programs: a review for policymakers and practitioners*, Borders & Drury, 1992.

¹⁰ NCLB Desktop Reference, U.S. Department of Education website, 2004.

research confirming the effectiveness of each. Our combination of counselors, social workers, psychologists and other support services provide what the ASCA calls “the missing link” in most counseling services.¹¹ It will increase the range, availability, quantity and quality of counseling services at Emerson. It will use an innovative approach to increasing the students’ understanding of self, peers and family. It will teach them to make decisions, behave appropriately, and prepare for their futures.

At its core, this project is designed to improve performance, behavior, and attitudes—and research suggests it will do so. Studies confirm the effectiveness of counseling activities which teach such programs as career awareness, peer mediation, violence and bully prevention, and self-esteem.¹² All these activities and more are present in Coalgate’s comprehensive model. Since currently only a shadow of a program exists at Emerson, massive improvements should result from comprehensive services. Among them are:

- ✓ Increased services to students in a student to counselor ratio recommended by the ASHA and in services that meet the range of student needs.
- ✓ Improved academic performance and behaviors of Emerson students.
- ✓ A more positive, stable classroom environment conducive to learning.
- ✓ Improved home environments through family services and parent outreach.
- ✓ Mutually beneficial community/agency partnerships bringing increased access to services.

B. The potential contribution of the project to the development and advancement of theory, knowledge, and practices in the field.

Coalgate’s primary aim for its project is to more effectively serve its students and their families, but in so doing, the LEA believes it can significantly contribute to the study of the field of school counseling:

First, the LEA will provide ample opportunity to examine what works among current theory and practice. Coalgate’s model brings a wide array of promising practices and proven effective counseling services to its students through an equally promising delivery model. All the program’s components are based on best practices as they have been defined by competent scientific researchers and authorities in the field of counseling and guidance, social services, and mental health. Coalgate’s model was developed

¹¹ Effectiveness of School Counseling, ASCA website, February, 2004.

¹² New York statewide evaluation study, *Journal of Counseling and Development*, Lapan, Gysbers, & Sun, 1997.
Emerson Elementary, Coalgate, OK - Elementary School Counseling Program

utilizing the framework of the American School Counselors Association National Model for school counseling programs, which seeks to direct *services to every student* and bring about change within the context of a district's overall plans. It is infused with leadership, advocacy, and collaboration (re: p. 15). Our project will encourage study of its effectiveness, and our findings can help guide programs in other schools.

Second, this project provides ample opportunity to examine what works among special and unique populations. While it is not intended to be a research project, the Coalgate project site is fertile ground for studying the application of counseling practices within multiple groups with varying needs. The LEA's counseling needs are tied to problems rooted in ethnicity, geography, lawlessness, generational illiteracy, and poverty. Our project will examine the effectiveness of a wide variety of services, to see what works with special populations in this district and what may be transferable to other districts with demographic similarities. In this context, the Coalgate model can question or verify current theory and best practices.

C. The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings. (5 points)

The Coalgate Counseling model is one with great potential for replicability, either in part or in its entirety. Many of the model's components are appropriate in a variety of settings.

To replicate the project in its entirety a school should have in common with Coalgate both a diverse student base and similar gaps in services. Students should represent high numbers of minority students, special needs students, disengaged and disruptive students, neglected students, and youthful offenders. Social conditions should include poverty, high rates of public assistance, child neglect, crime and drug abuse, lack of career and educational vision, and sloth. Gaps in services would include inadequate access to counseling services, lack of cohesion and communication among school staff and between school and parents, and an underdeveloped network of service providers.

But this project is also a practical one, so individual components could easily be replicated in a variety of settings. *In terms of service delivery*, our project is designed with four distinct components: 1) adequate access for students to appropriate counseling and mental health services, 2) teamwork among counselors, educators and parents, 3) partnerships with external service agencies to provide counseling and

counseling related programs, and 4) outreach to parents and other caregivers. Each component is backed by scientific research attesting to its effectiveness. Each addresses a particular objective, but all components intertwine to meet the ultimate goal of producing safe, smart and healthy children and citizens.

In terms of programming, the Coalgate project proposes a wide array of strategies to encourage healthy development. Programming is extended into the after-school hours and into homes, and strategies include both proven and promising practices, such as programs for research-based character education and conflict resolution. It is more likely that a district would have one or more, rather than all, of the same programming needs as Coalgate, i.e., improved behaviors, anger management, or character development. As they relate to individual needs analysis, single components of the Coalgate model can be added to an existing program in another school.

3. Quality of the Project Design (30 points)

A. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)

Coalgate has set two main goals for this project, one a performance goal for students, the second a process goal for the LEA. *Student objectives* are improved academic performance and improved behavioral skills which affect personal, social and intellectual growth. *LEA objectives* are the expansion and improvement of the overall counseling program at Emerson. All goals and objectives are designed to address the indicators of success outlined by the USDE for this program.¹³ The following matrix outlines goals, objectives, activities, expected outcomes and plans for measurement. Activities sometimes overlap in their aim to meet outcomes for each objective. Measurement is further outlined in Section 5, Evaluation, p. 20.

STUDENT GOAL: Improve the educational level and the social and personal lives of our students both as students and as family/ community members.			
OBJECTIVE	ACTIVITIES/STRATEGIES	OUTCOMES	MEASURES
1. Increase the intellectual development and consequently the academic performance	-Employ and retain counseling, social services and mental health professionals in sufficient numbers and with sufficient skills to meet the developmental (preventive and therapeutic) counseling needs of students.	1.1. By the end of the first year of the project, 65 percent of all Emerson students tested will in the top two quartiles on math and reading sections of	1.1.1. SAT9 and CRT results for 2005.

¹³ The Secretary's performance measures are 1) Closing the gap between the existing ratio of student to mental health professional and the ratio recommended by the ASHA, and 2) Reducing the number of disciplinary referrals for students receiving counseling services.
Emerson Elementary, Coalgate, OK - Elementary School Counseling Program

<p>of Emerson students</p>	<ul style="list-style-type: none"> -Focus on early intervention, assessment, identification, and referral of students. -Provide developmentally appropriate individual, small group, classroom and family counseling services. -Provide training for teachers, parents and other caregivers to help them recognize and intervene for students whose counseling needs are affecting their scholastic performance. - Coordinate guidance and counseling services with related academic assistance programs and after-school programs, i.e.: Study skills, Behavior management, Reading/math buddies, Tutors/mentors, Extended day programs - Ensure that counselors spend a majority of their time counseling students 	<p>the State Testing Program (OSTP).</p> <p>1.2. Emerson students will achieve adequate yearly progress (AYP) (as determined by the State Department of Education) on all sections of the OSTP.</p> <p>1.3. The percentage of Native American, SED and IEP students scoring in the bottom quartile in math and reading will be reduced by 10 % per year.</p>	<p>1.2.1. As concluded by the OSDE and announced in the district Academic Performance Index (API) Report for 2005.</p> <p>1.2.2. Attendance records</p> <p>1.3.1 OSTP and school test results compared to previous year</p>
<p>2. Improve the attitudes and behaviors of Emerson students by utilizing counseling services to teach healthy alternatives to negative behaviors such as violence, delinquency, substance abuse and sloth.</p>	<ul style="list-style-type: none"> -Focus on early intervention, assessment, identification, and referral of students. -Provide individual, small group and family counseling as needed. -Involve parents in counseling sessions and parenting skills training. -Implement age-appropriate in-school and after-school programs for personal/social relationship skills and career development including, but not limited to: <ul style="list-style-type: none"> -Character development -Social skills/etiquette -Conflict resolution -Anger management -Substance abuse prevention - Safety skills education -Self-esteem enhancement -Career awareness -Train educators, parents and other caregivers in ways to manage inappropriate behaviors in the home, school and social environments. - Ensure that counselors spend a majority of their time counseling students or in other activities directly related to counseling. 	<p>2.1. The number of referrals/suspensions at Emerson for disciplinary reasons will decrease by 25% per year for each year of the project.</p> <p>2.2. Juvenile offenses among Emerson students will decrease by 25% per year for each year of the project.</p> <p>2.3. Eighty (80) percent of the educators and parents who participate in the program will report significant improvement in the behaviors of students w/ whom they interact.</p> <p>2.4. Ninety (90) percent of the students and parents who participate in activities of the program will express satisfaction with program activities.</p>	<p>2.1.1. Office records of detentions, referrals, suspensions, 2004 = baseline.</p> <p>2.1.2. Teacher behavior checklists</p> <p>2.2.1. Juvenile enforcement records, using average 2002-2004 as a baseline.</p> <p>2.3.1. Surveys of parents and educators</p> <p>2.4.1. Surveys of students and parents.</p>
<p>LEA GOAL: Expand and improve counseling services at Emerson Elementary. (PROCESS)</p>			
<p>3. Provide all Emerson</p>	<ul style="list-style-type: none"> -Employ one full-time certified school counselor and/or licensed professional 	<p>3.1. The ratio of student to counselor or</p>	<p>3.1.1. Counts, School records,</p>

<p>students ready access to appropriate, necessary, and beneficial counseling services.</p>	<p>counselor.</p> <ul style="list-style-type: none"> -Engage as needed the contract services of other counseling and mental health care professionals in sufficient numbers and with sufficient skills to meet the counseling needs of all Emerson students. -Focus on early intervention, referral, evaluation & placement. -Provide individual, small group and family counseling and social services that are developmentally and site appropriate. -Coordinate counseling activities with students' academic programs such as: <ul style="list-style-type: none"> -Study skills -Reading/math buddies -Tutors/mentors -Extended-day programs 	<p>mental health professional at Emerson will meet or surpass the recommendations of the American School Health Association:</p> <ul style="list-style-type: none"> -for counselors 250:1, for psychologists 1,000:1, for social workers 800:1. 3.2. By the end of the first year of the project, the counseling program will have served at least twice as many students as were served in the previous year. 	<p>Counseling logs, Social worker logs, Time sheets</p> <p>3.2.1. School records, Counseling records Psychologist records Social worker records, using 2004 as a baseline.</p>
<p>4. Maximize the services of the counseling program through efficient management, colleague teamwork, program linkages, partnerships and outreach programs.</p>	<ul style="list-style-type: none"> -Hire a .50 FTE counseling services coordinator to manage all outreach, training programs and execution of services. -Add 1200 hours of counseling services through practica of graduate level university students seeking certification or licensing. -Institute parental outreach efforts. -Train teachers, parents and other caregivers to recognize and intervene for students with counseling needs. -Establish partnerships with external agencies such as, but not limited to <ul style="list-style-type: none"> -Department of Human Services, -East Central Oklahoma State University, - -Choctaw Nation of Oklahoma, -Oklahoma Bar Association, and -Others that will provide services such as, but not limited to, additional social workers, extended-day counseling and counseling-related services, trained mentors or tutors, and conflict resolution trainers. 	<p>4.1. Emerson students will have access to counseling and counseling -related services after school at least two days per wk.</p> <p>4.2. Administration, teachers and the counseling staff will deem the overall counseling program cohesive and efficient.</p> <p>4.3. The LEA will provide special program of counseling related services at least once a month, utilizing partner agencies.</p> <p>4.4. One hundred percent of the parents of students deemed in need of counseling will be contacted personally by counselors or teachers to encourage their participation.</p>	<p>4.1.1. Attendance records, Counselors' time logs</p> <p>4.2.1. Annual administrative evaluation of programs and staff.</p> <p>4.3.1. Coordinator records- calendar. Attendance records</p> <p>4.4.1. School records, call logs, parent surveys- feedback</p>
<p>5. Provide high-quality and appropriate training and professional development</p>	<ul style="list-style-type: none"> -Host or coordinate conferences, in-service, and workshops, including, but not limited to: <ul style="list-style-type: none"> -Intervention/referral techniques -Advocacy issues -Classroom and behavior management -Implementation of proven 	<p>5.1. All Emerson staff will participate in at least two training or professional development activities per semester for infusing their programs</p>	<p>5.1.1. Attendance, School records, Interviews</p> <p>5.2.1. District</p>

for all counselors, teachers and other school personnel involved in the counseling process.	<p>effective character education</p> <ul style="list-style-type: none"> -Improved parent involvement -Bullying and crisis prevention -Violence & substance abuse prevention -Effective teaming techniques -One-on-one assistance for teachers from counseling project personnel regarding problematic counseling issues. -Provide a Resource Library of professional materials re counseling. 	with counseling and related services. 5.2. Ninety percent of the participants in training / professional development will find the activities of high quality and beneficial to their assigned duties and to students.	professional development evaluation tools, Feedback forms
6. Increase the involvement of Emerson parents (including foster parents and surrogate parents) in the counseling process and other activities of their children.	<ul style="list-style-type: none"> -Begin an intense outreach program, led by the project coordinator and counselors -Provide training and staff development on ways to engage and communicate with parents. -Provide parenting and parenting skills workshops -Establish regular contact and increase rapport with parents of at-risk children. -Increase home-school visits and provide parent-child counseling when warranted. -Host at least one special parent-student event per quarter. -Enable more parental participation by providing services beyond the school day. -Provide a parent Resource Library. 	<p>6.1. The number of parent to school contacts will increase by 30 percent per year.</p> <p>6.2. The number of parents who participate in counseling activities will increase by 10% per year of the project.</p> <p>6.3. Eighty percent of parents who participate in the program will say they feel they are partners with school in issues regarding their children.</p>	<p>6.1.1. School records, using 2004 as a baseline.</p> <p>6.2.1. Attendance records, focus group interviews</p> <p>6.3.1. Parent surveys will document the level of parental satisfaction with the program.</p>

A timeline for the completion of all phases of the project has been included as the last page of the document. Please see page 25.

B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified. (5 points)

The design of this project will meet the needs of the target population by providing both Quality of Services and the appropriate Quantity of Services. The current counseling program meets the needs of only a few of the more seriously at-risk students. This program will add highly-trained professional counseling staff in sufficient numbers to handle all students' needs during the day and to extend those services to after school through a supervisor and counselor-interns. Retaining the services of the social worker and the school psychologist will provide high-quality specialized services to meet the more serious social and mental health care needs of all our children and, when warranted, the parents. This team of professionals will bring both quantity and quality to the project.

Additionally, the project will improve quality of services. External partnerships will help the LEA meet students' developmental needs through innovative and exciting counseling-related programs such as Character Counts, anger management, and bully, drug and violence prevention. Through professional development, teachers and other educators will learn to infuse their classroom activities with the elements of these programs. They will work with counselors and service providers to gain a greater understanding of their students' counseling needs and collaborate to serve them all, not just those with the most overt symptoms of need. Parents will improve their parenting skills and participate in counseling as a result of the parent outreach program. In its entirety, the program will meet our student and community needs.

Certainly there is great need in this district to identify early and support students at risk of school and personal failure (re: section 1, Need). But in order to meet those needs, a comprehensive program must also meet the needs of those who provide services. The services of this project are appropriately designed to 1) help students master studies and reverse the negative life conditions that often spawn failure, 2) help counselors and teachers develop a greater skills base for improving counseling and teaching through training, teamwork and collaboration, 3) help parents develop appropriate parenting skills and stay involved in the development of their children, and 4) help the school and other agencies form partnerships to provide services and better platforms from which to deliver those services. In order to meet these needs the proposed project offers a wide range of services for four major stakeholders.

Counseling Services to meet varied needs of stakeholders			
Students	Educators	Parents / caregivers	Partners / community
<ul style="list-style-type: none"> - Improved, equitable access to assessment, evaluation and referral - Counseling services-individual, group and family- multiple sites - Mentors and individual attention - Specialized counseling related programs, i.e., Character Counts, anger management, conflict resolution, social skills training, behavior mgt, crisis mgt, bully prevention, career exploration, self-esteem skills, drug and violence prevention education, suicide prevention, ethnic pride enhancement, - Study, tests and homework skills 	<ul style="list-style-type: none"> - Professional development - Teamwork and collaboration - Behavior and classroom management training - One-on-one counseling assistance - Crisis intervention - Pre referral training - Intervention training - Parent communication skills training 	<ul style="list-style-type: none"> - Counseling - Parent skills training - Parent advocacy - Home- school liaison - Home visits - Flexible hours - Behavior management training - Study skills & 	<ul style="list-style-type: none"> - Mutually beneficial programs - Ready audience for service delivery - Avenue for student advocacy - School-agency liaison

- After school access to programming - Half-time counselor dedicated to the service of Native American students.	- Increased parental partnerships	homework help training	
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C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10 points)

This project has been based on both the Oklahoma standards for school counseling programs and the national standards for school counseling programs, guaranteeing that the program reflects the latest research and best practices in school counseling. It meets all the statutory requirements for programs to be assisted under this grant program. The LEA began with a review of the literature to examine scientific studies of proven counseling programs and promising practices within those programs, using a collection of sources from the website of the American School Counselor Association (ASCA).¹⁴ (Appendix A)

The Coalgate model was then designed, using as a framework the National Model for Comprehensive School Counseling Programs developed by the ASCA¹⁵ and aligning the project's components with the requirements and recommendations outlined in the *Oklahoma School Counselors' Guide*.¹⁶ The Guide is based on Standard VI of the state standards for accreditation.

Both the Guide and the National Model encourage a team approach to data-driven systemic change within the district's overall goals for greater achievement and healthy development for students. The National Model was developed by leading school-counseling professionals from across the country. It has been widely reviewed and well-received by groups such as the National Association of Secondary School Principals and the American Counseling Association. The Model has four major components (re item B., p 13): foundation (*mission, philosophy, and standards*), delivery system (*curriculum, individual student planning, responsiveness, and support*), management (*teaming, advisory council, use of data, plans and protected time on task*) and accountability (*standards, reports, and auditing*). It defines the role and training of school counselors, as well. Using this model as a framework has given the LEA confidence its program is comprehensive in scope, preventive in design, developmental in nature, and grounded in research.

¹⁴ <http://www.schoolcounselor.org/content.cfm?>

¹⁵ *The ASCA National Model: A Framework for School Counseling Programs*, ASCA publications, Herndon, VA, 2002.

¹⁶ *The School Counselors' Guide: Developing a Comprehensive Guidance Program with Oklahoma Standards*, 1999, OSDE, 1999.

D. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 points)

The LEA has already established significant linkages with other agencies, but part of the goal of the project is to seek out and establish partnerships with other agencies and personnel that can help bring comprehensive services to Emerson students.

Current linkages: The school based social worker (SBSW) will be provided through a partnership between the school and the Oklahoma Department of Human Services. This partnership benefits the school by providing quality services backed up by state resources. No funds are requested for this service the first year, since the SBSW has one more year of service under the Title VII grant which currently pays half her salary. The SBSW program is a mutually beneficial one. DHS benefits by gaining access to families through the school, and the SBSW conducts classroom observations, schedules office appointments, and conducts counseling sessions, using the school as a base of operations.

The LEA will also partner with East Central Oklahoma State University of Ada to add counselor interns to the Emerson program. These university graduate students, who are seeking licensing or certification, will provide 1200 additional counseling hours to the children; in turn, the project will pay their tuition and mileage to and from the university, some 35 miles distant. These students will at all times work under the guidance of licensed and/or certified counselors, psychologists and social workers and will be supervised by the university.

A third partnership is with the Choctaw Nation of Oklahoma, which has been a strong partner with the LEA on many occasions to bring services to the Native American children. In this project, the Nation will provide parenting skills training for parents of Emerson children and mentors for those children who need, but do not have, a strong adult support base in their lives. In turn, the project will dedicate a licensed or certified counselor half-time to meeting the specific needs of the district's 150 Native American students. Additionally, the counseling services coordinator will serve as a liaison between the parents, school, and the Nation, maintaining a supportive and guiding presence for the program.

Memoranda of understanding from the three project partners are appended. (Appendix B, C, D)

Future linkages: The LEA plans to create a wide network of partnerships with agencies which will help to provide comprehensive counseling-related services to the project. They include, but are not limited to, the Oklahoma Bar Association (*conflict resolution and peer mediation*), the Coal County Extension Office (*parent training and character education*), Oklahoma Substance Abuse Services Association (*substance abuse prevention*), and local and state law enforcement (*safety and self-defense*). Most, if not all, the services of such agencies are at no cost.

It is also notable that the counseling project's advisory board members represent significant connections to counseling and counseling related fields. They will be involved in recommending the services of a variety of service providers. The list of advisory board members is appended. (Appendix E)

4. Quality of Project Personnel (10 points)

A. Extent to which the applicant encourages applications for employment from members of groups that have traditionally been underrepresented based on race, color, national origin, gender age, or disability. (5 points)

Almost half (42 percent) of the student body at Coalgate is minority, one in five of the students has an identified disability, and more than three-fourths are disadvantaged. Largely because of these factors, the LEA and its constituents are especially concerned with equity issues. The Board of Education traditionally adheres to all local, state and federal laws and regulations to ensure non-discriminatory practices in employment. Hiring for the Elementary Counseling Grant program will be done, as always, in compliance with equal opportunity guidelines.

It is common practice in this district to encourage applications from minorities and other groups which have traditionally been underserved. Because this community is home to such high numbers of persons who have been traditionally underrepresented because of race, national origin and disability, the LEA is particularly eager to encourage applications for employment from these groups. For example, we are committed to hiring a half-time counselor who will work exclusively with the Native American children, and will be extremely vigilant to see that the person selected is connected to and has a clear understanding of the issues peculiar to the Native American culture.

B. The qualifications, including relevant training and experience, of key project personnel. (5 points)

1) Project Administrator: Mr. Allen Hicks, the district's director of federal programs, will provide administrative oversight for the project. Mr. Hicks is a veteran administrator with more than 22 years in public school administration. He holds two masters degrees and advanced administrative certification. Mr. Hicks has a wide range of experience in all aspects of state and federal program development, implementation and evaluation, and has implemented and/or overseen a number of very successful grant programs in the past, including the 21st Century Community Learning Centers grant, the Teaching American History grant, IDEA grants, and Title VII Discretionary Grants. He reports to Mr. Joe McCulley, the Superintendent of Schools.

(Note: The project administrator's salary is provided in-kind, but the LEA requests the allowable administrative costs to cover the secretary's time that will be spent on records keeping.

2) Project Director/Counseling Services Coordinator (TBH): The district director of this project will also serve as the Coordinator of Counseling Services (CSC). This person will have appropriate knowledge of and experience in administration and/or counseling and social services, along with experience in management, community and human relations and communications. (S)He will possess excellent organization and communication skills and have an understanding of federal program requirements and guidelines. The preferred candidate will have experience in working with Native American and socio-economically disadvantaged clients. (S)He will report to the management team of the Project Administrator and the Superintendent.

3) FTE School Counselor (TBH): As defined by the program, this professional will be state or federally licensed or certified and hold a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs, or the equivalent. (S)He will have documented competence in counseling children in a school setting. The preferred candidate will have a minimum of five successful years experience in counseling in schools. (S)He will work closely with administrators and the CSC to provide appropriate programming for students and appropriate professional development and training for parents and teachers. (S)He will spend a majority of his/her time Emerson Elementary, Coalgate, OK - Elementary School Counseling Program

counseling students, both in and out of the school setting, including parents when warranted.

4) .50FTE School Counselor (TBH): Upon notification of award, the LEA will begin a search for a school counselor to work exclusively with the district's minority students. This counselor will possess the same or equivalent education, certification and/or licensing as the FTE counselor, above, but will also have successful experience in working with Native American and other minority students in a counseling position and have a firm grasp of the issues peculiar to Native American Choctaws. (S)He will serve as a liaison between the school, the Choctaw Nation, DHS and other providers of counseling and counseling related services. (S)He will spend a majority of his/her time counseling students and will work with the CSC and the Choctaw Nation to develop specific programming for Native American children and parents.

Note: Upon notification of award, Mr. Hicks, the superintendent and the advisory board will initiate a search for the appropriate project personnel (above) who are still to be hired (TBH). Complete job descriptions for these employees are appended. (Appendix F)

5) School Based Social worker: The current school-based social worker will be retained in her current position. Ms. Miranda Williams is a child welfare specialist with a degree from East Central State University and seven years experience in child welfare services and family support services. This professional staff member was selected jointly by the DHS and the LEA during implementation of Title VII grant last year. She was trained by DHS, and DHS is primarily responsible for her supervision. She will work with the CSC to develop and facilitate parent education support groups and will serve as a liaison between the school, DHS and other agencies providing needed social services such as, but not limited to financial assistance, nutrition, housing, medical care, teen pregnancy, and substance abuse prevention.

(Note: No funds are requested for this employee for the first year, as she is still funded jointly by DHS and the LEA's Title VII grant, which will terminate in 2005. Funds are requested to retain this professional during the second and third years of this project.

6) School Psychologist: Grant funds are requested to retain the services of Dr. Robin McGirk for 12 hours weekly to serve those children with serious mental health needs. Dr. McGirk is psychologist licensed by Texas and Oklahoma. He has extensive experience in psychodiagnostic assessment and evaluation, Emerson Elementary, Coalgate, OK - Elementary School Counseling Program

psychotherapy, and behavioral management. He has worked in both residential and outpatient treatment facilities and with multiple agencies, including DHS, mental health, and public schools. He has since 1986 been in private practice from Sherman, Texas, but travels to Coalgate weekly to serve disabled students through an IDEA grant that runs out in May; this proposal seeks to extend and expand his services.

7 Director of Special Education: The director of special education, Ms. Charlotte Canida, will work closely with the counseling staff. She is a career educator with a master's degree in special education, with emphasis on learning disabilities.

8. Instructional staff: All Emerson teachers hold an Oklahoma elementary teaching certificate.

9) Evaluation team: The LEA will contract with the Oklahoma Technical Assistance Center (OTAC) for data collection, analyses, and evaluation of this program. OTAC is the largest state-funded evaluation agency in Oklahoma, and has been awarded contracts to evaluate more than 400 state and federal grant projects, including all at-risk grant programs funded by Oklahoma.

The program evaluator for the project will be Dr. Kathleen McKean, Director of OTAC. She holds a doctorate in Applied Behavioral Studies with an emphasis on Research and Evaluation. Dr. McKean has evaluated federally-funded projects conducted by regional educational alliances, educational laboratories, and comprehensive centers; the funding streams included FIPSE, Eisenhower Programs, Law-Related Education, National Dropout Demonstration, FIRST Schools and Teachers, and the National Diffusion Network. She evaluated five programs that achieved validation through the DOE's Program Effectiveness Panel – noted for its requirements for rigorous, evidence-based findings.

Dr. Kelly Langley will assist Dr. McKean in the evaluation process. She holds a doctorate in Applied Behavioral Studies with an emphasis in School Psychology and is currently Evaluation Coordinator for OTAC. She has evaluated projects funded by both DOE and OSDE, including Oklahoma Developmental Disabilities Council, Character Education, Fund for the Improvement of Postsecondary Education, 21st Century Schools, Comprehensive School-Based Services, National Dropout Demonstration Assistance, and hundreds of state-funded projects serving high-risk children. Dr. Langley will collaborate with Dr. McKean on all aspects of instrument construction, data collection, and statistical analysis preparation/interpretation.

Emerson Elementary, Coalgate, OK - Elementary School Counseling Program

5. Quality of the Project Evaluation (20 points)

A. The extent to which the methods of evaluation are thorough, feasible, measurable and appropriate to the goals, objectives and outcomes of the proposed project. (10 points)

The LEA proposes a comprehensive, multi-method evaluation plan in order to ensure an ongoing review of the project's progress toward meeting goals and a thorough assessment of its overall effectiveness. Evaluation plans include both formative process evaluation and annual summative reviews. Both are necessary to understand how program plans and goals are translated into action, what problems are encountered, what successes are obtained, and what changes are needed. The LEA concedes its limited evaluation skills, and has engaged the help of state's most recognized evaluation agency. School personnel will help with data collection, but will always defer to the expertise of the OTAC team (re: Personnel).

Upon receipt of funding, OTAC evaluators will prepare a detailed data collection plan, specifying the data to be collected under each program goal and objective, the data collection timeline, the person(s) responsible for collecting data, and the timeline for data analyses and delivery of formal reports to the program directors. They have framed a preliminary set of questions to guide the evaluation, but the reader is reminded that these questions will be reviewed and revised by all stakeholders upon receipt of funding.

Evaluation Questions: Project Implementation:

-Was each objective met by its anticipated date? -If any changes or delays were noted, what factors were causal? -What was the level of participation in each project activity? -What strategies were used to meet participation goals? -To what degree did project activities meet the needs of participants? -What evidence of cost-effectiveness can be identified? - What structural components (management, support, awareness campaigns) were important in the success or failure of the project initiatives?

Evaluation Questions: Project Outcomes

-In what ways was student achievement affected, if at all? -In what ways was student behavior affected, if at all? -In what ways was student social interaction affected, if at all? -What problems did participants encounter? -What implementation strategies were particularly successful and/or unsuccessful? -How did project implementation factors affect project outcomes? -What unanticipated outcomes were observed?

Strengths and weaknesses of the program will be analyzed and documented. Although the evaluation strategies will be framed by the program goals, the evaluation process will be open to unanticipated outcomes. The Evaluation Matrix below provides a blueprint for the process and outlines the measures, methods, and procedures that will be used in evaluating the achievement of objectives.

EVALUATION MATRIX				
Objectives	Monitoring	Outcomes	Measures	Statistics/ Analyses
1. Improve academic performance of Emerson students.	Completion of project activities in accordance with timeline.	<ul style="list-style-type: none"> - By the end of the first project year, 65% of all Emerson students will score at the proficient levels on math and reading sections of the Oklahoma State Testing Program - Emerson students will achieve Adequate Yearly Progress in all areas. - Native American, SED and IEP students scoring in the bottom quartile will decrease by 10 % per yr. 	<ul style="list-style-type: none"> Grades OSTP Assessment Attendance records School test data 	<ul style="list-style-type: none"> Repeated-Measures analyses of variance; measures of effect size. Frequency counts and percentages
2. Improve Emerson students' attitudes and behaviors.	Completion of project activities in accordance with timeline.	<ul style="list-style-type: none"> - Behavior referrals and suspensions will decrease by 25% per year. - Juvenile offenses among target population will decrease 25% per year for each year of the project. - 80% of educators and parents will report significant improvement in student behavior. -90% of student participants will report satisfaction with activities. 	<ul style="list-style-type: none"> - Teacher behavior checklists. - Record of student detentions, referrals, suspensions -Participant surveys. 	<ul style="list-style-type: none"> Frequency counts & percentages Mean ratings. Qualitative analyses.
3. Provide all Emerson students appropriate, accessible, and beneficial counseling services.	<ul style="list-style-type: none"> - Completion of activities in accordance with timeline. -Review topics, curriculum group size & composition. 	<ul style="list-style-type: none"> - Ratio of student to mental health professional will meet the recommendations of American School Health Association. - By end of first project year, twice as many students will have received services as those the previous year. 	Attendance records.	<ul style="list-style-type: none"> Frequency counts & percentages Mean ratings.
4. Maximize counseling services through efficient management, teamwork, linkages, partnerships	<ul style="list-style-type: none"> - Project personnel hired. - Partnerships agreed upon. - Timeline for providing student services 	<ul style="list-style-type: none"> - Emerson students will participate in counseling and counseling related services twice a week after school. - The LEA will provide monthly counseling related services, provided by a partnering agency. - All parents of participating students deemed in need of counseling services will be contacted by project staff and 	<ul style="list-style-type: none"> Observation Attendance records Call logs 	<ul style="list-style-type: none"> Frequency counts and percentages Mean ratings. Qualitative

and outreach programs.	determined and finalized.	invited to participate in offered services.		analyses.
5. Provide high-quality, appropriate training and professional development for all school personnel involved w/ project.	- Review project timeline. - Review of training implementation and documentation of techniques and strategies	- All Emerson staff will participate in at least two training or professional development activities per semester - Ninety percent of the participants in training / professional development will find the activities of high quality and beneficial to their assigned duties and to students.	Participant Satisfaction Survey. Survey of faculty's comfort level in Intervening with student.	Frequency counts & percentages Mean ratings. Qualitative analyses.
6. Increase involvement of parents (inc foster & surrogate parents) in counseling and children centered activities.	- Review Outreach Program. - Review procedures for contacting parents.	- The number of parent to school contacts will increase by 40% for each project year. - Parents participating in counseling services will increase by 10% each project year. - 80% of parents who participate in services will say they feel partnership with school regarding their children	Participant surveys. Attendance records. Focus group interviews.	Frequency counts & percentages Mean ratings. Qualitative analyses.

B. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (5 points)

The matrix above illustrates that, to the extent possible, the measures are objective and produce quantifiable data. Program goals allow for both quantitative and qualitative data to be collected and reviewed. Quantitative data regarding student performance will be collected through the use of the state-mandated testing program, as well as using 2004 as a baseline. However, summative data such as these tell only part of the story; the evaluation team will also endeavor to document project outcomes that are evident through observations, case studies, focus groups, or other qualitative measures.

The LEA is mindful that accountability is at the forefront of education reform, and has planned both its goals and evaluation to align with the Department of Education's goals for meeting requirements of the Government Performance and Result Act (GPRA). Coalgate's goals are aligned with the six goals of the USDE's strategic plan, and expected student outcomes are aligned with the performance measures for assessing the effectiveness of the Elementary and Secondary School Counseling Programs.

The OTAC team will be responsible for constructing an appropriate research design and supervising

the construction of evaluation instruments. They will supervise the collection of data, analyze and interpret the project data, and prepare written reports of the findings.

C. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Evaluation will be utilization-focused, relying on Robert Stake's model to collect and analyze data regarding: 1) starting conditions, 2) procedures, and 3) results. A feedback loop from outcomes to intents allows for immediate decisions to modify or abort any function or activity. Evaluation will provide periodic information: 1) regarding the extent to which objectives are being reached and/or modified; 2) by which decisions can be made as to the continuation, modification, or elimination of various project procedures and activities; and 3) upon which the funding agency can make decisions regarding the success of the project.

Formative evaluation will provide continual feedback to project staff, as well as to school personnel and interested citizens. It will focus on the progress of the project in meeting each of the program goals and in the timely completion of all activities described in this application. The formative evaluation process will also provide results-based feedback to staff, counselors, faculty and participating district staff, and agency staff in partnership arrangements with the project. Quarterly evaluation meetings will allow program staff to adjust plans to compensate for any digressions.

OTAC and the LEA will cooperate to submit an annual performance report to the USDE regarding the project and project data, utilizing whatever format is required or requested.

The timeline for the completion of all project plans has been included on page 25.

IMPLEMENTATION TIMELINE FOR EMERSON COUNSELING PROJECT

Milestones	Timeline	Responsibility
Establish advisory board and plan project	February 2004	Coun Committee
Contact project partners- get MOUs	Feb 10, 2004	Administrator
Submit proposal	March 2004	Coun Committee
Renew contract with SBSW, psychologist	Upon notification of award	Administrators
Advertise positions	Upon notification of award	Administrators
Contract with external evaluation team	W/in 2 weeks of notification	Administrators
Recruit, hire licensed or certified counselors and Counseling Services Coordinator (CSC)	Begin upon notification – end by June 15.	Administrators
Meet with core staff to organize year	By July 1, 2004	Admin, CSC
Publicize award/Market program	Notification through August	Administrators
Order all materials and supplies	By July 1, 2004	CSC, Adm, Coun
Counseling staff meet with Evaluators	By July 15, 2004	CSC, Adm, Coun
Meet with ECSU; finalize practica	July, 2004	CSC, Adm, ECU
Prepare parent outreach program	By August 6, 2004	CSC, Adm, Coun
Advisory Board meets quarterly, or monthly, as needed	Begin August 15, 2004 End June 30, 2005	CSC, Counselors, Board Members
Evaluation Team visits to set baseline and formulate data collection plans	Quarterly, beginning August	CSC, OTAC, and relevant staff
Plan and implement Native American student and parent outreach programs	Monthly, beginning Aug. 1	NA counselor, CSC, Bd member
Identify professional dev needs of staff and plan/ prepare program to meet needs	By August 1, 2004 for inservice August 10	CSC, Counselors, Teacher reps
Identify and contact external service providers; set schedule for activities during and after school	Beginning July 1 – task is ongoing	CSC w/ Advisory Board, Partners, Counselors
Recruit parent participants of known at-risk	Before school begins	CSC, Counselors
First program inservice	August 10, 2004	CSC, Counselors
Begin identification, intervention, referral	August 13, 2004	Counselors
On-going project evaluation	Quarterly	OTAC, CSC
Special Parent-student event	Quarterly, beginning Sept	CSC
Ongoing monitoring and evaluation through surveys, testing, data collection	July 2004-June 2005	CSC, Couns staff, Admin, OTAC
Professional development/training in areas recognized as weaknesses by all staff.	August/Oct/Jan/March	CSC, Adm, Agencies
Implement components of the program, i.e., character education, social skills, self esteem, anger management, study skills, etc	Ongoing, introduce at least one new program monthly	CSC, Counselors, Teaching staff
One-on-one teacher advisement re classroom and behavior management	Ongoing, as needed and requested	Counselors, Psych, SBSW
Celebration of successes	Per semester	CSC, Adv Bd
Summative evaluation, EOY report to BOE	June, 2005	OTAC, CSC
Submission of report to USDE	Summer 2005 or as requested	OTAC, CSC, Adm



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

OMB Control Number: 1890-0004

Expiration Date: OMB Approved

Name of Institution/Organization

Emerson Elementary, Coalgate Public Schools, Coalgate, Ok 74538

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	101,750	121,750	121,750			345,250
2. Fringe Benefits	20,045	23,985	23,985			68,015
3. Travel	15,264	15,264	15,264			45,792
4. Equipment						
5. Supplies	13,425	7,575	5,350			26,350
6. Contractual	60,640	60,640	60,640			181,920
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs	211,124	229,214	226,989			667,327
11. Training Stipends	6,720	6,720	6,720			20,160
12. Total Costs (lines 9-11)	217,844	235,934	233,709			687,487

Budget Narrative Year One

Item:	Cost-Project	In-Kind	Objective
1 Personnel:			
Project Administrator @ .05 FTE		\$3,250.00	All
Licensed or Certified Counselor @ 1.00FTE	✓\$46,500.00		All
Lic or Cert (Native Amer) Counselor@ .50FTE	✓\$23,250.00		All
Counseling Services Coordinator @ .50FTE	\$25,000.00		All
Sch Based Soc Wkr @ 1/2 salary -LEA yr 1		\$20,000.00	All
Sch Based Soc Wkr @ 1/2 salary-DHS -yr 1		\$20,000.00	All
Project records keeper @ .04 Admin cap	\$7,000.00		All
2 Fringe Benefits @ District rate of .197 x \$101,750	\$20,045.00		All
3 Travel			
Travel and perdiem for two to attend annual grantees meeting in Washington- 2 days	\$2,400.00 ✓		LEA 1
Travel and perdiem for two to attend annual OSDFS National Conference - 3 days	\$2,800.00 ✓		LEA 1
Travel for counseling practica students -est 4 students X 90 days X 70 mi R/T X .32 cpm	\$8,064.00 <i>e</i>		Stu 1, 2
R/T Chicago-two for Character Counts - 3 days	\$2,000.00		Stu 2, LEA 5
Travel and perdiem for two to attend training			
5 Supplies and Materials, est \$25 per child			
Asst tool kits and rating forms, including, but not limited to:	\$10,125.00		Stu 1, 2
Behav Assessment System for Children			
Children's Depression Inventory			
Anxiety Scale			
Character Counts implementation kit <i>e</i>			
Parenting skills materials @ est 50 parents x \$20	\$1,000.00		LEA 3
Computer & SW for records management	\$1,500.00		All
Materials/books for Resource Library	\$800.00		LEA 3,4
6 Contractual			
Parent/Teacher training/Prof dev from partners/providers-minimum monthly		\$6,000.00	Stu 1, 2
Counselors - 1200 hours @ est \$30- ECSU		\$36,000.00	Stu 1, 2
Parent Classes & mentors- Choctaw Nation		\$7,200.00	All
Child Psychologist services @ 12 hrs/wk X \$90/hr X 38 weeks	\$41,040.00		Stu 1, 2
Supervisor/Mentor for University practica students @ \$500 per semester	\$1,000.00 <i>e</i>		Stu 1, 2
External Evaluation Team @ \$600 X 8 visits	\$4,800.00		LEA 1
Tuition for Practica students @ \$500 x 4 stu	\$2,000.00 <i>e</i>		Stu 1, 2
Couns/super after sch-2 hrs/175 day @\$20	\$7,000.00		Stu 1, 2
Costs for Character Counts Training x 2	\$1,600.00		Stu 1, 2
Specialists for 2 day inservice @ \$600 day	\$1,200.00		LEA 4
Presenters for qtrly special events @ \$500	\$2,000.00 <i>e</i>		All
9 Direct Costs	\$211,124.00	\$92,450.00	
10 Indirect Costs - N/A			
11 Stipends: Training/Professional Development			
24 teachers+couns+prin@ 12 hours X \$20	\$6,720.00		
12 Total Costs of project year one	\$217,844.00	\$92,450.00	

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Budget Narrative Year Two

Item:	Cost-Project	In-Kind	Objective
1 Personnel:			
Project Administrator @ .05 FTE		\$3,250.00	All
Licensed or Certified Counselor @ 1.00FTE	\$46,500.00		All
Lic or Cert (Native Amer) Counselor@ .50FTE	\$23,250.00		All
Counseling Services Coordinator @ .50FTE	\$25,000.00		All
Sch Based Soc Wkr @ 1/2 salary -LEA yr 1	\$20,000.00		All
Sch Based Soc Wkr @ 1/2 salary-DHS -yr 1		\$20,000.00	All
Project records keeper @ < .04 Admin cap	\$7,000.00		All
2 Fringe Benefits @ District rate of .197 x \$121,750	\$23,985.00		All
3 Travel			
Travel and perdiem for two to attend annual grantees meeting in Washington- 2 days	\$2,400.00		LEA 1
Travel and perdiem for two to attend annual OSDFS National Conference - 3 days	\$2,800.00		LEA 1
Travel for counseling practica students -est 4 students X 90 days X 70 mi R/T X .32 cpm	\$8,064.00		Stu 1, 2
R/T Chicago-two for Character Counts - 3 days	\$2,000.00		Stu 2, LEA 5
Travel and perdiem for two to attend training			
5 Supplies and Materials, est \$15 per child			
Asst tool kits and rating forms, including, but not limited to:	\$6,075.00		Stu 1, 2
Behav Assessment System for Children			
Children's Depression Inventory			
Anxiety Scale			
Character Counts implementation kit			
Parenting skills materials @ est 50 parents x \$20	\$1,000.00		LEA 3
Materials/books for Resource Library	\$500.00		LEA 3,4
6 Contractual			
Parent/Teacher training/Prof dev from partners/providers-minimum monthly		\$6,000.00	Stu 1, 2
Counselors - 1200 hours @ est \$30- ECSU		\$36,000.00	Stu 1, 2
Parent Classes & mentors- Choctaw Nation		\$7,200.00	All
Child Psychologist services @ 12 hrs/wk X \$90/hr X 38 weeks	\$41,040.00		Stu 1, 2
Supervisor/Mentor for University practica students @ \$500 per semester	\$1,000.00		Stu 1, 2
External Evaluation Team @ \$600 X 8 visits	\$4,800.00		LEA 1
Tuition for Practica students @ \$500 x 4 students	\$2,000.00		Stu 1, 2
Couns/super after sch-2 hrs/175 day @\$20	\$7,000.00		Stu 1, 2
Costs for Character Counts Training x 2	\$1,600.00		Stu 1, 2
Specialists for 2 day inservice @ \$600 day	\$1,200.00		LEA 4
Presenters for qtrly special events @ \$500	\$2,000.00		All
9 Direct Costs	\$229,214.00	\$72,450.00	
10 Indirect Costs - N/A			
11 Stipends: Training/Professional Development			
24 teachers+couns+prin@ 12 hours X \$20	\$6,720.00		
12 Total Costs of project year two	\$235,934.00	\$72,450.00	

Budget Narrative Year Three

Item:	Cost-Project	In-Kind	Objective
1 Personnel:			
Project Administrator @ .05 FTE		\$3,250.00	All
Licensed or Certified Counselor @ 1.00FTE	\$46,500.00		All
Lic or Cert (Native Amer) Counselor@ .50FTE	\$23,250.00		All
Counseling Services Coordinator @ .50FTE	\$25,000.00		All
Sch Based Soc Wkr @ 1/2 salary -LEA yr 1	\$20,000.00		All
Sch Based Soc Wkr @ 1/2 salary-DHS -yr 1		\$20,000.00	All
Project records keeper @ < .04 Admin cap	\$7,000.00		All
2 Fringe Benefits @ District rate of .197 x \$121,750	\$23,985.00		All
3 Travel			
Travel and perdiem for two to attend annual grantees meeting in Washington- 2 days	\$2,400.00		LEA 1
Travel and perdiem for two to attend annual OSDFS National Conference - 3 days	\$2,800.00		LEA 1
Travel for counseling practica students -est 4 students X 90 days X 70 mi R/T X .32 cpm	\$8,064.00		Stu 1, 2
R/T Chicago-two for Character Counts - 3 days	\$2,000.00		Stu 2, LEA 5
Travel and perdiem for two to attend training			
5 Supplies and Materials, est \$10 per child			
Asst tool kits and rating forms, including, but not limited to:	\$4,050.00		Stu 1, 2
Behav Assessment System for Children			
Children's Depression Inventory			
Anxiety Scale			
Character Counts implementation kit			
Parenting skills materials @ est 50 parents x \$20	\$1,000.00		LEA 3
Materials/books for Resource Library	\$300.00		LEA 3,4
6 Contractual			
Parent/Teacher training/Prof dev from partners/providers-minimum monthly		\$6,000.00	Stu 1, 2
Counselors - 1200 hours @ est \$30- ECSU		\$36,000.00	Stu 1, 2
Parent Classes & mentors- Choctaw Nation		\$7,200.00	All
Child Psychologist services @ 12 hrs/wk X \$90/hr X 38 weeks	\$41,040.00		Stu 1, 2
Supervisor/Mentor for University practica students @ \$500 per semester	\$1,000.00		Stu 1, 2
External Evaluation Team @ \$600 X 8 visits	\$4,800.00		LEA 1
Tuition for Practica students @ \$500 x 4 students	\$2,000.00		Stu 1, 2
Couns/super after sch-2 hrs/175 day @\$20	\$7,000.00		Stu 1, 2
Costs for Character Counts Training x 2	\$1,600.00		Stu 1, 2
Specialists for 2 day inservice @ \$600 day	\$1,200.00		LEA 4
Presenters for qtrly special events @ \$500	\$2,000.00		All
9 Direct Costs	\$226,989.00	\$72,450.00	
10 Indirect Costs - N/A			
11 Stipends: Training/Professional Development			
24 teachers+couns+prin@ 12 hours X \$20	\$6,720.00		
12 Total Costs of project year three	\$233,709.00	\$72,450.00	

Budget Justification

Emerson Elementary School, Coalgate, OK Counseling Grant

1. Personnel:

- The project administrator's salary is being provided in-kind, but the LEA requests a portion of the .04 administrative allowance to defray costs of the salary of a secretary whose duties will be substantially increased by records keeping for the project.
- Counselors' salaries based on scale for 10 month counselor with the required certification or licensing and five years experience. (the U.S. Department of Labor Occupational Outlook Handbook shows the median annual earnings for school counselors to be \$49,530)
- The Counseling Services Coordinator's salary is based on scale for a master's level administrator on a 10 month contract.
- The School Based Social Worker's salary and benefits are in-kind the first year by DHS and the LEA's Title VII grant. The applicant requests funds for .50FTE during the second and third years of the project.

2. Fringe Benefits:

- District rate is currently 19.7 percent.

3. Travel:

- Travel includes required trips to Washington to the annual grantee meeting (two days) and the OSDFS National Conference (three days). Estimated cost is for R/T flight Oklahoma to Washington, plus estimated cost of five days lodging, meals, taxi fare, etc.
- University students will commute from East Central State University. This is the LEA's best estimate of the miles they will travel at the district rate for mileage reimbursement.
- Two teachers, or a teacher and a counselor will participate in Character Counts training each year of the project. The training operates on a "train the trainers" concept, which will mean by the end of the project, the district will have sufficient competent trainers to take the project into the community as a whole. Travel costs are per Southwest Airlines R/T flight to Chicago, three days lodging and meals, and miscellaneous travel costs.

5. Supplies and Materials:

- These costs represent the LEA's best estimate for the assorted assessment and evaluation tools and counseling materials needed to administer the student program and to supply parents with books, videos, pamphlets, and other appropriate materials to assist them with parenting skills.
- Additionally, over the course of the project, the LEA will build a Resource Library for teachers and parents to help enable the district to sustain the project. Materials include books, audio and video cassettes, books on tape, and CDs of professional and parenting materials.
- The counselors and project administrators need a computer and appropriate software for managing the project's records

6. Contractual:

- Services of the child psychologist have been estimated at 12 hours per week at \$90 per hour for the duration of the school term. Because of the many children with serious emotional disturbances, these services are critical.
- Honorarium for the university supervisor has been set at \$500 per semester.
- OTAC fees are for \$600 per visit at two visits per quarter.

- Tuition for graduate level counseling students is approximately \$130/hr for four hour courses.
- A licensed/certified counselor will be in charge of after-school counseling activities and the supervision of the practica students during this time. Cost is per usual district extra-duty pay.
- Tuition for Character Counts training seminars for two educators.
- In-service will be taught by specialists in the field of child psychology. Fees are best estimate.
- The LEA plans for quarterly special events to feature speakers/authorities in counseling and counseling related fields in order to encourage student, parent and community attendance. Fees are best estimate.

11. Stipends:

- Stipends are requested for educators and counselors to participate in a minimum of 12 training and professional development. Cost is per usual district extra-duty pay.

Year Two budget variation:

- Funds are requested for ½ salary for the School Based Social Worker.
- Funds requested for supplies and materials are reduced to \$15 per student due to initial stock.
- No funds are requested for computer and software to manage records.
- Funds requested for Resource Library are reduced due to initial stock.

Year Three budget variation:

- Funds are again requested for ½ salary for the School Based Social Worker.
- Funds requested for supplies and materials are reduced to \$10 per student due to initial stock.
- No funds are requested for computer and software to manage records.
- Funds requested for Resource Library are again reduced due to initial stock.

Assurance: Funds from the Elementary School Counseling grant will be administered efficiently and effectively for the duration of the project. Funds will be used to supplement, not supplant funds from any other program at Coalgate. Funds from other programs, when appropriate, will also be used to support the Counseling Program. For example, Title VII funds will be used to provide a School Based Social Worker for the first year of the project.

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

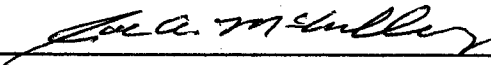
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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 the 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 (Clear Air) Implementation Plans under Section 176(e) of the Clear 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. §§1721 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, AAudits 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE	
		Superintendent	
APPLICANT ORGANIZATION		DATE SUBMITTED	
Coalgate Schools – Emerson Elementary		3-15-2004	

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

2 West Cedar Avenue

Coalgate, Oklahoma, 74538

Coal County

Check if there are workplaces on file that are not identified here.

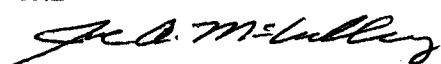
DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Coalgate Public Schools – Emerson Elementary	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Joe A. McCulley, Superintendent	
SIGNATURE	DATE
	3-15-2004

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion – Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

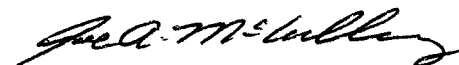
Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT PROJECT NAME	PR/AWARD NUMBER AND/OR
Coalgate Public Schools – Emerson Elementary	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Joe A. McCulley, Superintendent	
SIGNATURE	DATE
	3-15-2004

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract _____ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application _____ b. initial award c. post-award	3. Report Type: a. initial filing _____ b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: _____ Prime _____ Subawardee Tier _____, if Known: Congressional District, if known:		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
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 this 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: <u>Joe A. McCulley</u> Print Name: <u>Joe A. McCulley</u> Title: <u>Superintendent</u> Telephone No.: <u>580-927-2351</u> Date: <u>3-15-04</u>	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

Program Specific Assurances

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

1. assure that 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. assure that 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

John A. McCallister
Signature of Authorized Certifying Official

Superintendent
Title

Coalgate Public Schools – Emerson Elementary
Applicant Organization

3-15-2004
Date Submitted

Addressing Section 427 of GEPA

Coalgate has inordinately high numbers of minority students, students with disabilities, and students who are socioeconomically disadvantaged. For that reason, the LEA is particularly attuned to the goal for equity in administering the services of the school. Twenty-three of the district's educators are Native American, one is Hispanic, and one is disabled. Part of the mission of the counseling program is to see that no one is underrepresented due to race, ethnicity, disability, gender, social status, or any other condition which often results in someone being underserved.

Almost 40 percent of the student population at Coalgate is Choctaw Native American. It is our intent to use the services and activities of the Emerson Elementary Counseling Grant program to help them overcome the historical bias that has so long confronted them. The Choctaw Nation is one of our partners, and we will seek their advice on ways to ensure inclusion and participation by this important segment of our community. We will provide a half-time counselor whose duties are dedicated to bringing Native American children and adults into active participation in the program, and fostering ethnic pride among all the district's children of all ethnicities.

Similarly, students and families affected by disabilities and less than enviable family conditions often are not amenable to participating in school activities and services. We will ensure that the services of the counseling program are easily accessible to all these children and their parents. We will conduct outreach activities, such as personal contact, home visits, and extended hours to encourage their participation.

The Coalgate LEA is committed to leaving no child behind in this project.

Reviews of the research on school counseling show¹

- In studies on the effects of a small group counseling approach for failing elementary school students, 83 percent of participating students showed improvement in grades. (*Boutwell, D.A., & Myrick, R.D., 1992*)
- Research indicates that school counselors are effective in teaching social skills. (*Verduyn, Lord, & Forrest, 1990*).
- Group counseling by school counselors significantly decreased aggressive and hostile behaviors. (*Omizo, M.M., Hershberger, J.M., & Omizo, S.A., 1988*).
- A study on the effects of counseling on classroom performance found that the underachieving students who received counseling improved significantly on the Self-Rating Scale of Classroom Behavior and in mathematics and language arts grades. (*Gerler, E. R., Kinney, J., & Anderson, R. F., 1985*)
- School counselors were effective in reducing victimization by assisting victimized children, reducing bullying behaviors and modifying the school climate and structure behaviors and modifying the school climate and structure. (*Hanish, L.D. & Guerra, N.G., 2000*).
- Counseling services support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counseling indicated their classes were less likely to be interrupted and that their peers behaved better. (*Lapan, R.T., Gysbers, N.C., & Sun, Y., 1997*)
- In a Georgia study, the Behavior Rating Checklist (BRC) indicated statistically significant decreases in disruptive behaviors and significant increases in productive, on-task behaviors for both 3rd grade and 5th grade students tested. Language arts progress was statistically significant for both grade levels. (*Mullis, F. & Otwell, P., 1997*) (*Watts, V. & Thomas, B., 1997*).
- Students who have access to counseling programs reported being more positive, and having greater feelings of belonging and safety in their schools. (*Lapan, R.T., Gysbers, N.C., & Sun, Y., 1997*).
- In schools with effective counseling programs, principals generally provided enthusiastic support for the programs and encouragement to the counselors. Another common element was a clear understanding as to the goals of the school counseling programs. (*Sutton, J.M. & Fall, M., 1995*).
- Elementary guidance activities have a positive influence on students' academic achievement. (*Hadley, H.R., 1988*) (*Lee, R.S., 1993*)
- Individual and small-group counseling, classroom guidance and consultation activities seem to contribute directly to students' success in the classroom and beyond. School counselors should spend the majority of their time performing these interventions. (*Borders, L.D. & Drury, S.M., 1992*).
- Children who are experiencing family problems report being helped by school counselors. (*Rose, C.C. & Rose, S.D., Counseling programs have significant influence on discipline problems. (Baker, S. B., & Gerler, E. R., 2001)*)
- Comprehensive school counseling programs are important indicators of student safety and success. Students attending middle schools with more fully implemented comprehensive programs reported (a) feeling safer attending their schools, (b) having better relationships with their teachers, (c) believing that their education was more relevant and important to their futures, (d) being more satisfied with the quality of education available to them in their schools, (e) having fewer problems related to the physical and interpersonal milieu in their schools, and (f) earning higher grades. (*Lapan, R.T., Gysbers, N.C., & Petroski, G.F., 2001*)
- Counselor-led career interventions influenced the educational choices of students as they prepared for high school. (*Peterson, G.W., Long, K.L., & Billups, A., 1999*)
- School counselors have proven effective in preventing students from committing suicide. The most effective prevention programs start with younger students and portray suicide as a mental health problem, not a dramatic way of ending a life. It is essential that counselors involve the parents of students in the process. (*Jones, R., 2001*)
- Health and mental health care services can play an important role in violence prevention at all levels including preventing problem behaviors from developing; identifying and serving specific, at-risk populations; and reducing the deleterious effects of violence on victims and witnesses. (*Commission for the Prevention of Youth Violence, December 2000*)

¹ Resources from the web site of the American School Counselors Association. 2004.

**COOPERATIVE AGREEMENT
BETWEEN
OKLAHOMA DEPARTMENT OF HUMAN SERVICES
AND
COALGATE PUBLIC SCHOOLS**

The Department of Human Services supports Coalgate Public Schools in their efforts to secure funding through an Elementary and Secondary School Counseling grant from the U.S. Department of Education. If funded, the department will partner with the school to provide a school-based social worker as part of their proposal to provide counseling and social services to elementary students.

The department will provide a properly trained and certified social worker for the school and pay one-half of the salary and fringe benefits. Further, the department will provide normal departmental support and services and cooperate with the school to provide professional supervision and evaluation of the employee.

The school will pay one-half of the salary and fringe benefits of the school-based social worker and cooperate with the DHS to provide services to our population. Further, the school will provide on-campus office space and supplies for the social worker and cooperate with the DHS to provide professional supervision and evaluation of the employee.

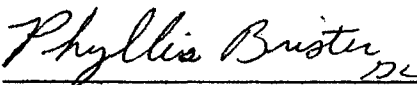
This agreement shall be for the duration of the funding cycle of the grant. However, the agreement may be terminated at any time by either partner. Both partners will work toward the goal of sustained services to our population beyond the scope of this project.



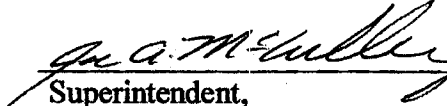
Authorized DHS Officer



3/10/04 Date President, Board of Education



Director, DHS, Coalgate, OK



Superintendent,
Coalgate Public Schools

**COOPERATIVE AGREEMENT
BETWEEN
EAST CENTRAL UNIVERSITY
AND
COALGATE PUBLIC SCHOOLS**

The Counselor Education Faculty and Administration of East Central University supports Coalgate Public Schools in their efforts to secure funding through an Elementary and Secondary School Counseling grant from the U.S. Department of Education. If funded, the University will partner with the School to provide counseling/psychological services as part of their proposal to provide counseling for elementary students.

The university will provide graduate level participants who will be assigned duties at E. E. Emerson Elementary School in fulfillment of university practicum requirements for certification. Further, the university will provide a faculty mentor who will serve as project consultant and cooperate with the school to provide professional supervision and evaluation of practicum participants.

The school will provide the opportunity for practicum experience for university students up to a total of 1200 clock hours per project year. The hours will be flexible to accommodate graduate student class and work schedules. Practicum participants will be paid mileage (to and from the assignment) at the district rate of .32/mi (120mile maximum per trip). The school will pay graduate level tuition at the university rate of \$135 per credit hour will contract with individual graduate faculty members to provide project consultation and mentoring services on a by-the-hour + mileage basis.

This agreement shall be for the duration of the funding cycle of the grant. However, either partner may terminate the agreement at any time. Both partners will work toward the goal of sustained services to our population beyond the scope of this



Authorized ECU Officer


3/4/04
Date



President, Board of Education



ECU Director of Counseling



Superintendent,
Coalgate Public Schools

**COOPERATIVE AGREEMENT
BETWEEN
THE CHOCTAW NATION OF OKLAHOMA
AND COALGATE PUBLIC SCHOOLS**

The Choctaw Nation supports Coalgate Public Schools in their efforts to secure funding through the Elementary School Counseling Programs Grant, CFDA # 84.215E from the United States Department of Education.

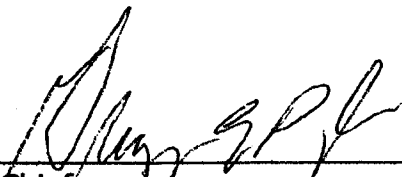
The Choctaw Nation and the school system share similar interests in serving the children and families of the Coalgate community, and the parties recognize a mutually beneficial arrangement can be established by working together to provide counseling and counseling related services to the children of Coalgate Schools. The parties hereby enter into a cooperative agreement to work together for the mutual benefit of both parties and for the betterment of the children at Emerson Elementary School.

If funded by the grant, the parties will share in the implementation of activities as outlined in the grant application. Shared activities will include the following:


Coalgate Public Schools will provide a .50FTE certified school counselor dedicated to the service of the Native American students in grades PK-6 and their parents, in addition to regular counseling and counseling activities provided at the school during the day and during extended-day programs.

The Choctaw Nation will provide parenting classes to the parents of Emerson students in grades PK-6. These classes will also be open to the parents of district pre-school age children, teen parents, and parents from the community at large. In addition, the Choctaw Nation will make mentors available from the Choctaw Management Services Enterprise to the project's children through the Nation's flexible release program for employees.


This agreement shall be for the duration of the funding cycle of the grant. However, either partner may terminate the agreement at any time. Both parties will work toward the goal of sustained services to our population beyond the scope of this project.




Chief,
Choctaw Nation of Oklahoma



President,
Coalgate Public Schools



Executive Director of Education
Choctaw Nation of Oklahoma



Superintendent,
Coalgate Public Schools

**Coalgate Public Schools
P.O. Box 368
Coalgate, OK 74538**

Emerson Elementary School Counseling Program Advisory Committee

<p>1. Allen Hicks, Director of Federal Programs Coalgate Public Schools P.O. Box 368 Coalgate, OK 74538 (580) 927-4022</p>	<p>2. Rev James Williams, Minister Assembly of God Church 206 W. Clay Street Coalgate, OK 74538 (580) 927-3020</p>
<p>3. Amy Mauk, Counselor Coalgate High School P.O. Box 368 Coalgate, OK 74538 (580) 927-2592</p>	<p>4. Dr. R. McGirk, Psychologist Sherman Exchange Bldg. 2007 Texoma Parkway Suit 194 Sherman, TX 75090 (903) 893-5344</p>
<p>5. Roger Cospers, City Manager City of Coalgate 1, South Main Street Coalgate, OK 74538 (580) 927-3915</p>	<p>6. Charlotte Canida, Director of Special Education Coalgate Public Schools P.O. Box 368 Coalgate, OK 74538 (580) 927-3560</p>
<p>7. Stephanie Stephens, Faculty E. E. Emerson Elementary P.O. Box 368 Coalgate, OK 74538 (580) 927-2350</p>	<p>8. Joe A. McCulley, Superintendent Coalgate Public Schools P.O. Box 368 Coalgate, OK 74538 (580) 927-2351</p>
<p>9. Joy Culbreath, Director of Education Choctaw Nation of Oklahoma Drawer 1210 Durant, Ok 74702 1-800-522-6170</p>	<p>10. Brandi Burris, Elementary parent P.O. Box 143 Coalgate, OK 74538 (580) 927-3142</p>

JOB DESCRIPTIONS FOR TBH

Wanted:

1) Coordinator of School Counseling Services

Person with minimum of five years' experience in managing programs for education, social services, or counseling and psychological services. Good community relations, human relations skills a must. The successful candidate will have a minimum of a master's degree in education, psychology or a related field and will have appropriate knowledge of and experience in administration, counseling, and psychological or social services in a school setting. (S)He will possess excellent organization and communication skills and have an understanding of federal education program requirements and guidelines. The preferred candidate will have experience in working with Native American and socio-economically disadvantaged clients. This person will serve as a liaison between the school, parents of students, the Choctaw Nation, DHS and other providers of counseling and counseling-related services to the school. Expect ten-month minimum service contract and flexible hours.

2) School Counselor:

Openings for one full time and one half-time Licensed Professional Counselor or Certified School Counselor to serve district elementary school of 400 students. Minimum of five years' successful experience in counseling children, preferably in a school setting. Experience in working with Native American populations a must for one position. This person will spend a majority of his/her time counseling students and will work with the Choctaw Nation to develop specific counseling program for Native American children and parents. Both positions require working in a team centered environment to provide appropriate programming for students and appropriate professional development and training for parents and teachers. Successful candidate will spend a majority of his/her time counseling students, both in and out of the school setting, including parents when warranted. Ten month contract.