

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Elementary and Secondary School Counseling Program

CFDA # 84.215E

PR/Award # S215E140307

Grants.gov Tracking#: GRANT11637518

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

Closing Date: Apr 28, 2014

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

Application for Federal Assistance SF-424

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="33-0277305"/>	* c. Organizational DUNS: <input type="text" value="0760458480000"/>
--	---

d. Address:

* Street1:	<input type="text" value="2828 Clark Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Norco"/>
County/Parish:	<input type="text" value="Riverside"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="92860-0000"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Michael"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Cobarrubias"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="951-736-5154"/>	Fax Number: <input type="text" value="951-736-5172"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Corona Norco Unified School District Elementary and Secondary School Counseling grant - Secondary Schools

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="380,417.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="380,417.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Julie Rasmussen	TITLE Superintendent
APPLICANT ORGANIZATION Corona Norco Unified School District	DATE SUBMITTED 04/28/2014

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Corona Norco Unified School District

* Street 1: 2828 Clark Street Street 2:

* City: Norco State: CA: California Zip: 92860

Congressional District, if known: CA-042

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

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215
--	--

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: none Middle Name: * Last Name: none Suffix: * Street 1: Street 2: * City: State: Zip:

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

Prefix: * First Name: none Middle Name: * Last Name: none Suffix: * Street 1: Street 2: * City: State: Zip:

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

* Signature: Julie Rasmussen

* Name: Prefix: Dr. * First Name: Michael Middle Name: H. * Last Name: Lin Suffix:

Title: Superintendent Telephone No.: 951-736-5010 Date: 04/28/2014

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

PR/Award # S215E140307

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA 427 final.pdf

Add Attachment

Delete Attachment

View Attachment

**Corona-Norco Unified School District
Statement of Compliance with GEPA 427**

The Corona-Norco Unified School District and its affiliate organizations are committed to making all their programs and activities equally accessible to all. No clients, staff, volunteers or other will be discriminated against on the basis of gender, race, national origin, religion, color, disability, sexual orientation, native language or age. We will implement specific strategies to ensure that all programs are equally accessible to those with special needs, such as physical disabilities, learning disabilities, limited ability to speak English and the like. Specifically, the Corona-Norco Unified School District will:

- Ensure that all written and verbal outreach to prospective participants, staff, and volunteers will be conducted in multiple languages, including English, Spanish, and others as needed.
- Ensure that facilities are equipped to accommodate wheelchairs and meet other needs of those with physical disabilities.
- Ensure that activities and services are equally accessible to those with physical disabilities by providing materials in Braille, on audio tape and in other forms as needed.
- Ensure that all written and verbal outreach to prospective participants, staff, and volunteers makes special effort to promote the involvement of those who have been traditionally under-served.
- Continually assess the special needs of our community so that we may fully and consistently ensure equal access to all.

We embrace these policies not merely as requirements, but as key strategies in attaining the Corona-Norco Unified School District's vision of community-wide involvement and benefit. Additionally, the CNUSD has developed several critical programs that work to alleviate barriers that exist in our community. These include a Families in Transition program designed to serve homeless children and families and ensure their continued enrollment in school; school psychologists and social workers serving CNUSD students to ensure that uninsured and under-insured children receive mental health care as needed; and a comprehensive school-based Health Program designed to alleviate health barriers to children's education.

Our school district is committed to creating a safe learning environment and a culture of achievement for all students at all our schools. Specific to our proposed CNUSD Positive Behavior Support project we are seeking to pilot innovative strategies to provide our students with access to a comprehensive array of counseling services in order to meet a continuum of academic and social-emotional needs. In conjunction with this effort, we will provide training and support for our staff to provide services that reflect multicultural competency, including recognition and understanding of how race, culture, ethnicity, and religion impact behavior and attitudes. Staff will possess cultural awareness about self and others to utilize when choosing assessments, interventions and counseling approaches that are appropriate for their diverse client population.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Corona Norco Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Michael Middle Name: H.

* Last Name: Lin Suffix:

* Title: Superintendent

* SIGNATURE: Julie Rasmussen

* DATE: 04/28/2014

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

The Corona-Norco Unified School District (CNUSD) is located approximately 45 miles southeast of Los Angeles in western Riverside County. CNUSD is the largest school district in Riverside County and the tenth largest district in California. Our project, *Corona Cares: Building a Foundation for Student Success*, uses a public-health framework to build a multi-layered, comprehensive student support system within CNUSD to ensure that all our students have access to integrated counseling services encompassing their academic, mental health and behavioral support needs. We are targeting our four highest risk Intermediate schools within CNUSD: Auburndale, El Cerrito, Norco and Raney for a combined total of 3,856 students in grades 6 through 8, to serve as pilots for this comprehensive, preventive, and collaborative approach to providing school-based counseling services. Three of the schools are located in the city of Corona, CA, and one (Norco) is in the city of Norco, CA. **Absolute Priority:** *Corona Cares* meets the absolute priority established for this grant competition by expanding our school-based counseling program in four intermediate schools. **Competitive Priorities:** *Corona Cares* is eligible for an additional 6 competitive preference priorities points. Our project includes activities and objectives to improve school engagement, school environment, and school safety, which will decrease the incidence of harassment, bullying, and violence (#1), as well as activities, objectives, and outcomes for supporting for military families (#2). **Activities, Objectives, and Outcomes:** *Corona Cares* includes activities to meet the ESSC absolute priority, competitive preference priorities, GPRA measures, and project-specific outcomes to meet the needs of our students and community. Our objectives are summarized below and detailed activities and outcomes are included in our grant narrative. **Objective #1** - Expand the inventory of effective counseling programs for our target population. **Objective #2:** Create a comprehensive training program for all CNUSD employees. **Objective #3:** Increase collaborative efforts, promote school-linked integration of services and promote sustainability. **Objective #4:** Improve School Engagement, School Environment, and School Safety. **Objective #5:** Provide training to parents and families and improve family and community engagement.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

1. Need for Project

Corona-Norco Unified School District (CNUSD) has a significant need to expand our school-based counseling programs within our highest risk intermediate schools.

The Corona-Norco Unified School District (CNUSD) is located approximately 45 miles southeast of Los Angeles in western Riverside County. CNUSD is the largest school district in Riverside County and the tenth largest district in California. Our ESSC project, *Corona Cares: Building a Foundation for Student Success*, uses a public-health framework to build a multi-layered, comprehensive student support system within CNUSD to ensure that all our students have access to integrated counseling services encompassing their academic, mental health and behavioral support needs. We are targeting four intermediate schools to serve as pilot schools for this comprehensive, preventive, and collaborative approach to providing school-based counseling services. *Corona Cares* will serve the four highest risk Intermediate schools within CNUSD: Auburndale, El Cerrito, Norco and Raney for a combined total of 3,856 students in grades 6 through 8. All four of these schools failed to meet AYP in the 2012-13 school year, and one school is under Program Improvement¹. The psycho-social challenges faced by these students inhibits their ability to reach their academic potential and we believe enhancing our counseling program will remove some of these barriers to academic success. The average truancy rate for these schools is 17% compared to 13% district-wide. Eight percent of students are English Language Learners. The participating schools serve a high number of minority students, 55% Hispanic, 31% white, 2% Asian and 11% African-American. An estimated 9% of our students have a parent or guardian on active duty in the military. In fact, the Naval Surface Warfare Center is directly behind our district office. The poverty rate in these schools is high, with 45.23% eligible for Free and Reduced Fee Meals. A total of 9% of students in these schools are homeless or in foster care. During the 2012-13 school year there were a total of 3,028 referrals for disciplinary reasons in these four schools, which resulted in 587

¹ California Department of Education, 2013 Adequate Yearly Progress (AYP) Report

suspensions and 24 expulsion. That's an average of 17 disciplinary referrals per day per school. None of the schools have incorporated alternatives to traditional, out-of-school suspension.

According to the 2013 California Healthy Kids Survey² at CNUSD, 18% of students reported feeling so sad or hopeless that they considered suicide during the previous 12 months; 31% of students surveyed reported feeling very safe at school, and only 24% of students surveyed reported feeling very safe outside of school; 49% of students surveyed reported that they had been pushed or hit at school during the previous 12 months, and 51% reported having mean rumors spread about them during the same time period; 13% of students surveyed reported bringing a weapon to school during the past 12 months, and 26% of students surveyed reported seeing a student with a weapon. Only 48% of students reported a high level of developmental assets, a critical figure that can be raised through evidence-based interventions. 38% of students reported currently alcohol use and 25% reported current marijuana use.

While CNUSD serves the cities of Corona, Norco and Eastvale, one of the schools is in the city of Norco and the remaining three are in Corona in the area known as Circle City. Circle city, named due to the concentric circle layout of the city of Corona, represents the highest risk area within our district boundaries. Circle city, also known as the Heart of Corona or Old Corona, has been abandoned by industry and commerce, with businesses pulling out and leaving in their place high rates of unemployment (73%), poverty³ (83%) and crime (63%). The chance of becoming a victim of violent crime (armed robbery, aggravated assault, forcible rape, and murder) is 1 in 36 in the city of Corona, with property related crimes 1 in 28. Corona has one of the highest rates of motor vehicle theft in the nation. The city of Norco has similar problems with a 1 in 44 chance of becoming a victim of either violent or property crime⁴. **Crime related to gang activity has increased over the past three years in**

² CNUSD uses the Scientific Sampling method in administering the California Healthy Kids Survey. While the results are district-wide this method ensures the data is an accurate reflection for all CNUSD schools

³ March 2014, US Bureau of Labor Statistics

⁴ Uniform Crime Report, US Department of Justice

Corona (52 juvenile gang cases in 2013 compared to nine in 2010). NBC reported that the July 7, 2013 death of a 22-year-old woman in a Corona neighborhood is now raising fears among residents about gang violence. They worry that gang violence could be creeping into a family neighborhood that used to be considered a safe place. Gang problems in our city have extended into our school system. Of significant concern is the indoctrination of school-aged children into the gang life when they lack sufficient protective factors, with intermediate school age children being highly susceptible. The Riverside County Department of Child and Family Services reported in March 2014 that domestic violence has increased by 23% in the city of Corona over the past two years.

There are significant gaps and weaknesses in current efforts to address the needs of our students.

The number of students to counselors far exceeds the ratios recommended by the American School Counselor Association, and does not compare favorably to state or national levels. Due to financial constraints, we currently are only able to provide a part-time (0.5 FTE) school psychologist and a part-time (0.3 FTE) School Counselor at each of the participating schools, which is an aggregate ratio of 3856 students to 3.2 mental health providers. None of these schools have a mental health professional on-site every day of the week, which means students' emotional or mental-health related crises force teachers to choose between their classroom and an individual student in need, with a problem they are likely ill-equipped to handle. This ratio fall far short of the 1:1000 and 1:250 ratios recommended by the American School Health Association for school psychologists and school counselors respectively, and inhibits their ability to address the unique needs of special populations such as children in foster or shelter care, children experiencing trauma, homeless families or military families. The communities within our district boundaries do not have enough private and community-based agencies providing mental health services. Moreover, none of these agencies have established permanent, district-wide, school-based counseling programs in our targeted schools. In March 2014, we were fortunate to contract with Family Services Association in Riverside County to provide one mental health therapists for the

high schools in the district (but no service for the schools included in this grant application). This partnership marks the first of its kind for our district. These services are provided through our CalGRIP grant (gang reduction, intervention, and prevention) and we do not have the financial resources to replicate this program in any additional schools. We work closely with the Riverside County Department of Mental Health to refer students to community-based services, but over the past three years the department has experienced significant cuts in funding due to the financial crisis in the state of California, and during the 2012-13 school year it provided 50% fewer services to our students compared to the 2008-09 school year. Funding for mental health services continues to decline while the need increases. Furthermore, the Department of Mental Health informed us that during the 2012-13 school year 365 students in the participating schools were put on a waitlist and did not receive the mental health services they needed. The Department of Mental Health (DMH) provides services to students who meet specific criteria. They must be eligible for Medi-Cal or Healthy Families (California's low-cost insurance for children and teens), have a diagnosable disorder, and experience impairment in functioning due to mental disorder. DMH estimates that it must turn away or not treat a significant number of at-risk students because they do not meet these eligibility criteria. It is estimated that over 20% of CNUSD students are uninsured or underinsured for mental health services. CNUSD has successfully piloted three evidence-based programs, which we will expand to the students/schools participating in this grant: 1) Aggression Replacement Training (ART) is currently being provided to our High schools; 2) A School Safety and Violence Prevention Counselor provides services to our high schools; and 3) CNUSD implemented PBIS throughout the district to improve school climate, but have lacked funding to send staff members to professional training, and subsequently implement with fidelity. We also have not had the resources to implement RtI in all schools to specifically address mental health needs and at-risk students. CNUSD has identified a need for clear procedures for identifying, screening or referring students for mental health services and tracking those referrals with a uniform Referral Form and

Treatment Log. Our parents and families have expressed an interest in parenting classes to assist them with behavioral challenges and to learn more about the developmental needs of their adolescents, but due to budget cuts we are not able to provide these services. We lack the resources to institute an effective system of identifying and remediating classroom management as one intervention point due to a lack of personnel. The district and community partners lack the financial resources to conduct a proper evaluation of the current program in order to identify which components are effective and which need improvement.

CNUSD has a significant need for counseling services among the target population and *Corona Cares* will not only address identified needs, gaps, and weaknesses, but will also build infrastructure for a sustainable counseling delivery system. Research indicates that teens who receive effective, age-appropriate mental health services and supports are more likely to complete high school, have fewer contacts with law enforcement, and have an improved ability to live productively. Many of our students enrolled in the intermediate schools who have been identified as needing intervention are victims of either acute or chronic trauma, both of which may disrupt a child's progression of development. The large body of research on developmental trauma indicates a plethora of negative outcomes. An increase in aggression, disruptive behavior, disorganized thinking, dysregulation of emotional state, hypervigilance and anxious behaviors are all possible symptoms. Trauma-informed intervention increases a student's ability to attend to learning and classroom engagement.

The district and community partners are painfully aware of the need for wrap-around treatment, but with limited funds and their inability to bill for many consultative and case management services, we have been unsuccessful in breaking down silos to reach our highest risk students. The magnitude of need and gaps in current services are grave. Our *Corona Cares* program will transform the structure and process for counseling in our schools and ultimately develop a comprehensive system for addressing the counseling and educational needs of all students. Starting with our four highest risk intermediate schools,

CNUSD intends to ensure that each student has on-campus access to highly qualified school counselors who will play a key role in instituting a screening and detection system followed by targeted interventions that work in conjunction with school-wide prevention strategies and policies around behavior and discipline to improve mental health and well-being, student engagement and achievement. *Corona Cares* will also allow us provide individualized services to targeted groups of at risk students, such as a counseling support group for homeless students or recognition of the unique needs of military-connected students. To further support the efforts of the school counselors, interns from the fields of social work, psychology, school counseling and/or mental health counseling will be placed in each of our grant schools to assist with social skills groups, therapeutic groups, individual counseling and classroom support. Interns will be master's level students in accredited programs at Cal State University Long Beach and the University of Southern California, working under the clinical supervision of the Project Coordinator. The Mental Health Interns will function as team members to provide services under the direction of the School Counselors. A comprehensive list of activities to be carried out through our ESSC grant and the corresponding goals, objectives and outcomes is included in Section 2.

2. Quality of Project Design

a. Corona Cares will Establish Linkages with Appropriate Agencies in our Community

Our project will establish specific programmatic linkages with appropriate agencies and organizations in our community which include law enforcement, and departments of mental health, probation, and child and family services. The district has excellent relationships with these community partners. In order to maximize limited resources, break down silos within our community, and focus on specific goals to ensure that the targeted students and their families receive the support and services they need, our project includes the creation of the ESSC Coordinating and Advisory Council (Council). One of the objectives of the Council will be to continue to expand membership, which will increase our ability to link services to students and their families. Our project is designed to enable more data-based decision making. The goals and objectives of the Council will include exploring new initiatives, discussing and sharing

information on current practices, and an overt effort to silo-bust. The monthly Council meetings will be structured similarly to Vertical Teams for academics to ensure that our highest needs students are receiving the care and support they need to succeed and to eliminate duplication of effort. As an example, in response to the high number children in foster care and children living in homes with substance and/or physical abuse, our Council will create linkages in services between the school and the Department of Family Services. Through Council membership and grant participation further linkages between the schools/district, police department, and the departments of probation and mental health will ensure that a safety net exists for children experiencing environmental risk factors. These links will facilitate a wrap-around approach to care that expands treatment teams beyond the school walls to emphasize community collaboration.

The *Corona Cares* project will allow the district to review, revise, and develop policies and protocols for not only mental health, but also child welfare and safety. This encompasses referral processes; screening procedures; compliance with consent and assent procedures; application of inclusion/exclusion criteria/ adhering to specified monitoring procedures; and reporting of adverse events/ and completion of all required documentation, while maintaining high ethical standards of confidentiality for the families and individuals involved.

Corona Cares will not only train all adults working with the district on our evidence-based practices, but also train our community partners and council members, furthering our goal of breaking down silos. We will also ensure that relevant staff and community partners are trained in Health Insurance Portability and Accountability Act of 1996 (HIPPA) Privacy and Security Rules, Family Educational Rights and Privacy Act (FERPA) laws protecting the privacy of students' education records, and best clinical practices. In addition to training on evidence-based programs, and laws and regulations, the Council will provide training to all participants on their respective resources and programs – ensuring no needs are left unmet or services needlessly duplicated. As an example, in conducting a needs assessment with our

community partners for this ESSC application we learned that law enforcement has partnered with the Riverside County Department of Mental Health to form SMART (Systemwide Mental Assessment Response Team) teams to evaluate and support students who are at risk for harming themselves. With the training and education provided through our ESSC grant, our community will have the resources at hand to serve our students at greatest risk with a need for immediate crisis intervention. The application process alone has begun to strengthen our school-community partnerships and gives us tremendous hope for what can be accomplished with the much needed financial support that the grant provides.

CNUSD has created goals, objectives, and outcomes to be achieved with the ESSC grant project that are clearly specified and measurable, and link to the barriers, gaps, weaknesses, and needs identified in our community. Our objectives and anticipated outcomes are listed below and organized by goal.

Objectives, Outcomes and Activities

#1 - Expand the inventory of effective counseling programs for our target population. To reach this goal, we will make four key changes: 1) Implement the research-based R-CADS mental health screening tool, which measures a full range of strengths and difficulties, to ensure thorough assessment and intervention planning as well as allowing for follow-up assessments to measure change. Screening will be conducted by a counselor at each school and all administrators and teachers working in that building will be trained on the referral process. 2) Create comprehensive programs that address the counseling and educational needs of all students. These programs will use a developmental, preventive approach to counseling and increase the range, availability, quantity, and quality of counseling services in the intermediate schools, as well as expand counseling services through qualified counselors and social workers. Four full-time School Counselors will be hired to provide services at each of the participating schools. The equivalent of at least one full time mental health intern will also be assigned to each school site. We will ensure that school-based mental health professionals spend a majority of their time counseling students or in other activities directly related to the counseling process. 3) Use innovative

approaches to increase students' understanding of peer and family relationships, work and self, decision making, and to improve peer interactions. We will use evidence-based programs such as *RtI*, *Aggression Replacement Training*, and conduct individual, group, and family counseling sessions, as well as train and educate all adults working in the schools to ensure the school has a pro-social school climate and that programs and curriculum are continually reinforced by improving our implementation of PBIS. 4) Conduct a marketing campaign to not only educate students, their families and the general public about services offered at the school, but also include an anti-stigma campaign to remove the barriers facing children and families in need of support. **Outcome 1.1:** By September, 2017, the ratio of mental health professionals to students will increase by 259% (bringing the aggregate ratio to 1:344) (**GPRA measure**). **Outcome 1.2:** By September, 2017, the number of students screened for mental health services will increase by 1,350 students, through a targeted growth of 450 students per year. **Outcome 1.3:** By September, 2017, the number of students receiving school-based mental health referrals will increase by 1,200 students, through a targeted growth of 400 students per year. **Outcome 1.4:** By September, 2017, the number of hours of school-based mental health services provided will increase by 4,320 hours per year for a total of 12,960 hours. **Outcome 1.5:** By September, 2017, the number of students showing improvement as indicated by changes measured on the R-CADS will increase by 50%. **Outcome 1.6:** By September, 2017, the number of marketing campaigns and materials created will reach 16 (4 per year). **#2: Create a comprehensive training program for all CNUSD employees. Outcome 2.1:** By September, 2017, all CNUSD employees working in the participating schools will receive annual training in appropriate early identification and early intervention techniques by the school counselors. **Outcome 2.2:** By September, 2017, all evidence-based programs will be implemented with fidelity, including *PBIS*, *RtI*, and *Aggression Replacement Training* through increased professional development and the usage of fidelity checklists.

#3: Increase collaborative efforts, promote school-linked integration of services and promote sustainability. The attached Resumes, Roles and Responsibilities document has a detailed list of goals and activities for the Coordinating council. Additional activities include creating and formalizing a sustainability plan. The sustainability plan will be approved by the district and all community partners and the final deliverable will include Memorandums of Understanding and related agreements. **Outcome 3.1:** To establish an ESSC Coordinating and Advisory Council that provides advisory support to the grant project, links services to students in need, and creates innovative and promising approaches to create and sustain the grant programs. We will measure this outcome by increasing the number of council members by 50% by September, 2017 and creating a sustainability plan by September, 2017 that is supported by Memorandums of Understanding and related agreements. **Outcome 3.2:** Create a culture of collaboration by providing wrap-around services and breaking down silos within the different agencies that support our students and community. We will measure this outcome by increasing the number of policies and protocols approved by all community partners that enable us to ensure the needs of our most at-risk students are met. The outcomes for this objective will include procedures on information sharing, required meetings, and processes to ensure individual needs are met and that collaboration with partners will become procedurally embedded.

#4: Improve School Engagement, School Environment, and School Safety.

Activities to reach this goal include the activities for Objectives 1 – 3, as well as: 1) Create protocols for referring students to in-school suspension. 2) Clearly articulate and enforce a student code of conduct with students, families and all adults working at each school. **Outcome 4.1:** By September, 2017, the average number of student disciplinary referrals will decrease by 50% (**GPRM Measure**). **Outcome 4.2:** By September, 2017, the percentage of students referred to in-school suspension as an alternative to out of school suspension will reach 10% of total population suspended (annually). **Outcome 4.3:** By

September, 2017, the percentage of students who report a high level of developmental assets at school will increase by 50%. **Outcome 4.4:** By September, 2017, the percentage of students who report feeling very safe at school will increase by 25%. **Outcome 4.5:** By September, 2017, the percentage of students who report being a victim of bullying behavior (at school, home and/or on-line) will decrease by 50%. **Outcome 4.6:** By September, 2017, the percentage of students who report current alcohol and/or marijuana use will decrease by 25%. **Outcome 4.7:** By September, 2017, the truancy rate for the participating schools will decrease by 25%.

#5: Provide training to parents and families. To meet this goal we will: 1) Utilize *The Incredible Years*, an evidence-based parent education curriculum. 2) Conduct bi-annual training sessions (a series of 10 classes) at each participating school throughout each year of the grant program. 3) Conduct training sessions in English and Spanish, and at multiple times throughout the day, to maximize participation and meet the needs of our community. 4) Refer parents and guardians to additional services in our community, which could include mental health counseling, substance abuse support facilities, shelters for individuals who are victims of domestic abuse, and/or educational support groups, such as an Autism support group, or support groups for parents with children who have emerging gender identity issues, grief and loss groups or other services to support military families. **Outcome 5.1:** By September, 2017, the number of parents and guardians receiving education and training in *The Incredible Years* will reach 600. **Outcome 5.2:** By September, 2017 the percent of participating parents who report an increased feeling of confidence in their parenting skills will increase by 50%, as measured by the pre- and post surveys for *The Incredible Years*.

b. The Design of Corona Cares is Appropriate to the Target Population

Corona Cares is designed to ensure the project will successfully address the needs of the target population within the broader school community. We will use a three-tiered approach to proactively address the social, emotional and behavioral well-being of all students, and prevent social and

academic failure. The **first tier** addresses this goal on a school-wide level through pro-social education in all classrooms, positive reinforcement, modeling and relationship building between staff and students. The **second tier** is designed to support a targeted group of students who have not responded to primary tier interventions, but whose behaviors do not pose a serious risk to themselves or others. **Third tier** interventions are designed to support students who require more immediate and intensive support due to trauma histories, severe acting out behaviors, or internalizing behaviors that affect their ability to engage in the learning process.

Using this three-tiered model, key project strategies and activities comprise the following:

- **Tier 1 - School-wide Systems of Support:** a) develop recognition and reward systems to create a positive school culture; b) introduce school-wide positive behavior expectations to students, staff and parents and consistently implement a firm and fair discipline policy; and c) provide training for teachers in effective classroom management using strategies for adapting curriculum and instruction to prevent problem behavior; d) access to parent training.
- **Tier 2 – Classroom and Small Group Strategies for At-Risk Students:** a) use a team approach and data-driven decision-making process for interventions, such as using discipline referrals to determine school-wide and individual student needs; b) provide alternatives to out-of-school suspensions, including developing curriculum for an in-school suspension program designed to simultaneously provide academic support and teach social skills; c) monitoring and case management provided by School Counselors; d) access to parent training.
- **Tier 3 - Interventions for High Risk Students:** a) develop individual positive behavior support plans, including plans for behavior management and progressive discipline; b) collaborative mental health and district services; c) parent training and collaboration; and d) case management and mental health treatment in individual, group, and family settings, including ART for targeted students.

We worked closely with each school principal and our mental health providers to create a project plan that addresses the needs and gaps in current services and programs, and meets the needs of all students in our district, including target populations of at-risk students. Along with our community partners, they were instrumental in choosing evidence-based programs that were not only found to be effective in schools serving large populations of minorities and children living in poverty, but also were aligned to the academic goals of the schools and would support the overarching strategic plan of the district. All our programming can be supplied in Spanish to meet the needs of our large

English Language Learner population.

We also surveyed parents from each participating school to ensure their concerns, priorities, and needs were included in our project plan. The aggregate results from the parent/family surveys revealed:

- 85% of respondents were not aware of behavioral support services offered by the district and in the community.
- 43% of respondents indicated that they could not afford mental health services and were either under-insured or uninsured, and knew of no other options for accessing mental health services.
- 78% of respondents indicated that they were very likely to attend parenting classes to assist them in supporting their child(ren) in their social and emotional growth, and 82% of respondents indicated they would like parent training to improve their ability to manage disruptive or undesired behavior.
- 68% of respondents associated a negative stigma with individuals seeking and/or receiving mental health treatment.

In addition to the researched-based three-tier approach to meet our students' needs, our program includes creating policies and procedures for identifying students at-risk and referring them to counseling. As an example, the district and school sites already have a tracking process to identify students who are homeless and/or in foster care. An integral component to *Corona Cares* is to immediately provide support services to these students regardless of presenting symptomology. The stressors and trauma leading to their present situation are cause alone for intervention. The current system of waiting of acting out behaviors or clear signs of depression and anxiety before interventions are implemented does not meet the needs of these students in a proactive, preventive way. During our Needs Assessment we also identified the need to coordinate an automatic referral process, however the most formidable barrier to enacting the solutions has been the financial limitations faced by both the school district and community partners. The presence of counselors at each school will allow us to address this critical need.

c. *Corona Cares* Reflects Up-to-Date Knowledge from Research and Effective Practices.

All of the programs, curricula, activities, and services included in CNUSD's *Corona Cares* project are evidence-based, reflect current research and effective practice, and are appropriate for the age and

developmental levels, and cultural diversity of CNUSD's population. Programs were chosen with a proven track record of success in either the Hispanic community and/or the county of Riverside.

In August 2011, the district aligned academic and behavior systems to design School-Wide Systems for Student Success, creating a continuum of evidence-based interventions. The *Behavioral RtI Training* (Tiers of Intensive and Educationally Responsive Services) initiative for behavior systems provides the least restrictive interventions to maintain the least restrictive environment, achieve social and emotional growth, and addresses disproportionality issues and high suspension and/or office referral rates. Our preventive approach provides the school and classroom support needed to adopt and sustain effective and cost-effective practices, including development of systematic and early screening, positive and behaviorally based interventions, restructuring instruction and curricula to prevent problem behavior, and preventive school-wide discipline. The evidence-based **RtI model (Response to Intervention)** is a process of documenting change in performance as a function of an intervention, and making decisions based on the child's response. RtI is the practice of serving all students through a continuum of care; proactively identifying students who are at-risk; matching evidence-based interventions to student need; frequently monitoring student progress to make decisions with regard to an intervention or goal; and collecting treatment integrity data to make legally sound and valid educational decisions. CNUSD adopted *Positive Behavior Interventions and Supports (PBIS)* as its universal behavioral support programs. The PBIS Model is a multicomponent, multi-tiered, comprehensive approach to school-wide improvement. Integrating applied behavior analysis, research on effective schools, and systems change management theory, the intervention is an application of positive behavior support (PBS), through a set of strategies or procedures designed to improve behavior by employing positive and systematic techniques. *PBIS* is listed on SAMHSA's National Registry of Evidence-Based Practices and Programs, the What Works Clearinghouse established by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, and the public with a central, independent, and trusted

source of scientific evidence of what works in education; and the recommended program to improve school climate and safety from the California Department of Education. To address the needs of students in the secondary and intensive tier, under the ESSC grant, CNUSD will implement ***Aggression Replacement Training*** (ART). ART is a cognitive behavioral intervention program to help children and adolescents improve social skill competence and moral reasoning, better manage anger, and reduce aggressive behavior. ART specifically targets chronically aggressive children and adolescents. ART is an evidence-based program recommended by SAMHSA and the Office of Juvenile Justice. We will also use best practices for identifying students at risk for hurting themselves or others from the research-based ***Final Report and Findings from the Safe Schools Initiative*** conducted by the U.S. Departments of Education and Secret Service. We will take advantage of the free training offered by the U.S. Department of Education to implement a comprehensive Threat Assessment team. Our ESSC program will implement the evidence-based ***R-CADS*** (Revised Children’s Anxiety and Depression Scale) for reliable and valid measurements to guide mental health treatment. The R-CADS is a brief behavioral screening questionnaire for children and youth. The R-CADS includes a survey on psychological attributes, resulting in a numerical score, and includes a follow-up survey to measure the effectiveness of interventions. R-CADS is a research based tool that has demonstrated its effectiveness in assessing symptoms of anxiety and depression among children and youth (ages 6 through 18). R-CADS is recommended by the California Institute for Mental Health (CiMH) and the Riverside County Department of Mental Health. *The Incredible Years* has received a Scientific Rating of 1 (2013) from the California Evidence-Based Clearinghouse for Child Welfare and is listed on SAMHSA’s National Registry of Evidence-Based Program. Moreover, all School Counselors will be licensed, certified professionals through the California Board of Behavioral Sciences.

Quality of the Management Plan

a. Our Management Plan will Achieve the Objectives of the Proposed Project

Corona Norco Unified School District has the capability and knowledge to conduct and administer federally funded projects, and has designed a management structure to achieve all of the objectives, goals, and outcomes of our ESSC grant program on time and within budget. CNUSD has an annual operating budget of \$375,000,000. CNUSD has a proven track record of managing and evaluating local, private, state, and federal grants successfully, such as the School Community Violence Prevention Grant for \$2,000,000, the S3 Grant (Safe and Secure Schools) for \$1,200,000, the Carl D. Perkins Career and Technical Education Grant (\$300,000 annually), the Economic Impact Aid (EIA) (\$6,000,000), the After-School Education and Safety Program (ASES) (\$2,000,000), and the Tobacco Use Prevention Education (TUPE) grant (\$1,200,000). CNUSD's capability and knowledge are further demonstrated by our ability to successfully implement the district's Strategic Plan. The Corona-Norco Unified School District's Strategic Plan clearly outlines the district's Mission, Vision, Guiding Principles and Focus Areas. Guided by the Strategic Plan, CNUSD remains committed to advancing educational excellence and increasing opportunities for all students. A prime example of our ability to implement our Strategic Plan is evidenced by a recent award from the Broad Foundation. As a finalist for the 2014 Broad Prize for Urban Education, CNUSD is once again guaranteed \$150,000 in scholarship money for high school seniors graduating in 2014. Each year, the Broad Foundation identifies school districts that have shown significant gains in closing the achievement gap among low-income and minority students.

The strong collaborative culture found at CNUSD is among the factors contributing to the success of the district. The district's focus on collaboration is intentional and has not only significantly impacted students' achievement but has allowed for the ongoing refinement of the district's practices. We are confident that we can replicate these practices and receive the same rate of success and recognition for our ESSC program. CNUSD collects and reports both financial and student performance data to the California Department of Education, School Board, and our community. We have a long history of making data-driven decisions to ensure the best course of action for all of our students and pride

ourselves in our ability to quickly, correctly, and efficiently respond to stakeholders' requests for data and progress reports – including comprehensive financial reports. In order to support our efforts, we have established a successful track record in applying for and receiving additional funds to support our programs through state and federal grant opportunities and private donations and foundations. In all of these endeavors, we have successfully managed and submitted the required status and final reports, which include detailed financial analysis and evaluation reports that identified how funds were used, activities completed, and goals and objectives obtained. Our grant application includes clearly defined responsibilities of program staff, external evaluators, and community partners to ensure we meet or exceed the financial and student performance reporting requirements. The hiring practices for all individuals hired under this grant program will be aligned with CNUSD's policy to invite applications for employment from persons who are members of minority groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The CNUSD management team for this grant will be led by Project Director Reginald Thompkins, Administrative Director, who will oversee all grant activities and dedicate 20% of his salary as an in-kind contribution. Mr. Thompkins has over 20 years of experience working with children and adolescents in child welfare, program management, community partnerships, and legal and procedural aspects of student and parent rights. As a supervisor of mental health service providers, he will work to effectively integrate proposed grant services with existing programs and staff. Michael Lin, Ed.D., School Superintendent, and Michael Cobarrubias, Assistant Superintendent will oversee the project and lead the ESSC Coordinating and Advisory Council and will commit their time and efforts (15%) as an in-kind contribution. Anita Shirley will serve as the Project Coordinator. She will facilitate and coordinate the work of the School Counselors at each site by meeting with building principals to remove any barriers to success, such as working through logistics of office space, referrals, etc. She will be responsible for all outreach and marketing efforts to schools, students, families and the community. The Project Coordinator will

facilitate the anti-stigma campaigns for the district and school sites and dedicate 25% of her time to the grant. Four full-time School Counselors will be hired to provide mental health services to each of the participating schools. A local Project Evaluator will ensure that the grant goals and objectives are achieved. CNUSD has selected a highly qualified and capable management team, ensuring that the ESSC grant program will be implemented successfully. Resumes and job descriptions for all ESSC project staff are included in the Appendix.

The following timeline enables the District to achieve the objectives of the proposed project on time and within budget, and clearly defines responsibilities and milestones for accomplishing project tasks. Milestones are indicated in bold text.

Activity/Description	Start Date	End Date	Responsible Party(s)
Award of grant and provide outline of schedule and services to be provided	10/14	10/14	Project Director
Conduct search and finalize contract for all new hires contracted services	10/14	12/14	Project Director with input from ESSC Coordinating and Advisory Council
Institutionalize ESSC Coordinating and Advisory Council	10/14	9/17	Superintendent (monthly mtgs.)
Develop protocols for referring students to in-school suspension	10/14	12/14	Project Director
Refer students to in-school suspension as an alternative to out of school suspension	1/14	On-going	Administrators and District personnel
Create universal forms (referral, treatment, and termination)	11/14	1/15	Project Director with input from ESSC program staff and community partners
Create logic model, evaluation plan, sustainability plan, and all evaluation tools	12/14	2/15	Local Evaluator
Establish partnerships with colleges/universities and place interns in schools	12/14	On-going	Project Director and Project Coordinator
Train-the-Trainer training on all evidence-based programs for all ESSC program staff	1/15	3/15 with annual refreshers	Project Director
Monthly analysis of data, including conducting focus groups, interviews, etc.	1/15	9/17	Local Evaluator
Conduct training to school site personnel	1/15	bi-annually thereafter	School Counselors
Create and disseminate social marketing campaign	1/15	On-going	Project Coordinator and School Counselors
Conduct mental health screening using R-CADS	1/15	On-going	School Counselors
Provide school-based mental health services	1/15	On-going	School Counselors
Provide <i>The Incredible Years</i> curriculum to parents and guardians	1/15	On-going	School Counselors
Create vertical teams with community partners to link services	1/15	On-going	Project Director and ESSC Coordinating and Advisory Council
Conduct fidelity assessments with monthly checklists, and bi-annual assessment	3/15	On-going	School Counselors and Local Evaluator
Develop interim report for US Department of Education	5/15, 5/16, 5/17	5/15, 5/16, 5/17	Project Director, Project Evaluator

Activity/Description	Start Date	End Date	Responsible Party(s)
Develop Annual Performance Report for US Department of Education	10/15, 10/16, 10/17	10/15, 10/16, 10/17	Project Director, Project Evaluator
Complete post-evaluation and develop Final Report and recommendations and present to CNUSD Board of Education	10/17	10/17	Project Director, Local Evaluator with review by ESSC Coordinating and Advisory Council

b. Our Project Includes Procedures for Ensuring Feedback and Continuous Improvement

Corona Cares will continuously improve and monitor the operations of the project to ensure the program meets or exceeds all goals and objectives, as well as builds sustainability once federal funding has ended. We will incorporate feedback to continuously improve the program using monthly evaluation and progress bulletins, participant satisfaction surveys, and interviews and reports from principals and School Counselors. Procedures for ensuring productive feedback from stakeholders include: 1) integrating project activities with school improvement plans by leadership groups; 2) involving students and families in project planning and review; 3) frequent, positive communication with families that is culturally and linguistically appropriate; 4) recording, collecting and analyzing data to monitor and evaluate for ongoing decision-making, from the individual student to school-wide student population; 5) assembling teams to evaluate and recommend proactive solutions to problems, and 6) monthly meetings of collaborating agencies (ESSC Coordinating and Advisory Council) to share information, resources and evaluate programs. See Operational Flow Chart in Appendix for visual diagram of continuous improvement, services, short and long term outcomes, and systems change. Additional information regarding performance feedback is included in question 4: evaluation.

3. Quality of the Project Evaluation

a. CNUSD's Evaluation Methods are Clearly Related to our Intended Outcomes

Through a formal Request for Proposal (RFP) process, CNUSD will contract with a highly qualified evaluation firm to serve as the local evaluator for *Corona Cares*. See *Resumes of Key Project Personnel* in the Appendix for required education, training, and skills of the local evaluator. CNUSD and the local project evaluator will use evaluations to maintain focus on mission, purpose, goals, and objectives; develop

strategic plans; maintain program fidelity; measure progress; and promote sustainability. The evaluation will rely on quantitative and qualitative data collection methods. The quantitative methods will include annual surveys of students, families, and staff to measure perceptions of school climate improvement and individual behavior changes; monthly reviews of caseload data; analyses of activity logs and worksheets; and updates on socio-economic data. These methods will support collection of all ESSC performance indicators required under the Government Performance and Results Act (GPRA) and all project-specific objectives. Qualitative methods, particularly to gauge participant and stakeholder perspectives and the impacts of strategies on institutional practices and policies, will consist of site visits, focus groups, and one-on-one interview procedures.

CNUSD's methods of evaluation for our ESSC grant project 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. Underlying CNUSD's *Corona Cares* planned program evaluation will be the creation of a scientifically sound logic model explicating the mechanisms through which we will achieve desired outcomes created by the local evaluator. The local evaluator will also conduct a process evaluation of CNUSD's *Corona Cares* to determine the extent to which the project is implemented according to plan, assess and document the degree of fidelity and variability in expected/unexpected and planned/unplanned program implementation; compare fidelity across participating sites; establish validity for the relationship between the intervention and the outcomes; measure the extent to which components of the project are responsible for outcomes; demonstrate the relationship between program context and program processes; provide project staff with feedback on the quality of implementation; and use the feedback data to refine program components. Our mixed-method approach will combine qualitative and quantitative techniques to triangulate multiple sources of data and significantly enhance the validity of the evaluation process. Sources of quantitative data include: mental health referrals and treatment logs, student discipline referrals, behavioral records, student attendance and truancy records,

student grade point averages, attendance logs for in-service training and parent training. Sources of qualitative data, instrumental in determining the fidelity of project design, will include: youth risk behavior surveys (CHKS), interviews, focus groups, observations, meeting minutes, and pre and post surveys from evidence-based curriculum programs. Quantitative data will be analyzed using descriptive statistics (means, standard deviations, frequencies, and percentages) and parametric and non-parametric inferential statistics (t-tests, ANOVA), and effect size will be computed between groups. Qualitative data will be coded and analyzed thematically. The chart below summarizes the type of quantitative and qualitative measures to be used to answer our primary evaluation questions.

Primary Evaluation Questions for Corona Cares Project			
To what degree and in what manner has/have:	Implementation aligned with the program model?	Key elements & approach have been described?	Participants made & maintained gains in proposed outcomes?
Quantitative Measures			
Corona Cares Fidelity Index	√	√	
Case Management Records	√	√	
Mental Health Referrals and Treatment Logs	√	√	√
Surveys: Close-ended Questions (CHKS)			√
Student Academic Records			√
Student Conduct Records: attendance, referrals, suspensions/expulsions			√
Attendance Logs: training and professional development			√
Personnel Records: new hires and performance reviews	√	√	√
Qualitative Measures			
CNUSD Administrative Records	√	√	
On-Site Observations	√	√	
Focus Groups	√	√	
Key Informant Interviews	√	√	
Surveys: Open-ended questions	√	√	

Figure 1: Quantitative and Qualitative Measures

GPRA Measures: The following outlines our plan to address the GPRA measures established for this program. **GPRA 1** The ratio of mental health professionals to students to will increase by 259% (which is an aggregate ratio of 1:344) by September, 2017, as measured by CNUSD’s administrative personnel records. We will measure this objective by comparing the ratio of mental health

professionals to students during the 2013-14 school year (baseline data) to the results from the 2016-17 school year.

Baseline Data: 2013-14 School Year

School	Enrollment (2013-14 School Year)	# of school psychologists	# of school counselors	# of Other Qualified MH Professionals (MH Interns)	Ratio (Students to mental health professionals)
Auburndale Int.	789	0.5	0.3	0	789: 0.8
El Cerrito Int	1201	0.5	0.3	0	1201: 0.8
Norco Int.	720	0.5	0.3	0	720: 0.8
Raney Int.	1146	0.5	0.3	0	1146: 0.8
TOTAL	3856	2	1.2	0	3856: 3.2

Target Data: 2016-17 School Year

School	Enrollment (2013-14 School Year)	# of school psychologists	# of school counselors	# of Other Qualified MH Professionals (MH Interns)	Ratio (Students to mental health professionals)
Auburndale	789	0.5	1.3	1	789: 2.8
El Cerrito Int	1201	0.5	1.3	1	1201: 2.8
Norco Int.	720	0.5	1.3	1	720: 2.8
Raney Int.	1146	0.5	1.3	1	1146: 2.8
TOTAL	3856	2	5.2	4	3856: 11.2

GPRA 2 To decrease the number of referrals for disciplinary reasons in participating schools by 50% by September, 2017, as measured by school/student discipline referrals and reports, including suspensions and expulsions. We will measure this objective by comparing the number of referrals from the baseline year (2012-13 school year) to the referrals from the 2016-17 school year.

	Baseline Data		Target Data
School Name	Enrollment (2013-14 School Year)	Disciplinary Referrals (2012-13 School Year)	Disciplinary Referrals (2016-17 School Year - Target)
Auburndale Int.	789	1040	520
El Cerrito Int.	1201	1000	500
Norco Int.	720	208	104
Raney Int	1146	780	390
Total	3856	3028	1514

Project-Specific Measures. The goals, objectives and outcomes for all project specific measures are outlined in Section 2.a. and include the following data sources: R-CADS screening records; mental health referrals; mental health treatment logs; the number of newsletters, bulletins, billboards, and

banners created and distributed during the grant period; training attendance logs and participant satisfaction surveys; fidelity checklists, site visits, training attendance logs, and interviews; ESSC Coordinating and Advisory Council meeting minutes, committee membership, sustainability plans and Memorandums of Understanding and related agreements; the number of policies and procedures created by the Council; the number of students and families receiving wrap-around services; the number of meetings conducted; student attendance logs and behavioral reports and plans; results from the California Healthy Kids Survey (CHKS); district attendance records in accordance with the California Department of Education's definition of truancy; attendance logs and participant satisfaction surveys from parent classes; pre- and post surveys to measure increased knowledge and skills from The Incredible Years. **Evaluation Instruments Created under the Grant.** ESSC program staff will work closely with the local evaluator, community partners, and local and national subject matter experts to design the following forms and evaluation instruments: universal mental health referral form, treatment log, and termination form; criteria for evaluating student progress in meeting treatment goals, fidelity checklists for all evidence-based programs; attendance forms; questions and metric for focus groups; and interview protocols. Our local evaluator will use SPSS software to analyze existing data, such as attendance and truancy reports, discipline data, CHKS data, and academic data. All evaluation tools will be completed, approved, and implemented by month 3 of the grant period (December 31, 2014). **Process data will be collected, analyzed and distributed monthly** by the local evaluator. Process data will include mental health referrals, mental health treatment logs, mental health termination logs, student discipline referrals and attendance rates, attendance logs from training. Monthly distribution of evaluation data will allow CNUSD and the *ESSC Council* the opportunity to make changes and enhancements, when necessary. **Outcome data, such as the results from the California Healthy Kids Survey, pre- and post surveys from evidence-based curriculum programs will be collected, analyzed and distributed by the local evaluator annually.** The annual outcome data will also include

the 12-month aggregate of all process data. Change measured through use of the R-CADS will be scored quarterly. **Qualitative data, such as focus groups, site visits, and interviews will be collected and analyzed annually** and the results will be incorporated into the annual performance reports.

b. Evaluation Methods Provide High-Quality Data and Feedback, and Permit Periodic Assessment of Progress

Evaluation results will be shared with the ESSC Coordinating and Advisory Council and other stakeholders on a monthly basis via briefings and workshops, interim evaluation reports, a final evaluation report, and numerous evaluation bulletins. Interim and final reports will provide comprehensive analyses across all project objectives, including recommendations for future planning and decision-making. The evaluation bulletins will summarize selected study results in a non-technical and easily-readable format. Our evaluation plan promotes enabling more data-based decision-making and is designed to collect, analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements, to improve instructional practices, within the framework of the evidence-based programs, as well as overall improvement of teachers' classroom management skills; and student outcomes, not only in respect to discipline and attendance, but also developmental assets, risky behavior, and academic improvement.

To quantify implementation, we will use ratings comparing best practices to existing practices based on project documentation, participant records, on-site observations (for Tier 1 interventions), and key administrator interviews as well as surveys and interviews completed by those delivering and receiving services. Data will be compiled monthly into a quantified Fidelity Implementation Index that will allow us to periodically assess the extent and quality of each component, serve as a guide to implement *Corona Cares* as intended, and allow supervising staff to monitor quality. **Performance Feedback:** To ensure continuous quality improvement and that program enhancements are guided by evaluation results, our logic model will have a built-in feedback loop emphasizing the provision of timely, regular, and useful feedback to stakeholders for informed decision-making relative to needed changes in program activities.

Upon compiling data from record reviews, risk surveys, such as the California Healthy Kids Survey, interviews, and structured observations, the evaluator will promptly deliver results to project leadership and stakeholders. The evaluation will facilitate monthly meetings, engaging stakeholders through effective communication of evaluation findings in a variety of user-friendly methods. **Periodic Assessment of Progress:** Our program objectives, presented in section 2, will include benchmarks to enable us to monitor our progress, reflecting the annual increases anticipated as *Corona Cares* matures and service delivery becomes more refined. We will use short-term performance indicators to assess progress towards long-term intended outcomes, and annual benchmarks to graphically chart actual progress against targeted progress. Evaluation methods such as surveys, interviews, and focus groups will be used to assess short-term change in students' risk factors, protective factors, attitudes, and perceived self-efficacy aspirations logically linked to long-term outcomes. **Evaluation Information will Facilitate Further Development and Replication:** In order for our program to be developed, tested, and/or replicated in other settings, including other schools within our district, we will fully describe its structure. For each key element we will describe: 1) service delivery according to length, intensity, and duration; 2) content, procedures, and activities subsumed; 3) roles, qualifications, and function of staff responsible for service delivery; and 4) inclusionary and exclusionary characteristics defining our target population. We will track and document the step-by-step implementation approach through a careful review of meetings, minutes, the quality of the partnerships, and the contextual environment in which the program operates. We will also identify the feasibility of replicating the program by identifying non-negotiable design principles of the intervention, while allowing for local contextual adaptation.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

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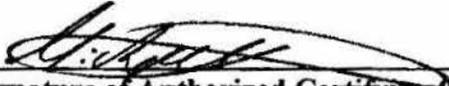
[View Optional Other Attachment](#)

Program Specific Assurances

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

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

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



Signature of Authorized Certifying Official

Superintendent

Title

Corona-Norco Unified School District

Applicant Organization

4/16/14

Date Submitted

California Department of Education (CDE) - School Fiscal Services Division
2013-14 Restricted Indirect Cost Rates for K-12 Local Educational Agencies (LEAs) - Five Year Listing

Rates approved based on standardized account code structure expenditure data

Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.

As of April 03, 2013

* C = County
D = District

CA= Common Administration
J = Joint Powers Agency

				----- A P P R O V E D R A T E S -----				
				For use with state and federal programs, as allowable, in:				
County Code	LEA Code	Type*	LEA Name	2009-10 <small>(based on 2007-08 expenditure data)</small>	2010-11 <small>(based on 2008-09 expenditure data)</small>	2011-12 <small>(based on 2009-10 expenditure data)</small>	2012-13 <small>(based on 2010-11 expenditure data)</small>	2013-14 <small>(based on 2011-12 expenditure data)</small>
33	10330	C	Riverside County Superintendent	8.06%	7.13%	7.26%	7.72%	8.14%
33	66977	D	Alvord Unified	4.20%	3.83%	5.46%	5.84%	4.90%
33	66985	D	Banning Unified	6.93%	5.58%	5.38%	7.78%	8.75%
33	66993	D	Beaumont Unified	7.50%	6.09%	6.94%	6.58%	6.92%
33	67033	D	Corona-Norco Unified	2.65%	2.50%	3.45%	3.27%	4.11%
33	67041	D	Desert Center Unified	18.77%	13.74%	13.55%	9.82%	10.11%
33	67058	D	Desert Sands Unified	4.89%	5.06%	5.55%	6.27%	4.48%
33	67082	D	Hemet Unified	9.59%	5.18%	4.92%	6.21%	6.23%
33	67090	D	Jurupa Unified	3.31%	3.41%	3.47%	3.31%	3.76%
33	67116	D	Menifee Union Elementary	6.51%	7.67%	7.40%	7.05%	7.65%
33	67124	D	Moreno Valley Unified	2.13%	2.22%	2.69%	2.59%	3.54%
33	67157	D	Nuview Union	7.26%	4.78%	4.74%	7.37%	4.52%
33	67173	D	Palm Springs Unified	6.17%	6.59%	6.79%	4.50%	5.71%
33	67181	D	Palo Verde Unified	5.45%	5.91%	5.96%	7.29%	5.70%
33	67199	D	Perris Elementary	4.53%	5.03%	5.27%	3.30%	3.91%
33	67207	D	Perris Union High	7.96%	8.08%	7.83%	6.58%	7.51%
33	67215	D	Riverside Unified	3.26%	2.56%	4.29%	4.40%	4.16%
33	67231	D	Romoland Elementary	8.00%	6.10%	5.45%	5.21%	5.53%
33	67249	D	San Jacinto Unified	4.66%	5.26%	4.97%	5.38%	7.33%
33	73676	D	Coachella Valley Unified	5.27%	4.40%	5.46%	6.38%	5.49%
33	75176	D	Lake Elsinore Unified	5.42%	4.67%	4.65%	5.36%	5.30%
33	75192	D	Temecula Valley Unified	3.73%	4.01%	4.13%	5.36%	5.07%
33	75200	D	Murrieta Valley Unified	4.45%	4.97%	4.21%	5.02%	5.18%
33	75242	D	Val Verde Unified	5.38%	5.99%	4.73%	5.29%	8.02%

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	10,908,082.20
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	3,217,384.62
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	66,300.35
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	1,129,073.05
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	85,516.14
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	2,730,492.21
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	12,675,864.15
9. Carry-Forward Adjustment (Part IV, Line F)	1,278,180.90
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	13,954,045.05

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	243,862,111.09
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	40,937,848.45
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	21,301,016.58
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	1,854,967.90
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	2,447.83
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,938,126.34
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	153,091.12
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	33,505,069.55
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	85,516.14
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	2,730,492.21
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	1,235,489.80
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	185,749.93
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	15,390,183.61
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	363,011,078.27

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment
(For information only - not for use when claiming/recovering indirect costs)
(Line A8 divided by Line B18)

3.49%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2014-15 see www.cde.ca.gov/fg/ac/ici)

(Line A10 divided by Line B18)

3.84%

April 12, 2014

U.S. Department of Education
Office of Elementary and Secondary Education
Office of Safe and Healthy Students
Washington, D.C. 20202-6450

RE: Executive Order 12372 Compliance
Elementary and Secondary School Counseling Programs
CFDA 84.215E

To Whom It May Concern:

The United States Department of Education's Grant CFDA # 84.215E was not selected for review by the State of California. The Grant Coordinator, Sheila Brown can confirm this information. She can be contacted at State of California, Grants Coordination, State Clearinghouse, Office of Planning and Research, POB 3044, Room 222, Sacramento, CA 95182. Telephone: 916.445.0613 or via email at state.clearinghouse.opr.ca.gov.

Sincerely,

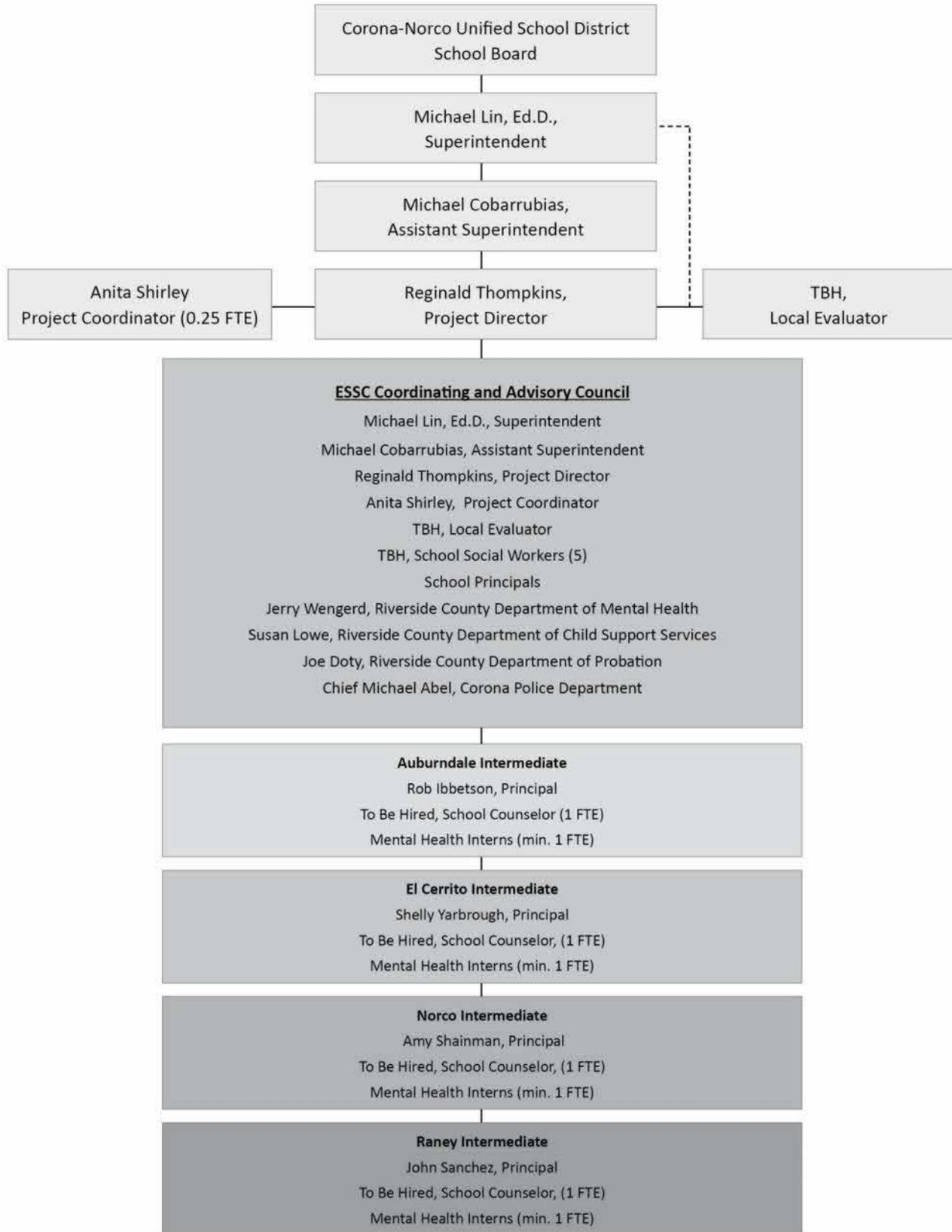


Michael H. Lin, Ed.D.
Superintendent of Schools
Corona-Norco Unified School District

RESUMES, ROLES AND RESPONSIBILITIES FOR PROJECT DIRECTOR AND KEY PERSONNEL

The following details the roles and responsibilities of the Project Director, Key Personnel, and ESSC Coordinating and Advisory Council for our grant project. Resumes and job descriptions for the Project Director and Key Personnel are included at the end of this document. All individuals listed will be held to the same standard of responsibility and participation in ensuring that the project objectives are fulfilled. Key personnel and each member of the ESSC Coordinating and Advisory Council will keep accurate records of services provided, answering both to committees and personnel within CNUSD as well as the community at-large. The records will document services provided under the grant, the population served, number of training sessions provided, and attendance. The individuals will participate fully in every aspect of the evaluation process. All personnel will attend all required meetings and relay all pertinent information to the Project Evaluator. In addition, checks and balances between departments – both within the school district and the broader community – will ensure all students are receiving the support needed through a team approach that addresses prevention, screening, treatment and follow-up. The following organizational chart offers a visual reference of these overlapping relationships. A description of each position outlines duties specific to each individual.

ESSC Coordinating and Advisory Council



Executive Oversight

Michael Lin, Ed.D., Superintendent, CNUSD

Michael Cobarrubias, Assistant Superintendent, CNUSD

The Superintendent is responsible for the overall management of the Corona-Norco Unified School District and carries out the mandates as prescribed by the CNUSD School Board, State of California, and the federal government. Mr. Lin and Mr. Cobarrubias will provide executive oversight of the ESSC grant and will serve on the Coordinating and Advisory Council while continuing to expand the school-community partnerships and collaborations. They will leverage their standing in the community to expand and continue to build strong partnerships with mental health providers, faith-based organizations, public and private social services agencies, parochial and private schools, and civic and business leaders and organizations. They will continue to foster connections with parents and the community at-large to reach the overarching goal of eliminating the barriers to academic success for all students while increasing their ability to have positive, healthy relationships in all areas of their lives. Mr. Lin and Mr. Cobarrubias will ensure that the project is compliant with all federal, state, and district policies; plan and organize needs assessments to identify and address gaps; implement project procedures to establish service delivery guidelines; coordinate project activities with existing programs; develop a project sustainability plan with staff; and facilitate monthly meetings, including the ESSC Coordinating and Advisory Council meetings. The roles and responsibilities of their current positions (Superintendent and Assistant Superintendent) encompass the activities, goals, and objectives of the ESSC grant, therefore none of their salaries will be charged to the grant. We anticipate a 15% combined effort on grant activities between Mr. Lin and Mr. Cobarrubias.

Reginald Thompkins, Project Director, CNUSD

As Project Director, Mr. Thompkins will be responsible for the administration and financial fidelity of the ESSC grant project. He will maintain records on the project's operations and the extent to which the program objectives are being met, including specific performance measures in the evaluation plan. He will make on-going project information, findings, and products available to the ESSC Coordinating and Advisory Council to ensure sharing of knowledge gained from the efforts of the grant program. Mr. Thompkins will work closely with the Project Evaluator to collect key program information helpful in assessing the extent to which the project activities and services are meeting their goals and objectives. Mr. Thompkins will supervise program staff including the Project Coordinator, and School Counselors. Mr. Thompkins will see to it that students and families are receiving appropriate services and referrals. Mr. Thompkins will continue expanding school-community relationships by developing and identifying mental health and counseling services available to staff, students, parents, and the community. He will be responsible for creating a uniform intake form and developing the necessary protocols to streamline delivery of services to students and families. These protocols will ensure that services are not duplicated, are provided in a timely manner, and that CNUSD has the ability to accurately and quickly report on progress and outcomes. Mr. Thompkins will be intimately involved in the creation and implementation of the social marketing

campaign aimed at changing attitudes and stereotypes relating to mental health. Mr. Thompkins is a full time employee of the district and his responsibilities with this grant support the roles and responsibilities of his current position therefore none of his salary will be allocated to the grant. We estimate Mr. Thompkins will spend 20% of his time on the ESSC grant for an in-kind contribution.

Anita Shirley, Project Coordinator

Ms. Shirley will serve as our ESSC Project Coordinator. She will facilitate and coordinate the work of the School Counselors at each site by meeting with building principals to remove any barriers to success, such as working through logistics of office space, referrals, etc. She will be responsible for all outreach and marketing efforts to schools, students, families and the community. The Project Coordinator will facilitate the anti-stigma campaigns for the district and school sites. The Project Coordinator will be the liaison with colleges and universities providing the mental health interns who will assist the school counselors. Ms. Shirley will also supervise the work of all the interns. She will report directly to the Project Director. She will participate in all ESSC Coordinating and Advisory Council meetings and facilitate monthly meetings with the interns. This is a part-time position (0.25 FTE).

Local Evaluator, To be hired

The local evaluator will be responsible for collecting and analyzing all data necessary to track progress on the grant to ensure all goals, objectives, and outcomes are met. The local evaluator will be responsible for the development and maintenance of the ESSC grant project Logic Model, Evaluation Plan, Sustainability Plan, and will prepare monthly updates to the Project Director and monthly presentations to the ESSC Coordinating and Advisory Council. They will facilitate focus groups with students, parents, and teachers, conducting formal surveys to better understand the barriers to successful implementation of the grant activities, as well as barriers to providing the needed mental health services to students in need. The Local Evaluator will conduct classroom site visits to monitor fidelity of evidence-based programs. The Local Evaluator will conduct a comprehensive evaluation that will include process, outcomes, and fidelity measures. Data collection will include both qualitative and quantitative data. They will work closely with the Project Director to prepare and submit the required reports for the U.S. Department of Education. They will collaborate with CNUUSD's technology department to extract relevant data from their student information system and create an SPSS data base in order to properly analyze all data necessary for the GPRA measures and project-specific objectives. The Local Evaluator will serve on the ESSC Coordinating and Advisory Council, work closely with key project staff and community partners, and report directly to the Project Director. The local evaluator will be identified through a formal procurement process.

Individual School Sites

School Counselors, CNUSD, To Be Hired

Four (4) School Counselors will be hired to provide school-based mental health services at each participating school site. The School Counselors will work directly with students who experience difficulties in educational achievement due to trauma, social/emotional, adjustment and/or attendance issues. They will provide direct clinical and case management services to students and parents, and provide consultation and in-service training to school site personnel. They will work to ensure equity and access for students to all available educational resources and link students to community resources, when necessary, in order to advance opportunities for success. Each School Counselor will work closely with his/her building principal and report directly to the Project Director. All School Counselors will participate in the monthly ESSC Coordinating and Advisory Council meetings. All School Counselors will be trained in all evidence-based programs utilized by the district and initiated under the grant, including: PBIS, RtI, and Aggression Replacement Training. All positions are full time positions (4 FTEs).

Mental Health Interns, To Be Identified

To further support the efforts of the School Counselors, interns from the fields of social work, psychology, school counseling and/or mental health counseling will be placed in each of our grant schools to assist with social skills groups, therapeutic groups, individual counseling and classroom support. Interns will be master's level students in accredited programs at Cal State University Long Beach and the University of Southern California, working under the clinical supervision of the Project Coordinator. The Mental Health Interns will function as team members to provide services under the direction of the School Counselors. All Mental Health Interns will participate in the monthly ESSC Coordinating and Advisory Council meetings.

ESSC Coordinating and Advisory Council: will consist of representatives at a policy-making level from all community partners (police, mental health, probation, child and family services) and mental health service providers in the community, as well as representatives from participating school sites, colleges and universities, and community-based and civic agencies in our community. The committee will be responsible for establishing mechanisms to assure stakeholder accountability for commitments; approving final protocols, forms, and logs; and creating a sustainability plan. The committee will meet on a monthly basis throughout the grant period. The following details the activities for the ESSC Coordinating and Advisory Council to accomplish the following objectives in support of the district's project to expand mental health counseling services to students:

1. Participate in monthly council meetings that will be structured similarly to Vertical Teams for academics and ensure not only the elimination of duplication of efforts, but also that our highest needs students are receiving the care and support they need to succeed.

2. Explore new initiatives as well as discuss and share information on current practices in an overt effort to silo-bust.
3. Increase linkages between the schools/district, police department, and the departments of child support services, probation and mental health that will ensure that a safety net exists for children experiencing environmental risk factors. These links will facilitate a wrap-around approach to care that expands treatment teams beyond the school walls to emphasize community collaboration.
4. Work towards expanding membership to the council through intensive outreach efforts to public and private agencies that provide services to children and youth, such as mental health service providers that specialize in military personnel; domestic violence; substance abuse; homeless and foster youth; etc.
5. Participate in and support all evaluation efforts of the project and create protocols and procedures to enhance data-driven decision making policies.
6. Participate in all marketing efforts – including anti-stigma campaigns sponsored by the ESSC grant.
7. Participate in all professional development provided under our ESSC grant program and work towards integrating practices and principles from these evidence-based programs into each agency's program, as appropriate.
8. Participate and support other activities identified and defined by the Council and ESSC Project Director.



**Michael Lin, Ed.D., Superintendent
Corona-Norco Unified School District**

Dr. Michael Lin is the superintendent of the Corona-Norco Unified School District, the 9th largest school district in California serving more than 54,000 students.

Recently, Corona-Norco Unified School District was named a finalist for the \$1 million Broad Prize for Urban Education for the second consecutive year. The Broad Prize for Urban Education is the largest education prize in the country, honoring school districts that demonstrate the greatest overall performance and improvement in student achievement, while reducing achievement gaps among poor and minority students.

Dr. Lin received his Ed.D. in Institutional Management from Pepperdine University; M.S. in Educational Administration from California State University, Fullerton; and his B.S. in Aerospace Engineering from California State Polytechnic University, Pomona.

Dr. Michael Lin has worked in education for 22 years. He began his career as a mathematics teacher in the Monrovia Unified School District, and worked as an Assistant Principal and Personnel Services Coordinator for the Hacienda-La Puente Unified School District. He served as Administrative Director of Human Resources at both the Montebello and Walnut Valley Unified School Districts. He came to CNUSD in 2008 as the Assistant Superintendent of Human Resources and was promoted to Superintendent in 2012.

Michael has extensive training experience in negotiations, policies and procedures, labor relations, and developing collaboration and teamwork within organizations. He is well known for developing relationships, negotiating and collaborating. His academic work includes teaching adjunct classes at the university level and consulting with educational institutions, businesses and other organizations.

Dr. Lin serves in professional organizations including Association of California School Administrators (ACSA), American Association of School Administrators (AASA), Association and Supervision and Curriculum Development (ASCD) and the Urban Education Dialogue. He is currently serving on the Board of Directors for the Greater Corona Valley Chamber of Commerce and a member of numerous service organizations in cities of Corona, Eastvale and Norco.

Dr. Lin resides in Chino Hills with his wife Zoe. Together they have two children.

Michael G. Cobarrubias

Assistant Superintendent, Corona-Norco Unified School District

Michael Cobarrubias is an educator with more than 25 years of experience in the field, moving up the ranks from classroom teacher to his current role as assistant superintendent at CNUSD. Michael has administered five grants successfully while at Montebello Unified School District, including the SS/HS grant initiative, and led his school district through highly successful improvements. Michael is an amiable leader who builds an environment of respect, safety and collaboration.

Education/Credentials:

California State University at Los Angeles	
Masters in School Administration	1997
Bachelor of Arts	1976
Administrative Credential- Tier 11	2003
Administrative Credential-Tier 1	1997
Secondary Life Teaching Credential	1976
Language Development Specialist Certificate (LDS)	1994
California School Leadership Academy (CSLA) Foundations	1999

Experience:

Corona-Norco Unified School District	2013-present
<u>Assistant Superintendent of Pupil & Community Services</u>	
Montebello Unified School District	1986-2013
<u>Assistant Superintendent of Pupil & Community Services</u>	2010-2013
<u>Director of Pupil Services-District Office</u>	2004-2010
<u>Coordinator of Pupil Services-District Office</u>	1996-2004
<u>Assistant Principal-Montebello High School</u>	1994-96
<u>Attendance Supervisor-Montebello High School</u>	1992-94
<u>Director of Student Activities-Montebello High School</u>	1990-92
<u>Classroom Teacher-Montebello High School</u>	1986-90

Recent Accomplishments

Awards

State Model SARB Program, 2010, 2012, 2013
Foster Youth Achievement Award, 2010
National Foster Youth Care Award, May 2009

Achievements

Successfully implemented a district wide Bullying Prevention Program in 2010 that reduced bullying behavior in schools by 27% over a two-year period.
Established School Based Mental Health counseling district wide.
Increased attendance over the last five years.
Reduced expulsion cases for the last five years.
Managed a comprehensive safe schools program over the past five years that has yielded the following results:

- Decreased the number of students missing one or more day of school because they didn't feel safe by 34%
- Decreased the percentage of students who report being involved in a physical fight on school property by 31%
- Increased the percentage of students who report a high level of school protective factors by 10%
- Decreased the percentage of students who report current alcohol use by 69%
- Decreased the percentage of students who report current marijuana use by 43%
- Increased the number of students receiving school-based mental health services by 77%

Established Canine Drug Detection Program
Developed Progressive Student Discipline Guidelines
Developed Comprehensive School Safety Plan (CSSP) template
Compiled Suicide Prevention Guidelines
Developed Campus Security Officer Handbook Guidelines

Related Experience and Certifications

California Foundation for Improvement of Employer-Employee Relationships (CFIER), 1997
Seven Habits of Highly Effective People- Seminar, Steven Covey, 1998
Cognitive Coaching, 2001
Interest Based Decision Making, 2001
Olweus Bullying Prevention Trainer, June 2009

Memberships/Organizations

Association of Montebello School Administrators
Executive Board Member, 1999- 2004
Community Day School Network
Executive Board Member, 2002
California Independent Study Consortium
California Activities Director Association

Reginald Thompkins

(b)(6)

EDUCATIONAL BACKGROUND

Azusa Pacific University 1996
Master of Education, Education Administration w/ Emphasis in Physical Education

California State University San Bernardino 1991
Bachelor of Arts, Sociology

CREDENTIALS:

California Single Subject PE Teaching Credential
California Professional Administrative Clear Credential
Calif. Cross Cultural, Language and Academic Development Certificate

PROFESSIONAL EXPERIENCE

Corona Norco Unified School District

Administrative Director 2013-Present
Instructional Support Division.

- Oversee the suspension and expulsion process
- Manage alternative academic placements
- Supervise district counselors
- Evaluate Principals 3 Levels
- Update school board regulations
- Address parent complaints and concerns
- Serve on the Superintendents' Cabinet
- Liaison with the School Board

Principal, Santiago High School 2008-2013

- Chosen as host site for District Broad Award Visit for success in closing the achievement gap between Hispanic/ African American and White students
- Double digit API growth each of last 4 years with 20 pt. average
- Created effective in and after school intervention programs
- Served as a Model Practice School for Innovate Educational Consultants
- Recognized by the College Board for our ELL Program
- Recognized in Newsweek's top 500 Best High Schools List
- Recognized in US News Best High Schools as Gold Status/ #37 in California
- Created effective counseling program aligned to college and career readiness
- Dramatically increased school's AVID, honors and advanced placement programs
- Created & recognized for the development of an effective assessment feedback system
- Provided oversight for all site restricted and unrestricted budgets.

- Administrated all personnel related functions for a large comprehensive high school
- Supervised and evaluated all site assistant principals
- Managed site master schedule and staffing allocation
- Implemented school wide writing day using Step Up To Writing protocol
- 2012/13 Corona Norco Unified School District High School Principal of the Year

Rialto Unified School District

Principal, Eisenhower High School 2005-2008

- Created single school plan to foster student achievement
- Fostered staff-wide participation and teamwork in the WASC accreditation process resulting in a six-year accreditation with a three-year follow up.
- Recruited and Evaluated employees
- Created and implemented new procedures to foster compliance with the special education program
- Implemented and increased effective parent communication programs
- Created new engineering program with opportunities for all students to enter
- Guided entire school thru aesthetic make over while building school spirit and student ownership
- Averaged 17 pt API growth over 3 years
- Developed first middle college program for Rialto Unified School District
- Implemented school wide writing day using Jane Shaffer protocol

Rialto Unified School District

Assistant Principal, Carter High School 2004-2005

- Served as testing coordinator for CAHSEE
- Met all AYP participation and Proficiency targets
- Implemented new modified block schedule
- Assisted in initial opening of new site Wilmer Amina Carter High School
- Supervisor over counseling, security and athletic programs

Assistant Principal, Martin Luther King High School 2001-2004

- Coordinated Golden State Testing and assisted with CAHSEE
- Duties included counseling, facilities and security
- Developed culturally sensitive programs to build acceptance
- Administered discipline for grades 9-12

San Bernardino Unified School District

Assistant Principal, San Gorgonio High School 2000-2001

TOSA Title I Programs, San Gorgonio 1997-2000

PE Teacher/Head Basketball Coach 1993-1997

PE Teacher, San Andreas Alternative HS 1992-1993

- Developed School Disaster plan and coordinated all training
- Supervised Drop Out/ At Risk small learning community after school
- Evaluation of teachers and clerical
- Instructed classes in PE program
- Coached B/G Softball, B Basketball, B/G Volleyball

LEADERSHIP ACTIVITIES

- Voted to State California Interscholastic Federation Executive Board as Pres-Elect
- Voted to Southern Section CIF Executive Board as Pres-Elect
- Attended a summer leadership academy at the U.S. Army War College Center for Strategic Leadership
- Researched and helped create the first middle college high school campus at Eisenhower High School in cooperation with San Bernardino Valley College
- Presenter at Riverside County Office of Education on Best Practices of ELL Students
- Presenter at the 2012 ISTE Conference in San Diego
- Invited guest of Broad to New York for presentation by Mayor Bloomberg and Secretary of Education Arne Duncan
- Original member of the Riverside County High School Principal's Network
- Participated as host site for the district's Broad Award Process
- Presenter at Riverside County Office of Ed. Long Term English Learner Institute
- Presenter at College Board ELL Conf in Sacramento
- Member of Association of California School Administrators (ACSA), National Association of School Principals (NASSP), Association for Supervision and Curriculum Development (ASCD), California Association of African American Superintendents and Administrators (CAAASA), College Board

Anita M. Shirley

(b)(6)

amshirley@cnusd.k12.ca.us

Education

- 2007 Administrative Services Credential, University of Redlands, School of Education
2003 Master of Arts, Education: Counseling, University of Redlands, School of Education
1999 Bachelor of Arts, Religion, University of Redlands

Credentials

- 2007 Administrative Services Credential, University of Redlands, School of Education
2005 Cross-cultural, Language, and Academic Development (CLAD) Certificate
2003 Pupil Personnel Services Credential, University of Redlands, School of Education

K-12 Professional Experience

Present-July 2013 Counselor on Special Assignment, Corona-Norco Unified School District

- Collaborate with other counselors to create a Counseling Handbook based on ASCA Standards
- Created and present New Suicide Protocol for the district
- Coordinate and lead K-12 Counseling Meetings
- Lead Career Cruising Program in the creation of 4 year plans for 8th grade students
- Worked in partnership with district and site administrators to host a Roadmap to College Event
- Attended Trainer for Trainers for Applied Suicide Intervention Skills Training (ASIST)

June 2013-July 2010 Head School Counselor, Eleanor Roosevelt High School,
Corona-Norco Unified School District

- Effectively maintained and supervised caseload of 400+ students
- Assisted with Master Schedule
- Coordinated and facilitated 8th grade Parent Night
- Provided student and staff presentations

June 2010-July 2005 Elementary School Counselor, Corona-Norco Unified School District

- Provided group and individual counseling
- Provided classroom and staff presentations
- Lead Parenting Classes
- Trained Staff in Second Step: A Violence Prevention Curriculum

June 2005-August 2003 Safety and Violence Prevention Counselor, Centennial High
School, Corona-Norco Unified School District

- Provided individual and group counseling
- Maintained student contracts
- Faculty Advisor for Link Crew
- Liaison with law enforcement and community agencies

July 2003-August 2000 Teacher: English, Social Studies, and Drama, Cerro Villa Middle School, Orange Unified School District

- Successfully implemented California State Standards
- Coordinated California English Language Development Test (CELDT)
- Member of School Site Council
- Secretary of English Language Advisory Committee (ELAC)

Other Professional Experience

July 2000-April 2000 Interim Youth Director, Christ Lutheran Church

- Managed junior and senior high youth programs
- Assisted in planning and implementation of service trips and retreats
- Supervised programs including Confirmation and Sunday school

Committees

- Suicide and Threat Assessment Protocol
- Critical Incident Team
- Counselor Evaluation Committee
- Counseling Coordinating and Advisory Council
- Served on Board for World Kindness Youth Conference
- Served on WASC visiting team

Professional Memberships

- American School Counselor Association
- California Association of School Counselors
- California Teachers Association
- Corona-Norco Teachers Association

Professional Growth

2014 Applied Suicide Intervention Skills Training – Trainer for Trainers
2013 University of California Conference
2013 California State University Conference
2013 Collegeboard Conference

Position Description

CFDA 84.215E – Elementary and Secondary School Counseling Program

Position

Project Director (In-kind contribution)

Name

Reginald Thompkins

Nature of Position

Supervises and directs the on-going activities of the project, administers its budget, holds appropriate meetings, and plans for coordination between the project staff and district personnel. He will report all findings, including successes and progress to the Superintendent and Assistant Superintendent.

Accountability

The Project Director is directly responsible to the Assistant Superintendent.

Duties and Responsibilities

1. Ascertain that the goals and requirements of the grant are met.
2. Establish and coordinate project functions; recommend, implement, and maintain project policies, procedures, schedules, and budgets; coordinate and supervise all grant-paid staff.
3. Select and evaluate project staff in conjunction with appropriate district administrators.
4. Organize appropriate staff development in the nationally validated, evidence-based PBIS, RtI, and Aggression Replacement Training for violence prevention and pro-social school climate in the elementary schools.
5. Organize staff development in violence prevention, crisis management, peer mediation, conflict resolution, anger management, and early identification of high-risk youth.
6. Cooperate in establishing effective procedures for evaluating the project and planning for administration of appropriate measurement instruments.
7. Lead in planning and training for implementing instruction that incorporates an innovative, comprehensive, developmental, classroom-based conflict resolution curriculum.
8. Implement dissemination strategies such as an abstract, a brochure, newsletters, news releases, conference presentations, and submissions to journals and databases.
9. Implement an evaluation plan that uses multiple measures to collect, analyze, and report qualitative and quantitative data on outcomes and effectiveness of project strategies.
10. Meet on a regular basis with key school district administrators, program staff, and district-paid classified teachers and specialist personnel.
11. Lead and coordinate project staff meetings and project planning, monitoring, internal and external evaluation, and staff training activities.
12. Prepare, coordinate, and disseminate all required project fiscal and evaluation reports.

Qualifications

Master's degree in Education Administration or a related field; appropriate valid California certification or license; experience in program management, budget oversight, data-driven decision making and multicultural counseling.

Ability to relate effectively to students, parents, administrators, teachers, education assistants.

Familiarity with the communities to be served.

English and Spanish Fluency.

Position Description

CFDA 84.215E – Elementary and Secondary School Counseling Program

Position

Project Coordinator (.25 FTE)

Name

Anita Shirley

Nature of Position

Facilitates and coordinates the work of the School Counselors at each school site. She will be responsible for all outreach and marketing efforts to schools, students, families, and the community. She will facilitate the anti-stigma campaigns for the district and school sites and serve as the liaison with Cal State Long Beach, and the University of Southern California and supervise the interns who will assist the School Counselors.

Accountability

The Project Coordinator is directly responsible to the Project Director.

Duties and Responsibilities

1. Ascertain that the goals and requirements of the grant are met.
2. Facilitate campaign geared toward eliminating the stigma associated with mental health services; coordinate all outreach and marketing efforts throughout the district and broader community.
3. Select and evaluate project staff in conjunction with appropriate district administrators.
4. Consult with parents and other members of the projects' Advisory Team and organize parent-community involvement in school safety and violence prevention activities. Facilitate appropriate staff development in the nationally validated, evidence-based ART Model for violence prevention in the elementary schools. Facilitate and coordinate the work of School Counselors at each site. Meet regularly with building principals and school-based program staff to ensure smooth implementation, share successful operating procedures, trouble shoot and track project goals.
5. Cooperate in establishing effective procedures for evaluating the project and planning for administration of appropriate measurement instruments.
6. Support in designing counseling and psychological services that develop social/emotional competence and resiliency and offer alternatives to discipline. Act as liaison with universities providing interns. Provide clinical supervision of mental health interns.
7. Meet on a regular basis with key school district administrators, program staff, and district-paid classified teachers and specialist personnel.
8. Participate in project staff meetings and project planning, monitoring, internal and external evaluation, and staff training activities.
9. Coordinate parent-community involvement at the direction of project director.

Qualifications

Master's degree in School Counseling or a related field; appropriate valid California certification or license; experience in program development and clinical supervision...

Ability to relate effectively to students, parents, administrators, teachers, education assistants.

Familiarity with the communities to be served.

Fluent in English and Spanish.

Project Description
CFDA 84.215E – Elementary and Secondary School Counseling Program

Position

School Counselors (4.0 FTE)

Name

TBH

Nature of Position

Provides leadership as part of a team approach to prevent school violence and other behavioral problems and increase pro-social behavior through school-wide, targeted and individualized interventions; collaborates with district staff to design, demonstrate, model, and implement project-specific counseling strategies; helps district staff to acquire appropriate counseling and behavioral management materials.

Accountability

This position is directly responsible to the Project Director.

Duties and Responsibilities

1. Assist in implementing project goals and objectives.
2. Serve as a liaison between and among schools, families, and social service resources.
3. Make appropriate referrals of students/families to public or private community resources for assistance and work cooperatively with those resources.
4. Administer appropriate staff development for school based staff.
5. Team-teach and model culturally informed strategies for classroom teachers and volunteers.
6. Coordinate counseling activities with district's guidelines.
7. Provide individual counseling and/or social skills groups for students.
8. Serve as a source of information for school personnel concerning educational, recreational, financial, protective, and therapeutic community resources available for children and their families.
9. Recommend and implement ways to adjust instruction to accommodate students with trauma histories, diverse learning styles and special needs.
10. Assist in review of evaluative measures used, piloted, and adopted by the project.
11. Assist in organizing an intervention program at each school site to include activities on esteem-building and motivation.
12. Assist school-based staff in identifying and implementing alternatives in student discipline and behavioral management in the classroom.
13. Provide consultative support services to school personnel.
14. Conduct workshops for parents, project staff, school-based staff, and project partners on topics relating to school violence prevention and intervention strategies.
15. Network with social workers at state, regional, and national levels.
16. Assist in planning, designing, producing, and disseminating project-developed materials.
17. Participate in project staff meetings and in project planning, monitoring, evaluation, and staff development activities.
18. Perform any related tasks designated by the Project Director.

Qualifications

Master's degree in School Counseling from an accredited program and appropriate, valid California license or certification.

Knowledge of and experience with social work methodologies appropriate for working with high poverty student populations. Multi-cultural competence.

Familiarity with the communities to be served.

English and Spanish proficiency.

Project Description
CFDA 84.215E – Elementary and Secondary School Counseling Program

Position

Local Evaluator (contract)

Name

TBA

Nature of Position

Conducts external formative and summative evaluation of the project consistent with its program design, evaluation plan, and applicable Federal regulations; submit required, timely, and complete evaluation reports.

Accountability

The Evaluator will be directly responsible to the Project Director.

Duties and Responsibilities

1. Design an evaluation proven compatible with CFDA 84.215E and pertinent Education Department General Administrative Regulation (EDGAR) requirements, and with the principles of Continuous Improvement Management (CIM).
2. Report evaluation of program context, program implementation, and program outcomes in a manner consistent with the grant proposal and program requirements.
3. Submit all evaluation reports to the Project Director in a timely manner (before deadlines) as required in consultation with the Project Director and project and school district staff.
4. Assist the project in data collection; conduct onsite observations; review data collection, analysis and recording processes; and recommend modifications.
5. Review and adjust the timeline for implementing evaluation activities in consultation with the Project Director; provide a schedule for conducting data gathering, analysis, and reporting; and conduct these processes.
6. Meet regularly with the Project Director to monitor progress of project implementation (process evaluation) and attend all ESSC Coordinating and Advisory Council meetings.
7. Make monthly presentations to ESSC Coordinating and Advisory Council, create an annual non-technical report, and create quarterly evaluation briefings. The non-technical report and quarterly briefings will be created in a non-technical, user-friendly format to inform the schools, students, families, and community about the progress and successes of the grant project.
8. Provide ongoing technical advice about evaluation processes and adjustments, as needed.
9. Create and maintain the logic model, evaluation plan, and sustainability plan.
10. Communicate regularly with project staff and the community partners.
11. Assist in reviewing staff development needs at the onset of each year.
12. Design project questionnaires, checklists, surveys, and all other project-developed instruments in consultation with the Project Director.
13. Present evaluation results and findings on a regular or as-needed basis to a variety of audiences.

Qualifications

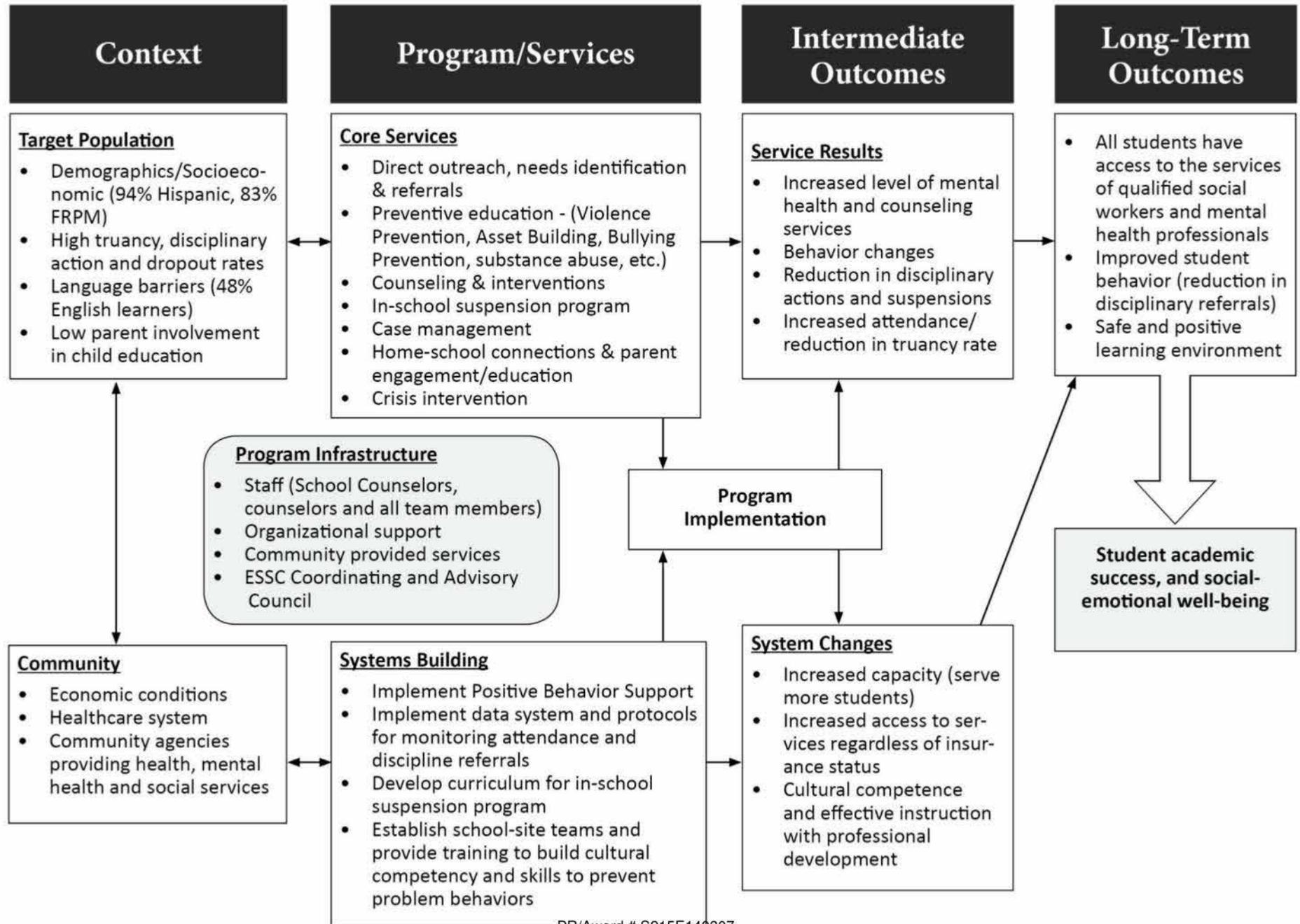
Knowledge of and experiences in assessing Federal projects; experience in managing and conducting the evaluation process, and familiarity with applicable Federal regulations governing the project.

Knowledge of and experience in the K-12 educational setting, specifically as it relates to removing barriers to learning and creating a safe and healthy school climate.

Ability to develop and submit timely evaluation reports in both print and electronic formats.

Familiarity with the communities to be served.

Corona Cares Operational Flow Chart



Corona Norco Unified School District

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

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Corona-Norco Unified School District
 Elementary and Secondary School Counseling Programs
 Budget Narrative
 Secondary School Program

Category	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Personnel								
Executive Oversight	Michael Lin, Superintendent and Michael Cobarrubias, Assistant Superintendent will provide executive oversight for our ESSC grant and will serve on the Coordinating and Advisory Council while continuing to expand the school-community partnerships and collaborations. Mr. Lin and Mr. Cobarrubias will ensure that the project is compliant with all federal, state, and district policies; plan and organize needs assessments to determine and address gaps; implement project procedures to establish service delivery guidelines; coordinate project activities with existing programs; develop a project sustainability plan with staff; and facilitate monthly meetings, including the ESSC Coordinating and Advisory Council meetings. The roles and responsibilities of their current positions (Superintendent and Assistant Superintendent) encompass the activities, goals, and objectives of the ESSC grant. Therefore none of their salaries will be charged to the grant. We anticipate a 15% combined effort on grant activities between Mr. Lin and Mr. Cobarrubias.	0		0		0		0

Category	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Project Director, Reginald Thompkins	<p>Mr. Thompkins will be responsible for the administration and financial fidelity of the ESSC grant project. He will maintain records on the project's operations and the extent to which the program objectives are being met, including specific performance measures in the evaluation plan. He will make ongoing project information, findings, and products available to the ESSC Coordinating and Advisory Council. Mr. Thompkins will work closely with the Project Evaluator to collect key program information helpful in assessing the extent to which the project activities and services are meeting their goals and objectives. Mr. Thompkins will supervise program staff including the Project Coordinator, and School Counselors. He will be responsible for creating a uniform intake form and developing the necessary protocols to streamline delivery of services to students and families. Mr. Thompkins will be intimately involved in the creation and implementation of the social marketing campaign aimed at changing attitudes and stereotypes relating to mental health. Mr. Thompkins is a full time employee of the district and his responsibilities with this grant support the roles and responsibilities of his current position therefore none of his salary will be allocated to the grant. We estimate Mr. Thompkins will spend 20% of his time on the ESSC grant for an in-kind contribution.</p>	0		0		0		0

Category	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Project Coordinator, Anita Shirley	<p>As the ESSC Project Coordinator, Ms. Shirley will facilitate and coordinate the work of the School Counselors working at each site by meeting with building principals to remove any barriers to success, such as working through logistics of office space, referrals, etc. She will be responsible for all outreach and marketing efforts to schools, students, families and the community. The Project Coordinator will facilitate the anti-stigma campaigns for the district and school sites. The Project Coordinator will be the liaison with colleges and universities providing the mental health interns who will assist the school counselors. Ms. Shirley will also supervise the work of all the interns. She will report directly to the Project Director. She will participate in all ESSC Coordinating and Advisory Council meetings and facilitate monthly meetings with the interns. This is a part-time position (0.25 FTE). \$60,000 annual salary x 25% = \$15,000.</p>	15,000		15,000		15,000		45,000

Category	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
School Counselors	To Be Hired. Four (4) School Counselors will be hired to provide school-based mental health services at each participating school site. The School Counselors will work directly with students who experience difficulties in educational achievement due to social/emotional, adjustment and/or attendance issues. They will provide direct clinical and case management services to students and parents, and provide consultation and in-service training to school site personnel. \$60,000 per year x 4 FTE's = \$240,000 annually. Pro-rated for Year 1, with a start date of 12/1/14. Individual salaries for Year 1 = \$50,000 x 4 school social workers.	200,000		240,000		240,000		680,000
Total Personnel		\$215,000	\$215,000	\$255,000	\$255,000	\$255,000	\$255,000	\$725,000
Fringe Benefits								
	Fringe Benefits @ 24.97% of Personnel Subtotal (PERS @ 13.02%, OASDI @ 6.2%, Medi @ 1.45%, SUI @ 0.3%, Workers compensation @ 4% and 100% of medical, dental, vision, life and disability).	53,686		63,674		63,674		181,033
Total Fringe Benefits		\$53,686	\$53,686	\$63,674	\$63,674	\$63,674	\$63,674	\$181,033

Category	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Travel								
Required Government Travel	Required Government Travel: ESSC Meeting in Washington, DC to be held on an annual basis. 2-day conference. (\$600 flight, 2 nights hotel at \$200/night, Per Diem of \$50/day, Local transportation at \$100/trip) x 2 people	2,400		2,400		2,400		7,200
Total Travel		\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$7,200
Supplies								
General Program Supplies	General Office/Program supplies to include copy paper, office supplies, postage, awards, etc. \$100 per month x 12 months for each program year.	1,200		1,200		1,200		3,600
Marketing Supplies	One time costs: brochures, flyers, and banners to market program and anti-stigma campaign at a cost of \$7,000. Annual supplies of \$1,000 per school.	11,000		4,000		4,000		19,000
Instructional Supplies: The Incredible Years	Instructional supplies for <i>The Incredible Years</i> for our parent educator. Workbooks for classes = \$14.95 x 200 parents = \$2,990 for each year. Parent program stickers to reinforce learning @ \$100.00 per year.	3,090		3,090		3,090		9,270
Instructional Supplies: Aggression Replacement Training (ART)	Instructional supplies for Aggression Replacement Training. Consumable materials of \$1,200 per school x 4 schools x 3 years.	4,800		4,800		4,800		14,400
Total Supplies		\$20,090	\$20,090	\$13,090	\$13,090	\$13,090	\$13,090	\$46,270

Category	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Contractual								
Principal Investigator/Local Evaluator	To Be Hired. A Principal Investigator/Local Evaluator will be hired to provide comprehensive evaluation services for our ESSC grant. They will be responsible for collecting and analyzing all data necessary to track progress on the grant to ensure all goals, objectives, and outcomes are met. Additionally, this person will be responsible for the development and maintenance of the ESSC grant project Logic Model, Evaluation Plan, and Sustainability Plan, and will prepare monthly updates for the Project Director and monthly presentations for the ESSC Coordinating and Advisory Council. He/she will facilitate focus groups with students, parents, and teachers, conduct formal surveys and fidelity checks, and perform site visits and classroom observations. A complete list of roles and responsibilities is included in the document "Roles and Responsibilities" Grant Narrative. \$60.00 per hour x 650 hours per year = \$45,500.00.	45,500	25,000	45,500	25,000	45,500	25,000	136,500
PBIS Training	Cost for training and implementation guides for PBIS of \$4,633 per school for a total of \$18,532. All costs incurred in Year 1 and are not recurring.	18,532	18,532	0		0		18,532

Category	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Aggression Replacement Training (ART)	Seven (7) individuals will be sent to the Aggression Replacement Training (ART). All will be certified as Trainer-of-Trainers to ensure sustainability within the district and the community. Participants will include the Assistant Superintendent, Project Director, Project Coordinator, and 4 School Counselors. Cost for training is \$1571 per participant. The cost will be incurred in Year 1 and is not recurring.	11,000	11,000	0		0		11,000
Total Contractual		75,032	54,532	45,500	25,000	45,500	25,000	166,032
Total		366,208	345,708	379,664	359,164	379,664	359,164	1,125,535
Restricted Indirect Cost Rate	Corona Norco Unified School District has a negotiated Restricted Indirect Cost Rate of 4.11% for the 2013-14 School Year from the California Department of Education.	14,209		14,762		14,762		43,732
Grand Total		380,417		394,426		394,426		1,169,269

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

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

Name of Institution/Organization

Corona Norco Unified School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	215,000.00	255,000.00	255,000.00			725,000.00
2. Fringe Benefits	53,686.00	63,674.00	63,674.00			181,034.00
3. Travel	2,400.00	2,400.00	2,400.00			7,200.00
4. Equipment						
5. Supplies	20,090.00	13,090.00	13,090.00			46,270.00
6. Contractual	75,032.00	45,500.00	45,500.00			166,032.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	366,208.00	379,664.00	379,664.00			1,125,536.00
10. Indirect Costs*	14,209.00	14,762.00	14,762.00			43,733.00
11. Training Stipends						
12. Total Costs (lines 9-11)	380,417.00	394,426.00	394,426.00			1,169,269.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization Corona Norco Unified School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Michael	<input type="text"/>	Cobarrubias	<input type="text"/>

Address:

Street1:	2828 Clark Street
Street2:	<input type="text"/>
City:	Norco
County:	Riverside
State:	CA: California
Zip Code:	92860
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="951-736-5154"/>	<input type="text" value="951-736-5172"/>

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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