

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 # S215E140427

Grants.gov Tracking#: GRANT11638133

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

Closing Date: Apr 28, 2014

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

Application for Federal Assistance SF-424

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

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="95-2162543"/>	* c. Organizational DUNS: <input type="text" value="0847001940000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="562-942-1500"/>	Fax Number: <input type="text" value="562-949-2821"/>
---	---

* 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:**

El Rancho Unified School District's Elementary and Secondary School Counseling Grant program - Elementary School Application

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="395,887.00"/>
* 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="395,887.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>JEFF FITCHETT</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>El Rancho Unified School District</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name 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:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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.pdf

Add Attachment

Delete Attachment

View Attachment

**El Rancho Unified School District
Elementary and Secondary School Counseling Programs Grant**

GEPA 427 Statement

The El Rancho Unified School District (ERUSD) is an equal opportunity employer and does not discriminate based on gender, race, national origin, color, disability or age. ERUSD adheres to all sections of the Civil Rights Act of 1964, including Title VII and IX, sections 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. In addition, several ERUSD governing board policies have been compiled below to explicate the solid structure and foundation upon which the Elementary and Secondary School Counseling Program Grant will operate in the ERUSD:

- Affirmative Action Program - Board Policy 4111.1/4211.1
- Integration – Board Policy 5150
- Civil & Legal Rights & Responsibilities – Board Policy 5145
- Exceptional Children – Board Policy 5160

Particular steps that will be taken immediately to ensure equal access to the community are the following: 1) Produce all recruitment information for staff and participants in both Spanish and English; 2) Provide orientations to community participants (parents/students) in primary language (Spanish and English); 3) Provide feedback and support to Parents in Spanish and English; 4) Develop procedures with the Special Education Department and the Parent Involvement Office to ensure that any student with special needs has adequate accommodations to fully participate in the Elementary and Secondary School Counseling Programs Grant; and 5) Develop a process/criteria with ERUSD Human Resources for recruitment that ensures all staff in the Elementary and Secondary School Counseling Programs Grant are fully bilingual in Spanish and English.

ERUSD will take every step necessary to remove any type of barrier that would impede equitable access or participation to any student, staff member, parent and community partner who may have a disability. All activities and programs implemented in this project will be in facilities which are handicapped accessible with ADA parking. Reasonable accommodations will be made for special events, such as workshops held in other locations during the grant period.

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			
El Rancho Unified School District			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:		* First Name: Martin	Middle Name: <input style="width: 90%;" type="text"/>
* Last Name:	Galindo	Suffix:	<input style="width: 90%;" type="text"/>
* Title:	Superintendent		
* SIGNATURE:	JEFF FITCHETT	* 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:

The El Rancho Unified School District (ERUSD) in Pico Rivera, California seeks funding from the U.S. Department of Education's Elementary and Secondary School Counseling Grant (ESSC) to expand our existing counseling program, *ACCESS*, in our four highest risk elementary schools. The total population to be served by our ESSC grant program, which includes the following four elementary schools, Durfee, Magee, North Ranchito, and South Ranchito, is 2,337 students in grades Kindergarten through 5th grade. **Absolute Priority:** *ACCESS* meets the absolute priority established for this grant competition by expanding our counseling programs in elementary schools participating in this initiative. **Competitive Priorities:** *ACCESS* is eligible for an additional 6 competitive preference priorities points. We meet the criteria for priority #1 (Improving School Safety and priority #2 (Support for Military Families).

Activities, Objectives, and Outcomes: Our proposed activities will implement universal prevention and education programs for the target student population and serve the at-risk population with intensive strategies. The overarching goal is to promote positive mental health by helping students develop the skills and emotional resilience necessary to engage in pro-social behavior, preventing violent behavior and drug use, and providing resources to communities and families. Our objectives are summarized below and detailed outcomes are included in our grant narrative. **Objectives #1** - Expand the inventory of effective counseling programs for our target population (absolute priority). **Objectives #2:** Improve school safety which will decrease the incidence of harassment, bullying, violence, and substance abuse. **Objectives #3:** Increase collaborative efforts, and promote school-linked integration of services and promote sustainability. **Objectives #4:** Provide training to employees, parents and families to improve and increase school engagement and 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

The El Rancho Unified School District (ERUSD) in Pico Rivera, California seeks funding from the U.S. Department of Education’s Elementary and Secondary School Counseling Grant (ESSC) to expand our existing counseling program, *ACCESS*, in our four highest risk elementary schools. This expansion will enable the district to develop promising and innovative approaches for contributing to the personal growth, educational development, and social-emotional well-being of our students at this critical time in their lives. The total population to be served by our ESSC grant program is 2,337 students in grades Kindergarten through 5th grade. The demographic information in the table below illustrates some of the barriers to success our students in these schools face:

School Name	Enrollment	Race		English Language Learners		Free & Reduced Priced Meals		Truancy Rates
		Hispanic	%	Count	%	Count	%	
Durfee ES	551	530	96.12%	159	28.88%	414	75.22%	21.39%
Magee ES	563	554	98.36%	212	37.58%	459	81.52%	27.26%
N. Ranchito ES	551	539	97.85%	243	44.14%	446	80.86%	11.42%
S. Ranchito ES	672	665	99.03%	331	49.19%	577	85.88%	27.65%
Total	2,337	2,288	97.90%	944	40.41%	1,896	81.13%	22.16%

At 81%, the percentage of students qualifying for free and reduced price meals (poverty indicator) for the participating schools is significantly higher than the county average of 66.2% and the state average of 58%. **The risk factors for these students at home, in their community and at school are extreme.**

Risks in the Home: While the unemployment rate (6.7%) nation-wide has decreased significantly over the past several years, the unemployment rate for the city of Pico Rivera is at an alarming 8.2%¹.

Furthermore, the medium household income for Pico Rivera is 10.6% less than the national average. The number of children ages 0-5 in our school district (6.8%) is 5% higher than the national average². There were 85 child abuse and neglect cases during the 2012-2013 school year, and 375 students from our target schools are currently in foster care³. The percentage of people living in Pico Rivera with a high school diploma is 66.8%, significantly lower than the national average of 86.8%, and only 11% of these

¹ US Bureau of Labor and Statistics, Unemployment Report, March 2014.
² US Census, 2010
³ LA County Department of Child and Family Services (annual and monthly reports)

individuals have a college degree compared to 30% in the U.S.⁴. Not only do these figures indicate the low earning potential of much of our community, but they reflect a lack of community value placed on education. The Los Angeles County Department of Mental Health (DMH) estimates that 64% of ERUSD families identify chronic substance abuse problems for one of the parents⁵, which can trigger many mental health issues for the entire family, i.e. depression, conduct disorder and substance abuse. The Los Angeles DMH estimates the number of ERUSD students under age 18 experiencing severe mental health issues increased 110% over the past 18 months⁶. Risks In the Community: Gang participation among students of ERUSD is common, and the use of weapons is seen as a form of protection. Currently, law enforcement knows of 19 active gangs in the city of Pico Rivera and the surrounding areas, with a growing percentage of student affiliation⁷. Los Angeles County's juvenile crime and teen violent death rates are above both the national and state levels. Homicide, accidents, and suicides remained the highest three leading causes of death for youth in Los Angeles County⁸. Gang-related crime in Pico Rivera has increased 34% since 1990. The violent crime victimization rate for those ages 12 and greater has increased 72% over the same time period⁹. Risks at school: The juvenile recidivism rate for students enrolled in ERUSD has remained constant over the past five years at 18%¹⁰. Examples of how violence impacts our students are too easy to find. One tragic event in October, 2012 left the parents of one of our students at Durfee Elementary dead when a gunman opened fire into their place of business, killing them and taking a third adult hostage, and later killing her at her home. While this example is extreme, it highlights how violence and trauma permeate the lives of our students. The results from our 2013 California Healthy Kids Survey¹¹ indicate that: 1) Almost 10% of students reported missing one or more day of school during the previous 30 days because they felt unsafe at school or on the way to and from

⁴ U.S. Census, 2010

⁵ 2013 Annual Report, LA County Department of Mental Health

⁶ 2013 Annual Report, LA County Department of Mental Health

⁷ 2013 Report on Juvenile Gangs, Los Angeles County Gang Task Force

⁸ Los Angeles County Department of Health, 2013 Annual Report

⁹ Juvenile Crime Statistics: Los Angeles County Sheriff's Department, March 2013 Juvenile Crime Data Report for Pico Rivera, CA

¹⁰ 2013 Annual Report/city of Pico Rivera, Los Angeles County Department of Probation

¹¹ Scientific Sampling method utilized for administering the annual California Healthy Kids Survey (CHKS) district-wide.

school, which contributes to the high truancy rate; 2) More than 19% of students reported being in a physical fight on school property during the prior 12 months (197 students enrolled in the participating schools were suspended last year for fighting); 3) Only 24% of students reported feeling very safe at school; 4) Only 28% of students reported a high level of developmental assets at school; 5) 22% of students reported they felt so sad or hopeless that they stopped doing their regular activities for a period of two weeks or more; and 6) Alarming, 14.91% of students reported they seriously considered suicide during the past 12 months. While this same survey indicates a decrease in both current (past 30 days) alcohol and marijuana use, lifetime use of marijuana has increased 30.81% over the previous 3 years and binge drinking has increased 16.36% over the same time period. Undesirable and risky behaviors continue to increase as students get older (fighting, drinking, marijuana and other drug use). The number of ERUSD students (referred by ERUSD mental health therapists) who are admitted to a hospital due to concerns about harm to self or others has increased at an alarming rate over the past few years: 9 hospitalizations in the 2011-12 school year, 28 hospitalizations in the 2012-13 school year, and 23 hospitalizations as of March 19, 2014 for the current school year. Our Student Information System revealed that students from the participating schools were referred to the office for disciplinary reasons 11,403 times during the 2012-13 school year.

Community Concerns – In January 2014, ERUSD staff met with community partners, school site representatives, and parents to review student and community statistics. The following list reflects their top priorities based on those statistics: 1) Create a safe school environment by deterring incidents of physical violence and vandalism; 2) Increase mental health counseling, including early intervention and a systematic process for follow-up on referrals; 3) Provide prevention training and support for parents to enhance responsiveness to their children and address stressors at home that impact children at school; 4) Improve student attendance and decrease campus roaming truancy; and 5) Teach and reinforce student self-discipline, pro-social behavior, and responsibility to improve academic performance and make informed choices.

Mental Health Services – In 2009, we expanded our Student Information System to include a Mental Health Database to track mental health services provided to our students. The database allows us to collect and analyze data at a level that far exceeded the capacity of the county and the community service providers, and is now serving as a best practice model for data collection for mental health services in Los Angeles County. In 2011 we implemented the mental health *ACCESS* program that requires all mental health referrals to be processed centrally within the district in an effort to address the number of refusals and ‘no shows’ by students who are referred to receive mental health services. *ACCESS* provides an opportunity for school-based therapists to complete the intake form, make an initial assessment, meet with parents and guardians, and refer students to the appropriate services (school or community-based). While this practice has decreased the refusals and no shows by 25% over a two-year period, last year we identified that an evidence-based assessment tool is needed to track individual progress in meeting identified goals. Our data analysis abilities allowed us to uncover the following **gaps and weaknesses in service delivery for the participating schools**: 1) During the 2012-13 school year, 102 students were referred for mental health services, but did not receive them, and 51 students were put on a waiting list to receive mental health services, but never received them; 2) During the 2012-13 school year, all of our mental health service providers (external agencies) had to stop accepting new referrals (students) in February due to lack of funding; 3) Only 66% of students receiving service during the 2012-13 school year met their goals, which indicates that 44% of these students continue to need mental health counseling; and 4) On average, 53% of the students receiving mental health services require more than 12 months of service, which further impedes our ability to provide services to new referrals (students), and unfortunately they are placed on a waiting list. Moreover, our community-based mental health service providers have received significant funding cuts due to the financial crisis in California over the past three years. They report 50% fewer funds available during the 2013-14 school year through Medi-Cal and the Healthy Families¹² grant program. While we are pleased

¹² State of California program to provide health insurance, including mental health services, for low-income children.

with the progress made in mental health service delivery, including our ability to utilize data for decision making, our students’ risk factors and challenges are so extensive and our financial resources are so limited we’re simply unable to meet the current level of need. Due to financial constraints, we currently are not able to hire school-based mental health professionals to meet our students’ needs. In fact, across the board our operating budget will be cut 7.5% for the 2014-15 school year, which includes two school psychologists who serve our entire district. The district has lacked the resources to provide in-service training, or develop uniform procedures for identifying, screening or referring students in need of mental health services. We are also unable to meet the needs of our parents and families in providing the training and support they need to engage positively in their children’s education, and regularly have a waiting list for our Parent Project of 250 individuals. Parent engagement is critical in a community with such low levels of high school completion as ours. Inviting and supporting parents to become part of our school community in their children’s early school years supports a collaborative relationship conducive to increasing our students’ developmental assets at school and home.

Our ESSC program will address the increasing number of problem behaviors exhibited by students, such as oppositional behavior, inability to self-regulate, aggressive tendencies, verbal and physical outbursts, anxiety, and withdrawal. ERUSD’s *ACCESS* program will hire four school social workers, one for each participating school site to expand our counseling program and enable more data-based decision-making to improve instructional practices and remove barriers to students’ academic and emotional success. The following table documents needs and gaps in ERUSD’s programs, activities, and services and how they will be addressed.

Need and Gaps	Activities to be Carried out by ESSC Grant
Safe School Environment ▪ students report feeling unsafe at school ▪ high truancy rate ▪ violent student behavior ▪ lack of pro-social environment due to family transiency, gang affiliation, and students’ low self esteem	▪ Activities listed under student behavioral, social, and emotional supports and mental health services will address this need ▪ Utilize data and increase training to increase teacher classroom management skills ▪ Clear consistent enforcement of the code of conduct and behavioral expectations ▪ Enhance attendance policy to add alternatives to traditional methods of suspension/consequences for behavior.
Alcohol, Tobacco, ▪ Risky behaviors are increasing as students get older (alcohol, marijuana and other drug	▪ Activities listed under student behavioral, social, and emotional supports and mental health services will address this need

and Other Drug Use	use) ▪ Insufficient ATOD prevention curriculum in elementary schools ▪ Lack of resources for ATOD rehabilitation in the community	▪ Refer students with substance abuse issues to School Social Workers and/or community service providers with an expertise in this area (expand) . ▪ Continue <i>Too Good for Drugs/Violence</i> curriculum in participating schools.
Student Behavioral, Social, and Emotional Supports	• High number of students report low self-esteem • High number of students report bringing weapons to school to protect themselves from bullying. ▪ Lack of developmental assets for students to succeed	▪ Enhance implementation and fidelity of existing programs: <i>Olweus Bullying Prevention Program</i> ▪ <i>Character Counts!</i> ▪ Provide in-service training to all employees to ensure fidelity of programs Implement the <i>Good Behavior Game</i> in all participating elementary schools (new) ▪ Implement RtI (new)
Mental Health Services	▪ Severe mental health issues increased 110% over the past 18 months ▪ An additional 50% of at-risk students are estimated in need of mental health services	Contract with partnering colleges to place mental health interns in our schools (expand) ▪ Hire 4 School Social Workers (new) ▪ Develop and implement a social marketing campaign (new) ▪ Utilize Aggression Replacement Training for at-risk students (new) ▪ Utilize R-CADS assessment tool for screening and case management (new) ▪ Implement <i>Children in Change</i> curriculum for targeted population (new).
Parent and Family Programs	▪ Lack of resources to meet parent education requests ▪ Parents expressed lack of training and skills to manage disruptive and difficult behavior	▪ Increase the number of family therapy sessions for students who are receiving counseling services (existing) ▪ Provide seminars and workshops to parents and guardians on skills to manage disruptive and difficult behavior, as well as anger management tools for themselves (new)

ERUSD has a significant need for counseling services among the target population and our *ACCESS* project will address identified needs, gaps, and weaknesses in current service delivery systems and build an infrastructure for a sustainable counseling delivery system. 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. The district and community partners have identified the need for a continuum of care, but with limited funds and providers’ inability to bill for many consultative and case management services, we have been unsuccessful in breaking down silos to reach our highest risk students.

2. Quality of Project Design

a. Our ACCESS project establishes linkages with other agencies. Our ESSC project, *ACCESS*, uses a public health framework to build a multi-layered, comprehensive student support system to ensure that all our students have access to integrated counseling services encompassing their academic, mental health and behavioral support needs. Our project will maximize limited resources and break down silos within the community so that the targeted students and their families receive the support and services they need by creating the ESSC Core Management Team (CMT). Prospective members of the CMT provided input into the design of our program. The CMT, which will meet monthly, will include representatives from

ERUSD (Superintendent, Assistant Superintendent, Project Director, Project Coordinator, School Social Workers, Local Evaluator, Chief of School Police, parents), and our community partners (LA County Departments of Mental Health and Probation, City of Pico Rivera, and representatives from five mental health agencies that serve our community). Their commitment to the goals, activities, and objectives for this project is evidenced in the attached Memorandum of Agreement. We will also expand membership by including representatives from partnering colleges and universities providing mental health interns; faith-based organizations, and community and civic organizations – particularly those agencies that serve military families and children living in homes with domestic violence. One of the objectives of the CMT will be to increase our ability to link services to students and their families. We will also work to link our partners to the universal and targeted intervention programs (*Character Counts!*, *Olweus Bullying Prevention Program*, *Too Good for Drugs/Violence*, *Good Behavior Game*, *Children in Change*, *Aggression Replacement Training*) that we provide for our students. Our students participate in a multitude of community-based activities (athletics, enrichment programs, social and faith-based groups) and their sense of safety and well-being is shaped by the people that they interact with throughout the day. To this end, appropriately trained ERUSD staff members will provide training to our community partners on these programs at no cost and welcome CMT partners to trainings held at ERUSD. As an example, we would provide training to the employees of Pico Rivera's YMCA who run a popular summer camp for children and youth in our community. The CMT's goals and objectives include exploring new initiatives as well as discussing and sharing information on current practices. The CMT allows those from different disciplines and departments to interact with one another, which enriches thinking and enables cross-disciplinary/departmental/organizational problem solving; prevents duplication of services; and permits wider buy-in and consensus. These links will facilitate a wrap-around approach to care that expands treatment teams beyond the school to increase community collaboration.

**The goals and objectives for ERUSD's *ACCESS Program* are firmly linked to the comprehensive ESSC project:
Goals, Objectives and Outcomes**

#1 - Expand the inventory of effective counseling programs for our target population (absolute priority). To reach this goal, we will make four key changes: 1) Implement the research-based R-CADS mental health screening tool to increase early assessment and intervention planning and allow for follow-up assessments to measure change. Screening will be conducted by a social worker 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 and prevention activities in the elementary schools. Four full-time school social workers will be hired to provide services at each participating school. They will address mental health problems with prevention, detection, intervention, and treatment. The equivalent of at least one full time mental health professional working toward licensure (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 (80%) directly engaged in counseling and consultation, with some time devoted to the development of school-wide policies and practices to promote learning and mental health. 3) Use innovative approaches to increase children's understanding of peer and family relationships, work and self, decision making, and to improve peer interactions. We will improve existing programs (*Character Counts!* and *Olweus Bullying Prevention Program, Too Good for Drugs/Violence*) and implement new evidence-based programs (*Aggression Replacement Training, Children in Change, Good Behavior Game,*) and conduct individual, group, and family counseling sessions. The school-based social workers will be instrumental in helping teachers and staff understand the connection between academic performance and social, emotional and behavioral well being, and link services within the school to individual need. They will work closely with the existing Student Support Team at each school site addressing social and emotional barriers to learning. 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 negative stereotyping

that surrounds mental health treatment (especially high in Hispanic and military communities).

Outcome 1.1: By September, 2017, the ratio of students to mental health professionals will decrease by 342% (bringing the aggregate ratio to 218:1) (**GPRA measure**). **Outcome 1.2:** By September, 2017, the number of students screened (R-CADS) for mental health services will reach 1,500 through a targeted growth of 500 per year. **Outcome 1.3:** By September, 2017, the number of students receiving school-based mental health referrals will increase by 750 students (250 students annually). **Outcome 1.4:** By September, 2017, the number of hours of school-based mental health services provided will increase by 3,600 hours per year for a total of 10,800 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 percent of students who report seriously considering suicide will decrease by 25%. **Outcome 1.7:** By September, 2017, the percent of students who report they felt so sad or hopeless they stopped doing regular activities for a period of two weeks or more will decrease by 25%. **Outcome 1.8:** By September, 2017, the number of marketing campaigns and materials created will increase by 100%.

#2: Improve school safety which will decrease the incidence of harassment, bullying, violence, and substance abuse. To reach this goal, we will: 1) Institute with fidelity *Character Counts!*, *Olweus Bullying Prevention Program*, *RtI*, *Good Behavior Game*, *ART*, and *Too Good for Drugs/Violence* through in-service training, meetings at each school to discuss progress and success and remove barriers, and using fidelity check lists and site visits to ensure the programs are effective. 2) Provide support to teachers to improve their classroom management skills with the *Good Behavior Game*, and ensure their methods are aligned with the principles of all evidence-based programs. 3) Clearly articulate and enforce a student code of conduct with students, families and all adults working at each school. **Outcome 2.1:** By September, 2017, the average number of student disciplinary referrals will decrease by 50% (**GPRA Measure**). **Outcome 2.2:** By September, 2017, the percent of students referred to in-school suspension as an alternative to out-of-school suspension will increase by 100%. **Outcome 2.3:**

By September, 2017, the percent of students who report being in a fight on school campus in the last 12 months will decrease by 25%. **Outcome 2.4:** By September, 2017, the percent of students who report being a victim of bullying behavior will decrease by 35%. **Outcome 2.5:** By September, 2017, the percent of students who report feeling very safe at school will increase by 25%. **Outcome 2.6:** By September, 2017, the percent of students who report a high-level of developmental assets at school will increase by 40%. **Outcome 2.7:** By September, 2017, the percent of students who report current alcohol or drug use will decrease by 20%. **Outcome 2.8:** By September 2017, the truancy rate for the participating schools will decrease by 25%.

Goal and Objectives #3: Increase collaborative efforts, and promote school-linked integration of services and promote sustainability. To reach this goal, we will use three approaches: 1) Create an ESSC Core Management Team (CMT). The CMT will meet monthly to advise those implementing the grant, as well as create procedures and protocols for information sharing and linking services to students and families. 2) Create integration among the district and community partners to ensure high risk students' (homeless, living in foster care, living in homes with substance and/or physical abuse, having a parent in jail) needs are being met and the needs of our students with a family member in the military are recognized and addressed. Treatment teams will meet monthly, or as needed, to discuss individual cases and break down silos to create wrap-around support systems. 3) Create and formalize a sustainability plan. We will begin working on our sustainability plan at the on-set of the grant. **Outcome 3.1:** To establish an ESSC CMT that provides advisory support to the grant project; link services to students in need, and create innovative and promising approaches to create and sustain the grant programs. We will measure the outcomes by increasing the number of CMT members by 50% by September, 2017; and creating a sustainability plan by September 2017. **Outcome 3.2:** Create a culture of collaboration by providing wrap-around services 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.

Goal and Objectives #4: Provide training to employees, parents and families to improve and increase school engagement and family and community engagement. To reach this goal, we will: 1)

Conduct bi-annual training for all adults working in the schools on identification and early intervention techniques, trauma-informed responses and the unique needs of our high risk population. 2) Use in-service training days at the beginning of each school year to conduct refresher trainings on our grants evidence-based programs 3) Provide webinars, seminars on child development, behavior management, and warning signs of mental health concerns, and parent/child counseling to parents and guardians multiple times throughout each school year. 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, support for military families. **Outcome 4.1:** By September, 2017, all ERUSD employees working in the participating schools will be trained in appropriate early identification and early intervention techniques by the school-based social workers. **Outcome 4.2:** By September, 2017, the number of parents and guardians receiving education, training and counseling with their child will reach 500. **Outcome 4.3:** By September, 2017 the number of participating parents who report an increase in their ability to communicate to their child(ren) and/or understand and support their social, emotional, and developmental needs will increase by 50%, as measured by the annual Parent Survey created by our evaluator.

b. ACCESS is designed to Successfully Address the Needs of the Target Population

We will use a three-tiered approach to proactively address all students' social behavior needs; and prevent social and academic failure. Using this three-tiered model (see attached chart in appendix) key project strategies and activities include:

- **Tier 1 Universal Interventions: School-wide Systems of Support:** Using and enhancing implementation and fidelity of our pre-existing evidence-based programs (*Character Counts!*, *Too Good for Drugs/Violence*, and *Olweus Bullying Prevention Program*) tier 1 services will a) develop a recognition and reward systems to create a positive school culture; b) introduce

school-wide positive behavior expectations to students, staff and parents and implement a firm and fair discipline policy; c) provide training for teachers in effective classroom management and use strategies for adapting curriculum and instruction to prevent problem behavior; d) monitor adult behavior in each school to ensure there is a clear, consistent enforcement of the Code of Conduct and that all students are treated fairly and equitably. We will also implement the *Good Behavior Game* (GBG) in all four elementary schools participating in this project. Since 2012, GBG has been piloted in two ERUSD elementary schools (not in this project) and we've seen a decrease of 50% in classroom disruptions.

- **Tier 2 Selected Group Interventions: Classroom and Small Group Strategies for At-Risk Students:** Our strategies will involve a) using a team approach and data-driven decision-making process for interventions, such as using discipline referrals to diagnose school-wide and individual student needs; b) enhancing alternatives to out-of-school suspensions by establishing protocols and referring students to in-school suspension; c) utilize the R-CADS assessment tool to properly assess students and track their progress; d) refer students to mental health services (individual and group therapy; e) monitoring and case management provided by school social workers, including home-school communication with parents and guardians; and f) implementing the *Children in Change* curriculum to address the needs of children experiencing a parent in jail, foster home or group home placement, homelessness or transiency, and mental illness/substance abuse by a parent.
- **Tier 3 Intensive, Individual Interventions: Interventions for High Risk Students:** Our interventions will include a) developing individual positive behavior support plans, including plans for individual behavior management and progressive discipline; b) collaborative mental health agency and district services; c) parent training and collaboration; d) school social workers providing case management and mental health treatment in individual, group, and family settings; and e) implementing the *Aggression Replacement Training* program for the most at-risk students.

To ensure *ACCESS* meets the needs for all students, we've modeled our program after California's Prevention and Early Intervention Program. This allows us to address the need for therapeutic services and to address the disruptive behavior occurring in the early grades. As an example, ERUSD serves a predominantly Hispanic population and our ESSC grant activities include a targeted marketing campaign to reduce the stigma associated with needing mental health services. A significant percentage (40%) of our students are also English Language Learners with Spanish being the primary language spoken in the home. The district as a whole has already addressed this by hiring a significant number of employees who are bi-lingual. In fact, Jeff Middleton, the Project Coordinator for our ESSC project is fluent in English and Spanish. We will continue this practice and at least 50% of the new hires for this project will be fluent in Spanish. In order to ensure a school culture that is supportive of students in military families we will utilize the list of resources from *Operation Educate the Educators*. This comprehensive set of

resources was developed by the Military Children Education Coalition and the American Association of Colleges for Teacher Education to develop awareness of the unique school-related needs of military-connected students. We will continue to conduct annual environmental scans to ensure we've properly identified our student population and to align our program design to ensure at-risk and underserved populations receive services. Our needs assessment also uncovered a need to educate all partners on resources and programs within each agency, break down silos to more effectively provide services to students and families in need, and create sustainability, as well as allow for easier data sharing, enabling data-based decision making within all agencies. We worked with students, families, and other stakeholders in designing the enhancements for our *ACCESS* program. The results from this work are included in section 1: Community Concerns. In addition to the researched based three tier approach to meet our students' needs, our program includes creating policies and procedures to meet student needs preventively. 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 *ACCESS* is to immediately provide support services to these students without waiting for symptoms to present. The trauma leading to their situation is cause enough for intervention. Waiting for acting out behaviors or signs of depression and anxiety before intervening does not meet students' needs in a proactive, preventive way.

c. Our ESSC Project Reflects Up-to-Date Knowledge from Research and Effective Practices.

All of the programs, curricula, activities, and services included in ERUSD's *ACCESS* project are evidence-based, reflect current research and effective practice, and are appropriate for the age and developmental levels and cultural diversity of ERUSD's population. Programs were chosen with a proven track record of success in either the Hispanic community and/or the County of Los Angeles. ERUSD will continue utilizing the evidence based programs implemented during the 2010-11 school year (*Character Counts!*, *Too Good for Drugs/Violence*, and *Olweus Bullying Prevention Program*). The ESSC grant initiative will build upon these programs with continued training, embedding them more deeply in school culture, and monitoring program fidelity, as well as train all new hires and our

community partners in these programs. *Character Counts!* is an evidence-based program administered by the Josephson Institute. *Character Counts!* is the most widely implemented approach to character education and is a framework based on basic values called the **Six Pillars of Character**: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The Josephson Institute's *Youth and Violence Report* found that successful implementation of *Character Counts!* reduces actual violence, reduces the risk factors that lead to violence, strengthens the protective factors that guard against violence, reduces criminal acts, reduces ties to antisocial or delinquent peers, raises attendance, improves student behavior, and increases developmental assets and protective factors. *Too Good for Drugs/Violence (TGFD/V)*, a SAMHSA Model Program developed by the Mendez Foundation. *TGFD/V* is a school-based prevention program designed for classroom use by teachers, counselors, and prevention specialists. *TGFD/V* has a separate, developmentally appropriate curriculum for each grade level (K-8). Each activity has been field-tested and used in classrooms that are culturally diverse. *Olweus Bullying Prevention Program* is a Blueprints Model Program. It is a universal intervention for the reduction and prevention of bully/victim problems. New programs to be implemented include *The Good Behavior Game*, *Aggression Replacement Training (ART)* and *Children in Change (CIC)*. PAX's *Good Behavior Game (GBG)* is included in SAMHSA's National Registry of Evidence-Based Programs and Practices. GBG teaches students to "flip on" their internal focus switch, required for any learning. It teaches students how to work toward valued goals, and teaches them how to cooperate with each other to reach those goals. Students learn how to self-regulate during both learning and fun. Students learn how to delay gratification for a bigger goal. And, the Game protects students against lifetime mental, emotional, behavioral, and related physical illnesses for their futures. GBG also significantly improves multiple measures of academic success such as reading test scores, high-school graduation and university entry. GBG teaches students self-regulation, self-control, and self-management in context of collaborating with others for peace, productivity, health and happiness.

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. It continues to expand worldwide while proving effective multiculturally in ongoing research and evaluation. CIC is designed for use in a classroom setting and uses an educational and support group model with children experiencing significant changes in their families. We will implement the evidence-based *Revised Child Anxiety and Depression Scale (RCADS)* for reliable and valid measurements to guide mental health treatment. R-CADS is a 47-item, youth self-report questionnaire with subscales including: separation anxiety, social phobia, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, and major depressive disorder. It also yields a Total Anxiety Scale and a Total Internalizing Scale. R-CADS provides the ability to inform diagnosis, track clinical change, and further delineate between anxiety and depression. R-CADS will be used by all school social workers during the referral/in-take phase. ERUSD will expand our work with the positive behavior supports of *Character Counts!* incorporating the **RtI** model (Response to Intervention). The evidence-based RtI Model 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 goals; and collecting treatment integrity data to make legally sound and valid educational decisions.

3. Quality of the Management Plan

a. Adequacy of Management Plan

El Rancho Unified School District has designed a management structure to achieve all of the objectives, goals, and outcomes of the ESSC grant program on time and within budget. ERUSD has an annual operating budget of \$60,000,000. ERUSD has a proven track record of managing and evaluating local,

private, state, and federal grants that are similar in size and scope to our proposed ESSC grant program. Such successful grants include the Nell Soto State Grant, Reading First/Title 1 Literacy Grant, Physical Education Grant, the Readiness and Emergency Management for Schools Grant (\$600,000), the Gang Resistance and Education Training (G.R.E.A.T.) grant (\$750,000), and, the Safe Schools/Healthy Students Grant (\$6,000,000). ERUSD's personnel have proven expertise in creating planning processes that clearly outline objectives, parameters, roles and responsibilities, and strategies to create systemic change and align resources. ERUSD will utilize a similar methodology in implementing the proposed ESSC program to be funded under this grant. All ESSC grant funds will be utilized to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students.

ERUSD has clearly defined the responsibilities of staff, community partners, and consultants. The hiring practices for all individuals hired under this grant program will be aligned with ERUSD's policy to invite applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The management team for our ACCESS project includes current ERUSD senior management leaders who will be among the project's key personnel and all have training and experience relevant to managing large, complex, and expansive projects, which include the grants listed above, and are qualified to develop, implement, and administer this ESSC grant program.

- **Martin Galindo, Superintendent, will provide oversight of the ESSC program** and serve as the liaison between the district and the Board of Education, as well as all other external stakeholders. He will attend all ESSC CMT meetings and continue to foster connections with parents and the community-at-large. Mr. Galindo's time on the grant will be an in-kind contribution.
- **Mrs. Dora Soto-Delgado will serve as the Project Director.** As Project Director, Mrs. Delgado will be responsible for the administration and financial fidelity of the ESSC grant project. Mrs. Delgado will maintain records on the project's operations and on the extent to which the program objectives are being met, including specific performance measures in the evaluation plan. Mrs. Delgado 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. Mrs. Delgado will 1) ensure that the project

is compliant with all federal, state, and district policies; 2) plan and organize needs assessments to identify and address gaps; 3) implement project procedures to establish service delivery guidelines; 4) coordinate project activities with existing programs; 5) develop a project sustainability plan with staff; and 6) facilitate monthly meetings. Mrs. Delgado will supervise Jeff Middleton, the Project Coordinator and the local evaluator. Mrs. Delgado will spend 15% of her time on the grant. Budgets calculations are based on an annual salary of \$104,000 x 15% = \$15,600 per year.

- **Jeff Middleton, LCSW, ESSC Project Coordinator, ERUSD.** Jeff Middleton will serve as the Project Coordinator for the ESSC grant. He will oversee the day-to-day operations of the ESSC grant. Mr. Middleton will supervise the School Social Workers hired under the grant, as well as the Mental Health Interns (MSWs working towards licensure), who will provide services to our students at no cost. Mr. Middleton will spend 40% of his time on this grant project. He is a full-time employee of the district and his responsibilities with this grant support the roles and responsibilities of his current position (Mental Health Coordinator), therefore none of his salary will be allocated to the grant. Mr. Middleton's salary will be an annual in-kind contribution of \$38,000 (\$95,000 x 40%), not including fringe benefits.
- **Four school social workers** will be hired for our ESSC grant project, one for each participating elementary school. They will spend the majority of their time providing direct clinical and case management services to students and parents. They will also provide consultation and in-service training to school site personnel. They will participate as team members implementing school-wide programs to prevent violence and behavioral problems and increase pro-social behaviors across the school population. They will cooperate and assist in all evaluative measure used by the project. The school social workers are full time employees and the annual salary for each individual is \$61,000.00.
- A local **Project Evaluator** will be responsible for collecting and analyzing all data necessary to track progress on the grant objectives, goals, and outcomes; including the GPRA measures. He/She will be responsible for the logic model, evaluation plan, and sustainability plan. Evaluation will include qualitative and quantitative measures, as well as a process and outcomes evaluation. This person will be responsible for creating and presenting evaluation materials for all stakeholders on a monthly basis, creating evaluation bulletins and non-technical reports, as well as all interim, annual, and final performance reports for the U.S. Department of Education. The project evaluator will serve on the ESSC CMT.

A comprehensive list of the roles and responsibilities of each individual assigned to the ESSC project, including new positions created specifically to support this initiative, is included with the resumes in the Appendix. The following timeline 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 contracted services through ERUSD's formal procurements procedures	10/14	11/14	Project Director with input from ESSC CMT

Institutionalize ESSC CMT	10/14	9/17	Superintendent (monthly mtgs.)
Recruit, hire, and train all ESSC program staff	10/14	12/14	Project Director
Develop curriculum for in-school suspension that meets academic and social/emotional goals.	10/14	12/14	Project Director
Create universal forms (referral, treatment, and termination)	10/14	11/14	Project Director with input from ESSC program staff and community partners
Establish partnerships with colleges/universities and place interns in schools	12/14	On-going	Project Coordinator
Train-the-Trainer training on all evidence-based programs for all ESSC program staff	12/14	12/14	Project Director
Create logic model, evaluation plan, sustainability plan, and all evaluation tools	12/14	12/14	Local Evaluator
Refer students to in-school suspension as an alternative to out of school suspension	1/15	On-going	Administrators and District personnel
On-going analysis of data, including conducting focus groups, interviews, etc.	1/15.	9/17	Local Evaluator. (monthly reports)
Conduct training to school site personnel	1/14.	bi-annually thereafter	ESSC program staff (School Social Workers)
Create and disseminate social marketing campaign	1/14	On-going	Project Coordinator (Min. Bi-Annual Campaigns)
Conduct mental health screening using RCADS	1/15	On-going	School Social Workers
Provide school-based mental health services	1/15	On-going	School Social Workers
Identify students to participate in group therapy and begin conducting groups with guardian consent. Create groups based on therapeutic and support needs (Example: Support Group for Students with family members who are connected to the military)	1/15	On-going	School Social Workers
Send all School Social Workers, Project Coordinator, Project Director to Aggression Replacement Training	1/15	1/15	Project Coordinator
Create policies and procedures with community partners to link services	1/15	On-going	Project Director and ESSC CMT
Identify students for Aggression Replacement Training groups and obtain consent from guardians.	2/15.	9/17	Project Director, Project Coordinator to facilitate recruitment. School Social Workers will deliver curriculum to students (10 week sessions per group).
Provide workshops and seminars to families and parents regarding social and emotional needs and developmental stages of their children.	3/15	On-going (Quarterly)	Project Coordinator and School Social Workers
Develop interim report for US Department of Education	4/15, 4/16, 4/17	4/15, 4/16, 4/17	Project Director, Project Evaluator
Conduct fidelity assessments	3/15	Monthly checklists, bi-annual assessment	School Social Workers and Local Evaluator
Develop Annual Performance Report for US Department of Education	9/15, 9/16, 9/17	9/15, 9/16, 9/17	Project Director, Project Evaluator
Complete post-evaluation and develop Final Report and recommendations	9/17	12/17	Project Director, Local Evaluator with review by ESSC CMT
Present final report to MUSD Board of Education	12/17	12/17	Project Director and Local Evaluator. Formal interim/annual presentations on an annual basis.

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

We will incorporate feedback to continuously improve the program using monthly evaluation and progress bulletins, participant satisfaction surveys from training, and interviews and reports from principals and school social workers. Procedures for ensuring productive feedback from stakeholders include: 1) integrating project activities with their school improvement plan by leadership groups on a

monthly basis; 2) involving students and families in project planning and reviewing on a quarterly basis; 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 on a monthly basis; 5) assembling collaborative teams to evaluate and recommend proactive solutions to problems; 6) bi-monthly meetings of the CMT to share information, resources and evaluate programs. The local evaluator hired will provide timely and accurate data (monthly) to allow ERUSD and the CMT to continually improve project operations. Performance feedback will ensure continuous high 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. These methods of continuous feedback will allow us to improve instructional practices, policies, and student outcomes, as outlined in our evaluation plan. 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 local evaluator will meet monthly with the Project Director and bi-monthly with the CMT to inform stakeholders of evaluation findings in a variety of user-friendly methods, and providing periodic assessments of the project's progress. Our program objectives, presented in section 2, include benchmarks to enable us to monitor our progress, reflecting the annual increases anticipated as the project matures and service delivery becomes more refined. The logic model will include short-term performance indicators to assess progress towards long-term intended outcomes, and annual benchmarks to graphically chart actual progress against targeted progress. Evaluation tools/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.

4. Quality of the Project Evaluation

a. Evaluation Methods are Clearly Related to our Intended Outcomes

ERUSD and the 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 methods are thorough, feasible, measurable, and appropriate to our goals and objectives. The evaluation will rely on quantitative and qualitative data collection methods. These methods will support collection of all ESSC performance indicators required under the Government Performance and Results Act (GPRA). We will use a mixed-method approach to our evaluation, which will include empowerment, process, fidelity, and outcome procedures.

- **Empowerment Evaluation** uses data collection and facilitated discussion techniques to promote systemic program monitoring and improvement activities. During the first four months of the project, the Project Evaluator will meet with the CMT to inventory project assets and weaknesses and to develop self-administered logs, worksheets, and other instruments. With monthly data analysis and interpretation support from the evaluators, the CMT will have greater capacity to self-evaluate and monitor trends in project activity, fidelity, and efficacy.
- **Process Evaluation** examines various processes mediating inter-agency collaboration, establishing comprehensive service delivery for students and families, and implementing effective, evidence-based and sustainable strategies. **Fidelity measures** applied as part of empowerment evaluation will permit staff and evaluators to determine the extent of adherence to core program principles.
- **Outcome evaluation** will determine the impact of the project on students and their families across project performance indicators.

Evaluation results will be shared with the CMT and other stakeholders via briefings and workshops on a monthly basis, bi-annual 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. The firm selected to conduct the local, independent evaluation will have extensive experience evaluating education, health, and social services programs, and will be proficient in all aspects and methods of evaluation stated in this proposal. The evaluator will have a deep understanding of the ESSC initiative and the community that ERUSD serves.

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 academics, discipline and attendance, but also developmental assets, and perceptions of risky behavior.

Methods of Evaluation will produce Quantitative and Qualitative Data. Underlying ERUSD's *ACCESS* evaluation plan 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 ERUSD's *ACCESS* to determine the extent to which the project is implemented according to plan, and 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 combines 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, youth risk behavior surveys (CHKS), student grade point averages, attendance logs for in-service training and parent training. Sources of qualitative data include: open-ended surveys, interviews, focus groups, observations, meeting minutes, and pre and post surveys from evidence-based curriculum programs. Combining qualitative and quantitative methods will increase the depth of our information and provide feedback enabling us to make critical mid-course corrections and program adjustments in a timely manner. These methods include performance measures clearly related to assessing fidelity and outcomes. The chart below summarizes the type of quantitative

and qualitative measures to be used to answer our primary evaluation questions.

Primary Evaluation Questions for Project Safety Net 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			
ACCESS Fidelity Index	√	√	
Mental Health Referrals and Treatment Logs	√	√	√
Surveys: Close-ended Questions (CHKS)			√
Student Academic Records			√
Student Conduct Records: attendance, referrals, suspensions/expulsions			√
Attendance Logs (training)			√
Personnel Records	√	√	√
Qualitative Measures			
Administrative Records	√	√	
On-Site Observations	√	√	
Focus Groups	√	√	
Key Informant Interviews	√	√	
Surveys: Open-ended	√	√	

Quantitative and Qualitative Measures

GPRA Measures: The following outlines our plan to address the GPRA measures established for this program. **GPRA 1:** Objective: The ratio of students to mental health professionals will increase by 342% by September 2017, as measured by ERUSD’s administrative records for personnel (new hire information, time cards and record keeping, and annual performance reports). We will measure this objective by comparing the ratio of students to mental health professionals during the 2013-14 school year (baseline data) to the results from the 2016-17 school year.

Baseline Data: 2013-14 School Year										
School Name	Grades	Enrollment (2013-14)	# of Child Adolescent Psychiatrists	# of School Psychologists	LCSW	School Counselor (MH only - no academic counseling)	# of School Social Workers	# of Other Qualified MH Professionals (MH services providers)	Outside MH Provider	Ratio (students to mental health professionals)
Durfee ES	K-5	551	0	0.3	0	0	0	0.1	0.2	551: 0.6
Magee ES	K-5	563	0	0.3	0	0	0	0.2	0.2	563:0.7
N. Ranchito ES	K-5	551	0	0.3	0	0	0	0.2	0.2	551: 0.7
S. Ranchito ES	K-5	672	0	0.3	0	0	0	0.2	0.2	672: 0.7

Total		2337		1.2			0.7	0.8	2337: 2.7
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Target Data: 2016-17 School Year										
School Name	Grades	Enrollment (2013-14)	# of Child Adolescent Psychiatrists	# of School Psychol ogists	LCSW	School Counselor (MH only - no academic counseling)	# of School Social Workers	# of Other Qualified MH Profession als (MH services providers)	Outside MH Provider	Ratio (students to mental health professionals)
Durfee ES	K-5	551	0	0.3	0	0	1	1.1	0.2	551: 2.6
Magee ES	K-5	563	0	0.3	0	0	1	1.2	0.2	563: 2.7
N. Ranchito ES	K-5	551	0	0.3	0	0	1	1.2	0.2	551: 2.7
S. Ranchito ES	K-5	672	0	0.3	0	0	1	1.2	0.2	672: 2.7
Total		2337		1.2			4	4.7	0.8	2337: 10.7

GPRA 2: Objective: 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 (2010-11 school year) to the referrals from the 2014-15 school year.

	Baseline Data (2012-13 School Year)		Target Data (2016-17 School Year)
School Name	Enrollment	Disciplinary Referrals	Disciplinary Referrals
Durfee Elementary	551	2715	1358
Magee Elementary	563	3620	1810
N. Ranchito Elementary	551	2353	1177
S. Ranchito Elementary	672	2715	1358
Total	2337	11403	5703

Project-Specific Measures. The goals, objectives and outcomes for all project specific measures are outlined in Section 2 and include the following data sources: R-CADS screening records; mental health referrals; mental health treatment logs; training attendance logs and participant satisfaction surveys; fidelity checklists, site visits, training attendance logs, and interviews; ESSC CMT meeting minutes, committee membership, sustainability plans and Memorandums of Understanding and related agreements; the number of policies and procedures created by the CMT, the number of students and families receiving wrap-around services, and 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; the number of marketing and anti-stigma campaigns created and the number of individuals receiving this information; and pre- and post-surveys to measure increased knowledge and skills from parent education classes.

Evaluation Instruments Created under the Grant (within first 60 days of award):

Evaluation Instrument	What Will It Measure/Collect?	Who Will Create It?
Fidelity Index	Fidelity of all grant programs and processes	Local Evaluator
Mental health referrals, treatment logs, discharge forms	Number of students referred, served, and the amount and type of service provided	Project Director and Local Evaluator
Informant Interview Questions	Individual student progress, progress on overall program	Local Evaluator
Focus Group Protocols	Participant satisfaction, progress and effectiveness of program	Local Evaluator
Participant Satisfaction Survey (Training)	Effectiveness of training programs	Local Evaluator
Site Visit Protocols	Program implementation and progress	Local Evaluator

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

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 collection will use multiple sources, objectives, behaviorally-anchored criteria to reduce inference, and dichotomous items. 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 *ACCESS* as intended, and allow supervising staff to monitor quality.

Periodic Assessment of Progress: Our program objectives, presented in section 2, include benchmarks to enable us to monitor our progress, reflecting the annual increases anticipated as *ACCESS* matures and service delivery becomes more refined. We will use short-term performance indicators (bi-annual) to assess progress towards long-term intended outcomes (end of grant), 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. **Data Systems to Support Decision Making Processes:** We will use our student information system and mental health services database to support data collection. The database will include modules that reflect the specific goals and objectives of the project and will assist the district in continuing and sustaining the activities after the period of federal funding has ended. Example of the database module include: violence prevention activities, universal intake forms for mental services; and participant satisfaction surveys for students, staff, and parents. **When Will Data Be Collected, Analyzed and Distributed** 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. Outcome data 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. **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)

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Program Specific Assurances

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

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

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



Signature of Authorized Certifying Official

SUPERINTENDENT

Title

EL RANCHO USD

Applicant Organization

4-21-14

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

			APPROVED RATES					
			For use with state and federal programs, as allowable, in:					
County Code	LEA Code	Type*	LEA Name	2009-10 (based on 2007-08 expenditure data)	2010-11 (based on 2008-09 expenditure data)	2011-12 (based on 2009-10 expenditure data)	2012-13 (based on 2010-11 expenditure data)	2013-14 (based on 2011-12 expenditure data)
19	10199	C	Los Angeles County Superintendent	7.79%	7.81%	9.31%	8.24%	8.80%
19	40139	J	Pupil Transportation Co-Op JPA	0.00%	0.00%	0.00%	0.00%	0.00%
19	40147	J	Antelope Valley School Transportation	0.00%	0.00%	0.00%	0.00%	0.00%
19	40154	J	East San Gabriel Valley ROP	0.00%	0.00%	0.00%	0.00%	0.00%
19	40162	J	Tri-Cities ROP	3.87%	0.69%	11.64%	8.23%	18.95%
19	40170	J	Southeast ROP	0.00%	0.00%	0.00%	0.00%	0.00%
19	40188	J	La Puente Valley ROP	0.00%	0.00%	0.00%	0.00%	0.00%
19	40196	J	Southern California ROP	0.00%	2.64%	0.00%	0.00%	0.00%
19	40683	J	Partners in Nutrition Cooperative	0.00%	0.00%	0.00%	0.00%	0.00%
19	40691	J	San Antonia ROP	0.00%	0.00%	0.00%	0.00%	0.00%
19	40709	J	Santa Clarita Valley School Food Svcs.	0.00%	0.00%	0.00%	0.00%	0.00%
19	64212	D	ABC Unified	4.33%	4.65%	5.17%	6.18%	5.14%
19	64246	D	Antelope Valley Union High	3.61%	4.69%	4.15%	4.24%	4.70%
19	64261	D	Arcadia Unified	6.13%	5.96%	5.48%	6.42%	7.84%
19	64279	D	Azusa Unified	3.63%	3.96%	4.71%	4.20%	3.60%
19	64287	D	Baldwin Park Unified	4.21%	3.32%	3.30%	2.52%	1.97%
19	64295	D	Bassett Unified	10.20%	10.12%	7.17%	7.53%	9.27%
19	64303	D	Bellflower Unified	2.53%	3.78%	4.37%	3.06%	2.75%
19	64311	D	Beverly Hills Unified	4.33%	5.22%	6.02%	6.22%	6.21%
19	64329	D	Bonita Unified	6.42%	5.90%	6.87%	5.99%	6.14%
19	64337	D	Burbank Unified	4.38%	4.86%	8.66%	10.46%	8.58%
19	64345	D	Castaic Union Elementary	6.20%	6.28%	7.85%	7.44%	8.38%
19	64352	D	Centinel Valley Union High	5.10%	8.28%	9.15%	11.52%	10.11%
19	64378	D	Charter Oak Unified	6.85%	7.01%	7.01%	7.45%	6.04%
19	64394	D	Claremont Unified	5.68%	6.07%	5.19%	4.74%	5.24%
19	64436	D	Covina-Valley Unified	7.02%	7.53%	7.17%	5.93%	5.81%
19	64444	D	Culver City Unified	7.22%	5.21%	5.93%	5.45%	6.04%
19	64451	D	Downey Unified	4.73%	4.53%	4.92%	4.81%	5.56%
19	64469	D	Duarte Unified	6.33%	6.76%	5.90%	6.38%	8.34%
19	64477	D	Eastside Union Elementary	2.82%	3.16%	5.53%	4.09%	2.28%
19	64485	D	East Whittier City Elementary	4.39%	4.58%	4.51%	4.43%	4.55%
19	64501	D	El Monte City Elementary	5.61%	5.48%	4.96%	5.00%	5.49%
19	64519	D	El Monte Union High	4.32%	4.60%	5.86%	5.69%	6.62%
19	64527	D	El Rancho Unified	4.74%	4.65%	5.09%	4.60%	4.71%
19	64535	D	El Segundo Unified	5.02%	6.82%	9.11%	8.93%	8.22%
19	64550	D	Garvey Elementary	5.06%	4.62%	4.51%	4.86%	7.23%
19	64568	D	Glendale Unified	4.13%	4.06%	3.84%	3.06%	2.84%
19	64576	D	Glendora Unified	3.82%	5.00%	8.24%	5.99%	4.47%
19	64584	D	Gorman Elementary	0.00%	0.00%	12.67%	15.11%	12.43%
19	64592	D	Hawthorne Elementary	5.57%	5.68%	5.75%	4.51%	4.25%
19	64600	D	Hermosa Beach City Elementary	7.19%	6.52%	10.97%	7.30%	6.27%
19	64626	D	Hughes-Elizabeth Lakes Union Elem.	6.29%	6.69%	6.50%	8.48%	7.13%
19	64634	D	Inglewood Unified	3.99%	3.88%	3.34%	2.77%	4.81%
19	64642	D	Keppel Union Elementary	2.60%	2.71%	3.78%	4.38%	5.48%
19	64659	D	La Canada Unified	3.47%	3.57%	4.97%	4.93%	4.89%
19	64667	D	Lancaster Elementary	3.50%	4.07%	3.80%	4.20%	7.23%
19	64683	D	Las Virgenes Unified	2.87%	2.09%	3.26%	3.40%	3.35%
19	64691	D	Lawndale Elementary	3.42%	4.98%	6.38%	5.54%	5.91%
19	64709	D	Lennox Elementary	4.28%	3.54%	3.55%	3.85%	5.30%
19	64717	D	Little Lake City Elementary	4.14%	6.52%	8.17%	7.56%	8.05%
19	64725	D	Long Beach Unified	4.00%	4.16%	4.17%	3.45%	3.80%
19	64733	D	Los Angeles Unified	2.75%	2.14%	5.26%	2.95%	3.34%



EL RANCHO UNIFIED SCHOOL DISTRICT

9333 Loch Lomond Drive, Pico Rivera, California 90660

Tel: (562) 942-1500 • Fax: (562) 949-2821

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April 1, 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,

Martin Galindo
Superintendent
El Rancho Unified School District

ADMINISTRATION

Roxane Fuentes
Assistant Superintendent
Educational Services

Mark Matthews
Director
Human Resources

Leticia Covarrubias
Chief Business Officer
Business Services

Larry Brunson
Director
Student Services

PR/Award # S215E140427

**El Rancho Unified School District
Elementary and Secondary School Counseling Grant Programs
Memorandum of Agreement**

With this Memorandum of Agreement (MOA), the undersigned authorized representatives from the El Rancho Unified School District (ERUSD), El Rancho Unified School District School Police Department, Los Angeles Department of Child and Family Services, Los Angeles County Department of Probation, the Los Angeles County Department of Mental Health (DMH), the city of Pico Rivera, and existing community-based mental health providers indicate their commitment to assume and perform the following roles and responsibilities in the furtherance, if funded, of the ERUSD Elementary and Secondary Grant Programs Grant, with the purpose of expanding our school-based counseling program (ACCESS) to enable our schools to develop promising and innovative approaches to contribute to the personal growth, educational development, and the social-emotional well-being of students served in this critical time in their lives.

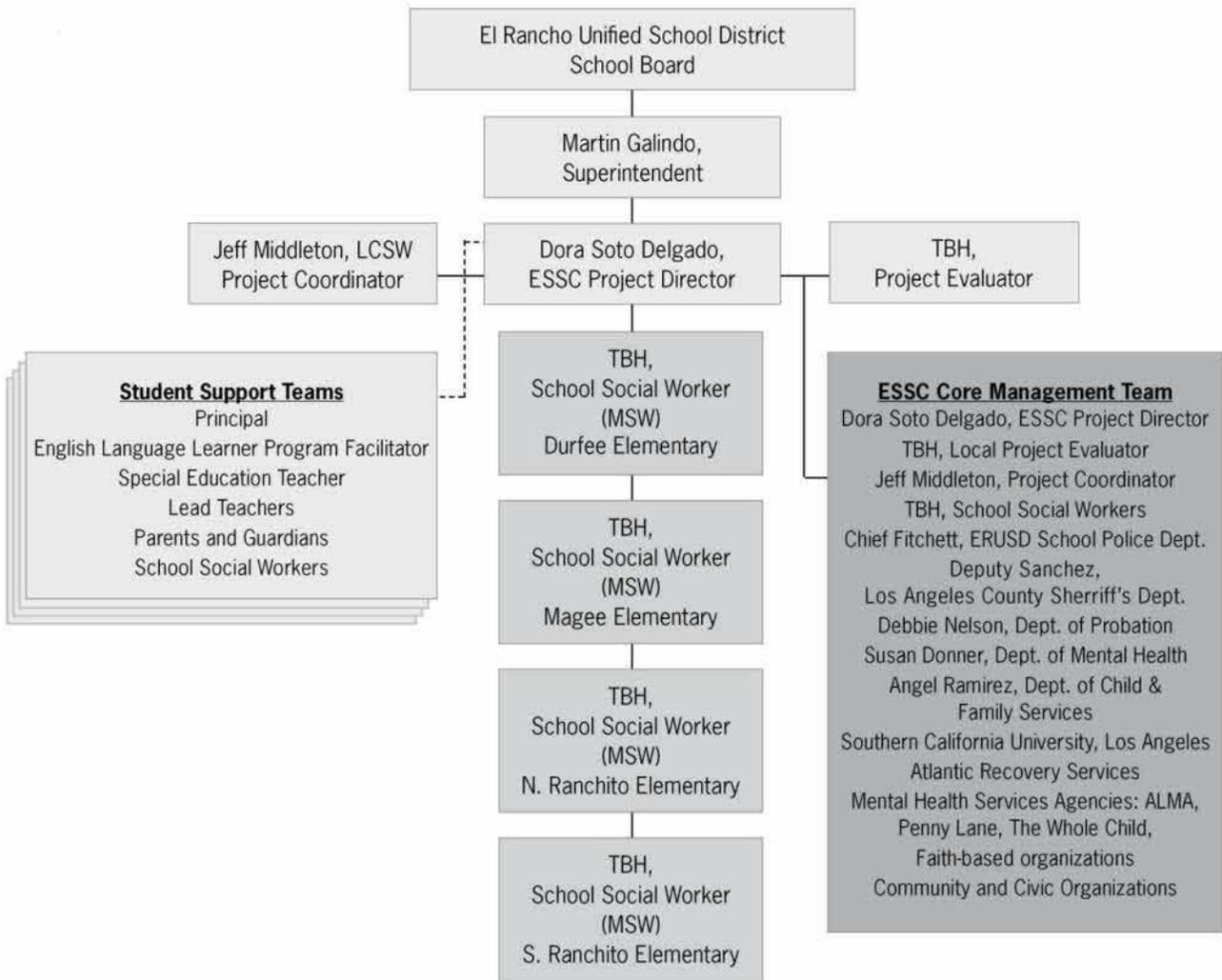
Support for Selection of SS/HS Required Partners

Community partners were selected based on the success and involvement in pre-existing collaborations and partnerships which include The P.R.I.D.E. Program (gang violence prevention, juvenile crime prevention, and school behavioral issues); Success through Awareness and Resiliency Program (school violence and ATOD prevention and education); Project Safety Net (ATOD Education and Prevention, Positive Social Behavior, and Mental Health Services); SCVP (School Community Violence Prevention); and Project Parent (parenting classes, mental health services, and twilight pre-school). All of the required partners were thoroughly involved in all phases of the ERUSD ESSC Grant Initiative application. Meetings were held to discuss project designs, forums were held to create the community needs assessments, and a thorough review of all proposed project activities was conducted to ensure that all curriculum, projects, activities, and services included both universal and intensive strategies, and included developmentally appropriate materials, to ensure that all facets of the community would be served in this project.

ERUSD ESSC Core Management Team

Under the SS/HS ESSC Grant Initiative, ERUSD will unify the pre-existing collaborations (described in section 1) to create the ESSC Core Management Team (CMT). The CMT includes senior representatives from required partners, key district employees, community partners, students, parents, and members of the community. Individuals serving on the CMT are illustrated in the organizational chart below.

ESSC Key Personnel



Governance

The Governing Body of the Core Management Team will be comprised of representatives at a policy-making level of the following organizations: El Rancho Unified School District (representative from the School Board, the Superintendent, and District Personnel serving key roles for this project); LA County Department of Mental Health; LA County Department of Probation; Mayor for the city of Pico Rivera; law enforcement agencies including ERUSD School Police and LA County Sheriff's Department; faith-based organizations; local business and community groups; Student Body Presidents; and parent representatives.

The CMT, directed by Assistant Superintendent Arnold Tovar, will leverage resources and financial support, create procedural systems change, and sponsor public awareness campaigns and community events. The CMT will also provide a vehicle to expand school-community partnerships to broaden the range of community organizations (private social services agencies, faith-based organizations, civic organizations, and private citizens) that will contribute to achieving the project's goals. The Governing Body of the CMT's responsibilities include: establishing mechanisms to assure stakeholder accountability for commitments; identifying opportunities to connect ERUSD's ESSC Grant to other ERUSD and community initiatives; overseeing data collection and reporting; responding to community needs in local evaluations; contributing to reviewing and drafting progress and annual reports prior to submission to the federal agency; implementing sustainability via leveraging resources and expertise gained from the grant; and reporting program activities to their respective community at-large representatives. The CMT will meet monthly throughout the duration of the grant.

Mission and Purpose of CMT: ERUSD takes a comprehensive approach in forming school-community committees and collaborations using best practices and programs that include strategies to enhance our program and promote school-linked services integration. Student, parent, and community involvement are key components in supporting activities that will improve student skills and behavioral training as well as school environments. The CMT has clearly defined goals, milestones, objectives, and evaluation plans in place to measure progress and outcomes. The CMT will meet on a monthly basis to review project status, outcomes, and achievements. All stakeholders will be well informed in order to continually monitor and update program activities using developmentally appropriate, long-term strategies.

Continuous Improvement and Feedback

The CMT will monitor status, progress, and outcomes to incorporate feedback to continuously improve the project and ensure that the project is completed on time and within budget. The Project Evaluator will provide all necessary information to evaluate and assess the status of the desired outcomes and process measures. This feedback will be incorporated directly into the project plan, informing improvement strategies, which will allow the CMT to modify the project design to ensure that it is meeting the needs of the students, school, and community on a constant basis. Regular evaluations will drive continuous updates of the project design, promoting a sustainable, long-term plan that will continue to meet the needs for ERUSD after the period of federal funding has ended.

Information Sharing

The Project Director will coordinate communication and information sharing among the CMT members and the community at-large. Methods for information sharing among members will include regular meetings and distribution of meeting minutes; distribution of progress reports; and periodic email and phone exchanges. Methods for sharing information between the district, school sites, and Core Management Team include semi-annual meetings of school leaders; and establishment of listservs and the ESSC Mental Health interactive database for student support professionals and teachers. Methods for sharing information externally include the public portion of the ESSC web-based database; quarterly newsletters; marketing materials for specific programs and activities; presentations at school and community coalition meetings; and presentations at public interagency bodies and legislative hearings.

Process for Engaging Community in ERUSD's ESSC Grant Initiative

ERUSD's ESSC Grant Initiative program developed during several meetings in which community members, including parents and students, from diverse perspectives and experience met with district officials and community partners to provide input in the design of this application. This input was provided through several meetings and forums in which community members discussed school and community concerns, suggested activities, and planned sustainability. The Project Director and the Core Management Team met with school staff and community partners to complete survey instruments that identified school-specific priorities and to propose project activities.

The strategic planning process will continue under the ESSC Grant. The mission, goals, and objectives will be continuously reviewed so that all partners are operating from the same perspective, terminology, and policies to ensure that all students and their families have easy access to project resources, activities, and supports. Integrated in the collaboration process is ongoing identification of resource opportunities to sustain and institutionalize the activities of the project when the period of federal funding has ended.

Throughout the project, ERUSD will coordinate and collaborate with the community at-large to provide input at all stages of development and implementation of the plan and to ensure the diversity of perspectives of all partners. ERUSD will incorporate feedback into our project plan

while conducting individual meetings with specific community partners that support the population of each individual school.

ERUSD will build on the success of existing student/community collaborations. For example, the Coordinated School Health Programs (CSHP) Committee advocates for the holistic needs of all students in our district, focused on the issue of fitness promotion/obesity prevention. CSHP is presently sampling a Teen Health Magazine that is a health promotion/awareness magazine written for teens by teens. Also, a student advisory committee, with representatives from ERUSD high schools, meets at the Pico Rivera Family Support Center (PRFSC) at the United Methodist Church. These students have focused on and put together a conference on community issues. A recent hot issue explored by this advisory group was the issue of housing and limited solutions. ERUSD will explore similar collaborative opportunities and employ the same successful approach to engage students in the SS/HS Grant Initiative.

Students, parents, teachers, members of the business community of East L.A. and “stakeholders” will provide feedback and input throughout the process. The Core Management Team will work with students, parents, and other stakeholders to cultivate awareness and support of all project activities. We will seek input from the stakeholders, including parents and students, in the form of surveys at the beginning of the project and annually thereafter. The Student Body President’s will continue to provide feedback to the CMT and their respective student population through board meetings and school forums. Our marketing efforts and anti-stigma campaigns for the ESSC project will not only inform members of the community, including students and parents, about project activities and successes, but also solicit feedback on areas of their particular concern or interest. Individual school sites will utilize existing Parent-Teacher-Organizations to solicit additional feedback and participation from the community. Parent representatives from the district’s Parent Alliance group will provide representatives to serve on the CMT. Moreover, individual stakeholders will have an opportunity for input during meetings and forums.

Mental Health Screening, Referral, and Treatment Process

- The evaluation team will develop a parent consent form allowing students to participate in the ESSC project, which will specifically indicate permission for students to participate in school-based mental health screenings, assessments, and services.

The Los Angeles County Department of Mental Health and School Social Workers hired under our ESSC grant will adhere to the following guidelines:

- Mental health service providers will participate in a mental health anti-stigma campaign in collaboration with the El Rancho Unified School District directed toward staff, parents, and students (where age appropriate) to encourage referrals and access to mental health services;
- Through a school based Student Study Team (SST) process, a need for a comprehensive assessment may be suggested/determined for a child/youth. Parents as members of the SST have the opportunity to ask questions and raise issues regarding the SST's recommendation before making a decision. If a parent is unavailable to attend the SST, an alternative effective means of communication will be used to afford parents their rights to an informed decision;
- The School Social Workers (SSW) will participate in SSTs whenever mental health services are being considered for a student. The SSW will be available through whatever means parents prefer (i.e.: in person at the SST or private consultation) to answer any questions before parents are required to make a decision. In order to proceed with a referral to services for an assessment it will be necessary for the parents to sign a consent for release of information.
- Parents will have the opportunity to work directly with a mental health provider as an alternative to our ESSC school-based mental health services. The student's school will not be notified of findings without the express written permission by the parents who will be advised that this permission is optional;
- Parents who consent to a referral for a comprehensive assessment will be give referral options including the school based mental health service provided by a SSW at their child/youth's school site. The SSW will assist the parents in the referral process with information regarding services, the process, and what to expect. Scheduling of an appointment will be facilitated;
- If the comprehensive assessment indicates a need for mental health services, the parents will be notified within fourteen (14) days by mail. If the child appears to be in need of an emergency assessment the parents will be contacted immediately, and assistance will be provided for them to access the necessary services consistent with the immediacy required;
- Emergency assessment/services will be provided/coordinated following the appropriate guidelines and protocols described in the ERUSD Crisis Intervention Team Handbook. If a mental health provider is already providing service for a particular student experiencing an emergency, the mental health provider may assert his/her role with their client but the school staff will assume the lead in regard to their student's needs, the ERUSD will welcome support/resources from the mental health provider present at

that school site, but the school staff is ultimately responsible for any child/youth's emergency needs; and

- ERUSD may also utilize the PMRT (Psychiatric Mobile Response Team) system of the LA County Department of Mental Health in the event of an emergency.

The El Rancho Unified School District will adhere to the following guidelines:

- Through the ERUSD ESSC grant initiative screenings, assessments and treatment services will be provided to ERUSD students at selected schools participating in this grant initiative. As part of the ESSC grant effort, parents and students will be approached, as part of an awareness campaign, regarding the merits of mental health screenings and access to early intervention and treatment where needed. An orientation of the screening/referral process will be provided for faculties at each district school where services will be provided;
- The ESSC grant efforts will also include community education/engagement piece. The ERUSD will detail ideas for a social marketing campaign, including celebration of National Awareness Mental Health Month, as the work evolves with this grant from year to year;
- If, as a result of a screening/referral, a need for a more comprehensive assessment is indicated, the parent will be notified. A more comprehensive assessment will be conducted in consultation with additional resources provided by the SSW or outside mental health providers, i.e.: consultation with a psychiatrist or referral to another agency. If upon completion of the assessment, it is determined that hospitalization/medication is necessary, the child/youth will be referred to the appropriate services. A SSW may be assigned to the case as needed to follow up on the child/youth needs to assure the appropriate connections to services or that further assessments are made;
- A mental health consultation can occur between the SSW and any other appropriate staff, i.e.: school psychologist or medical doctor, when necessary; and
- A referral for an evaluation will also be available to parents through the school based clinic's regular mental health intake process (ACCESS). A parent completed the referral form, contacts the clinic's main office, and child/youth is scheduled for an intake. If, after the intake, the child is determined to be in need of services a SSW will be assigned.

Responsibilities and Commitment of CMT Members To Implement and Sustain the Project

The undersigned commit their support to implementing and sustaining the ESSC project as demonstrated in their commitment to the roles and responsibilities outlined below.

- Serve on the Core Management Team in initiative planning, management, and implementation, policy making, and coordination of services and resources.
- Work collaboratively with CMT members, community groups, social services agencies, and other public and private entities to enhance the program and promote school-linked services integration;
- 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;
- Explore new initiatives as well as discussing and sharing information on current practices;
- Create and implement policies, procedures, and protocols to enhance the communities ability to problem solve; reduce duplication of services, and facilitate a wrap-around approach to care that expands treatment teams beyond the school to increase community collaboration;
- Facilitate and cooperate with data collection activities necessary for the evaluation of the implementation of the ESSC Grant program by the local evaluator, including providing interviews, permitting on-site observations, completing surveys, and facilitating the occurrence of all student assessment activities indicated in the project narrative; and
- Participate and support other activities identified and defined by the CMT and ESSC Project Director.

Signatures of Authorized Representatives of Required Partners



Martin Galindo, Superintendent
El Rancho Unified School District

(b)(6)

Chief Jeff Wifchett
El Rancho Unified School District, School Police Department

(b)(6)

Susan Donner
Los Angeles County Department of Mental Health

(b)(6)

Raymond Chavez
City of Pico Rivera

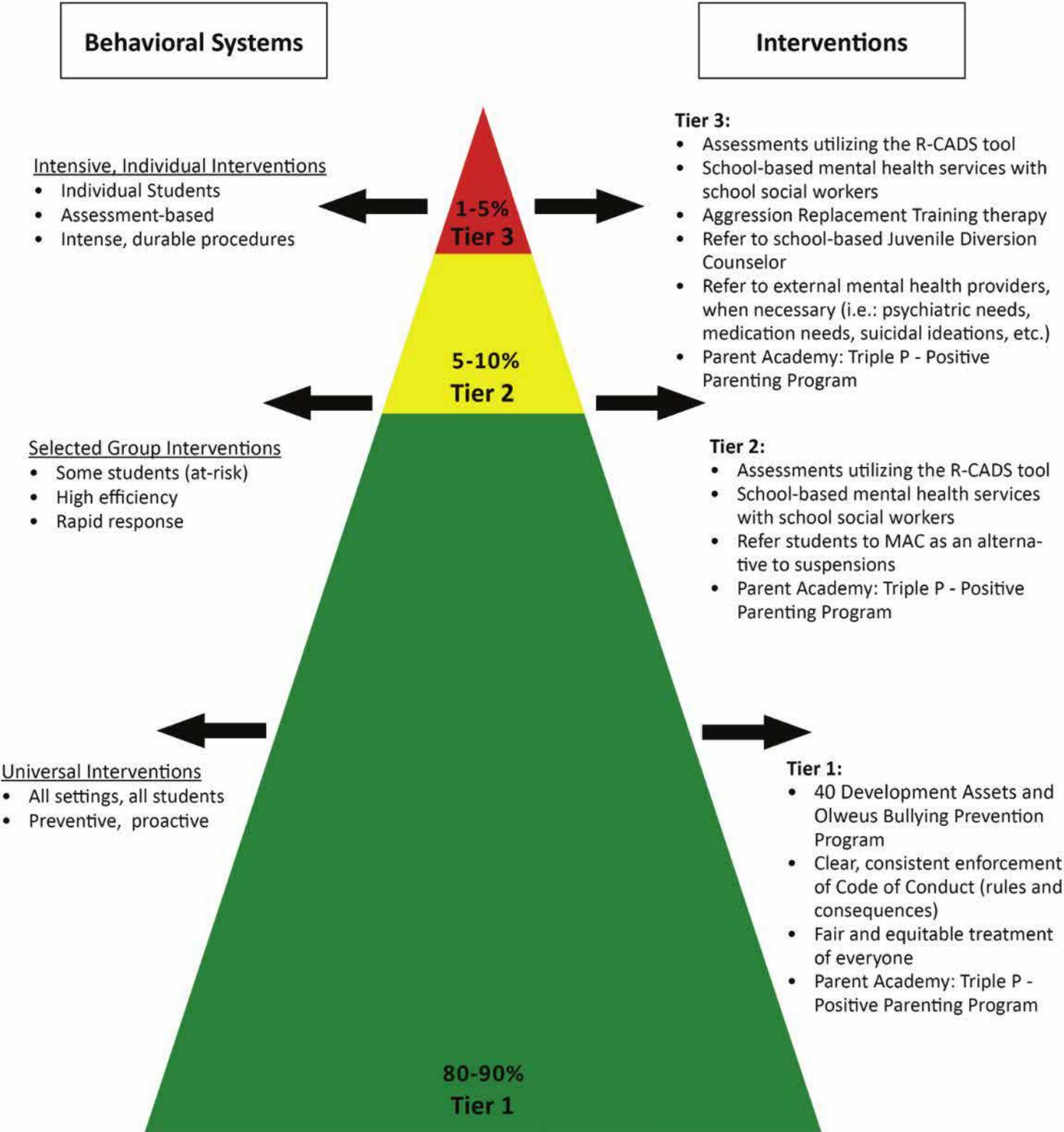
(b)(6)

Debbie Nelson
Los Angeles County Department of Probation

(b)(6)

Angel Ramirez
Los Angeles County Department of Child and Family Services

We will use a three-tiered approach to proactively address the social behavior needs of all students and prevent academic failure

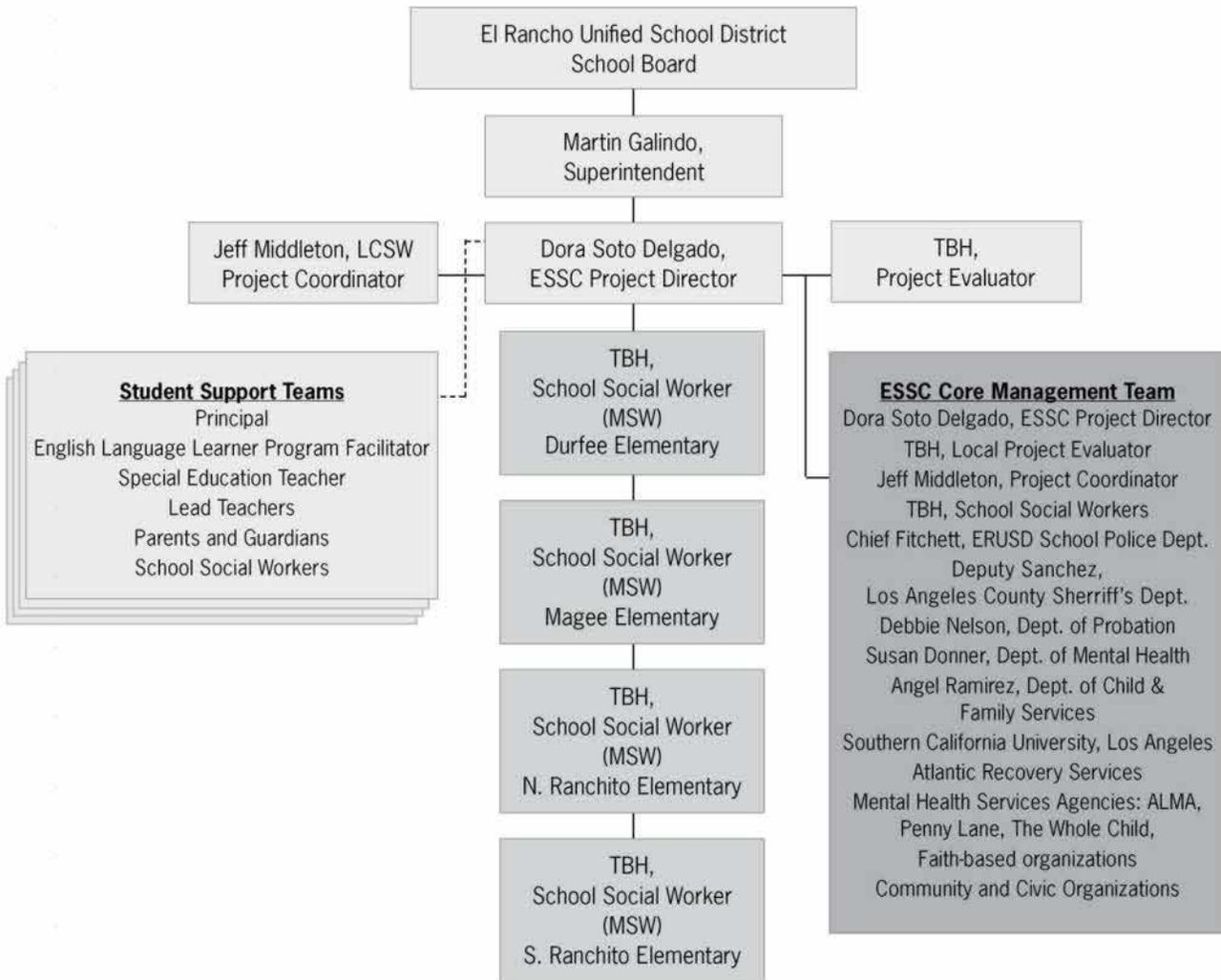


Resumes of Key Personnel

Position Descriptions

The following position descriptions detail the responsibilities of the key personnel and the ESSC Core Management Team (CMT). Key personnel for this grant project include current ERUSD employees as well as employees who will be hired to support this grant initiative. All individuals listed will be held to the same standard of responsibility and participation in ensuring that the project objectives meet their outcomes. Each member of the ESSC Core Management Team will keep accurate records of services provided, answering both to committees and personnel within ERUSD. These records will indicate services provided under the grant, the population served by these services, number of training sessions provided, and attendance. These individuals, whose resumes are included in this attachment, will participate fully in every aspect of the evaluation process. All will attend all required monthly meetings and relay all pertinent information to the ESSC Independent Evaluator. The following organization chart offers a visual reference of our ESSC management. A description of each position indicates duties specific to each individual. The descriptions will be followed by the resumes of each ESSC key personnel.

ESSC Key Personnel



Key Personnel - Existing Positions

Martin Galindo, Superintendent, ERUSD

Mr. Galindo will provide oversight of the ESSC program and serve as the liaison between the district and the Board of Education, as well as all other external stakeholders. Under the tutelage of Mr. Galindo, ERUSD has been recognized at the county and state level for implementing innovative programs and achieving results that are considered best practices in K-12 education. He will attend all ESSC Core Management Team (CMT) meetings and continue to foster connections with parents and the community-at-large. The ESSC grant compliments ERUSD's overarching mission to develop and nurture all of our students and staff through continuously creating conditions that promote rigor, relevance and relationships throughout our organization. Mr. Galindo's time on the grant will be an in-kind contribution.

Dora Soto Delgado, Project Director, ERUSD

As Project Director, Mrs. Delgado will be responsible for the administration and financial fidelity of the ESSC grant project. Mrs. Delgado will maintain records on the project's operations and on the extent to which the program objectives are being met, including specific performance measures in the evaluation plan. Mrs. Delgado will make on-going project information, findings, and analysis available to the ESSC Core Management Team and disseminate to all stake-holders. Mrs. Delgado 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. Mrs. Delgado will 1) ensure that the project is compliant with all federal, state, and district policies; 2) plan and organize needs assessments to identify and address gaps; 3) implement project procedures to establish service delivery guidelines; 4) coordinate project activities with existing programs; 5) develop a project sustainability plan with staff; and 6) facilitate monthly meetings. Mrs. Delgado will supervise Jeff Middleton, the Project Coordinator and the local evaluator. She will report all findings, including successes and progress to the Superintendent, ERUSD School Board, and Core Management Team (community stake-holders). Mrs. Delgado will spend 15% of her time on the grant. Budgets calculations are based on an annual salary of \$104,000 x 15% = \$15,600 per year.

Jeff Middleton, L.C.S.W, ESSC Project Coordinator, ERUSD

Jeff Middleton will serve as the Project Coordinator for the ESSC grant. He will oversee the day-to-day operations of the ESSC grant. Mr. Middleton will supervise the School Social Workers hired under the grant, as well as the Mental Health Interns (MSWs working towards licensure), who will provide services to our students at no cost. Mr. Middleton will facilitate all evidence-based training programs for the new hires, which includes existing and new programs: Character Counts!, Olweus Bullying Prevention Program, Good Behavior Game, Too Good for Drugs/Violence, Children In Change, Aggression Replacement Training and R-CADS. He will also work closely with all School Social Workers to schedule the training (Appropriate Interventions and Early Warning Signs) that each will conduct for all employees working at their school sites on an annual basis, as well as parent seminars. He will be responsible for administrative functions directly related to the grant programs and implementation, including liaison with building principals, community-based mental health providers, the LA County Department of Mental Health, and the University of Southern California. Mr. Middleton will lead all marketing and anti-stigma campaigns with the School Social Workers. Mr. Middleton will spend 40% of his time on this grant project. He is a full-time employee of the district and his responsibilities with this grant support the roles and responsibilities of his current position (Mental Health Coordinator), therefore none of his salary will be allocated to the grant. Mr. Middleton's salary will be an annual in-kind contribution of \$38,000 (\$95,000 x 40%), not including fringe benefits.

Individual School Sites

School Support Teams

School Support Teams (SST) consist of a Principal, English Language Learner Program Facilitator, Special Education teacher, Teacher Leads, and Parents and Guardians. The school social workers will join the SST. These teams within each school site will participate in the decision making in providing support services to students in need and will be the first step in identifying students in need of academic or mental health intervention. Each participating school-site SST will meet on a weekly basis and receive feedback on a monthly basis from the ESSC Core Management Team, which reviews data, strategies, wrap-around services, progress and success of the project. The team will also work to remove any barriers to successfully completing the mission and goals of the project.

Key Personnel - New Positions

School Social Workers (MSW), ERUSD (four)

Four school social workers will be hired for our ESSC grant project, one for each participating elementary school. The school social workers 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. Advance planning for these positions has been done with the LA County Department of Mental Health, with which we are collaborating to identify social workers who have experience counseling children in a school setting. The school social workers are full time employees and the annual salary for each individual is \$61,000.00.

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 Core Management Team. 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, such as *Character Counts!*, *Good Behavior Game*, *Aggression Replacement Training*, and *Olweus Bullying Prevention Program*. 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. The local evaluator will collect and enter all relevant data and enter the data into ERUSD's mental health database. This database was created with the external mental health agencies under the Safe Schools/Healthy Students grant and provides an excellent tool to track data. Not only does it provide the ability to aggregate and disaggregate to identify trends and progress on grant activities, but also to track time between a student's referral and the beginning of treatment, waitlists, amount and type of mental health services received, and discharge information. This database will be expanded under the ESSC grant to meet the needs of the school-based social workers. The local evaluator 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 ERUSD's technology department to extract relevant data from their student information system (Genesis). They will be proficient with SPSS (Statistical Package for the Social Scientists) and use the software as a data management and statistical analysis tool in order to properly analyze all data necessary for the GPRA measures and project-specific objectives. The Local Evaluator will serve on the ESSC Core Management Team, 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.

ESSC Core Management Team: 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 bi-monthly basis throughout the grant period.

Martin P. Galindo

(b)(6)

Twenty six years of administrative experience demonstrating a consistent record of achieving results through a focus on quality instruction, leadership development, team building and parent engagement.

Professional Work Experience:

El Rancho Unified School District

Superintendent

July, 2013-present

Responsible for Child Development Program, eight elementary schools, three middle schools, one high school, one continuation high school and one adult school serving over 9400 K-12 students in the City of Pico Rivera and the County of Los Angeles.

Bassett Unified School District

Superintendent

July, 2010-June, 2013

Responsible for Child Development Program, three elementary schools, one K-8 school, one middle school, one high school and one adult school serving over 4200 K-12 students in the City of La Puente and the County of Los Angeles.

Provided the leadership that led to a 25 point increase in API over two years.

Achieved major concessions from employee unions with major cuts in management to cut a projected \$8.1 million deficit for the 2012-13 school year to a surplus for the 2012-13 school year.

Provided the leadership that led to substantial increases in the number of English Language Learners and Socioeconomically Disadvantaged students achieving proficient and advanced in (English Language Arts and Mathematics).

Provided leadership and support that led to one PI 5 school exiting Program Improvement status

in 2012 and two elementary schools and one middle school achieving Safe Harbor in 2012.

Significantly reduced the loss of ADA through a focus on quality instruction, integrating technology into the instructional program and an emphasis on innovative leadership.

Consistently supervised and monitored instruction through school and classroom visitations.

Led the effort to establish the Bassett Education Foundation.

Los Angeles Unified School District, Local District 6 (*Local District Superintendent 2006-2010*)

- Supervised and monitored over 45 schools serving 65,000 students in the Southeast cities of Bell, Cudahy, Huntington Park, Maywood, South Gate and City of Vernon
- Local District 6 had the highest percentage increases in API in LAUSD.
- Provided leadership and support in the establishment of the Southeast Cities Schools Coalition (consisting of one elected official from each of the six cities Local district 6 served to provide input and guidance on education issues impacting students in these cities. Los Angeles Unified School District, Local District 6 *Director, School Services 2000-2010*
- Supervised K-12 principals, schools for the South Gate and Bell Complexes consisting of a majority of Title I and English Language Learners
- Consistently supervised and monitored instruction through school and classroom visitations.

Los Angeles Unified School District, *Operations Administrator (1998-2000)*

- Served as a resource to over 140 schools in the southern portion of LAUSD in student discipline, employee relations and discipline, school emergencies, parent concerns, school operational issues

Los Angeles Unified School, District

Principal, Vermont Avenue Elementary School

1993-1998

- Served a school population of over 1900 students consisting of a majority of Title I and English (Language Learners
- Partnered with the University of Southern California to be one of the founding schools of the Family of Five that brought arts, sports and student enrichment activities to all students. Los Angeles Unified School District *Principal, Broadway Elementary School 1988-1993*

- Served a school population of 600 students consisting of a majority of Title I and English Language Learners
- Developed, collaborated and implemented a partnership with Crossroads School in Santa Monica which provided weekly classes in drama, visual arts and dancing for all students.

Los Angeles Unified School District

Assistant Principal, 107th Street Elementary School (1986-1988)

Bilingual Teacher/Coordinator, Woodlawn Elementary School (1985-1986)

Bilingual Teacher, Rowan Elementary School 1984-1985

Bilingual Teacher, Grades 1, 2, 5 Fourth Street Elementary School (1981-1984)

Education

California State University, Los Angeles Master of Arts, Educational Administration, 1985

University of Southern California Master of Arts, Teacher Education, 1981

University of Southern California Bachelor of Science, General Studies, 1979

Teaching Experience

California State University, Northridge Adjunct Teacher, 2007

California State University, Dominguez Hills Adjunct Teacher, 2006

Organizations

Dean's Superintendent Advisory Group, University of Southern California

Association of California School Administrators

California Association of Latino Superintendents

Board of Directors, Pico Rivera Chamber of Commerce

Rotary Club of Pico Rivera

Lions Club of Pico Rivera

Dora Soto-Delgado

(b)(6)

Education

1993	Bachelors of Science, Business Administration	California State University, Los Angeles
2001	Teacher Credential Program	National University
2003	M.S. Counseling	University of La Verne
2004	Pupil Personnel Services Credential	University of La Verne
2010	Clear Administrative Service Credential	CTC

Credentials

Multiple Subject Credential – CLAD emphasis
Supplementary Single Subject Credential – Business 9th grade and below
Pupil Personnel Services Credential
Administrative Credential

Education Work History

2013 – Present	El Rancho Unified School District	Director - CWA
2009- 2013	El Rancho Unified School District	Project Director – SSHS
2006- 2009	El Rancho Unified School District	Coordinator – CWA
2004-2006	El Rancho Unified School District	Resource Teacher
	DOIII – Special and Alternative Education	
1996-2004	El Rancho Unified School District	1 st , 2 nd and K Teacher
1989-1996	City of Pico Rivera	Urban Planner

Duties and Responsibilities

- **District Office – Safe Schools/Healthy Students**
 - Plan and monitor grant programs
 - Ensure implementation of programs and evaluate outcomes
 - Implement and evaluate grant activities
 - Provide reports to federal grant administrators on grant activities
 - Manage personnel and services that are grant related
 - Collaborate with outside agencies to enhance or modify programs and processes

Dora Soto-Delgado – page 2

- **District Office – CWA**
 - Serve as Superintendent’s Designee in Child Welfare and Attendance
 - Chairperson of School Attendance Review Board
 - Superintendent’s Designee in charge of Expulsion Hearings
 - Oversee the department of pupil records
 - Coordinate District Resources for at risk students
 - Ensure compliance of state and local mandates
 - Assist the schools with issues related to residency, custody, attendance and other legal issues

- **North Ranchito Elementary**
 - Served as designee at IEP meetings for the Principal in her absence
 - Member of the Student Success Team
 - Member of the School Site Council
 - Assisted the principal three days a week in counseling students with various situations
 - Coordinated the CELDT test
 - Member of leadership team, serving as grade level chairperson and working single plan for student achievement
 - Maintained regular parent communication regarding student disciplinary issues

- **City of Pico Rivera**
 - Presented to commission and council members on behalf of my department
 - Researched codes and laws governing the city
 - Provided assistance to the public
 - Reviewed proposals regarding business and residential properties

Personal Strengths

- Effective Organization
- Competent Communication
- Professional Ethics
- Bilingual – Fluent in reading, writing and speaking Spanish

Jeffrey T. Middleton, LCSW, PPSC

(b)(6)

EDUCATION

2003/ Masters Degree in Social Work (MSW)
California State University, San Diego

1999/ B.A. Psychology, *Cum Laude*
University of California, Davis

SKILLS

Bilingual: *English/Spanish*
Professional writing skills including grantsmanship
Empirical research methods and analysis

LICENSURE AND CERTIFICATION

Board Certified as a Licensed Clinical Social Worker (LCSW)
Pupil Personnel Services Credential (PPSC) *School Social Work*
Certified to provide EMDR (Eye Movement Desensitization and Reprocessing)

EXPERIENCE

El Rancho Unified School District, Pico Rivera, CA 5/12- present
Mental Health Liaison: Develop partnerships between the school district and mental health agencies to ensure linkage of K-12 students to community resources and mental health services in the school or mental community; Develop infrastructure to meet the health needs of the students and families in the district; Supervise and train MSW interns/MFT trainees to provide direct school social work services at the elementary, middle and high school level; Develop and implement a two week training for MSW Interns/MFT Trainees in areas such as conducting biopsychosocial assessments, completing mental health documentation, child abuse reporting, facilitation of individual and group counseling, culturally competent services, evidence-based practices, suicide assessment, Motivational Interviewing, Special Education and Empathic Listening techniques; Develop and provide trainings in areas such as Suicide Assessment and trauma to the staff throughout the district; Provide direct individual and family counseling services for students in the district; Lead and organized an annual Health Fair with over 1000 attendees from the community; Developed and supported 4 parenting class throughout the school district

Private Practice, Whittier, CA

10/11-present

Provide bilingual (Spanish) individual, couples and family psychotherapy with a specialization in working with client who have experienced simple and/or complex trauma; Treat Depression, Grief & Loss, Anxiety, Anger Issues, Transitions, and Behavior Problems; Complete full biopsychosocial assessments and diagnosis

East Whittier City School District/The Whole Child, Whittier, CA

9/09-4/12

Mental Health Social Worker: Provided direct individual, group and family counseling with children and families in the district (k-8th grade) focusing predominantly on treating trauma; Trained and supervised MSW interns & MFT trainees— weekly individual and group supervision; Provided in-service trainings on documentation, billing, and the impact of trauma on children in schools; Developed district-wide recommendations for suicide assessment and response; Co-developed grants to access funding for mental health services and delinquency programs in the district; Developed behavior plans and collaborated with teachers and administrators to support student's behavior in the classroom; Lead and organized an annual Health Fair with over 1200 attendees; Provide district-wide crisis intervention; Facilitated and organized weekly case rounds with school social workers in the school district

Mt. Diablo Unified School District, Concord, CA

10/06-9/09

School Social Worker for Foster Youth Services Program: Supervised 8-10 Social Work Interns and MFT Trainees per year from UC Berkeley, San Francisco State University, St. Mary's College and California State University East Bay; Trained MSW Interns/MFT Trainees in completing biopsychosocial assessments, evidence-based practices, providing case-management and individual, family & group therapy at the primary and secondary level with foster youth; Facilitated weekly individual and group supervision meetings; Conducted district-wide trainings with teachers and administrators on trauma and how to support foster youth in schools; Case-managed and coordinated systems of service (e.g. School District, Children and Family Services, and County Mental Health) to meet the needs of over 400 foster youth per year throughout the school district; Navigated school system and connected foster youth with appropriately supportive programs; Monitored progress to increase graduation rates; Developed a program to provide foster youth with on-site mental health counseling and tutoring services; Co-developed grants and designed a program to support foster youth after emancipation/ graduation (housing, employment, post-secondary schooling, etc)

Private Practice, Concord, CA

1/07-9/09

Clinical Social Worker: Provided bilingual (Spanish) individual and family therapy with a specialization in working with latency-aged youth and adolescents; Specialization in treating Trauma, Grief & Loss, Depression, Anxiety, Anger Issues, Transitions, and Behavior Problems;

Completed full biopsychosocial assessments and diagnosis including evaluations for immigration status .

Children's Hospital Oakland 4/05-9/06 *Mental Health Worker--Youth Uprising Health Clinic at Castlemont High School*: Conducted individual, group and family counseling in English and Spanish with at-risk youth--predominantly adolescents; Completed biopsychosocial assessments and diagnosis; Offered in-service trainings on maintaining appropriate documentation; Collaborated with school officials and community resources on school-wide interventions; Advocated for youth and families; Intervened in crisis situations and worked with survivors of trauma involving suicide and homicide

Fred Finch Youth Center Concord, CA 8/03-6/05
Mental Health Therapist at Olympic/Alliance High School: Developed and enforced a structured behavior plan in the milieu; Supported school staff with crisis and instruction; Conducted daily and weekly groups with emotionally disturbed latency-aged youth and adolescents; Provided bilingual individual and family counseling; Developed treatment plans; Diagnosis and Medi-Cal EPSDT documentation

PRESENTATIONS

Hope International University
Orange, CA
Understanding Trauma: Assessment and Treatment

California Association of School Social Worker (CASSW) Annual Conference
Oakland, CA
Shark Music: Understanding Trauma in the Classroom

American Group Psychotherapy Association
Chicago, IL
Utilization of Group Psychotherapy to Improve Educational Outcomes Among Latino Youth in Schools

AWARDS

Man of Merit Award, October 2, 2008, Delta Project Against Domestic Violence *for working in the community to positively influence males toward a non-violent lifestyle*

Position

Project Coordinator, part-time

Name

Jeff Middleton

Position description

The Project Coordinator will be responsible for administrative functions directly relating the grant programs and implementation. He will serve as the liaison with building principals. He is responsible for entering data in the mental health database, and follow up with mental health professionals and school sites for data and linking resources. He will facilitate and coordinate the work of the school social workers at each school site and serve as the liaison with California State University, Los Angeles.

Job Responsibilities

- Ascertain that the goals and requirements of the grant are met.
- Facilitate campaign geared toward eliminating the stigma associated with mental health services; coordinate all outreach and marketing efforts throughout the district and broader community.
- Select and evaluate project staff in conjunction with appropriate district administrators.
- Facilitate and coordinate the work of school social workers at each site.
- Supervise mental health interns.
- Meet regularly with building principals and school-based program staff to ensure smooth implementation, share successful operating procedures, trouble shoot and track project goals.
- Cooperate in establishing effective procedures for evaluating the project and planning for administration of appropriate measurement instruments.
- Coordinates logistics for parent classes.
- Support in designing counseling and psychological services that develop social/emotional competence and resiliency and offer alternatives to discipline.
- Meet on a regular basis with key school district administrators, program staff, and district-paid classified teachers and specialist personnel.
- Participate in project staff meetings and project planning, monitoring, internal and external evaluation, and staff training activities.
- Coordinate parent-community involvement at the direction of project director.

Accountability

The Project Coordinator is directly responsible to the Project Director.

Qualifications

- ✓ Degree in Social Work or a related field.
- ✓ Experience in program development and management of personnel.
- ✓ Ability to relate effectively to students, parents, administrators, teachers, and education assistants.
- ✓ Familiarity with the communities to be served.
- ✓ Fluent in English and Spanish.

Position

School Social Workers (4.0 FTE)

Name

To Be Hired

Position Description

Designs and implements counseling strategies for high needs students. Participates as a team member implementing programs to prevent school violence and other behavioral problems and increase pro-social behavior through school-wide programs; provides case management to students and parents; helps district staff to acquire appropriate counseling and behavioral management materials.

Job Responsibilities

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

Accountability

This position is directly responsible to the Project Director.

Qualifications

- ✓ Master's degree in Social Work from a CSWV-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.
- ✓ Multicultural competence.
- ✓ Familiarity with the communities to be served.
- ✓ English and Spanish proficiency

Position

Local Evaluator (contract)

Name

To be hired

Position Description

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.

Job Responsibilities

- 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).
- Report evaluation of program context, program implementation, and program outcomes in a manner consistent with the grant proposal and program requirements.
- 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.
- Assist the project in data collection; conduct onsite observations; review data collection, analysis and recording processes; and recommend modifications.
- 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.
- Meet regularly with the Project Director to monitor progress of project implementation (process evaluation) and attend all ESSC Core Management Team.
- Make monthly presentations to ESSC Core Management Team, 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.
- Provide ongoing technical advice about evaluation processes and adjustments, as needed.
- Create and maintain the logic model, evaluation plan, and sustainability plan.
- Communicate regularly with project staff and the community partners.
- Assist in reviewing staff development needs at the onset of each year.
- Design project questionnaires, checklists, surveys, and all other project-developed instruments in consultation with the Project Director.
- Present evaluation results and findings on a regular or as-needed basis to a variety of audiences.

Accountability

The Evaluator will be directly responsible to the Project Director.

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.
- ✓ Preference will be given to an individual or firm with extensive experience with school districts and our community partners (LA County Departments of Mental Health, Probation, Child and Family Services, and Sherriff's Department)
- ✓ Ability to develop and submit timely evaluation reports in both print and electronic formats.
- ✓ Familiarity with the communities to be served.

El Rancho Unified School District

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**El Rancho Unified School District
Elementary and Secondary School Counseling Programs
Budget Narrative
Elementary Schools**

CATEGORY	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Personnel								
Superintendent	Mr. Galindo will provide oversight of the ESSC program and serve as the liaison between the district and the Board of Education, as well as all other external stakeholders. Under the tutelage of Mr. Galindo, ERUSD has been recognized at the county and state level for implementing innovative programs and achieving results that are considered best practices in K-12 education. He will attend all ESSC Core Management Team (CMT) meetings and continue to foster connections with parents and the community-at-large. The ESSC grant compliments ERUSD's overarching mission to develop and nurture all of our students and staff through continuously creating conditions that promote rigor, relevance and relationships throughout our organization. Mr. Galindo's time on the grant will be an in-kind contribution.							

CATEGORY	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Project Director	Dora Delgado, Director of Child, Welfare, and Attendance, will serve as the Project Director for our ESSC grant program. She will provide oversight to the ESSC grant program. She will be responsible for the financial integrity of the grant as well as approval all new hires and contracts. She will oversee the ESSC Core Management Team (CMT). She will supervise Jeff Middleton, the Project Coordinator, and the local evaluator. She will ensure that all project goals, activities, and outcomes are met. She will report all findings, including successes and progress to the Superintendent, ERUSD School Board, and Core Management Team (community stake-holders). Mrs. Delgado will spend 15% of her time on the grant. Annual salary of \$104,000 x 15% = \$15,600 per year.	15,600	0	15,600		15,600		46,800

CATEGORY	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Project Coordinator	<p>Our Project Coordinator, Jeff Middleton, will oversee the day-to-day operations of the ESSC grant. Mr. Middleton will supervise the school-based mental health counselors hired under the grant, as well as the Mental Health Interns (MSW's working towards licensure). He will be responsible for administrative functions directly relating to the grant programs, including acting as the liaison with building principals, outside mental health providers, the LA County Department of Mental Health, and community-based organizations that provide services to our students. Mr. Middleton will spend 40% of his time on this grant project. He is a full-time employee of the district and his responsibilities with this grant support the roles and responsibilities of his current position (Mental Health Coordinator), therefore none of his salary will be allocated to the grant. We estimate that Mr. Middleton will spend 40% of his time on the ESSC grant creating an in-kind contribution of \$38,000 per year. Annual salary of \$95,000 x 40% - \$38,000 annually.</p>	0		0		0		0

CATEGORY	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
School Social Workers	To Be Hired. Four (4) School Social Workers will be hired to provide school-based mental health services at each participating school site. The school social workers 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. \$61,000 per year x 4 FTE's = \$244,000 annually. Pro-rated for Year 1, with a start date of 12/1/14. Individual salaries for Year 1 = \$50,833 x 4 school social workers.	203,332		244,000		244,000		691,332
Total Personnel		\$218,932	\$218,932	\$259,600	\$259,600	\$259,600	\$259,600	\$738,132
Fringe Benefits								
	Fringe Benefits (FICA, Retirement, Unemployment Insurance, Workers Compensation Insurance, Health Insurance) @ 26% of Personnel Subtotal	56,922		63,750		63,750		184,422
Total Fringe Benefits		\$56,922	\$56,922	\$63,750	\$63,750	\$63,750	\$63,750	\$184,422
Travel								
Required Government Travel	Required Government Travel: ESSC Meeting in Washington, DC to be held on an annual basis. 2-day conference. (\$650 flight, 2 nights hotel at \$200/night, Per Diem of \$50/day, Local transportation at \$100/trip) x 2 people	2,500		2,500		2,500		7,500

CATEGORY	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Total Travel		\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$7,500
Supplies								
General Program Supplies	General Office/Program supplies to include copy paper, office supplies, postage, awards, etc. \$200 per month x 12 months for each program year.	2,400		2,400		2,400		7,200
Marketing Supplies	Supplies for social marketing and anti-stigma campaign. \$1,000 per school per year = \$5,000 per annually and a total of \$15,000 throughout the grant period. The budget is based on costs for previous marketing efforts and will include: bulletins, banners, buttons, newsletters, etc.	5,000		5,000		5,000		15,000
Instructional Materials for Good Behavior Game	Instructional materials for the Good Behavior Game for the four (4) participating elementary schools at a cost of \$750/per year per school = \$3,000 annually.	3,000		3,000		3,000		9,000
Instructional Materials for Too Good for Drugs/Violence	Instruction materials for the Too Good for Drugs/Violence curriculum for the four (4) participating elementary schools at a cost of \$1,500 per year per school = \$6,000 annually.	6,000		6,000		6,000		18,000
Instructional Supplies: Aggression Replacement Training (ART)	Instructional supplies for Aggression Replacement Training. Consumable materials of \$7,500 per school x 4 schools. One time purchase.	30,000		0		0		30,000
Total Supplies		\$46,400	\$46,400	\$16,400	\$16,400	\$16,400	\$16,400	\$79,200

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. This individual 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 Core Management Team. 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. \$53.00 per hour x 750 hours per year = \$40,000.00	40,000	25,000	40,000	25,000	40,000	25,000	120,000

CATEGORY	Justification	Project Year 1	Indirect Calculation	Project Year 2	Indirect Calculation	Project Year 3	Indirect Calculation	Total
Aggression Replacement Training (ART)	Ten (10) 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 Project Director, Parent Coordinator, and four (4) school social workers (new hires), and four existing mental health professionals currently working in the district. Cost for training is \$14,000 per training, which includes 24-hours of classroom instructions and two-years of technical support for each individual trained over a 24-month period (one conference call per month, plus review of fidelity measures including video of ART sessions to obtain feedback and support). The cost will be incurred in Year 1 and is not recurring.	14,000	14,000	0		0		14,000
Total Contractual		54,000	39,000	40,000	25,000	40,000	25,000	134,000
Total		378,754	363,754	382,250	367,250	382,250	367,250	1,143,254
Restricted Indirect Cost Rate	El Rancho has a negotiated Restricted Indirect Cost Rate of 4.71% for the 2013-14 School Year from the California Department of Education.	17,133		17,297		17,297		51,727
Grand Total		395,887		399,547		399,547		1,194,981

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

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

Name of Institution/Organization

El Rancho 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	218,932.00	259,600.00	259,600.00			738,132.00
2. Fringe Benefits	56,922.00	63,750.00	63,750.00			184,422.00
3. Travel	2,500.00	2,500.00	2,500.00			7,500.00
4. Equipment						
5. Supplies	46,400.00	16,400.00	16,400.00			79,200.00
6. Contractual	54,000.00	40,000.00	40,000.00			134,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	378,754.00	382,250.00	382,250.00			1,143,254.00
10. Indirect Costs*	17,133.00	17,297.00	17,297.00			51,727.00
11. Training Stipends						
12. Total Costs (lines 9-11)	395,887.00	399,547.00	399,547.00			1,194,981.00

***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 El Rancho 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:
	Dora		Soto-Delgado	

Address:

Street1:	9333 Loch Lomond Drive
Street2:	
City:	Pico Rivera
County:	
State:	CA: California
Zip Code:	90660-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
561-942-1500	562-949-2821

Email Address:

ddelgado@erusd.org

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.

	Add Attachment	Delete Attachment	View Attachment
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