

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 # S215E140474

Grants.gov Tracking#: GRANT11638338

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" value="Oxnard/Hueneme School District"/>
--	---

5a. Federal Entity Identifier: <input type="text" value="CFDA 84.215"/>	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="95-6002318"/>	* c. Organizational DUNS: <input type="text" value="0706459570000"/>
--	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="Educational"/>	Division Name: <input type="text" value="Pupil services"/>
--	---

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="805-385-1501"/>	Fax Number: <input type="text" value="805-487-9648"/>
---	---

* 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:**

Joint program between Oxnard SD and Hueneme SD to institute new, and expand existing counseling resources for students in grades 1-3 and their families including students of military families.

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="1,200,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,200,000.00"/>

*** 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Janet Penanhoat"/>	TITLE <input type="text" value="Superintendent"/>
APPLICANT ORGANIZATION <input type="text" value="Oxnard School District"/>	DATE SUBMITTED <input type="text" value="04/28/2014"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Oxnard School district * Street 1: 1051 "A" Street Street 2: * City: Oxnard State: CA: California Zip: 93030 Congressional District, if known: 23		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Education Department	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: 84.215	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: n/a Middle Name: * Last Name: n/a Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: n/a Middle Name: * Last Name: n/a Suffix: * Street 1: Street 2: * City: State: Zip:		
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: Janet Penanhoat * Name: Prefix: Dr. * First Name: Cesar Middle Name: * Last Name: Morales Suffix: Title: Superintendent Telephone No.: 805385-1501 x 2301 Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140474

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.

OSD_APcounseling_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA)

As is detailed in the proposal, both the Oxnard (OSD) and Hueneme (HSD) School Districts have taken many steps to ensure equitable access for ACCIÓN POSITIVA (AP) participants and their families. Because AP is essentially a school-based program, most activities are already geared toward appropriate age-/grade-levels and culturally appropriate.

The main barrier is language. The targeted population of ACCIÓN POSITIVA is 1st-3rd grade students and their parents/significant adults. The combined number of 1st-3rd grade students at the two districts tops 8,900. Targeted students are primarily (87-90%) Hispanic. The percentage of English Learners at both HSD (68%) and OSD (60%) is triple or near triple the countywide average (22%). The percentage of parents of those English Learners who are Spanish speaking only nears 100%.

All materials will be written and/or translated into both Spanish and English and any other language necessary. All materials will be written in a literacy level understood by students and families.

Districts will hire high quality staff that reflect (in terms of race, color, national origin, gender, age, or disability) the targeted populations. For example, nearly 85% of all district teachers and staff are Spanish/English bilingual. In some programs, nearly 80% of staff and volunteers either work at the district or live in the community.

An example of this cultural responsiveness is AP's bilingual Outreach Specialist/Parent Coordinator position (OS). The Outreach Specialist/Parent Coordinator (OS) is a unique and critically needed staff position in the target area. They are part counselor, part Instructional Aide, part advocate and part Promotoras, a peer-to-peer program originated in Mexico to help provide medical care, education and outreach to rural, marginalized, and hard-to-reach communities. Because Promotoras are often leaders and well respected in their community, it is easier for them to deliver interventions in a culturally sensitive manner.

Another objective of the proposed project is to address the high percentage of the district's special education students that are involved in problems related to disruptive behavior. Because of the crossover within the targeted students, OSD's Manager of Special Education will assist the Project Director as necessary. HSD's Director of Pupil services has special education under her auspices. Both districts' instructional technology is equipped with the required assistive devices that ensure those with learning disabilities (e.g., visually-impaired) have equal access to hardware and software.

All evidence-based programs and curricula were chosen because they have been scientifically proven and validated by either federal or state agencies to be age-appropriate for our targeted 1-3 grade students and proven effective within populations similar to the demographics of the target area.

Appreciation of national origin will be fostered through multicultural activities and the assurance that all activities are age and culturally appropriate. An example of this is our proposed family art nights. Facilitated by the Ollinkalli Cultural Art Center, these will provide parents opportunities to: observe their child interacting in a school environment; observe AP and school staff modeling positive behavior modification techniques; informally connect with school and program staff as they participate together in activities; learn about and get referrals to program partners and other community resources. The target-area based Ollinkalli Cultural Art Center/Indigenous/Native Arts & Sciences Of Chikomoztok Academy is committed to maintaining the true essence of the ancestral teachings, traditions, and arts that have been preserved in remote native and indigenous communities of the ancient nations of the Americas, including the teaching of the Aztecan core family values of: Respect, Honesty, Gratitude and Service.

Because nearly all AP participants will English Learners (ELs) with limited proficiency in English, a special focus will be on refining and enriching activities so that ELs experience even greater success.

Staff training will include how to adapt to the needs of students of different ages, races, or cultures and children with disabilities

Potential program contractors and volunteers will be held to the same background check and health clearance standards as district employees.

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 Oxnard School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Cesar Middle Name:
* Last Name: Morales	Suffix:
* Title: Superintendent	
* SIGNATURE: Janet Penanhoat	* 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:

ACCIÓN POSITIVA (POSITIVE ACTION) - ABSTRACT

Beyond their shared contiguous boundaries with the U.S. Naval Base Ventura County (homeport of the U.S. Navy Seabees and Pacific Fleet), the two partner elementary school districts (Oxnard and Hueneme) have in common budget cutbacks, underperforming students, and families with similar risk factors. **The two districts also share a jaw-dropping statistic: just two counselors for a combined 16,000+ K-5 students!**

ACCIÓN POSITIVA (AP) represents this high-need target area's first infrastructure for lower grade level mental health screenings, early detection, and targeted interventions for students experiencing school adjustment and family-related issues. By intervening at the lower grades we will increase these students' "protective factors," minimizing their need for services in the upper grades. The targeted population of AP is 8,900+ 1st-3rd grade students who are primarily (88%) Hispanic, English Learners (68%) and impoverished (80+% FRCMs). Families with the most critical needs include: military-connected families (350+), migrant/agricultural workers (700-800), gang-involved/affiliated, and parent/s with language barriers/low literacy.

ACCIÓN POSITIVA will address the **Absolute Priority** by instituting new, and expanding existing, counseling resources. **Competitive Preference Priority One** will be addressed by reducing Disciplinary Reports through enforcement of consistent schoolwide expectations for behavior. **Competitive Preference Priority Two** will be addressed through expanded services that address the acute, ever-increasing, needs of our military families.

After a three-month start-up period, first year outcomes and deliverables will include: standardizing inter-/intra-district Disciplinary Reporting and referral-for-screening protocol for 26 schools; 200 mental health screenings; 180 family placement conferences; implementing POSITIVE ACTION, a USDE-endorsed social-emotional skills program in 60 classrooms; on-site student/parent support groups, workshops and family counseling; an invisible mentor program; family art nights (with links to community resources); and 750 family referrals to a 52-agency Community Wellness Collaborative.

Project Narrative File(s)

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1. NEED FOR ACCIÓN POSITIVA

ACCIÓN POSITIVA's target area is defined by the boundaries of the two collaborating districts. Beyond their shared contiguous boundaries with the U.S. Naval Base Ventura County, the two partner districts have in common: budget cuts, underperforming students, community resources and families with similar risk factors.

The Oxnard School District (OSD)– ACCIÓN POSITIVA's lead agency – is located within the 27 square mile City of Oxnard, Ventura County's largest city (200,000+) and the state's 19th most populated city. Diverse both in its population and its economy, Oxnard is one hour north of Los Angeles. Its economy is driven by manufacturing, shipping, defense and military bases, and an extensive agricultural industry (Oxnard is the state's leading supplier of strawberries) that employs transient migrant and agricultural workers, many of whom are parents of Oxnard students. OSD is home to nearly 17,000 students in 17 elementary, three intermediate and one K-8 schools.

Port Hueneme (WY-nee-MEE) is a beach city of 20,000 surrounded by Oxnard and the U.S. Naval Base Ventura County (NBVC). NBVC serves as the west coast homeport of the U.S. Navy Seabees and in all-important, all-in-one, mobilization site, deep-water port, railhead, missile testing and tracking, and airfield for the Pacific Fleet. NBVC supports 2,600 active-duty personnel, 19,000+ support personnel, and 8,500 contractors), making it the largest employer in Ventura County. Most of the 4.5 square mile city of Port Hueneme lies within the boundaries of the **Hueneme School District (HSD)**. Northern portions of the city are served by OSD. HSD is comprised of 8,300+ students in nine elementary and two middle schools.

The targeted population of ACCIÓN POSITIVA is 1st-3rd grade students and their parents/significant adults. The combined number of 1st-3rd grade students at the two districts tops 8,900. Targeted students are primarily (87-90%) Hispanic. The percentage of English Learners at both HSD (68%) and OSD (60%) is triple or near triple the countywide average

(22%). At HSD, the percentage of students eligible for Free-/Reduced Cost Meals is 75%, at OSD: 80% (compared to the county average of 49%).

Because of the size of the total 1-3 grade student population at both districts, those students/families with the most critical and urgent needs will be identified and receive first priority for screenings, assessments, services and referrals. These risk factors include:

- **Children from military-connected families:** The number of military-connected 1st-3rd grade students (as defined by the RFP) averages 150 at both districts for a total of 300+. Risk factors include deployment-related stressors such as parental separation, family reunification and reintegration, trauma related to combat injury/illness, disrupted relationships with friends, and trouble adapting to new and varied settings and cultures. Most Hueneme military students will move up to nine times in their K-12 years.
- **Children of migrant workers:** This percentage of target area students varies seasonally but equates to between 700-800. That number is more than doubled when children of agricultural workers are included. Young children of migrant farm workers are among the most educationally disadvantaged groups in the United States (Kindler). Other evaluated grant-funded programs within the target area have documented multiple factors within the migrant population that are associated with impaired cognitive language and social development. The impact of these factors is amplified by household mobility and, in a majority of cases, by restrictions upon families' access to publicly funded or subsidized services stemming from parents' undocumented status. Domestic violence, spousal abuse, and child abuse are inordinately high within these families.
- **Children with gang-involved/affiliated family members.** Oxnard is one of only a few cities in the state that is the sight of a permanent gang injunction. The most influential area gangs (i.e., Mexican Mafia, Chiques) have a sophisticated recruiting system – much like a

farm system in pro baseball – where they use tagging crews to groom young students (some as young as 4th grade) for future gang membership.

- **Children of Spanish-speaking parents with low literacy skills.** Within the two districts' boundaries, nearly 50% of parents have less than a high school education vs. the statewide percentage of 18%.
- **Shy and withdrawn students:** Recent local needs assessments point to a rapidly growing population of “shy and withdrawn,” at-risk, underperforming 1st-3rd grade students whose lack of social skills and self-esteem put them at risk to become victims or perpetrators of bullying/harassment.

A majority of students targeted from the five at-risk subgroups above also share common risk factors:

- **Exposure to community/family violence and crime:** After a 20-year decline in violent crime, the target area in the past two years has seen a sharp increase in reported aggravated assaults, shootings, illegal possession of firearms, gang-related crimes and overall crime within the target area. One reason may be California's recent prison alignment. The target area has received more post-release offenders through realignment than any other city in the county. Not coincidentally, over the past two years, the Ventura County Human Services Agency reported an increase in incidents of family violence within the target area.
- **Poor academic performance and language barriers:** Both districts' 2013 Academic Performance Index (API) scores decreased from the previous year. In general, students from these two districts lag behind their county peers in academics. The number of students who tested at Proficient+ in Language Arts was less than 40% (county average = 58%. Target area students scoring Proficient+ averaged 44% (county average = 51%).
- **Bullying:** Bullying is practically an accepted way of life for target area elementary students. This evidenced by target area student responses on the state's Healthy Kids survey reporting

they had been "hit or pushed" at a higher rate than their peers statewide. Complicating matters is the fact that most of this bullying emulates gang behavior.

Identified Gaps/Weaknesses in Services not addressed by current services and programs.

Both districts have only one counselor each for all the elementary schools. At OSD's 17 elementary schools, that equates to a 13,000-to-one counselor to elementary student ratio. At HSD, that ratio equates to 3,067-to-one at nine schools. **For the entire target area collectively, that equates to an 8,033-to-one student to counselor ratio!** To make matters worse, the two elementary counselors work only at schools that pay their salary.

The stressors of this instability caused by the risk factors outlined above are being more externalized by increased incidents of disruptive, disrespectful and off-task behavior in 1st-3rd grade classrooms and playgrounds. Over the past three years at a majority of participating schools, the number of Disciplinary Referrals has increased over the previous year (see Evaluation section). Surveyed classroom teachers in the targeted grades unanimously agreed that there is simply not enough formalized, coordinated, training and resources needed for teachers and playground supervisors to help them adequately address these issues. As one principal stated, "K-1st is out of control! Our teachers are freaking out right now!"

For students with more deep-rooted, mental health-related problems, no adequate procedures exist to facilitate the early detection of problems, including intervention plans for helping students and families. Because they are on the front line when it comes to observing troublesome behavior, school staff need better training to recognize early warning signs of mental health problems, and immediately help/refer students/families to local services.

Neither district has (1) a standardized disciplinary reporting system, (2) a definition of what constitutes a major vs. minor incident, or (3) a way to tabulate these cumulative reports that gives stakeholders an instant or cumulative snapshot of trends, tendencies and hotspots.

This application is being submitted at a time when student services budgets, reduced from nine straight years of cutbacks, are being reduced further by both districts. A

California Drop-out Prevention Program (SB65) grant provided a means for the OSD to hire Outreach Specialist/Parent Coordinators (OS) but for only six hours per day. That grant ended five years ago. Some schools are now paying for OSs from their own budget on a very limited basis. A Behavior Specialist was hired for one year to address the needs of children with extreme behavior difficulties but funding for that position sunsets in September 2014. At HSD, mental health counseling has not been a budget item for the past seven years. Community-based partners supported by non-district funds provide minimal services.

Needs and gaps in services for ACCIÓN POSITIVA were identified, grouped and prioritized based on recently completed needs assessments, evaluation data from current programs, local law enforcement data, state-validated data and a review of relevant research and best practices (Response To Intervention, USDE/IES's Reducing Behavior Problems in the Elementary School Classroom-2008). This included planning sessions with principals, school counselors, teachers, parents and student leaders. Teacher surveys focused on professional development needs. Identifying barriers to improved student academic achievement was also based on analysis of mandated school improvement activities. Results from surveys completed in current parent education classes were reviewed. District Administrators and principals were consulted about the roles and responsibilities of the AP staff positions, carefully mapping out how these new positions would fit into existing school reform efforts. To ensure collected data informs program practices on an on-going basis, an OSD evaluation coordinator/consultant also contributed to these planning sessions.

2. PROJECT DESIGN

ACCIÓN POSITIVA addresses the Absolute Priority by instituting new, and expanding existing, counseling resources at both districts. Competitive Preference Priority One is addressed through activities designed to improve students' classroom behavior, enforce consistent schoolwide expectations for behavior, and involve parents as partners in all AP

activities. In alignment with **Competitive Preference Priority Two**, grant resources will expand services that address the acute, ever-increasing, needs of our military families.

2A. Intra-/Inter-district and community linkages with other appropriate agencies and organizations providing services to the target population.

Picture three interlinked and interconnected circles. Two of the circles represent the two partner districts: their schools, existing services and staff, and new, additional programs and activities made possible by this grant. Where these two district circles intersect and overlap represent the two districts common borders, common families and students, the common target area, common need indicators and risk factors, and shared resources and expertise. The third overlapping circle represents a network of community-based resources (community groups, social service agencies, health/mental health providers and other public and private entities) that will extend the continuum of care available at school sites and within the two districts. These three interconnected circles represent ACCIÓN POSITIVA, a more comprehensive and far-reaching collaborative designed to make services more economical, efficient, effective and sustainable.

District leaders will ensure all ACCIÓN POSITIVA efforts are coordinated with, and reinforced by, district-wide programs and partners. The hub of this will be the 52-agency OSD-based **Community Wellness Collaborative**, a multi-disciplinary task force comprised of district, community-based and private agencies and programs. What's missing in this collaborative are representatives from the Hueneme School District. Through the resources of this AP grant, HSD staff and partners will now serve on this Community Wellness Collaborative and make all these programs and referral sources available to their AP participants and other students and families in the HSD. AP staff at both districts will coordinate efforts with other district grant-funded programs (e.g., TUPE) along with after school programs, SARB, and, at OSD, middle school activities conducted by USC's Social Work/ Center for Innovation and Research on Veterans & Military Families.

Communication between two districts will be critical. Despite being neighbors for more than a century, the two districts have rarely partnered on programs. This proposed ACCIÓN POSITIVA program represents the first in a series of comprehensive and integrated grant-funded health and mental health programs designed to support the academic, social, emotional and behavioral development of all students in our shared target area. This inter-district communication and coordination will be possible through shared staffing, joint professional development activities, shared data/evaluation and reporting activities, common community events, and regularly scheduled meetings inter-district meetings.

Shared community referral sources and resources available to ACCIÓN POSITIVA families in both districts (through the Community Wellness Collaborative) will include:

- **Naval Base Ventura County Fleet And Family Support Center** provides parent support networks, family support with deployment and frequent relocation issues, coordinates with off-post community organizations and provides trainings designed to increase non-military youth workers, educators, counselors and other community members understanding of: unique issues facing military youth, military culture, the deployment cycle, fostering resilience in youth and building local community networks to provide support.
- **Family Forces:** This San Diego-based non-profit offers individual, family, group and couples counseling services provided by a licensed therapist on school sites for military families. As great a need as there is for these services, and the positive outcomes that have been documented for enrolled families, Family Forces is now only available on a limited basis at two Hueneme schools. AP resources will enable HSD to expand existing Family Forces services and OSD to link their military families to Family Forces services for the first time.
- **Ventura County Behavioral Health's Prevention & Early Intervention Program** is a four-component program designed to identify and offer help to those who may have early warning signs of mental illness: school-based services, primary care-based services, community

coalitions, and young adults. Within the target area of this grant proposal they offer a Positive Parenting Program to parents and primary caregivers with children 0-12 years of age. They also offer a parenting program specific to families with ADD children.

- **City Impact** is the lead agency for community collaboration with Ventura County Behavioral Health's Prevention and Early Intervention Program. CI provides strategies for outreach, preventative education, early intervention support and activities to reduce stigma about mental health. These include: student support groups, age-appropriate gang awareness education (in conjunction with local law enforcement partners); specialized individual and family counseling and educational support; and Medi-Cal mental health services.
- **El Concilio Family Services** is a non-profit community service organization with a primary mission is to provide direct assistance and educational programs to more than 22,000 clients - the majority of whom are low-income agricultural/migrant workers.
- **Interface Children & Family Services/Oxnard Family Resource Center** focuses on the multifaceted needs of children and families through: mental health; youth and family strengthening; a personal safety/child abuse prevention program, My Body Belongs to Me; multi-faceted family violence intervention and support groups; counseling services; and, involving parents as decision-makers in how their communities meet family needs.
- **The target-area based Ollinkalli Cultural Art Center/Indigenous/Native Arts & Sciences Of Chikomoztok Academy** is committed to maintaining the true essence of the ancestral teachings, traditions, and arts that have been preserved in remote native and indigenous communities of the ancient nations of the Americas, including the teaching of the Aztecan core family values of: Respect, Honesty, Gratitude and Service.

2B. ACCIÓN POSITIVA activities that address identified needs of target population (Please note: Year one will be only a PARTIAL year of services, deliverables and outcomes because of time needed for three-month project start up).

REPORTING, SCREENINGS & REFERRALS	Y1 OBJECTIVES
<p>Improve and standardize district-wide Disciplinary Reporting protocol:</p> <ul style="list-style-type: none"> • Inter-/Intra-district agreement on definitions of major vs. minor incidents and language of new DR form • Align DR with Walker Surveys • Create standardized, paperless on-line DR form • Establish on-going method of dissemination of results • Change school site and district administrative procedures to support new DR protocol 	<p>Collect baseline data for Y2 and Y3 comparison</p>
<p>Establish standardized referral-for-screening protocol:</p> <ul style="list-style-type: none"> • Set-up standardized system that will enable referrals for mental health screenings to originate from three sources: DRs, parent self-reporting and staff referrals. • Establish protocol and regular scheduled meetings for AP staff to tabulate and review all collected data and referrals and finalize selection of participants. • Create parent/significant caregiver permission form to be signed prior to any student/family's participation in AP. 	<p>240 students referred for screening 85% of parents of referred students will consent to screening</p>
<p>Conduct Walker-McConnell Scale of Social Competence and School Adjustment screenings:</p> <ul style="list-style-type: none"> • During a faculty meeting or professional development, classroom teachers will complete a Walker screening for their targeted 1-3 grade students 	<p>Minimum of 200 Walker screenings completed</p>
<p>Design protocol for, and conduct, family placement conferences:</p> <ul style="list-style-type: none"> • Held in conjunction with parent-teacher conferences, these placement conferences will be where options, family commitment and individual expectations and goals are clearly explained and agreed to. 	<p>Minimum of 180 family placement conferences conducted</p>
<p>Data tabulation and school mapping for data-driven decision making:</p> <ul style="list-style-type: none"> • Data collected and regularly analyzed through the DRs and Walker surveys - when, where and what time incidents occurred; the context; what prompted the behavior; social variables; known student issues/risk factors; action taken by staff; and, additional comments - will be stored in a centralized database. • Data will be used: (1) for school recordkeeping and administrative purposes; (2) to assist teachers with targeting resources and changing intervention strategies; (3) to generate graphs and mapping that provides schools with an instant, or 	<p>80% of participating teachers surveyed will demonstrate how use of data/mapping reduced patterns of behavior that interfered with classroom learning.</p>

<p>cumulative, when and where snapshot of behavioral hot spots; (4) to inform specific "just in time" professional development activities; and (5) to provide data to program evaluation and continuous improvement efforts.</p>	
<p>SCHOOL-SITE/DISTRICT INTERVENTIONS</p>	<p>Y1 OBJECTIVES</p>
<p>POSITIVE ACTION curricula and activities will be integrated into all subject areas and every level of learning – cognitive, affective, and behavioral – in classrooms, entire grade levels and/or playgrounds at those schools where collected data reveals high concentrations of behavioral issues and Disciplinary Reports.</p>	<p>AP successfully implemented/ integrated into a minimum of 60 classrooms</p>
<p>On-site support groups for students: These three-day-a-week/six-week sessions will utilize role-playing, games, AP kits and activities and facilitated group discussions to focus on problematic behaviors, underlying stressors, anger management, and understanding of family relationships. Students will be grouped based on common need indicators (disruptive in class, students in deployed military families).</p>	<ul style="list-style-type: none"> ● Minimum of 100 students to complete support groups ● 85% of participating students will show reductions in disruptive behavior
<p>Family counseling: Those students for whom support groups did not have the desired result, and with more serious, intractable behavioral issues, will participate in family counseling sessions conducted by AP staff or program partners. Durations of sessions will vary.</p>	<ul style="list-style-type: none"> ● Minimum of 46 families to participate in family counseling. ● Surveyed teachers/ parents report reductions in families' students disruptive behavior
<p>Invisible mentors/buddies: Volunteer school staff will be assigned to identified AP students needing recognition, friendship and praise for positive behavior. These positive connections will happen anywhere and always appear to be unplanned. Each Invisible Mentor will be briefed by AP staff about where each student's troublesome spots might be on campus (e.g., recess, after school, cafeteria) and when possible, the positive connection will take place at those pinpointed locations.</p>	<ul style="list-style-type: none"> ● Recruit a minimum of 50 school staff volunteers. ● 90% of volunteers will make a minimum of three positive connections each week. ● Observed increases in positive behavior by mentees.
<p>Modifying the classroom/school learning environment: Working with Counselors, AP staff and their grade-level peers, and based on collected data, teachers may be coached to rearrange their classroom environment, change instructional groupings, reschedule daily activities and better manage transitional activities (e.g., lining up for recess) all aligned with AP- social/behavioral expectations that will be reinforced throughout the school in all contexts.</p>	<ul style="list-style-type: none"> ● Minimum of 60 teachers will modify their classrooms according to PS principles. ● 85% of those teachers will report improved overall student behavior
<p>Implement Positive Playground AP behavioral expectations: AP has a component that provides staff, students and parents with a common language and set of behaviors that are part of a positive, healthy, safe environment that emphasizes inclusion, not elimination; sportsmanship and simple, fun and effective conflict resolution strategies (e.g., Walk and Talk, Rock, Paper, Scissors).</p>	<p>Collect first-year baseline data on playground DRs.</p>

PARENT ENGAGEMENT & EDUCATION	Y1 OBJECTIVES
<p>School-site parent support groups: Parents of students in small groups will be offered on-going support sessions to learn about mental health warning signs, intervention techniques, and explore parenting issues to their group. AP staff or program partners will offer these.</p>	<p>Minimum of 75 parents to participate in support groups.</p>
<p>Family Art Nights: Facilitated by the Ollinkalli Cultural Art Center, these will provide parents opportunities to: observe their child interacting in a school environment; observe AP and school staff modeling positive behavior modification techniques; informally connect with school and program staff as they participate together in activities; learn about and get referrals to program partners and other community resources.</p>	<ul style="list-style-type: none"> •Minimum of five family art nights held. •Minimum of 500 unduplicated families will participate in at least one Family Art Nights.
<p>AP Parent classes and workshops: Parents will be linked to several parenting classes currently offered through both districts. In addition, AP, school and program partner staff will present new 2-3 hour workshops that cover two areas: (1) specific issues common to families at various school sites, including ways to improve parent-child bonding, family cohesion, and reduce family conflict; and (2) POSITIVE ACTION-based sessions that encourage parents to apply classroom behavioral rules and expectations at home. Both sessions will be scheduled at times that work best for parents/families and in a language and literacy level that parents can understand.</p>	<ul style="list-style-type: none"> •Minimum of 12 workshops conducted. •Majority of surveyed participants will respond that workshop will improve their parenting.
REFERRALS & FOLLOW-UP	Y1 OBJECTIVES
<p>Referrals: If issues prove to be intractable and beyond the scope of AP school-site and district activities, AP students/families will be referred to program partners for individual/family counseling and other services available through the 52-agency Community Wellness Collaborative.</p>	<p>A minimum of 750 families will be referred to AP or community-based services</p>
<p>Follow-up: For all referrals and activities, AP staff (primarily Outreach Specialists) will devise a way of reminding participants about, and following up with them to ensure that they are, maintaining their commitment to the program and receiving the recommended services at the appropriate participation levels.</p>	<p>80% of referred families will carry through and make contact with referral source.</p>

2C. All proposed activities, curricula, programs, and services are evidence-based and appropriate for the age and developmental levels of target area students. The Walker-McConnell Scale of Social Competence and School Adjustment is a 43-item scale for elementary students that evaluates adaptive behaviors necessary to function independently in a classroom instructional setting and interpersonal social competencies necessary to maintain adequate social interactions with teachers and other students in the school setting. The 43 items

are distributed across three subscales: Teacher-Preferred Social Behaviors, Peer-Preferred Social Behaviors, and Classroom Adjustment Behaviors. The California Departments of Education and Mental Health have approved the widely used Walker Survey.

Positive Action (PA) is an USDE/What Works Clearinghouse-endorsed comprehensive program proven effective at promoting character development, academic achievement, and social-emotional skills to reduce disruptive and problem behavior among elementary students. The program is based on the philosophy that we feel good about ourselves when we think and do positive actions, and there is always a positive way to do everything. PA works for all parts of the school, the family, and the community and on many levels – from the individual to the classroom to the entire school system. It addresses all areas of the self: the physical, intellectual, and social/emotional. There are seven unit concepts: (1) Self-Concept (What It Is, How It's Formed, and Why It's Important); (2) Positive Actions for Body and Mind; (3) Positive Actions for Social and Emotional Areas; (4) Managing Yourself Responsibly; (5) Treating Others the Way You Like to be Treated; (6) Being Honest with Yourself and Others; and (7) Continually Improving Yourself. All lessons are scripted and use classroom discussion, role-playing, games, songs, and activity sheets or text booklets. Optional components are: school climate development; conflict resolution; counselor, parent, and family classes; and community components. Demonstrable results show increases in students learning to interact with their peers, developing a sense of responsibility for self and others, and establishing a sense of community within a more positive school environment. PA has been used in all 50 states and internationally, reaching more than five million youth through 15,000 sites.

Of all the variables in a program like the ones proposed here, teachers' classroom management has the most significant effect on student achievement (Marzano-2003). Use of up-to-date data inputted and analyzed by all school staff will ensure a unified, consistent and comprehensive school-wide approach to intervention strategies. Teachers will be able to compare their assumptions and perceptions vs. what the data documents, and improve/adjust their

instructional practices accordingly.

Invisible Mentoring/Buddies has been successfully implemented throughout Southern California for 20 years. The program was incorporated into a Project Safe Connections Grant to implement Character Education based on the Search Institute's 40 Developmental Assets and Coach John Wooden's Pyramid of Success.

The Positive Playground component is a combination of POSITIVE ACTION and Peaceful Playgrounds (PP). PP received "Classic Program Recognition" from the USDE/Safe and Drug-Free School and Community Program Research Initiative.

Reporting protocols to be used in the paperless DR reporting system are partially based on O'Neill's Procedures To Conduct A Functional Behavioral Assessment. The design, and plan for overall evaluation of school-wide positive behavioral interventions and supports is based on the USDE-endorsed How To Measure School-wide Positive Behavioral Interventions and Supports Implementation Fidelity with the Team Implementation Checklist.

3. MANAGEMENT PLAN

3A. The key to this management plan was devising a counseling program that had the flexibility and intimacy of small school-based services yet the far-reaching uniformity and strength in resources of a larger inter-/intra-district plan with far-reaching community connections. This developmental, preventive approach requires a comprehensive and integrated team of experienced, qualified and innovative/creative partners to support the academic, social, emotional and behavioral development of all students. Fortunately, two district staff/consultants on the ACCIÓN POSITIVA planning team have experience successfully implementing a similar Walker Survey-based lower grade screening/early intervention program for two other districts with similar demographics. One of these programs, funded for eight years by the federal Safe Schools fund and a state Early Mental Health Initiative grant was a best practices training site. Funders characterized it as an "exemplary program" and a "model of interagency collaboration."

Even with limited resources, both partner districts have a positive track record of launching and operating counseling programs – however, until now, 99% of the focus has been on middle schools. For the past five years, HSD has partnered with nearby Cal Lutheran University to provide the evidence-based **Positive Choices** to 6th grade students. Both HSD and OSD embed **CHAMPS** (class-wide positive behavior support) in their middle school professional development. At OSD, **USC's Social Work/Center for Innovation and Research on Veterans & Military Families (CIR)** has graduate-level social worker interns placed throughout the middle schools that focus on bridging the gap between military and civilian communities and issues related to the challenges faced by military families. OSD is also in their successful first year of a **USDE Magnet Schools grant** involving the transformation of three underperforming middle schools into STEAM-based magnet schools designed to capitalize on a specific economic cornerstone of the community. Federal program reviewers noted that the hallmarks of this transformation were "extensive and meaningful parent buy-in, highly motivated site leadership teams and impressive community partnerships."

ACCIÓN POSITIVA will utilize a shared leadership model where all points of view will be solicited and considered and decisions made based on what action will most efficiently and effectively lead toward achieving project goals. The lead fiscal agency will be the Oxnard School District. AP will fall under the auspices of **OSD's Assistant Superintendent (.10 FTE)** who has five years in her current position and 20 years experience as a teacher and principal primarily in the target area, with special expertise in RTI administration (resume attached). Because of the importance of AP in the two districts' long-term vision for instituting more counseling in the lower grades, OSD will assign their **Director of Pupil Services (.50 FTE) as AP Director.** She has 30+ years experience as a classroom teacher, Special Day Class teacher, Resource Specialist, principal and administrator and designing and implementing a variety of grant programs and has extensive experience working collaboratively with support services staff and mental health professionals (resume attached). Because of the crossover within

the targeted students, **OSD's Manager of Special Education** will assist the Project Director as necessary. AP's Project Director will work with her HSD counterpart – their Senior Director of Pupil Services - to oversee overall program operations and ensure fiscal, legal and reporting requirements. **HSD's Senior Director of Pupil Services (.15 FTE)** has target area experience as a teacher, principal, Special Day class teacher, Itinerant Resource Teacher, program coordinator and is in her 5th year at her current position.

ACCIÓN POSITIVA Counselors: Their exclusive AP responsibilities will include conducting individual and family counseling sessions; working with school and AP staff to analyze data; facilitating student and parent support groups; leading some, and overseeing all, family placement conferences; and liaising with community-based partners and referral sources. These positions will be filled by existing district staff or contracted out to program partner staff with working knowledge of participating school staff, area families and resources and meet the qualifications of a school counselor or school social worker as defined in the RFP. **OSD will have 1.5 FTE equivalent. HSD will staff a .50 FTE equivalent.**

The Outreach Specialist/Parent Coordinator (OS) is a unique and critically needed staff position in the target area. They are part counselor, part Instructional Aide, part advocate and part Promotoras, a peer-to-peer program originated in Mexico to help provide medical care, education and outreach to rural, marginalized, and hard-to-reach communities. Because Promotoras are often leaders and well respected in their community, it is easier for them to deliver interventions in a culturally sensitive manner. An OS' job responsibilities for AP will include: coordinating Walker Surveys; conduct parent outreach and trainings; coordinating family events; facilitating school site student support groups; monitoring DR protocol; and, ensuring participants follow-up with accessing programs and services. These highly trained and supervised positions will have the equivalent to the completion of a bachelor's degree from an approved institution in the human services field, and at least three years experience in one of the

two districts working with families, staff and district programs. **OSD will have 1.5 FTE equivalent of OSs. HSD will staff a 1.0 FTE equivalent.**

A Clinical Supervisor/Consultant (50 hours/year) will be a resource for AP and school staff to consult with on an as-needed basis for answers about specific questions about more complex and intractable issues.

Another key to effective program management will school principals' support. By agreeing to host AP at their sites, principals will: (1) ensure that school staff is aware of how AP will contribute to student achievement, (2) meet as needed with AP staff (3) provide all student data as needed, (4) ensure AP has access to school-site facilities, materials, equipment and support staff, and (5) participate in evaluation and reporting activities.

When preparing to implement a program like AP on a large scale it's important to inform all stakeholders. District, school and program leaders have already been discussing with teachers and school staff how AP aligns with existing classroom objectives and how AP will help them in the classroom and their students will begin to academically flourish. Through orientations, flyers and presentations, parents will understand how the skills and concepts that students learn from AP will positively affect their family life. All family correspondence will be printed in English, Spanish and other languages spoken by 15% of the population. A link on districts' websites will be a depository for program documents, announcements, contact information, schedules and success stories. Program announcements will be made at school and community events (e.g., Back-To-School) and included in partner newsletters and school club activity calendars. AP staff will always be represented at school and community events. Not to be underestimated is the importance of AP and school staff's informal in-person contact with parents and caregivers to share information.

OSD's Board of Education has wholeheartedly endorsed the ACCIÓN POSITIVA project as one that aligns with its overall mission to create a "... safe, healthy and supportive environment that promotes self-discipline, motivation and excellence in

learning.” The HSD Superintendent sees this project as the first of many collaborations with the Oxnard School District and is especially excited about providing target area students of military families more comprehensive support services. Both districts are providing administrative services, staff experts, facilities equipment, and materials equaling more than 60% of the total program's actual costs. Although community-based program partners may receive a small stipend for providing some services, the majority of their efforts are in-kind, the equivalent of more than 50% of the grant amount requested each year. Both districts are absorbing the bulk of allowable administrative and indirect percentages from the grant to put those resources into direct counseling services.

Proposed expenditures are clearly tied to direct services with the cost of administration not exceeding 4% of the requested amount. Budget costs are aligned with AP objectives and will be used to supplement, not supplant, federal funds. School-site based services and activities will be delivered at no cost to families. Through district funds, AP will have the equivalent of a three-month operating cash reserve to cover unexpected delays in payments. An annual, external, fiscal audit will be conducted pursuant to federal regulations.

No more than three months will be required to fully implement AP in the first year. In the first year, all program components will be implemented. In year two, AP will be expanded and implemented with full fidelity. Previous year baseline data will be available for comparative purposes. In year three, steps toward sustainability will be phased in as AP continues to be expanded. Also in year three, a sample of first year participants (3rd graders) will be tracked into the middle schools to measure the long-term ripple effect of AP on student behavior.

From the first day of grant award, ACCIÓN POSITIVA stakeholders will begin devising plans for sustaining the program beyond the initial grant period. A five-step plan will include: (1) continually expanding partnerships and increasing matches; (2) securing multiple funding streams (i.e., public and private local, state and federal grant funds); (3) local

site-specific fundraisers; (4) promoting/advocating for the program to key policy makers; (5) continually finding ways to reduce operating costs while retaining the same level of service.

TRAINING: Initial/beginning-of-the-school-year and just-in-time/on-going inter-district training will be provided to pertinent program and school staff, teachers, and specific program partner staff. This "just in time" professional development approach will capitalize on existing data-driven grade level collaborative teaching teams and the new AP staff positions, resulting in teachers and staff being able to access specific, relevant information WHEN they need it, WHEREVER they are at, and in WHATEVER dosage their schedule allows. Professional development activities will be tiered so that training and in-services reflect the various experience levels of staff. Professionals from partner agencies will also contribute their expertise to professional development that will include:

- **Positive Action training activities (10-18 hours) will include:** the Project Director attending a train-the trainer session; an orientation for 1-3 grade level staff; and, on-going training support that includes self-training kits, webinars and workshops.
- **Referral-for-screening and Walker Survey protocol (3 hours):** appropriate identification and early intervention techniques, overview of AP program goals, a description of program selection and referral procedures, and copies of the referral form and Walker Survey.
- **Antecedents and consequences (4 hours):** Teachers will learn how collected data will enable them to work with AP staff and school counselors to identify "antecedents and consequences" that prompt problem behavior.
- **Military families support (8-10 hours):** In conjunction with the Naval Base Ventura County Fleet And Family Support Center and Family Forces, these trainings will increase educators', counselors' and program partners' understanding of: unique issues facing military youth, military culture, the deployment cycle, fostering resilience in youth, and building State and Local community networks to provide support for military children and youth.

- **Virtual resource bank and on-line forum (as needed):** Staff and parents will benefit from and contribute to this on-line, virtual repository that will include classroom and behavior management strategies, videos, articles, lesson plans, case studies, links to websites.
- **Playground supervision (3 hours):** This will emphasize consistency between the classroom and the playground designed to reduced playground confrontations and introduce students to fun and simple conflict resolution techniques.
- **New standardized paperless on-line Disciplinary reporting system (3 hours):** Methods of reporting, the importance of data-driven decision making, school mapping and criteria for what constitutes minor and major discipline problems.
- **Existing community resources and referral sources (on-going):** Instruction about linking/referring families to appropriate community resources.
- **Domestic violence/Child Abuse Prevention/Reporting (3 hours):** State and district mandates revolving around awareness, reporting, discussing the issue with families, and available prevention and intervention options.
- **Current target area issues and community risks (3-4 hours):** Issues impacting local families, actions steps to take and program partner resources available.
- **Invisible Mentors training (2 hours):** Principles of the program, schools' troublesome hotspots, making positive connections and AP reinforcement with students.
- **Positive classroom climate/management (8 hours):** How to preserve a positive classroom climate; managing consequences, reinforcing students' display of positive "replacement" behaviors and adaptive skills.

3B. Ensuring feedback and continuous improvement in the operation of the proposed project.

Regular inter-/intra-district meeting times will be allotted for AP staff to meet in a risk-free environment to focus on: problem-solving about the demonstrated needs of students, case review, a review of formative and summative data associated with student

performance, attention to behavioral habits of students, liaising with other program and school staff, and group training activities. All program elements will contain some form of mid-year process/effectiveness survey to be completed by all involved. These results will be shared with all staff immediately and discussed with reference to continuous program improvement.

Program components that require improvements will be identified by either the leadership team (see Management above) or the AP Advisory Board. ACCIÓN POSITIVA staff will utilize local data collected on an on-going basis to continuously assess and improve activities, the learning environment, staff effectiveness, administrative functions and identify and address new family needs as they emerge. Data will be disaggregated by: overall program, each district, single or groups of schools, various student subgroups and by time periods. Because data is tabulated as it is collected on an on-going basis, staff and stakeholders will be able to determine, at any point in time, if project goals are being accomplished in a timely fashion.

The ACCIÓN POSITIVA Advisory Board will be composed of members of the leadership team, and a parent, principal, teacher, counselor representative from each district, along with partner agency representatives on an as-needed basis. As it meets every six weeks in the first year, and more as required during project start-up, the AP Advisory Board will focus on maintaining two-way communication, pooling resources, coordinating inter-district and community activities, and providing technical assistance, administrative support and expertise all within the framework of continuous program improvement.

School and AP staff will frequently communicate with each other about student progress through: joint training, analysis and discussion of evaluation results, email, and in family meetings. AP staff will also serve on school site committees. Grade level collaborative learning teams will be the conduits for teacher and principal communication. Incorporating AP-related behavior issues as a regular agenda item, these data-driven team meetings will provide teachers with the opportunity to reflect openly on the challenges they are experiencing, receive problem-solving input from peers, and generate effective intervention strategies and actionable

steps to address behavior problems. Summarized data analyses and evaluation results will be disseminated through the Community Wellness Committee.

4. ACCIÓN POSITIVA EVALUATION

4a. Led by an external evaluator with 15 years experience, project evaluation will be a joint effort of both districts, school sites, AP staff, and program partners. Data collected will: (1) illustrate connections between social, emotional and behavioral well-being and academic performance among 1st-3rd grade target area students; (2) improve the quality and fidelity of services delivered, (3) measure change in schools' overall climate; and, (4) document the degree to which the principles of AP are articulated by parents. The Evaluation Coordinator will coordinate both district's evaluations to ensure that expectations for, and measurements of, specific project objectives will be clear, objective, and consistently used across all schools and target groups participating in AP. Specific first year benchmarks will be finalized, upon grant award and included as part of a master timeline. **Process/implementation data** will (1) describe the extent to which procedures to achieve project goals have been implemented and how and why the program has/has not reached its objectives and (2) staff, partner and participant attitudes about the project. **Outcome data** will describe project results and changes in the target population's behavior and benefits to students, families and school staff. **Behavioral data** and participation in counseling-related activities will be measured through a Functional Analysis methodology, a very specific behavioral accounting of each behavior that is targeted. From that, staff will continually tailor intervention protocols to decrease those behaviors that are maladaptive and increase pro-social kinds of behaviors. **Target area statistical data** will include school (test scores, DRs, attendance) and crime data (law enforcement and districts' statistics pertaining to youth crime in the area)

Four data management/measurement tools will need to be created that are crucial to the success of the project and precise and productive evaluation. Existing surveys and forms will be revised and adapted based on the Walk Survey and DR protocol. Because other project

elements are all evidence-based, they have built in pre-/post-surveys. The first of four tools to be created is a **standardized, paperless Disciplinary Reporting template** aligned with the Walker survey, consistent in every school within the two districts, and defines incident types that should be referred to school personnel for violations of the school's discipline code. AP will create a **user-friendly database that tabulates and maps collected DR data** on an on-going/real time basis so stakeholders can see an instant or cumulative snapshot of trends, tendencies and hotspots. A **standardized referral-for-screening protocol** will enable referrals for mental health screenings to originate from three sources – DRs, parent self-reporting and staff referrals – and at the same time fed into the AP database to inform program practices. A **built-will follow-up** will be based on needs assessments that indicated after families would be referred to district- or community-based- partners, too many would not follow through. Part of the AP Family Referral form (also to be devised) will include a "tickler" to remind referred families (perhaps through an automated text system) and then a post-activity follow-up to verify their attendance or reasons for non-attendance.

In addition to currently evaluating a federal magnet schools grant for OSD, the Evaluation Coordinator candidate (resume attached) has 15 years experience evaluating and reporting on federal, state, local and foundation grants. The Evaluation Coordinator worked up front in the design process and will work through implementation to ensure focused and realistic objectives, a continuous improvement process and a sustainable project.

4b. The first step to good data analysis and dissemination will be project leaders contextually orientating all participating staff about the key role good data analysis will play in achieving stated outcomes. The second step will be coaching teachers about the on-going practice of inputting and analyzing current data to help students with behavior problems and preserve a positive classroom climate. **The third step** will be to demonstrate how data collection and analysis fits into overall school improvement activities. **The fourth step** will be demonstrating how up-to-date data will be accessible from anywhere, anytime, through a user-

friendly portal on teachers' home pages. **In the fifth step**, teachers will learn how data collection, analysis and dissemination can be used to compare their assumptions and perceptions vs. what the data documents, and improve/adjust their instructional practices accordingly.

Formative on-going and end-of-year evaluation results will be disseminated among program stakeholders to generate continued support and allow their expertise and efforts to continuously improve the project. Because all project stakeholders and partners are represented on the **Advisory Board** and **Community Wellness Committee**, they will be the two main outlets for evaluation data dissemination. AP staff will also disseminate information about the program to parents, students and the community in a manner that is clear, understandable, and accessible. Program staff will attend meetings of various community and district committees to distill evaluation results. Based on evaluation results and feedback, program staff will identify gaps in services and create an action plan to immediately address specific issues. AP will use an adapted form of the California Afterschool Network's Action Plan for Quality Improvement as a framework to: (1) identify the component that needs improvement, (2) guide staff and stakeholders through a strategy for improvement, (3) formulating action steps, (4) assigning someone to be responsible for implementation and follow up, (5) creating a "SMART" timeline, and (6) assigning a performance measure of success and/or benchmarks to the new strategy.

Sharing strong, positive evaluation results will be an essential component of sustainability.

End-of-year reports will be accessible via the LEAP website. All project documents and materials will be archived for future replication. Results will also be shared with other programs and policy makers during site visits, and through staff presentations at various conferences.

GPRA #1: % of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.	
Elementary schools participating in the grant	26
K-5 students enrolled (Baseline: 2012-2013)	8,900
Number of Child-adolescent psychiatrists (Baseline: 2012-2013)	0
Number of School Psychologists (Baseline: 2012-2013)	0
Number of School Counselors (Baseline: 2012-2013)	2
Number of School Social Workers (Baseline: 2012-2013)	0

Number of Other Qualified Mental Health Professionals (Baseline 2012-13)	0
*Number of Outreach Specialists/Parent Coordinators	.15 FTE

**Unique to target area*

GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program.

Schools participating in the grant	# students enrolled 2012-2013	# referrals for disciplinary reasons 2012-2013
Rose Avenue Ele. (OSD)	777	1,075
Cesar. Chavez Ele. (OSD)	775	945
Driffill Ele. (OSD)	979	1,116
Haycox Ele. (HSD)	940	991
Hathaway Ele. (HSD)	578	637
→ TOTALS	4,049	4,764

ACCIÓN POSITIVA EVALUATION MATRIX

GOAL	MEASUREMENT	MEASUREMENT TOOL* & FREQUENCY
Improve and standardize district-wide Disciplinary Reporting protocol	<ul style="list-style-type: none"> • Collect baseline data in the first year • Measure degree of teacher and staff approval and ease of use 	<ul style="list-style-type: none"> • Standardized DR forms* • Tabulated on an on-going basis by categories aligned with Walker Survey • Final end-of-school year tabulation • Teacher surveys*
Establish standardized referral-for-screening protocol	<ul style="list-style-type: none"> • Tabulate referrals categorized by teachers, parents or staff • Measure % parents of referred students that consent to screening 	<ul style="list-style-type: none"> • Referral for screening forms* • Signed parent permission forms*
Conduct Walker-McConnell Scale of Social Competence and School Adjustment screenings	<ul style="list-style-type: none"> • Measure number of completed surveys • Measure improvements in student behavior based on Walker Survey categories 	<ul style="list-style-type: none"> • Existing Walker surveys • Complete surveys in initial screening and at end-of-year
Design protocol for family placement conferences	<ul style="list-style-type: none"> • Minimum of 120 family placement conferences conducted • Number of goals and expectations completed 	<ul style="list-style-type: none"> • Placement conference participation logs • Complete family goals and expectations form*
Data tabulation and school mapping for data-driven decision making	<ul style="list-style-type: none"> • Data collected and regularly analyzed through the DRs and Walker surveys. - when, where and what time incidents occurred; the context; what prompted the behavior; social variables; known student issues/risk factors; action taken by staff; 	<ul style="list-style-type: none"> • Tabulation results • Teacher survey*

	<p>and, additional comments</p> <ul style="list-style-type: none"> • 80% of participating teachers surveyed will demonstrate how use of data/mapping reduced patterns of behavior that interfered with classroom learning 	
POSITIVE ACTION curricula and activities	<ul style="list-style-type: none"> • AP successfully implemented/ integrated into a minimum of 60 classrooms • Reduced behavioral/disciplinary issues 	<ul style="list-style-type: none"> •Teacher surveys •DRs
On-site support groups for students	<ul style="list-style-type: none"> •Minimum of 100 students to complete support groups •85% of participating students will show reductions in disruptive behavior 	<ul style="list-style-type: none"> •Attendance logs* •Student pre-/post-surveys* •# of student DRs
Family counseling	<ul style="list-style-type: none"> •Minimum of 46 families to participate in family counseling. •Surveyed teachers/ parents report reductions in families' students disruptive behavior 	<ul style="list-style-type: none"> •Attendance logs •Teacher/parent surveys •Student DRs
Invisible mentors/buddies	<ul style="list-style-type: none"> •Recruit a minimum of 50 school staff volunteers. •90% of volunteers will make a minimum of three positive connections each week. •Observed increases in positive behavior by mentees. 	<ul style="list-style-type: none"> •Staff surveys •Positive connection logs*
Modifying classroom/school learning environments	<ul style="list-style-type: none"> •Minimum of 48 teachers will modify their classrooms according to PS principles. •85% of those teachers will report improved overall student behavior 	<ul style="list-style-type: none"> •Teacher surveys •Student DRs
Implement Positive Playground AP expectations	<ul style="list-style-type: none"> •Collect first-year baseline data on playground DRs. 	<ul style="list-style-type: none"> •Playground supervisor surveys* •Student DRs
School-site parent support groups	<ul style="list-style-type: none"> •Minimum of 75 parents to participate in support groups. 	<ul style="list-style-type: none"> •Attendance logs •Pre-/post-parent surveys*
Family Art Nights	<ul style="list-style-type: none"> •Minimum of five family art nights held. •Minimum of 500 unduplicated families will participate in at least one Family Art Nights. 	<ul style="list-style-type: none"> •Head count of families participating •Family referral forms
AP Parent classes and workshops	<ul style="list-style-type: none"> •Minimum of 12 workshops conducted. •Majority of surveyed participants will respond that workshop will improve their parenting. 	<ul style="list-style-type: none"> •Family referral forms •Activities attendance logs •Pre-/post-parent surveys
Family referrals	<ul style="list-style-type: none"> •A minimum of 500 families will be referred to AP or community-based services 	<ul style="list-style-type: none"> •Family referral forms*
Follow-up	<ul style="list-style-type: none"> •80% of referred families will carry through and make contact with referral source. 	<ul style="list-style-type: none"> •Completed follow-up sections

* Indicates measurement tools that will be created in year one

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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CATHERINE KAWAGUCHI

(b)(6)

STRENGTHS

- Instructional Leader
- Results Oriented
- Student Focused
- Data Driven Decision Maker
- Experienced in Curriculum Implementation
- Maintain open communication with parents, community, and school personnel
- Resolve conflicts and facilitate positive solutions with parents, students, and school personnel

ADMINISTRATIVE EXPERIENCE

ASSISTANT SUPERINTENDENT EDUCATIONAL SERVICES (OSD) <i>Oxnard School District</i>	2009 TO PRESENT <i>Oxnard, California</i>
PRINCIPAL, MARINA WEST ELEMENTARY SCHOOL (OSD) <i>Oxnard School District</i>	2006 TO 2009 <i>Oxnard, California</i>
ASSISTANT PRINCIPAL, HAYDOCK INTERMEDIATE SCHOOL (OSD) <i>Oxnard School District</i>	2005 TO 2006 <i>Oxnard, California</i>

TEACHING EXPERIENCE

RAMONA ELEMENTARY SCHOOL (OSD) <i>(805) 483-5450</i> Principal: Mr. Jairo Arrellano <ul style="list-style-type: none">• 2004 to 2005: Grade 5/6• 2003 to 2004: Grade 6• 2000 to 2003: Grade 5/6	AUGUST 2000 TO JUNE 2005 <i>Oxnard, California</i>
SIERRA LINDA ELEMENTARY SCHOOL (OSD) <i>(805) 983-2280</i> Principal: Mr. Dennis Johnson <ul style="list-style-type: none">• 1998 to 2000: Grade 6• 1997 to 1998: Grade 3• 1994 to 1996: Grade 5/6	AUGUST 1994 TO JULY 2000 <i>Oxnard, California</i>
SACRED HEART SCHOOL <i>(805) 647-6174</i> Grade K; Principal: Sister Mary Francelia	SEPTEMBER 1990 TO JUNE 1994 <i>Ventura, California</i>

EDUCATION

SUPERINTENDENT'S ACADEMY, ACSA	APRIL 2012
TIER II ADMINISTRATIVE CREDENTIAL	FEBRUARY 2008
MASTERS IN EDUCATIONAL ADMINISTRATION <i>California Lutheran University</i>	DECEMBER 2005 <i>Thousand Oaks, California</i>

Catherine Kawaguchi

(b)(6)

CLAD CERTIFICATION

OCTOBER 1995

MULTIPLE SUBJECTS TEACHING CREDENTIAL

JUNE 1990

California Lutheran University

Thousand Oaks, California

BACHELOR OF ARTS DEGREE – PSYCHOLOGY MAJOR

JUNE 1989

University of California, Santa Barbara

Santa Barbara, California

ADMINISTRATIVE RESPONSIBILITIES

- Supervise and evaluate 17 elementary school Principals and 3 intermediate school Principals
- Supervise Director of English Learner Services
- Supervise Director of Curriculum, State, and Federal Programs
- Supervise Director of Pupil Services
- Supervise Manager of Special Education
- Supervise Director of Early Childhood
- Supervise Administrator of After School Programs
- Oversee all categorical programs for the Oxnard School District
- Oversee all curriculum and professional development for teachers, administrators, and staff
- Ensure district compliance with all state and federal mandates in funding and curriculum
- Ensure district and site compliance with the nine Essential Program Components
- Monitor the Local Educational Agency (LEA) Plan
- Ensure alignment of sites' Single Plans for Student Achievement with district's LEA Plan
- Oversee Response to Instruction and Intervention for district
- Provide weekly updates to the Board of Trustees
- Present to the Board of Trustees academic achievement reports for the district and 20 sites
- Oversee 20 Instructional Literacy Coaches, 20 Outreach Consultants, and 8 Counselors
- Organize and hold weekly meetings with 20 Principals
- Oversee Master Schedule for Intermediate Sites
- Meet weekly with Executive Cabinet and provide updates to the Superintendent
- Meet regularly with HR and Business Departments to ensure alignment with needs of Educational Services
- Provide support and coordination of instructional programs
- Prepare and supervise preparation of those sections of Board agenda relating to pupils / educational programs and services
- Maintain current knowledge of government statutes, regulations, and rules relating to instruction, curriculum, special and compensatory education
- Monitor all school site data and provide guidance and feedback to site Principals
- Support the Superintendent in overall administrative efforts

STAFF DEVELOPMENT

- Presenter Transitional Kindergarten, Ventura County Office of Education **2012**
- Presenter at District Parent Advisory Committee **2011 to 2012**
- Presenter RTI Symposium, Ventura County Office of Education **2010 to 2011**
- Instructor: Future Administrator's Academy Program, (OSD) **2010 to 2011**
- Presenter for staff development district and site administrators **2009 to PRESENT**

CURRICULUM

Received Instructional Training in the following:

- Sheltered Instruction Observation Protocol (SIOP) Calibration Training **2012**

for Administrators

PR/Award # S215E140474

Catherine Kawaguchi

(b)(6)

-
- Common Core State Standards 2012
 - Smarter Balance Assessments 2011
 - Cultural Proficiency Training 2011
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) 2010
 - Language! 4th Edition for Administrators 2010
 - English Learner Professional Development for Administrators 2009
 - New Math Adoption- Scott Foresman 2008
 - SB 472- Houghton Mifflin, primary grades 2007
 - Sheltered Instruction Observation Protocol (SIOP) Training 2007
 - SB 472- Language! 2006
 - SB 472- Holt 2006
 - Avenues 2005
 - SB 472 Math- Harcourt Brace 2002
 - SB 472- Houghton Mifflin, Upper Grades 2000

MEMBERSHIP

- Association of California School Administrators 2005 to PRESENT
- PHI DELTA KAPPA International 2008 to PRESENT

AWARDS

- Association of California School Administration (ACSA) Curriculum and Instruction Administrator of the Year, Region 13 2012

Denise B. Hicklin

(b)(6)

Educational Background

MA Educational Leadership, CA State University Northridge, 2007
BA Child Development, CA State University Northridge, 1999

Credentials

Preliminary Administrative Services Credential, CSUN, 2008
CLAD Certificate, 2008
Educational Specialist Level II, CSUN 2004
Educational Specialist Level I, CSUN, 2002

Professional Experience

Senior Director, Pupil Support Services, HESD. 2011- Present
Principal, Richard Bard Elementary School, HESD. 2010-2011
Assistant Principal, Administrative Services, E.O. Green Junior High, HESD. 2008-2010
Resource Specialist (SAI), 7th-8th, Blackstock Junior High, HESD. 2005-08
Enhanced (EBD) Special Day Class Teacher, 9th-12th, Nordhoff High School, OUSD. 2004-05
Resource Specialist, 9th-12th, Nordhoff High School, OUSD. 2002-04
Itinerant Resource Specialist & Elementary Special Day Class Teacher, 1st-6th, OUSD. 2001-02
Special Day Class Teacher, 9th-12th, Carpinteria High School, CUSD. 2000-01

Related Experience

- Lead Teacher, *Safe School Ambassadors Program*, Blackstock Junior High
- Catering Director, Cliff's and Company. Santa Barbara CA
- Restaurant Manager, Inn Of The 7th Ray, Topanga, CA

References

Dr. Jerry Dannenberg, Superintendent, HESD, (805) 488-3588

Mrs. Deborah DeSmith, Assistant Superintendent, HESD, (805) 488-3588

Dr. Christine Walker, Assistant Superintendent, Business Services, HESD, (805) 488-3588

Additional references and letters of recommendation available upon request.

Mary Katherine Phipps



HIGHLIGHTS

- Supportive, empowering and influential leader
- Effective communicator
- Creative, resourceful and thorough in developing a project
- Knowledgeable and experienced working with special education

ADMINISTRATIVE EXPERIENCE

Director of Pupil Services , Oxnard School District	7/2012-present
Principal , Bernice Curren School (OSD)	5/2000 – 5/2012
Learning Director , Robert J. Frank Intermediate School (OSD)	1/2000 - 5/2000
Learning Director , Rose Avenue School (OSD)	1998 - 1999
Administrative Intern , Cesar Chavez School (OSD)	1996 - 1998

TEACHING EXPERIENCE

Teacher , Grades 2-3, Harrington School (OSD)	1994 – 1996
Resource Specialist , Grades K-6, Lemonwood School (OSD)	1986 – 1994
SDC Teacher, Mild to Moderate , Grades 1-4, Harrington and Ramona Schools (OSD)	1984 – 1986
SDC Teacher, Moderate to Severe , Grades K-1, San Miguel School (OSD)	1982 – 1984
SDC Teacher, Autistic/SED , Grades 7-12, San Mateo Co. Office of Ed.	1980 – 1982
SDC Teacher, Autism , Grades 2-9, Amador Co. Office of Ed.	1978 – 1980

EDUCATION

Masters in Educational Administration California State University Northridge, Northridge, CA	1993
Masters of Science in Special Education California Lutheran University, Thousand Oaks, CA	1985
Bachelor of Arts California State University, San Diego CA	1976

CREDENTIALS

California Professional Administrative Services California Multiple Subjects	Expires 2013 Life
California Specialist – Learning Handicapped	Life
California Specialist – Severely Handicapped	Life
Resource Specialist Certificate of Competence	Life

PROFESSIONAL DEVELOPMENT

ACSA Leadership Academy on Pupil Services	2011 – 2012
ACSA Leadership Academy in Special Education	2012-2013

HONORS

ACSA Principal of the Year	2007
PTA Continuing Service Award	
Educator of the Month – City of Oxnard	

ADMINISTRATIVE RESPONSIBILITIES

- Coordinate and supervise all areas of the Pupil Services Department including: Special Education, Health and Nursing, Home Hospital, 504 Plans, Attendance, Special Programs, Comprehensive Safe School Plans, Crisis Intervention, Student Discipline, Counseling and Guidance
- Supervise and evaluate School Psychologist, School Counselors, Outreach Specialists, Speech Therapists, Program Specialists and Managers of Special Education.
- Monitor district compliance for Special Education
- Provide innovation and leadership in determining objectives and identifying district needs for developing short and long range goals.
- Monitor data and make periodic appraisals of student's progress through formative and summative assessment data. Assist staff in implementing strategies to meet student needs.
- Developed a communication system to further community understanding and support the districts objectives.
- Give leadership and support to twenty school programs in Special Education
- Direct development of curriculum to meet the needs of all special education meetings.
- Assume responsibility for parent communication and conference relating to child behavior which may lead to expulsions
- Support sites in the implementation of a Positive Behavior Support (PBIS) program.
- Manage high profile Special Education cases.
- Chair the district level Student Attendance Review Board(SARB)
- Support and coordinate the Response to Intervention and Instruction at the district level.
- Supervise and evaluate all department classified staff.
- Conducts regular staff, job alike and committee meetings.
- Keep abreast of developments in the field of education and act as a resource for District staff.
- Continue own professional development and collaborate with other administrators.
- Develop and administer all district special education budget and special grants.
- Maintain liaison with community supports i.e. mental health.
- Compile and report all state mandated reports.
- Assure all students in District have appropriate materials and textbooks as required by Williams Settlement.
- Communicate with effectiveness in oral and written expression.

REFERENCES

- Available upon request

**PROGRAM
DESIGN
AND
GRANT
WRITING**

Program Designer/Grant Writer/Evaluator - 1995 to Present

Consulting services to various nonprofit, governmental, educational and human services agencies have included (*complete list available*):

- **Currently:** Working as consultant with the Rona Barrett Foundation on Strategic Initiatives related to housing and programming targeted at low-income, vulnerable and invisible seniors. This includes a \$30 million+ affordable housing and assisted living complex in the Santa Ynez area.
- **Currently:** Evaluator/program consultant to Oxnard School District, Lennox School District, Lawndale School District and United Way of Santa Barbara County's Fun In The Sun.
- Design and writing of a proposal with International Rotary that has enabled approximately 100,000 impoverished "forgotten people" of Mexico City to access first-time dental/health care.
- One of a team of consultants to the U.S. Department of Education that created a uniform, nation-wide, method of scientifically evaluating and assessing character education in public schools.
- Consultant to the California Department of Education as part of a statewide team responsible for implementing the four-year statewide Digital High School program in more than 1,800 public high schools.
- Communications consultant to nonprofit, grant-funded collaboratives in the areas of community events, social marketing, public relations, and community outreach.
- Website design: three recent examples include: www.sandypointink.com, www.lennoxalliance.com, <http://www.strawberry-fest.org/>.
- Evaluator of 30+ grant-funded county, state and federal programs including: school readiness/preschool, mental health counseling, fitness and nutrition, academic intervention, school libraries, school reform, health services, various reading programs, after school programs, and a Safe Schools federal grant.

K&M Enterprises - Consulting Program Designer/Writer - 1997 to Present

Consulting program designer/writer with K & M Enterprises: Research and Fund Development – an award winning grant writing team responsible for raising nearly \$700 million dollars in competitive grant awards. Diverse range of 400+ projects including: technology, education technology, literacy, gang and violence prevention, after school programs, juvenile corrections, character education, charter schools, mentoring, early childhood health, and others. Exemplary projects include:

- Education technology grant permanently enshrined in the Smithsonian Institute.
- Designed four charter high schools now in U.S. News & World Report's Top 100 Gold Medal High Schools.
- Co-founder/creator of the Lennox Mathematics, Science and Technology Academy now ranked as the 6th best high school in all California High Schools by the U.S. News & World Report rankings.
- Co-founder/creator of Ventura County's Foothill Technology High School, now ranked as the 38th best high school in all California High Schools by the U.S. News & World Report rankings.
- Middle school fitness program design one of the top 30 in the nation; also named California's Outstanding State Physical Education Program.
- Middle school character education program chosen as national best practice model/demonstration site.

- Gang suppression/community collaborative grant funded an unprecedented 12 years by state Office of Criminal Justice; identified as a "model of interagency collaboration."
- Originated the concept of "e-mentors" first used in Digital High School grants.
- After school program design cited by California Department of Education as one of top three in state. Associated with two after school programs that have won the prestigious statewide Golden Bell Award.
- Co-creator of 16-year old FUN IN THE SUN Santa Barbara County summer enrichment program for at-risk youth that was recipient of the 2012 National Excellence in Summer Learning Award.
- Co-creator of nine federal/state grant-funded programs now considered "best practice" models or considered "what works" by the U.S. Department of Education/Institute for Education Sciences' What Works Clearinghouse.

Cornell Corrections, Inc. - Program Designer/Writer - 1995 to 1997

Part of a design team that, in two years, won more than \$100 million in competitive commercial contracts for a wide range of corrections and treatment programs for adults and juveniles, including low and medium security prisons, detention centers, residential re-entry centers, drug and alcohol treatment programs, juvenile detention and alternative education.

PUBLISHING

Author/Director of Thinkology – Sandy Point Ink, LLC – 2008 to Present

Author and co-publisher of RIGHT BEFORE YOU WRITE: The Groundbreaking Planning Process Used To Win More Than \$385 Million In Competitive Grant Awards. A winner of six national book awards, the book revolves around "JON'S ALMOST WORLD FAMOUS SEVEN Cs," an easy-to-follow process that applies FUNDamental screenwriting principles to the winning of grant proposals. "...the funniest book about writing I've ever read, and the most serious..." - *Independent Publisher Online*

Scheduled for 2014 – THE ABCs of LOIs! - 10-hour Digital Desktop Tutorial

First in a new series of "e-ssential learning primers," described as "economical, e-mmersive and e-lluminating series that delivers to your desktop the best classes taught by the best instructors in an enhanced, learn-at-your-own-pace, technologically straight-forward tutorial that generates e-mmediate expertise!" Based on successful workshops, ABCs will be an 10-hour step-by-step guide to the FUNDamentals of first planning then writing an LOI (Letter of Inquiry): the two most important pages a nonprofit should learn how to write. One nonprofit professional defined it as a "new approach to writing an LOI that is truly one of a kind. A process of writing a winning LOI that is clear, concise and entertaining..."

TEACHING

Adjunct Instructor - Santa Barbara City College - 1997 to Present

School's first instructor of screenwriting at the School of Media Arts. Classes include: Introduction to Screenwriting and Advanced Screenwriting. Also co-taught an Introduction to Film course.

Workshops for Nonprofit Professionals – 2000 to Present

Faculty member of Ventura County Community Foundation's Center For Nonprofit Leadership and the Nonprofit Support Center of Santa Barbara/San Luis Obispo Counties. Also includes one-time presentations and workshops at libraries, nonprofit organizations and bookstores throughout the country (*tied into the release of RIGHT BEFORE YOU WRITE*). Using an offbeat, humorous approach that one attendee called "the Monty Python of PowerPoints," subject areas cover program design, LOIs, grant research and beginning and advanced grant writing.

Adjunct Instructor - Ventura College - 2000 to 2005

Teacher of a combined Fundamentals/Advanced screenwriting course. Also taught four semesters of History of Motion Pictures.

Ventura County Court Schools - 1989 to 1995

Part-time teacher of incarcerated, multi-ethnic, high-risk youth within the confines of Ventura County Juvenile Hall and a six-month youth center program. While there, taught all disciplines, all levels and founded WORD-BANGERS, a program that incorporated video, theater, radio, creative writing and multi-media.

Master Teaching Assistant - UCLA Theater Arts Department - 1979-82

Classes taught to undergraduate and graduate students included: screenwriting, cinematography, editing, production, production planning and budgeting and local access production. Also trained new Teaching Assistants.

**OTHER
PROFESSIONAL
EXPERIENCE**

Freelance Writer/Producer/Director/Cinematographer - 1984 to Present

Projects include video production, commercials, educational/industrial videos, still photography, screenplays, stage plays and more than 60 film/TV projects sold and developed (samples, detailed credits and references available upon request).

Most recently: Consultant to The Westsiders, a documentary about a Santa Cruz California surf tribe: *Outstanding Achievement/Documentary filmmaking/Newport Beach Film Festival 2010; Golden Lobster Award/Best feature film/Portland Maine Film Festival 2010; Honorable Mention/LA Film Awards; Aloha Accolade Award/Honolulu International Film Festival; Best Story/California Surf Festival; Best Documentary/Santa Cruz Film Festival.*

Producer/Host - KCLU 88.3/102.3 FM - National Public Radio - 1994 to 1999

Created and produced/hosted award-winning BEYOND WORDS - radio's only show for and about writers, writing and the creative process - a two-hour, live weekly show.

Development/Production Executive - CBS Entertainment - 1982 to 1987

As a development/production executive in the in-house Movie-of-the-Week Division, responsibilities included: story development, budgeting and production supervision of more than 55 long-form productions in the \$4-9 million budget range. Chosen from more than 400 applicants nationwide for the 1982 CBS Management Trainee Program.

Co-Founder/Board Member - The Gnu Theater - Studio City - 1980 to 1991

Creative/administrative force behind start-up of non-profit, Equity-waiver theater that in 10 years won more than 50 Los Angeles theater awards for 30 shows.

**HONORS
AND
AWARDS**

Professional: 2012 National Excellence in Summer Learning Award - 2009 Axiom National Book Award - 2009 National Independent Publisher Book Award - 2009 Benjamin Franklin Award (Best First Book) - 2009 Alliance for Nonprofit Management Best Book Award - 2008 USA Best Book Award (Finalist) - 2008 Foreword Magazine Book Of the Year (Finalist) - 2008 Bookviews (Pick of the Month!) - Innovative Educator Competition/ Laureate Award - Austin Heart of Film National Screenwriting Competition (Winner); California Arts Council grant recipient; Silver CLIO; California ADDY Award; Beldings Excellence in Advertising; Marin County Film Festival/First Place; JVC Pro-video Contest/First Place; and others.

Academic: Academy of Television Arts and Sciences Fellowship, Louis B. Mayer Award, Jim Morrison Award, President's Most Promising Undergraduate Award, Master Teacher Assistant Fellowship Award, and others.

EDUCATION

Master of Fine Arts - UCLA - 1982

Bachelor of Arts - UCLA - 1979

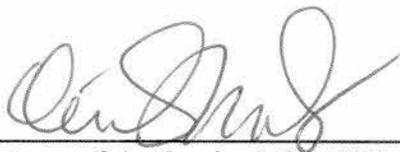
AA Degree - General - Allan Hancock College - 1977

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

Oxnard School District

Applicant Organization

4-28-14

Date Submitted



OXNARD SCHOOL DISTRICT

1051 South "A" Street ● Oxnard, CA 93030 ● 805/385-1501

*Marikaye Phipps, Director
Pupil Services*

April 27, 2014

Office of Planning and Research
Grants Coordination
State Clearinghouse
P.O. Box 3044, Room 222
Sacramento, California 95812-3044

Re: Oxnard School District – Elementary and Secondary School Counseling

Dear Office of Planning and Research staff:

Under Executive Order 12372 (Intergovernmental Review of Federal Programs), this letter is to inform you that the Oxnard School District is applying for an Elementary and Secondary School Counseling Program grant (CFDA 84.215E). This is a three-year grant in the amount of \$1,199,997.

At your request we will submit to you a complete copy of the application.

Sincerely,

(b)(6)

Marikaye Phipps
Director Pupil Services
Oxnard School District
1051 South A Street
Oxnard CA 93030
(805) 385-1501
mhipps@oxnardsd.org

California Department of Education (CDE) - School Fiscal Services Division
2014–15 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 17, 2014

* C = County CA= Common Administration
 D = District J = Joint Powers Agency

APPROVED RATES
 For use with state and federal programs, as allowable, in:

County Code	LEA Code	Type*	LEA Name	2010–11	2011–12	2012–13	2013–14	2014–15
				(based on 2008–09 expenditure data)	(based on 2009–10 expenditure data)	(based on 2010–11 expenditure data)	(based on 2011–12 expenditure data)	(based on 2012–13 expenditure data)
55	10553	C	Tuolumne County Superintendent	10.21%	10.57%	7.84%	10.26%	9.94%
55	72306	D	Belleview Elementary	5.92%	5.94%	3.02%	1.13%	1.90%
55	72348	D	Columbia Union	7.30%	7.36%	3.55%	4.44%	5.59%
55	72355	D	Curtis Creek Elementary	4.05%	6.94%	10.84%	6.46%	5.02%
55	72363	D	Jamestown Elementary	5.94%	6.66%	9.25%	9.16%	9.23%
55	72371	D	Sonora Elementary	7.11%	8.62%	5.66%	8.52%	7.52%
55	72389	D	Sonora Union High	5.49%	10.15%	10.05%	7.62%	6.23%
55	72397	D	Soulsbyville Elementary	4.34%	9.83%	10.15%	8.54%	9.36%
55	72405	D	Summerville Elementary	6.89%	5.75%	3.78%	6.27%	8.81%
55	72413	D	Summerville Union High	4.72%	8.10%	5.22%	5.13%	4.44%
55	72421	D	Twain Harte-Long Barn Union Elem.	7.30%	8.06%	5.62%	6.43%	6.97%
55	75184	D	Big Oak Flat-Groveland Unified	6.27%	9.07%	9.62%	7.42%	6.52%
56	10561	C	Ventura County Superintendent	9.00%	9.01%	9.00%	9.01%	9.00%
56	40295	J	Ventura County Schools Business Svcs.	0.00%	0.00%	0.00%	0.00%	0.00%
56	40758	J	Oxnard Area Public Sch. TV Consortium	0.00%	0.00%	0.00%	0.00%	0.00%
56	72447	D	Briggs Elementary	4.96%	4.55%	3.90%	3.89%	2.11%
56	72454	D	Fillmore Unified	6.50%	4.57%	5.65%	6.74%	6.67%
56	72462	D	Hueneme Elementary	4.22%	4.62%	5.58%	4.09%	4.22%
56	72470	D	Mesa Union Elementary	3.42%	4.35%	6.04%	3.08%	0.85%
56	72504	D	Mupu Elementary	4.10%	5.30%	4.92%	4.89%	0.35%
56	72512	D	Ocean View	5.62%	6.28%	5.22%	7.59%	8.01%
56	72520	D	Ojai Unified	7.42%	7.06%	7.96%	7.43%	7.80%
56	72538	D	Oxnard Elementary	4.48%	4.53%	6.26%	4.65%	4.28%
56	72546	D	Oxnard Union High	5.08%	6.33%	6.63%	5.54%	5.55%
56	72553	D	Pleasant Valley Elementary	5.84%	5.99%	3.99%	4.87%	6.38%
56	72561	D	Rio Elementary	8.07%	7.84%	7.02%	6.53%	7.44%
56	72579	D	Santa Clara Elementary	8.85%	8.91%	7.46%	11.45%	1.94%

Intergovernmental Review (SPOC List)

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

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

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

ARIZONA

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

ARKANSAS

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

CALIFORNIA

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

DELAWARE

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

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

FLORIDA

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

GEORGIA

IOWA

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**ACCIÓN POSITIVA – OXNARD/HUENEME SCHOOL DISTRICTS
ELEMENTARY COUNSELING GRANT
BUDGET NARRATIVE**

CATEGORY/ITEM	Y1	Y2	Y3	TOTAL
1. PERSONNEL (3% COLA included each year)				
<p>Project Director: Works closely with OSD Director of Pupil Services. Responsible for day-to-day operation of project. Schedule all and conduct some staff and parent training. Coordinate data collection and dissemination. Liaison with partner districts' administrative and school staff, and community partners. Conduct specialized workshops for parents. Promote and advocate for project within community. \$82,000 x .50 FTE. OSD will match the remaining salary.</p>	21,000	21,000	21,000	63,000
<p>Counselor/s: Conduct individual and family counseling sessions. Work with student small groups. Review data. Perform some, and oversee all, family placement conferences. OSD will have 1.5 FTE equivalent. HSD will staff a .50 FTE equivalent. \$72,000 x 2.0 FTE</p>	144,000	144,000	144,000	432,000
<p>Outreach Specialists: Coordinate Walker Surveys. Conduct parent outreach and trainings. Coordinate family events. Assist counselors and Project Director as necessary. Facilitate student small groups. Monitor Disciplinary Reporting. Conduct participant follow-up activities. OSD will have 1.5 FTE equivalent. HSD will staff a .1.0 FTE equivalent. \$33,000 x 2.5 FTE</p>	82,500	82,500	82,500	247,500
<p>Administrative/clerical support: District staff to support Project Director, HSD staff and evaluator as required. Will assist with scheduling, data collection and evaluation activities. The districts will agree upon hour allocation per district at the time of grant award. 28,000 x 1.0 FTE</p>	28,000	28,000	28,000	84,000
→ SUBTOTAL PERSONNEL	275,500	275,500	275,500	826,500
2. FRINGE BENEFITS				
<p>OSD fringe: Calculated at an average of approx. 27% and includes SUI, STRS, Medicare, Workers Compensation, and medical, dental and vision.</p>	77,000	77,000	77,000	231,000
→ SUBTOTAL FRINGE	77,000	77,000	77,000	231,000

3. TRAVEL				
National conference: Cost of travel for the project director and one additional staff member to attend the Office of Safe and Healthy Students National Conference each year of the grant. Two RT tickets @ \$825 each = \$1,600 + Ground transportation = \$150 + Hotel two nights x \$200/night x 2 staff = \$800 + \$50 per diem x 3 days x 2 staff = \$300	2,900	2,900	2,900	8,700
Project Director meeting: Funds for one person to attend the Project Director's Meeting in year one of the grant only. One RT ticket = \$825 + Ground transportation = \$100 + Hotel two nights x \$200/night = \$400 + \$50 per diem x 3 days = \$150	1,475	0	0	1,475
→ SUBTOTAL TRAVEL	4,375	2,900	2,900	10,175
5. SUPPLIES				
Training supplies; POSITIVE ACTION training kits, parent materials, signage and related support materials. First year includes Project Director completing train-the-trainer	7,000	4,000	3,000	14,000
Family event supplies: Supplies and incentives for monthly family/community events.	1,000	2,000	2,000	5,000
→ SUBTOTAL SUPPLIES	8,000	6,000	5,000	19,000
6. CONTRACTUAL				
Clinical Supervisor/Consultant: This licensed therapist will be a resource for AP and school staff to consult with on an as-needed basis for answers about specific questions about more complex and intractable issues experienced with students and families. Will also be available for extreme cases where quick-response crisis intervention is needed. This position will be filled by an existing district contractor or staff from a community-based partner. \$100/hr x approx. 50 hours each year.	5,000	5,000	5,000	15,000
Evaluation: District consultant/evaluator to consult with program, work on district-wide paperless disciplinary reporting and assessment system, coordinate all evaluation activities and assist with all reporting requirements and the continuous improvement process.	8,000	8,000	8,000	24,000
Program Partner contracts: Stipends and partial payment of partner agency staff and expenses to conduct project-related activities such as specialized training, assemblies, family events and consultation with behavioral specialists. These funds are designed to pool districts' resources The districts will agree upon allocation per district at the time of grant award.	10,000	17,000	17,000	44,000
→ SUBTOTAL CONTRACTUAL	23,000	30,000	30,000	83,000

8. OTHER				
Teacher release time: Partial reimbursement for substitutes to cover teachers in training and annual project activities. Avg. of \$100/day x 50 day equivalent in first year; 20 day equivalent in years 2 and 3.	5,000	2,000	2,000	9,000
→ SUBTOTAL OTHER	5,000	2,000	2,000	9,000
→ 9. TOTAL DIRECT COSTS	392,875	393,400	392,400	1,178,675
10. INDIRECT COSTS				
OSD federal-approved maximum indirect = .0465 Y1 calculated @ .018. Y2 calculated @ .029. Y3 calculated @ .024. The two districts will agree upon proportionate allocation of these funds at the time of grant award.	7,124	6,599	7,599	21,322
TOTAL	399,999	399,999	399,999	1,199,997

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

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

Name of Institution/Organization

Oxnard 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	275,500.00	275,500.00	275,500.00			826,500.00
2. Fringe Benefits	77,000.00	77,000.00	77,000.00			231,000.00
3. Travel	4,375.00	2,900.00	2,900.00			10,175.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	8,000.00	6,000.00	5,000.00			19,000.00
6. Contractual	23,000.00	30,000.00	30,000.00			83,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	5,000.00	2,000.00	2,000.00			9,000.00
9. Total Direct Costs (lines 1-8)	392,875.00	393,400.00	392,400.00			1,178,675.00
10. Indirect Costs*	7,124.00	6,599.00	7,599.00			21,322.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	399,999.00	399,999.00	399,999.00			1,199,997.00

***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: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 0.46 %.

(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 Oxnard 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:
Ms.	Marikaye		Phipps	

Address:

Street1:	1501 "A" Street
Street2:	
City:	Oxnard
County:	Ventura
State:	CA: California
Zip Code:	93030-7422
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
805-385-1501	805-487-9648

Email Address:

mphipps@oxnardsd.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.