

**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 # S215E140538**

**Grants.gov Tracking#: GRANT11638623**

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

Closing Date: Apr 28, 2014

## \*\*Table of Contents\*\*

Form	Page
1. <i>Application for Federal Assistance SF-424</i>	e3
2. <i>Assurances Non-Construction Programs (SF 424B)</i>	e6
3. <i>Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
4. <i>ED GEPA427 Form</i>	e9
<i>Attachment - 1 (1235-SCC_Counseling_gepa 427_4.14.14)</i>	e10
5. <i>Grants.gov Lobbying Form</i>	e12
6. <i>ED Abstract Narrative Form</i>	e13
<i>Attachment - 1 (1234-SCC_Counseling_Abstract_4.21.14)</i>	e14
7. <i>Project Narrative Form</i>	e15
<i>Attachment - 1 (1238-SCC_TOC_with_Narrative_4.24.14)</i>	e16
8. <i>Other Narrative Form</i>	e42
<i>Attachment - 1 (1237-Other Attachments_Complete_4.24.14)</i>	e43
9. <i>Budget Narrative Form</i>	e68
<i>Attachment - 1 (1236-SCC_Counseling_Budget 4.23.14)</i>	e69
10. <i>Form ED_524_Budget_1_2-V1.2.pdf</i>	e72
11. <i>Form ED_SF424_Supplement_1_2-V1.2.pdf</i>	e74

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

**Application for Federal Assistance SF-424**

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

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="86-60000559"/>	* c. Organizational DUNS: <input type="text" value="079002606000"/>
---	--

**d. Address:**

* Street1:	<input type="text" value="2150 N. Congress"/>
Street2:	<input type="text" value="Suite 107"/>
* City:	<input type="text" value="Nogales"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="AZ: Arizona"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="856210000"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Alfredo"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Velasquez"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="5203757940"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

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

B: County Government

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:**

All students will possess the resilience and perseverance skills to be successfully academically, socially, emotionally so they fulfill their dreams.

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="1,198,451.00"/>
* 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="1,198,451.00"/>

**\* 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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Philippe Leyva"/>	<b>TITLE</b>  <input type="text" value="Superintendent"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Santa Cruz County School Superintendents office"/>	<b>DATE SUBMITTED</b>  <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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="SCCSO"/> * Street 1: <input type="text" value="2150 N Congress"/> Street 2: <input type="text"/> * City: <input type="text" value="Nogales"/> State: <input type="text" value="AZ: Arizona"/> Zip: <input type="text" value="856210000"/> Congressional District, if known: <input type="text" value="7"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> <input type="text" value="0"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="xxx"/> Middle Name <input type="text"/> * Last Name <input type="text" value="xxx"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> 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. <b>* Signature:</b> <input type="text" value="Philippe Leyva"/> <b>* Name:</b> Prefix <input type="text"/> * First Name <input type="text" value="Alfredo"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Velasquez"/> Suffix <input type="text"/> <b>Title:</b> <input type="text" value="Superintendent"/> <b>Telephone No.:</b> <input type="text" value="5203757940"/> <b>Date:</b> <input type="text" value="04/28/2014"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140538

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

SCC\_Counseling\_gepa\_427\_4.14.14.pdf

Add Attachment

Delete Attachment

View Attachment

**Santa Cruz County Healthy Student Program**  
**General Education Provisions Act (GEPA) - Section 427**

The **Santa Cruz County Healthy Student Counseling Program** project, in accordance with Section 427 of the Department of Education's General Education Provisions Act requirements, will provide equitable access and participation to all students and their families, teachers, administrators, and adults in the community without regard for gender, race, national origin, color, disability, or age.

Enhancing the School Counseling Program will accomplish this by achieving its goal, and three planned outcomes:

**Goal:**

We will realize success when: *Provide ALL students the necessary skills to be successful academically, socially, emotionally and in their future careers.*

**Outcome 1:**

**Academic:** Each student's ability to learn and achieve will be maximized.

**Outcome 2:**

**Career Readiness:** All students will make successful and lasting transitions between school and the world of work.

**Outcome 3:**

**Personal/Social Outcome:** All students have a foundation for positive personal and social growth

The program activities provide for inclusion of all members of the community. The project will reach out to members of the entire school and community through advertising at schools, bulletin boards, flyers, and through community organizations. All dissemination and publications will be done in the student's home language.

Although all students will be encouraged and recruited to participate and special efforts will be made through individual counseling, home visits, and outreach by the partners to ensure that those most at risk take advantage of the program. Once students are recruited, *Healthy Students* will strive to sustain a non-threatening supporting culture that will result in students and their families continuing to participate in the projects learning opportunities and activities.

The activities are planned for all age children kindergarten through eighth grade and their families. Tier 1 (schoolwide), Tier 2 (small group and individual classes and counseling), and Tier 3 (Intensive specialized services and activities provided by trained mental health professionals ) are planned and as necessary, specialized activities gender specific activities will be held. Assurance is provided that activities will be conducted in home language of the students and their families (84% of whom have Spanish as their primary language). The planned curriculum is approved by SAMHSA as appropriate for the demographic population we will be serving.

The Program provides for inclusion of individuals with disabilities. All activities will be held in facilities that are accessible to the handicapped and will be conducted so special need children and families can participate.

Finally, the program will be evaluated based on improvements in academic achievement, behavior, and attitudes of the students who attend the participating schools. Both dosage and intensity of services will be studied to assess the impact on all students, especially those at greatest risk. Gaps and/or weaknesses in services, quality, and participation will be evaluated and addressed by the management board.

## 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.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="Santa Cruz County School Superintendents office"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Alfredo"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Velasquez"/>	Suffix: <input style="width: 80px;" type="text" value="Sr."/>
* Title: <input style="width: 250px;" type="text" value="Superintendent"/>	
<b>* SIGNATURE:</b> <input style="width: 300px;" type="text" value="Philippe Leyva"/>	<b>* DATE:</b> <input style="width: 150px;" type="text" value="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:

## **Santa Cruz County Healthy Students Project (HS) Abstract**

Santa County is a rural county located on the Arizona – Mexico border. Traditionally, continuing education has not been important to our families (over 52% of the adults have not graduated from high school). The changing economics of the area has now resulted in unemployment, underemployment and/or youth becoming being recruited into the illegal human trafficking and drug smuggling activities that are prominent in the Santa Cruz-Nogales sector.

**Project objectives and activities:** *ALL students will possess the resilience and perseverance skills to be successful academically, socially, emotionally so they fulfill their dreams. We will accomplish this by utilizing the ASCA's Framework for School Counseling Programs National Model tiered level approach and bring together schools, community agencies, public safety, and the courts with a commitment to and the resources necessary for success. The program design utilizes two researched-based proven effective models– *Positive Action* and *Stay on Track* as the core counseling curriculum and delivery methods.*

**Applicable priorities.** Competitive Preference Priority 1: Improving School Engagement, School Environment, School Safety, and Family and Community Engagement. *HS* proposes a comprehensive model which includes agencies from across sectors to build a system of protective factors. Competitive Preference Priority 2: Support for Military Families. Over 700 National Guard troops and Homeland Security Officers and their families are assigned to Santa Cruz County. Their families will be served by *HS*.

**Proposed project outcomes:** GPRA indicators and three student-centered outcomes: Mastery of the state's rigorous academic standards; Career readiness; and Social/Personal development.

**Number of participants to be served:** 2,817 students in grades K-8

**Number and location of proposed sites:** Five (5) sites: Middle Schools: Desert Shadows, Carpenter Middle School; Elementary Schools: A.J. Mitchell, Mountain View, Pena Blanca.

## Project Narrative File(s)

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# Santa Cruz County Healthy Student Project

## Table of Contents

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	Section	Page
<b>1.</b>	<b>Need for Project</b>	<b>1</b>
<b>A.</b>	<b>MAGNITUDE OF NEED</b>	<b>1</b>
<b>B.</b>	<b>GAPS OR WEAKNESSES WILL BE ADDRESSED</b>	<b>2</b>
<b>2.</b>	<b>Quality of the Project Design</b>	<b>6</b>
<b>A.</b>	<b>ESTABLISH LINKAGES WITH OTHER APPROPRIATE AGENCIES AND ORGANIZATIONS</b>	<b>6</b>
<b>B.</b>	<b>PROJECT IS APPROPRIATE TO, AND WILL SUCCESSFULLY ADDRESS THE NEEDS.</b>	<b>9</b>
<b>C.</b>	<b>PROJECT REFLECTS UP-TO-DATE KNOWLEDGE FROM RESEARCH AND EFFECTIVE PRACTICE</b>	<b>11</b>
<b>3.</b>	<b>Quality of Management Plan</b>	<b>12</b>
<b>A.</b>	<b>ADEQUACY OF THE MANAGEMENT PLAN TO ACHIEVE OBJECTIVES</b>	<b>13</b>
<b>B.</b>	<b>ADEQUACY OF PROCEDURES FOR ENSURING FEEDBACK AND CONTINUOUS IMPROVEMENT</b>	<b>17</b>
<b>4.</b>	<b>Quality of the Project Evaluation</b>	<b>18</b>
<b>A.</b>	<b>OBJECTIVE PERFORMANCE MEASURES AND WITH QUANTITATIVE AND QUALITATIVE DATA</b>	<b>18</b>
<b>B.</b>	<b>THE EXTENT TO WHICH THE METHODS OF EVALUATION WILL PROVIDE PERFORMANCE FEEDBACK AND PERMIT PERIODIC ASSESSMENT OF PROGRESS</b>	<b>23</b>

## **SANTA CRUZ COUNTY HEALTHY STUDENTS PROGRAM**

### **1. NEED FOR PROJECT.**

#### **A. MAGNITUDE OF NEED**

Located on the Arizona–Mexico border, Santa Cruz County covers 1,236 square miles, has a population of 47,303 and is rural with the exception of the border city Nogales. The entire county is a USDA designated Enterprise Zone.

**DEMOGRAPHICS:** Over 12,000 students are enrolled in our schools. Ninety four (94%) of the youth are Hispanic; 84% have Spanish as their primary language. Santa Cruz County’s population is young – 36% of all residents are under the age of twenty. During the past ten years, Santa Cruz County has experienced a significant and remarkable immigration of families. Immigrants from Mexico and Central America are locating throughout the county as part of their migration into the United States. Because of the county’s location, there has also been a significant increase in Active Military. Over 700 National Guard and Border Patrol Officers are now assigned to this sector to protect the Country’s borders. This is in addition to our local service men and women who are on duty overseas. Their children are attending the county’s schools and will be a priority for the counseling services. The facts defining the magnitude of need are as follows:

**LIFESTYLE:** Santa Cruz County students and their families live unhealthy lifestyles. According to a recent study by the University of Wisconsin and the Robert Wood Johnson Foundation (2011); the percent who smoke (17%) is 13% higher than the national average, the percent who drink excessively exceeded the national average by 125%, and 18% reported they were physically inactive.

**EDUCATION AND POVERTY:** A significant number of SCC youth are not prepared for high school when they graduate from eighth grade. They then struggle in high school and drop out.

According to the U.S. Census, 52.2% of the Nogales population does not hold a high school diploma; 45.4% of those aged 16 or over are illiterate. The Arizona Department of Education reports that in SY 2013, 32% of the eighth graders did not master the math standards, 25% did not master the reading standards, and 41% did not master the science standards. These students enter high school on a remedial track and struggle just to graduate. The resulting impact is that the per capita income is \$7,795 which places the population significantly below the state and national average income levels; over 30% of the population have incomes below poverty level; and schools report an average of 79% of their students qualify for Free and Reduced meals.

**Safe and Healthy Environment.** Santa Cruz County youth deal with the daily pressures and decisions of living along the border. As reported in numerous state and Federal reports (e.g. KOLD TV), the Nogales area remains the center of human trafficking and drug smuggling. Over 100 drug tunnels connecting Mexico to Arizona have been found in Nogales since 1990. The last and largest was shut down in February 2014. These operations have become violent and ruthless on both sides of the border. In fact, Nogales was rated the United States' seventh most dangerous border town (Source: Criminal Justice 2014). What is disturbing is the increased effort by Mexican human and drug smugglers to recruit our juveniles for their operations (CHS News, April 2011). For those without an education and with limited opportunities, the lure of obtaining easy money from these illicit activities is very attractive.

#### **B. GAPS OR WEAKNESSES WILL BE ADDRESSED**

Santa Cruz County schools and their children have an undeniable need to receive support from the Department of Education for resources to combat the academic decline and disciplinary troubles that have resulted in excessive dropout rates, widespread use of alcohol and drugs, criminal and delinquency issues, and poor career decisions by our children and youth. To address these issues and the resulting unhealthy life-styles of our youth, the Superintendent formed a

Project Planning Task Force in SY 2013-2014 to work with community leaders to establish a healthy student program. The task force reviewed efforts undertaken by the schools; studied the individual interventions available to highly at risk youth; considered the extent of involvement and services for parents and families; and identified systemic changes which address existing serious weaknesses and gaps. The findings were compared to ASCA's Framework for School Counseling Programs National Model. The focus soon became one of building protective factors through a tiered counseling system that will result in our children being resilient, possessing the life skills so make good decisions, having a belief in the future, and persevering the academic challenges they will face.

**NEED:** Living on the Mexican-American border, youth have come to accept alcohol, drugs, violence and their related consequences. Alcohol abuse is customary and pervasive throughout the county and the culture accepts as fact that those who drink, especially men, will consume more, tend to binge, and be involved in domestic disputes or experience other alcohol related troubles. Students do not appreciate the implications of their involvement with the drug trade or the affect drugs and alcohol use and abuse has both in their formative or later years. Few if any of the students identified as having alcohol related issues receive counseling. Yet, there are no existing alcohol prevention programs at the schools and counseling services throughout the county are almost nonexistent, disjointed, and/or unaffordable for our youth. Local medical clinics do not provide sustained prevention or intervention programs. Existing education funding must be directed to employing highly qualified/effective staff to meet other required state and federal mandates. ***SOLUTION:*** Establish the Santa Cruz County *Healthy Students* Project as an integral part of the school environment that fosters a **holistic approach** and integrates anti drug-alcohol and healthy lifestyles into every aspect of school life. **Adopt the SAMHSA** evidenced-based recommended ***Positive Action (PA)*** and ***Stay on Track (SOT)*** programs for tier two level

programming. Adopt **Character Counts (CC)** to build strong school climates and cultures. **Train teachers** to identify risk indicators. Train teachers on *PA, SOT, CC* and related instructional strategies and curriculum that will be integrated into daily lessons. Establish **student intervention teams** to monitor students and respond/act as student – situation requires. Recruit targeted students and schedule small groups to take part in semester long classes that address the causes of and how to deal with violence, drug, and alcohol use/abuse. Plan instruction to focus on self-esteem, decision-making, setting/monitoring goals, personal control, and interpersonal communication. Conduct both small group and individual counseling. Refer severely at-risk to mental health providers. Finally, schools and partner agencies will build on the success of **PA** to work with funding agencies to **redirect moneys to support these proven effective practices.**

**NEED:** The school drop-out rate is excessive (per Arizona Department of Education 2013 report, only 14.8% of our limited English proficient students graduated); yet, there are limited programs and opportunities for our youth. Most youth do not develop a sense of commitment to their community nor are they intrinsically rewarded for participating in community projects. The predominate culture continues to reflect a conviction that girls do not need an education and a high school degree is the culmination of a boy's formal education. **SOLUTION:** Establish a **network of activities, programs, and services** that will provide our youth with the opportunities to contribute to the community and renew their cultural roots. Capitalize on their involvement so they become stakeholders in our communities and learn and apply leadership skills. Since research indicates that the greatest influencers on teens are other youth, provide youth and youth leaders with opportunities to engage in activities that include the responsibility for guiding and helping others and reducing abuse of alcohol.

Finally, **expand the C-CREO (I Believe)** project to build life skills, develop strength of character to overcome challenges, and create a culture of achievement that promotes and

supports continuing education and achieving personal goals. **Adopt proven practices** such as the Aguila Youth Leadership Institute and the Harvard Project to build student interest and commitment to a future through planned awareness, education, and involvement activities that result in students enrolling in post-secondary programs.

**NEED:** Parents and adults from our families in poverty participate in school and community activities on a very limited basis. Parents are intimidated to follow-through with counseling and attend support group programs. ***SOLUTION:*** **Capitalize on the interest of parents** in such activities as youth sports and traditional cultural programs. **Utilize leadership** from business, government, and faith-based organizations. **Establish community groups** that encourage parents to become involved in their school. Locate sessions/activities throughout the local community, initially concentrate on targeted families and build on success. Ensure all program materials and activities are appropriate.

**NEED:** Adult advisors and coaches who work with our youth have not been trained on facilitating youth development. It was learned that when working with youth our adults emphasize problems and do not take a constructionist approach that focuses on strengths .

***SOLUTION:*** Require adult advisors who work with our youth to participate in the Santa Cruz County Provisional College Adult Volunteer **training** program. This training is based on the national Youth - Adult Partnership approach that focuses on nurturance and contributions.

**NEED:** Community organizations, local agencies, law enforcement and Courts operate in a silo manner acting independently with few integrated services. Existing programs are entrenched in traditional philosophies. Services are primarily crisis oriented as compared to prevention.

***SOLUTION:*** **Meaningfully involve partners** in the **Healthy Student** Management Council.

Develop **crisis management strategy** of prevention/mitigation, preparation, response, and recovery to youth and families in need. Develop coordinated plans of support for families in need

and enforcement of alcohol laws such as contributing to delinquency of minor. Leverage resources so they are focused on common goals.

**NEED:** The counselor/mental health professional to student ratio does not even closely equate to the ASCA recommended 250 to one (GPRA 1). There is only one elementary school counselor. There are only transient Other Mental Health Professionals assigned to the agencies in the county who are focused on youth. Most counseling/mental health services are located in Pima and Cochise Counties, sixty-five miles north and 60 miles east which makes services problematic for families and children in stress. ***SOLUTION.*** Hire counselors and establish schedules for them to serve students and families at each school. Organize counseling services according to a four-tiered model of Universal, Targeted, Intensive, and Treatment Care.

## **2. QUALITY OF PROJECT DESIGN:**

### **A. ESTABLISH LINKAGES WITH OTHER APPROPRIATE AGENCIES AND ORGANIZATIONS**

Santa Cruz County understands that problems exist throughout the county's schools and the challenges facing our children and youth and their ability to handle the pressures have lead to high drop-out rates, poor career decisions, delinquency and violence, and alcohol and drug use/abuse. Because of the work of the task force, the schools, community organizations, public health and welfare agencies, law enforcement, and the courts have pledged to cooperate in a united front that will transform the silo services that previously existed into a comprehensive health and mental health approach that coordinates school based counseling with the services provided by community and government agencies. Simultaneously, courts and law enforcement will increase their character education programs that work with those youth who are incarcerated before transitioning them back to the schools. These two strategies require the collaborative efforts of the schools, community and health agencies, and law enforcement. Accordingly, our partners have agreed that:

- Schools: The County School Superintendent's Office will direct the Santa Cruz County *Healthy Student Project*. The elementary and middle schools will institute school based activities as part of their school-wide plans. Accordingly, the counselors will be advocates for the students. Working with Student Intervention Teams, they will establish Personal Plans for students. In addition, they will:
  - o Refer students in need of Tier 4 specialized assistance to the appropriate agency and follow-up with the family and provider to ensure participation and monitor results;
  - o Undertake Tier 3 intensive, individual interventions for students at high risk;
  - o Target Bullying (including cyber bullying), consequences of alcohol and drugs, and violence through Tier 2 programs

Both Tier 2 and 3 activities will involve a strength based approach. Using the *Positive Action* curriculum in grades K-8, counselors will focus on developing a positive self-concept, reinforcing the positive concept through actions (mind and body), working with students to manage their time and resources, honestly examining thoughts and feelings, expanding the concept from introspection to social interactions; and understanding that self-improvement is ongoing throughout life. The *Stay on Track* program will be used in grades 6-8 for those youth involved with substance abuse. In addition to developing resistance strategies, staff will work with youth to enhance decision-making, goal-setting, and communication so our youth remain focused on a positive future.

- o Initiate universal school wide Tier 1 promoting the Six Pillars of Character: Respect, Responsibility, Caring, Trustworthiness, Fairness, and Citizenship. In addition, the counselors and schools will integrate the C-CREO project which is aimed at developing academic proficiencies especially in the areas of Science and Math and utilize the

Aguila Youth leadership and Harvard project that focus on personal responsibility and healthy minds and body.

- City of Nogales and Santa Cruz County governments: Will recruit adults to lead programs to participate, hold community and health agencies responsible for the community outreach, health and counseling services.
- Community & Health Agencies: Arizona Children's Association, Nogales Center and Community Intervention Associates will support the school's programs through both targeted and treatment services. These will include coordinated workshops (e.g Teen Parenting), individual and group interventions, empowered recovery programs and use of library services; Mariposa Community Health will integrate the schools' counseling services with its behavioral health programs.
- Law Enforcement and the Courts (Nogales Police Department, Santa Cruz County Sherriff's Office, the County Attorney, and the Juvenile Court) will initiate both universal and targeted services. A public awareness campaign will be conducted aimed at reducing underage drinking and contributing to the delinquency of minor; School based Resource Officers will be integrated into the Healthy Student program; the County Attorney's Office and Superior Court will conduct informational sessions at the schools and include the school counselors as part of their Family and Juvenile Justice Program Teams; the Sheriff's Office and the Court will initiate a Teen Anonymous program targeting neglected and delinquent youth aimed at reducing recidivism;

Representatives from these organizations and agencies will form the ***Healthy Student*** Management Council. This group, which meets at least quarterly, will be charged with overseeing the project, assessing progress, determining improvements, and ensuring project sustainability. Based on the planning that has been done to date and the commitment of the

partners we assure the U.S. Department of Education that not only will the program achieve its intended outcomes but it will become a model for other rural communities.

**B. PROJECT IS APPROPRIATE TO, AND WILL SUCCESSFULLY ADDRESS THE NEEDS**

The Santa Cruz County *Healthy Student Program* offers a comprehensive approach to addressing the needs of our youth and especially the bullying, violence and drugs and alcohol issues that affect and exist among our youth. It is based on effective practices as cited by the literature including culturally competent counseling and social work practices; addresses the culture of the entire school, yet has intensive services for the most at risk; meaningfully involves parents and families in non threatening supportive ways; and brings together the schools, community organizations and agencies with a common priority. When designing the project, the Planning Taskforce especially considered the fact that the interventions in each of the areas of focus (academic success; career readiness, and social/personal development) must be customized by the schools for their students. However, *Healthy Student* also mandates that school programs must have in place four essential elements:

1. Strong **foundation** connecting school counseling and student support to the overall mission and philosophy of the school.
2. **Delivery System** that includes a guidance curriculum which is used school-wide, Individual Student Planning, Responsive Services and System Support.
3. **Management System** focusing on a systematic delivery of services using agreed-on action plans for service delivery, timelines, and predetermined responsibilities; and
4. **Accountability System** that is driven by continuous analysis of student data to understand what works for students and the program.

In addition, all schools must have the following four required approaches in place.

- A school guidance curriculum that is a *developmentally appropriate sequence of lessons* and designed to be delivered to all students.
- *Intentional guidance* to provide more intensive services to individual students or groups of students who need extra support.
- *Individual student planning* so students explore their personal goals and develop plans for the future.
- *Responsive services* which can be initiated by the student or through recommendations from teachers, parents, guardians, or others.

This structured methodology will define the delivery of our planned interventions: School-wide plans (*Character Counts*) that target school culture and classroom instruction; Development and expansion of family/community through *Positive Action* strategies supports that incorporate appropriate interventions and healings; Intensive using *Positive Action* and *Stay on Track* strategies for Tier 2 and 3 at risk youth; and referrals to Mental and Behavioral Health providers (Tier 4).

The **Management System** will ensure a systematic and effective delivery of services. The school counselors, student support staff, and school administration, and project leadership will work together to prepare an agreement that stipulates the program's components and responsibilities. **Healthy Students** will be overseen by a management council whose members provide experience and interest and include parents, members of the community, and school-based leadership. Annually, an internal program audit using data and stakeholder perceptions will be conducted to identify program strengths and weaknesses. Finally, *Healthy Students* will be **Accountable**. Monthly status reports will be issued. An external evaluator will issue quarterly and annual reports showing program quality and student progress.

Through our ongoing analysis, being accountable, and requiring a core program yet allowing schools to design within this framework their site based program, *Healthy Students* is able to ensure its activities will be appropriate and meet the needs of students in the county.

### **C. PROJECT REFLECTS UP-TO-DATE KNOWLEDGE FROM RESEARCH AND EFFECTIVE PRACTICE**

*Healthy Student* is supported by research and documented effective practices. The taskforce reviewed SAMSHA's Model Programs, the national standards and framework established by American School Counselor Association (2003); policies and guidance prescribed by several states; and best practices implemented by similar school systems and the literature.

*Healthy Student* will be implemented according to the national standards and framework developed by the American School Counselor Association (2003). This model reflects a comprehensive approach to program foundation, delivery, management, and accountability. It provides the "methods school counselors and counseling teams can use to design, coordinate, implement, manage, and evaluate comprehensive school counseling programs that correlate with student success".

The *Healthy Student* program will implement the *Positive Action*, *Stay on Track* and the *Character Counts* curriculums as its core programs. *PA* is a comprehensive program that is integrated into regular classroom instruction. It is SAMSHA validated as improving academic achievement and behaviors of children and adolescents (5 to 18 years old) in multiple domains. It is intensive, with lessons at each grade level (from kindergarten to 12th) that are reinforced all day, school-wide, at home, and in the community. *Stay on Track* is a substance abuse prevention education and intervention program. It targets boys and girls ages 8-13 who are at risk for abusing alcohol and other destructive actions. It provides them with the opportunity to choose a healthy set of values, make healthy choices, set personal goals, address issues of inter-

generational healing, and to choose sobriety and wellness as a vision for their lives. *Character Counts* is based on its Six universal Pillars and will create a common language within the school.

In addition, the taskforce reviewed the findings and recommendations of Lisa Flores, Access & Excellence: The Open-Door College, Rodeche et al, and relied on the work of Michael Smoker’s Results: the Key to Continuous Improvement as members designed the evaluation plan. Additional studies, which became the basis for our strategies and interventions, indicated:

Area	Basis from research and effective practice
Professional Development conducted in accordance with effective practice.	a) Clear, high standards that inspire students are most successful in raising academic achievement (Ziegler & Mulhall, 1994); b) Integration of life skills instruction with high academic standards is instrumental in student success (Ljung & Blackwell, 1996). c) U.S.E.D.'s Principles of Prof Dev & NSDC standards confirm need for intensive training supported by on-going coaching and mentoring.
Community Parent/ Outreach & engagement is vital	a) Studies by Brody (2001), Swanson (2004) and Baker, et al (2000) report community characteristics are strongly associated with academic performance b) Cultural barriers are the most influential factor in the students' ability to reach their educational goals (Flores et al, 2009) c) Parental involvement changes students' attitudes toward learning, improves school attendance, and increases achievement (Navarro & Natalicio, 1999).
Implementation must adhere to effective management practices	a) Effective implementation requires high expectations (we do affect students) and monitoring and evaluating for results (Reeves & White , 2007) b) Use of the "Best Management Practices Approach" (State Education Leader, 1997) ensures a program that is both responsive to participant needs and reflects current trends in educational reform; c) Use of USED Continuous Improvement Management System (CIMS) provides for ongoing assessment of status, quality, and impact.

### 3. QUALITY OF MANAGEMENT PLAN

The *Healthy Student* management plan involves four components: partners committed to success; careful selection of qualified staff select and clear delineation of responsibilities; use of a risk management-opportunities analysis during program start-up; careful planning that includes a defined three year action plan identifying critical activities, timelines, responsibilities, and milestone; and constant monitoring and evaluation of progress.

## A. ADEQUACY OF THE MANAGEMENT PLAN TO ACHIEVE OBJECTIVES

**Partners:** The Santa Cruz County School Superintendent's Office will serve as the fiscal agent and provide the overall leadership for the Project. The Superintendent will serve as the chairman of a seven member Management Council. The Council representing the stakeholders from all sectors (education, law enforcement, courts, and behavioral health services) will guide the program and determine program improvements. This will be an active Board. Each partner will assign a senior administrator to serve on the Management Council. He/she will be empowered by his/her respective agency to commit resources and expertise to *Healthy Student*. Council members will receive monthly status reports and meet on a quarterly basis to assess progress, provide direction and ensure resources are directed to priority needs so the goals are accomplished and student needs are met. Finally, all council members will represent the project to other potential stakeholders and work to secure additional resources.

**Staffing and Responsibilities:** The hiring of a talented and dedicated staff is the most critical element for project success in addition to the resources and expertise of the partners. Key personnel will include a Coordinator/Social Worker, school counselors, contracted Mental Health Services, and the project evaluator.

All personnel will be hired in strict accordance with state and federal guidelines regarding discrimination of any kind. A statement on non-discrimination will appear in all employment application materials, brochures and other informational materials distributed by the project management. Arizona State law and County policy requires advertising each unfilled position created for this project in order to insure consideration of multiple candidates and an equitable selection process. The position announcement will describe the education and training requirements, job responsibilities and characteristics including a demonstrated understanding of the barriers facing the target population. The announcements will state that individuals from

disadvantaged backgrounds are encouraged to apply and the Personnel Office will take steps to recruit candidates who are considered to be traditionally under-represented and who have succeeded in overcoming the disadvantages of circumstances similar to the intended student population. Once hired, performance and results will be continually reviewed in accordance with Personnel policy with the understanding that the Superintendent will hold staff to the highest standard of integrity, leadership, and professionalism.

A critical aspect of project is to minimize administration, target resources to direct services, and obtain local ownership of the project by having the partners assign their staff to project activities. The Project's Coordinator/Social Worker, along with his/her team, will provide day to day management of the Project. The Coordinator/Social Worker has line authority to both the Superintendent and to the Management Council. Since the Superintendent serves as the Chairman, the Coordinator/ Social Worker has just one person to whom she/he reports on a regular basis. Performance of staff will be evaluated based on their progress in meeting work targets and achieving project objectives. In addition, each will be responsible for submitting a monthly status report, attending bi-weekly (more often if necessary) Key Staff meetings and presenting at the quarterly Council meetings. Refer to the management plan that follows for council & staff responsibilities, activities, and timelines.

Mental Health Services will be provided by Arizona Children's Association and Community Intervention Associates which are the regional providers in southern Arizona. In addition, the Superintendent's Office will utilize the services of a Senior Evaluator from SWECA Inc., which is under contract to the Santa Cruz County School Superintendent's Office to evaluate projects, schools, and programs. As part of its service, SWECA will compare *Healthy Students* to the planned design and implementation. The quality of activities will be assessed based on Arizona Department of Education's School Counseling Model and its

prescribed framework and curriculum standards. Analysis and guidance will be provided to the Superintendent and Coordinator/ Lead Social Worker on an ongoing basis. Reports analyzing implementation, quality and impact will be provided to the Management Council quarterly.

**Risk Management Analysis:** It is anticipated that the first three months of the program will be devoted to start-up activities. However, by January 2015, *Healthy Student* will be operational. We also understand that problems can arise during project implementation. Therefore, the Management Council will conduct a **risk-management-opportunities analysis** within the first thirty days of the project. All critical activities in the plan will be studied to 1) ascertain potential threats that may have occurred since original planning and the impact of such on planned activities and /or quality; 2) analyze impact that unplanned opportunities may have on the project; 3) develop alternative solutions if a significant obstacle is identified. This analysis will allow the Council and project staff to be in a position to anticipate and be pro-active rather than reacting as crises occur. This initial review of the program combined with the continuous improvement management approach, internal and external monitoring, and commitment of the partners will ensure that through *Healthy Students*, the schools and will create a culture of universal achievement that results in a safe and supportive learning environment for all students.

**Management Plan:** Our three year management plan provides a detailed schedule for oversight and administration and. It identifies critical activities, milestones, timelines, and responsibilities.

Milestone	Timelines	Responsibility
<b>Program Planning and Administrative Program Oversight:</b>		
Review <i>HS</i> Foundation and Delivery, Management, and Accountability Systems with Management Council.	7/2014 Annually	Superintendent
Conduct risk management-opportunities study	7/2014 Annually	Council; Eval
Hire Coordinator/Lead Counselor & Key Staff. Contract for Mental Health Services and HS curriculums/programs: <i>Positive Action, Stay on Track, Character Education.</i>	Coordinator 7/2014: Counselors 8/ 2014	Superintendent
Conduct one-on one mtgs & general partner mtg to review	8/2014	Coordinator &

program & intro key staff.	June thereafter	Evaluator
Confirm the commitments by each partner and schedule activities into yearly calendar.	8/2014 June thereafter	Superintendent & Coordinator
Review & confirm <b>HS</b> Foundation and Delivery, Mgmt, and Accountability Systems with school leadership teams	8/ 2014 Annually	Coordinator & Sch Counselors
Prepare informational flyer regarding program for dissemination to students, parents, & media. Schools prepare school informational flyers	9/2014 Annually ea August Schools: Quarterly	Coordinator & Sch Counselors
Conduct Quarterly & Annual Management Council Meetings	Annually: Oct, Jan., Apr., Jul.	Superintendent Coordinator
Issue Quarterly & Annual Assessment Reports	Oct, Jan, Apr, July	Evaluator
<b>School Based Start-up/Planning Activities</b>		
Present program at Pre-service faculty meeting; introduce HS to parent organizations; market parenting and parent leadership classes; begin classroom guidance curriculum; hold Back to School Open House; Begin PA and SOT group counseling; Hold first meeting of <i>Positive Action/Stay on Track /Character Counts</i> teams.	August 2014 Annually	School Counselors
Review with school staff the yearly goals & procedures; review student portfolios and establish preliminary groups based on need; coordinate with teachers on curriculum; set & disseminate counseling calendar;	August 2014, Annually	School Counselors
Meet with ASA and CIA (Mental Health Providers) to arrange schedules and confirm procedures for securing and evaluating services.	9/2014, August in years 2 and 3	Coordinator & Sch Lead Counselor
<b>1. Related Academic Outcome: Each student's ability to learn &amp; achieve will be maximized</b>		
Coordinate HS with C-CREO, Aguila, and Harvard youth	Begin 11/2014	Coordinator, Principals
Begin development of Academic plans for grades 7-8	Begin 11/2014	Counselors
Based on need, counsel students into academic enrichment and remedial programs. Meet with parents to outline plan.	11/2014, Then Each May & Aug	Counselors
Review progress of students in Math and Science classes. Advise as required.	Each grading period	Counselors
Review attendance reports. Contact students/parents of those with three or more absences. Plan interventions.	Each quarter	Counselors
Monitor progress of those in remedial & enrichment programs. Counsel/ become involved as needed	Each quarter	Counselors
Distribute end of year surveys re counseling program	May, Annually	Counselors

<b>2. Related Career Outcome:</b> All students make successful and lasting transitions		
Plan, conduct and support staff in the teaching of the guidance curriculum	Begin 9/ 2014 continuous	Counselors
Begin development of Academic plans at Junior High	Begin 11/2014	Counselors
Conduct quarterly career awareness activities per calendar. At Junior High conduct two college awareness events per year. Coordinate with other schools and Santa Cruz County Provisional College teen programs	College awareness One ea semester	Counselors
Prepare participants for mentoring/ leadership development/job shadowing. Begin services.	January 2015 and continuous	Counselors
<b>3. Related Personal/Social Outcome:</b> All students will demonstrate constructive attitudes and display practical approaches for managing situations involving themselves and others		
Begin review of behavior referrals. Counsel all those referred. Intensify interventions as needed.	January 2015, Ongoing	Counselors
Review attendance reports, participation in school activities as outlined in Outcome 1.	Each quarter	Counselors
Implement <i>Positive Action / Stay on Track /Character Counts</i> programs.	January 2015, Ongoing	Counselors
Begin specialized counseling that targets selected youth; e.g. Teen Parenting classes, health and nutrition, family support; positive thinking, Teen Anonymous	Begin 2/2015 Ongoing	Coord, Mental & Behavioral Health; Law
Coordinate interventions with courts, law enforcement, and Alternative Schools for adjudicated youth.	Begin 2/2015, Continue Monthly	Coordinator
Initiate Courts and law enforcement universal public awareness campaign the targets underage drinking. Begin small group programs through Teen Anonymous targeting neglected and delinquent youth to reduce recidivism.	Begin 2/2015 Ongoing	Coord, Law Enforcement & Courts Board Members
<b>4. Related climate and attitudinal Outcome:</b> The School counseling programs will be acknowledged as an integral element of each school's school improvement efforts.		
Conduct parent training and leadership classes/activities. Use <i>Positive Action and Stay on Track</i> programs.	Recruit 2/015; training 3/2015	Counselor
Staff training on school's <i>Positive Action/Stay on Track/Character Counts</i> Guidance Curriculum	August 2015	Coordinator

**B. ADEQUACY OF PROCEDURES FOR ENSURING FEEDBACK AND CONTINUOUS IMPROVEMENT**

The *Healthy Student Project* has standardized its communication procedures so that all partners will be fully informed of project operations and be actively involved in project

decisions. This will facilitate feedback and provide for continuous improvement. Monthly, quarterly, and annual reports will be provided to the members of the Management Council and the Partners. Partner key staff working with the **HS** staff will meet monthly to review progress and issues. The project Coordinator, based on staff reports will issue a monthly operational planning and status report that reviews the previous month's activities, reports successes, identifies concerns and recommended corrections, and the plans for the coming month. The Management Council will meet quarterly. Prior to each meeting, they will receive an interim progress assessment from the evaluator that considers the quality of the activities as compared to researched based practices and measures of success and the impact of **HS** has defined by achievement of the milestones and objectives, and provides recommendations for improvement. An annual report will be provided at the end of each school year so the Council, staff, and evaluator can together comprehensively review previous year successes, analyze customer/client satisfaction and plan future year revisions to the plan. The key to constructive feedback and the underlying principle of our striving for continuous improvement is to strive to have all parties become invested in the program and show that their contributions are valued. This type of inclusive partnership will facilitate continuous improvement, ensure focus to core project activities, & assure that **HS** is addressing the needs of all Santa Cruz County students.

#### **4. QUALITY OF EVALUATION**

##### **A. OBJECTIVE PERFORMANCE MEASURES AND WITH QUANTITATIVE AND QUALITATIVE DATA**

**Our vision** is to establish a strength based network of support among families, schools, community and public agencies. By doing so we will accomplish our goal that:

***ALL students will possess the resilience and perseverance skills to be successful academically, professionally, socially, and emotionally so they maximize their potential and grow up equipped to take care of themselves and their family and contribute to their community.***

We will **realize success** when A) Each student's ability to learn and achieve is maximized; B) All students make successful and lasting transitions between school and the world of work; and C) All students have a foundation for personal and social growth through school and into adulthood.

The *Healthy Student Project* was planned to accomplish this vision and goal. Our outcomes and objectives are ambitious yet realistic. The project based objectives are both formative and summative indicators of project performance. All objectives are unprejudiced, easily measured and clearly relate to the intended outcomes. Whereas most of the benchmarks indicators are objective, determining the quality of an activity can be a subjective decision. Therefore, as stated we will assess quality by comparing activities to the Arizona Department of Education's School Counseling Model and its prescribed framework and curriculum standards which are research-based practices. As part of the process, the project will employ expert consultation through an external evaluator who has extensive experience evaluating counseling and educational support programs. The evaluator will review implementation, monitor client satisfaction and participation, and conduct peer reviews. To determine if the *Healthy Student* Project meets its goal, outcomes, PRA measures, and local objectives, *Healthy Student* will adhere to the following evaluation plan.

**We believe that school counseling programs must be an integral part of our students' daily educational environments.** As such *HS* is designed to produce positive changes in student behavior and learning. The objectives described below relate directly to our goal and expected outcomes. They reflect increased academic achievement, improved attendance, social-behavioral skill development, individual planning and family/community involvement. These and the activities/timelines listed in the Management Plan will be used to assess both the quality and status of the implementation of the Healthy Student Project.

<b>GPRA 1: Closing the gap between student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.</b>						
Schools in the grant	Students enrolled (Baseline) (2012 - 2013)	Number of Child-adolescent psychiatrists (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013)
Coronado Elem School	558	0	0	0	0	0
Welty Elem School.	306	0	0	0	0	0
Lincoln Elem. School	407	0	0	0	0	0
Mountain View Elem. School	526	0	0	1	0	0
Pena Blanca Elem. School	423	0	0	0	0	0
<b>GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program.</b>						
Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)		Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)			
Coronado Elem School	558		173		In SY 2013, the schools did not adhere to a common definition/standard for reporting referrals. Consequently, counts vary.	
Welty Elem School.	306		764			
Lincoln Elem. School	407		126			
Mountain View Elem. School	526		34			
Pena Blanca Elem. School	423		22			
TOTAL	2220		1119			
<b>Project Specific Outcome and Performance Objectives</b>						
Objective	Measure-Threshold	Description-Frequency & Purpose	Anticipated Timeline for Data Collection	Data Collection & Analysis (t-test & comparative analysis)		
<b>1. Related Academic Outcome: Each student's ability to learn and achieve will be maximized</b>						
<b>Obj 1.1</b> Increase student achievement by 12%	State Assessments (AIMS & PARCC)	Pre-Post. Baseline: SY 2014; Post: SY 2016 and SY 2017 Academic proficiency	Assessments administered annually in spring; Data collected each July	Data collection-Baseline & end of year data collection (internal) Data Analysis: Ext Eval.		

<b>Obj 1.2</b> Participants will demonstrate a 7% improvement in promotion rates	Teacher reports and school records. Power School.	Baseline: SY 2014; Post: SY 2015, 2016 and SY 2017 Student Resilience	Annually each June	Data collection- Baseline and end of year data collection (internal) Data Analysis: External Evaluator
<b>Obj 1.3</b> Absenteeism will annually be reduced by 10%.	School Attendance reports. Power School	Baseline: SY 2014; Post: SY 2015, 2016 and SY 2017 Student perseverance	Attendance collected each quarter	.
<b>Objective 1.4</b> 80% of the students will participate in mentoring, remedial &/or enrichment classes, and other academic support programs	Attendance records for activities recommended by counselor	Examine positive behavior such as becoming engaged in school community. Student association	Attendance collected weekly	Teachers provide reports to counselors; Data Analysis; External Evaluator
<b>2. Related Career Outcome: All students will make successful and lasting transitions between school and the world of work.</b>				
<b>Obj. 2.1</b> Students will acquire the skills needed to explore, create, and discover life and career options	Interest surveys; SEA College and Career portfolio; participation in career activities	Examine portfolios, Students experience a culture of success	Annually each fall	Evidence of positive growth in confidence. External Evaluator
<b>Obj 2.2</b> Each year, 100% of the students will participate in career awareness activities such as volunteering, job shadowing.	Counselor and attendance records	Annually: SY's 2015, 2016, and 2017 Student; Career aspirations	Collect monthly	Counselor records, teacher reports, External Evaluator conducts analysis
<b>3. Related Personal/Social Outcome: All students have a foundation for positive personal and social growth</b>				
<b>Obj. 3.1</b> Significant decrease in behavior referrals annually	School records	Baseline: SY 2014; Compared to: SY 2015, SY 2016, SY 2017	Monthly	External Evaluator conducts analysis

<b>Obj 3.2:</b> Annually, there will be a 10% improvement in the satisfactory completion of academic assignments	Teacher reports	Baseline: SY 2014; Compared to: SY 2015, SY 2016, SY 2017	Monthly	External Evaluator conducts analysis
<b>Obj. 3.3</b> 100% of referred parents and families will participate in counseling and/or family support activities	Attendance Logs and sign in forms	Annually: SY 2015, SY 2016, SY 2017	Monthly	External Evaluator conducts analysis to determine both intensity of services and number impacted.
<b>4. Related climate and attitudinal Outcome: The School counseling programs will be acknowledged as an integral element of each school's school improvement efforts.</b>				
<b>Obj 4.1:</b> 100% of the teachers will annually participate in six hours of training on the counseling curriculum	Sign-in sheets, training surveys	Annually: SY 2015, SY 2016, SY 2017 Teacher: Implementation	According to training schedule	External Evaluator conducts analysis to determine both intensity of services and number impacted.
<b>Obj 4.2:</b> Teachers will appropriately use the curriculum and integrate lessons into their curricula	Lesson plans and rubric based observations	Pre-post: beginning of project prior to professional development; end of project	Quarterly monitoring of lessons	Observations and interviews by Coordinator. Validated by Evaluator; analyzed by Evaluator.
<b>Fidelity of program:</b> The project evaluator will identify factors that better support & enhance PD, administrative leadership, and student achievement	Evaluator's notes Management Board meetings	Evaluator's observations taken during PD; Collaboration: Evaluator and Coordinator mtgs; Formative/Implementation Formative/Summative	Ongoing throughout the project following with first PD, Management Board meetings, Team and school meetings	Data analysis (External) to determine evidence of factors contributing to program quality; examine partner & Tchr accounts: report qrtly, annually, and end of proj.

**B. THE EXTENT TO WHICH THE METHODS OF EVALUATION WILL PROVIDE PERFORMANCE FEEDBACK AND PERMIT PERIODIC ASSESSMENT OF PROGRESS**

Hall, Rutherford, and Hord are among the researchers who remind us that implementing programs such as the *Healthy Student* Project is a process, not an event. Schmoker also reminds us that we must remain focused on our goals. Therefore the evaluation of the *HS* will be driven by the following principles: Goals drive us and success will be contingent on the alignment of actions to the goals (“added value”); we get what we monitor; and finally, we must be accountable for the results. The project evaluation targets the GPRA Performance indicators and three student-centered outcomes: 1) The successful mastery of the state’s rigorous academic standards; 2) Career readiness; and 3) Social/personal development: It also will study the one organizational outcome — the School counseling programs will be acknowledged as an integral element of each school’s school improvement efforts and supported by the partners. These outcomes, objectives, and benchmarks are fully described in the evaluation plan (pages 20-22).

While, the evaluation focuses on these outcomes, the evaluation will also assess project status and quality per the management plan (reference page 15-17) so that leadership can analyze the modifications which may be required and can make data driven decisions. Such an evaluation must be thorough, feasible, and appropriate for the planned activities and intended outcomes. *HS* planned use of the Logic Evaluation Model (Page 24) accomplishes this. It gives leadership the tools to analyze the sequence of actions that describe what the *Healthy Student* Project is and does. The Logic Model establishes the framework to analyze the strategies and activities associated with each of *HS’s* outcomes. It aligns our two primary strategies A) establishing effective school based programs and B) collaboration efforts among the partners with defined student and organizational results (outputs) and student achievement, behavior, and attitudes and systemic organizational improvements as our outcomes.

## Santa Cruz County Logic Model

### Resources

Social Workers, Counselors, School staff, SAMSHA Validated Programs: *Positive Action* and *Stay on Track*, *Character Counts* Curriculum

### Partners

Mental and Behavioral Health, Community Agencies, Courts, and Law Enforcement,

#### Establishing Effective School Based Programs

#### Collaborating with Partners to Provide a System of Support

Activities	Output
Tier 1 students will participate in universal school-wide programs	All schools establish a Healthy Student program both in classroom & school
Identify students for Tier 2, 3, & 4 services.	Student Intervention Teams will monitor student progress
Implement Positive Action, Stay on Track Programs.	Tier 2 students will participate in support groups; Tier 3 students will be assisted by intense counseling.
Refer students and plan services with Mental Health Providers	Tier 4 students will be evaluated and provided coordinated assistance.
Teachers will participate in training, use the curriculum; and integrate lessons into their curricula.	Lessons will be integrated into everyday instruction.

Activities	Output
Conduct Quarterly Board meetings; Coordinator meets monthly w/ partners.	Activities implemented as planned; Resources leveraged & directed to areas of need.
Coordinate mental and behavioral health, interventions with courts, law enforcement.	Initiate community wide universal public awareness campaigns to target needed areas.
Refer Students, parents and families to providers to providers.	100% of referred parents and families will participate in counseling and/or family support activities.

#### Short Term Outcome

<b>Student Achievement</b> Increase student achievement.	<b>Organizational Change</b> Counseling is an integral element of each school's culture.
<b>Student Behavior and Attitudes</b> Improved promotion, reduced absenteeism, reduce referrals.	Teachers will properly use curriculum & integrate lessons into every day instruction.

#### Short Term Outcomes

<b>Partners</b> A core partnership will undertake a collective approach to establishing a culture of achievement for all children.	<b>Families</b> Parents will be engaged with and supportive of their children.  Student & family quality of life will improve. Risk factors will decrease.
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### Goal

**ALL students will possess the resilience and perseverance skills to be successful academically, professionally, socially, and emotionally so they maximize their potential and grow up equipped to take care of themselves and their family and contribute to their community.**

In summary, the Santa Cruz County *Healthy Students* program is planned to both establish a culture of success in the schools that is supported by the partners and their efforts. This will be accomplished by aligning the *Character Counts* program with the recently instituted C-CREO efforts that target improved academic achievement in math and science through applied learning projects and the adoption of the proven Aguila Youth Leadership practices and the Harvard Project. It also provides focused services to the most at-risk through the SAMSHA approved evidenced based *Positive Action* and *Stay on Track* curriculums. Arizona Children's Association and Community Intervention Associates will provide specialized mental health services supported by Mariposa's behavioral health programs. Finally, the courts, law enforcement and community agencies will leverage their resources so there is one united campaign to support our youth.

The management plan identifies the critical path for implementing *Healthy Students*. Adherence to the plan will be reviewed by both the Coordinator and the evaluator who will report to the management council. Complementing the review of the plan will be the evaluation system that is composed of three parts: Evaluating progress and impact by determining to what extent the outcomes, objectives, and benchmarks have been achieved; providing feedback and recommendations so *Healthy Students* is continuously improved and studying the plan in terms of the logic model so the management council can align resources to activities and assess the added value of each component. This will in turn lead to sustainability as the council leverage resources to maintain a network of support among families, schools, community and public agencies. that leads to all *students possessing the resilience and perseverance skills to be successful academically, professionally, socially, and emotionally so they grow up equipped to take care of themselves and their family and contribute to Santa Cruz community.*

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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# Part 6: Other Attachment Form

## *Santa Cruz County Healthy Student Project*

**Individual Resumes for Project Directors and Key Personnel:**

Staff will be hired in accordance with the County School Superintendent's Personnel Policies as described in the application narrative.

Attached find:

- Job description for the Coordinator / Social Worker
- Job description for Counselors
- Resumes of key staff who will be responsible for providing leadership and supporting project success and sustainability:
  - Dr. Melisa Lunderville, Special Services Director;
  - Ms. Kathleen Scott, Federal Programs Director;
  - Mr. Michael Hughes, Project Evaluator

**Program Assurance:**

- Attached

**Executive Order 12372:**

- Not Applicable. Arizona does not participate in the Single Point of Contact Program

**Indirect Cost Rate Agreement:**

- Attached

**Letters of Support**

# Personnel

Santa Cruz County School Superintendent's Office is an equal opportunity employer. In accordance with policy:

All vacant positions will be advertised, and candidates who are selected will meet minimum qualifications and be selected based on experience, education, and interpersonal skills.

In addition, The Superintendent's Office requires that project personnel are properly prepared for their responsibilities.

Therefore, sufficient time will be devoted to training and professional development. During the first quarter of the project personnel will:

- Attend required training,
- Meet with partner staff to learn their programs and finalize coordination and alignment efforts, and
- Receive training from the project evaluator regarding the continuous improvement management process and the evaluation system and procedures.

## Position Descriptions

Position Descriptions are attached for

- Project Coordinator/Social Worker
- Counselor

## Resumes

Resumes are attached for Key Leadership involved in the Counseling Project.

- Melisa Lunderville, EdD, JD
- Kathy Scott
- Michael Hughes

## Santa Cruz County School Superintendent's Office Position Description

<b>Position/Title</b>	Project Coordinator/Social Worker Santa Cruz County Healthy Student Program
<b>Terms of Employment</b>	Annual contract for the term of the project (projected to be thirty-six months, subject to annual renewal).
<b>Salary</b>	\$44,000; subject to experience and education
<b>Benefits</b>	Standard benefits package

### **Job Goal:**

Coordinator (.2 FTE)/Social Worker (.8 FTE). Responsible for day to day management; Counsel students to address and improve their academic success, career readiness, and personal/social development; foster collaborative efforts between Law enforcement, Courts, community/governmental agencies, and families; provide program leadership and consultations leading to project sustainability. The working job title is Project Coordinator.

### **Project Overview:**

The primary goal of the **Healthy Student program is to: *Provide ALL students the necessary skills to be successful academically, socially, emotionally and in their future careers.*** We will **realize success** when:

- Each student's ability to learn and achieve is maximized
- All students make successful and lasting transitions between school and the world of work
- All students have a foundation for personal and social growth through school and into adulthood.

To accomplish this we will:

- Implement an Intensive *Positive Action, and Stay on Track* interventions for extremely at risk youth;
- Institute a Schoolwide *Character Counts* plan that addresses respect, citizenship, trustworthiness, and caring themes that targets school culture and classroom instruction;
- Establish Family/community supports that includes on-going support groups, a strand of traditional cultural appropriate healings lead by elders and medicine men, and community programs lead by adult volunteers;
- Work with community associations, Law Enforcement, the Courts, and mental and behavioral health services to plan, pilot and fund comprehensive targeted and intensive counseling and public awareness programs;

**Duties and Responsibilities:**

**Coordinator (.2 FTE)**

- Reports to the Superintendent
- Specific responsibilities include:
  - Direct the **Healthy Student Program** so that it complies with applicable federal and state laws and regulations and so the project is implemented in accordance with the planned design.
  - Develop and direct recruitment and participation plans so that each activity meets its participation and outcome goals among students, family members, and community members.
  - Supervise project staff.
  - Ensure that all activities operate in a safe manner, are well supervised, staff and volunteers are appropriately trained.
  - Work with schools to involve teachers in professional development activities with the intent that teachers incorporate the fitness curriculum into daily instruction.
  - Work with Management Board partners including the social and health service agencies to develop and implement coordination and sustainability plans.
  - Work with the evaluator to properly assess program implementation and impact; meet federal and local reporting requirements. Continually work toward program improvement. Report results to advisory board and Supervisor.
  - Oversee budget.
  - Other duties as required.

**Social Worker (.8 FTE)**

- Interviews clients, family members and other interested parties to assess needs for social services; gathers and evaluates information regarding employment history, housing situation, physical functioning, financial status, capacity for independent living and availability of domestic services; evaluates clients concerns and observes behavior; develops service plans and establishes case files.
- Counsels clients on available resources, barriers to employment, independent living skills and other areas involving defined problems or concerns; explains procedures, rights and responsibilities.
- Assists clients in identifying and obtaining basic services needed for independent living; identifies and makes referrals to a variety of public and community agencies providing food, shelter, clothing, medical, educational and other services; schedules client appointments; acts as client advocate in obtaining services.
- Manages assigned caseload; prepares narrative and statistical reports, documents and correspondence regarding client status; documents case files; prepares and serves legal documents; testifies in court.

- Identifies and assesses suitability of board and care facilities and foster homes; explains program requirements to potential licensees; reviews applications of licensees and interviews potential licensees; conducts on-site visits to assess living conditions.
- Develops service treatment plans, evaluates family behavioral adjustment and monitors client progress toward delineated objectives; counsels clients using a variety of counseling modalities.

**Qualifications:**

- Master's Degree in Education or related field preferred; Bachelor's Degree required.
- Demonstrated leadership involving two to five years experience leading similar programs preferred.
- Experience and knowledge in developing and implementing programs to include program and fiscal management preferred
- Excellent oral and written communication skills required
- Excellent interpersonal skills required.
- Able to work independently and be a self starter yet understand the limits of authority.
- Pass fingerprint and background check.

## Santa Cruz County School Superintendent's Office Position Description

<b>Position/Title</b>	Counselor Santa Cruz County Healthy Student Program
<b>Terms of Employment</b>	Annual contract for the term of the project (thirty-six months, subject to annual renewal). Flexible work hours required.
<b>Salary</b>	Budgeted at \$40,000, subject to experience and education.
<b>Benefits</b>	Standard benefits package

### **Job Goal:**

In accordance with the Santa Cruz County *Healthy Student Project*, assist all students develop skills in the areas of personal-social growth, educational planning, and career and vocational development.

### **Project Overview:**

The primary goal of the **Healthy Student program is to: *Provide ALL students the necessary skills to be successful academically, socially, emotionally and in their future careers.*** We will **realize success** when:

- Each student's ability to learn and achieve is maximized
- All students make successful and lasting transitions between school and the world of work
- All students have a foundation for personal and social growth through school and into adulthood.

To accomplish this we will:

- Implement an Intensive *Positive Action and Stay on Track* interventions for extremely at risk youth;
- Institute a Schoolwide *Character Counts* plan that addresses respect, citizenship, trustworthiness, and caring themes that targets school culture and classroom instruction;
- Establish Family/community supports that includes on-going support groups, a strand of appropriate interventions, and community programs lead by adult volunteers;
- Work with agencies, community health, and community associations to plan, pilot and fund a comprehensive family counseling program and simultaneously work with law enforcement and the courts to increase public awareness and enforcement of intoxication laws

### **Duties and Responsibilities:**

#### **Program Planning;**

The school counselor establishes the school counseling program and develops activities and resources to implement and evaluate the program. The school counselor involves other school staff in making decisions about the school counseling program.

Counselor

**Healthy Student Program**

Position Description continued

Page 2

**Counseling**

The school counselor provides individual and group counseling services to meet the developmental, preventive and remedial needs of students.

**Consulting**

The school counselor consults with students, parents, teachers, and other school and community personnel to assist in meeting the needs of students.

**Coordinating**

The school counselor coordinates all counseling services for students and assists with the coordination and implementation of student services in the school. The counselor also assists teachers with the Guidance Curriculum.

**Student Appraisal**

The school counselor accurately interprets test results and other student data. The counselor also assists teachers with the educational placement of students by using appropriate educational assessment strategies.

**Professional Practices and Development**

The school counselor adheres to ethical standards of the counseling profession, and abides by the laws, policies, and procedures that govern the schools. The counselor also participates in professional associations and upgrades professional knowledge and skills when needed.

**Qualifications:**

Has documented competence in counseling children and adolescents in a school setting and who is:

- Licensed by the State or certified by an independent professional regulatory authority;
- In the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or
- Holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent.
- Pass fingerprint and background check.

# Melisa Lunderville

## Objective

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To provide administrative support in the areas of special education and education law.

## Experience

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July 2008-Present

Santa Cruz Valley Unified School District #35

Rio Rico, AZ

### Director of Student Services

- Coordinates the activities of psychologists and therapists;
- Supervises the activities of department secretary and staff;
- Monitors Special Education Individual Education Plans (I.E.P.) and ensures compliance with state and federal statutes. Resolves I.E.P. issues with parents and staff by coordinating mutually acceptable plans. Recommends and in some cases develops new or revised I.E.P. in collaboration with parents and District staff;
- Advises parents of Special Education programs and facilities;
- Coordinates with parents, program specialists, community services and department chairs for the placement and/or transfer of students in accordance with parental desires and District policies and procedures;
- Represents parents and students to the District as an advocate;
- Represents District to community agencies;
- Analyzes transportation request from parents and students and coordinates with the Transportation Department;
- Plans, develops and conducts training programs for school psychologists and teachers in the area of Special Education;
- Plans, develops and conducts parent training workshops;
- Reviews placement criteria and collaborates with compliance advisory to recommend changes that meet with compliance issues and District policies and procedures;
- Determines student eligibility for placement in residential treatment centers;
- Evaluates, in a cooperative manner with the principal, department head and teachers-in-charge, the performance of program personnel as required by the District and initiate recommendations;
- Manages budgets for local, state and federal funds for special education services;
- Advises and coordinates activities under Early Childhood Block Grant in cooperation with elementary principals;
- Coordinates and supervises administrative and direct service Medicaid reimbursement programs;
- Prepares applications for state and federal funds which provide services for students with disabilities, Early Childhood Block Grant and National Association of Education of Young Children (NAEYC) ), as well as funds which support highly qualified teachers and paraprofessionals;
- Prepares completion reports for projects listed above;
- Completes annual reports for ADE for Exceptional Student Services student exit data;
- Completes annual Office of Civil Rights reports under direction of Superintendent;
- Reviews and advises Superintendent and Governing Board regarding policy adoption and changes for programs for students with disabilities;
- Coordinates activities with agencies outside the District which provide or support programs for students with disabilities including Division of Developmental Disabilities, Arizona School for the Deaf & Blind and Head Start.

## Melisa Lunderville

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August 2007-June 2008    Santa Cruz Valley Unified School District #35    Rio Rico, AZ

### Special Education Teacher- Rio Rico High School

- Provided direct specialized instruction to students with disabilities of all categories;
- Facilitated and drafted individualized education plans;
- Created and implemented a transition program for students with disabilities;
- Provided curriculum design and tracked goal progress for all students on caseload;
- Supervised Instructional Assistants.

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August 2005-June 2007    Marana Unified School District    [City, ST]

### Transition Specialist- Marana High School

- Followed and maintained knowledge of all Federal and District policy(ies) and procedures.
- Developed safety and security plans.
- Participated in activities related to the recruitment of potential community partners.
- Assisted students in acquiring necessary employability skills.
- Maintained and updated a system for tracking active and inactive employers.
- Provided structured training consistent with each student's targeted vocational goals.
- Collected data as necessary to support students' transition.
- Maintained an accurate Education Plan and Profile.
- Participated in Multi-Discipline Team meetings.
- Gathered and organized information useful for transition planning.
- Supervised and trained students in student-run enterprises.
- Professionally represented the school and the District in interactions with parents, community, staff and students.
- Complied with applicable District, state, local and federal laws, rules and regulations.

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August 2001-June 2005    Marana Unified School District    Marana, AZ

### Special Education Teacher- Thornydale Elementary

- Provided direct specialized instruction to students with disabilities of all categories;
- Facilitated and drafted individualized education plans;
- Tested students to obtain intellectual abilities;
- Provided curriculum design and tracked goal progress for all students on caseload;
- Supervised Instructional Assistants.

## Education

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January 2009- May 2012    Grand Canyon University/Phoenix Law College    Phoenix, AZ

### Educational Doctorate/Juris Doctorate

- Emphasis in Education Law

June 2007- October 2009    Grand Canyon University    Phoenix, AZ

### Master of Education Administration

August 1997-May 2000    University of Arizona    Tucson, AZ

### Bachelor of Science- Education

**Melisa Lunderville**

**References**

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References are available on request.

Kathleen Scott

(b)(6)

Education: Master's Degree: Guidance and Counseling, University of Arizona, 1977  
Bachelor's Degree: English and Journalism, University of Arizona 1973  
Certifications: Gifted Education K-12, English as a Second Language, K-12

Experience: Grants/Title One Director, Nogales Unified School District 2011-present  
Grants/Title One Director, Nogales High School 2007-2011  
High School English teacher, assignments included all grade levels, all ability levels from  
English as Second Language students to International Baccalaureate students -32 years  
Guidance counselor –three years

Other work experience: Maintained two employments up until becoming district administrator in 2011  
Journalist/editorial writer: Arizona Daily Star, Nogales International, numerous smaller  
publications  
Publicist for Mariposa Community Health Center, Carondelet Holy Cross Hospital, Nogales  
Unified School District, City of Nogales, numerous other organizations and individuals  
Free-lance writer—1986-present: more than 300 publications

Honors: Circle of Excellence from North Central Accreditation Organization, Golden Bell Award from  
Arizona Education Association (twice); Teacher of the Year (twice)

Other: While Title I Director, a NUSD school (Wade Carpenter Middle School) selected as the top Title  
One school in Arizona, honored at the national Title I conference in 2012

Presenter at numerous national and state conferences on the topics of improving achievement  
of minority students, effective use of funding to enhance academic achievement, writing across  
the curriculum, among others

Successful grant writer, bringing in more than \$1 million to various organizations

**VITA**  
**MICHAEL J. HUGHES**

(b)(6)

**EDUCATIONAL DEGREES**

University of Illinois, Urbana, IL      Business Administration      Bachelors of Science      1969

University of Illinois, Urbana, IL      Education      Masters of Education      1972

Arizona State University, Tempe, AZ; Northern Arizona University, Flagstaff, AZ

Seventy-eight graduate hours distributed in the following areas:

Educational Leadership, Curriculum and Instruction, Staff Development, and  
Educational Evaluation and Research

Continuing education through professional conferences, seminars, associations

**PROFESSIONAL EXPERIENCE**

March 2004 to Present      Vice President      Southwest Educational Consulting Inc.  
Phoenix AZ  
Contractual Services to Santa Cruz  
County, Nogales, AZ

January 2001 to February 2004      Vice President      GOALS, Inc.  
Carefree, AZ

August 1998 to December 2000      President      MJH Consulting  
Phoenix, AZ

July 1997 to August 1998      Associate Superintendent      Arizona Department of Education  
Phoenix, AZ

February 1995 to July 1997      Director of State and Federal Programs      Arizona Department of Education  
Phoenix, AZ

April 1988 to February 1995      Director, Educational Programs for Disadvantaged Youth      Arizona Department of Education  
Phoenix, AZ

September 1978 to April 1988      Education Program Specialist      Arizona Department of Education  
Phoenix, AZ

August 1975 to September 1978      Administrative Assistant      Arizona Department of Education  
Phoenix, AZ

September 1972 to August 1975      Teacher      St. Francis Xavier  
Phoenix, AZ

## **SYNERGISTIC ACTIVITIES**

**Have extensive experience in and/or continue to accomplish the following:**

### **Evaluation:**

- Designed and implemented the evaluation of all Federal and selected state programs administered by the Arizona Department of Education. Supervised and conducted data analysis and preparation of both process and summary program impact reports.
- Continue to direct major evaluation projects, provide consultation services to school districts, universities, and state educational agencies; and designated program designer or evaluator on numerous projects involving school reform, improving teacher quality, and technology. Evaluation based on Continuous Improvement Management Systems and Concerns Based Adoption Model in schools and districts.
- Selected evaluation projects for which I have held lead evaluator responsibilities include:
  - Professional Development: Northern Arizona University's Preparing Tomorrow's Teachers to Use Technology Grant; State of Arizona Gates Leadership Grant; Title IIA Math and Science Partnership Project; Title V Arts in Education Project
  - GEAR UP: State of Arizona Program; Partner Programs at Northern Arizona University; Sacaton School District; Eastern Arizona College; and Santa Cruz County School Superintendent's Office.
  - Safe School Healthy Student programs, Indian Education projects, English Language Learner Projects; Community Technology Center projects, and school and school district reform initiatives: Pinon; Red Mesa; Santa Cruz; Nogales; Ft Thomas; and Uintah School Districts
  - Turn Around School Projects: Uintah School District; Chinle School District, Rough Rock Community School
  - 21<sup>st</sup> Century Community Learning Center Projects: Santa Cruz, Chinle, Fort Thomas, Mexicayotl, Uintah, and Red Mesa School Districts.
  - Character Education and Counseling Initiatives: State of Arizona Character Education Program; Santa Cruz County America Cares Program; Ft Thomas Unified School District; Pimeria Alta Charter School;
  - Fitness Programs: Carol M. White Fitness Programs: Chinle, Fort Thomas, and Santa Cruz County School Districts.
  - Workforce development; Adult Education, and Career / Technical Education Programs: San Carlos Apache Tribe; Santa Cruz County; Dine College, Murphy, Red Mesa and; Ft Thomas School Districts.
  - Early Childhood Education: San Carlos Apache Tribe, Murphy School District, Santa Cruz County Regional School District
  - Science, Technology, Engineering, and Math Projects: Maricopa County Educational Service Agency Investing in Education Project; Dept of Labor funded Metromatematicas Applied Learning Program, Santa Cruz County.
  - Curriculum Evaluation: Scottsdale, Red Mesa, Chinle School Districts

### **School and District Improvement:**

- Designed and directed the implementation the Arizona Department of Education state school reform initiatives funded through Federal and state funds.
- Established the State System of School Support for the Arizona Department of Education to better coordinate and provide programmatic and financial services to Arizona schools.
- As Associate Superintendent, directed the approval of grant application requests by Arizona schools districts for all Federal and state funding.
- Consulted with school districts on educational program planning, implementation, and evaluation of schools and funded projects. Evaluated programs for compliance and effectiveness.

- Consulted with school districts which operate major programs and turnaround school districts that are either in noncompliance with Federal and/or state law or operated ineffective programs.
- Improved school based parent involvement efforts by establishing parent and adult training program that involved over 150 school districts throughout the Arizona.
- Provided in-service training to principals, teachers, and parents on effective schools, educational reform, site-based management, curriculum and instruction, and program and school evaluation.
- Trainer for selected National Dissemination Network sponsored projects in the areas of curriculum, effective schools, and process evaluation.
- Lead curriculum mapping and audit projects (seven school districts). Developed curriculum maps in reading, language arts, math, science, and social studies. Trained staff in curriculum. Trained master teachers to become teacher leaders. Established reporting and accountability system.
- Designed and facilitated the implementation of district level paraprofessional, teacher, and administrator staffing and professional development programs that addressed recruitment, preparation, induction and renewal.

### **Selected Professional Service (Past and Current)**

- Member of International Reading Association President's Committee charged with developing national training program for teachers and administrators.
- Member of advisory panels to the U.S. Department of Education which: provided consultation on the reorganization of the federal agency; evaluated state plans for implementing federal programs; and selected schools for national recognition.
- Member of the State of Arizona Tobacco Use Prevention Advisory Committee which oversaw the educational projects sponsored by the Department of Health Services.
- Represented the State Coordinators of Compensatory Education with the U.S. Department of Education and several professional and advocacy organizations on the development of national policy and the establishment of technical assistance and training programs.
- Member of the University of Arizona, College of Education School Assessment Advisory Committee.
- Board member and Chairman of Youth Programs Committee, Phoenix YMCA.
- Advisor, Literate Nation

### **ASSOCIATIONS (Current and Past)**

- Association for Supervision and Curriculum Development
- International Reading Association
- National Association of State Coordinators of Compensatory Education, Executive Board
- Arizona School Administrators Association
- Valley of the Sun YMCA, Board of Directors, Chair Youth Programs Committee

# Program Assurance

## Program Specific Assurances

### Santa Cruz County Healthy Students Project

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.

*Alfredo J. Velasquez*

\_\_\_\_\_  
**Signature of Authorized Certifying Official**

County School Superintendent

\_\_\_\_\_  
**Title**

Santa Cruz County School Superintendent's Office

\_\_\_\_\_  
**Applicant Organization**

April 24, 2014

\_\_\_\_\_  
**Date Submitted**

## Indirect Cost Rate

- Documentation provided by the Arizona Department of Education

**ARIZONA DEPARTMENT OF EDUCATION**  
**County School Superintendent Indirect Cost Rates**

EntityID	County Name	CTDS	Approved Restricted Indirect Cost			
			2010	2011	2012	2013
6602	Apache County School Superintendent	01-99-99-001	0.50%	0.31%	0.47%	0.57%
<b>79188</b>	<b>Cochise County School Superintendent</b>	<b>02-99-99-001</b>	<b>0.87%</b>	<b>0.89%</b>	<b>0.81%</b>	<b>0.65%</b>
6752	Coconino County School Superintendent	03-99-99-001	0.81%	1.21%	1.46%	1.80%
<b>6782</b>	<b>Gila County Education Service Agency</b>	<b>04-99-99-001</b>	<b>1.98%</b>	<b>2.64%</b>	<b>3.43%</b>	<b>3.74%</b>
79189	Graham County School Superintendent	05-99-99-001	0.84%	0.85%	0.88%	0.96%
<b>6819</b>	<b>Greenlee County School Superintendent</b>	<b>06-99-99-001</b>	<b>2.65%</b>	<b>3.55%</b>	<b>0.05%</b>	<b>2.91%</b>
79195	La Paz County Education Service Agency	15-99-99-001	2.08%	1.98%	2.40%	2.40%
<b>9603</b>	<b>Maricopa County School Superintendent</b>	<b>07-99-99-000</b>	<b>0.82%</b>	<b>0.91%</b>	<b>0.74%</b>	<b>0.42%</b>
7652	Mohave County Educational Service Center	08-99-99-001	1.64%	1.63%	1.50%	1.27%
<b>79191</b>	<b>Navajo County School Superintendent</b>	<b>09-99-99-001</b>	<b>0.40%</b>	<b>0.50%</b>	<b>0.59%</b>	<b>0.59%</b>
87331	Office of Pima County School Superintendent	10-99-99-004	0.69%	0.62%	0.72%	0.65%
<b>79192</b>	<b>Pinal County School Superintendent</b>	<b>11-99-99-001</b>	<b>1.33%</b>	<b>1.42%</b>	<b>1.31%</b>	<b>1.42%</b>
79193	Santa Cruz County School Superintendent	12-99-99-001	0.50%	0.28%	2.76%	4.80%
<b>79194</b>	<b>Yavapai County Education Service Agency</b>	<b>13-18-99-000</b>	<b>2.40%</b>	<b>1.98%</b>	<b>2.49%</b>	<b>1.95%</b>
8367	Yuma County School Superintendent	14-99-99-000	0.48%	0.12%	0.35%	0.55%

*Any questions related to approved indirect cost rate, please contact Gary Holland in the Grants Management Unit at Gary.Holland@azed.gov*

Last Updated by ADE Grants Management - 02/21/14

# Letters of Support

- Nogales Unified School District
- Santa Cruz Valley Unified School District
- Nogales Police Department
- Santa Cruz County Sherriff
- Pending:
  - Mariposa Community Health
  - Arizona Children's Association
  - Community Intervention Associates

The leadership for the above agencies have been involved with the planning of the project and have pledged their commitment and cooperation; however, all letters of support must be approved by the Boards of Directors for the these agencies. The Boards have not met prior to prior to the submittal of the application. If requested, letters of support will be provided at a later date.

# Nogales Unified School District No.1



4-22-14

Elementary and Secondary School Counseling Program

To Whom It May Concern:

Nogales Unified School District is located in the furthest reaches of Arizona along the border with Mexico. As such, our district faces unique challenges and unique opportunities, being a bilingual, bicultural community next to a country where violence has escalated over the past decade. Our overall free-and-reduced meal percentage is 82%, and our county has the second-highest rate of unemployment in the state. These factors, added to the geographical reality of living on the border, add to the need for this grant to be awarded.

Our students, many of whom have relatives in Mexico, face emotional issues above and beyond those typical of growing up today. Many of our students know someone who has been caught up in drug and/or human smuggling activities, and just last month two of our former students were killed while walking down a street in Mexico. At the same time, being a rural community far from a metropolitan center, access to mental health professionals is limited. NUSD used to have elementary-level counselors, but three years ago those positions were eliminated during a time when Arizona further cut educational funding. As it is, Arizona is now ranked 48<sup>th</sup> or 49<sup>th</sup>, depending on what survey is used, in educational funding in the nation.

Having a program that will provide counseling services at the elementary level will benefit the District on many levels: obviously, it will help students learn coping skills, provide much-needed guidance on making healthy and safe choices, and start even the youngest students on the road to self-actualization. However, in addition, it will provide opportunities for professional development for teachers so that they can work with the counselors and mental health organizations to incorporate the goals of the grant into daily lessons and activities. It will provide parents a forum for learning parenting skills and how to aid their children become mentally and morally sound.

NUSD pledges to support the grant and its mandates. We already work very closely with the Santa Cruz County School Superintendent's office and with our bordering school districts. Santa Cruz County is the smallest county in the state, and as such, the various school districts and the county superintendent's office share many of the same goals. It is not unusual for students from one district to go to school in the neighboring district, and therefore a grant such as this that calls for a cooperative approach to providing counseling services is most appropriate.

Thank you for your consideration of including Santa Cruz County, and therefore Nogales Unified School District in your grant award recipients.

Sincerely,

  
Steve Zimmerman  
Superintendent

310 W. PLUM STREET \* NOGALES \* ARIZONA \* 85621

(520) 287-0800 \* FAX (520) 287-6618

April 22, 2014

To whom it may concern,

This letter confirms our support of the Elementary and Secondary School Counseling Grant application submitted by Santa Cruz County, which includes Santa Cruz Valley Unified School District No. 35. This program would allow the ongoing efforts by the district and its schools to supplement our counseling programs at the elementary level. Counseling at the elementary level is of vital importance not only to provide a safe learning environment for all stakeholders but also to provide an environment which fosters student achievement.

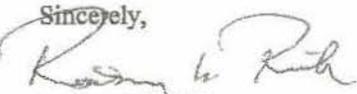
We also believe the program has the potential to serve several functions; it will help students learn coping skills, provide needed guidance, and start the youngest students on building a long-lasting respect and feeling for their community.

Santa Cruz Valley Unified School District No. 35 pledges to support the grant and its mandates. We already work very closely with the Santa Cruz County School Superintendent's office and our bordering school districts. Santa Cruz County is the smallest county in the state and as such the various school districts and the county superintendent's office share many of the same goals. It is not unusual for students from one district to go to school in the neighboring district and therefore, a grant such as this that calls for a collaborative approach would be of great benefit. It is our belief that supporting this grant will not only enhance our District's population but also create systematic changes within our community.

This grant will help to supplement programs that will have a direct impact on our students and the community in which they live.

Please do not hesitate to contact me if you have any questions or if I can be of further assistance.

Sincerely,

  
Rodney K. Rich  
Superintendent

(b)(6)

Stephan Schaefer, Director  
Curriculum & Instruction

(b)(6)

Melisa Lunderville, Director  
Exceptional Student Services

**Rodney K. Rich**  
Superintendent

April 22, 2014

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This letter confirms our support of the Elementary and Secondary School Counseling Grant application submitted by Santa Cruz County, which includes Santa Cruz Valley Unified School District No. 35. This program would allow the ongoing efforts by the district and its schools to supplement our counseling programs at the elementary level. Counseling at the elementary level is of vital importance not only to provide a safe learning environment for all stakeholders but also to provide an environment which fosters student achievement.

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Please do not hesitate to contact me if you have any questions or if I can be of further assistance.

Sincerely,

(b)(6)

Berenice Rodriguez, Principal  
San Cavetano Elementary

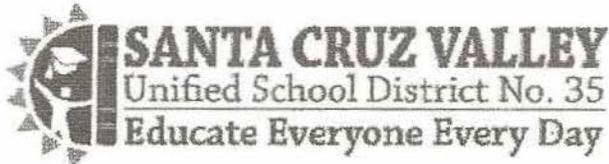
(b)(6)

Manuel Carrillo, Principal  
Mountain View Elementary

(b)(6)

Ivonne Pereira, Principal  
Peña Blanca Elementary

**Rodney K. Rich**  
Superintendent



April 22, 2014

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Sincerely,

(b)(6)

David Y. Verdugo, Principal  
Calabasas Middle School

(b)(6)

Cesar Miranda, Principal  
Coatimundi Middle School

**Rodney K. Rich**  
Superintendent



April 22, 2014

To whom it may concern,

This letter confirms the support of the Elementary and Secondary School Counseling Grant application submitted by Santa Cruz County Superintendent's Office. This program would allow the ongoing efforts by the district and its schools to supplement our counseling programs at the elementary level. Counseling at the elementary level is of such vital importance not only to provide a safe learning environment for all stakeholders, but also to provide an environment which fosters student achievement.

We also believe the program has the potential to serve several functions; it will help students learn coping skills, provide needed guidance, and start the youngest students on building a long-lasting respect and feeling of community.

The Nogales Police Department pledges to support for the counseling grant. We already work very closely with the Santa Cruz County School Superintendent's office and with the school districts. Santa Cruz County is the smallest county in the state, and as such, the various school districts and the county superintendent's office share many of the same goals. It is our belief that supporting this grant will not only enhance our District's population but also create systematic changes within our community.

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Please do not hesitate to contact me if you have any questions or if I can be of further assistance.

Sincerely,

(b)(6)

Derek K. Arnson, Chief of Police.

OFFICE OF THE SHERIFF  
OF SANTA CRUZ COUNTY

TONY ESTRADA  
SHERIFF

RUBEN F. FUENTES  
CAPTAIN

April 22, 2014

To whom it may concern,

This letter confirms the support of the Elementary and Secondary School Counseling Grant application submitted by Santa Cruz County Superintendent's Office. This program would allow the ongoing efforts by the district and its schools to supplement our counseling programs at the elementary level. Counseling at the elementary level is of such vital importance not only to provide a safe learning environment for all stakeholders, but also to provide an environment which fosters student achievement.

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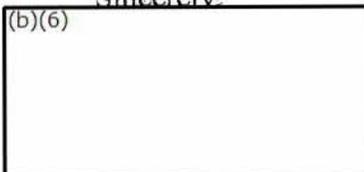
The Santa Cruz County Sheriff's Office pledges to support for the counseling grant. We already work very closely with the Santa Cruz County School Superintendent's office and with the school districts. Santa Cruz County is the smallest county in the state, and as such, the various school districts and the county superintendent's office share many of the same goals. It is our belief that supporting this grant will not only enhance our District's population but also create systematic changes within our community.

This grant will help to supplement programs that will have a direct impact on our students and the community in which they live.

Please do not hesitate to contact me if you have any questions or if I can be of further assistance.

Sincerely,

(b)(6)



Sheriff

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**FEDERAL BUDGET**

**Santa Cruz County Healthy Student Program**

**Funded through a grant from the US Department of Education – CFDA # 84.215E**

**Additional funding provided by the County Superintendent’s Office and schools as described below.**

<b>Activity</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Total</b>
<b>1. PERSONNEL</b>				
Coordinator/Social Worker (1 FTE). <u>Coordinator: 20% of time:</u> Responsible for day to day management, Provide program leadership and consultations leading to project sustainability.	44,000	45,100	46,228	<b>135,328</b>
<u>Social Worker: 80% of time:</u> outreach to community, improve collaborative efforts among agencies, Responsible for serving as county liaison between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors, and other contacts. Work with school counselors to alleviate conditions which are impeding a child's success in school. Salary @ \$44,000				
Counselor (5 FTE)– Assigned to schools most in need of services. Skilled in all forms of delivery methods: Developmentally appropriate lessons; Intentional guidance; Individual student planning; and Responsive services. Skilled in working with students, parents, staff, and other stakeholders. Responsible for services, documenting activities, and supporting the evaluation. Salary @ \$40,000 each.	200,000	205,000	210,125	<b>615,125</b>
<b>PERSONNEL TOTAL</b>	<b>244,000</b>	<b>250,100</b>	<b>256,353</b>	<b>750,453</b>
<b>2. FRINGE BENEFITS</b>				
Full Time Employee Benefits @ 35%	85,400	87,535	89,723	<b>262,658</b>
<b>FRINGE BENEFITS TOTAL</b>	<b>85,400</b>	<b>87,535</b>	<b>89,723</b>	<b>262,658</b>

**Page 2 Activity**

	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>3. TRAVEL (out of state)</b>				
Attendance at National Conference and Director's meeting; Air fare for Coordinator/Lead Counselor & one staff member - @ \$630 X 2 ; Surface transportation (car rental, taxis, parking) - @ \$35/day X 3 days X 2; Per Diem - @ \$40/day X 3 days X 2; Lodging - @ \$155/day X 3 days X 2	2,640			<b>2,640</b>
<b>TOTAL TRAVEL (out of state)</b>	<b>2,640</b>	<b>-</b>	<b>-</b>	<b>2,640</b>
<b>4. TRAVEL (in state)</b>				
Travel between Schools and attendance at Tribal, county, & state meetings. Budgeted at 51 cents per mile @ 2,000 mile	1,020	1,020	1,020	<b>3,060</b>
<b>TOTAL TRAVEL (in state)</b>	<b>1,020</b>	<b>1,020</b>	<b>1,020</b>	<b>3,060</b>
<b>GRAND TOTAL TRAVEL (in &amp; out of state)</b>	<b>3,660</b>	<b>1,020</b>	<b>1,020</b>	<b>5,700</b>
<b>5. SUPPLIES</b>				
Curriculum with student handouts (for photocopying)	2,179	2,179	179	<b>4,537</b>
Counselor manuals, reproducible forms, books for each school. Budgeted at \$250 per counselor/school (5).	1,250	1,250	1,250	<b>3,750</b>
Tier 2 Classroom materials - \$500/set X 5 counselors	2,500	2,500	2,500	<b>7,500</b>
Support material supplies for Tier 2 services– \$22.50/set X projected 250 students (50 students per school)in years 1 and 2; Yr 3: 125 sets	5,625	5,625	2,813	<b>14,063</b>
Supplemental classroom/instructional materials \$900 per counselor @ 5 counselors in years 1 and 2; \$250 per counselor in year 3.	4,500	4,500	2,500	<b>11,500</b>
Other office and communication supplies	3,100	2,500	2,000	<b>7,600</b>
<b>TOTAL SUPPLIES</b>	<b>19,154</b>	<b>18,554</b>	<b>11,242</b>	<b>48,950</b>

**Page 3 Activity**

	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>6. CONTRACTUAL SERVICES</b>				
Contract with Positive Action, Stay on Track and Character Counts for Training., Student and Family Workshops, & Technical Assistance	9,000	5,000	3,000	<b>17,000</b>
External Evaluator and Management Consultant -- Conduct on-site assessments, prepare quarterly and annual reports, and advise Leadership Team. The Evaluators are responsible for the quality control function of the program. The Evaluators will provide supports implementation through regular TA visits; Recommend improvements; Submit reports to Leadership Team. Budgeted at MESC Purchasing Cooperative negotiated rate.	30,000	29,000	30,500	<b>89,500</b>
<b>TOTAL CONTRACTUAL SERVICES</b>	<b>39,000</b>	<b>34,000</b>	<b>33,500</b>	<b>106,500</b>
<b>7. DIRECT CHARGES TOTAL</b>	<b>391,214</b>	<b>391,209</b>	<b>391,838</b>	<b>1,174,261</b>
<b>8. INDIRECT CHARGES – (@.0206)</b>	<b>8,059</b>	<b>8,059</b>	<b>8,072</b>	<b>24,190</b>
<b>INSTRUCTIONAL TOTAL FEDERAL BUDGET</b>	<b>\$ 399,273</b>	<b>\$ 399,268</b>	<b>\$ 399,910</b>	<b>\$ 1,198,451</b>

**LOCAL SUPPORT FOR HEALTHY STUDENT PROJECT:**

In addition to the requested Federal support through the Copunseling Grant, the County School Superintendent's Office and schools will provide both indirect and direct support to the project by funding the following:

Offices, Office and communication supplies, office equipment, clerical support, teacher release time to attend professional development activities, Inspirational speakers to support teaching staff that leads to student behavioral pattern change development.

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

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

Name of Institution/Organization

Santa Cruz County School Superintendents office

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	244,000.00	250,100.00	256,353.00	0.00	0.00	750,453.00
2. Fringe Benefits	85,400.00	87,535.00	89,723.00	0.00	0.00	262,658.00
3. Travel	3,660.00	1,020.00	1,020.00	0.00	0.00	5,700.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	19,154.00	18,554.00	11,242.00	0.00	0.00	48,950.00
6. Contractual	39,000.00	34,000.00	33,500.00	0.00	0.00	106,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	391,214.00	391,209.00	391,838.00	0.00	0.00	1,174,261.00
10. Indirect Costs*	8,059.00	8,059.00	8,072.00	0.00	0.00	24,190.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	399,273.00	399,268.00	399,910.00	0.00	0.00	1,198,451.00

**\*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: 01/01/2014 To: 12/31/2014 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 2.00 %.

(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 Santa Cruz County School Superintendents office	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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Alfredo		Velasquez	

Address:

Street1:	2150 N. Congress
Street2:	
City:	Nogales
County:	
State:	AZ: Arizona
Zip Code:	856210000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
5203757940	

Email Address:

avelasquez@santacruzcountyaz.gov
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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #: 

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No Provide Assurance #, if available: 

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

	Add Attachment	Delete Attachment	View Attachment
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