

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 # S215E140562

Grants.gov Tracking#: GRANT11638725

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

Closing Date: Apr 28, 2014

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

There were problems converting one or more of the attachments. These are: 1242-Certification of Eligibility.pdf

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: <input type="text" value="Monrovia Unified School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="95-6006592"/>	* c. Organizational DUNS: <input type="text" value="0723061370000"/>

d. Address:

* Street1: <input type="text" value="325 East Huntington Drive"/>
Street2: <input type="text"/>
* City: <input type="text" value="Monrovia"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="91016-3585"/>

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="Loretta"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Whitson"/>	
Suffix: <input type="text"/>	
Title: <input type="text"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="(626) 471-2034"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="lwhitson@monroviashools.net"/>

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Monrovia Elementary Counseling Program, (MECP) is a strategically-designed school counseling program for five K-5 elementary schools, created through a collaborative community and school effort to add

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Loretta Whitson</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Monrovia Unified School District</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Monrovia Unified School District"/> * Street 1: <input type="text" value="325 East Huntington Drive"/> Street 2: <input type="text"/> * City: <input type="text" value="Monrovia"/> State: <input type="text" value="CA: California"/> Zip: <input type="text" value="91016"/> Congressional District, if known: <input type="text" value="27th"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text" value="CA: California"/> Zip <input type="text" value="91016"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> 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"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Loretta Whitson"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Katherine"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Thorossian"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="04/28/2014"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140562

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Add Attachment

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Monrovia Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Katherine Middle Name:

* Last Name: Thorossian Suffix:

* Title: Superintendent

* SIGNATURE: Loretta Whitson

* DATE: 04/28/2014

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

THE MONROVIA ACHIEVEMENT, ATTITUDE, ACTION PROGRAM (MAP)

Three specific and measurable goals guide the design of Monrovia Achievement, Attitude, Action Program (MAP) Project, located in northeast Los Angeles County. **Goal 1** provides and expands counseling services to 2,670 students in five elementary schools currently served by 1-FTE school counselor and 2-FTE school psychologists, altering the current school counselor ratio of 2,670/1 to 534/1 and the school psychologist ratio of 1,335/1 to 890/1. **Goal 2** provides 85% of elementary students school-wide (Tier I) Positive Behavioral Interventions and Support (PBIS). In accordance with the Competitive Preference Priority I: *improving school engagement, school environment, school safety, and family and community engagement*, **MAP** is designed to:

- 1) Establish and implement a comprehensive PBIS elementary school counseling program that is culturally responsive, data-driven, standards-based, and accountable for results in order to improve student learning and safety through PBIS trainings with 85% of district teachers and administrators and
- 2) Decrease number of disciplinary referrals and negative evaluations on citizenship measures of report cards by 10%, and increase perceived protective factors and proficiency scores in Common Core State Standards (CCSS) internal benchmarks by 10%. **Goal 3** provides intensive individual and group research-based interventions to underperforming students (Tier 2 or 3) with an emphasis on the English Language Learner population by identifying and providing multi-level, data-driven, and systematic interventions through the work and collaboration of counselors, psychologists, and community agency partners. Identified students will decrease their discipline referrals, negative evaluations on report cards, and trancies by 10% while increasing pro-social behavior by 10%. The MAP Team will use evidence-based, multi-level, strategies in cooperation with school staff and community agencies in order to achieve these proposed project outcomes.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Monrovia's Achievement, Attitude, Action Program (MAP)

New Grant Under the Elementary and Secondary School Counseling Program

Due: April 28, 2014

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Project Narrative

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I. THE NEED FOR THE PROJECT

A. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (20 points)

The Monrovia Unified School District (MUSD) is located 30 miles northeast of Los Angeles (L.A.) in a densely populated, largely urban area in L.A. County. The district serves high numbers of Special Education (Sp Ed) students, including a SELPA hub for autistic students, English learners (21%), and students from low socioeconomic families (67%). The district's five elementary schools will be the project schools for Monrovia's Achievement, Attitude, Action Program (MAP), in which a comprehensive and integrated team of school professionals will support the academic, social, emotional and behavioral development of its youth.

MUSD has one comprehensive high school, one continuation high school, one independent study, one community day school, two middle schools, and five elementary schools. Over 60% of MUSD's students are Hispanic; for most, Spanish is their first language. Social economic issues as well as gang related violence have plagued the Hispanic community, resulting in a number of recent youth injuries and fatalities from gang violence. Furthermore, four high school student suicides which occurred within a span of two years and recent increases in calls to the county Psychiatric Evaluation Team point to a rise in emotionally vulnerable children and a pervasive need for early preventative mental health services and comprehensive programs.

Need - Underserved Youth Mental Health Needs

The MAP schools struggle with poverty, a high percentage of English learners, community violence, and truancy issues. Student behavior and needs are best understood in the context of their community and culture, and even early attendance issues and are correlated to family and culture (Epstein & Sheldon, 2002; Hartnett, 2014).

Table 1							
School Site	Enrollment	%Hispanic	%African American	%White	%Other Ethnicity	%English Language Learner	%Economically Disadvantaged
Bradoaks	557	61	8	23	8	21	67
Mayflower	594	42	7	40	11	14	44
Monroe	549	68	7	16	9	20	76
Plymouth	412	63	3	17	17	21	72
Wild Rose	556	73	7	14	6	29	80
Total	2668	61	6	22	10	21	67

Source: Free and Reduced Price Lunch Report: 2012-2013

Source: California Department of Education Data Quest Enrollment 2012-2013

Social Economic Need: Poverty is prominent in our project school sites, where 67% of the students are classified as economically disadvantaged (Table 1). Numerous studies have shown that academic and behavioral outcomes correlate highly with family income and that children living in poverty often need intensive interventions, “including counseling, mental health services and intensive drop-out prevention programs”(Ed Source, 2012, p.20).

School Population Challenges: An identified need in MUSD is the high special education (Sp-Ed) population resulting from MUSD being designated a Special Education Local Plan Area (SELPA) district where the most severely disabled students are served. There is extensive need especially at Wild Rose elementary school, where there are 3 self-contained classes for students with autism and one additional special education class. For example, there are currently 62 Sp Ed students at Wild Rose, which is 12% of the general student population, while the state percentage for Sp Ed students in California is just over 10% (Digest of Education Statistics, 2014). There are presently only two school psychologists serving all five project schools, demonstrating a higher than recommended student to school psychologist ratio of 1:1334.

Self-inflicted violence: The need for mental health services can be seen in the recent pattern of four teen suicides in less than two years, resulting in our district having the highest suicide rate in

the Los Angeles County. MUSD suicide rate of .026% far exceeds the state national rate of 0.0069% for ages 15 through 19 year olds (National Mental Health Institute, n.d.).

The California Healthy Kids Survey (CHKS) (WestEd) is a research-based assessment Monrovia uses annually to determine risk, resilience, and youth development factors. It is designed to help schools accurately identify areas of student need and school strengths and weaknesses. Recent CHKS findings (2012-2013) point to several areas of concern. For example, nearly one-third of Monrovia students (CHKS, 2012) indicated they had experienced significant bouts of depression compared to national averages indicating 4 out of 100 teenagers each year, and 20% of all youth have experience a major depressive episode before graduating from high school. In addition, 21% of Monrovia teens they seriously considered suicide in the past 12 months compared to the national average is at 14%. This can also be seen in the high need for emergency calls to the Los Angeles County Psychiatric Evaluation Team (PET) last year. While comparative figures are not available, the 124 calls to the PET in 2012-2013 are excessive compared to past years (2009:10 calls; 2010: 24; 2011; 26 calls) and supports the CHKS survey data of significant high depressive ideation and teen suicide. While the community has rallied together to focus on teen suicides, (See Appendix: Healing Connection and Mayor) community resources remain insufficient to fully help all MUSD students.

Violence, School Safety: Violence in the streets of Monrovia often extends to the school environment causing fear of safety and school disruptions. Emotional concerns and violence are great concerns based on selected items displayed in Table 2. These risk factors are indicators of

Table 2

Risk factors	Student %
Bullied in the past year	33
Saw a weapon on campus	29
Brought a weapon	9
Did not very feel safe	82

contributing challenges faced by project school students. According to research, students' perceptions of their school environment have a

strong influence on behavior, achievement, and emotions (Roeser, Eccles, & Sameroff, 1998).

Neighborhood safety is rooted historically in Monrovia's multi-generational gang problem. Battles over territory are a common cause for safety and violence-related issues seen in MUSD schools. Although Monrovia is one of few cities in California that is granted the authority to combat gang violence aggressively through a gang injunction, police records indicate there were still 14 violent-related gang crimes in 2012 and 18 in 2011 resulting in 3 teen deaths and six teens suffering injury and permanent disabilities (McIntire, September, 2012). On November 18, 2012, the Los Angeles Times ran a two-part story about a Monrovia high school student who was the victim of one of a number of gang shootings in Monrovia. The article recounted the young man's experience with gang violence, citing the onset of violence beginning at an early age and calling attention to how pervasive gang issues affect our students. Turf wars and conflict are not only a part of neighborhood life in Monrovia; violence extends to the school setting with daily issues of threats, assaults on students and faculty, and unresolved conflict.

Suspension Rates (GPRA #2): The high suspension rates in MUSD are also evidence of unmet violence and school safety needs. In 2013, an article was published entitled *Monrovia's Suspension Rate of Students Among Highest in L.A. County* (Monrovia Patch, June 30, 2013). The article stated "Monrovia Unified overall ranked as having one of the highest suspension rates in the county, and was well above state average." The data showed 9.7% of all students enrolled in MUSD were suspended during the 2011-12 school year, while the L.A. County student suspension rate was 4.4% and the statewide average was 5.7%. Data from the elementary School Accountability Report Cards for 2012-2013 indicated that there were a total of 128 severe offenses, including 1) caused attempted or threatened physical injury, 2) disruption, defiance, and 3) used force or violence.

In January 2014, the district formed a Positive Behavior Intervention and Support (PBIS) exploratory committee which examined suspension and disciplinary referral data. The team recommended the district implement a PBIS program district-wide, and established a three-year implementation plan which includes additional mental health services for Monrovia students (See Appendix). The team was also active in this grant application process. Out-of-classroom disciplinary referrals for behavioral-related issues are shown in Table 3 (GRPA 2).

Table 3 GPRA 2 Enrollment and disciplinary referrals for participating schools.

Schools participating in the grant	Enrollment(Baseline) (2012-2013)	(Baseline) (2012-2013)
Bradoaks	557	194
Mayflower	594	226
Monroe	549	137
Plymouth	412	298
Wild Rose	556	294
TOTAL	2668	194

Need: Greater Academic Proficiency: Across the entire district, 58% of students are at or above proficient in English Language Acquisition (ELA); 50% in Math. Only 25% of our English Learner population in elementary schools is proficient in ELA and 38% in Math. Our district is currently in Program Improvement due to our low proficiency scores. Over 200 studies of school-based programs (Durlak et al., 2011; Payton et al., 2008) show that classroom time spent addressing students’ social, emotional, and behavioral skills significantly increased academic performance as well as their social and emotional skills.

Need: Cultural Proficiency and Advocacy: Cultural issues for Hispanic youth, especially those in poverty, powerfully influence issues of achievement. Nationally, Hispanic dropout rates for youth over 16 years old are higher than any other cultural or ethnic group (NCES, 2011). Of special concern are our young men of color, whose dreams “are being lost in the current education system...[they] are overrepresented in special education, more likely to be in the

streets, in prisons and die at a younger age”(Dunn,2012,p.1). Our Hispanic population reports higher instances of non-engagement than do White students. For example, in the California Healthy Kids Survey (CHKS) (WestEd) data, about 45% of White students believed they had “high” caring relationships at school, while only about 33% of Hispanic students responded the same. This project intends to reduce the gaps between the Hispanic and other student populations.

Evidence shows models for culturally responsive teaching and intervention improves outcomes (Delpit & Dowdy, 2008; Gay, 2000; Ingraham, 2000). Educators and counselors need knowledge of cultural variables, specially designed instruction, and culturally affirmative interactions to properly teach English learners (Cook-Morales, et al., 2011; Echevarria, Vogt & Short, 2010). Hires for the MUSD Project will be recruited to reflect their knowledge of Hispanic cultural and linguistic factors.

School Climate: Research shows that effective instruction alone is not enough to address the multitude of issues impacting public education today but that positive school cultures correlate strongly with overall student success (Alpern, 2008; Horner et al., 2005). Positive Behavior Intervention Strategies (PBIS) is currently in one out of five schools in the nation and has been shown to be effective in reducing behavioral referrals and in increasing students’ socio-emotional skills and academic achievement by targeting students’ school experience and achievement gap (Durlak et al., 2011; Yeager & Walton, 2011). Currently, Monrovia's elementary schools do not have a PBIS program. Adopting an evidenced-based, system-wide school program like PBIS is a need and a strategy that will be implemented through the MAP.

Student resilience and school engagement correlate strongly with perceived support from school staff, and MUSD’s most current 2012 CHKS data provides an important glimpse into these factors.

Table 4

5 th Grade Protective Factors Students reporting:	Monrovia Student %	State %
Teachers having high expectations	55	61
Meaningful participation in school activities	15	17
At least one caring adults on campus	56	58

The low perceptions of school safety, elevated violence, and overall low-levels of protective factors for the project schools indicate the need for a system-wide positive youth development approach that fosters resilience, behavioral and academic classroom management, and positive identity. School principals at each project site (Letter, Appendix) see this need and welcome the opportunity to institute school-wide PBIS at their schools.

Table 5

Total Number of Chronically Absent Students (S); Number of Absent Days (Days) (2012-2013)														
School	Grade K:		Grade 1:		Grade 2:		Grade 3:		Grade 4:		Grade 5:		All Grades:	
	S	Days	S	Days	S	Days	S	Days	S	Days	S	Days	S	Days
<i>Bradoaks</i>	19	302	26	409	16	239	13	185	19	280	12	145	105	1560
<i>May-flower</i>	42	657	21	315	28	441	35	471	12	171	26	386	164	2441
<i>Monroe</i>	47	773	37	627	24	432	13	227	14	216	21	328	156	2603
<i>Plymouth</i>	39	735	11	201	14	234	14	256	14	224	12	185	104	1835
<i>Wild Rose</i>	31	469	13	199	25	349	13	203	15	193	14	216	111	1629
TOTAL	178	2936	108	1751	107	1695	88	1342	74	1084	85	1260	640	10,068

Attendance: Excessive absences are at an alarming level in the project schools with 24% of students designated chronically absent (See Table 5). Research shows that students with poor attendance have been shown to be at risk for school disengagement, dropping out of school, and academic failure. Furthermore, kindergarteners who were chronically absent fell significantly behind their peers by the third grade academically and were less likely to read

proficiently as compared to those who attend school regularly (A Road Map for Improved School Attendance & Behavior, 2012).

Need: Lack of Comprehensive and Integrated School Professional Support.

Currently, MUSD has one elementary school counselor (Table 6) to 2,668 elementary students at our five elementary schools. One day a week, the counselor often walks into the school door with a list of discipline referrals and phone messages to return from concerned parents, relegating her to response services only and leaving the schools without comprehensive support and interventions, unfortunately ignoring effective practices such as social skill lessons (ASCA, 2009). Monrovia's counselor ratio greatly exceeds the American School Health Association (ASHA) recommended student/counselor ratio of 250:1 (GPRA Goal). This is especially detrimental during the early years of schooling, which is the time for the formation of character and habits of learning, attending school, and cooperation.

Table 6 (GPRA 1). BASELINE Gap in Student Mental Health Professional Ratios at Project Sites Vs. Recommended Ratios

Schools	Enrollment (<i>Baseline 2012-2013</i>)	Number of Child-adolescent psychiatrists (<i>Baseline 2012-2013</i>)	Number of School Psychologists (<i>Baseline 2012-2013</i>)	Number of School Counselors (<i>Baseline 2012-2013</i>)	Number of School Social Workers (<i>Baseline 2012-2013</i>)	Number of Other Qualified Mental Health Professionals (<i>Baseline 2012-2013</i>)
Bradoaks	557	0 FTE	.4 FTE	.2 FTE	0 FTE	0 FTE
Mayflower	594	0 FTE	.4 FTE	.2 FTE	0 FTE	0 FTE
Monroe	549	0 FTE	.2 FTE	.2 FTE	0 FTE	0 FTE
Plymouth	412	0 FTE	.4 FTE	.2 FTE	0 FTE	0 FTE
Wild Rose	556	0 FTE	.6 FTE	.2 FTE	0 FTE	0 FTE
TOTAL	2668	0 FTE	2 FTE	1 FTE	0 FTE	0 FTE

MUSD's current student/school psychologist ratio of 1334:1 also does not meet the ASHA recommended student/school psychologist ratio of 1000:1, and it is *far* from the National Association of School Psychologists (NASP)'s recommended ratio of 500:1. Because of the high ratios, school psychologist are relegated to running Individual Education Plan (IEP) meetings

and Sp Ed assessments, with little to no time to deliver individual, small group, or systems-level interventions or consultations. MUSD needs a trained school psychologist that has time to provide students with second and third-tier interventions and to consult with teachers and parents.

Table 7, Project Responses to Documented Needs and Gaps in Current Services

SUMMARY OF NEEDS, GAPS WEAKNESSES IN CURRENT SERVICES	PROJECT RESPONSE
Behavioral Health Staff <ul style="list-style-type: none"> • One elementary school counselor • Two school psychologists • No systemic data-based prevention or intervention program • Cultural disparities (Demographics) 	GOAL 1. (SYSTEMIC-STRUCTURAL) Establish and implement a comprehensive elementary school counseling program that is culturally responsive, data driven, standards-based and accountable for results.
Student Behavior <ul style="list-style-type: none"> • Low pro-social skills related to resilience (CHKS) • High rate of mental/emotional disorder • High discipline rates (state data) • High truancy (Attendance data) • No positive behavior support program • Low student achievement scores (CST) • Inadequate support for special needs population (Enrollment data) 	GOAL 2. (SCHOOL-WIDE: TIER 1) Establish a school-wide positive behavior support program with teachers and administrators in which elementary students will develop the attitudes, knowledge and skills that will lead to improvements in the pro-social behaviors that support improved academic achievement.
System <ul style="list-style-type: none"> • Lack of data driven policies to trigger student interventions • High truancy rates; referral data needed • Low pro-social scores/skills (CHKS) • Low student achievement scores (CST) • Under-utilization and coordination with community resources • High community and school violence 	GOAL 3. (INTERVENTIONS: TIER 2, 3) Identify and provide multi-level, data-driven and systematic interventions for students experiencing barriers to academic success, supported by the project team of counselors and psychologist in collaboration with community agency partners.

II. QUALITY OF THE PROJECT DESIGN

A. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (10 points)

The call for multi-tiered prevention and intervention approaches in meeting student needs

(ASCA, 2012) includes strong collaboration in which all students receive the benefits of a welcoming, proactive school climate and where “Closing the Gap” activities for students are provided. A 2012 report from the National Education Association Foundation indicated that a “collaborative approach to school reform creates a powerful force for improving student performance and a vehicle for systemic change,” citing the benefits of improved staff practices that increased students’ academic achievement and increased the ability of school districts, parents, and communities to work together to boost achievement for all students.

Building this sort of infrastructure for MAP has already begun where a leadership team was formed in MUSD at developing a comprehensive RtI program that develops linkages with appropriate agencies and organizations to provide services to the target population. A leadership team of staff, community members, and parents was formed in January 2014 to provide leadership and to begin outlining a framework for partnering with community agencies and families with a three-tiered RtI model, including adopting tenants of PBIS. The leadership team proceeded to outline parameters regarding research-based strategies for each of three tiers divided between academic and behavioral. This included looking at ways to improve school climate and provide universal access for all students, identifying students suspected of needing additional support, reconfiguring staffing structures, establishing well-articulated systems, and partnering with other agencies within schools and the community. Team members also reviewed the grant application requirements and consensus was reached regarding intensifying family and community partnering strategies towards meeting students’ needs. The MAP Team will continue and further the work of this leadership group by working with administrators and community agencies to respond to school-wide needs (See Appendix).

The work of this current leadership team will seamlessly evolve to the work of the MAP

Team. Support letters from mental health agencies, nonprofits and municipalities provides the foundation for “triage” support and collaboration (See Appendix) and their commitment to be involved at every step is evidence of the fundamental collaborative support we have from the community.

Community agencies and groups, such as Five Acres, Foothill Unity Center, and Healing Connections, have already guaranteed their efforts in collaborating with MUSD to increase the mental and emotional health of Monrovia's students. These community partners will work with the MAP team and school sites to address needs by offering counseling, parenting classes, trainings, social service support and other resources to increase the overall well-being of our students and families in need.

GOAL 1: Provides and expands mental health services to 2,670 K-5 students in five elementary schools

Goal I expands counseling services to 2,670 students in five elementary schools currently served by 1-FTE school counselor and 2-FTE school psychologists, altering the current school counselor ratio of 2,670/1 to 534/1 and the school psychologist ratio of 1,335/1 to 890/1. In order to meet the identified needs outlined in the Need Section of this proposal, the MAP staff will be recruited from universities that prepare culturally diverse counselors and offer the Child Welfare and Attendance Certificate. We will post job listings in educational newspapers and national job-posting websites. Collaborative community grant partners will serve on the search committee to secure highly qualified staff members. The hiring of highly qualified staff is a vital component to the success of MAP. We will also provide additional training on culture and linguistics to augment program needs. The district will also work collaboratively to create policies to ensure that timely and high quality data is collected for decision making. This includes creating common rules, expectations, policies, procedures and practices district-wide.

MAP staff will be trained to implement evidence-based counseling practices that include: (a) using data to determine current developmental needs, (b) using research practices proven to be effective, and (c) evaluating the effectiveness or impact of activities on current students (Dimmitt, Carey & Hatch, 2007).

GOAL 2: *Establish a school-wide Positive Behavior Intervention and Support (PBIS) program at Project sites in which 85% elementary students will develop the knowledge, attitudes and skills, leading to improvements in pro-social behaviors and support improved academic achievement.*

Objectives	Activities	Outcome Measures
<p>A. 10% increase in school-wide pro-social behaviors</p> <p>B. 10% decrease in number of referrals per grant site for disciplinary reasons in schools [GRPA GOAL #2].</p> <p>C. 10% decrease in number of students with negative evaluations on citizenship measures of report cards</p> <p>D. 10% increase in proficiency scores in CCSS internal bench marks in the second year of administration</p> <p>E. Assure sustainability of the program</p>	<p>Select and contract research-based PBIS program proven successful with our student population</p> <p>Train teachers, counselors, administrators and MAP Team to implement PBIS program in all classrooms</p> <p>Monitor full implementation of curriculum and provide coaching support to improve instructional practices</p> <p>Access and analyze data for formative and summative evaluations</p> <p>Teacher at each project site trained as peer coach in PBIS</p> <p>Create/adopt guidance lessons to support PBIS</p>	<p>Survey evaluations for teachers and staff</p> <p>Lesson implementation records</p> <p>California Healthy Kids Survey</p> <p>Number of coaches who complete PBIS trainer of trainer certification</p> <p>Number of PBIS-Related Guidance Lessons</p>

Positive Behavior Interventions and Supports (PBIS) refers to models employing proactive, "positive, multi-tiered continuum of evidence-based behavioral interventions that support the behavioral competence of all students" (Posny, September 7, 2010). Research shows using a PBIS strength-based approach increases levels of student engagement, attendance, achievement, resiliency, and protective factors and reduces office discipline referrals and suspensions (Bradshaw, Mitchell, & Leaf, 2013; Brown, D’Emidio-Caston & Benard, 2001; Garfat & Van

Bockern, 2010; Horner et al., 2009). Bradshaw et al. documents the positive effects of school-wide PBIS for improving overall health, pointing to the importance of involving all members of the school and community to work together to help students learn positive behaviors consistently across settings. The Letter from Project Principals (Appendix) attest to actively supporting MAP Project goals including PBIS implementation. Eighty-five percent of K-5 students in MAP Project schools will receive the school-wide prevention and intervention services.

All staff at Project sites, along with representatives from Five Acres, a community mental health partner, will be trained in PBIS. School counselors will deliver guidance lessons to reinforce social skills and serve on PBIS school-based committees. They will create *Guidance Curriculum Action Plans* (ASCA, 2005; Dimmitt, et al., 2007) to ensure proper delivery and evaluation of an evidence-based program designed to increase students' *protective factors*, e.g. resilience, social, emotional, cognitive, behavioral and moral competence, self-determination, self-efficacy, positive identity, optimism, and pro-social involvement (Dimmitt et al., 2007).

GOAL 3: (MULTI-LEVEL) *Identify and provide multi-level, data-driven, and systematic interventions for students experiencing barriers to academic success through the work and collaboration of counselors, psychologists, and community agency partners.*

Objectives	Activities	Outcome Measures
1. Intervention framework and school policies created which guide cohesive and multifaceted system of supports at Tier 2 and Tier 3	1A. MAP team meets to implement RtI intervention framework (Center for Mental Health in the Schools UCLA, 2011) 1B. MAP collects and analyzes timely data to target students in need of academic, attendance and behavioral interventions 1C. Policy problems, solutions and access barriers are discussed and resolved at school and district level. 1D. MOU established to include community partnership with Five Acres	Goal Attainment Scaling (GAS) measure developed, monitored, and evaluated on team progress toward goals.
2. A. 10% increase in pro-social	2A. School Counselors implement Intentional Guidance (Closing the Gap) plans for students	(GPRA Goal 2) Discipline records

behaviors for identified students B. 10% decrease in discipline referrals for identified students C. 10% decrease in negative evaluations on work habits and citizenship measures for identified students D. 10% decrease in absences for chronic truant students	referred for discipline, low citizenship, study skills, or attendance issues and provide intervention groups or individual sessions 2B. School Psychologist will be stationed at site with 3 autistic classes, will triage and facilitate intensive academic and behavior interventions for individuals and groups, and will consult with teachers/parents/counselors. When needed, will conduct assessments for special education. 2C. Community mental health partners “triage” with MAP Team and provide Tiers 2 and 3 interventions	Report cards Attendance records # Groups held # Parent education meetings Pre-post results of knowledge, attitudes and skills from classroom lessons In-service records
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Both RTI and PBIS will guide our schools in developing a multidimensional intervention framework that is a comprehensive, multifaceted, and cohesive system of student and learning supports, one that leads to policies for school improvement. Our strategic approach is grounded in the three to four-tiered *Response to Intervention* (RtI) models. UCLA’s Adelman and Taylor (2010) suggest that RtI concepts and interventions need to connect across each level and connect schools with community interventions (Center for Mental Health in the Schools, 2011). MAP will use this framework by integrating RtI tiers as a continuum of interrelated and overlapping intervention subsystems, linking school and community interventions in the integration and coordination of resources. A Goal Attainment Scale (GAS) will be designed to measure and monitor progress toward this objective, providing quantitative measures with statistical credibility to expand qualitative feedback from group meetings. Also, the MAP Team will implement Intentional Guidance Action Plans for academic, behavioral and personal/social interventions, using data to determine needs. Interventions will consist of small group counseling for skills development, individual academic and behavior interventions, family and community interface, and referrals to community agencies. Memorandum of Understanding (MOU) with community mental health partners (See Appendix) will be created, assisting in formalizing systems for providing mental health services for Tier 2 and Tier 3 interventions. UCLA’s Center

for Mental Health in the Schools' (2010) framework will guide MAP's coordination and management.

The importance of mental health triage strategies and strong school-community mental health agency collaborations becomes amplified due to our vulnerable student population. The Boys' and Girls' Aid Society of Los Angeles County is the oldest child abuse prevention agency in the San Gabriel Valley and has been treating society's most vulnerable children for the past 125 years. Five Acres has partnered to support the MAP Project and will offer mental health services in Monrovia's schools and homes in accordance with MAP goals (See Appendix). Research on urban schools engaged in school-based mental health services demonstrate how services can be linked to higher levels of academic achievement for emotionally disturbed students (Cohen, 1988). Research points to the value of effective *collaboration* between key mental health agencies and schools (Duchnoski & Kutash, n.d.),

B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (10 points)

The data outlined above and the letters from members of the community and school principals illustrate Monrovia's commitment to support the MAP. This level of support, along with the research on the effectiveness of PBIS and behavioral RtI, coupled with students' pervasive need at our elementary schools, demonstrate the appropriateness of this project design in addressing the needs of our identified population.

PBIS: Research presents significant findings on school-wide PBIS in *diverse urban settings*, showing effectiveness with *highly diverse cultures* (Lassen, Steele & Sailor 2006). School resiliency literature has offered insight into strategies for resiliency development, showing the value of implementing prevention programs to increase the probability of desirable outcomes (Masten & Reed, 2002). Vincent et al. (2011) noted the importance of providing conceptual

integration of cultural responsiveness within school-wide positive behavior support which is represented in the aforementioned MAP design.

C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.

Research: A sizeable study conducted in ethnically-diverse PBIS elementary schools showed the program’s positive impact on reducing office referrals for verbal and physical aggression, resulting in less out-of-classroom time (Furst et al., 1998). Elementary project school sites will develop multidimensional intervention frameworks based on PBIS and UCLA’s Center for Mental Health in the Schools (2010) RtI framework. These strategies will be implemented by providing: a) school-wide training for all school staff members and b) structuring collaborative systems between key mental health agencies and schools (Duchnoski & Kutash, n.d.). For systems sustainability (and eventual scale-up), each school will select a PBIS coach who will work with MAP staff to implement PBIS, with one becoming certified as a trainer-of-trainers to sustain the program beyond project period.

III. QUALITY OF THE MANAGEMENT PLAN

A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (15 points)

A. The Program Director (PD) will be responsible for overall management of the Project, assuring that project goals and milestones are accomplished within clearly defined timelines. She will oversee others’ responsibilities, convene weekly MAP meetings for coordination of the Project and agency work, and conduct advisory board meetings and opportunities for *continuous feedback* from parents and community. Table 8 (below) outlines the activities, timelines, persons responsible for tasks, and milestones.

Loretta Whitson (see vita, Appendix) will serve as Program Director (PD) and is well

qualified to lead this team. She is currently the Director of Student Support Services and views this position as PD as a natural extension of her current work. Ms. Whitson holds a Master’s Degree in School Counseling, is credentialed in School Administrative Services, and is a doctoral candidate in Organizational Leadership. She also serves as a leader and advocate for school counselors in her role as Executive Director of the California Association of School Counselors and is a visiting professor at the California University of Northridge, teaching in the School Counseling and Marriage Family Therapy Master’s program. Whitson’s overall knowledge of school counseling and community outreach qualifies her to design the integrated, service-delivery framework of MAP and to provide orientation and initial training to the MAP Team. She will work closely with the Principal Investigator/Evaluator (PI/E) in the design and implementation of the data management plan.

The Project Director, PI/E, and MAP Team will establish reporting timelines and milestones aligned with grade reporting periods to ensure that pre- and post-assessments and trainings are conducted. The school site principals have assured their full support for this program and will provide leadership in order to acquire appropriate counseling facilities to ensure program implementation. Monrovia's district technology department has agreed to support access to the ARIES data management system for data collection and assessment.

Table 8. Activities, Timelines, Responsibilities and Milestones

Guide to Persons Responsible: PD=Project Director; PI=Principle Investigator/Evaluator; TM= MAP Team, School Counselor, School Psychologist; CA=Community Agency or Partner; PBIS= Contracted PBIS Organization; LEA=MUSD Admin; CN=consultant

Management Activities	Timeline						Person Responsible
	1st Q	2 nd Q	3 rd Q	4th Q	Yr 2	Yr 3	
Hire staff	X						PD, LEA
Contract PBIS	X						LEA
Advisory Board	X	X	X	X	X	X	TM, CAP
MAP Team Meetings	X	X	X	X	X	X	PD, PI,
PBIS Training and Coaching		X	X	X	X	X	PBIS; TM

Finalize student referral process and data management	X	X					PD, PI, TM
Manage student referrals		X	X	X	X	X	TM, CAP
Finalize evaluation plan		X					PD, PI
Data collection	X	X	X	X	X	X	PD, PI, LEA
Evaluation meetings	X	X	X	X	X	X	PD, PI, TM,
Cultural Consultation				X	X	X	PD, CN
Parent Involvement in design and evaluation	X	X	X	X	X	X	TM, CA
Guidance lessons		X	X	X	X	X	TM
Intentional guidance groups		X	X	X	X	X	TM
Tiered individual/group interventions		X	X	X	X	X	TM
Conferences - development and dissemination			X	X	X	X	PD
Analyze quarterly and year end	X	X	X	X	X	X	PI, PD,
Policy implications discussed			X	X	X	X	TM, LEA
Prepare and submit annual reports			X	X	X	X	PI, LEA
Milestones: Hiring of all key staff; Contracting research-based PBIS organization; Training site and MAP staff in PBIS; Data and Evaluation Plans Finalized; Teacher PBIS implementation and coaches in place; Quarterly behavior and achievement data analyzed and discussed; Annual reports submitted							

As demonstrated in Table 8, the PD and the Principal Investigator/Evaluator (PI/E) will work closely throughout all three years of the Project. They will begin by establishing a MAP Team, which will be composed of qualified teachers and administrators, whose primary responsibility will be to develop and implement a systematic data collection system. The contracted PI/E will be highly competent in data management and evaluation and also skilled to train the MAP Team to understand and use a data-driven decision making process to guide and monitor project implementation on site. The PI/E will review data analysis with district counselors, the project director, administrators, and other key staff and will consult with the project director regarding evaluation tools, implementation of activities, and design of program documents. The PI/E will periodically collect and analyze data and will share results of the analysis with the MAP Team to ensure adequate guidance and adjustment of program effectiveness. The MAP Team and PD will meet regularly to discuss program outcomes, effective strategies, and the monitoring and adjustment of progress of each school site toward

the attainment of program goals.

The PD will coordinate advisory board meetings, in which agency partners and community parents will provide feedback in response to outcomes. Also, the PI/E and PD will meet regularly to ensure effective program monitoring and evaluation and to coordinate regular MAP Team meetings for the allocation of interventions across school and community resources. In addition, the MAP Team will meet regularly to establish and institutionalize the development of a data-driven, decision-making model focused on effective program implementation. PBIS training will be contracted with an agency with a successful record of training in research or evidence-based practices with school-wide PBIS, as discussed under Project services, preferably with experience in diverse communities as well.

B. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (15 points)

A variety of measures will be used to ensure feedback for the continuous improvement of the program operation. All decisions about and adjustments to services will be based on review of data by the MAP Team, thereby assuring continual improvement. The Advisory Committee, consisted of agency partners, community parents, and district personnel, will meet each quarter to discuss project implementation, planning, and sustainability, and will solicit feedback from the larger community. Data reports of progress and an opportunity for feedback for improvement from principals, teachers and staff will occur through quarterly staff meetings. Furthermore, every training will include evaluation surveys that monitor training objectives attainment and attitudes about future implementation while providing opportunities for open ended feedback. These results will be returned to training staff within 2-3 weeks and discussed with the Advisory Committee and MAP staff. Parents will be encouraged to be a part of the Advisory Committee and will be invited to attend parent and family nights that are

offered by the MAP Team and community partners. Project school families will be kept informed of the program through semi-annual newsletters distributed in both English and Spanish. Two times per year, the Principle Investigator/ Evaluator will share evaluation results with key MAP Team members and Advisory Committee members to ensure all outcomes and objectives are being met.

C. MAP is committed to hiring qualified staff according to the statutory requirements, and will invite applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (see Program Specific Assurance Form, Appendix).

IV. QUALITY OF THE PROJECT EVALUATION

A. *The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)*

The MAP will use the *Logic Model of Evaluation* because of its usefulness in designing outcomes-based program evaluations (McNamara, 2007). As shown in the chart of **Goals and Objective Performance Measures** (p. 23-24), the evaluation will be aligned with each goal, which will be met through objectives that are measured through *project goals*. The MAP Team will use short, mid, and long term results and qualitative feedback from advisory and leadership teams for project improvement and adjustment of activities.

Table 9. Logic Model

Situation	Inputs	Activities		Outcomes (measurable)		Impact Long Term
Needs & Assets	What we invest	What we do	Who we reach	Short and Mid-Term Results		Ultimate Impact
Students Needs -Improved student behavioral and mental health -Improved achievement Staff Needs -School Psychologist -School Counselors System Needs -PBIS processes school-wide -ASCA interventions & social skills curricular implementation -Lack of confidence in intervention development (underused) Assets -Community partners -District Committed Agency Collaboration	-Three school counselors -One school psychologist -School-wide (SW)PBIS training and coaching -ASCA Model -Training -Data-based decision making and intervention -Community partnerships and input	-Tier 1: Social Skills Curriculum lessons/groups -School-wide PBIS training & coaching behavior intervention expertise -ASCA Model Training -Data-based decision making and intervention -Tiers 2 & 3 intervention development & implementation Collaboration with agencies (Five Acres, Foothill Unity Center, Healing Connections)	-All elementary students in 5 schools with high poverty, diversity, English learners -Teachers -MAP Team -Admin and policy makers -Parents and community members	-Social Skills Curriculum implemented in 50% of classes year 1 & 80% years 2 & 3 -85% of teachers PBIS trained in year 1 -85% of teachers ASCA trained in first year -15% more students receiving custom instruction via Tier II & III interventions	-Reduction in behavior referrals (GPRA 2) -Increased student problem-solving, conflict resolution, pro-social skills on CHKS -Decreased truanancies -Increased proportion of students reaching proficiency on annual ELA & Math tests -Close gap on MH ratios (GPRA 1) -Decreased N's & U's for citizenship/study habits on report card	-Influence District Policy re: SC and MH in schools -Demonstrate positive outcomes and serve as model for districts with high poverty, English learners, Latino District -Reaffirm PBIS influence -Ongoing coaching and Trainer of Trainers

The contracted PI/E will be highly qualified in evaluation and available to lead trainings on data management and on evaluation components. She/he will work with the PD, MAP Team, and Advisory Committee to implement a thorough, appropriate, and meaningful program evaluation that measures changes in the personal/social and academic development of targeted

students. The PI/E will lead the project’s quarterly evaluation meetings in which formative data results will be reviewed and programmatic adjustments will be determined. Finally, the PI/E and MAP team will create quantitative data regarding project activities and will provide summary and annual data analysis and reports.

The following table provides detailed information on the measurable objectives and outcome data, as well as timelines of Goal #1.

Goal #1: Measureable Objectives, Outcome Data and Timelines

Measureable Objectives	Outcome Data	Timely
1.MAP Team hired to close the student/mental health professional ratios [GPRA GOAL#1]	Employment records 3 highly qualified school counselors hired 1 highly qualified school psychologist hired	Year1
2. MAP Team trained in culturally responsive, data-driven, standards-based school counseling program	Number of trainings Evaluation ratings on trainings Staff surveys Evaluation of in-service presentations	Each Year Each Meeting
3.Creation of comprehensive school counseling program at five sites	ASCA Program Audit completed Completion of data profiles Completion of Action Plans	Year1 Year1 Year1
4.Create and annually review discipline policies and practices consistent with PBIS through timely data collection and data-based decision making	School-wide discipline plans, policies, and procedures created and revised Use of student report cards Use of student database system	Year2 Year2 Year1
5.Assure sustainability of PBIS in District	PBIS Certification records for coaches Trainer of Trainers	Year2 Year3

Goal #2 (school-wide objectives for all students) targets a 10% decrease in discipline referrals, a 10% increase in protective factors, a 10% increase in the number of students receiving positive evaluations on citizenship and study habits on their report cards, and a 10% decrease in truancy rates. Given the shift from California Standardized Tests to Common Core

State Standards (CCSS), academic measures will begin in year two, allowing for baseline data to be collected in 2014. The CCSS will be used as summative internal benchmarks.

In **Goal #3**, the same data elements, except for the CHKS, will be collected and analyzed. The overall program evaluation will answer the following primary questions: To what extent does the comprehensive MAP Project contribute to 1) *a decrease in discipline referrals*, 2) *an increase in protective factors*, 3) *an increase in number of students receiving positive evaluations on citizenship and study habits on their report cards*, 4) *a decrease in truancy rates*, 5) *an increase in students who score proficient and above on CCSS*

Goals 2 & 3: Measureable Objectives, Outcome Data and Timelines

GOAL #2 (School-wide) & GOAL #3 (Targeted Students)		
Measureable Objectives	Outcome data (High-quality, specific,	Timely
10% decrease in discipline referrals [GPRA#2]	Discipline records for grades 2-5 as recorded in <i>AERIES</i>	Collected and reported Quarter 1, 2, 3, 4
10% increase in protective factors (Goal 2 only)	% 5th grade students report "High" on CHKS	Survey taken by 5th gr. each year in spring
10% decrease in negative evaluations on citizenship and study habits	#N's and U's on citizenship and study habits grades 2-5	Collected and reported Quarter 1, 2, 3, 4.
10% decrease in truancy rates	Attendance data collected in <i>AERIES</i>	Quarter 1, 2, 3, 4
10% increase in CCSS internal benchmarks in ELA and Math	% proficient in grades 2-5 on ELA and Math portions of CCSS	Yearly in Year (2) and (3) Summer

B. Evaluation methods will produce quantitative and qualitative data. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (10 points)

The academic and personal/social development of at-risk students will be monitored through qualitative and quantitative outcome measures. As stated in previous Measureable Objectives, Outcome Data and Timelines charts above, quantitative data regarding discipline records, attendance, and grades will be collected through AERIES. Comparative data from CCSS and CHKS will also be utilized as quantitative data. The PI will use a *mixed-method*

evaluation design by applying statistical analysis to quantitative data to determine whether or not the project has met the measurable objectives. The MAP Team will implement and evaluate their guidance curriculum and intentional guidance interventions (see sample Action Plan, Appendix). The PI/E with the MAP team, will create a system to collect qualitative data on project activities including: staff and parent training, curriculum delivery, and student participation. Additionally, timely qualitative and quantitative data will be collected on instructional practices (see table below). School counselors will also use pre/post tests to ensure students acquire the knowledge, attitudes, and skills stated in the guidance curriculum and intervention groups. The PI/E and MAP Team will design surveys to collect data on implementation barriers, staff confidence in delivering the curricula, and staff perceptions. Presentation and feedback sessions with project, schools, and community partners will also discuss collected qualitative data from the Advisory Board, the MAP Team, teacher staff meetings, and from Annual Evaluation Presentations.

Data Collection: Instructional Practices

<i>Instructional Practice Data</i>	<i>Program Participant Outcome (Data Element)</i>	<i>Timely</i>
Classroom lessons: PBIS, social skills, and critical-thinking skills development	Perception (Pre/post)	Before/after lesson
Group counseling (social skills, study habits)	Perception (Pre/post)	Before/after lesson
Staff development (Teacher instruction on co-teaching violence prevention curriculum)	Survey Evaluation	At end of training
Staff development (Teacher instruction on school-wide PBIS program)	Survey Evaluation	At end of training
In-service of paraprofessionals	Survey Evaluation	At end of training
Parent training and education	Survey Evaluation	At end/each event

C. The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

In cooperation with the PD, the PI/E will meet with the MAP Team to develop and implement a systematic data collection and analysis system for feedback regarding program

improvement (Dimmit, Carey & Hatch, 2007). As illustrated by the large arrow in the Logic Model in Table 9 above, short and mid-term outcomes are used specifically as feedback for improving and adjusting the "Input." Weekly team meetings will be conducted as Small Learning Communities (SLC) for program planning, analyzing data, and forming an ongoing reflective process related to data. Four analyses cycles occurring in the 1st, 2nd, 3rd, and 4th quarter will add to the continuous program improvement strategies.

The MAP Team will disseminate program outcome data to parent and community stakeholders for program improvement. Additionally, the data will be used to create a model for high-needs schools, state-wide and nationally. We will share findings with local stakeholders, use press releases in our local community, and present outcomes at either the ASCA or NOSCA Annual Conference. Assuring sustainability of the *MAP Project* is of primary importance. Therefore, we will have built in PBIS trainings of coaches from within the district by year two, and in year three, we will have training and certification of a district-based trainer of trainers, who is certified to offer teachers and staff trainings long after funding for the grant ends.

Curriculum Vita

Loretta Whitson

(b)(6)

WHITSON, Loretta

EDUCATIONAL BACKGROUND

- 1992 Masters of Science School Counseling, University of La Verne
- 1989 Bachelor of Arts Communication, CSU, San Bernardino
- 2010-2014 Doctoral student: Organizational Leadership and Educational Management
University of La Verne

CREDENTIALS/LICENSES

- 2006 Clear Administrative Service Credential; CSU, Fullerton
- 2002 Preliminary Administrative Service Credential; CSU, San Bernardino
- 1992 Pupil Personnel Credential, Specialization in School Counseling, University of La Verne

PROFESSIONAL EXPERIENCE

- 1992-2001 Monrovia Unified School District, Monrovia, CA.**
- 2001-Present Director, Student Support Services: Administrative responsibilities includes: All aspects of school attendance and discipline/expulsions, school counseling, School Attendance Review Board Chair, McKinney Vento Homeless Education Act, Foster Care, community mental health services, Section 504 Plans, Medi-Cal, After School Safety and Education Program, nutrition education, character education, school safety prevention education, and threat assessment.
- 1996-2001 Administrator, Special Projects, protocol; completing grant reports; securing \$26 million in additional funds through grant applications.
- 1991-1997 School Counselor, Monrovia Unified School District, Monrovia
- 2004-Present Executive Director, California Association of School Counselors
- 2007-Present Graduate Faculty, Lecturer; Department of Educational Psychology & Counseling, California State University Northridge
- 1994-2006 Senior Adjunct Professor, University of La Verne; Department of School Counseling & School Administration
- 1989-1991 Teacher, Central School District, Rancho Cucamonga, California

PROFESSIONAL LEADERSHIP

- 2006-2009: Commissioner, California Commission on Teacher Credentialing. Governor appointed position on a nineteen member commission to serve as a state standards board for educator preparation for the public schools of California, including overseeing the licensing and credentialing of professional educators in the State and the enforcement of the professional practices of educators. Appointed to Executive Committee, July 2007: Chair: Professional Practices Committee.
- 2000-2002: California Association of School Counselors, Inc. Founding Board Member, President 2000; Corporate Agent for Service of Process; Originating President; Invited workshop and keynote presenter. Expert witness at CA Senate and Assembly Education Committees; Legislative advocate; Wrote quarterly column in the "California School Counselor"; Media spokesperson
- 2001-2004: Los Angeles County After School Leadership Committee Member
- 2001-2006: Board of Institute Examiners, California Commission on Teacher Credentialing: Served as a team member responsible for reviewing university standards in the Pupil Personnel Service Credential specialization areas including, but not limited to, reviewing course content, syllabi, interviewing faculty and staff to determine accreditation standing.
- 2000-current: Voting Member of California Pupil Service Coalition Board - a committee of California education association leaders that focuses on student health and mental health and public policy issues in California K-12 schools.
- 1998-2000: State Pupil Personnel Service Credential (PPS) Panel Member - Commission on Teacher Credentialing: Served on a two-year specialized field research team that designed and wrote the 2000 revisions to the pre-service standards for California School Psychologists, School Counselors, School Social Workers, and Child Welfare and Attendance Workers.
- 1998-2001: Co-chair, School Counseling Legislation Task Force
- 1997-2000: California Delegate to the American School Counselor Association
- 1996-2000: California Association of Counseling and Development (CACD) and the California School Counselors Association (CSCA): CACD Board Member and President of the California School Counselor Association.

AWARDS

- 2010 Loyola Marymount University Educator of the Year: This award is given to one individual annually who has demonstrated extraordinary contribution to the field of education and whose services has encouraged life-long learning, academic excellence, the education of the whole person, and the promotion of service and justice for all.

- 2010: Honorary Inductee into the Kappa Delta Pi honor society
- 2008 2008 Champion for Children Award: This award is the highest honor possible for a school district nutrition education program in California.
- 2007 Inducted into the H.B. McDaniel Hall of Fame (Stanford University)
- 2006 Significant contributions to the field of counseling and support services for students in Monrovia and in the State of California (Monrovia Unified School District)
- 2006 Golden Bell Award Recipient - California School Boards Association: Recognized Nutrition Education Program as an exemplary program, essential to support teaching and learning.
- 2005 Executive Director of the Year (California Association of School Counselors)
- 2004 Golden Bell Award Recipient - California School Boards Association: Recognized Village Extended Learning Program as an exemplary program, essential to support teaching and learning.
- 2002 Individual Award for Excellence in the Field of School Counseling (H.B McDaniel Foundation).

GRANTS

- 04/1/09 – 3/31/12 Project Director, Elementary and Secondary School Counseling Demonstration Program, U.S. Department of Education Q215E090052. \$1,154,971
- 9/1/10 – 6/30/13 Tobacco Use Prevention Education, Cohort F. California Department of Education. \$33,682
- 9/1/10 – 6/30/11 Project Director, ARRA McKinney Vento School Homeless Program, Los Angeles County Office of Education, U.S. Department of Education \$25,000
- 04/1/10 – 6/30/10 Project Director, ARRA McKinney Vento School Homeless Program, Los Angeles County Office of Education, U.S. Department of Education \$25,000
- 7/1/09 – 6/30/10 Director, After school education and safety (ASES) program grant - cohort 1, California Department of Education 07.23939.6479.10. \$770,440
- 7/1/08 – 6/30/09 Director, After school education and safety (ASES) program grant - cohort 1, California Department of Education 07.23939.6479.10. \$825,628
- 10/1/07 – 9/30/10 Director, Network for a Healthy California, California Department of Public Health 07-65329. \$1,974,396

7/1/07 – 6/30/12 Author, 21st Century Community Learning Center, U.S. Department of Education \$747,000

7/1/07 – 6/30/08 Director, After school education and safety (ASES) program grant - cohort 10/1/04 – 9/30/07 Director, Nutrition Network, California Department of Health Services 04-35452. \$1,884,777

7/1/06 – 6/30/07 Administrator, After school education and safety (ASES) program grant - cohort 1, California Department of Education 07.23939.6479.10. \$825,628

7/1/05 – 6/30/08 Author and Administrator, Student Motivation and Maintenance California Department of Education \$375,000 .

7/1/02 – 6/30/05 Author and Administrator, Before and after school learning and safety neighborhoods partnerships, California Department of Education 02/03.23939.6479.22. \$1,188,000

7/1/99 – 6/30/02 Author and Administrator, After school education and safety (ASES) program grant, California Department of Education 1999.03490.6479.22. \$1,404,000

04/1/09 – 3/31/12 Project Director, Elementary and Secondary School Counseling Demonstration Program, U.S. Department of Education. Q215E090052. \$1,154,971

10/1/07 – 9/30/10 Director, Network for a Healthy California, California Department of Public Health 07-65329. \$1,974,396

10/1/04 – 9/30/07 Director, Nutrition network, California Department of Health Services 04-35452. \$1,884,777

7/1/07 – 6/30/08 Director, After school education and safety (ASES) program grant - cohort 1, California Department of Education 07.23939.6479.10. \$825,628

7/1/06 – 6/30/07 Administrator, After school education and safety (ASES) program grant - cohort 1, California Department of Education 07.23939.6479.10. \$825,628

7/1/07 – 6/30/05 Author and Administrator, Before and after school learning and safety neighborhoods partnerships, California Department of Education 02/03.23939.6479.22. \$1,188,000

7/1/99 – 6/30/02 Director, After school education and safety (ASES) program grant, California Department of Education 1999.03490.6479.22. \$1,404,000

PUBLICATIONS

- Johnson, C.D., Johnson, S., Whitson, L., Rowell, L., (2010, May/June) Ready, Respectful, Responsible, *ASCA School Counselor*, 47(5), 14-18.
A Title I school district in California starts a districtwide elementary school counseling program from the ground up.
- Hanson, C., Whitson, L., & Meyers, P. (2002, May/June), California's Core, *ASCA School Counselor*, 39(5), 22-27.
- Rowell, L., Whitson L., & Thomas, S. (2008). Middle and High School Supplemental Counseling Program: Increased Support for Student Success in California Schools, *Center for Student Support Systems & California Association of School Counselors*.

Plus numerous articles & quarterly column in the California School Counselor

PRESENTATIONS IN PEER-REVIEWED VENUES

Presenter: "Culturally Proficient Collaboration: Use and Misuse of School Counselors." 5th Annual Cultural Proficiency Institute Access, Equity, and Inclusion in your Organization, Orange County, California June 29-July 1, 2011

Co-presenter – Action Research of the Americas; Conference Theme: The Invention and Re-Invention of Knowledge: Action Research Across the Americas (May, 2013).

Co-presenter - School Counseling Accountability and Effectiveness; *American Education Research Association*; Disciplined Inquiry: Education Research in the Circle of Knowledge (San Diego, CA, 2009)

PROFESSIONAL PRESENTATIONS

Keynote speaker and honorable inductee: Choose to Be Extraordinary, Loyola Marymount University Kappa Delta Pi Honor Society (May, 2010)

Commencement Speaker: The Power of You, University of La Verne, School of Education and Organizational Leadership (January, 2010)

Implementing the New California Standards for the School Counseling Profession: San Bernardino City School District (February, 2009).

Careers Project Panelists Discussion to Legislators: California Research Bureau (February, 2009)

Implementing the New California Standards for the School Counseling Profession: Association for California School Administrators (January, 2009)

California Principals of Effective Practice; Implementing the New California Standards for the School Counseling Profession: Orange County Office of Education (December, 2008)

California Standards for the School Counseling Profession: California Association of School Counselor, Pre-Conference (November, 2008)

School Counseling in California...Changing the Paradigm. Invited Speaker: Orange County Assistant Superintendents (October, 2007)

When Students Are More Out Of School Than In And What Should We Do About It? Invited speaker: San Gabriel Valley League of Women Voters (April, 2007)

Master of Ceremonies: AB1802 Implementation Conference. Sacramento, CA. (October, 2006)



April 8, 2014



Dr. Katherine Thorossian, Superintendent
Monrovia Unified School District
325 East Huntington Drive
Monrovia, CA 91737

Dear Dr. Thorossian,

I would like to introduce myself and to let you know the increased partnership we are planning to have while we participate in the planning and implementation of the Application for *The Elementary and Secondary School Counseling Program Grant*. Five Acres is a non-profit 501c3 dedicated to providing mental health services for Monrovia children. Over the past 11 years Five Acres has provided mental health, case management, and crisis intervention services and support to Monrovia Unified students and their families.

Five Acres is pleased to partner with you on your efforts to obtain funding from the Department of Education for your school district. We have growing concerns about the needs of our most vulnerable population; kindergarten through 3rd grade children and their families. The increase in suicide rates in Monrovia and the stark increases in referral to the Psychiatric Evaluation Team because of emotional trauma is evidence of the increasing need for early prevention services and adequate school-based mental health services. Besides continuing to provide community mental health services for the community of Monrovia, we look forward to working with you and the new school-based mental health staff, provided the grant application is successful, knowing it takes a collaborative effort to create a healthier environment for our children and their families.

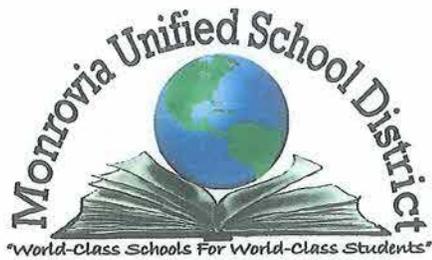
We plan to support the new grant in the following ways:

- Assistance with staff professional development on mental health related issues
- Assistance in establishing referral policies and procedures to link families with needed community services
- Parent education opportunities
- Provide a staff member to serve as an active member of the Project Advisory Committee

Sincerely,

(b)(6)

Sally Mansour, LMFT
Division Director of Community Based Programs



STACY AYERS
Wild Rose Elementary Principal

VALERIE BIRES
Bradoaks Elementary Principal

CINDY LATHROP
Monroe Elementary Principal

SUZANNE HECK
Plymouth Elementary Principal

MICHELLE WISE
Mayflower Elementary Principal

325 East Huntington Drive, Monrovia, California 91016 * 626/471-2000 * FAX 626/471-2076

April 10th, 2014

Dear Dr. Thorossian,

The principals of the elementary schools of the Monrovia Unified School District fully support Monrovia's grant application for the Elementary and Secondary School Counseling Grant. We have numerous students who suffer from mental and emotional distress due to familial, socioeconomic, and personal issues. This young period of our students' lives is crucial in their development and we believe that our students are in need of more counseling and positive interventions, such as a Positive Interventions and Supports Program (PBIS), in order to strengthen their mental and emotional health as well as counteract bullying and school violence.

Currently, there is only one counselor who travels to each of the five schools to support over 2,000 elementary students and unfortunately, her efforts are not enough to provide the proper preventative measures, counseling sessions, and interventions needed for all of our students. Furthermore, our two school psychologists have an overwhelming workload as they serve all five schools. We believe that the grant is necessary in order to hire more mental health professionals to provide our students with timely, effective, and efficient support as well as to help fund the creation of a PBIS program.

We wholeheartedly will work with the grant program and the people involved in the coordination of the program in order to improve the mental and emotional health of all of our students. Thank you for your time and support to all of our students!

Sincerely,

(b)(6)

Stacy Ayers, Wild Rose Elementary Principal

Valerie Bires, Bradoaks Elementary Principal

(b)(6)

Suzanne Heck, Plymouth Elementary Principal

Cindy Lathrop, Monroe Elementary Principal

(b)(6)

Michelle Wise, Mayflower Elementary Principal

April 20, 2014

Dr. Thorossian
Superintendent
Monrovia Unified School District
325 East Huntington Drive
Monrovia, CA 91016

Dear Dr. Thorossian,

As you are aware, one of my most urgent priorities in the past two years was to aggressively address the mental health needs of our children and youth following the tragic four teen suicides in Monrovia. Recently, the City, business community and school district partnered to host the March for Balance campaign, a collaborative effort with the aim of creating a community where there is less stigma surrounding mental health issues and more accessible to mental health resources for our families and our children. Consequently, when Loretta Whitson approached me with a grant proposal to increase on-site school counseling professionals at the elementary level, I was thrilled and on board with doing everything I can do to secure these additional funds for our schools and the children they serve.

The need for mental health services at the elementary level is not a new idea. In fact, when I began working with the youth with the focus on mental health two years ago, a needs assessment was conducted at the high school, revealing that the youth felt the best way to help them was to begin at the elementary level. A collaborative committee of student and adult stakeholders met over the last 18 months, the youth would say start with my younger sister/brother; "that is where the most good can be done". Unfortunately however, since the problem was so pervasive at the secondary level, the committee, "Healing Connections" that I participated in focused solely to students in grades 7-12, leaving gaps in services at the elementary.

Finally, as you can imagine, a grant that would provide seed money for mental health services has my full support. I support this effort and commit to participating in a committee that would encompass the planning and implementation of this program.

Sincerely,



Mary Ann Lutz
Mayor
City of Monrovia



LORETTA WHITSON
 Director of Student Support Services
 626) 471-2034
<https://www.facebook.com/MonroviaHealingConnections>

April 3, 2013

Dear Dr. Katherine Thorossian:

As you are aware, Healing Connections was formed in the wake of four teen suicides that occurred in Monrovia within two years. This collaborative committee consists of city officials, parents, ministerial association representatives, district and school site administrators, and most importantly, students. Our work over the past two years has been to discover the needs of the students of Monrovia and to address those needs effectively. As a result, we conducted a needs assessment as a questionnaire and hosted focus groups representing secondary school students. What we discovered was that our students felt disconnected from school staff and the students suggested that we begin to reach out to our student population as early as kindergarten. Consequently, our signatures below represent our wholehearted support of Monrovia's grant application for the Elementary and Secondary School Counseling Grant.

We offer our support in the design stage of the grant program and we will commit to working collaboratively with the grant program staff throughout the duration of the grant cycle. Thank you for your commitment and leadership in pursuing this opportunity for our children.

Sincerely,

Kirk McGinnis / Principal MHS
 Print Name Title

Jennifer Benick, MHS Counselor
 Print Name Title

Paige A Bullock student
 Print Name Title

Sashay Zarayan / Student Leader
 Print Name Title

Claudia Millam student
 Print Name Title

(b)(6) Student Rep
 Print Name Title

(b)(6) Counselor MHS
 Print Name Title

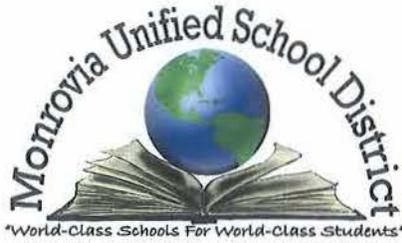
(b)(6) EXECUTIVE DIRECTOR OF OPERATIONS
 Print Name Title

Karen F. Mastrojansuni Pastor
 Print Name Title

(b)(6) Senior PASTOR
 Print Name Title

THERESA CROOKS SCHOOL COUNSELOR MOM
 Print Name Title

(b)(6)



LORETTA WHITSON
Director of Student Support Services
(626) 471-2034
lwhitson@monroviaschools.net

Student Support Services * 325 E. Huntington Drive, Monrovia CA 91016 * 626.471.2000 *

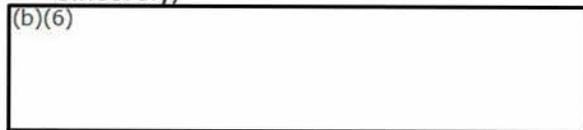
April 24, 2014

Dear Dr. Thorossian,

This January a leadership team was configured to work towards establishing a districtwide PBIS program and to establish guidelines to implement behavioral RTI. When we began to look at resources we recognized the shortage of mental health staff to deliver this service. When the application for the Elementary and School Counseling Programs: CFDA 84.215E was released, the team met and provided leadership in the design of the program. The team recognized that in order to provide the kind of PBIS and Behavioral RTI program desired it would take a strategic approach and staffing. The team was concerned about the high school counselor/psychologist ratio at the elementary level and the pervasive unmet needs of the students. Consequently, I on behalf of this committee and as the Project lead will wholehearted support the MAP program and commit the melding of the current PBIS leadership team objectives within the MAP Project!

Sincerely,

(b)(6)



Loretta Whitson
Director Student Support Services
Monrovia Unified School District



BOYS & GIRLS CLUB
OF THE FOOTHILLS

April 18, 2014

Dr. Katherine Thorossian
Superintendent
Monrovia Unified School District
325 East Huntington Drive
Monrovia, CA 91737

Dear Dr. Thorossian,

I am writing to express my support of Monrovia Unified School District for a Secondary School Counseling Program Grant. Boys & Girls Club of the Foothills is pleased to endorse your efforts and welcomes the opportunity to partner with you in support of our district's young people.

Boys & Girls Club of the Foothills is a 501(c)3 non profit organization dedicated to ensuring all young people, especially those who need us most, reach their full potential as caring, productive, responsible citizens. We do this through intentional and targeted programing in the afterschool hours when young people are most vulnerable to participating in at risk activities.

In addition to being available in the planning phase of the application process, we will support your program in the following ways:

- Provide a staff member to serve as an active member of the Project Advisory Committee.
- Provide resources for the after school hours as needed for students involved in the project.
- Collaboratively explore options for sustaining and/or expanding the grant program after federal funding has ended.

We are excited that Monrovia Unified School District is taking leadership of this very important initiative in order to meet our children's social, mental health and educational needs.

Sincerely,

(b)(6)

John Wilson
Executive Director



City of Monrovia, Department of Community Development
-Monrovia Area Partnership-

MAP Youth Leadership Program
Monrovia City Hall, 415 South Ivy Avenue, Monrovia CA

April 1, 2014

Dr. Katherine Thorossian, Superintendent
Monrovia Unified School District
325 East Huntington Drive
Monrovia, CA 91737

Dear Dr. Thorossian,

Monrovia Area Partnership (MAP) Youth Leadership is pleased to work with the Monrovia Unified School District on applying for a grant to implement a school-based mental health prevention and intervention initiative. As a former elementary teacher and assistant principal, and current community day school principal, I can attest that there is a great lack of mental health behavioral support programs at the elementary level. We would like to partner on this exciting project and welcome the opportunity to enhance the long-standing relationship we have with the district.

MAP Youth Leadership is a City of Monrovia organization, supported through the Neighborhood Services department. We are dedicated to providing an annual leadership academy with follow-up quarterly workshops, civic projects and development resources for area children and youth. Over the past three years we have trained 70 young leaders and supported several enhancement projects in the community.

In addition to being available in the planning phase of the application process, we will support your program in the following ways:

- Provide a staff member to serve as an active member of the Project Advisory Committee
- Provide leadership and mentoring resources for identified elementary students in multiple languages
- Outreach to elementary students' parents and families in multiple languages as to the importance of civic duty and leadership in one's community
- Collaboratively explore options for sustaining and/or expanding the grant program after federal funding has ended.

I look forward to working with you on this exciting project.

Sincerely,

(b)(6)

Susan Hirsch
Community Chairperson



Foothill Unity Center, Inc.

Helping People. Changing Lives.

415 W. Chestnut Ave. Monrovia, CA 91016
Telephone: (626) 358-3486 Fax: (626) 358-8224

191 N. Oak Ave., Pasadena, CA 91107
Telephone (626) 584-7420 Fax (626) 584-7422

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Josephine Anderson

Executive Director

Betty R. McWilliams

A California Nonprofit
Corporation, serving the
communities of Altadena,
Arcadia, Bradbury,
Duarte, Monrovia,
Pasadena, Sierra Madre
and South Pasadena

April 5, 2014

Dr. Katherine Thorossian
Monrovia Superintendent
Monrovia Unified School District
325 E. Huntinton Drive
Monrovia, CA 91016

Dear Dr. Thorossian,

Foothill Unity Center is a multi-service organization that has been serving the families and students of Monrovia for the past thirty-four years. Every year, we help families by distributing free food, health services and referrals, helping enrollment with food stamps and Medi-Cal programs, case management, motel vouchers, and referring families to other organizations, such as counseling, shelter, and health care centers. We also provide help to client families and their children get prepared for back to school, providing free backpacks, school supplies, socks, underwear, shoe gift cards, uniforms/clothing, haircuts, manicures, vision and dental screenings and more. We often work with families who have been referred to us from the Monrovia Unified School District office.

Foothill Unity Center fully supports Monrovia's grant application for the Elementary and Secondary School Counseling Grant and commit to collaboratively working with the proponents of the counseling grant. We have seen numerous families from the Monrovia Unified School District who are in need of many resources for mental and emotional issues that result from dire economic constraints and other distressing factors. We believe that the grant will help support the many families in Monrovia who are suffering socioeconomically and are in need of counseling and outside resources. We look forward to working with you in helping the families of Monrovia obtain the resources they need to become mentally and emotionally healthier and stable families.

Sincerely,

(b)(6)

Betty R. McWilliams
Executive Director

April 1, 2014

Dr. Katherine Thorossian
Superintendent, MUSD
325 East Huntington Drive
Monrovia, CA 91737



Dear Dr. Thorossian,

Monrovia Reads is pleased to work with the Monrovia Unified School District on applying for a grant to implement a school-based mental health prevention and intervention initiative. As a former elementary principal, I can attest that there is a great lack of mental health behavioral support programs at the elementary level. We would like to partner on this exciting project and welcome the opportunity to enhance the long-standing relationship we have with the district.

Monrovia Reads is a non-profit 501c3 dedicated to providing learning resources for Monrovia children. Over the years, Monrovia Reads has provided thousands of books to families with children in poverty or lower socioeconomic status; offered mini-grants to classroom teachers for supplementary printed materials needed in the classroom; financially supported a community literacy van offering family literacy and recreation programs that build self esteem, promote positive behavior, and provide access to information on city services to the low socio-economic neighborhoods in Monrovia; financially supported a pro-active tutorial program for K-12 struggling students and assisted students in college preparatory programs; and, coordinates a twice yearly "Read Across Monrovia" which brings school children and community together in a shared experience with literature.

In addition to being available in the planning phase of the application process, we will support your program in the following ways:

- Provide a staff member to serve as an active member of the Project Advisory Committee
- Help provide reading resources for identified elementary students in multiple languages
- Outreach to elementary students' parents and families in multiple languages as to the importance of reading
- Collaboratively explore options for sustaining and/or expanding the grant program after federal funding has ended.

We are pleased that your organization has decided to take leadership of this very important initiative in order to meet our children's local social, mental health and educational needs. I look forward to working with you on this exciting project.

Sincerely,

(b)(6)

Joanne Spring, Founding President,
Current Board Member

P. O. Box 1033, Monrovia, CA 91017
Telephone (626)303-6600 - Fax (626)303-6619
www.monroviareads.org - email info@monroviareads.org
A 501C(3) California Nonprofit Corporation
PR Award # S215514062

Implementation Contact Person	Type of Service to be Delivered in What Manner?	Start/End Dates	Projected Number of Students Impacted	Evaluation Method (How will you measure results?)		Intended Effect on Academics, Behavior or Attendance?
				Perception Data (ASK examples)	Results Data	
-Principals -Assistant Principals Counselors Community mental health partners (Five Acres) -Office Manager/ Attendance Clerk District Student Support Services	Tier 1: Attendance <ul style="list-style-type: none"> Classroom attendance lessons Recognition ceremony/class contest for good attendance Kindergarten Parent workshop Parent brochure Table at Back to School Night and Open House Robo phone calls explaining importance of attendance Attendance letters mailed home Review and modify Parent/Student Handbooks and policies 	Tier 1: <ul style="list-style-type: none"> Beginning of the year and at second semester Quarterly October September September and May Monthly After first and second unverified absence Annually in July 	Tier 1: 85% of all students grades 2-5 75% of all kindergarten parents	<u>Attitude:</u> % of students who willingly commit to attend school on time <u>Skills:</u> % of students who develop the skill of going to school/class on time <u>Knowledge:</u> % of students who understand the importance of attending school on time and the consequences of not attending school	-Aeries attendance data -Reports from school admin/ counselors Parent training feedback survey	95% attendance rate for kindergarten and first grade students 96% attendance rate grades 2-5

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Esther Park <epark@monroviaschools.net>

Approval for Elementary and Secondary School Counseling Grant

OPR State Clearinghouse <State.Clearinghouse@opr.ca.gov>
To: Esther Park <epark@monroviaschools.net>

Mon, Apr 21, 2014 at 10:06 AM

The application, CFDA #84.215E is not selected by the state for review. No documents required for this office.

Best,

Sheila Brown
Grants Coordinator
OPR/State Clearinghouse
1400 Tenth Street, Suite 212
Sacramento, CA 95814

916 445-0613

From: Esther Park [mailto:epark@monroviaschools.net]
Sent: Monday, April 21, 2014 9:39 AM
To: OPR State Clearinghouse
Subject: Re: Approval for Elementary and Secondary School Counseling Grant

[Quoted text hidden]



Esther Park <epark@monroviaschools.net>

Approval for Elementary and Secondary School Counseling Grant

Esther Park <epark@monroviaschools.net>

Fri, Apr 18, 2014 at 3:56 PM

To: state.clearinghouse@opr.ca.gov

Cc: Loretta Whitson <lwhitson@monroviaschools.net>

Hello!

We are writing from the Monrovia Unified School District regarding the Elementary and Secondary School Counseling Grant, ED-GRANTS-031214-001.

We would like to receive your approval in applying for this grant for our district.

Thank you for your time and support!

--

Esther Park

Counselor Technician

Student Support Services

Monrovia Unified School District

(626) 471-2036

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Monrovia Unified School District will address barriers that can impede equitable access for students, parents, teachers, and others through the following processes:

National Origin/Language/Race:

1. We will ensure that project staff hired will reflect the national origin and race of the student population and that the new staff will speak the languages that reflect the student population.
2. We will ensure that all students, regardless of race, ethnicity, and national origin receive equitable services.
3. We will provide translation services for all written notification to parents and community.
4. Parent Education will occur in both English and Spanish.
5. Translation devices will be available at all community meetings.
6. Classroom instructional materials will be available in both Spanish and English.

Social/Economic:

1. We will ensure that equal outreach occurs to all families with no discrimination based on economics.
2. We will ensure that the MAP counselors reach out to the homeless.

Disabilities:

1. We will ensure that our disabled students including students in Special Day Classes receive support equitable to the general population.
2. We will ensure that classroom lessons are provided in all Special Education Classes and that Special Education students in need of intensive services receive comparable services that are developmentally appropriate.
3. Deaf and hard-of-hearing devices along with American Sign Language Interpreters will be available to parents/students on as needed basis.

Identified Student Programs:

Identification of targeted students will be made objectively and not based on gender, ethnicity, race or any other factor.

Program Specific Assurances

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

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



Signature of Authorized Certifying Official

Superintendent

Title

Monrovia Unified School District

Applicant Organization

4/17/2014

Date Submitted

Intergovernmental Review (SPOC List)

CALIFORNIA

Grants Coordination

State Clearinghouse

Office of Planning and Research

P.O. Box 3044, Room 222

Sacramento, California 95812-3044

Telephone: (916) 445-0613

Fax: (916) 323-3018

state.clearinghouse@opr.ca.gov

California Department of Education (CDE) - School Fiscal Services Division

2014–15 Restricted Indirect Cost Rates for K–12 Local Educational Agencies (LEAs) – Five Year Listing

Rates approved based on standardized account code structure expenditure data

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

As of April 17, 2014

* C = County
D = District

CA= Common Administration
J = Joint Powers Agency

			----- APPROVED RATES -----					
			For use with state and federal programs, as allowable, in:					
County Code	LEA Code	Type*	LEA Name	2010–11 (based on 2008–09 expenditure data)	2011–12 (based on 2009–10 expenditure data)	2012–13 (based on 2010–11 expenditure data)	2013–14 (based on 2011–12 expenditure data)	2014–15 (based on 2012–13 expenditure data)
19	64345	D	Castaic Union Elementary	6.28%	7.85%	7.44%	8.38%	7.95%
19	64352	D	Centinela Valley Union High	8.28%	9.15%	11.52%	10.11%	10.59%
19	64378	D	Charter Oak Unified	7.01%	7.01%	7.45%	6.04%	5.92%
19	64394	D	Claremont Unified	6.07%	5.19%	4.74%	5.24%	4.77%
19	64436	D	Covina-Valley Unified	7.53%	7.17%	5.93%	5.61%	7.27%
19	64444	D	Culver City Unified	5.21%	5.93%	5.45%	6.04%	5.72%
19	64451	D	Downey Unified	4.53%	4.92%	4.81%	5.56%	4.92%
19	64469	D	Duarte Unified	6.76%	5.90%	6.38%	8.34%	9.67%
19	64477	D	Eastside Union Elementary	3.16%	5.53%	4.09%	2.28%	3.78%
19	64485	D	East Whittier City Elementary	4.58%	4.51%	4.43%	4.55%	5.43%
19	64501	D	El Monte City Elementary	5.48%	4.96%	5.00%	5.49%	4.45%
19	64519	D	El Monte Union High	4.60%	5.86%	5.69%	6.62%	5.77%
19	64527	D	El Rancho Unified	4.65%	5.09%	4.60%	4.71%	5.20%
19	64535	D	El Segundo Unified	6.82%	9.11%	8.93%	8.22%	8.10%
19	64550	D	Garvey Elementary	4.62%	4.51%	4.86%	7.23%	8.31%
19	64568	D	Glendale Unified	4.06%	3.84%	3.06%	2.84%	3.16%
19	64576	D	Glendora Unified	5.00%	8.24%	5.99%	4.47%	4.40%
19	64584	D	Gorman Elementary	0.00%	12.67%	15.11%	12.43%	13.24%
19	64592	D	Hawthorne Elementary	5.68%	5.75%	4.51%	4.25%	4.37%
19	64600	D	Hermosa Beach City Elementary	6.52%	10.97%	7.30%	6.27%	6.91%
19	64626	D	Hughes-Elizabeth Lakes Union Elem.	6.69%	6.50%	8.48%	7.13%	6.57%
19	64634	D	Inglewood Unified	3.88%	3.34%	2.77%	4.81%	5.17%
19	64642	D	Keppel Union Elementary	2.71%	3.78%	4.38%	5.48%	5.68%
19	64659	D	La Canada Unified	3.57%	4.97%	4.93%	4.89%	5.15%
19	64667	D	Lancaster Elementary	4.07%	3.80%	4.20%	7.23%	6.72%
19	64683	D	Las Virgenes Unified	2.09%	3.26%	3.40%	3.35%	3.25%
19	64691	D	Lawndale Elementary	4.98%	6.38%	5.54%	5.91%	6.20%
19	64709	D	Lennox Elementary	3.54%	3.55%	3.85%	5.30%	8.05%
19	64717	D	Little Lake City Elementary	6.52%	8.17%	7.56%	8.05%	6.25%
19	64725	D	Long Beach Unified	4.16%	4.17%	3.45%	3.80%	4.42%
19	64733	D	Los Angeles Unified	2.14%	5.26%	2.95%	3.34%	5.19%
19	64758	D	Los Nietos	6.52%	6.14%	6.28%	6.29%	4.81%
19	64766	D	Lowell Joint Elementary	4.36%	4.50%	4.74%	4.62%	3.67%
19	64774	D	Lynwood Unified	8.30%	5.27%	5.75%	9.80%	8.00%
19	64790	D	Monrovia Unified	6.79%	6.37%	8.18%	7.56%	6.54%
19	64808	D	Montebello Unified	4.14%	3.83%	4.39%	4.44%	5.88%
19	64816	D	Mountain View Elementary	3.07%	3.77%	4.72%	4.93%	4.82%
19	64832	D	Newhall Elementary	4.59%	6.09%	6.04%	5.72%	5.81%
19	64840	D	Norwalk-La Mirada Unified	4.68%	5.30%	3.87%	4.57%	6.45%
19	64857	D	Palmdale Elementary	6.37%	6.06%	6.98%	6.70%	5.98%
19	64865	D	Palos Verdes Peninsula Unified	3.14%	3.50%	4.65%	6.62%	6.71%
19	64873	D	Paramount Unified	4.03%	4.37%	5.16%	4.51%	3.99%
19	64881	D	Pasadena Unified	4.10%	4.97%	3.59%	4.03%	4.97%
19	64907	D	Pomona Unified	5.79%	5.39%	5.84%	5.53%	5.64%
19	64931	D	Rosemead Elementary	6.43%	5.80%	6.44%	6.04%	7.41%
19	64964	D	San Marino Unified	9.46%	10.74%	15.88%	11.44%	10.95%
19	64980	D	Santa Monica-Malibu Unified	5.62%	5.37%	6.78%	5.78%	5.73%
19	64998	D	Saugus Union	3.71%	4.78%	4.87%	1.60%	4.65%
19	65029	D	South Pasadena Unified	6.37%	8.83%	5.16%	5.80%	6.56%
19	65037	D	South Whittier Elementary	11.90%	11.35%	9.98%	9.04%	8.06%
19	65045	D	Sulphur Springs Union	5.90%	8.38%	9.22%	9.65%	4.54%
19	65052	D	Temple City Unified	5.89%	4.30%	5.81%	7.57%	7.04%
19	65060	D	Torrance Unified	5.50%	6.64%	5.58%	5.16%	5.54%
19	65078	D	Valle Lindo Elementary	9.76%	0.27%	0.74%	5.91%	5.94%
19	65094	D	West Covina Unified	8.20%	5.96%	6.42%	7.78%	6.04%
19	65102	D	Westside Union Elementary	5.38%	4.82%	5.45%	6.66%	5.56%
19	65110	D	Whittier City Elementary	2.47%	2.96%	3.46%	4.53%	7.64%
19	65128	D	Whittier Union High	6.74%	6.48%	5.19%	5.95%	6.19%
19	65136	D	William S. Hart Union High	5.45%	8.21%	5.88%	5.58%	8.80%
19	65151	D	Wilsona Elementary	4.28%	7.54%	6.30%	5.12%	7.00%
19	65169	D	Wisburn Elementary (reorg. 07/14)	7.45%	4.68%	4.82%	4.84%	See 19-76869



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:

- Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
- Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
- State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
- Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
- Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
- Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
- William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
- Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
- Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
- Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
- Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
- Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
- Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
- Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
- Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
- Law Enforcement Education Program (42 U.S.C. 3775);
- Indian Fellowship Program (29 U.S.C. 774(b));
- Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.


(Signature)

A-25-14
(Date)

Dr. Katherine Thorossian
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: Program CFDA Number 84.215E

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Curriculum Vita

Loretta Whitson

(b)(6)

WHITSON, Loretta

EDUCATIONAL BACKGROUND

- 1992 Masters of Science School Counseling, University of La Verne
- 1989 Bachelor of Arts Communication, CSU, San Bernardino
- 2010-2014 Doctoral student: Organizational Leadership and Educational Management
University of La Verne

CREDENTIALS/LICENSES

- 2006 Clear Administrative Service Credential; CSU, Fullerton
- 2002 Preliminary Administrative Service Credential; CSU, San Bernardino
- 1992 Pupil Personnel Credential, Specialization in School Counseling, University of La Verne

PROFESSIONAL EXPERIENCE

- 1992-2001 Monrovia Unified School District, Monrovia, CA.**
- 2001-Present Director, Student Support Services: Administrative responsibilities includes: All aspects of school attendance and discipline/expulsions, school counseling, School Attendance Review Board Chair, McKinney Vento Homeless Education Act, Foster Care, community mental health services, Section 504 Plans, Medi-Cal, After School Safety and Education Program, nutrition education, character education, school safety prevention education, and threat assessment.
- 1996-2001 Administrator, Special Projects, protocol; completing grant reports; securing \$26 million in additional funds through grant applications.
- 1991-1997 School Counselor, Monrovia Unified School District, Monrovia
- 2004-Present Executive Director, California Association of School Counselors
- 2007-Present Graduate Faculty, Lecturer; Department of Educational Psychology & Counseling, California State University Northridge
- 1994-2006 Senior Adjunct Professor, University of La Verne; Department of School Counseling & School Administration
- 1989-1991 Teacher, Central School District, Rancho Cucamonga, California

PROFESSIONAL LEADERSHIP

- 2006-2009: Commissioner, California Commission on Teacher Credentialing. Governor appointed position on a nineteen member commission to serve as a state standards board for educator preparation for the public schools of California, including overseeing the licensing and credentialing of professional educators in the State and the enforcement of the professional practices of educators. Appointed to Executive Committee, July 2007: Chair: Professional Practices Committee.
- 2000-2002: California Association of School Counselors, Inc. Founding Board Member, President 2000; Corporate Agent for Service of Process; Originating President; Invited workshop and keynote presenter. Expert witness at CA Senate and Assembly Education Committees; Legislative advocate; Wrote quarterly column in the "California School Counselor"; Media spokesperson
- 2001-2004: Los Angeles County After School Leadership Committee Member
- 2001-2006: Board of Institute Examiners, California Commission on Teacher Credentialing: Served as a team member responsible for reviewing university standards in the Pupil Personnel Service Credential specialization areas including, but not limited to, reviewing course content, syllabi, interviewing faculty and staff to determine accreditation standing.
- 2000-current: Voting Member of California Pupil Service Coalition Board - a committee of California education association leaders that focuses on student health and mental health and public policy issues in California K-12 schools.
- 1998-2000: State Pupil Personnel Service Credential (PPS) Panel Member - Commission on Teacher Credentialing: Served on a two-year specialized field research team that designed and wrote the 2000 revisions to the pre-service standards for California School Psychologists, School Counselors, School Social Workers, and Child Welfare and Attendance Workers.
- 1998-2001: Co-chair, School Counseling Legislation Task Force
- 1997-2000: California Delegate to the American School Counselor Association
- 1996-2000: California Association of Counseling and Development (CACD) and the California School Counselors Association (CSCA): CACD Board Member and President of the California School Counselor Association.

AWARDS

- 2010 Loyola Marymount University Educator of the Year: This award is given to one individual annually who has demonstrated extraordinary contribution to the field of education and whose services has encouraged life-long learning, academic excellence, the education of the whole person, and the promotion of service and justice for all.

- 2010: Honorary Inductee into the Kappa Delta Pi honor society
- 2008 2008 Champion for Children Award: This award is the highest honor possible for a school district nutrition education program in California.
- 2007 Inducted into the H.B. McDaniel Hall of Fame (Stanford University)
- 2006 Significant contributions to the field of counseling and support services for students in Monrovia and in the State of California (Monrovia Unified School District)
- 2006 Golden Bell Award Recipient - California School Boards Association: Recognized Nutrition Education Program as an exemplary program, essential to support teaching and learning.
- 2005 Executive Director of the Year (California Association of School Counselors)
- 2004 Golden Bell Award Recipient - California School Boards Association: Recognized Village Extended Learning Program as an exemplary program, essential to support teaching and learning.
- 2002 Individual Award for Excellence in the Field of School Counseling (H.B McDaniel Foundation).

GRANTS

- 04/1/09 – 3/31/12 Project Director, Elementary and Secondary School Counseling Demonstration Program, U.S. Department of Education Q215E090052. \$1,154,971
- 9/1/10 – 6/30/13 Tobacco Use Prevention Education, Cohort F. California Department of Education. \$33,682
- 9/1/10 – 6/30/11 Project Director, ARRA McKinney Vento School Homeless Program, Los Angeles County Office of Education, U.S. Department of Education \$25,000
- 04/1/10 – 6/30/10 Project Director, ARRA McKinney Vento School Homeless Program, Los Angeles County Office of Education, U.S. Department of Education \$25,000
- 7/1/09 – 6/30/10 Director, After school education and safety (ASES) program grant - cohort 1, California Department of Education 07.23939.6479.10. \$770,440
- 7/1/08 – 6/30/09 Director, After school education and safety (ASES) program grant - cohort 1, California Department of Education 07.23939.6479.10. \$825,628
- 10/1/07 – 9/30/10 Director, Network for a Healthy California, California Department of Public Health 07-65329. \$1,974,396

7/1/07 – 6/30/12 Author, 21st Century Community Learning Center, U.S. Department of Education \$747,000

7/1/07 – 6/30/08 Director, After school education and safety (ASES) program grant - cohort 10/1/04 – 9/30/07 Director, Nutrition Network, California Department of Health Services 04-35452. \$1,884,777

7/1/06 – 6/30/07 Administrator, After school education and safety (ASES) program grant - cohort 1, California Department of Education 07.23939.6479.10. \$825,628

7/1/05 – 6/30/08 Author and Administrator, Student Motivation and Maintenance California Department of Education \$375,000 .

7/1/02 – 6/30/05 Author and Administrator, Before and after school learning and safety neighborhoods partnerships, California Department of Education 02/03.23939.6479.22. \$1,188,000

7/1/99 – 6/30/02 Author and Administrator, After school education and safety (ASES) program grant, California Department of Education 1999.03490.6479.22. \$1,404,000

04/1/09 – 3/31/12 Project Director, Elementary and Secondary School Counseling Demonstration Program, U.S. Department of Education. Q215E090052. \$1,154,971

10/1/07 – 9/30/10 Director, Network for a Healthy California, California Department of Public Health 07-65329. \$1,974,396

10/1/04 – 9/30/07 Director, Nutrition network, California Department of Health Services 04-35452. \$1,884,777

7/1/07 – 6/30/08 Director, After school education and safety (ASES) program grant - cohort 1, California Department of Education 07.23939.6479.10. \$825,628

7/1/06 – 6/30/07 Administrator, After school education and safety (ASES) program grant - cohort 1, California Department of Education 07.23939.6479.10. \$825,628

7/1/07 – 6/30/05 Author and Administrator, Before and after school learning and safety neighborhoods partnerships, California Department of Education 02/03.23939.6479.22. \$1,188,000

7/1/99 – 6/30/02 Director, After school education and safety (ASES) program grant, California Department of Education 1999.03490.6479.22. \$1,404,000

PUBLICATIONS

- Johnson, C.D., Johnson, S., Whitson, L., Rowell, L., (2010, May/June) Ready, Respectful, Responsible, *ASCA School Counselor*, 47(5), 14-18.
A Title I school district in California starts a districtwide elementary school counseling program from the ground up.
- Hanson, C., Whitson, L., & Meyers, P. (2002, May/June), California's Core, *ASCA School Counselor*, 39(5), 22-27.
- Rowell, L., Whitson L., & Thomas, S. (2008). Middle and High School Supplemental Counseling Program: Increased Support for Student Success in California Schools, *Center for Student Support Systems & California Association of School Counselors*.

Plus numerous articles & quarterly column in the California School Counselor

PRESENTATIONS IN PEER-REVIEWED VENUES

Presenter: "Culturally Proficient Collaboration: Use and Misuse of School Counselors." 5th Annual Cultural Proficiency Institute Access, Equity, and Inclusion in your Organization, Orange County, California June 29-July 1, 2011

Co-presenter – Action Research of the Americas; Conference Theme: The Invention and Re-Invention of Knowledge: Action Research Across the Americas (May, 2013).

Co-presenter - School Counseling Accountability and Effectiveness; *American Education Research Association*; Disciplined Inquiry: Education Research in the Circle of Knowledge (San Diego, CA, 2009)

PROFESSIONAL PRESENTATIONS

Keynote speaker and honorable inductee: Choose to Be Extraordinary, Loyola Marymount University Kappa Delta Pi Honor Society (May, 2010)

Commencement Speaker: The Power of You, University of La Verne, School of Education and Organizational Leadership (January, 2010)

Implementing the New California Standards for the School Counseling Profession: San Bernardino City School District (February, 2009).

Careers Project Panelists Discussion to Legislators: California Research Bureau (February, 2009)

Implementing the New California Standards for the School Counseling Profession: Association for California School Administrators (January, 2009)

California Principals of Effective Practice; Implementing the New California Standards for the School Counseling Profession: Orange County Office of Education (December, 2008)

California Standards for the School Counseling Profession: California Association of School Counselor, Pre-Conference (November, 2008)

School Counseling in California...Changing the Paradigm. Invited Speaker: Orange County Assistant Superintendents (October, 2007)

When Students Are More Out Of School Than In And What Should We Do About It? Invited speaker: San Gabriel Valley League of Women Voters (April, 2007)

Master of Ceremonies: AB1802 Implementation Conference. Sacramento, CA. (October, 2006)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE

The Project budget reflects the goals and objectives stated in the grant narrative.

Personnel: To implement the 3-year Monrovia's Achievement, Attitude, Action Program (MAP), three Full-Time Equivalent (FTE) credentialed school counselors, and one FTE credentialed school psychologist will be hired to serve within the grant project. The Student Support Services Director, Loretta Whitson, will devote 10% FTE of her time as Program Director (PD), a minimum of four hours per week, in order to close the gap of minimal counseling support at the five project schools by providing a minimum of one mental health staff at each school. Each new staff member will oversee one school. The current school counselor will be housed at one site, Mayflower Elementary, and the three new school counselors will serve at Bradoaks, Monroe and Plymouth Elementary. The new school psychologist will serve at Wild Rose Elementary to meet the high special education population, including three full containment classes for students with Autism as well as serving the general population of students. We will seek a school psychologist candidate that is also a credentialed school counselor, a common occurrence in California. The two current school psychologists will divide their time between four project schools and provide triage services for Wild Rose.

Fringe Benefits: The fringe benefit rate for certificated employees is 10.9% plus \$15,418 per person annually for Health and Welfare.

Travel: The Program Director with one project staff member will attend the Office of Safe and Healthy Students National Conference each year for three years. The travel budget also reflects funds set aside for Project Director's Meeting Year-1. The first year travel budget will provide for the training of coaches on Positive Behavior Intervention Support strategies to lead the effort in Year-2 towards fully implemented PBIS program district-wide in all of our elementary

schools. Additional travel will occur with school counselors attending the state school counseling conference. In Year-2 one project staff member will be trained as a trainer-of-trainers in PBIS. Also, at the end of Year-2 the travel budget reflects project team attending and presenting grant findings at the ASCA conference and Year-3 will also include project team presenting findings at the state conference.

Equipment: Year-1 budgeted funds are to provide for four computers and work station, along with one IPAD per counselor and appropriate connections, allowing grant counselors to access data outside of their office and make classroom presentations using the IPAD.

Supplies: This line item reflects: Year-1 general office start-up supplies. Annually budgeted items are funds for instructional materials (English/Spanish), consumables, California Healthy Kids Survey testing supplies (.45 cents per fifth grade student), counseling board games, and parent education materials and promotional brochures.

Contractual: Annually the budget reflects \$24,000 allocated for the Principal Investigator's fees. The services are reflected in evaluation section of the grant. Year-2 Contractual line-item includes \$6,800 for trainer to work with project schools in the implementation of PBIS.

Indirect Costs: The state of California Department of Education designates indirect cost annually. The average indirect cost for the past three years was 7.2%. Monrovia USD indirect rate has been set at 6.54% through June 30, 2015. We are unsure of when the state will announce the indirect rate for future years.

Total Costs: The sum total of direct costs is \$373,840, the indirect cost is \$26,160, and the stipend cost is \$0 per year. The total cost of each year for the project will be \$400,000 and the grand total for all 36 months will be \$1,200,000.

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

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

Name of Institution/Organization

Monrovia Unified School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	235,232.00	243,093.00	252,960.00			731,285.00
2. Fringe Benefits	86,408.00	88,947.00	90,910.00			266,265.00
3. Travel	14,400.00	8,000.00	5,000.00			27,400.00
4. Equipment	9,600.00					9,600.00
5. Supplies	4,200.00	3,000.00	970.00			8,170.00
6. Contractual	24,000.00	30,800.00	24,000.00			78,800.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	373,840.00	373,840.00	373,840.00			1,121,520.00
10. Indirect Costs*	26,160.00	26,160.00	26,160.00			78,480.00
11. Training Stipends						
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00			1,200,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 6.54 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Loretta		Whitson	

Address:

Street1:	325 East Huntington Drive
Street2:	
City:	Monrovia
County:	
State:	CA: California
Zip Code:	91016
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
626) 471-2034	

Email Address:

lwhitson@monroviashools.net

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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