

**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 # S215E140582**

**Grants.gov Tracking#: GRANT11638831**

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

Closing Date: Apr 28, 2014

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

**Application for Federal Assistance SF-424**

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

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

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="95-6001815"/>	* c. Organizational DUNS: <input type="text" value="0999994920000"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="44711 N. Cedar Ave."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Lancaster"/>
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="93534-3210"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Michele"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bowers"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(661) 948-4661 x. 134"/>	Fax Number: <input type="text"/>
--	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

CFDA Title:

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

\* Title:

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

**13. Competition Identification Number:**

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Lancaster Unified School District Anti-Violence and Bullying School Counseling Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,192,693.00"/>
* 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="1,192,693.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jennifer Carpenter</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Lancaster 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

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

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Lancaster Unified School District

\* Street 1: 44711 N. Cedar Ave.    \* Street 2: \_\_\_\_\_

\* City: Lancaster    \* State: CA: California    \* Zip: 93534-3210

Congressional District, if known: 23

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

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215
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<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name n/a \_\_\_\_\_ Middle Name \_\_\_\_\_

\* Last Name n/a \_\_\_\_\_ Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name n/a \_\_\_\_\_ Middle Name \_\_\_\_\_

\* Last Name n/a \_\_\_\_\_ Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

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

\* Signature: Jennifer Carpenter

\* Name: Prefix Dr. \_\_\_\_\_ \* First Name Michele \_\_\_\_\_ Middle Name \_\_\_\_\_

\* Last Name Bowers \_\_\_\_\_ Suffix \_\_\_\_\_

Title: Superintendent    Telephone No.: (661) 948-4661 x. 134    Date: 04/28/2014

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S215E140582

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

Section 427 GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **Section 427 GEPA**

The proposed counseling program that will be implemented at Desert View, Joshua, Jack Northrop, Linda Verde, Mariposa, Miller, Nancy Cory, Sierra and Sunnysdale Elementary Schools, by Lancaster Unified School District, Lancaster, California, will ensure equitable access to and participation in its federally assisted program for students, teachers and other program beneficiaries with special needs. The program is currently designed to target high-risk youth and will provide services that are appropriate to meet their needs. The proposed counseling program will be designed with the diverse population of the school in mind: Counseling services will be provided in English and Spanish so that English Learners and students with limited English proficiency can have access to the full array of counseling services. Appropriate measures, including educational materials and computer software designed to help student with physical impairments such as blindness or deafness will be procured on a case-by-case basis. The school counselors will work together as a team with parents, teachers, administrators, and community agencies to ensure that all students are receiving equitable access to federally funded counseling and intervention services.

## 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

Lancaster Unified School District

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: Michele Middle Name:

\* Last Name: Bowers Suffix:

\* Title: Superintendent

\* SIGNATURE: Jennifer Carpenter

\* 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:

PROJECT ABSTRACT: The Lancaster School District will serve 9 elementary school sites(Desert View, Joshua, Jack Northrop, Linda Verde, Mariposa, Miller, Nancy Cory, Sierra and Sunnydale) with hiring 3 counselors the first year; increasing each year, since early intervention and prevention is the focus and the ideal place to begin. The district will hire a Coordinator of Student Services to facilitate professional development and training opportunities and to provide ongoing support to all school counselors and school psychologists. The additional counselors will provide services to the 6,112 students. Currently, only a part time psychologist is on campus at each site and they rarely have enough time to complete the testing assignments given to them, leaving no time for prevention, intervention or postvention for the students in need.

The goals of the program will be to improve the ratio of qualified school counselors to students in District, decrease behavior referrals by 5% each year, increase in academic learning by increasing the API at each school 5% each year, and introducing the Project Lead , project based curriculum for grades 3-5 and 6-8 in the first year and K-2 Year 2 and expand to all grades year 3; with the goal of improving academic outcomes, providing resiliency to students, and helping them develop assets needed to be successful in school and in their future. Project Lead will help improve school engagement, school environment, and school safety and help improve family and community engagement. (Competitive Priority 1) and provide support to the military families stationed on the base near Lancaster.( Competitive Priority 2) .Results will also show that by adding counselors to the school district- grades will improve incidents for student's referrals and disciplinary actions will decrease, students will be successful safe and fulfilled.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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**Dept. of Education ESSC Program  
Lancaster School District Table of  
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**Dept. of Education ESSC Program  
Lancaster School District Project  
Narrative**

## **Section I. Need for Project**

### **Need for Services**

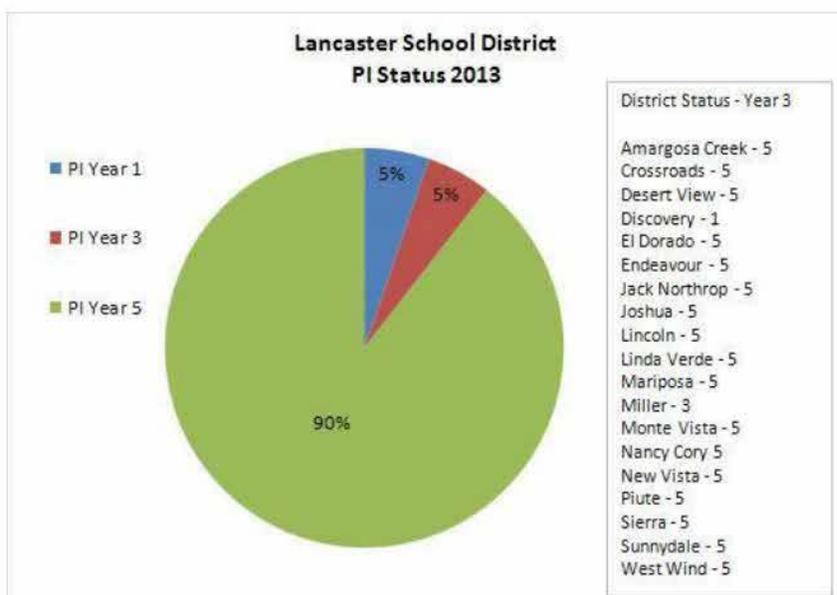
Lancaster School District is a K-8 district located in the high desert about 60 miles northeast of Los Angeles and serves students in preschool through eighth grade. Lancaster currently ranks as the 30th largest city in California, and the 148th largest city in the United States. Most of the District's 82.5 square miles lies within the City of Lancaster with a small portion in the unincorporated boundaries of Los Angeles County. Lancaster District has been educating Antelope Valley youth since 1885, and believes the District provides excellent educational opportunities for the more than 14,000 students who attend the schools. The district consists of one alternative education, one K-8, four middle schools, and thirteen elementary schools. In addition, Lancaster School District serve 683 students in a project based preschool program.

In Lancaster, the unemployment rate is currently 12.5% percent — almost double the national average of 6.6% according to Home Facts Statistics. This has grown tremendously since 2005 when it was 6.4%. The state rate is 8.5%. The median income in the region, \$48,237, is far below the state average of \$58,931, according to Census statistics and City data 10.4% of the population live on under \$10,000 a year. Only 4.2 in the state live off of that limited income. 26.1% of the residents live below the poverty line as compared to 19.1% in the state. Since 2009 the poverty level has doubled.

Since the 1930's, when an airplane was brought to the area at Muroc Air Base for test flights, Lancaster military economy has grown relatively steadily. Today, Muroc is Edwards Air Force Base, and has an impact on the local economy. However, many students are now in the district for a limited amount of years.

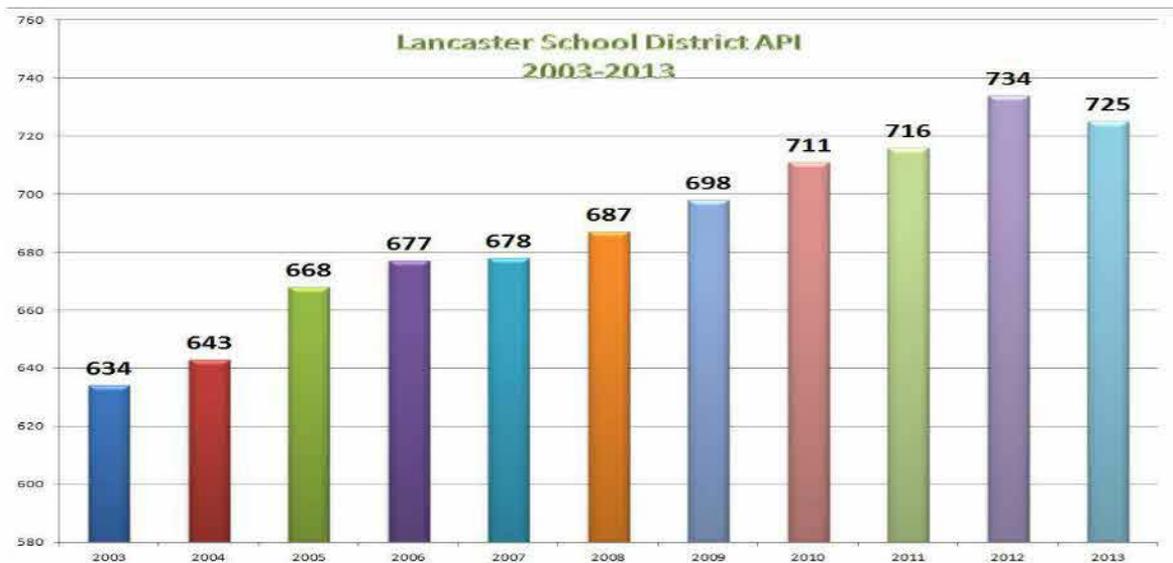
Crime in Lancaster has increased in the past few years. According to the City Rating Statistics incidents of larceny property crime, robbery, theft and other crimes increased over 10% in the last 4 years. The social and economic context presents huge challenges to youth trying to navigate school successfully and lay a foundation for a productive and healthy adulthood for students.

The student population at Lancaster School district is 14,713 Kindergarten through eighth graders in 14 Elementary and 4 middle schools; 18.8% of the students enrolled are English Learners and 81.9% of the students in the district are on free and reduced lunch. Lancaster District is a Program Improvement District with many of the school in year 5 of Program Improvement. (See chart)



As a district, the mission is to provide high-quality, rigorous instruction for all students in a nurturing environment that will prepare them to be productive members of their communities and in the greater society and global economy. The district-wide goals are to continually improve instruction in the content areas and across the curriculum through professional development and training and implementation of the Common Core Standards; to improve English language proficiency for the English learners; and to engage parents and the community to partner with the school to improve student achievement.

Lancaster School District has continued to make progress academically as seen in growth in the Academic Performance Index (API). In 2007 the API was 678 and in 2013 it has grown to 725. However, in 2013 the district took an 11 point drop overall and did not meet 20 out of 41 criteria on the Federal AYP Adequate Yearly Progress.



While Lancaster School District has made significant progress, challenges in serving the educational needs of the high-need, socioeconomically disadvantaged

student population still exist. Students often come from homes where parenting skills and formal education are limited, transiency due to moving for hopes for jobs, military assignments or affordable housing; therefore, the students begin their school careers with limited self-regulation skills that are critical to school success

... 2012 Healthy Kids Survey Results for the district show the need for intervention and prevention counseling in the district by the following:

34% of 7<sup>th</sup> graders report feeling sad or hopeless

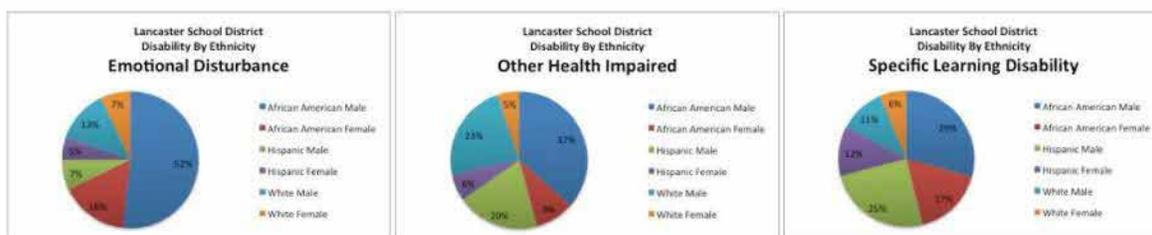
22% of girls had a physical fight in school last year; 31% of the boys

22% of the girls feel being harassed /bullied because of race; 27% of the boys

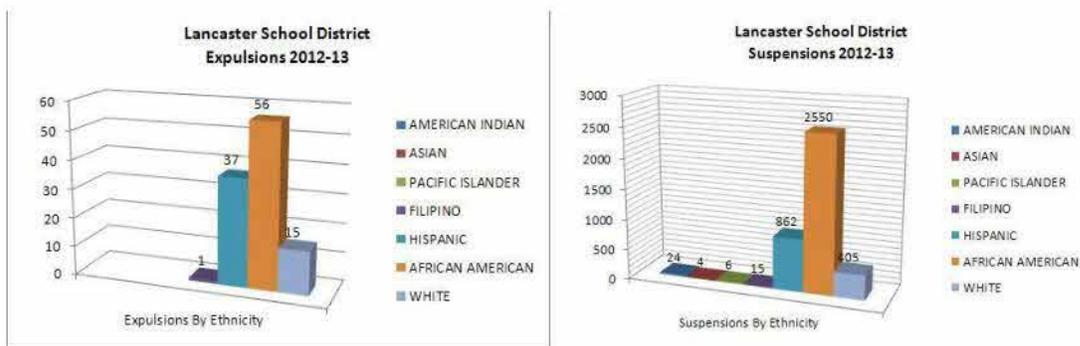
13% of the girls feel bullied or harassed because of being gay/lesbians; 14% of boys

7% of the girls report belonging to a gang/ 9% of the boys.

The Special Education and African American population; especially students that fall under both categories are struggling the most. Even though they are not the largest ethnicity in the district they are responsible for a large number of suspensions in the district. (See Chart following charts).



With this information a need is being greatly left with limited resources and attention to intervention, prevention and postvention.



The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners (American School Counselor Association). Students who are feeling harassed, hopeless and bullied early in their education will carry those feelings into high school and in their future endeavors. Providing a counselor to help students acquire positive attitudes and skills in the personal/social development during these elementary years will serve as the foundation for future success.

Challenges students face each day in Lancaster School District can deem them “at risk” at any time in their lives. High levels of absenteeism, homelessness, poverty, poor peer relations, poor academic achievement ( as seem by CST scores grades, AYP,API ), disrespect for authority, low SES, military connected students, and office referrals. The challenges the students face affect the students academically and socially and if not addressed early on will continue and exacerbate as they get older. With the budget crisis in California and a lingering stagnant economy nationally, community and family resources are being stretched to the breaking point. More and more often, our schools are expected to handle students who are dealing with extremely challenging mental health and behavioral issues.

It is absolutely vital that elementary schools provide some type of

comprehensive, school-based support and counseling services for families and students so that all the students under their care and supervision can learn in a positive school setting and continue services into middle school.

In addition, studies indicate that if early intervention is not put into place, when individual students are left without help and support during their early school years, then by the time they reach middle school, the behavior problems have escalated out of control and students are more likely to engage in more aggressive or even illegal behavior, endangering themselves and other students in the process.

#### **GAPS IN SERVICE:**

Currently, Lancaster has no mental health professionals ,except for School Psychologists, including counselors, at the proposed 14 target schools ( 4 middle, 1 alternative and 9 elementary). This offers little to no opportunity for early intervention and no support in the case of severe and serious behavioral, emotional or family issues for any of the students. Realizing the need, Lancaster School District has proposed a comprehensive 2014-15 school year program beginning with the middle schools and the alternative school (Funded by the district utilizing state funds from (LCCF) Local Control Funding Formula Supplemental and Concentration monies and incorporating the elementary schools with the funds from this grant if funded.) Project Lead is a counseling program that focuses on student outcomes, promoting and enhancing equity and access to rigorous educational experiences for all students. The program will help promote student leadership and success while it targets a reduction of office referrals, reducing the suspension rate; giving children alternatives to aggression

and fighting; improving socialization skills; individual counseling for children who are tackling emotional or behavioral problems; and homelessness and transiency and fear of military impacted families. The grant will target 9 elementary schools.(Desert View, Joshua, Jack Northrop, Linda Verde, Mariposa, Miller, Nancy Cory, Sierra and Sunnydale) since early intervention and prevention is the focus and the ideal place to begin. The grant will fund 3 elementary site counselors to service the 9 schools. The district will hire a Coordinator of Student Services to facilitate professional development and training opportunities and to provide ongoing support to all school counselors and school psychologists. The Coordinator will serve as the Project Lead Project Director for 20% of his/her work time to insure the fidelity and effectiveness of the program resulting in success for the students. Implementation of Project Lead at all sites will provide students access to ongoing, integrated counseling services that will help them be more successful socially and academically at their current grade level and into their future.

## **II: Quality of the Project**

***Specific and measurable goals, objectives, and outcomes to be achieved by the proposed project:***

<b>Goal:</b>
<b>Improve the ratio of qualified school counselors to students in Lancaster Elementary School District. Move toward the ratio recommended by ASCA (American School Counselor Association) and the statute, 250 students to 1 counselor. (Absolute Priority #1)</b>
<b>Objective:</b>

<b>Add three full time counselors at 9 elementary schools to provide early intervention, prevention postvention before and during and after times of crises and conflict and provide lessons and skills building in peer interactions and relationship building.</b>	
<b>Benchmark:</b>	
<b>Year</b>	<b>Benchmark</b>
<b>Year 1 (2014-15)</b>	<b>Total District student to counselor ratio will be 632 students to 1 counselor.</b>
<b>Year 2( 2015-16)</b>	<b>Add 1 counselor Total 7 District wide;4 at target schools</b>
<b>Year 3 (2016-17)</b>	<b>Add 1 counselor Total 8 District wide; 5 at target schools</b>

<b>Goal: Decrease referrals while increase skills in students</b>
<b>Objective:</b>
<b>Reduce number of discipline referrals by 5% each year at the participating 9 schools each year the program is implemented and after. 5 percent each year.</b>
<b>Benchmark:</b>

<b>Year 1 (2014-15)</b>	<b>Baseline:</b> <b>Desert View: 12.69%</b> <b>Joshua: 12.61%</b> <b>Jack Northrop: 11.11%</b> <b>Linda Verde: 28.67%</b> <b>Decrease 5%</b> <b>Mariposa: .65%</b> <b>Miller: 18.88%</b> <b>Nancy Cory: 11.61%</b> <b>Sierra: 23.36%</b> <b>Sunnydale: 12.5%</b>
<b>Year 2(2015-16)</b>	<b>Decrease 5%</b>
<b>Year 3 (2016-17)</b>	<b>Decrease 5%</b> <b>Total 15%</b>

**Goal:**

**Introduce the Project Lead project based curriculum for grades 3-5 and 6-8 in the first year and K-2 Year 2 and expand to all grades year 3; with the goal of improving academic outcomes.**

**Objective:**

**Improve API index scores at all schools, moving toward the CA state API goal**

**Benchmark:**

<b>Year 1 (2014-15)</b>	<b>Baseline: API</b> <b>Desert View: 758</b> <b>Joshua: 680</b> <b>Jack Northrop: 758</b> <b>Linda Verde: 644</b> <b>Increase 5%</b> <b>Mariposa: 757</b> <b>Miller: 772</b> <b>Nancy Cory: 796</b> <b>Sierra: 728</b> <b>Sunnydale: 743</b> <b>District: 725</b> <b>Introduce Project Lead to grades 3-5; 6-8</b>
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<b>Year 2 (2015-2016)</b>	<b>Add grades K-2; additional 5% growth</b>
<b>Year 3 (2016-2017)</b>	<b>Full Implementation of Project Lead in 9 schools and additional 5% growth in academic API scores</b>

Additional Objectives of Project Lead Comprehensive Program:

- *Professional Development*--PBIS implementation training will be provided for 9 elementary school. Each school will train a 5 member team.
- *Professional Development*--Non Violent Crisis Intervention training will be offered. 2 days of training is scheduled for all school counselors to attend.
- *Professional Development*--School Culture and Climate training (John Oliver) will be offered for 9 school sites.
- *Parent Education/Information*--Curriculum, materials and supplies will be

purchased to provide 9 parents workshops offered throughout the school year.

- *Student Assemblies*--9 assemblies will be presented throughout the year focusing on school safety, bullying, making good choices, alternatives to aggression, socialization skills.

### **Activities to be carried out by the proposed project**

If funded, Lancaster School District will hire three fully qualified and certified full-time counselors; each one will oversee 3 school sites for a total of 9 schools. Combined with the proposed 2014-15 Coordinator of Student Services, Counselors in the 4 middle schools and alternative school will provide counseling and early intervention to all school sites. Depending on needs and referrals the counselors can be utilized at schools other than their initially assigned schools, especially in a crisis situation ensuring immediate intervention is available if needed at any time. Initially, students with suspension and referrals from the previous year will be referred for an intake meeting to establish whether any short whether or long term services are needed or the concern or situation is carried into the New Year. These students will be targeted throughout the year whether in counseling or in a check in basis to ensure contact by a caring adult at the school occurs regularly. Dropout prevention research shows students that have an adult school member they feel cares and communicates regularly with them will stay in school in the future. Since a previous suspension or referral already puts them at risk, this strategy helps them learn appropriate coping strategies ,creates resilient students and students will succeed academically and socially. ( Alliance for Excellent Education, 2009; Rumberger & Lim, 2008, Finn & Rock, 1997).

Professional development classes will be help to train all psychologists and

counselors in the Project Lead components and how to monitor students and caseloads. Professional Development classes will be conducted and monitored by the District Coordinator and Advisory Committee.

The District Coordinator (program director) will hold monthly coordination meetings and an analysis of referrals will insure the students in need will have services rendered to them in a timely matter. The counselors will be utilized to implement group and individual counseling services for all students under the Project Lead, district program, that is designed to reduce aggression, promote positive social behaviors, and increase success in school. Short term or ongoing need will be determined during the referral process using the RTI Response to Intervention Model and SST Student Study (Success) Team Meeting. Classroom teachers, parent and/ or student can utilize the referral process as a student demonstrates the need for services. In addition to individual and small group counseling, counselors will lead/teach teachers in research based lessons that will help students with decision making, dynamics of relationships, peer interactions and dealing with stress.

**Decision Making:** design and implement programs and strategies that increase knowledge of skills, personality, interest and values; refusal skills; knowledge of education and career choice; knowledge of lifelong learning values

**Dynamics of Relationships:** develop and implement programs and strategies that help students increase interpersonal and social skills, effective communication and healthy personal and social behavior.

**Peer Interactions:** programs that include conflict resolution strategies and strategies that support the district's PBIS (Positive Behavioral Intervention and

Supports) structures on each campus; non-violent responses to bullying; tolerance and diversity.

**Dealing with Stress:** programs that ensure students know how to access personal and social resources, diffusing anger; help ensure students are aware of support systems and programs, services and opportunities made to them.

Within these 4 sets of curriculum counselors will be trained within the professional development classes to help identify and provide intervention, prevention, and postvention to subgroups as follows:

- African American: This population will be a focus group as they have been identified at risk with most referrals in both the special education and regular education population. ( See Chart). Provide students with resources to build relationships and connectiveness to school; Help build positive relationships and help finding appropriate responses to situations.
- At-risk Students ( academics ,attendance .behavior) : The counselors will help students access resources needed; help them build self-esteem and resiliency skills to adjust and adapt to situations deeming them at risk.
- Military: The counselors will help students of military families deal with stress associated with having one or more parents deployed, on active duty and mobility issues of changing schools with assignments; help with students feel they belong and making new friends
- English Language Learners: The counselors will help them adjust to new school, language and culture; help students who are new to the country adjust to school and situations that may occur.

Project Lead programs/classes are designed to build social-emotional competence and self-regulation — which will help them focus in class, get along with their peers, and have more friends, be confident in their in decision making choices which will ultimately help them be more successful in school and in other settings (Wentzel & McNamara, 1999; Project Happiness, 2008 and Elksnin, Linda K.; Nick Elksnin (2003)

### **Collaboration with parents, agencies and organizations**

Parent Committees at each site such as PTO, and School Site Council will have opportunity to meet with the Project Director and counselors throughout the year. Parents may, at any point, request a meeting with the school counselor. Additionally, teachers may choose to involve counselors in parent-teacher meetings if the exhibited behavior or situation calls for more parental involvement and greater communication and collaboration between the parents and the school staff and administration including SST'S and yearly schedule conferences.

Lancaster School District will appoint an advisory board to advise on the design and implementation of the counseling program Project Lead. This advisory board will be composed of parents, teachers, administrators, counselors, psychologists, and community counseling service providers. The advisory board will monitor the implementation of Project Lead plan components, including personnel, budget, goals and actions.

Parenting classes will be offered school wide and personal invitations will be given to parents of students who have had a pervious suspensions or behavior violations and follow services provided as needed. Members from local social services agencies and non-profits that provide supplementary mental health services, other health services, academic support, and family resources will be invited to attend

monthly meeting with the Counseling Staff and director. The Program Director will work with the Advisory Committee to identify these agencies and bring them into the collaborative process. Many agencies have already joined efforts in helping provide additional services to the students of Lancaster. Child and Family Guidance Center, Penny Lane-Mental Health, Antelope Valley Partners for Health, Department of Children Services and others have joined efforts in helping close the gap in services and providing extra opportunities for students to succeed. (See letters of support) It is a critical role of the Director and Counselors to pinpoint key stakeholders and make sure they are participating in the process to help children achieve their best, academically and socially.

### **III. Quality of Management Plan**

As the program is implemented in each school in Lancaster School District, adaptations can be made to reflect the needs of each school, in the philosophy and belief statements, mission statement, goals and objectives and need based on referrals. Based on the philosophy and mission statements, each school will follow the Positive Behavior Intervention Support ( PBIS) model to implement the activities, interactions, and methods to deliver the program and the ASCA National Model as a guide for managing the curriculum and evaluating outcomes. The PBIS model gives on the social, emotional and academic outcomes for students. is a systemic approach to proactive, school-wide behavior. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

Schools implementing PBIS build on existing strengths, complementing and

organizing current programming and strategies. The PBIS model has been successfully implemented in thousands of schools in over 40 states, resulting in dramatic reductions in disciplinary interventions and increases in academic achievement. ( WS PBIS Coalition) . Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

The ASCA National Model places a high-priority on data-driven decision-making as the guide to managing the curriculum and evaluating outcomes. School counselors will be required to demonstrate that decisions are based on a careful examination of the quantitative and qualitative data collected for the program. Action plans will also be used by school counselors, teachers, and administrators

to decide how to address each desired student competency or other objectives.

Lancaster School district already utilizes Professional Learning Communities and through these the implementing of Project Lead will help ensure effectiveness of the students' needs being met. Baseline data will be identified and benchmark milestones will be marked and noted as they are reached. Discussions regarding how these benchmarks were met (or not) will provide feedback and direction for future program objectives and direction. Timely feedback will guide decisions as to which strategies, programs, trainings and other actions will continue as planned or course corrected as indicated by the data.

The model also provides formats for weekly and yearly school counseling calendars, which will help the counselors to keep students, parents, teachers, community representatives and administrators informed. This ensures active participation by all stakeholders in the program and continuing feedback throughout the year. The yearly calendar template includes fields for the curriculum to be taught,

individual planning activities (grade level meetings, individual goal setting, preparation and administration of individual screening tools), responsive services (individual and small group counseling sessions, ) and system support (parent organization meetings, mouthy partner meetings). School counselors will be responsible for collecting data and reporting to the Program Director, who will compile the data into a format readily analyzed for the review for staff, parents, community members and CDE reporting.

The following timeline will form the basis of the yearly plan for each school year through June 2017. Each year will include the following activities and tentative scheduling, subject to slight alteration to reflect the yearly schedule of the district, school staff, and parents.

A summary assessment of outcome data for each year will be reported to the U.S. Department of Education and a cumulative outcomes report will be made available at the end of year three. A similar timeline will be repeated each year of the grant.

### **Timeline for Implementation of LANCASTER Elementary Counseling Program**

- Convene meeting of Program Director, Budget Officer and Superintendent to discuss key strategies for hiring counselors, August 2014
- Initiate hiring, August 2014
- Complete hiring, September 2014
- Advisory council meeting, discuss objectives for the year, discuss yearly calendar for curriculum, individual planning, responsive services, and system support October 2014
- Begin Professional Development in Project Lead components Oct 2014
- Orientation for new counselors, meeting with Program Director and District

leadership, review ASCA guidelines and Project Lead, PBIS Training, November 2014

- Orientation for new counselors, meetings District wide and at each school, address goals and objectives for the program ,November 2014
- Convene first meeting, Coordination of Services, draft beliefs, philosophy, mission statement, disseminate these statements to parents and school staff, solicit feedback, December 2014
- Orientation for schools, training, December 2014.
- Begin implementation of program, first teacher-counselor meetings, December 2014
- Teacher-counselor meetings, March 2015
- Parent meetings ( report to PTO/SSC), program audit, review program plan for next school year, June 2015
- Counselor-teacher meetings, June 2015
- Annual reporting to DOE, June 2015
  
- Review plan for the year, September 2015
  
- Counselor-teacher meetings, September 2015
  
- Advisory council meeting, December 2015
  
- Teacher-counselor meetings, December 2015

#### **IV: QUALITY OF THE PROJECT EVALUATION**

An Evaluation Team made up of administrators and counselors will meet and report to the school staff and quarterly to the School Site Council. The Evaluation the will provide feedback and permit periodic assessment and progress for the school district. They will develop an annual report addressing the project evaluation questions, including documentation, regarding the degree to which the project evaluations objectives of reducing discipline referrals, increasing attendance and academics, have been achieved. The report will comply with all the guidelines of the United States Department of Education. A brief summary will be developed and distributed to teachers, classified staff and parents at each of the target school sites. Qualitative data collected will include pre and post surveys of students and parents as needed. The Evaluation Team will help ensure success to the students in this program.

The Evaluation Team (staff, counselors, parents as needed) will use various forms of qualitative and quantitative data to evaluate the Project Lead and the individual and small group counseling program. Based on the data, the Evaluation Team will make changes in the program to improve the efficiency of the program and to ensure that the Program is meeting its proposed outcomes.

#### **Quantitative:**

The following quantitative data will be collected on an annual basis:

- Attendance Rates,
- CST scores
- PI status and API Index
- CHKS Survey Outcomes

- Total number of Suspensions and Expulsions
- Total number of referrals for disciplinary reasons
- Total number of students referred for special education
- Number of referrals and ratio of mental health professionals to students at each school and district wide.
- Attendance at parent workshops

**Qualitative:**

The following qualitative data will be collected:

- Observation assessments (ongoing),
- Student perception surveys (pre and post surveys)
- Teacher-counselor consultation (once a month)
- Counselor-parent consultation (once a month for special education referred students, twice yearly for total school population),
- Results of parent needs assessment surveys and post-workshop surveys, to be taken at the beginning and end of each school year (surveys will be designed by counselors and Student Services)

The District will continue to use the Power School system for referral reporting. Surveys for parent workshops will be designed by the Advisory Council for the program. Attendance from parent workshops will be taken to gauge the extent to which the workshops are fulfilling parent needs.

**GPRA DATA:**

Finally, the Program Director will be responsible for collecting and reporting both GPRA measures to the U.S. Department of Education.

Baseline GPRA measures:

*GPRA 1:* The percentage of grantees closing the gap between their student/mental

health professional ratios and the student/mental health professional ratios recommended.

Schools participating in the grant	Students enrolled (Baseline) (2012-	Number of Child-adolescent psychiatrists	Number of School Psychologists (Baseline)	Number of School Counselors (Baseline)	Number of School Social Workers	Number of Other Qualified Mental Health Professionals, if
Desert View	783	0 FTE	.82	0 FTE	0 FTE	0 FTE
Joshua	670	0 FTE	.75	0 FTE	0 FTE	0 FTE
Jack	633	0 FTE	.69	0 FTE	0 FTE	0 FTE
Linda Verde	724	0 FTE	.80	0 FTE	0 FTE	0FTE
Marioposa	713	0 FTE	.65	0 FTE	0 FTE	0FTE
Miller	654	0 FTE	.76	0 FTE	0 FTE	0 FTE
Nancy Cory	627	0 FTE	.69	0 FTE	0 FTE	0 FTE
Sierra	660	0 FTE	.78	0 FTE	0 FTE	0FTE
Sunnydale	657	0 FTE	.72	0 FTE	0 FTE	0 FTE
	6,112	0 FTE	6.66	0 FTE	0 FTE	0 FTE

Lancaster's target schools currently have 6 full time psychologists and one who works a .66 assignment. With an enrollment of 6,112 this makes a 1:917 student ratio far from the ASCA recommendation and difficult to implement a prevention program. Currently, many of the Psychologist's assignment are special education related and testing for learning disabilities leaving little time for crises services,

intervention and prevention opportunities. Providing 3 full time counselors will reduce the ratio to 1: 632 the first year; 1:573 the second year; and 1:524 the third year if enrollment stays steady. Each year more opportunities will be available and more intervention, prevention and postvention can occur.

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

Schools participating in the grant	Number (%) of students Enrolled (Baseline) (2012-2013)	Number (%) of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
Desert View	783	12.69 Suspensions .73 Expulsions
Joshua	670	12.61 Suspensions .30 Expulsions
Jack Northrop	633	11.11 Suspensions .16 Expulsions
Linda Verde	757	28.67 Suspensions .14 Expulsions
Mariposa	713	6.94 Suspensions .17 Expulsions
Miller	654	18.88 Suspensions .15 Expulsions
Nancy Cory	627	11.61 Suspensions 0 Expulsions
Sierra	660	23.36 Suspensions 0 Expulsions
Sunnydale	615	12.50 Suspensions .15 Expulsions

Total	6,112	137.37 Suspensions 1.8 Expulsions
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The average suspensions per school site is 15.26 based on the GPRA 2. This will serve as the programs baseline data. With the addition of 3 fulltime counselors, the program director monitoring the program, monthly coordination of services meetings with the counselors and parent education, these numbers will decrease 5% each year and continue to decrease as counselors and Project Lead is implemented.

..... This information will be used as baseline data for the program and monitored, analyzed and reported to Advisory Committee, Parent Committees and the DOE as required. The Evaluation Team and Advisory Committee will monitor referrals closely and make needed adjustments to ensure success at all schools for 2014-15 and the following years.









## Other Attachment File(s)

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# MAYRA YANEZ

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## EDUCATION:

- California State University Northridge** July 2010  
**Master of Arts Degree** in Educational Administration  
Administrative Services Credential
- California State University Los Angeles** June 2008  
**Master of Science Degree** in Counseling, Option in School Psychology  
Pupil Personnel Services Credential in School Psychology and Child Welfare and Attendance  
Nationally Certified School Psychologist  
Certificate in Applied Behavior Analysis  
Certificate in Autism Spectrum Disorders  
Eligible for the Board Certified Behavior Analyst (BCBA) Examination October 2013  
BACB ID BACB201582
- California State University Los Angeles** June 2003  
**Bachelor of Arts Degree**, Urban Learning with Professional Education Minor,  
Option in Blended Multiple Subject Matter Teacher Preparation  
California Preliminary Multiple Subject Credential  
CLAD Supplemental Authorization

## WORK EXPERIENCE:

- 11/11-Present** *School Psychologist, Lancaster School District: Elementary, Middle, & Alternative School*
- Conduct psychoeducational, social-emotional, and behavioral assessments on students with a wide range of disabilities to assist in determining eligibility, the development of educational plans, and determining appropriate placements.
  - Develop and manage 504 plans for students.
  - Participate as an active member of the Student Study Team and provide recommendations to address student needs.
  - Provide individual and group counseling services to students.
  - Participate as a member of the school-wide behavioral supports committee for the district.
  - Assist with the referral process for students attending alternative school.
  - Presented professional development to district staff.
- 10/10-10/11** *School Psychologist, Los Angeles Unified School District: Bilingual Compliance & Non-Public School Department*
- Assess for language dominance of Spanish speaking students.
  - Conduct psychoeducational, social-emotional, and behavioral assessments in Spanish on students with a wide range of disabilities to assist in determining eligibility, the development of educational plans, and determining appropriate placements.
  - Assist with assessments involving Due Process procedures.
  - Act as Administrative Designee at Individualized Education Program meetings.
  - Act as the liaison between the district and the non-public school.
  - Made recommendations for and completed ERMHS assessments.
- 7/08-10/10** *School Psychologist, Eastside Union School District: Elementary & Middle School*
- Conduct psychoeducational, social-emotional, and behavioral assessments on students with a wide range of disabilities to assist in determining eligibility, the development of educational plans, and determining appropriate placements.

PR/Award # S215E140582

- Utilize knowledge of state and federal regulations with regard to the identification of students with disabilities.
- Develop behavior support plans to address student needs.
- Consult and collaborate with school personnel and parents regarding strategies to address student needs.
- Coordinate and assist in the referral of students and their families to appropriate school and community resources as necessary.
- Provide individual and group counseling services to students.
- Develop and manage 504 plans for students.
- Provide staff development trainings and facilitate staff meetings.
- Participate as an active member of the Student Study Team and provide recommendations to address student needs.
- Participate as a member of the crisis intervention team.
- Served as the district representative in the Learning Disability/Response to Intervention SELPA committee.
- Served as the district representative in the School Based Mental Health committee.

11/03-6/07

***Bilingual Teacher, Los Angeles Unified School District  
O'Melveny Elementary School: Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade***

- Taught English Language Learning students.
- Served as the grade level chair.
- Participated as a member of the Student Study Team and School Based Management committee.
- Coordinated the Mother Daughter Going on to College Program, a program designed to prepare students and parents for college.
- Coordinated and instructed the Behavior Management Program for parents geared to provide positive behavior supports.
- Served as a Behavior Intervention Case Manager.
- Provided intervention based instruction to students who were identified as working "below basic" and "far below basic" in language arts and mathematics.
- Used progress monitoring and pre-and post-measures to evaluate academic performance.

12/02-11/03

***Mentor/Counselor, Los Angeles Unified School District  
Fulton Middle School: 6<sup>th</sup>-8<sup>th</sup> grade***

- Provided individual and group counseling for students identified as "at-risk" academically.
- Developed treatment goals for students.
- Maintained close communication with parents to assist in meeting the students' treatment goals.
- Assisted parents with community services referrals.

**HONORS and MEMBERSHIPS:**

- California State University of Los Angeles, Charter College of Education, U.S Department Office of Special Education and Related Services.  
Bilingual School Psychologist Training Project Honor's Grant Recipient
- TEAMS/ Americorps Fellowship Program Recipient
- Member of the National Association of School Psychologists
- Member of the California Association of School Psychologists

**SPECIAL SKILLS:**

- Bilingual (English and Spanish)

**Job Title:     **Coordinator, Student Services****

**Definition:**

Under the supervision of the Director of Student Services, is a member of the Educational Services Team and is responsible for assisting in all aspects of the special education programs throughout the District.

**Distinguishing Characteristics:**

A primary focus of this position is to oversee and monitor all special education programs and staff within the District to ensure a positive learning environment that promotes a high level of student achievement and compliance with all board policies, administrative regulations, and federal and state laws.

**Essential Job Duties:**

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks, or may perform similar related tasks not listed here.

1. Collaboratively assist to develop, monitor, and evaluate the effectiveness of all special education programs and services.
2. As part of the Educational Services Department, work collaboratively to establish and maintain a comprehensive, supportive educational program for all students.
3. Coordinate the placement of students requiring special education and related services in compliance with state and federal laws, and act as liaison between programs to provide coordinated services to those students.
4. Maintain records and other systems which reflect compliance with federal and state mandates for special education accountability and documentation.
5. Coordinate District services with SELPA representatives, representing the District in SELPA activities as requested by Director.
6. Oversee the development and implementation of student Individualized Education Plans (IEPs), as well as monitor the integrity of the adopted IEP system.
7. Assist in the selection, monitoring, and evaluation of curriculum and programs utilized to allow all students access to the core curriculum.
8. Maintain knowledge regarding special education laws and state assessments, and communicate this to administrators and staff.
9. Act as liaison between teachers at individual school sites and other stakeholders, including Student Services staff, designated service providers, other districts within and outside the SELPA, and outside agencies.
10. Communicate information related to Student Services goals and programs to administration, staff, parents and the general public when appropriate.
11. Act as administrative support at designated IEP meetings.
12. Act as District representative in special education due process mediations or hearings at request of Director.
13. Assist in the recruitment, selection, personnel requests, and assignment of staff assigned to special education programs/services.
14. Maintain up to date job descriptions for all Student Services staff positions.
15. Coordinate continuing education for special education teachers with institutes of higher education and District New Teacher Support Programs.

**Job Title:     **Coordinator, Student Services****

16. Coordinate/develop regular staff meetings and professional development activities for all special education staff.
17. Assist in development of inservice opportunities for parents of special education students.
18. Assist parents in accessing appropriate education programs and related services.
19. Coordinate meetings between program chairpersons on a regular basis to communicate pertinent information and protocols.
20. Provide site administrators support regarding implementation of all special education laws, regulations, and requirements.
21. Act as liaison to District bargaining units to assure contractual adherence.
22. Assist in preparation of all requested or required special education reports.
23. Monitor special education budgets and expenditures, including state and federal grants.
24. Supervise and evaluate all assigned staff (classified and certificated).
25. Attend and participate in District meetings, applicable trainings and/or workshops as required to support the program.
26. Perform all other duties assigned.

**Minimum Knowledge, Skill and Ability:**

**Knowledge of:**

- Federal and state laws regarding special education.
- Techniques and resources utilized in assessing, instructing, and evaluating special education students.
- Child abuse laws and reporting procedures.
- Culturally and linguistically diverse backgrounds.
- District policies/procedures, rules, regulations, memos, bulletins, announcements and reasonable requests by proper authority.

**Skill and Ability to:**

- Establish and maintain cooperative relationships with administrators, school personnel, parents, students, co-workers and the public.
- Communicate effectively in the English language both orally and in writing.
- Maintain the integrity of confidential information relating to a student, family, colleague or district patron.
- Effectively advise and evaluate appropriate personnel.
- Meet schedules and time lines.
- Work independently with appropriate direction.
- Analyze situations accurately and adopt a course of action.
- Use tact, patience and courtesy when dealing with people.
- Use electronic communication and computer keyboarding skills.
- Work harmoniously with others and communicates effectively both orally and in writing, with student, parents and staff.
- Support other administrators when needed.

**Job Title:**     **Coordinator, Student Services**

**Training and Experience:**

Minimum qualifications:

- CA Administrative Services Credential
- Masters degree in Special Education, Psychology or other related field.
- Additional credential in one of the following areas:
  - Special Education teacher/specialist
  - Speech/Language Pathologist Specialist
  - Other applicable special education related credential
- At least five years experience in the education of special education students

**Physical Requirements and Working Conditions:**

- Require vision (which may be corrected) to read small print.
- Require the mobility to stand, stoop, reach and bend. Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.
- Perform work, which may require sitting for prolonged periods.
- Is subject to inside environmental conditions.
- May be required to work at a computer terminal for prolonged periods.
- May be required to take and pass a physical examination.
- Will be required to have LifeScan fingerprinting completed and cleared prior to beginning work.
- Must have a valid CA divers license and be insured.
- Utilize own vehicle for transportation as needed.
- Regular attendance to work, punctuality in meeting deadlines, attending required and suggested meetings and following schedules.
- May be required to work evenings or weekends.
- May be required to attend periodic evening meetings and/or travel within and out of District boundaries to attend meetings.

<b>Physical Demands:</b>	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting			X
Standing			X
Walking			X
Bending (neck)			X
Bending (waist)		X	
Kneeling	X		

Lancaster School District  
August 2010

**Job Title:** ... **Coordinator, Student Services**

Reaching		X	
Stooping	X		
Crawling	X		
Twisting (back & neck)		X	
Climbing	X		
Pushing/Pulling	X		

		<b>Lifting</b>			<b>Carrying</b>	
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.		X			X	
11 – 25 lbs.		X			X	
26 – 50 lbs.	X			X		
51 – 75 lbs.	X			X		

<b>Mental Demands:</b>	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise			X
Interpret Data			X
Organize			X
Write			X
Plan			X
Multi-Task			X

<b>Equipment Use:</b>	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone			X
Copier		X	
Computer			X
FAX Machine	X		

OPR State Clearinghouse  
<State.Clearinghouse@opr.ca.gov>  
to: Dana Leusch <dana@californiaconsulting.org>  
date: Fri, Apr 4, 2014 at 10:05 AM  
subject: RE: CFDA# 84.215E DOE ESSC Program

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

Best,  
Sheila Brown  
Grants Coordinator, OPR/State Clearinghouse  
1400 Tenth Street, Suite 212  
Sacramento, CA 95814  
[916 445-0613](tel:9164450613)

# 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](mailto:sacsinfo@cde.ca.gov), or call 916-322-1770.

As of April 17, 2014

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

				----- APPROVED RATES -----				
				For use with state and federal programs, as allowable, in:				
County Code	LEA Code	Type*	LEA Name	2010–11 <small>(based on 2008–09 expenditure data)</small>	2011–12 <small>(based on 2009–10 expenditure data)</small>	2012–13 <small>(based on 2010–11 expenditure data)</small>	2013–14 <small>(based on 2011–12 expenditure data)</small>	2014–15 <small>(based on 2012–13 expenditure data)</small>
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



## Antelope Valley Partners for Health

*Community Collaborative Promoting Health and Wellness*

April 11, 2014

From: Antelope Valley Partners for Health

Re: US Elementary and Secondary School Counseling Grant

Antelope Valley Partners for Health (AVPH) is a private non-profit with a mission to promote health and wellness and to improve access to health care in the Antelope Valley. We offer programs for school age youth, pregnant women and families with children 0-5, and adults. While we often act as a catalyst for program development, we also provide direct services in areas where there are gaps in services. Our services focus on health promotion and healthy youth development.

Lancaster School District is a partner with AVPH in a Healthy Eating and Active Living (HEAL) grant funded by Kaiser Foundation, a grant funded by United Way to support the development of a positive behavior program in one middle school, and a Safe Routes to School project funded by Los Angeles County Public Health. The school district values collaboration in improving conditions for our young people and are committed and capable participants in achieving program objectives.

AVPH convenes and facilitates three Coalitions that meet to network and identify gaps in services for youth: AV Youth Development Network, Safe School Safe Communities Consortium, and HEAL Zone Partnership Coalition. These groups have identified the need for increased counseling services in our schools to strengthen youth development and provide early intervention services for youth who are at-risk or struggling with life situations. The effort of Lancaster School District to strengthen counseling services by applying for this grant opportunity is strongly supported by these groups who are willing to assist the implementation process through networking, coordination to maximize utilization of existing services for youth, and cross-training.

Antelope Valley Partners for Health recognizes the need for counseling services in Lancaster School District, fully supports the objectives of this grant application, and will continue to facilitate collaboration among agencies serving families and youth.

Regards,

A handwritten signature in black ink that reads 'Jean Varden'. The signature is written in a cursive, flowing style.

Jean Varden, M.Ed.

Antelope Valley Partners for Health

Director of School Age Programs

661 713-4999

[jvarden@avph.org](mailto:jvarden@avph.org)



Eric M. Book, *Chair*  
Morgan Stanley  
Smith Barney

Melissa Broadwell, *Vice Chair*  
Matadors Community  
Credit Union

Joyce L. Barkin, *Treasurer*  
Barkin, Perren,  
Schwager & Dolan, LLP

Deborah M. Neal, Ed. D.,  
*Secretary*  
Community Advocate

Shekhar Chikhalikar, ESQ  
SNC Law Office

Linda Drescher  
Travelers Services of  
Southern California

Ramon Escobedo, Jr.  
Napa Street School

Robert Garcia, Jr., ESQ  
Law Offices of  
Jeffrey C. McIntyre

Nancy Lee Grah  
ABC Television

Janice Kyser  
Community Advocate

Myles M. Mattenson, ESQ

Karineh Moradian  
Kaiser Permanente

Sari Scheer  
Community Advocate

Ken Teasdale  
LaRue, Corrigan,  
McCormick & Teasdale LLP

Bonnie Weissman  
Kaiser Permanente

Bill Winkelmann  
Anheuser-Busch Inc.

Roy Marshall, M.P.A.  
*President /CEO*

Jeff Adler Ph.D.  
*Director of Operations*

Duc Tu  
*Director of Finance*

Kathleen Welch-Torres, Ph.D.  
*Director of Programs*

Main Address  
9650 Zelzah Avenue  
Northridge, CA 91325  
818.993.9311

40005 10th Street West,  
Suite 106  
Palmdale, CA 93551  
661.265.8627

[www.childguidance.org](http://www.childguidance.org)

April 21, 2014

Dr. Michelle Bowers  
Superintendent  
Lancaster School District  
44711 Cedar Ave.  
Lancaster, CA 93534

RE: Elementary and Secondary School Counseling Program Grant

Dear Dr. Bowers:

Child and Family Guidance Center is pleased to submit this letter of support to the Lancaster School District for their proposal in expanding the Elementary and Secondary School Counseling Programs. Child and Family Guidance Center agrees that the ability to hire counselors for the elementary and secondary schools would bring a greatly needed service to the students in our communities.

Child and Family Guidance Center, a community partner with the Lancaster Schools District, provides school-based mental health. The ability to enhance the services provided to students by the additional counseling staff would be fully supported by our organization. We have experienced Lancaster School District staff to be dedicated to the support and well being of their students. Child and Family Guidance Center is committed to work closely with its community partner to improve the lives of students and their families referred for services.

Child and Family Guidance Center fully supports the objectives of this grant application and will continue to facilitate collaboration with its community partners such as Lancaster School District.

Sincerely,

Lisa Thompson-Boudreau, LCSW  
Director-Child and Family Guidance Center



April 21, 2014

Dr. Michele Bowers  
Superintendent  
Lancaster School District  
44711 Cedar Avenue  
Lancaster, CA 93534

Re: US Elementary and Secondary School Counseling Grant

The Children's Center of the Antelope Valley is a private non-profit agency with a mission to prevent child abuse through education and intervention. We offer programs from 0 through 18 through various County and State grants, subsidized through sponsorship and community donations. For over 26 years, we have collaborated regularly with Lancaster School District to provide services for their students and informational lectures and events for their staff.

As a community based mental health agency with an active school based program, we recognize that school personnel are often the first to notice mental health or other at risk issues. However, due to capacity and contractual issues, we are often not able to treat a child whose issues may not have yet impacted their ability to function or can be connected to a specific trauma. The child who may not need the level of the service that the Children's Center offers, could greatly benefit from school based counseling services to provide early intervention to ensure their future success.

The Children's Center of the Antelope Valley therefore recognizes and values the need for additional counseling services in Lancaster School District and fully supports the objective of this grant application.

Sincerely,

Rebecca Sue Page  
Executive Director



R. Rex Parris Mayor  
Marvin E. Crist Vice Mayor  
Ronald D. Smith Council Member  
Ken Mann Council Member  
Sandra Johnson Council Member  
Mark V. Bozigian City Manager

April 15, 2014

Dr. Michele Bowers  
Superintendent  
Lancaster School District  
44711 Cedar Avenue  
Lancaster, CA 93534

RE: Elementary and Secondary School Counseling Program Grant

Dr. Bowers,

The City of Lancaster is pleased to submit this letter of support to the Lancaster School District for their proposal to expand their elementary school and secondary school counseling programs through the U.S. Department of Education Office of Elementary and Secondary Education grant program.

The City of Lancaster recognizes the important role that school counselors and school-based mental health has in creating safe and productive learning environments for students. School counselors are vital members of the education team who provide students with the tools necessary to achieve in the classroom, develop socially and plan for their future.

The Lancaster School District is committed to their students and improving family and community engagement. For the last two years, the City of Lancaster has partnered with the Lancaster School District and local health providers to develop a Safe Routes to School Master Plan. The completed plan will give the City and School District guidelines for creating a safe environment for children to walk and bike to school.

The City of Lancaster supports the Lancaster School District's efforts wholeheartedly. There is a strong need in the Antelope Valley to provide our students with support services and programs for them to achieve success in school and develop into contributing members of our society.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Bozigian".

Mark Bozigian  
City Manager

*Penny Lane*

April 23, 2014

Lancaster School District  
44711 Cedar Avenue  
Lancaster, CA 93534

RE: US Elementary and Secondary School Counseling Grant

Penny Lane Centers is a non-profit agency who currently partners with the Lancaster School District to provide Mental Health Counseling directly at the following school sites: Armagosa Middle School, Crossroads Alternative, Discovery Elementary, Joshua Elementary, Lincoln Elementary, Linda Verde Elementary, Monte Vista Elementary, Piute Middle School, and Sunnysdale Elementary School.

Penny Lane's mission is to foster hopes and dreams by empowering children, youth and families to reach their highest potential. Penny Lane offers individual, family, parenting and group counseling services, psychiatric services and psychological testing. In our partnership with the School District, we have also developed educational materials for students and parents on important issues such as suicide prevention/self-harm.

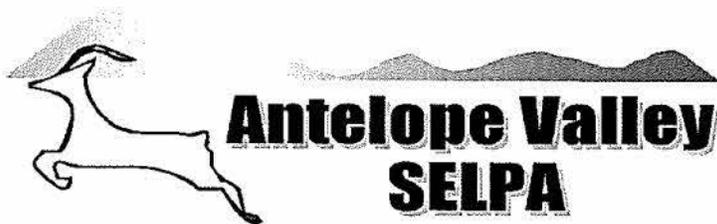
School-based mental health counseling plays such a crucial role in benefiting students by improving their social, emotional, and academic development as well as their overall well-being. Collaboration with teachers, principals and school personnel also facilitate increased success for students in the school environment.

The Antelope Valley is in great need of additional support due to the lack of general resources as well as the low socio-economic status of many of the families who live in the area. Penny Lane supports the Lancaster School District's efforts to obtain this grant in order to provide comprehensive services including early intervention, crisis intervention and prevention and mental health education.

Sincerely,



Jennifer Gorman, LMFT  
Licensed Marriage and Family Therapist  
Clinic Program Manager  
Penny Lane Centers



Benay Loftus M.A.  
Program Administrator  
37212 47<sup>th</sup> Street East  
Palmdale, CA 93552  
Phone: 661.274-4136  
Fax: 661.274.0313

April 17, 2014

To: Dr. Michele Bowers  
44711 North Cedar Ave,  
Lancaster CA 93534

From: Antelope Valley SELPA  
37212 47<sup>th</sup> Street East  
Palmdale CA 93552

Re: US Elementary and Secondary School Counseling Grant

Dear Dr. Bowers,

The Antelope Valley Special Education Local Planning Area (AVSELPA) is pleased to submit this letter of support to the Lancaster School District in their efforts to expand their counseling supports to students in both elementary and secondary schools throughout the district. Their interest in submitting this grant to the US Department of Education, Office of Elementary and Secondary Education reflects their commitment to expanding programs for students and ensuring all students have access to counseling services.

The AVSELPA provides special education oversight and support to ten school districts in the Antelope Valley area of northern Los Angeles County. The Lancaster School District is one of the larger districts with the AVSELPA and is responsible for implementing their own and regionalized programs for students with special needs throughout the valley.

The Lancaster School District continues to be a forward-thinking district with students needs as their primary endeavor. Their efforts to ensure that students receive both academic and social-emotional supports are evident in everything they do. For example, in the past few years, Lancaster School District has partnered with the City of Lancaster and AV Partners for Health to promote and support safety and wellness for students in the district.

It is with pleasure and genuine support that the AVSELPA writes this letter of support to the Lancaster School District in their efforts in submitting this counseling grant application to the US Department of Education, Office of Elementary and Secondary Education.

Sincerely,

  
Benay Loftus

## Brenda Smith

36705 Pine Valley Court  
Palmdale, Ca 93552  
(661) 285-0887

**OBJECTIVE:** To always strive to maintain effectiveness, responsibility, vision, and passion in my role as a curriculum and educational leader.

### EDUCATION

- 1978-1979 Child Development Major, University of Upsala, Sweden
- 1975-1981 B.A. Liberal Studies, California State University, Northridge
- 1990-1992 M.A. in Administrative Education, California State University, Bakersfield
- 2004-2005 Certificate, ACSA Curriculum & Instruction Academy

### EMPLOYMENT

- 2012-Present: **Assistant Superintendent, Educational Services, Lancaster School District**  
Member of District Executive cabinet, responsible for working closely with the Superintendent, cabinet members, board members, site personnel and community advisory committees to regularly assess district educational philosophies, monitor student academic progress and revise district goals as appropriate to promote high quality teaching and learning for all students.
  
- 2007-2012 **Director, Curriculum, Instruction & Assessment, Lancaster School District**  
District level curriculum and educational leader, responsible for overseeing curriculum development, implementation of academic programs, professional development, textbook adoption, student achievement, assessment and accountability, and state and federal programs,
  
- 1994-2007 **Principal, Scholar, Palmdale School District**  
Curriculum and educational leader, responsible for providing an effective school environment that allows for formalized, social, emotional and cognitive learning experiences to occur for all students.
  
- 1992-1994 **Administrative Assistant, Palmdale School District**  
Responsible for discipline, school attendance matters, disaster preparedness, supervision of office and support staff, teacher evaluation and other duties as assigned by my principal.
  
- 1991-1992 **Curriculum Resource Specialist, Palmdale School District**  
Responsible for State and Federal programs, staff in-services, curriculum development and implementation, and new teacher support.
  
- 1990-1991 **Administrative Intern, Palmdale School District**  
Responsible for scheduling, school assemblies, school community relations and coordination of noon-duty and teacher assistants' schedules.  
1988-1989

1990-1991 **Resource Specialist, Palmdale School District**

Responsible for running the Resource Program, including academic screening, i.e.p. writing and classroom services for learning disabled students.

1981-1990 **Classroom Teacher, Grades K-6th, Palmdale School District and Los Angeles Unified School District**

Responsible for lesson plans, curriculum presentation, student evaluation and parent conferencing.

## **PROFESSIONAL ACTIVITIES**

**Member**, ACSA-Association of California School Administrators, 1992 to present

**Member**, District Diversity Team, Palmdale School District (PSD), 2000

**Member**, District Visual and Performing Arts Committee, PSD, 1999-2001.

**Trainer**, Ruby Payne-Framework for Poverty In-services, Lake Arrowhead, 2000-2001.

**Facilitator**, Staff Development for Diversity Awareness and Sensitivity, PSD, 1996-2001

**Facilitator**, Staff Development for the Multicultural Classroom, PSD, 1996-2001

**Participant**, Beyond Diversity Training- Glenn Singleton, Monterey, CA, 1997

**Participant**, Cultural Competency Training-Randall Lindsay, Sacramento, CA, 2000

**Participant**, Decreasing the Achievement Gap-Pam Noli, PSD, 2000

**Nominee**, AV ACSA Diversity Award, 2000

**Attendance**, ACSA Diversity Conferences, 1995-2004, Various Locations

**Attendance**, CABE Conferences, 1999-2003, Various Locations

**Adjunct Faculty**, CLAD, Cross-Cultural Class, UCLA, 2002-2005

**Part Time Lecturer**, Bilingual Education, Advanced Studies Dept., CSUB, 2000-2007.

## **REFERENCES**

References available upon request

Program Specific Assurances

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

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

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

Michele Bowers, Ed  
Signature of Authorized Certifying Official

Superintendent  
Title

Lancaster School District  
Applicant Organization

4/28/14  
Date Submitted

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**FY 2014 Elementary and Secondary School Counseling Programs Grant:  
Budget Narrative Guidelines & Information**

*The District and District finance officer should consider the following types of budgetary information for each year of the project. This will assist the grant writer in developing an accurate Budget Narrative for the application.*

<b>BUDGET – YEAR ONE</b>			
Personnel (include names & titles)	Number of Units	Cost per Unit	Brief Description
Counselor	3	\$63,416	1 Counselor will provide support for 3 elementary schools. Grant funds will provide support to nine elementary schools and they will be served with 3 counselors  TOTAL - \$190,248
Project Director – Administrative Costs	10% of 1 FTE	\$14,800	1 Student Services Coordinator will work 1 day per week (10% of time) to provide oversight for the program, coordinate and facilitate professional development. Support and train School Counselors and Psychologists to develop and implement Positive Behavior Support Plans and crisis intervention  TOTAL-\$14,800
Fringe Benefits			
Statutory	13.7%	\$26,064	TOTAL-\$26,064 3 Counselors
Health & Welfare	3	\$13,850	TOTAL-\$41,550 3 Counselors
Travel			
Conference	2	\$4020	Office of Safe and Healthy Schools Conference in Washington, DC – Project Director and 1 Staff member Airfare (LAX to DC) \$680x2 = \$1360 Accommodations \$990x2 = \$1980 Per Diem \$200x2 = \$ 400 Auto/Parking/Taxi = \$ 280  TOTAL-\$4020
Project Director's Meeting		\$1770	Project Director's Meeting in Washington, DC- Year One only Airfare (LAX to DC) = \$680 Accommodations = \$660

			Per Diem = \$ 150 Auto/Parking/Taxi = \$ 280 TOTAL-\$1770
Equipment			
Supplies			
PBIS Incentives	9	\$8300/school	PBIS Incentives and Supplies (Per School) Student Incentives = \$3000 Reward Fieldtrip(s) = \$3500 Classroom/Office Posters = \$ 800 Exterior signage = \$ 600 Copies = \$ 400 Subtotal per school = \$8300 TOTAL - \$74,700
Contractual			
Professional Development	2 days	\$6000	Positive Behavior Intervention & Supports (PBIS) provided by Los Angeles County Office of Education – Certificated and Classified Personnel – 9 Elementary Schools PBIS Implementation Teams TOTAL-\$6000
Professional Development	2 days	\$1200	Nonviolent Crisis Intervention (NCI) and Behavior Management Training - TOTAL-\$2400
Training Stipends			
Professional Development	4 days	\$130	PBIS Implementation - 9 Elementary Schools – 5 member teams = 45 teachers @ \$130/day (substitute costs) x 4 days training/implementation planning TOTAL-\$23,400
Other			
Healthy Kids	1530	\$.30/student	California Healthy Kids Survey (CHKS)

Survey			Grade 5 1530 students @ \$.30/student = \$459  California School Climate Survey (STAFF) = no charge when administered with CHKS  TOTAL -\$459
Student Assemblies	9	\$1100/ea	Student Assemblies on School Safety and Bullying/Making Good Choices  TOTAL - \$9900
Parenting Workshop	9	\$500/ea	Parent workshop(s) – Curriculum/Materials/Supplies  TOTAL-\$4500
<b>TOTAL YEAR ONE</b>		\$399,811	

<b>BUDGET – YEAR TWO</b>			
Personnel (include names & titles)	Number of Units	Cost per Unit	Brief Description
Counselor	3	\$63,416	1. Counselor will provide support for 3 elementary schools. Nine elementary schools will be served with 3 counselors TOTAL - \$190,248
Project Director – Administrative Costs	10% of 1 FTE	\$14,800	1 Student Services Coordinator will work 1 day per week (10% of time) to provide oversight for the program, coordinate and facilitate professional development. Support and train School Counselors and Psychologists to develop and implement Positive Behavior Support Plans and crisis intervention  TOTAL-\$14,800
Fringe Benefits			
Statutory	13.7%	\$26,064	TOTAL-\$26,064 3 Counselors
Health & Welfare	3	\$13,850	3 Counselors @ \$13,850/ea TOTAL-\$41,550

Travel			
Conference	2	\$4020	Office of Safe and Healthy Schools Conference in Washington, DC – Project Director and 1 Staff member Airfare (LAX to DC) \$680x2 = \$1360 Accommodations \$990x2 = \$1980 Per Diem \$200x2 = \$ 400 Auto/Parking/Taxi = \$ 280  TOTAL-\$4020
Equipment			
Supplies			
PBIS Incentives	9	\$5000/school	PBIS Incentives and Supplies (Per School) Student Incentives = \$2000 Reward Fieldtrip(s) = \$2500 Copies/posters = \$ 500 Subtotal per school = \$5000  TOTAL - \$45,000
Contractual			
Professional Development	2 days	\$2000	Positive Behavior Intervention & Supports (PBIS) provided by Los Angeles County Office of Education – Certificated and Classified Personnel – 9 Elementary Schools PBIS Implementation Teams.  TOTAL-\$4000
Professional Development	5 days/school	\$1200/day	School Cultural Development – Kinder-6 <sup>th</sup> Grade teachers at 4 Elementary sites  TOTAL-\$24,000
Technical Support	1	\$10,000	Data Collection, Analysis, Monitoring and Evaluation of Program Effectiveness
Training Stipends			
Professional Development	2 days	\$130	PBIS - 9 Elementary Schools – 5 member teams = 45 teachers @ \$130/day substitute costs

			TOTAL \$11,700
Professional Development	5 days/school	\$130/day/sub	School Cultural Development – 4 teacher substitutes/day at 4 Elementary sites TOTAL = \$10,400
Other			
Healthy Kids Survey	1530	\$.30/student	California Healthy Kids Survey (CHKS) Grade 5 1530 students @ \$.30/student = \$459  California School Climate Survey (STAFF) = no charge when administered with CHKS  TOTAL -\$459
Student Assemblies	9	\$1100/ea	Student Assemblies on School Safety and Bullying/Making Good Choices  TOTAL - \$9900
Parenting Workshop	9	\$500/ea	Parent workshop(s) – Curriculum/Materials/Supplies  TOTAL-\$4500
<b>TOTAL YEAR TWO</b>		\$396,641	
<b>BUDGET – YEAR THREE</b>			
Personnel (include names & titles)	Number of Units	Cost per Unit	Brief Description
Counselor	3	\$63,416	1 Counselor will provide support for 3 elementary schools. Nine elementary schools will be served with 3 counselors TOTAL - \$190,248
Project Director – Administrative Costs	10% of 1 FTE	\$14,800	1 Student Services Coordinator will work 1 day per week (10% of time) to provide oversight for the program, coordinate and facilitate professional development. Support and train School Counselors and Psychologists to develop and implement Positive Behavior Support Plans and crisis intervention  TOTAL-\$14,800
Fringe Benefits			
Statutory	13.7%	\$26,064	TOTAL-\$26,064 3 Counselors

Health & Welfare	3	\$13,850	TOTAL-\$41,550 3 Counselors
Travel			
Conference	2	\$4020	Office of Safe and Healthy Schools Conference in Washington, DC – Project Director and 1 Staff member Airfare (LAX to DC) \$680x2 = \$1360 Accommodations \$990x2 = \$1980 Per Diem \$200x2 = \$ 400 Auto/Parking/Taxi = \$ 280  TOTAL-\$4020
Equipment			
Supplies			
PBIS Incentives	9	\$4000/school	PBIS Incentives and Supplies (Per School) Student Incentives = \$1000 Reward Fieldtrip(s) = \$2500 Copies/posters = \$ 500 Subtotal per school = \$4000  TOTAL - \$36,000
Contractual			
Professional Development	2 days	\$2000/day	Positive Behavior Intervention & Supports (PBIS) provided by Los Angeles County Office of Education – Certificated and Classified Personnel – 9 Elementary Schools PBIS Implementation Teams TOTAL-\$4000
Professional Development	5 days/school	\$1200/day	School Cultural Development – K-8 teachers at 5 Elementary sites TOTAL-\$30,000
Technical Support	1	\$10,000	Data Collection, Analysis. Monitoring and Evaluation of Program Effectiveness
Training Stipends			
Professional Development	2 days	\$130/day/sub	PBIS - 9 Elementary Schools – 5 member teams = 45 teachers @ \$130/day substitute costs

			TOTAL \$11,700
Professional Development	5 days/school	\$130/day	School Cultural Development – 4 teacher substitutes/day at 5 Elementary sites TOTAL = \$13,000
Other			
Healthy Kids Survey	1530	\$.30/student	California Healthy Kids Survey (CHKS) Grade 5 1530 students @ \$.30/student = \$459  California School Climate Survey (STAFF) = no charge when administered with CHKS  TOTAL -\$459
Student Assemblies	9	\$1100/ea	Student Assemblies on School Safety and Bullying/Making Good Choices  TOTAL - \$9900
Parenting Workshop	9	\$500/ea	Parent workshop(s) – Curriculum/Materials/Supplies  TOTAL-\$4500
<b>TOTAL YEAR THREE</b>		\$396,241	

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

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

Name of Institution/Organization

Lancaster 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	205,048.00	205,048.00	205,048.00			615,144.00
2. Fringe Benefits	67,614.00	67,614.00	67,614.00			202,842.00
3. Travel	5,790.00	4,020.00	4,020.00			13,830.00
4. Equipment						
5. Supplies	74,700.00	45,000.00	36,000.00			155,700.00
6. Contractual	31,800.00	60,100.00	68,700.00			160,600.00
7. Construction						
8. Other	14,859.00	14,859.00	14,859.00			44,577.00
9. Total Direct Costs (lines 1-8)	399,811.00	396,641.00	396,241.00			1,192,693.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	399,811.00	396,641.00	396,241.00			1,192,693.00

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

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

Name of Institution/Organization Lancaster 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:
Dr.	Michele		Bowers	

Address:

Street1:	44711 N. Cedar Ave.
Street2:	
City:	Lancaster
County:	
State:	CA: California
Zip Code:	93534-3210
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(661). 948-4661 x.. 134	

Email Address:

bowersm@lancsd.org

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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