

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 # S215E140016

Grants.gov Tracking#: GRANT11632310

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="04/17/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="28-1609474"/>	* c. Organizational DUNS: <input type="text" value="0150779780000"/>
--	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="Administration"/>	Division Name: <input type="text" value="Student Services Department"/>
---	--

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="512-462-2181"/>	Fax Number: <input type="text" value="512-462-2028"/>
---	---

* 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:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

Charter School - LEA

*** 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:**

Project LEAD (Linking Education to Adolescent Development)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="312,770.00"/>
* 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="312,770.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

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

 ** I AGREE

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

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Jennifer Nelson	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
East Austin College Prep Academy	04/17/2014

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

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

Title: Telephone No.: Date:

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PR/Award # S215E140016

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA EACPA.pdf

Add Attachment

Delete Attachment

View Attachment



East Austin College Prep Academy

GENERAL EDUCATION PROVISION ACT – GEPA | **Project LEAD**

East Austin College Prep Academy (EAPrep) will provide equal access to all the School Counseling implementation program activities described in the grant application narrative to ensure all persons regardless of gender, race, national origin, color, disability, or age will have equal access and gain the benefits of this endeavor. East Austin College Prep Academy will abide by its official non-discrimination policy and procedures approved by the governing board of trustees throughout the duration of the program.

The East Austin College Prep Academy Counseling Program **Project LEAD** understands because of its geographical location and population it will serve a large majority of Hispanic Counselor Teachers students and parents. The programs recruitment plan includes specific strategies for equal participation by all groups including encouraging access and participation by this group.

Additionally, our experience demonstrates that due to a large limited English population, forms of communication need to be conducted in English and Spanish to reach the entire community. Accordingly, all informational, correspondence, program flyers, brochures and PSA's will be disseminated bilingually in English and Spanish. This will facilitate the dissemination of program information equitably throughout our community. In addition, East Austin College Prep Academy will encourage recruiting and hiring staff that represent the targeted population being served.

The Project Director as the overall administrator and leader will have full responsibility to ensure that the East Austin College Prep Academy non-discrimination and civil right policies are adhere to and that equitable access is offered to all persons interested in this program.

Disabilities Statement

East Austin College Prep Academy also recognizes the need to serve individuals with disabilities. All facilities and transportation services to be utilized for the provisions of program activities comply with all ADA laws and are fully accessible for students, parents, teachers, community residents and project staff with special needs. All assessment and survey instruments will be modified to address the needs of special needs populations to offer equal access to all program activities and services.

East Austin College Prep Academy has trained staff to work specifically with special needs populations who require additional assistances. When required, East Austin College Prep Academy will utilize these professionals to work with project beneficiaries and personnel to ensure that all persons have equal access to all program activities and information. In addition, teachers working with special needs population will be trained in the use and implementation of assistive technology, augmentative communication devices, speech-generating devices, and assessment software.



East Austin College Prep Academy

GENERAL EDUCATION PROVISION ACT – GEPA | Project *LEAD*

Civil Rights Statement

East Austin College Prep Academy complies with federal and state rules and regulations and does not discriminate on the basis of gender, race, national origin, color, disability or age. This holds true for all the programs administered by East Austin College Prep Academy throughout its school district and for all students and parents who are interested in participating in educational programs and/or extracurricular activities.

East Austin College Prep Academy will incorporate all these same standards. Additionally, due to the agricultural workforce, a large Monolingual Spanish population is settled in this service area. Accordingly, East Austin College Prep Academy will recruit and encourage participation from this targeted population, specifically, minorities, minority women, and individuals with special needs...

In conclusion, East Austin College Prep Academy currently has policies and procedures in place that promotes equal opportunity practices and has incorporated these policies in the School Counseling program including counselor, teacher recruitment, student enrollment, academics, athletics and extra-curricular activities.

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

East Austin College Prep Academy

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Joe Middle Name:

* Last Name: Gonzales Suffix:

* Title: Superintendent

* SIGNATURE: Jennifer Nelson

* DATE: 04/17/2014

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:

Abstract: Align to the Absolute and Competitive Preference Priority 1, East Austin College Prep Academy, a charter school, in partnership with two community-based organizations and one higher education institute proposes to implement **Project LEAD**. **Project LEAD** will serve over 810 (2nd - 10th grade) students annually each year of the project in two schools in East Austin, Texas. **Objective 1:** Create an effective systemic supportive advocacy system that establishes a school culture and climate conducive to learning; and **Objective 2:** Create an effective systemic supportive advocacy system that establishes a school culture and climate conducive to learning. Utilizing the American School Counseling Association’s Framework, the RtI Intervention Model and 40 Developmental Assets, **Project LEAD** will be integrated with the school curriculum, and delivered through a coordinated system of case management, student appraisal, planning, early intervention, advisement and counseling, responsive services, crisis prevention and intervention, professional development, and system support. **Brief Outcomes:** Student to counselor ratios will decrease each year by **15%** (**GPRA 1**). The number of counseling hours of direct service per week will increase each year by **10%**; Student disciplinary referrals and/or suspensions will decrease by **15%** in year one (**GPRA 2**); Students involved in health-risk behaviors (fighting, substance abuse, bullying, etc.) will decrease by **10%** in year one. **65%** of teachers will implement instructional practices that integrate suitable social skills and decision-making strategies in year one and will increase by **15%** each year; The number of parents involved in school and/or counseling activities will increase by **10%** in year one, **15%** Students will demonstrate an increase in Math and Science each year by **15%** and **10%**; **65%** of students will demonstrate a positive attitude toward school and learning in year one and will increase by **15%** each year; and **60%** of students will make appropriate academic and social decisions in year one and will increase by **10%** each year. Due to space all outcomes are listed in proposal.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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East Austin College Prep Academy - Project LEAD

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Part IV: Assurances, Certifications and Survey

- ED-GEPA Section 427 Requirement



1. Need for Project

A. Gaps or weaknesses in services, or opportunities have been identified and will be addressed.

In response to the Absolute Priority and Competitive Preference Priority 1, East Austin College Prep Academy (EAPrep), a Texas Education Agency (TEA) certified charter school, in partnership with the Search Institute, Educational Insight, University of Texas at Austin – School of Social Work (UTSW) and Southwest Key Programs (SKP) proposes to establish an effective counseling program, entitled **Project LEAD** (*Linking Education to Adolescent Development*). **Project LEAD** will contribute to the personal growth, educational development, and social-emotional well-being of over 810 (2nd - 10th grade) students annually over three years in the Govalle-Johnston Terrace neighborhood of East Austin, Texas. This community is traditionally under-served with a high percentage of Hispanics, African-American, homeless, limited English, low-income, and under-educated residents. **Project LEAD** would establish EAPrep’s first formal counseling program. Currently, EAPrep has only one counselor and no social or mental health workers on staff. To date, the primary focus of investment for EAPrep has been toward student learning and thus, the behavioral and social well-being of students have been overlooked.

Target Area: Austin is the capital, fourth largest city in Texas and one of the fastest-growing cities in the U.S with more than 1.9 million residents. It is also 7th in the nation with the highest crime. (Census 2010 and FBI Crime Statistics, 2012). While Austin MSA continues to flourish, **East Austin (target area)** continues to be economically, socially, academically, and racially segregated from the rest of the city. In this neighborhood, low educational attainment, poverty, high teen pregnancy and dropouts, and crime are common (Center for Housing Studies, 2013). According to the U.S. Census in 2010, Austin had a population of **786,382** of which **26.2%** were Hispanic, **7.7%** African American, **11.1%** lived in poverty, and nearly **10%** percent did not speak English at home. **On the contrary**, the population of East Austin during the same period



was **35,938**, of which **58.9%** were Hispanic, **30.7%** were African American and **55%** of the people in the target area lived in poverty, which was four times higher than the Austin MSA (11.1%). In addition, nearly **65%** do not speak English at home, which is **six** times higher than the Austin MSA (10%), and the median household income for the East Austin neighborhood was **\$15,678**, compared to **\$50,520** for the Austin MSA. Also, the unemployment rate for this low-income area was **12.5%**, which was three times higher than the Austin MSA (4%).

Approximately, **54%** of the target region’s working age population did not have a high school diploma, which was triple the rate of the Austin MSA (15.2%), and only **11.6%** of the labor force had a bachelor’s degree or higher as compared to **44.1%** in the Austin MSA . It is evident that the target population of **Project LEAD** suffers educationally, economically, and socially.

Youth Crime: According to Austin Police Department there is more crime in East Austin; **2.8** times higher than other parts of the Austin MSA. Gang members predominantly live in the East Austin neighborhood, and thus, it is not surprising East Austin faces a juvenile delinquency problem. Over the past **four years**, this area has been ranked **second** and **fourth** for **juvenile arrests** in Texas. Youth ages **10 – 14** years were arrested at a rate of **42.08** per 1,000 children, compared to the state rate of **23.12** (Texas Youth Commission, 2013). Table 1 (below) further depicts the juvenile arrest rate indicators for the past three years (SMART Inquiry 2010-2012).

Table 1: Juvenile Indicator	2010	2011	2012
Arrest Rate	14,726	14,988	13,520
Violent Crime	272	219	199
Aggravated Assault	194	130	122
Property Crime	1,719	1,570	1,580
Theft	1,318	1,730	1,880
Drug Abuse Violation	770	685	721

Source: SMART Inquiry 2010-2012

Youth Behavior: In East Austin, youth aged **10 – 17** years attempted and committed suicide at a rate of **90.09** per 1,000 children, compared to the state rate of **52.21** per 1,000 (Texas Risk



Profile, 2013). Currently, behavioral or mental health issues of students at EAPrep are not treated. With no counseling program, no social worker practitioners on staff, and with only one counselors, EAPrep does not have the capacity to support, intervene, and resolve these problems.

Early Childhood: One risk factor is the language barrier experienced by many parents that are limited English proficient (Chandra, et al., 2010). This risk factor is compounded by the low-educational attainment levels of parents in East Austin (Bakker, Denessen, & Brus-Laeven, 2007). As aforementioned, in the target communities over **54%** of parents have less than a high school diploma or its equivalency and **65%** do not speak English at home. Due to the lack of family involvement, a large population of East Austin children are coming to school with no preschool experience and frequently lack social, linguistic and behavior readiness skills necessary to comfortably adapt to a structured school climate (Gregory, et al., 2010).

Target Area Schools: Of the 120 Austin ISD public schools, 3 high schools, 4 middle schools, and 17 elementary schools serve the residents in East Austin, serving a total of **13,489** students of which **68%** are Hispanic, **27%** are African American, **39%** are English Learners (EL), and over **88%** are low-income (Texas Education Agency (TEA), Texas Academic Performance Report (TAPR) 2012-13). These three public high schools have been rated "academically unacceptable" by the TEA for several years over the past decade. Similarly, the four middle schools serving the East Austin area – illustrate that students in these schools have not been receiving rigorous academic preparation to be successful (TAPR 2012-13).

Charter School (EAPrep): As a result of a massive outreach community needs assessment conducted in 2006, EAPrep established the first elementary and middle school in over 20 years for the target residents. Since 1980, the only school serving this area had been closed. For years, until 2006 students were bused to and from schools elsewhere in the city, with no access to after-



school, weekend, or summer extended programs or services. EAPrep serves **810** students from grades 2 through 10. Approximately, **84%** of EAPrep students are Hispanic, **14%** are African American, **28%** are English Learners (EL), and over **93%** are low-income students.

Academic Achievement: Predictors of academic preparedness for school and college in Texas is based on STAAR-EOC (State of Texas Assessments of Academic Readiness and End-of-Course). Texas administers STARR-EOC annually to measure a student’s ability to meet state academic standards in Math, Science, Reading, Social Studies, and Writing in grades 3-12 including college readiness in Math and Reading. Despite EAPrep’s strong emphasis on college and career preparatory programs, local students continue to struggle academically. For example, district-wide EAPrep 2013 STAAR scores for students in grades 4th – 8th fell well below the state average with only **49%** of students meeting standards in all testing areas compared to the state at 77%. Deficiencies are clearly noticed in Science, Writing, Social Studies and Math where EAPrep students (3rd – 8th grade) perform significantly lower than their peers (See Table 2).

Table 2. EAPrep 3 rd – 8 th Grade 2013 STAAR Results						
Entities	All Subjects	Math	Science	Reading	Social Studies	Writing
EAPrep	49%	51%	27%	56%	34%	31%
Texas	77%	79%	82%	80%	76%	63%

Source: Texas Education Agency (TEA): Texas Academic Performance Report (TAPR) 2012-13

Gaps in performance in these key subject areas significantly hinder the academic preparedness, including the college and career readiness, of students. These results are troublesome knowing Texas will be implementing new rigorous academic and graduation standards next school year.

Identifying Need: In addition to reviewing school and community data, EAPrep involved target students, parents and educators in identifying the needs for developing this program. In November 2013, a student survey assessed target students’ behavioral, substance and mental health at-risk factors. EAPrep also involved the superintendent, principals, teachers, educators, and partners through planning meetings. This process allowed participants to share their



perspectives and knowledge to not only identify needs, but also to inform the program design.

Local School Survey: EAPrep and Evaluation, Grants & Training (EGT) Institute, Inc. administered a **3rd – 10th grade** Youth Student Survey (YSS) to EAPrep students in November 2013 to measure health-risk behaviors that generally contribute to youth problems such as conduct, alcohol, tobacco, and other drug use behaviors, gang activity, violence, and related risk and protective factors. Table 2 below illustrates the survey results.

Table 2. Behavior, Substance and Mental At-Risk Factor Survey Results 2013		
Behavior	Risk Factors	Students Yes
	• Past 12 months, have you been in a physical fight at school?	36%
	• Past 12 months, did you miss a school day because you were scared and did not feel safe at school or on your way to and from school?	29%
	• Past 12 months, have you witnessed any form of violence at school or on your way to and from school?	36%
	• Past 12 months, have you been bullied (picked on, made fun of, embarrassed) by another student or students at school?	27%
	• Past 12 months, have you been a member of a gang?	26%
Substance	Risk Factors	
	• Past 12 months, did you drink alcohol?	28%
	• Past 12 months, did you smoke marijuana?	32%
	• Past 12 months, did you use other drugs?	24%
	• Past 12 months, did you smoke cigarettes?	44%
Mental	Risk Factors	
	• During the past 12 months, have you felt depressed?	34%
	• Have you ever thought about suicide?	5%

Clearly, the incidence of at-risk behaviors and substance abuse among students is high. Thus, early identification of risk factors along with proactive intervention activities are in demand. In addition, in April 2013, EAPrep completed the Center for Disease Control School Health Index (SHI) survey which clearly demonstrated the gaps that need to be overcome to implement an effective education and wellness program. Table 3 depicts EAPrep’s low SHI results.

Table 3

Module 1 Safety	Module 2 Health	Module 3 Physical	Module 4 Nutrition	Module 5 Services	Module 6 Counseling	Module 7 Promotion	Module 8 Family
14/27	11/33	31/45	0/14	4/18	0/12	1/12	5/15



As noted above, Module 1 (Safety) scored 14 out of 27 which indicated **Needing Priority**, whereas, Module 6 (Counseling, Psychological and Social Services) scored 0 out of 12 (0%) which translated to services **Not in Place**. Similarly, Module 8 (Family and Community Involvement) scored only 5 out of 15 (33%) which was interpreted as **Under Developed**.

As evident in Table 4, EAPrep does not meet the American School Counselor Association (ASCA) student/counselor ratio (250:1) nor the American School Health Association (ASHA) standard for social worker/student ratio (800:1) with an **810:1** student to counselor ratio. Tables 4 and 5 depict the gaps in local infrastructure related to **GPRA #1** (closing the gap between mental health professional and student ratio) and **GPRA #2** (decreasing the disciplinary rates).

Table 4. GPRA 1

School	Number Students	# of Counselors	# of Social Workers	# of Mental Health
EAPrep	810	1	0	0

Table 5. GPRA 2

School	Number Students	# of Disciplinary referrals
EAPrep	810	578

* Required Student/Counselor ratio, disciplinary referral and Assurance forms page 58

Summary: Therefore, based on a thorough review of the school district and target campus school building data, the following gaps/weaknesses and proposed strategies were identified.

Table 6. Identified Gaps & Weakness	Proposed Interventions & Strategies
Limited counselors and social workers	Hire 2 Counselors and 1 Social Worker
Lack of family engagement & high risk factors	Implement 40 Developmental Assets
Lack of proven youth prevention programs	Implement Positive Action (SAMHSA Model)
Lack of teacher/educator training	UT – Social Worker Department
No formal referral process (mental health)	Implement, screening, referral and follow-up
School climate not conducive to learning	Implement Positive Behavior Interventions
Lack of community linkages and collaboration	Enhance school to community activities

Overall, **Project LEAD** will set the platform to not only establish a sustainable and scalable foundation, but will also create a formal infrastructure where integrated human services, supports and opportunities will lead to improved student behavior, learning, stronger families, and to creating an overall safe and drug-free school and community.



2. Quality of the Project Design

The goal, objectives and outcomes...

Project LEAD was designed with active participation from students, families, educators, and community stakeholders. Through the Counseling Advisory Council during planning and its continued active involvement hereafter, EAPrep proposes to develop a research-based, sustainable, and comprehensive counseling program. Aligned to the Absolute and Competitive Preference Priority 1, the following goal, objectives, and outcomes have been developed.

Goal: Implement a comprehensive counseling program that reduces risk behavior, builds character, increases academic performance and establishes a learning environment where families are supportive and students feel safe and learn.

Objective	Outcomes ¹
School-Based Objective 1. Create an effective systemic supportive advocacy system that establishes a school culture and climate conducive to learning.	1.1 Student/counselor ratios will decrease each year by 15% from baseline of 810:1 data (GPRA 1).
	1.2 The number of counseling hours of direct service per week will increase each year by 10% over baseline data. *Baseline to be collected again in Year 1.
	1.3 Student disciplinary referrals and/or suspensions will decrease by 15% in year one, 20% by year two and 25% by year three from baseline data (GPRA 2). Link to Table 5 in needs and to the attached assurance form .
	1.4 Students involved in health-risk behaviors (fighting, bullying, substance abuse – alcohol, marijuana, etc.) will decrease by 10% in year one, 15% in year two and 20% by year three from baseline data – Link to Table 2 in needs.
	1.5 By the end of the project, juvenile justice offenses of students will have decreased by 30% from baseline data. *Baseline to be collected again in Year 1.
	1.6 50% of teachers, counselors, and educators will participate in professional development (Positive Action, 40 Developmental Assets, etc.) activities aimed at infusing the counseling program and related activities in year one and will increase by 15% each year thereafter.
	1.7 65% of teachers will implement instructional practices that integrate suitable social skills and decision-making strategies in year one and will increase by 15% each year thereafter.
	1.8 The number of parents involved in school and/or counseling activities will increase by 10% in year one, 15% in year two, and 20% in year three.
	1.9 68% of parents who participate in school activities will express satisfaction with program activities in year one and will increase by 10% each year after.
	1.10 By the end of the project, 80% of counselors, staff, teachers and other educators will report satisfaction with the behavioral skills of students.
	1.11 By the end of the project, 80% of counselors, staff, teachers and other educators will report satisfaction with the professional development training.

¹ Outcome: Each is aligned to the needs and may occur annually or over the project period.



Objective	Outcomes
Student-Based Objective 2. Improve the academic abilities, knowledge, skills and attitude of participating students to make the right decisions to be successful in school and society.	2.1 Students will demonstrate an increase in Math and Science each year by 15% and 10% over baseline of 51% and 27% , respectively – Link to Table 5 .
	2.2 Students will demonstrate an increase in Writing, Reading, and Social Studies each year by 10% , 15% and 10% over the baseline of 31% , 56% and 34% , respectively – Link to Table 5 .
	2.3 65% of students will demonstrate a positive attitude toward school and learning in year one and will increase by 15% each year thereafter.
	2.4 60% of students will make appropriate academic and social decisions in year one and will increase by 10% each year thereafter.
	2.5 60% of students will demonstrate the ability to make appropriate decisions regarding alcohol/drug or other substance and tobacco in year one and will increase by 10% each year thereafter – Link to Table 2 in needs.
	2.6 60% of students will demonstrate the ability to make appropriate decisions regarding fighting, violence, bullying, and gang activity in year one and will increase by 15% each year thereafter – Link to Table 2 in needs.
	2.7 60% of students will demonstrate skills in communicating and working effectively in groups (developing positive relationship skills) in year one and will increase by 15% each year thereafter.
	2.8 60% of students will demonstrate skills to resolve conflicts in a safe and responsible manner in year one and will increase by 10% each year thereafter.
	2.9 60% of students will acknowledge an increase of support from school counselors, teachers and parents in regards to their academic and social well-being in year one and will increase by 15% each year thereafter.

A. The project will establish linkages with other appropriate agencies and organizations...

The success of **Project LEAD** will hinge upon linkages among and contributions by EAPrep, Search Institute, University of Texas-School of Social Work (UTSW), and Southwest Key Programs (SKP). Utilizing the 40 Development Assets for youth development, **Search Institute** will provide training and technical assistance to EAPrep educators and project staff on strategies that encompass the asset framework as a foundation for implementation of integrated practices that: 1) foster development and readiness of youth readiness, including expanding their options for college and career and preparing them to be contributing citizens; 2) promote school success; 3) prevent violence, bullying, and aggression; and the use of alcohol, tobacco, and other drugs; and 4) make appropriate educational, social, civic and personal decisions.

EAPrep’s partnership with **Education Insight** and **UT- School of Social Work (UTSW)**



will help EAPrep meet students' developmental needs through proven counseling-related programs such as Character Counts, Bullying, and Drug and Violence prevention programs, including teaching parents to be positive role models. Life skills and conflict resolution training will also be delivered to support pro-social skill development and to teach social resistance skills.

UTSW will implement capacity building activities for educators, staff, and counselors on research-based and pedagogical strategies associated with counseling programs, behavior and classroom management, teamwork and collaboration, crisis intervention. Professional development will include topics on mental health identifier indicators, student/parent guidance, screening methods, identification and resolving of crisis issues interfering with educational success, reduction of stress, and when and how to involve parents will also be provided.

EAPrep is part of **Southwest Key Programs (SKP)**, the 4th largest Hispanic non-profit community-based organization in the country serving six states with a budget over \$100 million annually. EAPrep's alliance with SKP will allow students and their parents to access an array of wraparound services surrounding the neighborhood, see page 62 for letters commitment.

B. Design of project will successfully address the needs of the target population and needs.

Proposed activities: EAPrep will serve over 810 students (2nd - 10th grade) through structured developmental and preventative activities (in-school, after-school, weekend, and summer) that will address the needs of target students, educators and parents. In terms of academic supports, counseling activities will cover career exploration, college readiness, college application process, financial aid and the academic success of students. In terms of non-academic supports, counseling activities will include social supports, school violence and bullying prevention, substance abuse prevention, student welfare, and family and community outreach.

Two full-time certified counselors and one full-time social worker, along with representatives from the Search Institute, UTSW, Education Insight, and SKP, will be engaged by EAPrep to

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implement **Project LEAD**. The school counselors and social worker will work in collaboration with the entire school community, including teachers, administrators, staff, parents, and partner representatives, to enhance the education and emotional development of all students. Services provided by counselors will address academic, personal/social, and career and post-secondary development, as well as be integrated with the existing core curriculum, instruction and proven evidence-based programs at EAPrep to support a safe learning climate (Competitive Priority 1).

1) Needs Assessment and Individual Appraisal: Counselors and teachers will collect and analyze interests, skills, strengths, weaknesses, and achievements of each student. In addition to test scores, other sources of information will include interviews with students, their academic records, case management records, education portfolios, and records of past experiences.

2) Counseling and Advising: Counselors and social worker will assist students and their parents (individually and in small groups) to enhance students' academic goals and personal growth. The counseling staff and teachers will assist students and parents in course selection, time management, study skills, and identifying resources as students' progress through school.

3) Case Management: After assessment, counselors and the social worker will monitor individual student progress and participate in planning in his/her academic and personal/social domains. Student planning will consist of assisting students, with the help of their parents/guardians, to develop, monitor, and manage their academic/technical and personal/social goals. In addition, the counselors and the social worker will help students gain access to legal, health, housing, and social services beyond what EAPrep and **Project LEAD** can provide. These activities will be delivered throughout the year on an ongoing and individual basis.

The focus of counseling and advising activities will be on providing information, reviewing options, providing counseling in the face of at-risk situations and personal conflict, and making



referrals, if necessary. **Project LEAD** staff will consult with teachers and educators regularly to provide support and to receive feedback on emerging needs of students. During the school year and the summer, **the counselors and social worker** will provide ongoing support and information for parents regarding their childrens’ personal, social and academic development, and serve as a link between school and home. Parental outreach programs will also be implemented throughout the year to improve parenting skills and enhance parents’ knowledge and skills on ways to participate effectively in parent-child educational activities.

4) Responsive Services: These services will consist of coordinating activities to meet the needs and concerns of students through consultation, personal and crisis counseling, and referral. This approach may be initiated by students through self-referral, teachers, parents/guardians, or others. Partnerships with Search Institute, UTSW, Education Insight, and SKP will help meet the developmental needs of students through proven programs such as Character Counts, and Drug and Violence prevention programs including teaching parents to be positive role models. Life Skills Training will be delivered to support pro-social skills development, to teach social resistance skills and to develop strong community involvement (Competitive Priority 1).

5) Consultation: **Project LEAD** staff will serve as student advocates. Throughout the school year, they will consult with students, parents, teachers, and other school personnel regarding early identification, developmental, and prevention strategies to help students succeed.

6) Personal and Crisis Counseling: *Personal counseling* activities will assist students with personal and school success. Counseling in a small group or individual basis will be provided by the counselors throughout the year. Home visits will also be made by the social worker, when needed. Personal counseling will assist students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken. When necessary, appropriate



referrals will be made. *Crisis counseling* will be provided by the **Project LEAD** staff to students and their families facing crisis situations on a one-to-one basis. It will provide prevention, intervention, support, and follow-up, including helping students and families to connect to external assistance, resources, and support available through partners or in the community-at-large. The counseling staff will assume a leadership role in the crisis intervention process.

7) Referral: If necessary, counselors/social worker will refer students and their parents/guardians to community agencies (mental health, vocational rehabilitation, treatment center, social services, etc.) to deal with long-term situations such as suicide, violence, abuse, neglect, substance abuse, teen pregnancy, alcohol, etc. To assure support, counseling staff will maintain ongoing communication with the involved agencies as follow-up support.

8) Proven Programs: **Project LEAD** staff, teachers and educators will deliver the **Positive Action** curriculum of SAMHSA during and after-school. Positive Action is an integrated and comprehensive program that has proven to improve academic achievement, school attendance, and problem behaviors such as substance use, violence, suspensions, disruptive behaviors and dropping out of school (Bavarian, et al. 2013). It is also proven to improve parent-child bonding, family cohesion, and family conflict (Camizzi, et al., 2009) – Competitive Priority 1. In addition, **Project LEAD** staff, teachers and educators will incorporate the **40 Developmental Assets** into daily instructional and counseling practices. The assets are grounded in extensive research in youth development, resiliency, and prevention (Benson, et al., 2011).

9) Professional Development: Ongoing professional development opportunities will be provided by Search Institute, UTSW, and Education Insight to help the Project Director, counseling staff and teachers update their professional knowledge and skills. Professional development topics will cultivate into research-based content and proven instructional strategies



associated with counseling programs, behavior and classroom management, 40 developmental assets for adolescents, teamwork/collaboration, crisis intervention, as well as strategies on parent-child counseling and communicating with parents. Additional opportunities will involve attending professional meetings, completing relevant course work at UTSW, and contributing to professional publications. In addition, counselors will orient staff, teachers, and parents of **Project LEAD** through use of newsletters, local media, and school/community presentations.

10) Data-Driven Support: Fundamental to educators improving instructional practices and becoming responsive to student learning needs is the availability and systemic use of timely, relevant, data and information about what students know and can do. Thus, all educators and students of EAPrep will benefit from access to online school-based, performance, and outcome-based data provided by the evaluator. Project staff will ensure that programmatic, academic, social, and behavioral data of students are linked to instructional improvement strategies. The project will utilize these technology-driven data and disaggregation tools to analyze district, campus, and student level data in all grade levels and learning settings, in order to inform project activities. Based on data results, the Project Director, staff and principals will make pertinent instructional decisions according to trends, and identified student strengths and weaknesses.

C. Design of the project reflects up-to-date knowledge from research and effective practice.

Project LEAD will: 1) help students improve their social behavior while increasing academic achievement (Lapan, et al., 2006); 2) provide educators, staff, and counselors with the skills and tools needed to improve instruction and provide high-quality developmental and preventative services (Bryan, et al., 2011); 3) help parents to develop the skills necessary to support and guide positive development of their child (Epstein & Voorhis, 2010); and 4) forge appropriate partnerships that bring highly-trained and high-qualified professionals to provide services that meet the counseling needs of all student/parents (Griffin & Farris, 2010). To



accomplish these, **Project LEAD** staff, teachers and educators will incorporate the **40 Developmental Assets** into daily instructional and counseling practices of educators (through ongoing, job-embedded professional development) as well as provide one-to-one and group counseling sessions to students and their parents/guardians. As mentioned before, the 40 assets are grounded in extensive research and represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive. Research has proven that youth with the most assets are least likely to engage in four different patterns of high-risk behavior including alcohol use, violence, illicit drug use, and sexual activity (Benson, et al., 2011). As mentioned, EAPrep will implement the **Positive Action** curriculum of SAMHSA. This proven comprehensive program teaches the positive actions for the intellectual, social, physical and emotional areas of the self. Its philosophy is illustrated by the Thoughts-Actions-Feelings Circle where positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts (Bavarian, et al. 2013).

Tiered Intervention: Utilizing the Resource to Intervention (RtI) Model, EAPrep will implement a three-tiered approach to reduce the number of students experiencing academic failure, lower their risk behavior, and increase their academic performance: Tier 1: Core Instructional Interventions – Preventive and proactive interventions; Tier 2: Targeted Group Interventions – students identified at-risk and rapid response; and Tier 3: Intensive, Individual Interventions –appropriate assessment-based interventions. Student data will be used by counselors to identify, screen, and serve at-risk students for tiered interventions. Evaluation data will include annual student achievement, achievement -related data including standards and competency data. Student achievement data will consist of STAAR-EOC scores, grades, pass/failure rate, dropout and retention rates. Achievement-related data will include course



enrollment, discipline referrals, attendance rates, drug and alcohol violations, and parent/guardian involvement. Standards and competency-related data will include achievement, or lack thereof, of American School Counselor Association (ASCA) standards and competencies along three domains of school counseling: academic, personal/social and career. Variables of gender, grade level, etc. of students will be used to assess relevance of tiered interventions.

ASCA Framework: Based on ASCA’s Framework, **Project LEAD** will be integrated with the school curriculum through a coordinated system of case management, student appraisal, planning, early intervention, advisement and counseling, responsive services, crisis prevention and intervention, and system support. The Framework will provide the mechanism with which school leaders, teachers, and counselors of EAPrep will design, coordinate, implement, and evaluate programs to ensure that school counselors, para-professionals, and other support personnel are actively involved in supporting each student’s academic, career, and social development as well as assist students and families with in-school services and/or referrals to outside agencies. The counselors and the social worker will serve as advocates and facilitate delivery of the program for students and work with parents, administrators, teachers, and community members to ensure improvement of academic performance, mental health, social behavior, and reduction of risks among target students (Clark, & Breman, 2009).

3. Quality of the Management Plan

A. *Management plan to achieve the objectives of the project on time and within budget...*

EAPrep will be the lead and fiscal agent of **Project LEAD**. From the onset, EAPrep formed a **Counseling Advisory Council (CAC)** to assist with resources, support, planning, and in the development of **Project LEAD**. The CAC is composed of a representative from each partner, LEA administrator, charter school principals, counselors, teachers, evaluators, parents, and community/faith based representatives. The CAC will meet monthly during the first six months,



and quarterly thereafter, and will play a critical role in the planning, implementation, management, coordination, monitoring, evaluation, and sustainability of **Project LEAD**.

Management Infrastructure: **Project LEAD** will be located within the Charter School Student Services Department. Through this Department, EAPrep pledges their commitment, personnel, resources, facilities and active participation to ensure the counseling program is an integral part of its daily operations and administrative functions. As a recipient of multiple federal and state funds, EAPrep has administrative, programmatic, fiscal, management, and evaluation control systems in place that meet the highest standards of accountability. EAPrep will use this management experience, leadership, and knowledge in the management of **Project LEAD** and will incorporate all essential control functions to ensure an effective implementation. Thus, EAPrep administrative systems will use the latest organizational managing software (i.e., GrantsMaximizer), communication systems, fiscal accountability (supplement not supplant), effective staffing plans, customer feedback mechanisms and techniques for organizational control and continuous quality improvement. Program control will utilize current technology for participant tracking (Youth Connection), monitoring progress, sharing of resources, assessing accountability, management of information, evaluation, reporting and oversight. EAPrep will use this management experience and procedures for **Project LEAD** to ensure the delivery of effective, accessible, quality, and culturally relevant services. See page 72 - Organizational Chart. EAPrep also has extensive experience in management of federal and state grants which have met all its performance outcomes with excellent financial audit reviews.

Additionally, the management plan is designed to integrate the following elements to achieve the goals, objectives, and outcomes (pages 7-8) of the program on time and within budget.

Program Monitoring: The Project Director will use the timeline below, which includes



milestones as a guide to ensure the timely implementation of program activities and achievement of objectives. Performance benchmarks have been developed to monitor ongoing progress. The timeline, outcomes and logic model (page 73) will be reviewed monthly with CAC members. When benchmarks are not met, the team will develop an action plan.

Fiscal Monitoring: The Project Director will work with the finance department to track and oversee project expenditures. This includes monthly meetings with the finance department and quarterly meetings with the CAC to review actual expenditures against proposed costs, program milestones, and to implement program revisions, when appropriate, to maximize resources.

Service Structure: EAPrep will appoint an experienced and qualified Project Director (.15 FTE) to lead project operations. To maintain accountability and to ensure full implementation of program activities, including maintaining school communications and relationships, the Project Director will meet weekly and work closely with counselors, social worker, external evaluator, and partners. The counseling staff, evaluator, and partners will provide monthly reports to the Director detailing project status, pre or post-results, progress and areas needing immediate attention for program improvement. To implement effective data driven strategies and activities, EAPrep and the evaluator will collect ongoing qualitative and quantitative data (students, parents and teachers) and conduct data analyses to determine the growth/decline on each outcome. The table below was developed as a tool for managing the attainment of key objectives, milestones, timelines and reviewing the progression of the proposed program throughout the participating campuses. EAPrep anticipates the start date will be October 1, 2014, but it can be adjusted.

Director-PD; Counselors-C; Social Worker-S; Partners-P; Educators-E; Evaluator-EV			
Activities/Milestone	Responsibility	Timeline	Obj.
Counseling Advisory Council meet and plan	PD	Oct '14	1 & 2
Hire Certified Counselors and Social Workers	PD, E	Oct '14	1 & 2
Develop and finalize Evaluator and Partner MOUs and/or contracts.	PD	Oct '14 – Nov '14	1 & 2



Identify professional development needs of staff, partners and council members and begin training	PD, P	Oct '14 – Ongoing	1
Engage Educational Insight and UT-Social Work Dept. to begin planning and training	PD, P	Oct '14 – Sept '17	1
Meet with Counseling staff, principals and partners to develop Annual Master Schedule	PD, C, S, P, E, EV	Nov '14 Annually	1
Counseling staff meets with External Evaluators	PD, C, S, EV	Nov '14	1 & 2
Evaluation team meets formulates data collection plan, develops database and collects baseline data	EV	Nov '14 Annually	1 & 2
Market program and outreach to parents, students and community residents	PD, C, S, E	Nov '14 – Ongoing	1
Identify at-risk students: assess aptitudes, skills, abilities and interest	C, S, E, P	Dec '14 – Annually	2
Recruit participant parents of at-risk students to offer intensive services and referrals	C, S, E, P	Dec '14 – Ongoing	1
Implement program in-service with educators	C, S, P	Dec '14 – '16	1
Counseling staff and partners begin identification and intervention and intensive services	C, S, P, E	Dec '14 – Ongoing	1 & 2
Implement program components: Study skills, social skills and self-esteem development, decision – making, character education, anger management, etc.	C, S, P, E	Dec '14 Ongoing	2
Review, modify and implement ASCA Model tailored to each classroom's needs	PD, C, S, E	Dec '14 – Ongoing	2
Implement 40 Developmental Assets and Positive Action training	C, S, P, E	Jan '15 – Ongoing	1 & 2
Utilize and Implement RtI approaches	C, S, P, E	Jan '15 – Ongoing	1 & 2
CAC meets and reviews activities, programs and services being implemented and modifies	C, S, P, E,	Feb '15 - Quarterly	1 & 2
Attend the Grantee Meeting in Washington D.C.	PD, EV	Feb '15 – '17	1 & 2
Begin identification of at-risk referrals	C, S, E, P	Feb '15 – '17	2
Ongoing monitoring by administering surveys and collecting post data	EV, E, P	Apr '15 – Quarterly	1 & 2
Compile and review data, program status for improvement	EV	Jun '15 – Annually	1 & 2
Evaluate project and provide feedback for continuous improvement	EV, PD, E	Jul '15 Ongoing	1
One-on-one teacher classroom advisement	EV, C, S, P	Aug '15 – '17	1
Review, plan, tailor and incorporate lessons learned and best practices	PD, C, S, E, P	Aug '15 – Ongoing	1 & 2
Educator Summer Institutes to build capacity	C, S, E, P, EV	Aug '15 – '17	1 & 2
Implement Year 2 with program adjustments	PD, C, S, E,	Sept – 2015	1 & 2
Submit Annual Performance Report to USDOE	PD, EV	Oct – 2015	1 & 2
Implement Year 3 and replication model	PD, C, S, E,	Sept – 2016	1 & 2

The Project Director, evaluator, social worker, and counselors will monitor milestones on an



ongoing basis. Results will be discussed at both the CAC meetings when relevant appropriate actions will be adopted to ensure achievement of milestones.

Key Personnel: In hiring personnel, EAPrep, as an equal opportunity employer, will seek candidates who have been traditionally underrepresented and are affiliated with the target population. EAPrep will ensure all persons regardless of gender, race, color, national origin, age or disability will have equal access to all employment opportunities and program services.

Project Administrator: Dr. Joe Gonzales, Superintendent (Pro-bono) will supervise the Project Director. Dr. Gonzales has over 46 years of successfully managing federal/state educational programs. His credentials include a Doctorate in Education and Curriculum.

Project Director (.15 FTE): Ms. Nelson has over 20 years of extensive training, education and experience in academic/social programs. She currently serves as the Vice President of Community Programs of EAPrep. Ms. Nelson will supervise the staff and coordinate services with partners while overseeing the daily operations and evaluation with guidance from CAC to ensure compliance with objectives. Ms. Nelson has a Master of Social Work from the University of Maryland School of Social Work and a B.A. from Syracuse University. Prior, Ms. Nelson was the CEO and Director of Programs and Youth Development for SKP, Founder/Director of Voices of Youth, and Executive Director of CASA for Kids. See pages 75-78 for Resumes.

School Site Counselor (2 FTEs) (To-be-hired): Required qualifications will include a Master's Degree in Counseling with a Texas state license and federal certification and a minimum of three years teaching experience and documented competence in counseling children, specifically minority, at-risk low-income students in school settings. He/she will implement and coordinate evidence-based programs (ASCA, Positive Action, etc.) at the campus level and work closely with the Project Director, school administrator, teachers, and partners to



provide appropriate programming for students and parents. The counselors will coordinate all activities and monitor the project at the campus level. See pages 79-81 for All Job Descriptions.

Social Worker (1 FTE) (TBH): Required qualifications will include a Masters Degree in Social Work with a Texas state license, certification from the Texas State Board of Examiners of Social Workers, and three years of experience in working with minority and low-income children in school settings. He/she will implement evidence-based programs and serve as liaison between EAPrep and counseling providers. He/she will spend a majority of their time with students and parents and work with teachers to resolve issues interfering with school academics.

External Evaluator: EAPrep has selected EGT Institute to conduct the rigorous evaluation. EGT (page 82 Portfolio) has over 20 years of experience evaluating federal programs which includes numerous USDOE Counseling programs. EGT has the academic training, expertise and knowledge of scientifically- based evaluation methodologies, implementation, technology and reporting mechanisms to effectively evaluate this program. EGT will be responsible for data collection, analysis, interpretation, and recommendation and maintaining confidentiality controls.

Education Insight, Stephen Medel has agreed to serve as the professional trainer and technical consultant to **Project LEAD.** Mr. Medel has over 15 years of experience in school-based academic and social developmental intervention and prevention strategies.

UT – School of Social Work, is nationally recognized in rigorous social and behavior strategies and will provide training to educators and direct services to students (Ms. Hough). These two entities are familiar with the **ASCA model and RtI framework.** Resumes page 98.

B. Adequacy of procedures for ensuring feedback and continuous improvement...

Coordination & Commuication: To ensure effective feedback mechanisms and continuous improvement, the Project Director will: 1) work with project staff on a daily basis to monitor progress, review benchmarks toward performance measures, and make improvements;



2) meet with teachers, principals and educators monthly to assess program fidelity at the campus level to ensure activities, services and programs are effectively being delivered and relevant to students, parents and educators needs, as proposed; 3) meet with the CAC and the evaluator on a quarterly basis to solicit feedback on project operation and evaluation; 4) assess program through interviews and open-ended surveys (educators, students, parents, and partners) to determine participant satisfaction levels and to monitor academic performance of participating students; 5) utilize current technology and management software daily to track and monitor project status and conduct on-going assessment of proposed objectives every month; and 6) review annual evaluation results and integrate improvements to increase the effectiveness of **Project LEAD**.

The Project Director will seek participant feedback through a systematic process defined by the Continuous Improvement Management (CIM) Model developed by the U.S. Department of Education for the 21st Century Learning Centers Program. Ongoing implementation of this CIM evaluation process will involve the superintendent, director, evaluator, administrators, teachers, counselors, social workers, students, parents, and CAC (Page 103 - CIM Process Model).

4. Quality of the Project Evaluation Plan

A. *Methods of evaluation include objective performance measures related to the outcomes*

As mentioned above, EGT a highly qualified evaluator will lead the evaluation component. Data driven decision making, implementation, and evaluation will be guided by the Logic Model (See page 73) *vis-a-vis* the anticipated outcomes under Objectives 1 and 2 (see Section 2). In response to the **Absolute and Competitive Preference Priority 1**, the evaluation design will be formative and summative in nature and include a rigorous assessment of outcome measures.

Formative and Summative Evaluation: Formative evaluation will focus on project activities and tasks. The primary formative questions to be addressed will be: **Are project activities and tasks being performed as planned? If not, why not? What modifications are**



necessary? The summative evaluation will address the project’s overall goal and two interrelated objectives. The primary summative questions to be addressed will include: **Have the proposed objectives and outcomes been accomplished? How do we verify these accomplishments?** The following tables outline the plan for the evaluation design:

School-Based Objective 1. Create an effective systemic supportive advocacy system that establishes a school culture and climate conducive to learning.	
Outcomes	Measures
1.1 The student/counselor ratios will decrease each year by 15% from baseline of 810:1 data (GPRA 1).	Counselors allocations to student enrollment and contact logs
1.2 The number of counseling hours of direct service per week will increase each year by 10% over baseline data. *Baseline to be collected again in Year 1.	Counselors reporting contact logs and annual survey (YSS).
1.3 Student disciplinary referrals and/or suspensions will decrease by 15% in year one, 20% by year two and 25% by year three from baseline data (GPRA 2). Link to Table 5 in needs and to the attached assurance form .	TEA PEIMS Campus level discipline data and annual survey (YSS)
1.4 The number of students involved in health-risk behaviors (fighting, bullying, substance abuse – alcohol, marijuana, etc.) will decrease by 10% in year one, 15% in year two and 20% by year three from baseline data – Link to Table 2 in needs.	Annual student survey (YSS) and TEA PEIMS campus discipline data
1.5 By the end of the project, juvenile justice offenses of students will have decreased by 30% from baseline data. *Baseline to be collected again in Year 1.	Juvenile Justice court log, probation records and annual student survey (YSS)
1.6 50% of teachers, counselors, and educators will participate in professional development (40 Developmental Assets, etc.) activities aimed at infusing the counseling program and related activities in year one and will increase by 15% each year thereafter.	Annual educator survey, agenda, roster and session evaluation
1.7 65% of teachers will implement instructional practices that integrate suitable social skills and decision-making strategies in year one and will increase by 15% each year thereafter.	Annual classroom observation rubric and self-assessment
1.8 The number of parents involved in school and/or counseling activities will increase by 10% in year one, 15% in year two, and 20% in year three.	Annual parent survey, agenda, roster and session evaluations
1.9 68% of parents who participate in school activities will express satisfaction with program activities in year one and will increase by 10% each year thereafter.	Annual parent survey and focus group minutes
1.10 By the end of the project, 80% of counselors, staff, teachers and other educators will report satisfaction with the behavioral skills of students.	Annual self-assessment, annual student survey (YSS) and PEIMS campus discipline data



<p>1.11 By the end of the project, 80% of counselors, staff, teachers and other educators will report satisfaction with the professional development training.</p>	<p>Annual self-assessment and session evaluations</p>
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Student-Based Objective 2. Improve the academic abilities, knowledge, skills and attitude of participating students to make the right decisions to be successful in school and society.

<p>Outcomes</p>	<p>Measures</p>
<p>2.1 Students will demonstrate an increase in Math and Science each year by 15% and 10% over the baseline of 51% and 27%, respectively – Link to Table 5.</p>	<p>State assessment STAAR-EOC and TEA TAPR data</p>
<p>2.2 Students will demonstrate an increase in Writing, Reading and Social Studies each year by 10%, 15% and 10% over the baseline of 31%, 56% and 34%, respectively – Link to Table 5.</p>	<p>State assessment STAAR-EOC and TEA TAPR data</p>
<p>2.3 65% of students will demonstrate a positive attitude toward school and learning in year one and will increase by 15% each year thereafter.</p>	<p>Annual student survey (YSS), TEA PEIMS campus discipline data, teacher self-assessment and STAAR</p>
<p>2.4 60% of students will make appropriate academic and social decisions in year one and will increase by 10% each year thereafter.</p>	<p>Annual student survey (YSS), TEA PEIMS campus discipline data and teacher self-assessment</p>
<p>2.5 60% of students will demonstrate the ability to make appropriate decisions regarding alcohol/drug or other substance and tobacco in year one and will increase by 10% each year thereafter – Link to Table 2 in needs.</p>	<p>Annual student survey (YSS), TEA PEIMS campus data, teacher self-assessment, Juvenile Justice court log, probation records</p>
<p>2.6 60% of students will demonstrate the ability to make appropriate decisions regarding fighting, violence, bullying, and gang activity in year one and will increase by 15% each year thereafter – Link to Table 2 in needs.</p>	<p>Annual student survey (YSS), TEA PEIMS campus data, teacher self-assessment, Juvenile Justice court log, probation records</p>
<p>2.7 60% of students will demonstrate skills in communicating and working effectively in groups (developing positive relationship skills) in year one and will increase by 15% each year thereafter.</p>	<p>Annual student survey (YSS), TEA PEIMS campus discipline data and teacher self-assessment</p>
<p>2.8 60% of students will demonstrate skills to resolve conflicts in a safe and responsible manner in year one and will increase by 10% each year thereafter.</p>	<p>Annual student survey (YSS), TEA PEIMS campus discipline data and teacher self-assessment</p>
<p>2.9 60% of students will acknowledge an increase of support from school counselors, teachers and parents in regards to their academic and social well-being in year one and will increase by 15% each year thereafter.</p>	<p>Annual student survey (YSS), TEA PEIMS campus discipline data and teacher self-assessment</p>

Data collection: The Project Director and evaluator will collect the data. Quarterly pre- and post-surveys, focus groups and interviews of students, parents, teachers, counselors, and staff will provide baseline and programmatic data about the fidelity and effectiveness of activities, as well as provide the basis for program improvements. Data on delivery methods will include data



about schedules, number of students, educators (including counselors, administrators, teachers, and project staff) and parents who received services, their satisfaction levels, and the demonstrated competencies achieved by students.

School-based data will be collected quarterly to assess the outcomes under Objective 1. For GPRA measure 1 (student/counselor ratio), data on the number of students served by each counselor and social worker will be collected by the evaluator monthly. For GPRA measure 2 (% of student disciplinary referrals/suspensions), school-level data on the number of disciplinary violations, suspensions, expulsions, and referrals will be collected by the evaluator on a monthly basis. For student-based data, referrals for behavior issues and academic achievement (including academic test scores on standardized tests), assessment of developmental assets, as well as other indicators of outcomes will be collected quarterly by the evaluator and the Project Director.

Quarterly classroom observations of instructional strategies employed by teachers will also be undertaken by the principals. Annual pre- and post-surveys of participating teachers, administrators, and staff will gauge the effectiveness of professional development sessions and teacher satisfaction levels. The extent of parent participation in school-sponsored events such as family nights, parenting classes, and program leadership meetings (advisory council, etc.) as well as evidence of increased engagement of parents in their child's educational process will be collected monthly through attendance logs and pre- and post-surveys of parents.

Analysis: After data is collected, it will be analyzed to determine the impact of **Project LEAD**. Data analyses will include program descriptive data as independent variables, school descriptive data measures as covariates, and outcome data as dependent variables. Assessment by baseline versus post-activity comparison data, pre-post surveys, attendance and disciplinary violations data, test scores and class grades, student behavior data, student/counselors ratio,



student portfolio data, attitude surveys of students, assessment of developmental assets, parent/guardian feedback, professional development satisfaction data, classroom observations, and behavioral/attitudinal checklists will provide necessary data to measure the proposed outcomes. Individual student development will be evaluated by assessing student's academic performance in core subject areas (quarterly), the types of information and services provided to each student, categorized by gender, age, and grade level (monthly), and the nature of student plans and/or outcomes that result from those activities (quarterly). Analysis of responsive services data will include a tally of students seen individually and in groups (monthly), the kinds of concerns they have had (monthly), the number disciplinary violations, suspensions, and referrals to other alternative programs (monthly), and the number of parent/guardian consultations that were conducted (monthly). System support data will be analyzed on a monthly basis by reviewing the degree of effectiveness of professional development, support services, partnership, and outreach activities. In addition, evaluation will assess if the proposed delivery system is truly relevant to the cultural and linguistic needs of the target students and families.

B. Evaluation provides feedback and permits periodic assessment of progress...

As described in Section 3 (B), the Project Director will play a crucial role in seeking feedback and conducting periodic assessment. The Project Director will work with the evaluator, CAC, staff, educators, and partner representatives to analyze evaluation data, including input, process, and outcome data. Data-driven decision making will be an important aspect of **Project LEAD**. Thus, data collected through evaluation will be utilized to produce timely results related to desired outcomes. The evaluator will work closely with the Project Director to ensure survey instruments are administered correctly and data is appropriately collected to track outcomes. The evaluator and the Project Director will provide a quarterly synthesis of evaluation data to CAC as well develop annual reports to U.S. Department of Education. (See page 104 Cited References).

Other Attachment File(s)

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Reporting and Accountability

Successful Applicants with multi-year grants must submit an **annual performance report** demonstrating their progress in meeting approved project objectives. Grantees must also provide the most current financial and performance measure data for each year of the project.

At the end of the project period, applicants will also be required to submit a **final performance report**.

Under the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the Elementary and Secondary School Counseling program:

The GPRA measures for this program are:

- 1. The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.**
- 2. The average number of referrals per grant site for disciplinary reasons in schools participating in the program.**

The GPRA measures constitute the way in which the Department will measure the success of this initiative. Consequently, applicants for a grant under this program should give careful consideration to these measures in developing their projects, and particularly to how they will collect and report data for these measures. Grantees will be expected to collect and report data to the Department in their annual performance report and final performance reports (www.ed.gov/fund/grant/apply/appforms/ed524b_coverfill.pdf and www.ed.gov/fund/grant/apply/appforms/ed524b_statusfill.pdf).

We will aggregate data provided by grantees for these GPRA measures and use these data for a variety of purposes, including developing future budget proposals and improving the performance of the program. We also will share this performance data with Congress, and may publish results from individual grants to illustrate how grant sites are making progress toward program objectives.

Applicants must provide baseline data for their GPRA measures as part of their application. Please use the most recent data available and indicate the year in which the data was collected. Below is a sample table for each GPRA measure. Applicants are encouraged to use the tables below to provide the required baseline data.

GPRA 1: The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.

Schools participating in the grant	Students enrolled (Baseline) (2012-2013)	Number of Child-adolescent psychiatrists (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013)
School 1 (Jain Lane, 4-6)	277	0	0	1	0	0
School 2 (MLK, 7-9)	386	0	0	0	0	0
TOTAL	663	0	0	1	0	0

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)
School 1 (Jain Lane, 4-6)	277	202
School 2 (MLK, 7-9)	386	376
TOTAL	663	578

Note: Baseline number of referrals for disciplinary reasons

- The number of referrals for disciplinary reasons must include all incidents in which a student was referred to school personnel (including, but not limited to, the principal, the vice principal, school security, and guidance counselors) for violations of the school’s discipline code.
- The number reported must be the number of referrals for disciplinary reasons, **not** the number of students referred or the number of disciplinary actions taken.
- The number reported must include all referrals for the entire 2012-2013 school year.

- The number reported must include all referrals from all schools targeted for grant services. Do not include referrals from schools not targeted for grant services.
- The number reported must include all referrals from all grades in schools targeted for grant services.

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.

(b)(6)

Signature of Authorized Certifying Official

4-9-14

Title

EAST AUSTIN COLLEGE PREP
Applicant Organization

Date Submitted



EAST AUSTIN COLLEGE PREP ACADEMY – Project *LEAD*

Letter of Commitment

As **President** of Southwest Key Programs and founder of East Austin College Prep Academy, I am fully committed to the partnerships and the overall administration of the Counseling Program. East Austin College Prep Academy's **Project *LEAD*** (Leading Education to Adolescent Development) will implement a comprehensive counseling program that reduces risk behavior, builds character, increases academic performance and establishes a learning environment where families are supportive and students feel safe and learn.

East Austin College Prep will commit to full participation in the program's stated purpose and goals:

- 1) Create an effective systemic supportive advocacy system that establishes a school culture and climate conducive to learning;
- 2) Improve the academic abilities, knowledge, skills and attitude of participating students to make the right decisions to be successful in school and society;
- 3) Student/counselor ratios will decrease each year by 15% over baseline of 810:1 data; and,
- 4) Student disciplinary referrals and/or suspensions will decrease by 15% in year one, 20% by year two and 25% by year three over baseline data.

As **President**, I agree to:

- 1) ensure that all activities are in accordance with East Austin College Prep Academy policies, procedures, rules and regulations;
- 2) actively participate and engage in Counseling Advisory Council (CAC);
- 3) ensure that GPRA measures are met;
- 4) report regularly to the Board of Trustees regarding the status of the project;
- 5) ensure that resources are leveraged and allocated effectively to maximize all resources available to **Project *LEAD***;
- 6) ensure that **Project *LEAD*** is an integral part of East Austin College Prep Academy's daily educational activities;
- 7) ensure that administrative staff are not discriminating against, counselors, teachers, students, and parents who wish to participate in the program;



EAST AUSTIN COLLEGE PREP ACADEMY – Project *LEAD*

- 8) ensure that the assistant superintendent and staff are in accordance with all U.S. Department of Education, Education Department Administrative Requirements (EDGAR) regulations; and
- 9) ensure that the program director and staff are working with the independent external evaluator to implement the comprehensive rigorous, project evaluation that will assess progress, accomplishments, challenges and efficiency for continuous improvement measures.

I accept the terms of this commitment and have mutually agreed to work with the schools and staff to implement the Counseling Program. It is further understood that this agreement shall become effective upon signature.

(b)(6)

Signature

4/10/14

Date

Dr. Juan Sanchez
El Presidente/CEO Southwest Key Programs



EAST AUSTIN COLLEGE PREP ACADEMY – Project **LEAD**

Letter of Commitment

As Superintendent of East Austin College Prep Academy, I am fully committed to the partnerships and the overall administration of the Counseling Program. East Austin College Prep Academy's **Project LEAD** (Leading Education to Adolescent Development) will implement a comprehensive counseling program that reduces risk behavior, builds character, increases academic performance and establishes a learning environment where families are supportive and students feel safe and learn.

East Austin College Prep will commit to full participation in the program's stated purpose and goals:

- 1) Create an effective systemic supportive advocacy system that establishes a school culture and climate conducive to learning;
- 2) Improve the academic abilities, knowledge, skills and attitude of participating students to make the right decisions to be successful in school and society;
- 3) Student/counselor ratios will decrease each year by 15% over baseline of 810:1 data; and,
- 4) Student disciplinary referrals and/or suspensions will decrease by 15% in year one, 20% by year two and 25% by year three over baseline data.

As **Superintendent**, I agree to:

- 1) ensure that all activities are in accordance with East Austin College Prep Academy policies, procedures, rules and regulations;
- 2) actively participate and engage in Counseling Advisory Council (CAC);
- 3) ensure that GPRA measures are met;
- 4) report regularly to the Board of Trustees regarding the status of the project;
- 5) ensure that resources are leveraged and allocated effectively to maximize all resources available to **Project LEAD**;
- 6) ensure that **Project LEAD** is an integral part of East Austin College Prep Academy's daily educational activities;
- 7) ensure that administrative staff are not discriminating against, counselors, teachers, students, and parents who wish to participate in the program;
- 8) ensure that the assistant superintendent and staff are in accordance with all U.S. Department of Education, Education Department Administrative Requirements (EDGAR) regulations; and



EAST AUSTIN COLLEGE PREP ACADEMY – Project *LEAD*

- 9) ensure that the program director and staff are working with the independent external evaluator to implement the comprehensive rigorous, project evaluation that will assess progress, accomplishments, challenges and efficiency for continuous improvement measures.

I accept the terms of this commitment and have mutually agreed to work with the schools and staff to implement the Counseling Program. It is further understood that this agreement shall become effective upon signature.

(b)(6)

4-9-14

Signature

Date

Dr. Joe E Gonzales
EAPrep Superintendent



EAST AUSTIN COLLEGE PREP ACADEMY – Project *LEAD*

Letter of Commitment

As a faculty member of the East Austin College Prep Academy and as Project Director of **Project *LEAD***, I am fully committed to the partnerships, coordination and collaboration of the East Austin College Prep Academy's **Project *LEAD*** (Leading Education to Adolescent Development). **Project *LEAD*** will implement a comprehensive counseling program that reduces risk behavior, builds character, increases academic performance and establishes a learning environment where families are supportive and students feel safe and learn.

East Austin College Prep will commit to full participation in the program's stated purpose and goals:

- 1) create an effective systemic supportive advocacy system that establishes a school culture and climate conducive to learning;
- 2) improve the academic abilities, knowledge, skills and attitude of participating students to make the right decisions to be successful in school and society;
- 3) student/counselor ratios will decrease each year by 15% over baseline of 810:1 data; and,
- 4) student disciplinary referrals and/or suspensions will decrease by 15% in year one, 20% by year two and 25% by year three over baseline data.

As **Project Director**, I agree to:

- 1) oversee the overall project implementation, operations and assure it is in compliance with the rules, regulation and is on track with contractual performance outcomes;
- 2) actively lead and participate in the Counseling Advisory Council (CAC);
- 3) ensure that GPRA measures are met;
- 4) coordinate and facilitate the implementation of the Counseling Program activities within East Austin College Prep Academy;
- 5) ensure that all activities are in accordance with the U.S. Department of Education, Education Department General Administrative Regulation (EDGAR);
- 6) ensure the resources are allocated effectively and aligned with the proposed goals and objectives;
- 7) not discriminate against counselor, teachers, social workers, students, and parents;
- 8) ensure that all expenditures are allowable and in accordance with OMB circulars;



EAST AUSTIN COLLEGE PREP ACADEMY – Project *LEAD*

- 9) work with all community-based organizations in the delivery of appropriate services to target population;
- 10) prepare and deliver presentations to various stakeholder groups;
- 11) work with the staff and independent external evaluator to implement the comprehensive rigorous, project evaluation that will assess progress, accomplishments, challenges and efficiency for continuous improvement measures; and
- 12) attend and participate as required in the project director's meeting the first year of the project and attend the OSHS National Conference each year for the duration of the project.

I accept the terms of this commitment and have mutually agreed to work with the schools and staff to implement the Counseling Program. It is further understood that this agreement shall become effective upon signature.

(b)(6)

Signature

Ms. Jennifer Nelson
Project Director

Date

4-10-2014



Educational Insight Inc.

Education • Enthusiasm • Empowerment

April 8, 2014

East Austin College Prep
6002 Jain Ln
Austin, TX 78721

Dr. Joe. E. Gonzales,

Educational Insight is pleased to present a letter of support to work in partnership with East Austin College Prep to establish an effective counseling program, entitled **Project LEAD (Linking Education to Adolescent Development)**. As an organization committed to providing high quality training and services to schools across the country, we are committed to work in partnership with East Austin College Prep to establish their first formal counseling program.

Since 2011, our organization has worked with EAPrep on numerous programs including a group working with Children of Incarcerated Parents (CIP). In a short amount of time, the facilitators helped address the realities of having a family member who is/was incarcerated by providing psycho-educational support, prosocial skills and awareness of self (behaviors) from the realities of familial incarceration. In spending time with participants, I have discussed the need for enhanced mental health services throughout the school as there are additional considerations related to student emotional, social, environmental (family dynamics) and psychological support to build upon student success at East Austin College Prep Academy.

Educational Insight welcomes the opportunity to partner with EAPrep as we provide diverse intervention and prevention programming which can be modified to directly meet the needs of students and the school. This grant would be a vital component in narrowing a foundation of services for the students and families of the school. Services may include, but are not limited to group building through experiential learning, self-awareness, child/adolescent/adult leadership, conflict resolution, mediation, and parent relationships. Also, various groups could be used to foster a positive school climate between the various grades as EAPrep increases the grade levels within the school.

In addition, this grant would be supported from a collaborative perspective as Educational Insight maintains strong collaborations with Texas State University School of Social Work and the Center for P-16 Initiatives on the Texas State University Campus. These collaborations are significant as the Center for P-16 Initiatives mission utilizes college level mentors to promote college readiness to equip students with critical knowledge, strategies, and an academic mindset to place students on a path towards a college degree. The Texas State School of Social Work provides relevant research and an academic network of resources in maintaining a college readiness focus.

Educational Insight appreciates the opportunity for consideration of this very important initiative and the commitment to provide high quality services which validate our mission of education, enthusiasm and empowerment for the students, faculty and staff at EAPrep.

If we can be of any further assistance, please do not hesitate to contact me.

Kind Regards,

(b)(6)

R. Stephen Medel, LMSW
Executive Officer

April 14, 2014

Dr. Joe G. Gonzales
East Austin College Prep Academy
6002 Jain Lane
Austin, Texas 78702

Dear Dr. Gonzales,

On behalf of Search Institute, we are pleased to support Austin College Prep Academy (EAPrep) in its application for funding from the US Department of Education for an Elementary and Secondary School Counseling Program grant. For 25 years, Search Institute has studied and provided resources about the **Development Assets® framework**—concrete, common sense strengths and supports that are essential to raising successful young people. Research shows that assets have the power during critical years to influence choices young people make and help them become caring, responsible adults.

Search Institute has been an innovator in listening to young people and promoting positive change with and for young people. Data collected from Search Institute surveys of more than 4 million children and youth from all backgrounds and situations has consistently demonstrated that the more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society.

EAPrep teachers and educators propose to incorporate into daily instructional and counseling practices of educators the **Search Institute's 40 Development Assets® framework** which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. Search Institute is pleased to partner with Austin College Prep Academy as we continue work.

As such, we support EAPrep's efforts to supplement elementary and secondary school counseling programs utilizing Search Institute's 40 Developmental Asset framework by providing published materials, professional development and assessment tools. We look forward to the success of this worthwhile initiative promoting positive change for the youth of East Austin.

Sincerely,

(b)(6)

Mary Shrader
Client Partner Services Coordinator

Juan José Sánchez, Ed.D.
El Presidente/CEO
Austin, Texas

April 12, 2014

our mission
nuestra misión

Opening doors to
opportunity so
individuals can
achieve their dreams.

*Abriendo puertas de
oportunidad para que
todas las personas
logren sus sueños.*

**board of
directors**

Victor Garza
Chair
Fresno, California

Orlando L. Martínez
Vice Chair
Atlanta, Georgia

Catherine Peña
Treasurer
Dallas, Texas

Rosa Sántis
Secretary
Austin, Texas

Elizabeth Gonzales
Member
Austin, Texas

Anselmo Villarreal
Member
Milwaukee, Wisconsin

Dr. Joe G. Gonzales
East Austin College Prep Academy
6002 Jain Lane
Austin, Texas 78702

Dear Dr. Gonzales,

I am writing in support of the East Austin College Prep Academy's (EAPrep) grant application submission to the U.S. Department of Education's (USDOE) Elementary and Secondary School Counseling Programs.

Through our El Centro de Familia (Family Center), Southwest Key Programs has maintained a strong partnership with EAPrep to address the critical needs of young people and their families in our community as it relates to their well-being, quality education, and preparation for successful futures. A counseling grant from the USDOE would be a tremendous benefit to EAPrep students and this community, contributing to their personal growth, educational development, and social-emotional well-being.

As such, Southwest Key Programs is committed to providing this initiative with support in the coordination of proposed services with key partners. Additionally, through this initiative Southwest Key will provide EAPrep with access to facilities, meeting room and classroom space, and referrals to other mental health and social services, as applicable. Finally, through our El Centro de Familia, participating students and their families will have access to a wide range of comprehensive youth and family supports and programming offered directly within this community.

We look forward to this partnership and the future success of EAPrep students and their families as a result of the much needed resources this collaborative will bring to this community.

Sincerely,

(b)(6)

Juan J. Sanchez, Ed.D.
El Presidente/Chief Executive Officer



SCHOOL OF SOCIAL WORK
THE UNIVERSITY OF TEXAS AT AUSTIN

1 University Station D3500 - Austin, TX 78712-0358 - email: utssw@lists.cc.utexas.edu

April 17, 2014

Dr. Joe Gonzales
East Austin College Prep
6002 Jain Lane
Austin TX, 78721

Dear Dr. Gonzales:

I have served as a faculty liaison for The University of Texas at Austin (UT) School of Social Work for the East Austin College Prep (EAPrep) through Southwest Key Programs (SKP). We are pleased to partner with the EAPrep through SKP in meeting the support needs of students at EAPrep. Our School of Social Work has placed social work students in internships with EAPrep/SKP for many years and these students have had a rich educational experience. Internships offer students a way to practice newly learned skills and integrate knowledge into practice. This community based learning is a vital part of development as a professional social worker.

Our School of Social Work supports the educational and training needs of our field agencies by assigning full time faculty liaisons who visit students in their placements two to three times per semester. Liaisons are also available to answer questions and provide information when needed. In addition, the School of Social Work provides field instructor training twice per year, up to 19 hours of continuing education opportunities per year and has a written student guide to field education. The guides to field and other educational supports can be found at: utexas.edu/sswetc

Without partners like EAPrep /SKP the School of Social Work would not be successful in meeting our students' educational needs. We look forward to our continuing relationship with EAPrep /SKP as a service learning opportunity for our students.

Sincerely yours,

(b)(6)

Cossy Hough, LCSW
Clinical Assistant Professor

General
Information
(512) 471-5457
Fax (512) 471-9600

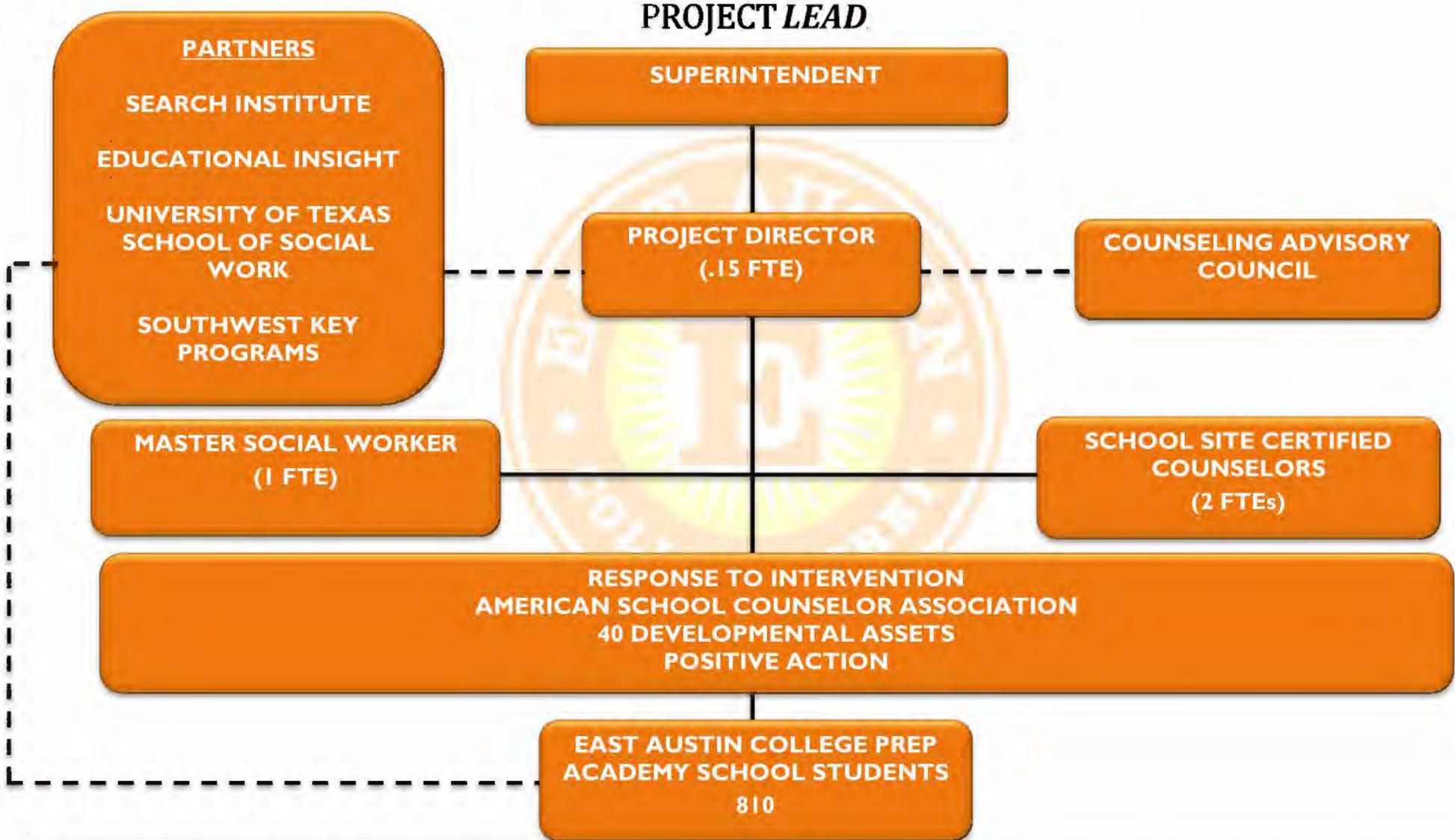
Academic Programs
and Student Services
(512) 471-5457
Fax (512) 471-9600

Administrative
Office
(512) 471-1937
Fax (512) 471-9600

Center for Social
Work Research
(512) 471-0561
Fax (512) 471-9514

ORGANIZATIONAL CHART

East Austin College Prep Academy



External Evaluator

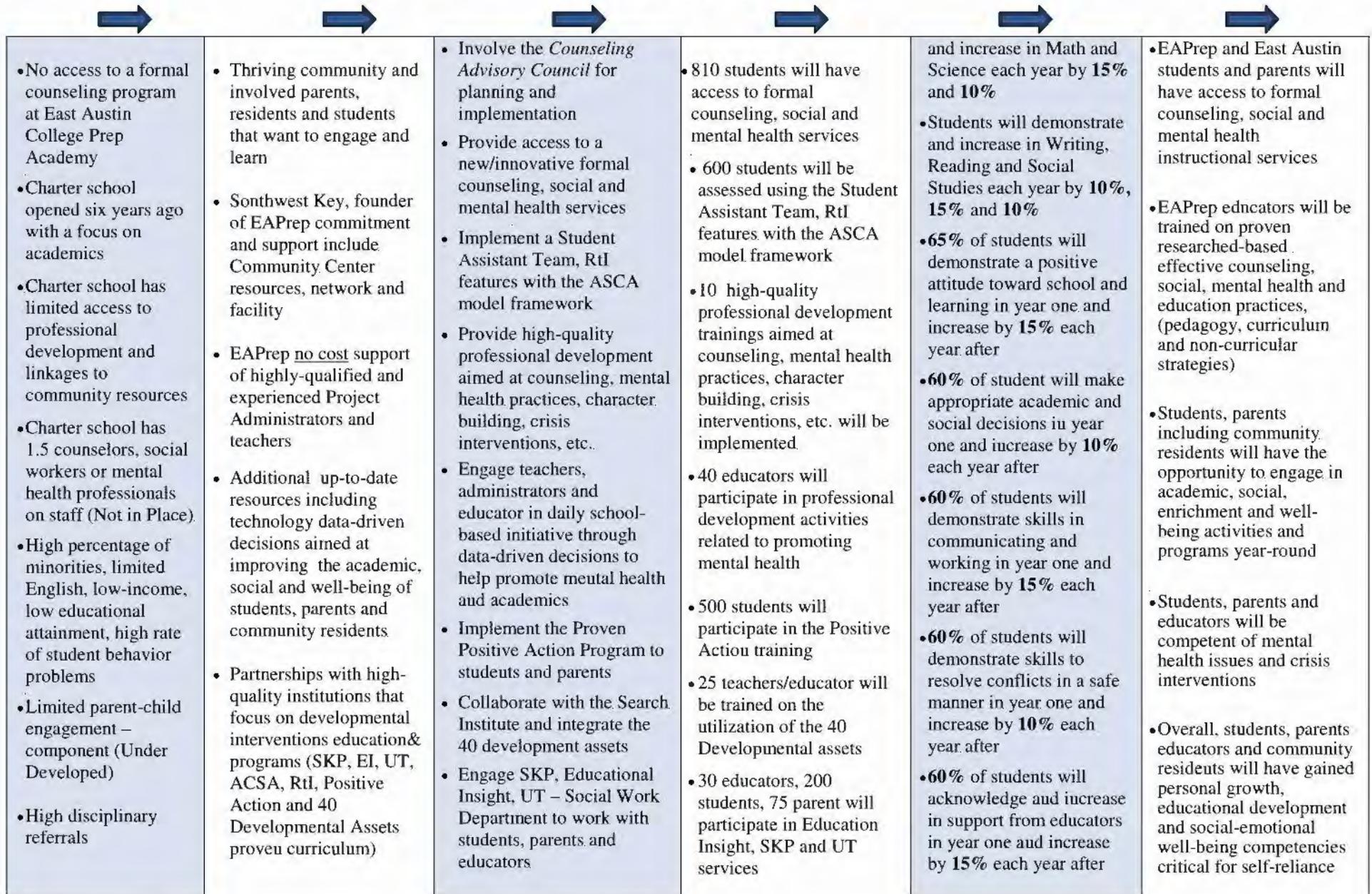
Formative and Summative design, Outcome and Process evaluation, Baseline data, Pre & Post Assessments, Surveys, Observation Rubric, Focus groups and interviews, Multiple Regression Analysis, Diagnostic conclusions, Formal Recommendations, Reports, Required Annual Performance Reports, Program and Evaluation Modifications.

Project LEAD LOGIC MODEL

Focus	Inputs	Activities	Outputs (Annual)	Outcomes (Summarized)	Impact
<ul style="list-style-type: none"> • No access to a formal counseling program at East Austin College Prep Academy • Charter school opened six years ago with a focus on academics • Charter school has limited access to professional development and linkages to community resources • Charter school has only 1.5 counselors, social workers or mental health professionals on staff (Not in Place) • High percentage of minorities, limited English, low-income, low educational attainment, high rate of student behavior problems. • Limited parent-child engagement – component (Under Developed) • High disciplinary referrals 	<ul style="list-style-type: none"> • Thriving community and involved parents, residents and students that want to engage and learn • Southwest Key, founder of EAPrep commitment and support include Community Center resources, network and facility • EAPrep no cost support of highly-qualified and experienced Project Administrators and teachers • Additional up-to-date resources including technology data-driven decisions aimed at improving the academic, social and well-being of students, parents and community residents • Partnerships with high-quality institutions that focus on developmental interventions education & programs (SKP, EI, UT, ACSA, RtI, Positive Action and 40 Developmental Assets proven curriculum) 	<ul style="list-style-type: none"> • Involve the <i>Counseling Advisory Council</i> for planning and implementation • Provide access to a new/innovative formal counseling, social and mental health services • Implement RtI features with the ASCA model framework • Provide high-quality professional development aimed at counseling, mental health practices, character building, crisis interventions, etc. • Engage teachers, administrators and educator in daily school-based initiative through data-driven decisions to help promote mental health and academics • Implement the Proven Positive Action Program to students and parents. • Collaborate with Search Institute and integrate the 40 development assets • Engage SKP, Educational Insight, UT – Social Work Department to work with students, parents and educators 	<ul style="list-style-type: none"> • 810 students will have access to formal counseling, social and mental health services • 600 students will be assessed using RtI features with the ASCA model framework • 10 high-quality professional development trainings aimed at counseling, mental health practices, character building, crisis interventions, etc. will be implemented • 40 educators will participate in professional development activities related to promoting mental health • 500 students will participate in the Positive Action training • 25 teachers/educator will be trained on the utilization of the 40 Developmental assets • 30 educators, 200 students, 75 parent will participate in Education Insight, SKP and UT services. 	<ul style="list-style-type: none"> • Student/counselor ratios will decrease by 15% (GPRA 1) • Counseling hours of direct service per week will increase by 10%. • Student disciplinary referrals- suspensions will decrease by 15%, 20%, and 25% (GPRA 2) • Students health-risk behaviors (fighting, substance abuse, etc.) will decrease by 10%, 15% and 20% • By the end, juvenile offenses of students will decreased by 30% • 50% of teachers counselors, educators will participate in professional development activities in year one and increase by 15% each year after • 65% of teachers will implement instructional practices in year one and increase by 15% each year after • Parents involved in school/counseling activities will increase by 10%, 15% and 20% • Students will demonstrate 	<ul style="list-style-type: none"> • EAPrep and East Austin students and parents will have access to formal counseling, social and mental health instructional services • EAPrep educators will be trained on proven researched-based effective counseling, social, mental health and education practices, (pedagogy, curriculum and non-curricular strategies) • Students, parents including community residents will have the opportunity to engage in academic, social, enrichment and well-being activities and programs year-round • Students, parents and educators will be competent of mental health issues and crisis interventions • Overall, students, parents educators and community residents will have gained personal growth, educational development and social-emotional well-being competencies critical for self-reliance

External Evaluator
 Outcome and Process Evaluation, Baseline data, Pre & Post Assessments, Surveys, Observation Rubric, Focus groups and interviews, Multiple Regression Analysis, Diagnostic conclusions, Formal Recommendation Reports, Required Annual Performance Reports, Program and Evaluation Modifications

Project LEAD LOGIC MODEL



External Evaluator
Outcome and Process Evaluation, Baseline data, Pre & Post Assessments, Surveys, Observation Rubric, Focus groups and interviews, Multiple Regression Analysis, Diagnostic conclusions, Formal Recommendation Reports, Required Annual Performance Reports, Program and Evaluation Modifications

JOE E. GONZALES, ED. D.

(b)(6)

Email: jgonzales@texanscan.org

Education

Wayne State University, Detroit, Michigan, 1990

Doctorate in Education in Curriculum and Instruction & Bilingual / Bicultural Education

Universidad de Madrid (Partnership with Wayne State University), 1986

Graduate Study, Madrid, Spain

Central Michigan University, Mt. Pleasant, Michigan, 1981

Completed 30 hours beyond Master's Degree in Educational Administration

Michigan State University, East Lansing, Michigan, 1972

Master of Arts in Educational Administration

Michigan State University, East Lansing, Michigan, 1966

Bachelor of Arts in Spanish and French

Recent Work Experience

Southwest Key Programs, Inc: 2011-Present

Superintendent of Schools

Austin Can! Academy: 2007-2011

Executive Principal & Mentor

McAllen ISD: 2001-2003

Superintendent of Schools

San Angelo ISD: 1997-2001

Superintendent of Schools

Bay City Public Schools: 1991-1997

Superintendent of Schools

Previous Work Experience

Bay City Public Schools

Deputy Superintendent

Assistant Superintendent for Personnel and Administrative Services

Administrative Assistant for Personnel and Employee Benefits

St. Johns Public Schools

Director / Principal, St. Johns Migrant School, St. Johns, Michigan

Head Football Coach, St. Johns High School, St. Johns, Michigan

Assistant Principal, St. Johns High School, St. Johns, Michigan

Foreign Language Teacher, St. Johns High School, St. Johns, Michigan

Lake Orion Public Schools

Foreign Language Teacher, Lake Orion High School, Lake Orion, Michigan

Major Awards

Texas State Legislature: Recipient of House & Senate Resolutions in Recognition of Work for Texas students, 2011
City of Austin: Recipient of Mayoral Proclamation in Recognition of Outstanding Contributions to Community, 2011
NBC Nightly News with Bryan Williams: Nationally Featured Educator in *Making a Difference* series, 2010
National LULAC: Presidential Citation medal, 2005
U.S. Department of Education: John Stanford Education Heroes Award, 2000
State of Texas: Award for Community Education, 2000
Texas Regional Advocate of Gifted & Talented, 2000
President of Middle Cities Association: The most ethnic populated urban twenty-two school districts in Michigan
State of Michigan: Governor's Certificate of Commendation, 1994
State of Michigan: Special Tribute, 87th Legislature, 1993
City of Bay City: Official Proclamation, 1993
Michigan State Board of Education: State Board of Education Hispanic Educator of the Year, 1992
Boys and Girls Club of Bay County: Man of the Year, 1992
State of Michigan Certificate: First Hispanic Superintendent in the State of Michigan, 1992
Outstanding Hispanic Educator Bay County, 1990
Delta College: Outstanding Hispanic Alumnus, 1986
Wayne State University: Federal Fellowship for Study on a Doctoral Program in Bilingual Education, 1985

Presentations

National Charter School Association Conference: Presenter of panel discussion on "Turnaround Schools", 2010
Texas Charter School Association Conference: Presenter, "Building Progress through Relationships", 2010
National League of Latin American Citizens (LULAC): Presenter, 2005
National School Boards Association Conference: Presenter, 2001
National Association of Elementary School Principals Conference: Presenter, 2001
Texas Association of School Administrators / Texas Association of School Boards Convention: Presenter, 2000
Texas Association of School Boards Spring Workshop: Presenter, 1999
Michigan Association of School Administrators: Keynote, "Cultural Diversity: Breaking the Barrier", 1994
Annual State Conference for Governor's Commission for Spanish Affairs: Keynote, 1991
New York Athletic Administrators Association: Presenter, 1990
National Athletic Directors Conference: Presenter, 1989
Six States Migrant Directors: Speaker, 1977

JENNIFER NELSON

(b)(6)

Austin, TX 78731

Experience

1/06 to Present

Chief Operations Officer, Southwest Key Programs

The Chief Operations Officer is responsible for overseeing the departmental functions of Communications, Quality Assurance, Information Technology, Development, and Training and for ensuring smooth and efficient organizational operations for large organization employing over 1000 individuals in 5 states. Provide on-going leadership in the implementation of organization wide standards in keeping with best practices, including a data based quality assurance and performance quality improvement system; a web based training system for all employees; and communication vehicles to ensure efficient flow of communication from within the organization to key stakeholders. Responsible for the coordination and implementation of an organizational strategic planning process and 5 year plan. Responsible for the overall coordination and implementation of the accreditation process through the Council on Accreditation for operational standards including Governance, Risk Management, Finance, Human Resources, Training/Supervision, Safety, and Ethics. Coordinate and facilitate the organization wide risk management committee. Develop and implement programming associated with community development initiatives including local community building activities, leadership program and voter registration drives. Coordinated research project involving local and national experts focusing on the mental health needs of youth of color involved in the juvenile justice system. Report directly to the Deputy Executive Director and serves as a member of the management team and participates in setting direction for and ensuring the health of the organization as a whole.

10/04 to 01/06

Director of Programs Southwest Key Programs

A key member of the executive managerial staff, responsible for the support and supervision of Southwest Key's community based programs, as well as the growth and development of these programs (over 40 programs nationwide). Directly supervised team of Regional Executive Directors located throughout the country to ensure quality programming, financial viability and customer satisfaction. Supervised and provided guidance to the Southwest Key Training Department, ensuring training programs, curriculum development and staff training were delivered in accordance with contractual requirements and Southwest Key standards. Responsible for the oversight and implementation of agency wide data collection system and reporting.

01/02 to 10/04

Director of Youth Development Southwest Key Programs

Responsible for the implementation of the Voices of Youth model, a positive youth development approach to working with adolescents in systems of care, throughout a national organization serving children in programming operating across the country. Responsible for the development of a youth driven organizing campaign addressing issues related to the juvenile justice system in the state of Texas. Developed and supervised a youth leadership program at Austin area high schools for low performing, at risk youth. Responsible for supervision and guidance of the Voices of Youth program in New York City, a leadership and advocacy program for adolescents in foster care.

9/99 to 10/04

Consultant

Provided consultation services to child serving organizations nationally including, the Annie E. Casey Foundation, the Child Welfare Organizing Project, Fordham University, Children's Rights Inc., Easter Seals, New York City Administration for

JENNIFER NELSON

Children's Services, Connecticut Department of Youth and Family Services, The National Resource Center for Youth Development.

12/99 to 1/02

Founder and Director of Voices of Youth

Developed a multi-faceted program for youth in foster care that provides services to meet their emotional, educational, and employment needs as they prepare for the transition out of care. Developed multiple training programs and curricula for youth in the foster care system to serve as public speakers and trainers of professionals in the child welfare system. Trained staff including caseworkers, supervisors, administrators, attorneys, and general public in the needs and perspectives of youth in the foster care system. Wrote and developed curricula for use in training of professionals and youth.

6/97 to 10/99

Associate Director, National Resource Center for Permanency Planning

Responsible for daily operations, program management, and supervision. Provided leadership in the reorganization of Center operations and organizational development. Provided technical assistance to state offices of child and family services. Developed and conducted training programs. Coordinated research project developed to learn from youth formerly in foster care and increase their involvement in shaping child welfare policies and service design.

02/94 – 11/96

Executive Director, CASA for Kids

Responsible for program development and daily operations of a multi-county, child advocacy organization providing services to abused and neglected children in the foster care and court systems. Recruited and supervised volunteer advocates. Developed and provided comprehensive training program addressing issues related to child abuse and neglect. Raised annual budget through; federal, state and private grants; donations, in-kind support; and special events. Conducted strategic planning process to create five-year growth plan. Tracked all child abuse and neglect cases in a ten-year period to determine permanency outcomes for State Supreme Court and circuit court. Worked with other state programs to create the West Virginia State CASA Association and on the development of statewide legislation.

8/93 – 8/96

Adjunct Instructor

West Virginia University School of Social Work, Morgantown, West Virginia
Fairmont State University, Fairmont, West Virginia

Education

May 1993

Master of Social Work; University of Maryland School of Social Work

May 1990

Bachelor of Arts; Syracuse University, Syracuse, NY



Job Title:	School Site Counselor	Employment Status:	Full -time
Program Model and Program Number:	The East Austin College Prep Academy	Reports to:	Superintendent/CAO
Job Summary:			
<p>The Counselor is responsible for group educational and vocational guidance services of students at the East Austin College Prep Academy. The Counselor implements and monitors evidence-based programs (Positive Action) while working closely with the project director, school administrators, teachers and partners to provide appropriate programming for students and professional development training to parents.</p>			
Essential Functions:			
<ul style="list-style-type: none"> • Counsel individuals and small groups to help them understand and overcome personal, social, or behavioral problems affecting their educational situations. • Provide crisis intervention to students when difficult situations occur at school. • Confer with parents or guardians, teachers, administrators, and other professionals to discuss children's progress, resolve behavioral, academic, and other problems, and to determine priorities for students and their resource needs. • Prepare students for later educational experiences by encouraging them to explore learning opportunities and to persevere with challenging tasks. • Evaluate students' abilities, interests, and personality characteristics using tests, records, interviews, or professional sources. • Counsel students regarding educational issues, such as course and program selection, class scheduling and registration, school adjustment, truancy, study habits, and education planning. • Provide special services such as alcohol and drug prevention programs and classes that teach students to handle conflicts without resorting to violence. • Conduct follow-up interviews with students to determine if their needs have been met. • Consult parents, teachers, administrators, and other appropriate people to enhance their work with students. • Compile, maintain and file all required physical and computerized reports, records, and other documents. • Work with school personnel to obtain resources for students and parents. • Use an effective referral process to help students and others use community resources. 			
Other Functions:			
<ul style="list-style-type: none"> • Attend monthly school meetings and in-service training as specified by campus administration. • Maintain professional development requirements to improve skills related to job assignment. • Build community partnerships to leverage services and support for students and their families. • Able to react to change productively and handle other essential tasks as assigned. 			
Qualifications and Requirements:			
<ul style="list-style-type: none"> • Master's degree from an accredited institution of higher learning in school counseling. • Texas state license and federal certification. • Three (3) years teaching experience and documented competence in counseling children, specifically minority, at-risk low-income students in school settings. • Knowledge of school counseling procedures and student assessment. • Knowledge and experience working with diverse and underserved populations. • Bilingual English/Spanish. • High Excellent verbal and written communication skills. • Ability to work in partnership with others and coordinate a working team in the accomplishment of a project. 			
Physical Demands:			
<p>Must be able to read, write, and communicate both verbally and in written form to express and exchange ideas in Spanish and English. While performing the responsibilities of this job, the employee must be able to access all components of work station and other office equipment. Frequent typing, writing, bending and twisting. Must be able to lift up to 10 pounds.</p>			
Work Environment:			



General office environment with moderate noise. This position is active and periodically involves driving, walking or standing for extended periods of time. A busy environment with many unscheduled interruptions. Frequent computer use at workstation for extended periods of time is also required that will involve long periods of sitting. Public contact position requiring appropriate business apparel.

Compliance Agreement: I have read the above, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements. I understand that reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. I also understand that my job description is subject to change and that this description does not preclude my supervisor's authority to add or change duties or responsibilities.

Employee Name: _____ Employee Signature: _____ Date: _____



Job Title:	Social Worker	Employment Status:	Full Time
Program Model and Program Number:	The East Austin College Prep Academy	Reports to:	Superintendent/CAO
Job Summary:			
The Social Worker is responsible for implementing evidence-based programs (40 Developmental Assets) and serve as liaison between the schools and the counseling providers. The social worker spends a majority of their time with students and parents and works with the teachers to resolve issues interfering with school and academics.			
Essential Functions:			
<ul style="list-style-type: none"> • Implement evidence-based programs and serve as liaison between EACPA and counseling providers. • Work with teachers to resolve students' issues interfering with school academics. • Provide counseling, crisis intervention and prevention to students to address any educational or developmental blocks to academic progress. • Develop programs to help students with poor academic records and behavior problems. • Continually monitor the mental well-being of students and facilitate linkage to appropriate services as needed. • Provide consultation and documentation regarding students' functioning, placement stability and service needs. • Participate in and comply with all meetings, assignments, process improvement, and quality improvement initiatives as assigned by supervisor. • Provide early intervention to reduce or eliminate stress within or between individuals or groups. • Problem-solving services to students, parents, school personnel, or community agencies. • Early identification of students at risk. • Work with various groups in school to develop coping, social, and decision-making skills 			
Other Functions:			
<ul style="list-style-type: none"> • Able to react to change productively and handle other essential tasks as assigned. 			
Qualifications and Requirements:			
<ul style="list-style-type: none"> • Master's Degree in Social Work (BSW). • A Texas state license, federal certification including a license from the Texas State Board of Examiners of Social Workers. • Experience working with children, specifically minority low-income students in school settings. • Ability to communicate well both verbally and in writing. • Excellent time management, organization, and task completion skills. • Required to work a flexible schedule to facilitate program services. • Cleared background check from appropriate entity. • Bilingual. 			
Physical Demands:			
<ul style="list-style-type: none"> • Bending, stooping, and lifting a minimum of 15-25 lbs required to complete daily tasks • Must be able to complete CPI training certification program • Must have the ability to remain in standing position for extended periods of the work day 			
Work Environment:			
Ability to work a flexible work schedule is required dependent upon the assigned caseload and duties. Work schedules are subject to variation and extended hours, and may include weekend and holiday hours as needed in order to satisfactorily complete all job duties in a timely manner.			

Compliance Agreement: I have read the above, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements. I understand that reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. I also understand that my job description is subject to change and that this description does not preclude my supervisor's authority to add or change duties or responsibilities.

Employee Name: _____ Employee Signature: _____ Date: _____

PR/Award # S215E140016

COMPANY PROFILE

EGT INSTITUTE, INC. has over 20 years of professional experience in program and resource development, organizational planning, technology information services, grant research and writing services, as well as, program management and evaluation services. This wealth of knowledge, experience and extensive network, led to the creation of EGT INSTITUTE, INC.

EGT INSTITUTE, INC. was founded to assist organizations and educational institutions with the most current program information, resources, and technology for securing, maintaining and evaluating federal, state, local and private foundation grants.

EGT INSTITUTE, INC. offers a comprehensive service approach to meet the diverse needs of clients. Our services include consulting, organizational planning, grant research, training, grant writing, program management and program evaluation. EGT INSTITUTE, INC. provides strategic assessment, research, guidance and professional writing services to identify the appropriate funding source to develop the best approach to secure funding. EGT INSTITUTE, INC. conducts training to increase grant writing capacity and enhance program management abilities. Additionally, EGT INSTITUTE, INC. provides evaluation services to ensure program and contractual performance outcomes are met, continuous improvement measure are adopted and that the required annual performance and evaluation reports are developed in compliance with funding agencies guidelines.

EGT INSTITUTE, INC. offers years of cumulative experience in providing grant development, evaluation and capacity building assistance to universities, community colleges, community-based organizations, public schools, educational service centers, private businesses, housing authorities, faith-based organizations, municipalities and other public entities. EGT INSTITUTE, INC. has extensive experience in developing and securing funding for minorities and economic disadvantaged adults, youth and individual with disabilities.

EGT INSTITUTE's professional team are highly experienced and have a wealth of knowledge in professional writing, technology, analyzing statistical data and effective communications strategies required for resource development, evaluation and management practices.

The company has served the needs of institutions of higher education, educational service centers, local education agencies, and community based organizations by being client-oriented and results-driven. To date, EGT INSTITUTE, INC. has successfully evaluated over \$250 million in grant awards for clients.

The following table illustrates EGT INSTITUTE’s Skills:

<ul style="list-style-type: none"> • Program Evaluation • Data Analysis 	<ul style="list-style-type: none"> • Organizational Analysis & Planning 	<ul style="list-style-type: none"> • Community Needs Assessment and Focus Groups
<ul style="list-style-type: none"> • Grant Research, Concept Development and Writing 	<ul style="list-style-type: none"> • Strategic Planning, Group Facilitation and Conflict Resolution 	<ul style="list-style-type: none"> • Development of Annual Performance and Evaluation Reports
<ul style="list-style-type: none"> • Cost Allocation and Wage Comparability Studies • Budget Analysis 	<ul style="list-style-type: none"> • Facilitate Partnerships Between Private and Public Sectors 	<ul style="list-style-type: none"> • Marketing • Staff Training
<ul style="list-style-type: none"> • Housing and Economic Impact Studies 	<ul style="list-style-type: none"> • Prepare Congressional and Legislative Testimony 	<ul style="list-style-type: none"> • Policy & Procedure Formulation

EVALUATION EXPERIENCE

EGT INSTITUTE, INC. evaluates programs for education service centers, colleges, universities, nonprofits, educational service districts, schools, community-based nonprofits and city government. Examples of programs evaluated include:

06/25/13: Texas Education Agency - 21st Century Community Learning Centers five-year grant will offer after school programs at one district to 6 school campuses to provide academic and enrichment activities to student as well as educational opportunities for the parents of participating students. *Recipient: Charter School – Non-Profit.*

10/01/12: U.S. Department of Education - The Innovative Approaches to Literacy Program supports high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade within the attendance boundaries of high-need local educational agencies (LEAs) and schools. *Recipient: Charter School – Non-Profit*

10/01/12: U.S. Department of Education - Elementary Counseling three-year program is to develop and demonstrate a well-planned Comprehensive Elementary Counseling Program designed to expand and enhance school-based and community-linked counseling services to at-risk children needing early intervention services. *Recipient: Independent School District*

09/01/12: Texas Education Agency - STAAR Pilot Project grant will serve 5 school schools in South Texas. The program as a pilot project, STAAR will identify students in most need of additional academic assistance in core subjects. These students will receive supplemental after school, weekend, and summer academic support incorporating evidence-based curricula and interventions. *Recipient: Independent School District*

07/01/12: \$5 million three-year U.S Department of Labor - Employment and Training Grant Serving Juvenile Offenders in High-Poverty, High-Crime (HPHC) Communities – The Juvenile Offenders HPHC project will serve a total of 900 youth ages 14 and up in the communities of **Buffalo (New York), Atlanta (Georgia), Milwaukee (Wisconsin), and Houston (Texas)** who are juvenile offenders from these high-poverty high-crime communities who currently reside in, or resided in confinement during the last 12 months. The purpose of the grant is to improve the long-term labor market prospects of these youth through innovative educational and employment and training programs. *Recipient: Community-Based Organization*

07/01/12: U.S. Department of Education - Upward Bound (Trio Program) is a year-round intensive, college-preparatory program that will provide students with the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education. Tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students; and programs and activities that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students. *Recipient: Education Service Center (Central Texas)*

07/01/12: U.S. Department of Education - Upward Bound (Trio Program) will provide students with academic enrichment program designed to prepare high schools students with the skills and motivation necessary for college. Tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students; and programs and activities that are specially designed for students who are first-generation college bound high school students, limited English proficient, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students. *Recipient: Independent School District.*

10/01/11: U.S. Department of Education - GEAR UP partnerships to provide services at high-poverty middle and high schools and through the first year of college. The services include: providing information regarding financial aid for postsecondary education to participating students in the cohort, encouraging student enrollment in rigorous and challenging curricula and coursework, and improving the number of participating students who obtain a secondary school diploma and complete applications for and enroll in a program of postsecondary education. *Recipient: Education Service Center*

10/01/11: U.S. Department of Education - GEAR UP partnerships to provide services at high-poverty middle and high schools and through the first year of college. The services include: providing information regarding financial aid for postsecondary education to participating students in the cohort, encouraging student enrollment in rigorous and challenging curricula and coursework, and improving the number of participating students who obtain a secondary school diploma and complete applications for and enroll in a program of postsecondary education. *Recipient: Education Service Center*

10/01/11: U.S. Department of Education - Elementary Counseling three-year program is to develop and demonstrate a well planned Comprehensive Elementary Counseling Program designed to expand and enhance school-based and community-linked counseling services to at-risk children needing early intervention services. *Recipient: Independent School District*

10/01/11: U.S. Department of Education - Carol M. White Physical Education Program (PEP) is intended to assist local educational agencies (LEAs) and community-based organizations (CBOs) initiate, expand, or enhance their physical education and nutrition education programs. These programs should be designed to help students meet their state standards for physical education as well as promote and encourage lifelong and healthy eating habits. *Recipient: Charter School - Non-Profit*

07/01/11: U.S. Department of Education - High School Equivalency Program (HEP), a five-year program for helping 210 adult individuals annually earn a GED and continue their education in college and enter new careers. *Recipient: University*

07/01/11: U.S. Department of Education - College Assistance Migrant Program (CAMP) five-year program to first-year college students succeed in college by providing counseling, tutoring and support services. *Recipient: University*

07/01/11: Texas Education Agency & Texas High School Project, T-STEM (Texas Science, Technology, Engineering & Mathematics two-year project is to increase student's interest and enrollment in STEM (Science, Technology, Engineering and Mathematics) course work as well as, prepare them for work in the 21st Century. *Recipient: Education Service Center*

10/01/10: U.S. Department of Education - Full Service Community Schools Program (five-years) is aimed at delivering comprehensive academic, social, and health services for students, families, and community residents of the East Austin Govalle/Johnston Terrace neighborhood. *Recipient: Charter School - Non-Profit*

10/01/10: U.S. Department of Education - Smaller Learning Communities five-years grant aimed at increasing the academic achievement levels of all 9-12 grade students in 1 school district and 3 high schools. *Recipient: Education Service Center*

08/01/10: Texas Education Agency - Connection Grant - is a two-year grant to establish campuses that will serve as a statewide technology demonstration sites and model exemplary use of educational technology to improve teaching and learning throughout the 21st Century educational system. *Recipient: Independent School District.*

07/01/10: Texas Education Agency - Target Tech in Texas (T3) two-year grant is to stimulate the use of educational technology to improve teaching and learning throughout the 21st Century educational system. *Recipient: Education Service Center*

07/01/10: Texas Education Agency - Target Tech in Texas (T3) two-year grant is to stimulate the use of educational technology to improve teaching and learning. *Recipient: Independent School District*

07/01/10: Texas Education Agency - Prekindergarten Program two-year grant is to prepare students to enter kindergarten on or above grade level. *Recipient: Independent School District*

07/01/10: U.S. Department of Education - Teaching American History five-year grant to prepare 50 history teachers in grades K - 12 to advance their understanding of American History under the guidance of prominent academic and professional historians. *Recipient: Independent School District.*

07/01/10: Texas Education Agency - District Awards for Teacher Excellence (DATE) three-year grant is to provide incentives to educators and support staff based on the increase of student academic performance at their campuses. *Recipient: Independent School District*

09/01/09: Texas Education Agency - Vision 2020 Technology Immersion Strand twenty-two month grant is to provide 1 high-need school grades 6-12 with the resources to assist every student in crossing the digital divide by ensuring that each student is technology literate. *Recipient: Independent School District*

09/01/09: Texas Education Agency - Vision 2020 Virtual Learning Strand twenty-two month grant is to provide 7 high-need schools at 4 districts with the necessary resources to provide supplementary online learning opportunities for students and/or teachers. *Recipient: Education Service Center*

09/01/09: Texas Education Agency - 21st Century Community Learning Centers five-year grant will offer after school programs at one district to 9 school campuses to provide academic and enrichment activities to student as well as educational opportunities for the parents of participating students. *Recipient: Independent School District.*

09/01/09: U.S. Department of Education - Professional Development for Arts Educators three-year project will serve a cohort of 170 elementary teachers (grades K-5) from one district located in the Lower Rio Grande Valley to deliver standards-based arts education programs to raise student academic achievement in the arts and ensure that all students meet challenging State academic content. *Recipient: Independent School District*

07/01/09: U.S. Department of Education - Teaching American History three-year program which includes 4 school districts and 9 campuses in Central Texas. The program goal is to prepare 75 history teachers in grades 5, 8 and 11 to advance their understanding of American History under the guidance of prominent academic and professional historians. *Recipient: Education Service Center*

07/01/09: U.S. Department of Education - Safe Schools/Healthy Students four-year project is to support and implement a strategic, comprehensive and community-wide plan that will create safe and drug-free schools and promote healthy childhood development to 31 campuses from one school district in the Lower Rio Grande Valley. *Recipient: Independent School District*

07/01/08: U.S. Department of Education - Safe Schools/Healthy Students four-year project is to support and implement a strategic, comprehensive and community-wide plan that will create safe and drug-free schools and promote healthy childhood development. *Recipient: Independent School District*

10/01/08: U.S. Department of Education - Elementary Counseling three-year program is to develop and demonstrate a well planned Comprehensive Elementary Counseling Program designed to expand and enhance school-based and community-linked counseling services to at-risk children needing early intervention services. *Recipient: Independent School District*

10/01/08: U.S. Department of Education - Mentoring Programs three-year project is to promote mentoring programs for children with greatest need in receiving support and guidance from mentors to improve their academic performance, improve interpersonal skills, reduce dropout rate and reduce juvenile delinquency and gang involvement. *Recipient: Independent School District*

7/01/07: U.S. Department of Education - Teaching American History three-year program which includes 14 school districts in the Lower Rio Grande Valley. The program goal is to prepare 100 history teachers in grades 8-11 to advance their understanding of American History under the guidance of prominent academic and professional historians. *Recipient: Education Service Center*

10/01/07: U.S. Department of Education - Smaller Learning Communities Phase I five year project is aimed at increasing the academic achievement levels of all 9-12 grade students, specifically those with the lowest academic proficiency levels. *Recipient: Education Service Center*

10/01/07: U.S. Department of Education – GEAR UP six year program is to increase the number of low-income students who are prepared to enter and succeed in college by providing early intervention services. *Recipient: Education Service Center*

07/01/06: U.S. Department of Education - School-Based Drug Testing three-year program will implement a mandatory random drug testing program for students in grades 6-12 who participate in school athletic programs, extracurricular activities or in a voluntary basis. *Recipient: Independent School District*

07/01/06: Texas Education Agency - School Dropout Prevention two year program is to provide services for the purpose of building capacity for the delivery and sustainability of dropout interventions through the planning and implementing of a systemic high school redesign project. *Recipient: Education Service Center*

07/01/06: U.S. Department of Education - Teaching American History three-year program which includes 13 school districts in the Lower Rio Grande Valley. The program goal is to prepare 100 history teachers in grades K-8 to advance their understanding of American History under the guidance of prominent academic and professional historians. *Recipient: Education Service Center*

07/01/06: U.S. Department of Education -Teaching American History three-year program will prepare 25 history teachers from 5th, 8th and 11th grade in advancing their understanding and knowledge of American History. *Recipient: Local School District*

10/01/05: U.S. Department of Education – GEAR UP six year program is to increase the number of low-income students who are prepared to enter and succeed in college by providing early intervention services. *Recipient: Washington Local Educational Agency*

10/01/05: U.S. Department of Education - Parent Information and Resource Center three-year program to train parents on the No Child Left Behind Act. This involves 8 Yakima Valley school districts and a community-based organization serving parents in 8 communities. *Recipient: Community-Based Organization*

07/01/05: U.S. Department of Education - High School Equivalency Program (HEP), a five-year program for helping 210 adult individuals annually earn a GED and continue their education in college and enter new careers. *Recipient: University*

07/01/05: U.S. Department of Education - College Assistance Migrant Program (CAMP) five-year program to first-year college students succeed in college by providing counseling, tutoring and support services. *Recipient: University*

07/01/04: U.S. Department of Education - Safe Schools/Healthy Students three-year program for implementing a comprehensive community-wide strategy for creating safe and drug-free schools for a Consortium of eight schools district and other mental health service providers in the Yakima Valley. *Recipient: Education Service District*

09/01/04: U.S. Department of Education - Migrant Education Even Start four-year program assisting families and children to increase literacy. *Recipient: Community College*

PRINCIPAL TEAM

EGT INSTITUTE's professional team is highly experienced and has a wealth of knowledge in professional writing, technology, evaluation, analyzing statistical data and effective communications strategies required for resource development and management practices.

EGT INSTITUTE associates are all past administrators of educational and community-based organizations. Their leadership experience has allowed them to effectively manage numerous successful programs from U.S. Department of Education, U.S. Department of Labor, U.S. Department of Commerce, U.S. Department of HUD and Economic Development Administration for private businesses, public and nonprofit organizations, educational institutions and research universities. This team has fine-tuned management and fiscal strategies to efficiently build an organizations capacity year after year.

EGT INSTITUTE team has numerous years of working with education, human services, economic development, employment, vocational and rehabilitation programs in Texas, Washington and Oregon. Its years of experience in management and resource development includes, program research, program evaluation, non-profit management, administration, policy and legislative analysis and fiscal management. EGT INSTITUTE's leadership and experience in program development, grant writing and evaluation services has resulted in obtaining and sustaining resources and funding from numerous sources including the U.S. Department of Education, U.S. Department of Labor, U.S. Department of Commerce, Economic Development Administration, U.S. Department of HUD, Texas Education Agency, Office of Superintendent of Public Instruction, the Bill and Melinda Gates Foundation and many other federal, state and private resources.

In addition to developing and evaluating programs, EGT INSTITUTE team has served on numerous grant application review panels. These review competitions have included U.S. Department of Education, Gear Up, Smaller Learning Communities, 21st Century, CAMP/HEP; U.S. Department of Justice, Weed and Seed, Gang Prevention; and U.S. Department of Labor, Project with Industry, Dislocated Worker and Youth Programs. This panel participation has

afforded the team with the deep insights to the grant review process and an understanding of reviewers and department expectations.

With this team and the invaluable resources of experience and education, EGT INSTITUTE, has repeatedly met its clients expectations by effectively orchestrating a suitable group of individuals for the appropriate tasks or project.

BIOGRAPHICAL SKETCH

SMITH, ALBERT, Ph.D.

135 Paseo Del Prado, Suite 2, Edinburg, TX 78539 Ph: 956.631-2421

Education

Degree	Institution and Location	Year Conferred	Field of Study
Ph.D.	University of Washington	1983	Educational Leadership and Policy Studies
M. Ed.	Seattle University	1966	Educational Administration
B. Ed.	Seattle University	1964	Education

Professional Experience

2004 – Present

Senior Evaluator/Researcher

Evaluation Grants & Training (EGT) Institute, Inc.

Dr. Albert Smith serves as a Senior Researcher for EGT Institute. Dr. Smith is responsible for managing various research projects and supervising research specialists. He is responsible for working with clients to develop appropriate evaluation designs, establish data collection systems, monitor service delivery, analyze program data and produce required Evaluation Reports.

Spring, 1986 to 2005

Director and Research Associate Professor

Center for the Study and Teaching of At-Risk Students (C-STARS)

University of Washington

Seattle, Washington

Dr. Smith worked with K-12 schools, community-based organizations, and diverse communities to test interprofessional collaboration models focusing on students at-risk of school failure. He also works with other institutions of higher education to develop and evaluate professional training addressing

interprofessional collaboration and utilization of contextual learning strategies with at-risk students. Dr. Smith has served as Director of the Center for the Study and Teaching of At-Risk Students (C-STARS) since its founding in 1986. C-STARS is a division of the University of Washington's Institute for the Study of Educational Policy which is housed within the College of Education. He also holds faculty appointments with the University's School of Social Work and College of Education.

Fall, 1990 to Present
External Evaluator
Alaska Staff Development Network
Juneau, Alaska

In addition to his C-STARS activities, Dr. Smith serves as a program evaluator for the Alaska Staff Development Network, a Juneau-based statewide organization which provides a variety of staff development courses, workshops, institutes, etc., to K-12 teachers, parents and community leaders throughout Alaska, often via state-of-the-art distance learning technologies. He also provides external program evaluation services to a variety of programs located in Alaska, Illinois, and Washington State.

He also has recently agreed to serve as project evaluator with a new five-year grant award from the Melinda and Bill Gates Foundation to the Alaska Staff Development Network. This grant involves six rural isolated Alaska school districts redesigning their school programs to address new state academic standards.

Fall, 1995 to Present
External Evaluator
West 40 Intermediate Service District
Riverside, Illinois

Dr. Smith serves as external program evaluator with the Regional Safe Schools Program being administered by the West 40 Intermediate Service Center in Illinois. This program provides alternative education to at-risk middle and high school students in the greater Chicago area.

Fall, 1995 to Summer 1998 and Fall 2000 to Present
External Evaluator
Academic Programs and Professional Education Center
University of Alaska Southeast
Juneau, Alaska

Dr. Smith serves as external evaluator to a grant entitled "Preparing Indigenous Teachers for Alaska Schools" being administered by the University of Alaska Southeast. This grant project is designed to increase and support Alaska native Student access and success in higher education, especially in teacher education programs.

Fall, 1997 to Present
External Evaluator
Vocational Rehabilitation Grant Programs
Washington State Migrant Council
Sunnyside, Washington

Dr. Smith serves as external evaluator to two USDOE funded grants addressing educational service needs of disabled and severely disabled migrant farmworkers and/or their young adult children. This grant is being administered by the Washington State Migrant Council.

Winter, 1984 to Spring, 1986
Program Consultant and Evaluator
Community Education and Equity Education Divisions
Office of the State Superintendent for Public Instruction
Olympia, Washington

Prior to his University of Washington faculty and administrative appointments, Dr. Smith served as a consultant to the Washington State Superintendent of Public Instruction's Equity Education and Pupil Personnel Services Departments, primarily conducting research and evaluation studies focusing on education of homeless children, dropout prevention, institutional education (i.e., Juvenile Justice System), desegregation and private educational clinics.

Summer, 1975 through Fall, 1983
Program Development Specialist and Evaluator (1975 through 1979)
Field Representative for Minority Affairs (1979 through 1983)
Washington Education Association
Federal Way, Washington

Dr. Smith also served three years as a faculty member with the School of Education of Seattle University, teaching and directing a U.S. Department of Education sponsored desegregation center which provided desegregation-focused training to K-12 teachers throughout federal Region X.

Dr. Smith's thirty-four years in Education and Human Services have included teaching in elementary and secondary public schools, service as an elementary school principal, university teaching, service as a program development specialist and evaluator with the National Teacher Corps program, volunteer service on several boards of community-based service organizations and agencies, and teaching and administration with two Washington State community college programs. His current professional pursuits concentrate on preservice teacher education and evaluation, interprofessional collaboration across service systems, and program development and evaluation.

He has recent publications in *Presenting School Failure* (1998) and the *Journal of Case Management* (1997). He has co-authored several book chapters in *Effective Strategies for Educating Students in At-Risk Situations*, (Duttweiler 1995), *Paths to Partnerships* (Knapp, 1998), and *The Directory of Programs for Students At Risk* (Williams, 1999).

Glynis K. Rosas, Ed.D.

(b)(6)

grosas@egtinstitute.com

EDUCATION AND TRAINING

California Coast University

- Doctorate in Educational Administration, 1996

Baylor University, Waco, Texas

- Masters of Education, 1980
- Bachelors of Science, 1973

Certifications (Can be examined on www.sbec.state.tx.us)

- Superintendent, 1989
- Administrative – Mid-management, 1984
- Counselor, 1980
- Elementary Education, 1973

PROFESSIONAL EXPERIENCE

2005 – Present Evaluation Grants & Training (EGT) Institute, Inc.

- Conducts extensive research to develop the appropriate randomization and/or quasi-experimental evaluation designs
- Currently oversees and provides the leadership to over 15 federal and state evaluations projects for school districts, Local Education Agency, universities, colleges and community-based organizations
- Acquires, manages, and analyzes data related to assigned projects and supervises research and data specialists
- Develops evaluation plans, collection instruments and systems, monitors service delivery and provides ongoing program recommendations.
- Collects both quantitative and qualitative data, reviews, analyzes and produces program results and reports
- Performs complex programming and data analytic work to support evaluation readiness activities as requested
- Performs extensive diagnostics and documentation of projects and associated input and output data for research, quantitative analysis, and reporting.
- Interprets and critiques results of evaluations and statistical analysis in language understandable to the lay person

- Works effectively in a team environment and participates in project and division planning
- Responds to information requests made by researchers, other agencies, and divisions leads
- Provides oral and written analysis, interpretation and recommendations for evidence-based decision-making and planning, as a result of evaluation findings.

2003 – 2005 ESC Region 12, Evaluator & Administrator

Education Region Service Center 12, Waco, Texas

- Write grants for over 60 districts in ESC Region 12 - assisting districts in applying for funding from the Texas Education Agency, Texas Workforce Development Centers, Department of Juvenile Justice, US Department of Education
- Directed the development of Teacher Incentive/Reward Program Grants for 12 campuses to reward teachers for improved student achievement
- Assist Low Performing Campuses and Districts through program evaluation and writing grants for staff development, materials, and training
- Work with Charter Schools in McLennan County – evaluation of programs such as early reading, math, and library improvement
- Reader for U.S. Department of Education – Improving Literacy Through School Libraries, 2005
- Evaluated Texas Reading First grant program for effectiveness in raising TAKS scores in eight schools in Region 12
- Performed three-year evaluation for the Comprehensive School Reform Grant , Title I Grant for school district in Region 12 for ESC 12
- Reviewed grants for Texas Education Agency (Texas High School Completion and Success Grant; Investment Capital Fund Grant, Comprehensive School Reform- High School Initiative Grant
- Team member for the evaluation of Comprehensive School Reform Grant Program in February, 2005, at US Department of Education
- Evaluated the scientific-based research behind the State Center for Early Childhood Development's pre-reading skills program for 6 districts in Region 12, September 2005
- Wrote and received over \$3,000,000 in grants for schools in ESC 12 during 2005-06 school year; wrote and received \$3,407,584 in grants for schools in ESC 12 during 2006-07 school year

1995-2003 Groesbeck Independent School District, Superintendent of Schools

Finance

- Directed the development of a \$19.2 million budget through campus and district site based decision making committees and a public community forum
- Initiated a study that resulted in a newly developed salary schedule for all employees
- Developed and implemented a district technology infrastructure for all campuses

- Supervised transportation, maintenance, and curriculum and special population coordinators (ESL, special education, gifted & talented, Title I, compensatory, and vocational)
- Worked with community groups on facilities and planning
- Rebuilt and renovated Groesbeck High School Football Stadium – replaced astro-turf; added seating - \$1.5 million
- Built addition to Groesbeck Elementary School – 16 classrooms - \$1.8 million
- Renovated science classrooms, computer classrooms and special education department
- Secured over \$6,000,000 in grants for staff development, technology integration and infrastructure and supplies and materials for district

Curriculum restructuring

- Assisted principals in restructuring a junior high into a middle school program
- Initiated an evaluation program which resulted in TAKS scores improving by 12 percentage points over a two year period of time
- Initiated a Curriculum Audit which resulted in an evaluation and review process that resulted in curriculum teams writing up-t-date curriculum
- Directed the curriculum alignment of all subjects which aligned the written curriculum with the tested curriculum
- Adopted an early literacy reading program at the primary grade levels that is one of the model reading programs in the state.
- Adopted an Advanced Placement program at middle school and high school level that has raised student achievement as documented by TAKS and SAT and ACT scores
- Introduced a data driven accountability system which holds campus staff and principals accountable for student performance
- Supervised building principals in the day-to-day operation of 5 campuses

Research, Evaluation & Grant Writing

Applied for and secured \$2,124,000 in grant funds from 1996 to 2002.

1993-1995 Rogers Independent School District, Superintendent of Schools

- Oversaw the day-to-day operations of the school district of 900 students
- Supervised the business office in purchasing procedures, salary schedules, various record keeping reports
- Supervised transportation, maintenance, and curriculum and special population coordinators (ESL, special education, gifted & talented, Title I, compensatory, and vocational)
- Supervised building principals in the day-to-day operation of 3 campuses
- Supervised the implementation of curriculum and instruction
- Supervised the alignment of Texas Essential Skills with the state-mandated test for all grade levels
- Worked with community groups on facilities and planning

1991-1993 Groesbeck Independent School District, Assistant Superintendent for Curriculum & Instruction

- Supervised and directed the development & implementation, Pre-K – 12th grade, for all subjects
- Organized and directed staff development, Pre-K – 12
- Supervised the library staff for 5 libraries
- Organized and implemented a Community Education Program
- Supervised the district testing
- Wrote and coordinated federal and state programs
- Served as At-Risk Coordinator, Section 504 Coordinator, Textbook Chairperson
- Developed innovative instructional programs to facilitate student achievement such as portfolio and authentic evaluation models, GT profile assessment and talent-pool models.
- Wrote and organized curriculum for Groesbeck Alternative Learning Center

Research, Evaluation & Grant Writing

- Applied for and secured over \$4,000,000 in grants for staff development, technology integration and infrastructure and supplies and materials for district in three years
-

1984-1991 Groesbeck Independent School District, Principal grades 2-5

- Supervised and directed the development of curriculum resulting in many commendations from the Texas Education Agency Accreditation Team
- Developed a site-based campus plan using in-service meetings, data from surveys, curriculum committees, grade-level committees and campus leaders
- Developed volunteer program, trained volunteers to deliver classroom activities emphasizing student self esteem
- Improved overall test scores and campus was selected for Exemplary Performance Award by Governor's Excellence Committee.

1978-1984 Groesbeck Independent School District, Counselor

- Developed and implemented guidance program, K-12
- Served as director of guidance for district
- Served as district testing coordinator
- Served as At-Risk counselor
- Served on Limestone County Juvenile Probation Department's Advisory Council

1973-1978 Groesbeck Independent School District, Teacher

- Provided instruction for students in grades 2-12
- Taught elementary classroom, all subjects, as well as middle and high school math

Professional Development/Training

- Effective Schools Training
- Response to Intervention Model (RtI)
- Principal Assessment of Leadership Skills (PALS) Training
- Superintendent's Academy, LaMar University
- Cooperative Learning Training
- Dyslexia Screening Program
- National/State Leadership Training for Gifted & Talented
- Authentic Restructuring: Interdisciplinary Curriculum
- The Grantsmanship Center
- 4MAT Training
- TAKS Training
- Three-Tier Reading Model – TEA
- Instructional Leadership Training (ILT to ILD)
- Specialized Curriculum Development for Teachers with Student Teachers
- Professional Development and Appraisal System Training
- Conference on Teaching and Learning – ASCD
- Insights about Reading and Dyslexia – Scottish Rites Learning Center
- Understanding Children with Poverty – Ruby Payne

R. STEPHEN MEDEL

EXPERIENCE

2010–Present Texas State University - San Marcos, TX

Senior Clinical Lecturer and MSW Admissions Coordinator

- Teach undergraduate and graduate field and advanced field seminars.
- Teach undergraduate courses such as Practice I, Policy Practice, Social Services in the Community, and numerous other courses.
- Coordinate Masters in Social Work Graduate Admissions.

2006–Present Educational Insight - Austin, TX

Executive Officer, Founder

- Provide programming for cross-aged children, adolescents, and families.
- Provide educational consulting to school districts in various modalities covering content related to familial incarceration, experiential learning, prosocial skills, leadership, conflict resolution, diversity, team building and various skill and content driven theories.
- Provide intense programming for vulnerable and high risk student-based groups.
- Collaborate with other entities to maximize resources in providing workshops, trainings, and presentations to various family, school, and community groups.

2002-2010 Prevention Education Associates – Austin, Texas

Director of Training

1999-2002 Prevention Education Associates - Austin, TX

Senior Training Associate

1992-1999 Prevention Education Associates - Austin, TX

Training Specialist

- Provided workshops and training to over half a million schools and districts across the country.
- Approved by the Texas Education Agency to provide Peer Helping (PALS) training to high school, middle school and elementary school administrators, faculty and students across the state.
- Provided trainings and workshops to administrators, faculty, staff and students in conflict resolution, mediation, communication, listening skills, new games/initiatives, ropes course facilitation, team building activities for the classroom, creating a positive classroom community, as well as other educational strategies.

1998–2002 Texas State University - San Marcos, TX

Grant Specialist and Lecturer

- Taught undergraduate and graduate field and advanced field seminars.
- Diversity Trainer for the university and assisted with curriculum development.
- Leadership instructor for CAMINOS Summer Leadership Camp.

EDUCATION

2007-Present Walden University - Baltimore, MD

- Phd. Student in Psychology

1996-1997 University of Texas at Austin - Austin, TX

- M.S.S.W., Masters of Science in Social Work.
- Licensed Master Social Worker, Texas State Board of Social Worker Examiners License Number 31236.

1985-1996 University of Texas at Austin - Austin, TX

- B.S.W., Bachelors of Social Work
- Commencement Speaker for the 1996 University of Texas School of Social Work graduating class.

INTERESTS

Mentoring, diversity issues, coaching, music, and spending time with my family.

Catherine (Cossy) Hough

Degree Information

Master of Science in Social Work (MSSW)
University of Texas at Austin
Social Work
August, 1993

Bachelor of Social Work (BSW)
University of Texas at Austin
Social Work
May, 1992

Academic Appointments

The University of Texas at Austin
School of Social Work
Clinical Assistant Professor
Austin, TX
2009 to present

The University of Texas at Austin
School of Social Work
Adjunct Appointment
Austin, TX
2007 to 2008

Professional Social Work Experience

Texas Department of State Health Services
Case Management Branch Manager
Austin, TX
2008-2009

Texas Department of State Health Services
Program Specialist V – Case Management Consultant
Austin, TX
1999-2008

Texas Department of State Health Services
Program Specialist IV – Case Management Consultant
Austin, TX
1997-1999

Seton Home Care
Medical Social Worker
Austin, TX
1995-1997

City of Austin Home Care
Medical Social Worker
Austin, TX
1993-1995

Travis County Mental Health Mental Retardation
Caseworker Assistant (part time)
Austin, TX
1992-1993

St. David's Skilled Nursing Unit
Social Work Intern (full time)
Austin, TX
1993-1993

Reproductive Services
Counselor Intern (part time)
Austin, TX
1991-1992

Professional, Academic, Community, and Scientific Memberships

Licensed Master Social Worker, Advanced Clinical Practitioner, State of Texas (LCSW)
National Association of Social Workers (NASW)

Community Service Responsibilities and Activities

National Association of Social Workers
Chair, Women's Issue Committee
Texas
2010-Present

Transverse Myelitis Association
Volunteer, Disability Information and Referral
United States
2003-Present

Texas Transverse Myelitis Coalition
Coalition Founder and Coordinator
Texas
2003-Present

SIMS Foundation
Volunteer
Austin, Texas
1998-2001

Special Awards, Fellowships, Grants, or Other Recognition

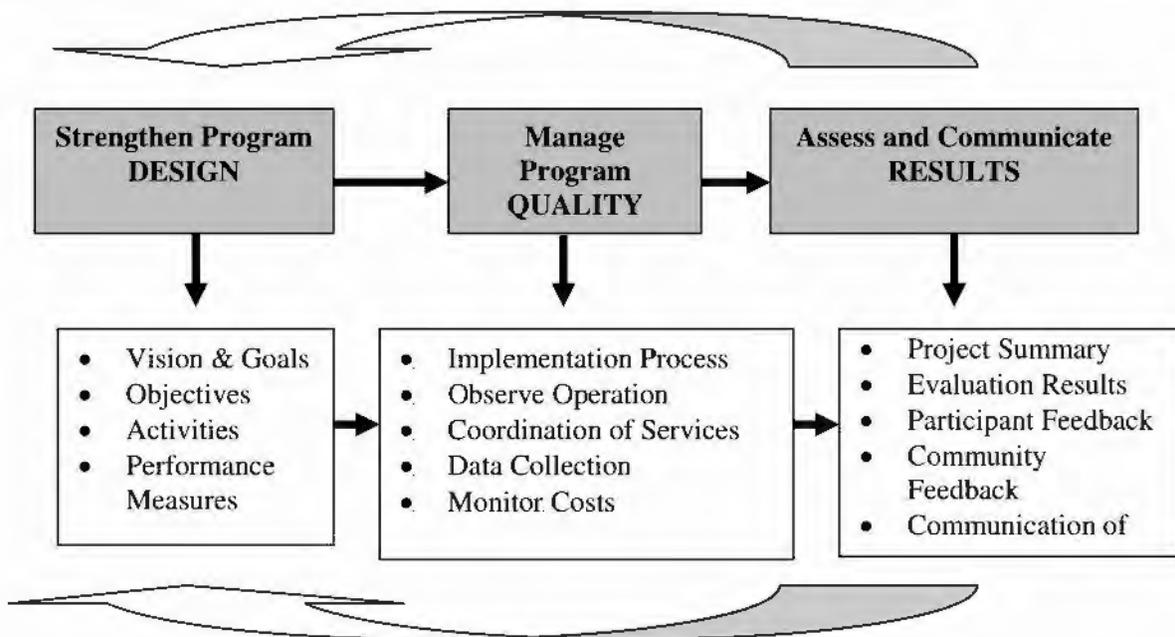
George K. Herbert Endowed Scholarship
The University of Texas at Austin

Professional Presentations

- Hough, C. "New Field Instructor Training." The University of Texas at Austin, 2010.
- Hough, C. "Keeping the Ship Afloat: Our Ethical Obligations and Use of Standards for Student Growth." Field Instructor Training, The University of Texas at Austin, 2010.
- Hough, C. "Case Management and Ethics." Texas Department of State Health Services, Case Manager Training, 2009.
- Hough, C. "Case Management, Ethics, and Independent Practice Recognition (IPR)." NASW-Texas, Training for IPR Supervisors, 2009.
- Hough, C. "The Social Work Independent Practice Recognition." NASW-Texas Conference, 2008.
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Continuous Improvement Management (CIM) Process Model

The East Austin College Prep Academy Counseling Program, **Project LEAD** will use the Continuous Improvement Management (CIM) Process Model developed by the U.S. Department of Education for the 21st Century Learning Centers Program. This model ensures that consumer feedback mechanisms are implemented into an ongoing process, which results in a continuous improvement of the program design. The ongoing implementation of this CIM self-evaluation process by the project coordinator will ensure that the most effective and efficient program is operated for children and families. This will be done by measuring customer satisfaction and educational performance through client focus groups, personal interviews and customer satisfaction surveys. This information will be used by the Project Director, Staff and Counseling Advisory Council to review results and make improvements to the effectiveness of the program. The CIM Model includes the following guiding principles.



Source (U.S. Department of Education, 21st Century Learning Centers– 2000)

Principles of Continuous Improvement Management

Customer-Driven Services: Identify customer expectations and requirements and strive to continually meet or exceed them.

Core Activities: Identify the central objectives and identify strategies in which your program meets customer needs.

Data-Driven Monitoring: Use data to help monitor progress and solve problems as they occur and assess the causing factors.

Inclusive Partnership: Involve your customers in decision-making and work toward joint objectives with community partners.

Continuous Improvement: Strive to continuously improve your program through on-going measurement of what you do and what you accomplish.

EAPrep Counseling

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May 9, 2013

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: School Year 2013–2014 (Fiscal Year 2014) Indirect Cost Rates Available for Charter Schools and School Districts

The purpose of this letter is to inform local educational agencies (LEAs) that the Texas Education Agency (TEA) has published fiscal year 2014 indirect cost rates for charter schools and independent school districts on the [Indirect Cost Rates](#) page of the TEA website. These rates are effective July 1, 2013, through June 30, 2014, for federally and state-funded grants. These indirect cost rates do not apply to the Indirect Cost Allotments established under Texas Education Code 42.1541 related to the Foundation School Program Allotments.

Restricted and Unrestricted Indirect Cost Rates

Two indirect cost rates are published for each LEA, a restricted rate and an unrestricted rate.

- The restricted rate is used for grant programs to which a supplement, not supplant provision applies.
- The unrestricted rate is used for grant programs to which a supplement, not supplant provision does not apply.

Supplement, not supplant provisions require that grantees use state or local funds for all services required by state law, State Board of Education (SBOE) rule, or local policy and prohibit those funds from being diverted for other purposes when federal funds are available. Federal funds must supplement—add to, enhance, expand, increase, extend—the programs and services offered with state and local funds. Federal funds are not permitted to be used to supplant—take the place of, replace—the state and local funds used to offer those programs and services.

A supplement, not supplant provision applies to all federally and state-funded grant programs administered by TEA, unless specifically stated in the request for application. Therefore, grantees will most commonly use the restricted rate.

Indirect Cost Guidance

Information, guidance, and a worksheet for calculating the maximum indirect costs that may be claimed for a particular grant are available on the [Grant Management Resources](#) page of the TEA website, in the Grant Management Guidance section.

Restricted Indirect Cost Rate: (applies to federal grant programs with a “supplement not supplant” statutory requirement)	2.161
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For Further Information

If you have questions about the issuance of indirect cost rates, please email the Division of Federal Fiscal Compliance and Reporting at compliance@tea.state.tx.us.

If you have questions about calculating indirect costs, please email the Division of Grants Administration at grants@tea.state.tx.us.

Sincerely,

Cory Green, Chief Grants Administrator
Office for Grants and Federal Fiscal Compliance



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Robert Scott
Commissioner

April 1, 2009

Dr. Juan Sanchez, Chair
The East Austin Academia, Inc.
6002 Jain Lane
Austin, Texas 78721

SUBJECT: The East Austin College Prep Academy (CDN 227824)

Dear Dr. Sanchez:

Congratulations! The East Austin College Prep Academy is officially part of the public school system of Texas. The purpose of this letter is to offer information and support to your new school. Several documents have been enclosed and/or referenced below.

The Contract for Charter between The East Austin Academia, Inc. and the State Board of Education has been signed by both parties. One of two copies with original signatures is enclosed with this letter. The other copy will be kept in the records of the Division of Charter School Administration at the Texas Education Agency (TEA).

Because open-enrollment charter schools are subject to the state's Public Information Act, the contract, along with most other school documents, must be made available to anyone who requests in writing to see these documents. For more information on open government in Texas, please go to the Texas Attorney General's webpage on the subject at <http://www.oag.state.tx.us/opinopen/opengovt.shtml>.

The second enclosure is a copy of the form used by the agency while setting up the charter in TEA's systems. Much of the information on this form will be useful to you. Please review Part 1 of the form and notify Rick Salvo if you believe that any of the information is inaccurate. Rick may be reached by phone at (512) 463-9575 or by e-mail at Rick.Salvo@tea.state.tx.us.

The next document enclosed is a copy of the Charter Detail Report generated by the Charter School Tracking System (CSTS), a database maintained by the Division of Charter School Administration. This report shows pertinent information that is used by several divisions in the agency. Please review the information and notify Rick Salvo if you believe any of the information is inaccurate.

Another useful document is the Texas Open-Enrollment Charter School Handbook. We work to keep this online reference document updated, but please contact the relevant agency division when you have questions about the information included in the handbook. A handbook is available at <http://ritter.tea.state.tx.us/charter/handbook/handbook.pdf>.

Dr. Juan Sanchez, Chair
The East Austin Academia, Inc.
Page 2

When you need technical assistance, the first point of contact should be your Regional Education Service Center (ESC) staff. For more information about your regional ESC, please go to <http://www.tea.state.tx.us/ESC/index.html>. To see a list of ESC representatives assigned to handle charter school issues, go to <http://www.tea.state.tx.us/charter/contacts/contacts.html> and select the link labeled "Education Service Center Contacts."

There are several good sources of information available through the TEA website, at <http://www.tea.state.tx.us/>. Additionally, the webpages of the Division of Charter School Administration can be accessed at <http://www.tea.state.tx.us/charter/>.

Another way that our office keeps charter school administrators informed about relevant issues is through the Charter School Administrators' Listserv. While this service is targeted toward administrators, anyone is welcome to subscribe. To register for this service, go to <http://miller.tea.state.tx.us/list/>. There are a number of on-line applications for which you will need to subscribe in order to properly report and receive data from the agency. The Texas Education Agency Secure Environment (TEASE) system can be viewed at <http://www.tea.state.tx.us/webappaccess/AppRef.htm>. Each application requires a separate request for access.

The fourth and last enclosure is the Charter Start-Up Checklist. This document lists selected tasks to complete before opening. One of the most important items on this checklist is the submission of the school's certificate(s) of occupancy (or equivalent document required by the local government) to the Division of Charter School Administration. Your school may not operate without a valid certificate of occupancy for each school building.

We trust that you will have a productive and enjoyable school year. Please feel free to call the Division of Charter School Administration at any time at (512) 463-9575.

Sincerely,

(b)(6)

Mary Perry, Director
Division of Charter School Administration

cc: Dr. Nellie Cantu, Superintendent

Enclosures

**CONTRACT FOR
OPEN-ENROLLMENT CHARTER SCHOOL**

This contract is executed between the Texas State Board of Education (the "Board") and **The East Austin Academia, Inc.** ("Charter Holder") to operate **The East Austin College Prep Academy**, a Fourteenth Generation open-enrollment charter school.

General

Definitions. As used in this contract: "Charter" means the Fourteenth Generation open-enrollment charter as provided by, Chapter 12 Subchapter D, Texas Education Code, and granted by this contract.

"Charter Holder" means the sponsoring entity identified in the charter application and the entity to which a charter is granted by this contract.

"Charter School" means the Fourteenth Generation open-enrollment charter school. Charter School is part of the public school system of Texas and is a "charter school" within the meaning of 20 U.S.C. § 8066.

"Agency" means the Texas Education Agency.

"Commissioner" means the Commissioner of Education.

The Charter. This contract grants to Charter Holder a Fourteenth Generation open-enrollment charter under Texas Education Code Chapter 12, Subchapter D. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application (RFA) 701-07-116 (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board or the Commissioner; and (e) all statements, assurances, commitments and representations made by Charter Holder in its application for charter, attachments or related documents, to the extent consistent with the aforementioned (a) through (d).

Term of Charter. The charter shall be in effect from the date of execution through July 31, 2014 unless renewed or terminated. The grant of this charter does not create an entitlement to a renewal of the charter. The charter may be renewed for an additional period determined by the Commissioner.

Revision by Agreement. The terms of the charter may be revised with the consent of Charter Holder by written amendment approved by the Commissioner.

Students

Open Enrollment. Admission and enrollment shall be open to any person who resides within the geographic boundary stated in the charter application and who is eligible for admission based on lawful criteria identified in the charter application. Total enrollment shall not exceed the maximum number of students set out in the charter application.

Non-religious Instruction and Affiliation. Charter School shall not conduct religious instruction. Charter Holder and Charter School shall be nonsectarian in their programs, policies, employment practices, and all other operations.

Children with Disabilities. A charter school is a "local educational agency" as defined by federal law. Charter Holder must comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, and implementing regulations; Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. §§ 12131-12165, and implementing regulations; Chapter 29, Texas Education Code, and implementing rules; and court cases applying these laws.

Student Performance and Accountability. Charter Holder shall satisfy Chapter 39, Subchapters B, C, D, and G of the Texas Education Code, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter.

Financial Management

Financial Management and Accountability. Charter Holder shall satisfy Chapter 12, Sections 12.104 and 12.111 of the Texas Education Code, and related Agency rules regarding financial management accountability.

Governance and Operations

Indemnification. Charter Holder shall hold the Board and Agency harmless from and shall indemnify the Board and Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with any acts of Charter Holder, its agents, employees, and subcontractors in performance of this contract.

This Agreement

Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings, and discussions are superseded by this contract.

Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.

Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charter Holder with: (a) the terms, required assurances, and conditions of RFA 701-07-116; (b) applicable law; and (c) all commitments and representations made in Charter Holder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.

Venue. Any suit arising under this contract shall be brought in Travis County, Texas.

Governing Law. In any suit arising under this contract, Texas law shall apply.

Laws and Rules Applicable. By executing this contract, the undersigned representatives of Charter Holder represent that they have read and understand the rules adopted by the Board and the Commissioner pursuant to Texas Education Code Chapter 12, Subchapter D and that they have had full opportunity to consult with their own legal counsel concerning said rules prior to executing this agreement. The undersigned representatives further understand and agree that: (a) this contract is contingent upon legislative authorization and the contract and the funding under it may be modified or even terminated by future legislative act; (b) the terms of this contract, and of the Fourteenth Generation open-enrollment charter created by this contract, include all applicable state and federal laws and all applicable rules and regulations; (c) state and federal laws, rules, and regulations may be adopted, amended or repealed from time to time; (d) all such changes to state and federal laws, rules, and regulations applicable to Charter Holder or to its charter school(s) may modify this contract, as of the effective date provided in the law, rule, or regulation; and (e) a contract term that conflicts with any state or federal law, rule, or regulation is superseded by the law, rule, or regulation to the extent that the law, rule, or regulation conflicts with the contract term.

Eligibility and Authority. By executing this contract, Charter Holder represents that it is an "eligible entity" within the meaning of Section 12.101(a), Texas Education Code. Charter Holder shall immediately notify the Commissioner of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charter Holder. Charter Holder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 15 day of March, 2009

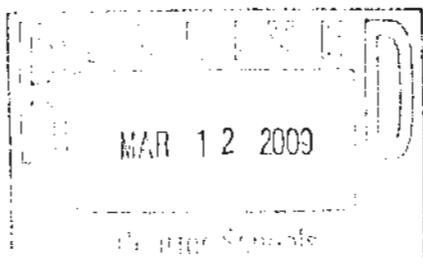
Texas State Board of Education:

(b)(6) 3/15/2009
Don McLeroy, Chair Date

The East Austin Academia, Inc.:

(b)(6) 3/9/09
Dr. Juan Sanchez, Chair Date

(b)(6) 3/9/09
Dr. Nellie Cantu, Chief Operating Officer Date



INFORMATION SHEET FOR ESTABLISHMENT OF NEW CHARTER SCHOOL

The East Austin College Prep Academy

PART 1 to be completed and confirmation of completion provided by the Charter Schools Division

Sponsoring Entity/Charter Holder	The East Austin Academia, Inc.
President of Charter Holder Governing Board	Dr. Juan Sanchez
CEO/Superintendent of Charter School	Dr. Nellie Cantu
Date of Approval by SBOE	November 21, 2008
SBOE Region	10
ESC Region	XIII
County	Travis
Mailing Address	6002 Jain Lane, Austin, Texas, 78721
Site Address	6002 Jain Lane, Austin, Texas, 78721
Contact Person	Dr. Nellie Cantu
Contact Email	ncantu@swkey.org
Telephone	512-462-2181
Fax	512-462-2028
Grades Served	6 – 12
Maximum Enrollment	875
Instructional Setting (Regular or Alternative)	Regular
9-digit Employer ID Number from IRS (501(c)(3) Determination Letter from IRS)	26-1609474
Sec of State Corporate Charter number (Certificate of Incorporation from TX SOS)	800913465

PART 2 to be completed by the AskTED, Accountability Research Division

County District Number	227824
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PART 3 to be completed by the PEIMS staff

State Alternative ID* Range	S26914501- S26914600
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* A State Alternative ID is a nine-digit identification number that may be used in place of a social security number when either a social security number (SSN) is not available or a student/parent requests that the school not use the SSN. The range of State Alternative IDs stated above has been reserved for your charter.

PART 4 to be completed by the Accounting Division

VID Number	12616094749.000
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PART 5 to be completed by the Software Development Division

Execute Manual Update of ORG data to IFM	This has been completed.
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Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Project LEAD 2014 Budget			
	Year 1	Year 2	Year 3
1. Personnel Total	\$165,500	\$170,465	\$175,579
Project Director @ \$70,000 x .15 FTE	\$10,500	\$10,815	\$11,139
School Site Certified Counselor @ \$50,000 x 2 FTEs	\$100,000	\$103,000	\$106,090
Master Social Worker @ \$55,000 x 1 FTE	\$55,000	\$56,650	\$58,350
<i>A 3% cost of living increase annually</i>			
2. Fringe Benefits @ 23%	\$38,065	\$39,207	\$40,383
3. Travel	\$4,095	\$3,120	\$3,120
Staff @ 100 mi/mo. x .50 per mile x 12 mos.	\$600	\$600	\$600
Out of State Travel			
Project Directors Meeting - Airfare @ \$500, Hotel @ \$245 x 1 night = \$245, Per diem @ \$65 a day x 2 days = \$130, Transportation @ \$80; Airport Parking @ \$10 x 2 days = \$20	\$975	\$0	\$0
Office of Safe and Drug-Free Schools National Conference - Project Director & One Additional Staff - Airfare @ \$500 x 2 staff = \$1,000, Hotel @ \$245 x 2 nights x 2 rooms = \$980, Per diem @ \$60 a day x 3 days x 2 staff = \$360 and Transportation @ \$60 x 2 = \$120; and Airport Parking @ \$10 x 3 days x 2 staff = \$60	\$2,520	\$2,520	\$2,520
4. Equipment	\$0	\$0	\$0
5. Supplies	\$13,700	\$9,200	\$9,200
General Supplies @ \$100 x 12 mos.	\$1,200	\$1,200	\$1,200
ASCA Counseling Curriculum and materials @ \$2,500 x 2 campuses	\$5,000	\$5,000	\$5,000
Parenting/Family Material @ \$15 per adult x 200/yearly	\$3,000	\$3,000	\$3,000
Computers @ \$1,500 x 3	\$4,500	\$0	\$0
6. Contractual	\$65,000	\$65,000	\$61,000
Educational Insight - Professional Development Yr1 - Yr3 @ \$5,000 x 2 campuses	\$10,000	\$10,000	\$10,000
Search Institute - 40 Developmental Assets: Training, Curriculum, Material Yr1-Yr2 @ \$18.51 per student x 810 students/yearly; Yr3 @ \$13.58 per student x 810 students	\$15,000	\$15,000	\$11,000



University of Texas at Austin - Social Worker Department Professional Development for Educators, Parents and Direct School - \$12.34 per student x 810 students/yearly	\$10,000	\$10,000	\$10,000
External Evaluator @ ave. 9% of Total Costs @ \$300 a day x 100 days/annually	\$30,000	\$30,000	\$30,000
7. Construction	\$0	\$0	\$0
8. Other	\$19,900	\$17,900	\$15,900
Copier, Duplication & Printing @\$100 x 12 mos.	\$1,200	\$1,200	\$1,200
Cell phone @ \$ 75.00 x 12 mos. x 3	\$2,700	\$2,700	\$2,700
Positive Action - Proven SAMHSA Model (5yrs. - 18yrs.) Primary Implementer Social Worker, Counselors and Teachers Yr1 @ \$8,000 x 2 campuses, Yr2 @ \$7,000 x 2 campuses, and Yr3 @ \$6,000 x 2 campuses	\$16,000	\$14,000	\$12,000
9. Total Direct Costs	\$306,260	\$304,892	\$305,182
10. Indirect Costs @ 2.161%	\$6,510	\$6,480	\$6,486
11. Total Costs	\$312,770	\$311,372	\$311,668



East Austin College Prep Academy

Counseling Project - Detailed Budget Summary

The proposed budget for East Austin College Prep Academy (EAPrep) – **Linking Education to Adolescent Development (Project LEAD)** is in response to the *U.S. Department of Education, Elementary and Secondary School Counseling Programs* that clearly illustrates the funding being requested for each year of this program. This budget request is realistic and based on actual costs and objectives. Costs will adequately support **Project LEAD** services and activities as presented in the scope of work. The funding requested is only for resources and items that are not currently available through EAPrep or through other community support. EAPrep proposes a budget from the *U.S. Department of Education* of **\$935,810** throughout the three years of this project to serve **810** (2nd – 10th grade) students annually that are at-risk of academic failure and close the gap between students and mental health professional ratios and decrease the number of disciplinary referrals. **Project LEAD** proposes to implement a comprehensive program aimed at increasing the knowledge, skills, competencies and behavior of students, particularly at-risk low income students to become effective learners.

EAPrep has budgeted the following positions, travel, supplies, materials, services and other items to implement **Project LEAD** as described in the application narrative. The allocation for the resources were prepared based on EAPrep’s experience and what is necessary to accomplish the proposed goal, objectives and outcomes. The proposed salaries, wages and costs are aligned and within EAPrep financial policies, procedures and salary scale for positions that have comparable duties and responsibilities. Each position has a significant role toward the success of **Project LEAD**. For instance, the Project Director, to guide a program of this stature toward success requires individuals with notable leadership qualities and years of experience managing



federal and state programs. Each position will play a significant role to ensure all necessary tasks and items have been accomplished to meet the proposed goals and objectives.

The following narrative describes each budget category in detail, its alignment to the goal and objectives and further delineates the importance and role of each staff, their time commitment and the resource allocated to support their efforts towards meeting and/or exceeding the outcomes outlined in the scope of work. EAPrep is confident that these individuals will accomplish each task assigned with vigor while meeting the required contractual obligations.

During Year 1, EAPrep will focus upon: 1) recruiting and training staff to serve as lead agents; 2) building collaborative leadership teams of administrators and teachers that focus on increasing academic performance and behavior of students while creating highly-effective educators; 3) creating an environment in schools, and within the partnership as a whole, that fosters an atmosphere of collaboration and an expectation of leadership amongst all stakeholders, students, parents, teachers, administrators, and partners including the Counseling Advisory Council; 4) collecting and analyzing data (pre/post) from a multitude of sources to inform the project; 5) designing and delivering high quality professional development to educators; and 6) developing and maintaining collaborative structures with partners, school and community.



YEAR 1

Personnel

Project Director (.15 FTE) will oversee the overall management of the grant, project implementation, operations, and assure it is in compliance with the rules, regulations, and is on track with contractual performance outcomes. The Project Director will provide the overall leadership to the staff and work collaboratively with the school campuses, administrators, partners, counselors, mental health practitioners, social worker, and staff in helping to operate the program effectively and efficiently. The Project Director will lead and facilitate the Counseling Advisory Council (CAC) to ensure members are provided an opportunity to be engaged and offer feedback for continuous improvement. In addition, the Project Director will coordinate professional development training and ensure effective implementation of the American School Counselor Association (ASCA) Model and incorporate the Resource to Intervention model (RtI) within the framework. The Project Director will use the timeline and milestones developed as a guide to ensure the timely management and achievement of all program objectives and activities. In addition, the Project Director will work with the school district's finance department to monitor, track and oversee ongoing project expenditures for the district and all the contractors, work collaboratively with partners, evaluator, teachers, and school administrators. The Project Director will develop an up-to-date information database, integrate, and cooperate with other offices to meet program goals, prepare and deliver presentations to various groups, and lead the Counseling Advisory Council. The Project Director will also work with the external evaluator to implement a comprehensive project evaluation that assesses progress, accomplishments, challenges, and efficiency for continuous improvement measures.



School Site Certified Counselors (2 FTEs) will work closely with the Project Director, psychologists, social worker, mental health practitioners, school administrators, and partners to provide appropriate programming for students and professional development training to parents and teachers. In addition, counselors will help the Project Director in implementing and monitoring the project at the campus level. The school counselors will work closely with students who have academic, social developmental problems, or special needs to address and evaluate their abilities, interest, talents, and personalities in order to develop academic and career goals to ensure they succeed academically. In addition, the counselors will also assist the Project Director with implementing the American School Counselor Association (ASCA) Model, and incorporate the Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and Positive Action.

Master Social Worker (1 FTE) will provide student counseling and case management services and will serve as liaison between the schools and other counseling providers. The social worker will spend a majority of their time with students, parents and will work with the teachers to resolve issues interfering with school and academics. In addition, the social worker will conduct ongoing case management for students and families to assess the barriers, needs, and coordinate services to eliminate any gaps. The social worker will also assist the Project Director with implementing Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and Positive Action.

Project Director @ \$70,000 x .15 FTE	\$10,500
School Site Certified Counselor @ \$50,000 x 2 FTEs	\$100,000
Master Social Worker @ \$55,000 x 1 FTE	\$55,000
<i>A 3% cost of living increase annually</i>	
Personnel Total	\$165,500

Fringe Benefits



Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Fringe Benefit rate is approximately 23% of total salaries.

Fringe Benefits @ 23% Total **\$38,065**

Travel

Local Travel: The travel for **Project LEAD** staff will consist of mileage to implement program activities at targeted school campuses, attend meetings, professional development, monitor school campuses, compile evaluation data, administer assessment instruments, provide training, administer after school lessons, and other required activities related to the success of the project.

Staff @ 100 mi/mo. x .50 per mile x 12 mos. \$600

Out of State Travel: As required by the U.S. Department of Education, the Project Director and one additional staff member will attend the National Conference each year of the project.

Project Directors Meeting - Airfare @ \$500, Hotel @ \$245 x 1 night = \$245, Per diem @ \$65 a day x 2 days = \$130, Transportation @ \$80; \$975
 Airport Parking @ \$10 x 2 days = \$20

Office of Safe and Drug-Free Schools National Conference - Project Director & One Additional Staff - Airfare @ \$500 x 2 staff = \$1,000, Hotel @ \$245 x 2 nights x 2 rooms = \$980, Per diem @ \$60 a day x 3 days x 2 staff = \$360 and Transportation @ \$60 x 2 staff = \$120; Airport Parking @ \$10 x 3 days x 2 staff = \$60 \$2,520

Travel Total **\$4,095**

Equipment

Equipment Total **\$0**

Supplies

Basic office supplies, including but not limited to paper, pencils, pens, printing materials, note pads, computer software and other related supplies connected to the success of this project will be purchased. Computers will be provided for the staff to complete and compile the required correspondence, educator data, partner organization information, student data, educator/student



portfolios, evaluation data and all other work related to project activities and outcomes. In addition, curriculum and training materials will be purchased through the American School Counselor Association (ASCA) to support and guide the counselors' efforts in helping students focus on academic, personal/social and career development so that each student may achieve success in school and be prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, materials, curriculum and other resources, research and advocacy to more than 23,000 professional school counselors around the globe. ASCA are the professional leaders in counseling and the only international counseling organization to offer International Association of Continuing Education & Training (IACET) certification-authorized Continuing Education Unit (CEUs) for its professional development opportunities. EAPrep through **Project LEAD** will implement this renowned model, program, curriculum and capacity building activities. The ASCA framework will add a high quality of training; creating highly-trained professional counseling staff and partners to deal with all students/parents counseling needs during the day and extend these services to after school and in the evenings. Parenting/Family materials will be distributed to support and guide parents' efforts in helping students focus on academic, personal/social and career development so that each student may achieve success in school and be prepared to lead fulfilling lives as responsible members of society.

General Supplies @ \$100 x 12 mos.	\$1,200
ASCA Counseling Curriculum and materials @ \$2,500 x 2 campuses	\$5,000
Parenting/Family Material @ \$15 per adult x 200/yearly	\$3,000
Computers @ \$1,500 x 3	\$4,500
Supplies Total	\$13,700

Contractual

The following services are and will be in accordance with the East Austin College Prep



Academy (EAPrep) procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36. Upon successful award notification the partners will be immediately notified to mutually implement **Project LEAD**. Funds requested for services will be used to provide direct support for professional development, research, evaluation and implementation of the three year project.

Educational Insight - Educational Insight Inc. is an agency dedicated to high quality school based intervention and prevention programs serving administrators, teachers and students. In addition, Educational Insight is committed to working with diverse groups and increase knowledge and awareness through the empowerment process of education and skill building. Educational Insight has a vast experience providing professional development, consultation, and capturing community successes through a series of profiles that prevent and reduce severity of mental health conditions, such as depression and post-traumatic stress disorder. Educational Insight Inc. intervention and prevention services include: Training of trainers, Group Building with Participants, Child/Adolescent/Adult Leadership, Conflict Resolution/Anger Management in Schools, Mediation Workshop, Cultural Diversity/Conflict Resolution, High Risk Programs, Parent Relationships, Making Positive Decisions and Healthy Choices, and Experiential (Ropes) Challenges.

Search Institute – 40 Developmental Assets. The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. Because of its basis in youth development, resiliency, and prevention research and its proven effectiveness, the Developmental Assets framework has become one of the most widely used approaches to positive youth development in the United States. EAPrep will utilize the 40 Developmental Asset framework as a foundation to build a safe school climate conducive to learning, educate educators and to promote the healthy



development of students and parents. Studies have shown that when young people have more of those 40 assets, they are more likely to be leaders, to be careful of their health, and to do well in school. And when young people have more of those 40 assets, they are also less likely to use drugs, become involved in violence, or participate in underage drinking. In short, the more of the assets a young person has, the more likely he or she is to succeed in many aspects of life.

University of Texas at Austin School of Social Work (UT-SSW) – UT-SSW is nationally recognized in rigorous social and behavior strategies and will provide training to educators and direct services to students. UT-SWW will place social work students in internships with EAPrep to offer students social, behavioral and civic services to teach them new skills and knowledge that can be integrate into daily practices. The highest standard of excellence in all UT-SSW’s teaching, research, scholarship, and service activities will be provided to all social work internship students to ensure effective delivery of services.

External Evaluator – EAPrep will contract with **EGT Institute, Inc.**, an **External Evaluator**, to monitor the projects progress towards the goals and objectives and provide recommendations for continuous improvements. The evaluator will implement an evaluation design that will serve both formative and summative evaluation purposes. The formative evaluation will focus on project activities and tasks and the summative component addresses the project’s overall goal, the GPRA, and project objectives. The evaluator will monitor progress towards the goal and objectives that will be measured through a rigorous evaluation design that incorporates pre-post mechanisms, regression analysis, monitoring and examination of the effectiveness of the interventions on performance measures including conducting an annual needs assessment. This will include the development of a web-based data collection system, developing survey instruments, collecting data, implementing a comprehensive study and evaluating the program



objectives, GPRA measures, and project measures. In addition, the external evaluator will also serve as an ex-officio member of the project's Advisory Council and will provide updates at quarterly meetings. The evaluator will meet monthly with the Project Director and provide ongoing technical support. Throughout the project, the evaluator will analyze collected data from online surveys, interviews, focus group, reviews of standardized assessment and test results, participant anecdotal records, participant developed assessments, text book assessments, random interviews and portfolios. The evaluator will also assist the Project Director with developing and submitting annual progress reports on time to the USDOE. Prior to project and evaluation implementation all potential research involving Human Subjects will be reviewed to ensure the protection of all human subject rights, welfare and well-being and to determine if an Internal Review Board (IRB) needed to be engaged. EGT Institute, Inc. will assign the equivalent of 1 FTE Senior Researcher/Evaluator, 1 FTE Evaluator, and 1 FTE Evaluation/Data Specialists to collect, aggregate and disaggregate data from schools. The rate for the evaluation services to be provided by EGT Institute, Inc. includes the evaluators' time, salary, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel. The evaluation services that EGT Institute, Inc. will cover annually include the following:

- Maintain and modify evaluation design – 6 days
- Develop evaluation instruments and implement trial test (student, educators, parents, administrative staff, etc.) – 6 days
- Conduct ongoing case study experiment – 8 days
- Ongoing assessment of program fidelity and status of GPRA and Project Measures including progress on proposed objectives – 8 days



- Development of web-based data collection system and testing – 10 days database
- Collect both qualitative/quantitative data and monitor all ongoing data – 8 days
- Train staff and partners on data collection system and follow-up – 6 days
- Administer student, teacher, parent and partner assessments with support of teachers, staff and partners – 5 days
- Coordinate ongoing monitoring of daily progress – 5 days
- Conduct on-site visits to monitor data collection – 6 days
- Analyze all data (short term and longitudinal analysis) and prepare reports for each school – 8 days
- Provide regular evaluation results to the Project Director – 6 days
- Develop and submit the USDOE Annual Progress Report 524b – 13 days
- Attend regular program meetings – 5 days

100 days/year x \$300.00 per day = \$30,000 annually

Educational Insight - Professional Development - Yr1 @ \$5,000 x 2 campuses	\$10,000
Search Institute - 40 Developmental Assets: Training, Curriculum, Material @ \$18.51 per student x 810 students/yearly	\$15,000
University of Texas at Austin - Social Worker Department Professional Development for Educators, Parents and Direct School - \$12.34 per student x 810 students/yearly	\$10,000
External Evaluator @ ave. 9% of Total Costs @ \$300 a day x 100 days	\$30,000
Contractual Total	\$65,000

Construction

Construction Total	\$0
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Other



The following items are necessities in order to implement and operate the new project within East Austin College Prep Academy (EAPrep) and for the project to conduct the everyday operations, administration, planning, communications, and monitoring required to meeting and/or exceeding all contractual outcomes and goals. Costs will be incurred for copier, duplication, and printing for project staff to use as a means of communication, reports, correspondence, marketing materials, and other related purposes to meet project outcomes.

SAMHSA - Positive Action is an integrated and comprehensive proven program that is designed to improve academic achievement; school attendance; and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior. It is also designed to improve parent-child bonding, family cohesion, and family conflict. Positive Action has materials for schools, homes, and community agencies. All materials are based on the same unifying broad concept (one feels good about oneself when taking positive actions) with six explanatory sub-concepts (positive actions for the physical, intellectual, social, and emotional areas) that elaborate on the overall theme. The program components include grade-specific curriculum kits for kindergarten through 12th grade including: drug education, conflict resolution, and site-wide climate development kits for elementary and secondary school levels as well as a counselor's, family, and community kits. All the components and their parts can be used separately or in any combination and are designed to reinforce and support one another.

Copier, Duplication & Printing @ \$100 x 12 mos.	\$1,200
Cell phone @ \$75.00 x 12 mos. x 3	\$2,700
Positive Action - Proven SAMHSA Model (5yrs. - 18yrs.) Primary Implementer Social Worker, Counselors and Teachers Yr1 @ \$8,000 x 2 campuses	\$16,000

Other Total	\$19,900
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Total Direct Costs



Total Direct Costs Total	\$306,260
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Indirect Costs @ 2.161%

Indirect calculation includes all costs with the exception of only the first \$25,000 of each contractual agreement.

Indirect Costs Total	\$6,510
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Year 1 Total Costs

Year 1 Total Costs	\$312,770
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YEAR 2

Personnel

Project Director (.15 FTE) will continue to oversee the overall management of the grant, project implementation, operations, and assure it is in compliance with the rules, regulations, and is on track with contractual performance outcomes. The Project Director will provide the overall leadership to the staff and work collaboratively with the school campuses, administrators, partners, counselors, mental health practitioners, social worker, and staff in helping to operate the program effectively and efficiently. The Project Director will lead and facilitate the Counseling Advisory Council (CAC) to ensure members are provided an opportunity to be engaged and offer feedback for continuous improvement. In addition, the Project Director will coordinate professional development training and ensure effective implementation of the American School Counselor Association (ASCA) Model and incorporate the Resource to Intervention model (RtI) within the framework. The Project Director will continue to utilize the timeline and milestones developed as a guide to ensure the timely management and achievement



of all program objectives and activities. In addition, the Project Director will remain working with the school district's finance department to monitor, track and oversee ongoing project expenditures for the district and all the contractors, work collaboratively with partners, evaluator, teachers, and school administrators. The Project Director will continue to develop an up-to-date information database, integrate, and cooperate with other offices to meet program goals, prepare and deliver presentations to various groups, and lead the Counseling Advisory Council. The Project Director will also work with the external evaluator to implement a comprehensive project evaluation that assesses progress, accomplishments, challenges, and efficiency for continuous improvement measures.

School Site Certified Counselors (2 FTEs) will continue to work closely with the Project Director, psychologists, social worker, mental health practitioners, school administrators, and partners to provide appropriate programming for students and professional development training to parents and teachers. In addition, counselors will help the Project Director in implementing and monitoring the project at the campus level. The school counselors will remain working closely with students who have academic, social developmental problems, or special needs to address and evaluate their abilities, interest, talents, and personalities in order to develop academic and career goals to ensure they succeed academically. In addition, the counselors will also assist the Project Director with implementing the American School Counselor Association (ASCA) Model and incorporate the Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and Positive Action.

Master Social Worker (1 FTE) will continue to provide student counseling and case management services and will serve as liaison between the schools and other counseling providers. The social worker will continue to spend a majority of their time with students,



parents and will work with the teachers to resolve issues interfering with school and academics.

In addition, the social worker will conduct ongoing case management for students and families to assess the barriers, needs, and coordinate services to eliminate any gaps. The social worker will also assist the Project Director with implementing Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and Positive Action.

Project Director @ \$72,100 x .15 FTE	\$10,815
School Site Certified Counselor @ \$51,500 x 2 FTEs	\$103,000
Master Social Worker @ \$56,650 x 1 FTE	\$56,650
<i>A 3% cost of living increase annually</i>	
Personnel Total	\$170,465

Fringe Benefits

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Fringe Benefit rate is approximately 23% of total salaries.

Fringe Benefits @ 23% Total	\$39,207
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Travel

Local Travel: The travel for the **Project LEAD** staff will consist of mileage to implement program activities at targeted school campuses, attend meetings, professional development, monitor school campuses, compile evaluation data, administer assessment instruments, provide training, administer after school lessons, and other required activities related to the success of the project.

Staff @ 100 mi/mo. x .50 per mile x 12 mos.	\$600
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Out of State Travel: As required by the U.S. Department of Education, the Project Director and one additional staff member will attend the National Conference each year of the project.



Office of Safe and Drug-Free Schools National Conference - Project Director & One Additional Staff - Airfare @ \$500 x 2 staff = \$1,000, Hotel @ \$245 x 2 nights x 2 rooms = \$980, Per diem @ \$60 a day x 3 days x 2 staff = \$360 and Transportation @ \$60 x 2 staff = \$120; Airport Parking @ \$10 x 3 days x 2 staff = \$60 \$2,520

Travel Total \$3,120

Equipment

Equipment Total \$0

Supplies

Basic office supplies, including but not limited to paper, pencils, pens, printing materials, note pads, computer software and other related supplies connected to the success of this project will be purchased. In addition, curriculum and training materials will continue to be purchased through the American School Counselor Association (ASCA) to support and guide the counselors' efforts in helping students focus on academic, personal/social and career development so that each student may achieve success in school and be prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, materials, curriculum and other resources, research and advocacy to more than 23,000 professional school counselors around the globe. ASCA are the professional leaders in counseling and the only international counseling organization to offer International Association of Continuing Education & Training (IACET) certification-authorized Continuing Education Unit (CEUs) for its professional development opportunities. EAPrep through **Project LEAD** will implement this renowned model, program, curriculum and capacity building activities. The ASCA framework will add a high quality of training; creating highly-trained professional counseling staff and partners to deal with all students/parents counseling needs



during the day and extend these services to after school and in the evenings. Parenting/Family materials will continue to be distributed to support and guide parents' efforts in helping students focus on academic, personal/social and career development so that each student may achieve success in school and be prepared to lead fulfilling lives as responsible members of society.

General Supplies @ \$100 x 12 mos.	\$1,200
ASCA Counseling Curriculum and materials @ \$2,500 x 2 campuses	\$5,000
Parenting/Family Material @ \$15 per adult x 200/yearly	\$3,000
Supplies Total	\$9,200

Contractual

The following services are and will be in accordance with the East Austin College Prep Academy (EAPrep) procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36. Upon successful award notification the partners will be immediately notified to mutually implement **Project LEAD**. Funds requested for services will be used to provide direct support for professional development, research, evaluation and implementation of the three year project.

Educational Insight - Educational Insight Inc. is an agency dedicated to high quality school based intervention and prevention programs serving administrators, teachers and students. In addition, Educational Insight is committed to working with diverse groups and increase knowledge and awareness through the empowerment process of education and skill building. Educational Insight has a vast experience providing professional development, consultation, and capturing community successes through a series of profiles that prevent and reduce severity of mental health conditions, such as depression and post-traumatic stress disorder. Educational Insight Inc. intervention and prevention services include: Training of trainers, Group Building with Participants, Child/Adolescent/Adult Leadership, Conflict



Resolution/Anger Management in Schools, Mediation Workshop, Cultural Diversity/Conflict Resolution, High Risk Programs, Parent Relationships, Making Positive Decisions and Healthy Choices, and Experiential (Ropes) Challenges.

Search Institute – 40 Developmental Assets. The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. Because of its basis in youth development, resiliency, and prevention research and its proven effectiveness, the Developmental Assets framework has become one of the most widely used approaches to positive youth development in the United States. EAPrep will utilize the 40 Developmental Asset framework as a foundation to build a safe school climate conducive to learning, educate educators and to promote the healthy development of students and parents. Studies have shown that when young people have more of those 40 assets, they are more likely to be leaders, to be careful of their health, and to do well in school. And when young people have more of those 40 assets, they are also less likely to use drugs, become involved in violence, or participate in underage drinking. In short, the more of the assets a young person has, the more likely he or she is to succeed in many aspects of life.

University of Texas at Austin School of Social Work (UT-SSW) – UT-SSW is nationally recognized in rigorous social and behavior strategies and will provide training to educators and direct services to students. UT-SWW will place social work students in internships with EAPrep to offer students social, behavioral and civic services to teach them new skills and knowledge that can be integrate into daily practices. The highest standard of excellence in all UT-SSW’s teaching, research, scholarship, and service activities will be provided to all social work internship students to ensure effective delivery of services.

External Evaluator – EAPrep will contract with **EGT Institute, Inc., an External Evaluator,**



to monitor the projects progress towards the goals and objectives and provide recommendations for continuous improvements. The evaluator will implement an evaluation design that will serve both formative and summative evaluation purposes. The formative evaluation will focus on project activities and tasks and the summative component addresses the project's overall goal, the GPRA, and project objectives. The evaluator will continue to monitor progress towards the goal and objectives that will be measured through a rigorous evaluation design that incorporates pre-post mechanisms, regression analysis, monitoring and examination of the effectiveness of the interventions on performance measures including conducting an annual needs assessment. This will include the development of a web-based data collection system, developing survey instruments, collecting data, implementing a comprehensive study and evaluating the program objectives, GPRA measures, and project measures. In addition, the external evaluator will also serve as an ex-officio member of the project's Advisory Council and will provide updates at quarterly meetings. The evaluator will meet monthly with the Project Director and provide ongoing technical support. Throughout the project, the evaluator will continue to analyze collected data from online surveys, interviews, focus group, reviews of standardized assessment and test results, participant anecdotal records, participant developed assessments, text book assessments, random interviews and portfolios. The evaluator will also assist the Project Director with developing and submitting annual progress reports on time to the USDOE. Prior to project and evaluation implementation all potential research involving Human Subjects will be reviewed to ensure the protection of all human subject rights, welfare and well-being and to determine if an Internal Review Board (IRB) needed to be engaged. EGT Institute, Inc. will assign the equivalent of 1 FTE Senior Researcher/Evaluator, 1 FTE Evaluator, and 1 FTE Evaluation/Data Specialists to collect, aggregate and disaggregate data from schools. The rate



for the evaluation services to be provided by EGT Institute, Inc. includes the evaluators' time, salary, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel. The evaluation services that EGT Institute, Inc. will cover annually include the following:

- Maintain and modify evaluation design – 6 days
- Develop evaluation instruments and implement trial test (student, educators, parents, administrative staff, etc.) – 6 days
- Conduct ongoing case study experiment – 8 days
- Ongoing assessment of program fidelity and status of GPRA and Project Measures including progress on proposed objectives – 8 days
- Development of web-based data collection system and testing – 10 days database
- Collect both qualitative/quantitative data and monitor all ongoing data – 8 days
- Train staff and partners on data collection system and follow-up – 6 days
- Administer student, teacher, parent and partner assessments with support of teachers, staff and partners – 5 days
- Coordinate ongoing monitoring of daily progress – 5 days
- Conduct on-site visits to monitor data collection – 6 days
- Analyze all data (short term and longitudinal analysis) and prepare reports for each school – 8 days
- Provide regular evaluation results to the Project Director – 6 days
- Develop and submit the USDOE Annual Progress Report 524b – 13 days
- Attend regular program meetings – 5 days

100 days/year x \$300.00 per day = \$30,000 annually



Educational Insight - Professional Development Yr2 @ \$5,000 x 2	\$10,000
Search Institute - 40 Developmental Assets: Training, Curriculum, Material @ \$18.51 per student x 810 students/yearly	\$15,000
University of Texas at Austin - Social Worker Department Professional Development for Educators, Parents and Direct School - \$12.34 per student x 810 students/yearly	\$10,000
External Evaluator @ ave. 9% of Total Costs @ \$300 a day x 100 days	\$30,000
Contractual Total	\$65,000

Construction

Construction Total	\$0
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Other

The following items are necessities in order to implement and operate the new project within East Austin College Prep Academy (EAPrep) and for the project to conduct the everyday operations, administration, planning, communications, and monitoring required to meeting and/or exceeding all contractual outcomes and goals. Costs will continue to be incurred for copier, duplication, and printing for project staff to use as a means of communication, reports, correspondence, marketing materials, and other related purposes to meet project outcomes.

SAMHSA - Positive Action is an integrated and comprehensive proven program that is designed to improve academic achievement; school attendance; and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior. It is also designed to improve parent-child bonding, family cohesion, and family conflict. Positive Action has materials for schools, homes, and community agencies. All materials are based on the same unifying broad concept (one feels good about oneself when taking positive actions) with six explanatory sub-concepts (positive actions for the physical, intellectual, social, and emotional areas) that elaborate on the overall theme. The program components include grade-specific curriculum kits for kindergarten through 12th grade including: drug education, conflict



resolution, and site-wide climate development kits for elementary and secondary school levels as well as a counselor's, family, and community kits. All the components and their parts can be used separately or in any combination and are designed to reinforce and support one another.

Copier, Duplication & Printing @ \$100 x 12 mos.	\$1,200
Cell phone @ \$75.00 x 12 mos. x 3	\$2,700
Positive Action - Proven SAMHSA Model (5yrs. - 18yrs.) Primary	\$14,000
Implementer Social Worker, Counselors and Teachers Yr2 @ \$7,000 x 2 campuses	
Other Total	\$17,900

Total Direct Costs

Total Direct Costs Total	\$304,892
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Indirect Costs @ 2.161%

Indirect calculation includes all costs with the exception of only the first \$25,000 of each contractual agreement.

Indirect Cost Total	\$6,480
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Total Costs

Year 2 Total Costs	\$311,372
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YEAR 3

Project Director (.15 FTE) will follow through and oversee the overall management of the grant, project implementation, operations, and assure it is in compliance with the rules, regulations, and is on track with contractual performance outcomes. The Project Director will continue to provide the overall leadership to the staff and work collaboratively with the school campuses, administrators, partners, counselors, mental health practitioners, social worker, and staff in helping to operate the program effectively and efficiently. The Project Director will



continue to lead and facilitate the Counseling Advisory Council (CAC) to ensure members are provided an opportunity to be engaged and offer feedback for continuous improvement. In addition, the Project Director will continue to coordinate professional development training and ensure effective implementation of the American School Counselor Association (ASCA) Model and incorporate the Resource to Intervention model (RtI) within the framework. The Project Director will continue to use the timeline and milestones developed as a guide to ensure the timely management and achievement of all program objectives and activities. In addition, the Project Director will work with the school district's finance department to monitor, track and oversee ongoing project expenditures for the district and all the contractors, work collaboratively with partners, evaluator, teachers, and school administrators. The Project Director will continue to utilize the developed up-to-date information database, integrate, and cooperate with other offices to meet program goals, prepare and deliver presentations to various groups, and lead the Counseling Advisory Council. The Project Director will also continue to work with the external evaluator to implement a comprehensive project evaluation that assesses progress, accomplishments, challenges, and efficiency for continuous improvement measures.

School Site Certified Counselors (2 FTEs) will work closely with the Project Director, psychologists, social worker, mental health practitioners, school administrators, and partners to provide appropriate programming for students and professional development training to parents and teachers. In addition, counselors will continue to help the Project Director in implementing and monitoring the project at the campus level. The school counselors will remain working closely with students who have academic, social developmental problems, or special needs to address and evaluate their abilities, interest, talents, and personalities in order to develop academic and career goals to ensure they succeed academically. In addition, the counselors will



also assist the Project Director with implementing the American School Counselor Association (ASCA) Model, and incorporate the Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and Positive Action.

Master Social Worker (1 FTE) will continue to provide student counseling and case management services and will follow through and serve as liaison between the schools and other counseling providers. The social worker will continue to spend a majority of their time with students, parents and will work with the teachers to resolve issues interfering with school and academics. In addition, the social worker will conduct ongoing case management for students and families to assess the barriers, needs, and coordinate services to eliminate any gaps. The social worker will also assist the Project Director with implementing Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and Positive Action.

Project Director @ \$74,263 x .15 FTE	\$11,139
School Site Certified Counselor @ \$53,045 x 2 FTEs	\$106,090
Master Social Worker @ \$58,350 x 1 FTE	\$58,350
<i>A 3% cost of living increase annually</i>	
Personnel Total	\$175,579

Fringe Benefits

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage.

Fringe Benefit rate is approximately 23% of total salaries.

Fringe Benefits Total	\$40,383
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Travel

Local Travel: The travel for the **Project LEAD** staff will consist of mileage to implement program activities at targeted school campuses, attend meetings, professional development, monitor school campuses, compile evaluation data, administer assessment instruments, provide



training, administer after school lessons, and other required activities related to the success of the project.

Staff @ 100 mi/mo. x .50 per mile x 12 mos. \$600

Out of State Travel: As required by the U.S. Department of Education, the Project Director and one additional staff member will attend the National Conference each year of the project.

Office of Safe and Drug-Free Schools National Conference - Project
Director & One Additional Staff - Airfare @ \$500 x 2 staff = \$1,000,
Hotel @ \$245 x 2 nights x 2 rooms = \$980, Per diem @ \$60 a day x 3
days x 2 staff = \$360 and Transportation @ \$60 x 2 staffs; Airport Parking \$2,520
@ \$10 x 3 days x 2 staff = \$60

Travel Total \$3,120

Equipment

Equipment Total \$0

Supplies

Basic office supplies, including but not limited to paper, pencils, pens, printing materials, note pads, computer software and other related supplies connected to the success of this project will be purchased. In addition, curriculum and training materials will be purchased through the American School Counselor Association (ASCA) to support and guide the counselors' efforts in helping students focus on academic, personal/social and career development so that each student may achieve success in school and be prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, materials, curriculum and other resources, research and advocacy to more than 23,000 professional school counselors around the globe. ASCA are the professional leaders in counseling and the only international counseling organization to offer International Association of Continuing Education & Training (IACET) certification-authorized Continuing Education Unit (CEUs) for its professional development



opportunities. EAPrep through **Project LEAD** will continue to implement this renowned model, program, curriculum and capacity building activities. The ASCA framework will add a high quality of training; creating highly-trained professional counseling staff and partners to deal with all students/parents counseling needs during the day and extend these services to after school and in the evenings. Parenting/Family materials will continue to be distributed to support and guide parents' efforts in helping students focus on academic, personal/social and career development so that each student may achieve success in school and be prepared to lead fulfilling lives as responsible members of society.

General Supplies @ \$100 x 12 mos.	\$1,200
ASCA Counseling Curriculum and materials @ \$2,500 x 2 campuses	\$5,000
Parenting/Family Material @ \$15 per adult x 200/yearly	\$3,000
Supplies Total	\$9,200

Contractual

The following services are and will be in accordance with the East Austin College Prep Academy (EAPrep) procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36. Upon successful award notification the partners will be immediately notified to mutually implement **Project LEAD**. Funds requested for services will be used to provide direct support for professional development, research, evaluation and implementation of the three year project.

Educational Insight - Educational Insight Inc. is an agency dedicated to high quality school based intervention and prevention programs serving administrators, teachers and students. In addition, Educational Insight is committed to working with diverse groups and increase knowledge and awareness through the empowerment process of education and skill building. Educational Insight has a vast experience providing professional development, consultation, and capturing community successes through a series of profiles that prevent and reduce severity of mental health conditions, such as depression and post-traumatic stress



disorder. Educational Insight Inc. intervention and prevention services include: Training of trainers, Group Building with Participants, Child/Adolescent/Adult Leadership, Conflict Resolution/Anger Management in Schools, Mediation Workshop, Cultural Diversity/Conflict Resolution, High Risk Programs, Parent Relationships, Making Positive Decisions and Healthy Choices, and Experiential (Ropes) Challenges.

Search Institute – 40 Developmental Assets. The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. Because of its basis in youth development, resiliency, and prevention research and its proven effectiveness, the Developmental Assets framework has become one of the most widely used approaches to positive youth development in the United States. EAPrep will utilize the 40 Developmental Asset framework as a foundation to build a safe school climate conducive to learning, educate educators and to promote the healthy development of students and parents. Studies have shown that when young people have more of those 40 assets, they are more likely to be leaders, to be careful of their health, and to do well in school. And when young people have more of those 40 assets, they are also less likely to use drugs, become involved in violence, or participate in underage drinking. In short, the more of the assets a young person has, the more likely he or she is to succeed in many aspects of life.

University of Texas at Austin School of Social Work (UT-SSW) – UT-SSW is nationally recognized in rigorous social and behavior strategies and will provide training to educators and direct services to students. UT-SWW will place social work students in internships with EAPrep to offer students social, behavioral and civic services to teach them new skills and knowledge that can be integrate into daily practices. The highest standard of excellence in all UT-SSW's teaching, research, scholarship, and service activities will be provided to all social work



internship students to ensure effective delivery of services.

External Evaluator – EAPrep will contract with **EGT Institute, Inc.**, an **External Evaluator**, to monitor the projects progress towards the goals and objectives and provide recommendations for continuous improvements. The evaluator will implement an evaluation design that will serve both formative and summative evaluation purposes. The formative evaluation will focus on project activities and tasks and the summative component addresses the project’s overall goal, the GPRA, and project objectives. The evaluator will monitor progress towards the goal and objectives that will be measured through a rigorous evaluation design that incorporates pre-post mechanisms, regression analysis, monitoring and examination of the effectiveness of the interventions on performance measures including conducting an annual needs assessment. This will include the development of a web-based data collection system, developing survey instruments, collecting data, implementing a comprehensive study and evaluating the program objectives, GPRA measures, and project measures. In addition, the external evaluator will also serve as an ex-officio member of the project’s Advisory Council and will provide updates at quarterly meetings. The evaluator will meet monthly with the Project Director and provide ongoing technical support. Throughout the project, the evaluator will continue to analyze collected data from online surveys, interviews, focus group, reviews of standardized assessment and test results, participant anecdotal records, participant developed assessments, text book assessments, random interviews and portfolios. The evaluator will also assist the Project Director with developing and submitting annual progress reports on time to the USDOE. Prior to project and evaluation implementation all potential research involving Human Subjects will be reviewed to ensure the protection of all human subject rights, welfare and well-being and to determine if an Internal Review Board (IRB) needed to be engaged. EGT Institute, Inc. will



assign the equivalent of 1 FTE Senior Researcher/Evaluator, 1 FTE Evaluator, and 1 FTE Evaluation/Data Specialists to collect, aggregate and disaggregate data from schools. The rate for the evaluation services to be provided by EGT Institute, Inc. includes the evaluators' time, salary, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel. The evaluation services that EGT Institute, Inc. will cover annually include the following:

- Maintain and modify evaluation design – 6 days
- Develop evaluation instruments and implement trial test (student, educators, parents, administrative staff, etc.) – 6 days
- Conduct ongoing case study experiment – 8 days
- Ongoing assessment of program fidelity and status of GPRA and Project Measures including progress on proposed objectives – 8 days
- Development of web-based data collection system and testing – 10 days database
- Collect both qualitative/quantitative data and monitor all ongoing data – 8 days
- Train staff and partners on data collection system and follow-up – 6 days
- Administer student, teacher, parent and partner assessments with support of teachers, staff and partners – 5 days
- Coordinate ongoing monitoring of daily progress – 5 days
- Conduct on-site visits to monitor data collection – 6 days
- Analyze all data (short term and longitudinal analysis) and prepare reports for each school – 8 days
- Provide regular evaluation results to the Project Director – 6 days
- Develop and submit the USDOE Annual Progress Report 524b – 13 days



- Attend regular program meetings – 5 days

100 days/year x \$300.00 per day = \$30,000 annually

Educational Insight - Professional Development Yr3 @ \$5,000 x 2 campuses	\$10,000
Search Institute - 40 Developmental Assets: Training, Curriculum, Material @ \$13.58 per student x 810 students/yearly	\$11,000
University of Texas at Austin - Social Worker Department Professional Development for Educators, Parents and Direct School - \$12.34 per student x 810 students/yearly	\$10,000
External Evaluator @ ave. 9% of Total Costs @ \$300 a day x 100 days	\$30,000
Contractual Total	\$61,000

Construction

Construction Total	\$0
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Other

The following items are necessities in order to implement and operate the new project within East Austin College Prep Academy (EAPrep) and for the project to conduct the everyday operations, administration, planning, communications, and monitoring required to meeting and/or exceeding all contractual outcomes and goals. Costs will continue to be incurred for copier, duplication, and printing for project staff to use as a means of communication, reports, correspondence, marketing materials, and other related purposes to meet project outcomes.

SAMHSA - Positive Action is an integrated and comprehensive proven program that is designed to improve academic achievement; school attendance; and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior. It is also designed to improve parent-child bonding, family cohesion, and family conflict. Positive Action has materials for schools, homes, and community agencies. All materials are based on the same unifying broad concept (one feels good about oneself when taking positive actions) with six explanatory sub-concepts (positive actions for the physical, intellectual, social, and emotional



areas) that elaborate on the overall theme. The program components include grade-specific curriculum kits for kindergarten through 12th grade including: drug education, conflict resolution, and site-wide climate development kits for elementary and secondary school levels as well as a counselor's, family, and community kits. All the components and their parts can be used separately or in any combination and are designed to reinforce and support one another.

Copier, Duplication & Printing @ \$100 x 12 mos.	\$1,200
Cell phone @ \$75.00 x 12 mos. x 3	\$2,700
Positive Action - Proven SAMHSA Model (5yrs. - 18yrs.) Primary Implementer Social Worker, Counselors and Teachers @ Yr3 \$6,000 x 2 campuses	\$12,000
Other	\$15,900

Total Direct Costs

Direct Costs Total	\$305,182
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Indirect Costs @ 2.161%

Indirect calculation includes all costs with the exception of only the first \$25,000 of each contractual agreement.

Indirect Costs Total	\$6,486
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Total Costs

Year 3 Total Costs	\$311,668
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TOTAL 3 YEAR BUDGET

Year 1	Year 2	Year 3	Grand Total
\$312,770	\$311,372	\$311,668	\$935,810



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

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

Name of Institution/Organization

East Austin College Prep Academy

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	165,500.00	170,465.00	175,579.00			511,544.00
2. Fringe Benefits	38,065.00	39,207.00	40,383.00			117,655.00
3. Travel	4,095.00	3,120.00	3,120.00			10,335.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	13,700.00	9,200.00	9,200.00			32,100.00
6. Contractual	65,000.00	65,000.00	61,000.00			191,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	19,900.00	17,900.00	15,900.00			53,700.00
9. Total Direct Costs (lines 1-8)	306,260.00	304,892.00	305,182.00			916,334.00
10. Indirect Costs*	6,510.00	6,480.00	6,486.00			19,476.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	312,770.00	311,372.00	311,668.00			935,810.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 2.16 %.

(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 2.16 %.

Name of Institution/Organization East Austin College Prep Academy	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix: Ms.	First Name: Jennifer	Middle Name:	Last Name: Nelson	Suffix:
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Address:

Street1:	6002 Jain Lane
Street2:	
City:	Austin
County:	
State:	TX: Texas
Zip Code:	78721-3104
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
512-462-2181	512-462-2028

Email Address:

jnelson@swkey.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) #:

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No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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