

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 # S215E140052

Grants.gov Tracking#: GRANT11635265

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"/>
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* 3. Date Received: <input type="text" value="04/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Imperial County Office of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="95-6001665"/>	* c. Organizational DUNS: <input type="text" value="0849801760000"/>

d. Address:

* Street1: <input type="text" value="1398 Sperber Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="El Centro"/>
County/Parish: <input type="text" value="Imperial"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="92243-9621"/>

e. Organizational Unit:

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

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

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

Title: <input type="text" value="Director, Higher Education"/>
--

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

* Telephone Number: <input type="text" value="760-312-6618"/>	Fax Number: <input type="text" value="760-312-6183"/>
---	---

* Email: <input type="text" value="dcabanilla@icoe.org"/>

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Education Agency

*** 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.):

Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

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

Elementary Imperial Valley Schools Consortium (Meadows, Seeley, Westmorland)

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="399,999.58"/>
* 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="399,999.58"/>

*** 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:

14. Areas Affected by Project

Cities: El Centro, Seeley, Westmorland

Counties: Imperial

States: California

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Ivette Imperial-Gonzales</p>	<p>TITLE</p> <p>County Superintendent of Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>Imperial County Office of Education</p>	<p>DATE SUBMITTED</p> <p>04/23/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input 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: Imperial County Office of Education

* Street 1: 1398 Sperber Road Street 2:

* City: El Centro State: CA: California Zip: 92243-9621

Congressional District, if known: CA-051

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

6. * Federal Department/Agency: USDE/OESE	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215
---	--

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: N/A Street 2: * City: N/A State: Zip:

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

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: N/A Street 2: * City: N/A 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: Ivette Imperial-Gonzales

* Name: Prefix: * First Name: Anne Middle Name: J * Last Name: Mallory Suffix:

Title: County Superintendent of Schools Telephone No.: 760-312-6572 Date: 04/23/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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_427.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA), Section 427

Imperial County Office of Education (ICOE), the applicant for the **Imperial Valley Schools Consortium**, ensures equitable access and participation for students, teachers, staff and all others involved in the project. In order to ensure access to high quality services and learning for all students, program staff will identify artificial barriers. These barriers will be addressed so that gender, race, national origin, color, disability and/or age will not impede access or participation in activities or services for the teachers, students, parents and school administrators engaged in our project.

All project activities, professional development and student strategies are research-based and aligned to national and state standards. Our proposed project, **Imperial Valley Schools Consortium**, will put forward standards as set by the American School Counselor Association (ASCA) National Model.

All professionals in the educational field in Imperial County assume responsibility for the educational needs of English Language Learners (ELL) and special education students. All training will include strategies appropriate for use with our ELL and special needs students. Additionally, counselors, teachers and other school and project personnel receive special instruction on cultural diversity and related issues. ICOE has over twenty years of experience in providing staff development to school districts on a variety of subjects including academic learning to accomplish high standards for all students, communication, social emotional learning and cultural diversity awareness and sensitivity.

To encourage effective communication to parents, materials will be translated into the participants' primary language. In Imperial County, due to the large Hispanic population, written

materials will be translated into Spanish; any parent meetings will be conducted in Spanish or through simultaneous translation to maximize all parents' participation. For the benefit of non-English speaking people, Spanish-speaking personnel is routinely available at all planned project activities, including online learning events, to ensure full participation for all in attendance.

Each school participating in the project meets state requirements for physically challenged students. All students, regardless of gender and age, will be encouraged to participate in all aspects of project activities. To ensure participation, special outreach will be conducted through project staff and development of age-appropriate activities that are free of gender, racial, ethnic, nationality or disability biases.

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

Imperial County Office of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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

Objective and Activities – The Imperial Valley Schools Consortium, located on the California and Mexico border, will expand school counseling and mental health services to three elementary schools. This region is economically distressed, has a large agricultural-based economy with low educational attainment levels and is experiencing high unemployment and poverty. The target schools do not have sufficient counselors or mental health professionals and are experiencing high rates of violence, ATOD use and safety concerns.

Target Priorities – The project will address both Competitive Preference Priorities (CPP). **CPP#1** will be addressed by providing a range of counseling, mental health and intervention programs with the goal of improving the school environment to increase learning, safety and health. The intervention curriculum also addresses harassment, bullying, violence and substance abuse. **CPP#2** will be addressed by providing a range of project services to Military families and Military-connected students. A U.S. Naval Air Facility is located within the Seeley School District. The military families from this base have children who attend the three target elementary schools. The project also addresses the **Absolute Priority** by expanding school counseling and mental health services.

Project Objectives: 1) Increase school-based counseling and mental health services in support of learning; 2) Increase the protective factors of students in the three target schools; and 3) Increase the number of organizations providing services in the three target schools.

Number of participants to be served: Annually, we are proposing to serve 1,202 students in the three target elementary schools with intervention and direct counseling services.

Proposed school sites: The project proposes to serve the following K-8 elementary schools: Seeley Elementary School located in Seeley, CA; Meadows Elementary School located at El Centro, CA; and Westmorland Elementary School located in Westmorland, CA.

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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1. Need for Project

1. Introduction – The three target elementary schools are located within the Imperial Valley.

The Imperial Valley is one of the most economically distressed regions in California, with residents suffering the highest unemployment rate (**28.3%**) in the U.S. It is also one of the top-three drug-trafficking corridors in the U.S. Imperial Valley is located in Southern California along the Mexico border. It is a two-hour drive east from San Diego and borders southern Arizona (see map). This border region comprises several isolated, small, rural contiguous school districts serving impoverished communities. Imperial Valley is being adversely impacted educationally, culturally and economically by three influencing factors.



A. Agricultural Industry – Irrigation water transformed this vast, dry desert into a thriving agricultural-based economy. As the region’s largest industry, agriculture provides **48%** of all the jobs. Over time, this industry has attracted a large unskilled Mexican-Immigrant and Latino Migrant farmworker labor force from the U.S. and along the Mexico border to work in the abundance of field crops. This migration stream of farmworkers into Imperial Valley has resulted in many residents with low educational attainment levels and limited English speaking abilities. Moreover, these seasonal, low-skill, low-wage and physically demanding jobs render high unemployment, under-employment and a transitory workforce. These adverse conditions perpetuate the cycle of generational poverty (**88.3%**) in the Imperial Valley. Many of these hard-working families have settled in these communities and their children, many English Language Learners (**46.5%**), attend one of the three target elementary schools.

B. Mexico Border – Imperial Valley’s close proximity to the Mexico border creates unique challenges facing students and families every day. The bustling border crossing (port of entry) between the largest neighboring cities of Calexico, CA and Mexicali, MX has become a flourishing drug-trafficking corridor for the Mexican Sinaloa Cartel moving drugs into the U.S. Imperial Valley is considered one of the top-three cocaine-trafficking corridors in the U.S. and was designated a High Intensity Drug-Trafficking Area by the DEA in 2011 (U.S. Department of Justice, 2011). Arrests are made daily seizing large amounts of drugs. In addition to the region’s increased gang activity, violent crimes, drug abuse and drug-trafficking activities on both sides of the border, many students are easily lured into the drug-trade by quick and easy money. Students constantly cross the border to purchase alcohol, tobacco and prescription drugs and to skip school. Consequently, young students are introduced to these adverse conditions at their early influential and developmental stages. Many of their family members are involved in the drug trade as well.

C. Regional High Poverty – The Imperial Valley border region, comprised of small, isolated, rural communities and Colonias is facing some of the worst economic conditions in the U.S. Poverty is pervasive in the region experiencing the highest unemployment rate (**28%**) compared to **7%** (U.S.) and a high poverty rate among school-age students of **88.3%**. The region also has the lowest per capita income (**\$16,667**) compared to California State (**\$29,551**) (U.S. Census, 2011). This border region has many small unincorporated towns and smaller Colonias or settlements. The unincorporated towns lack most basic services such as sewers, sidewalks and streetlights. Moreover, the Colonias are in worse conditions. U.S. Housing and Urban Development designated these rural subdivisions as Colonias due to their extreme poverty, illiteracy and severely substandard living conditions. Many are lacking drinking and potable water with no sewer systems and no paved roads.

2. Identifying the Magnitude of the Gaps and Weaknesses in Services and

Infrastructure – The Imperial Valley Schools Consortium (IVSC) used its resources and expertise to identify gaps and weaknesses in services and infrastructures for students in the three target schools. The Consortium consists of three School Districts, the Imperial County Office of Education (ICOE), Imperial County Behavioral Health Services and Community Partners. The Consortium conducted a comprehensive and rigorous needs assessment that included planning sessions, student surveys, parent surveys, focus groups and analysis of the California Healthy Kids Survey results and other local/state data.

A. Target School Characteristics – Due to the migration of farmworkers and proximity to the Mexico border, the target schools have a large Hispanic population (**89%**), a high-poverty rate (**88%**), a high percentage of English Language Learners (ELL) (**47%**) and a high percentage of Migrant students (**21%**). In addition, none of these schools are meeting Adequate Yearly Progress (AYP). The following table illustrates the three target elementary K-8 schools’ characteristics:

Table 1. Target Elementary School Characteristics						
School District Name / School Name	Hispanic	Low Income	ELL	Migrant	Met AYP	Military Students
Meadows Union Elem. SD / Meadows Elementary Sch.	90.3%	77.9%	51.8%	18.5%	No	7%
Seeley Union Elem. SD / Seeley Elementary Sch.	83.2%	100%	41.7%	17.1%	No	17%
Westmorland Union Elem. SD / Westmorland Elementary Sch.	92.9%	87.0%	45.9%	28.6%	No	7%
Target – Overall Average	88.8%	88.3%	46.5%	21.4%	100%	10.3%
California State	52.7%	58.0%	21.7%	N/A	No	N/A

(Source: CA Department of Education, DataQuest, 2012-13)

B. Military Families – A U.S. Naval Air Facility is located within the Seeley School District. The military families from this base have children who attend the three target elementary schools with Seeley having the highest enrollment of **17%**. The project will serve these students.

C. Large Gaps in Counseling Services – Through our needs assessment, we identified large gaps in students’ access to School Counselors. Of the three target schools, only one has a **0.6 FTE** School Counselor working with students resulting in an overall Student to Counselor Ratio of **1,202:0.6**, significantly higher than the recommended ratio of **250:1** by the American Counselors Association. We also found gaps in other mental health professional services for students in the target schools. The following table illustrates the magnitude of gaps in these identified services for students:

Table 2. GPRA 1: Student/Mental Health Professional Ratios						
Participating Schools	Student Enrollment	Number of FTEs in Mental Health positions				
		Psy-chiatrists	Psy-chologists	Coun-selors	Social Workers	Mental Health Prof.
Seeley Elementary	352	0 FTE	.05 FTE	0 FTE	0 FTE	0 FTE
Westmorland Elementary	380	0 FTE	.10 FTE	0 FTE	0 FTE	.10 FTE
Meadows Elementary	470	0 FTE	0 FTE	.60 FTE	0 FTE	0 FTE
Total	1,202	0 FTE	.15 FTE	0.60 FTE	0 FTE	.10 FTE

(Source: ICOE School Building Data Survey, School Year 2013-2014)

D. Disciplinary Referrals and Other At-Risk Indicators – The Consortium also identified a high number of disciplinary referrals and a high percentage of students truant or being suspended in the target school as illustrated below:

Table 3. GPRA 2: Disciplinary Referrals and Other At-Risk Indicators			
Participating Schools	# of disciplinary referrals	Truancy Rate	Suspension Rate
Seeley Elementary	170	31.8%	3.2%
Meadows Elementary	164	6.5%	4.1%
Westmorland Elementary	92	25.9%	11.7%
Total	426	21.4%	6.3%

(Source: ICOE School Building Data Survey, SY 2013-2014; CA DOE, DataQuest, 2012-13)

E. Safety, ATOD and Mental Health Identified Needs – The Consortium also wanted to learn more about these elementary students’ mental health conditions, drug abuse and safety conditions. In order to learn more about their well-being, emotional wellness and safety, the Consortium analyzed data from the California Healthy Kids Survey (CHKS). The CHKS is the largest statewide survey of resiliency, protective factors and risk behaviors in the nation. WestEd is contracted by the California Department of Education to administer a student **Healthy Kids Survey** in all California schools every year. The survey also provides data that assists schools in (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning.

i. Violence & Safety Conditions – The Consortium found that many students (**78%**) did not feel very safe at school. Many violent incidents are occurring ranging from physical fights (**28%**) to cyber-bullying (**18%**). These conditions at the elementary schools are alarming; therefore, the implementation of early prevention and intervention strategies is greatly needed. The following table illustrates these identified conditions in the target schools:

Table 4. Violence and Safety				
Problem Behaviors / At-Risk Factors	Westmorland Elementary	Meadows Elementary	Seeley Elementary	Grant Average
Do not feel very safe at school	81%	79%	75%	78%
Been in physical fight - past year	32%	23%	30%	28%
Been pushed, shoved, hit - past year	50%	32%	50%	44%
Been afraid of being beaten up - past year	27%	18%	43%	29%
Been made fun of - past year	50%	38%	67%	52%
Seen someone with weapon - past year	42%	34%	37%	38%
Involved in gang - current	7%	5%	13%	8%
Cyber-bullying - past year	19%	18%	17%	18%

(Source: WestEd, CA Healthy Kids Surveys, 2012-13)

ii. Alcohol, Tobacco and Drug Use (ATOD) – The Consortium also found the early use of Alcohol, Tobacco and Drugs among these elementary students as illustrated below:

Problem Behaviors/ At-Risk Factors	Westmorland Elementary	Meadows Elementary	Seeley Elementary	Grant Average
Drank alcohol - ever	30%	26%	29%	28%
Drank alcohol - past 30 days	15%	11%	17%	14%
Smoked marijuana - ever	12%	8%	12%	11%
Used any drug - ever	30%	29%	42%	34%
Smoked cigarettes - ever	22%	14%	29%	22%

(Source: WestEd, CA Healthy Kids Surveys, 2012-13)

iii. Mental Wellness – The Consortium found that an average of **39%** of students were feeling sad or hopeless within the past 30 days as illustrated below.

Problem Behavior	Westmorland Elementary	Meadows Elementary	Seeley Elementary	Grant Average
Feeling sad or hopeless – past 30 days	42%	26%	50%	39%

(Source: WestEd, CA Healthy Kids Surveys, 2012-13)

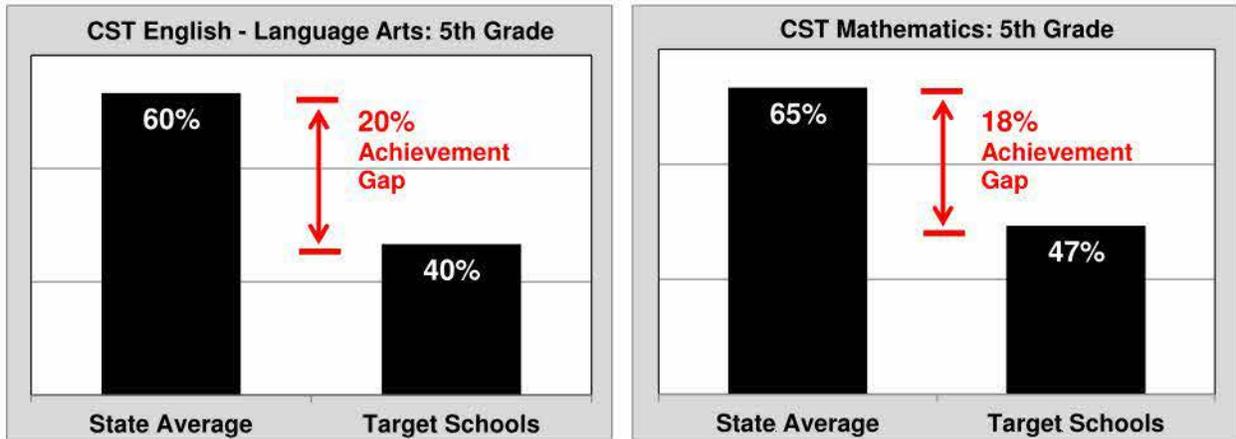
iv. Protective Factors – The CHKS also identified students’ resilience and school connectedness indicators also known as “protective factors.” As illustrated below, we found that under half of students have “caring adult relationships” (**42%**) and only **14%** have “opportunities for meaningful participation” in the school environment.

Protective Factors	Westmorland Elementary	Meadows Elementary	Seeley Elementary	Grant Average
School Environment				
Caring Adult relationships	36%	47%	42%	42%
High Expectations	64%	59%	71%	65%
Opportunities for Meaningful Participation	24%	14%	4%	14%
Community Environment				
Caring Adult relationships	59%	62%	42%	54%
High Expectations	59%	60%	33%	51%
Opportunities for Meaningful Participation	67%	31%	29%	42%

(Source: WestEd, CA Healthy Kids Surveys, 2012-13)

F. Academic Achievement – A high percentage of student safety concerns, violence, alcohol, drug use, behavioral and health issues impacts academic learning (U.S. Department of

Health and Human Services, 1999). Growing evidence shows that school-based initiatives to promote mental health can help students cope with these identified issues, support healthy development and improve academic outcomes (Fleming, CB, Haggerty, KP, 2005). The following charts illustrate the academic achievement gap of the target students meeting state academic standards compared to the state average in English/Language Arts and Mathematics:



(Source: CA Department of Education, DataQuest, 2012-13)

G. Addressing the Needs – The Consortium proposes to address these barriers to learning by a comprehensive service strategy as listed below and described in the next section.

Table 8. Addressing the Needs	
Identified Gaps in Services	Proposed Interventions/Services
<ul style="list-style-type: none"> • High student/counselor and mental health professional ratios • High number of disciplinary referrals, truancy and suspension rates • High percentage of ATOD • High percentage of violence and safety concerns • Mental wellness needs • Low percentage of protective factors • Low academic achievement 	<ul style="list-style-type: none"> • Hire School Counselor and Mental Health Professionals • School-based Resource Management Teams • External linkages to community service provider • Research-based interventions for violence, safety, ATOD and increasing youth protective factors / wellness. <ul style="list-style-type: none"> ○ <i>Too Good for Drugs</i>TM ○ <i>Caring School Community</i>TM ○ <i>Connect with Kids</i>TM

2. Quality of the Project Design

A. Linkages with Supporting Organizations – The Imperial Valley Schools Consortium brought together key educational organizations, school districts, a mental health provider and community organizations. Our similarities, problems, demographics, geographic proximity, limited resources and desire to take action brought us together to form the Consortium. We recognize that our combined expertise, services, experience and synergy can better address our valley’s increasing educational, health and social needs.

Our Consortium includes the Meadows, Seeley and Westmorland Union Elementary School Districts. The highest need elementary school in each district will be served. The Consortium also includes the Imperial County Office of Education (a regional educational service provider). The Imperial County Behavioral Health Services is also a member of the Consortium as is Imperial County Department of Social Services, County of Imperial Public Health Department and the County of Imperial Juvenile Probation Department. Each of these organizations will assist in the school-based delivery of services in the target schools. School District Memorandums of Agreement and Letters of Support from these organizations are attached.

The Consortium proposes to provide a comprehensive and cohesive continuum of school-based support, resources and services that will include prevention, intervention, counseling and professional mental health services. The Imperial Valley Schools Consortium will use a school-based Resource Management Team (RMT) model that is inclusive of school personnel and includes linkages and full participation by external service providers. This model is described in the next section. The key organizations roles will be as follows:

School Districts – The newly funded School Counselors will be located at each target elementary school providing direct services to students and parents. They will also implement

the school building-wide selected intervention programs. In addition, the school districts will provide onsite supervision, office space for counselors and coordination of services.

Imperial County Office of Education (ICOE) – ICOE will be the applicant providing management oversight of the grant and providing professional development to counselors and teachers. ICOE will hire and supervise the Project Director.

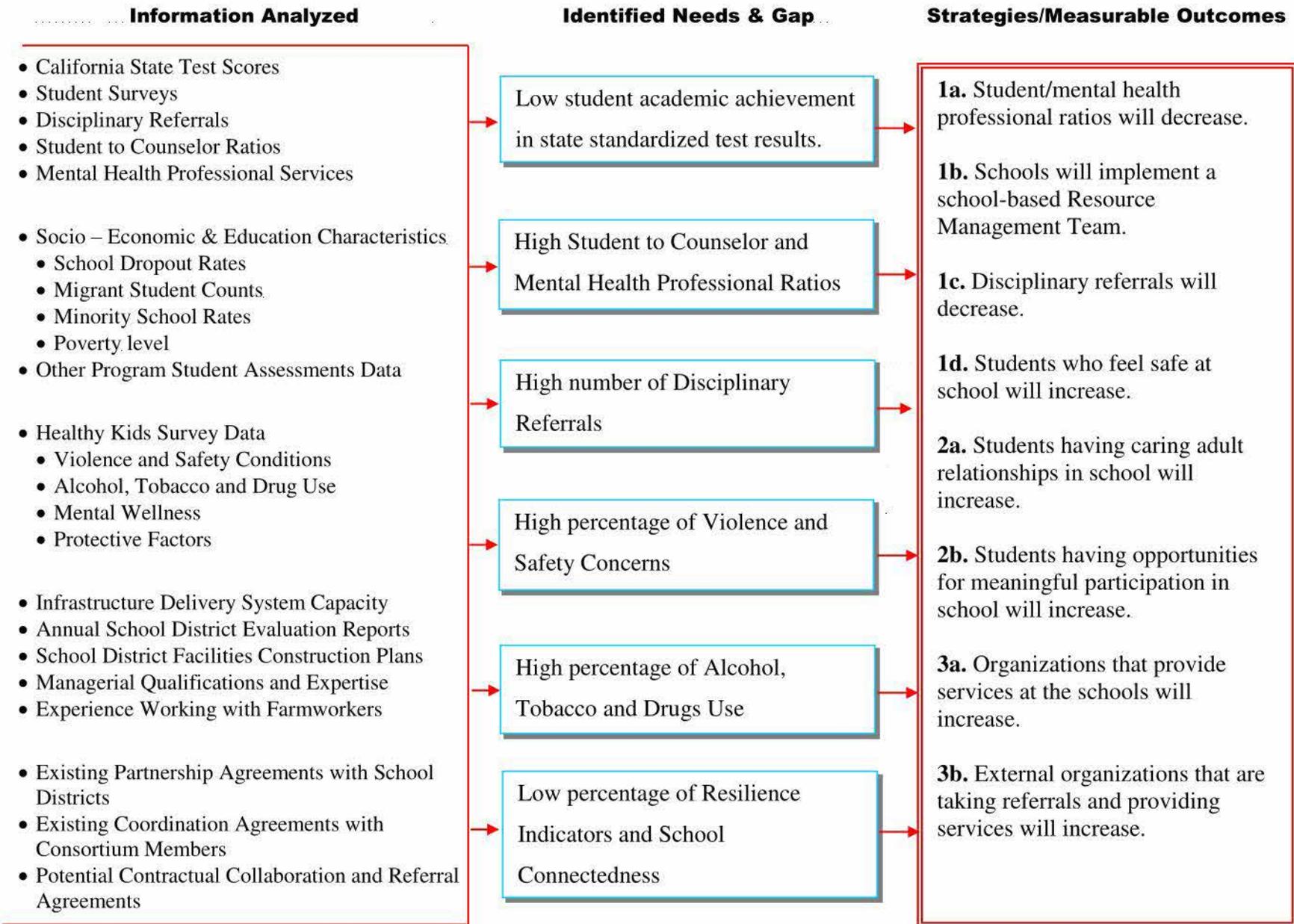
Imperial County Behavioral Health Services (ICBHS) – A Mental Health Specialist (0.5 FTE), supervised by ICBHS, will provide mental health services amongst the three target schools.

Department of Social Services – They will coordinate needed services for student/families to include state and federal assistance - Medi-cal, Calfresh, Nutrition Assistance, CalWORKs Temporary Assistance, Employment Services and Child Protective Services.

Public Health Department – They will coordinate their services on nutrition education, obesity prevention, immunizations, epidemiology surveillance and related health services.

Juvenile Probation Department – They will assist with intervention techniques and coordinate the re-entry back to school for students who are out of school and in the juvenile justice system.

B. Addressing the Needs – The Imperial Valley Schools Consortium (IVSC) used a **Strategy Formulation Process** to ensure that the most appropriate strategies and program services would respond to the needs of the students and address the identified gaps in services. Schools met individually and then as a larger group as the Consortium. Using all the information accumulated and analyzed, the Consortium members participated in a strategy formulation planning process. In order to ensure that the appropriate strategies were selected, the IVSC used the “Strategy Process Model” developed by Henry Mintzberg in 2005. This process is used as a strategy formulation model for organizations. The model takes into account all the necessary information through a planning formulation process, which results in the best strategy to achieve the desired outcomes. The chart on the following page illustrates this process used.



* Modification of Strategy Process Model by Henry Mintzberg, 1995.

The Imperial Valley Schools Consortium (IVSC) has designed a comprehensive and cohesive program based on the Strategy Formulation Process that addresses the identified needs of our students, parents and the Elementary and Secondary School Counseling Program. The Consortium has adopted the following shared vision statement:

IVSC Vision Statement

The IVSC partners will work together to implement an integrated school-based service model to identify and remove student and family academic, social and health barriers preventing students from achieving academically.

In order to realize this vision, the Consortium has developed the following objectives and measurable outcomes. The identified needs being addressed are listed below each objective.

Objective 1: Increase school-based counseling and mental health services in support of learning.
Addresses Needs: 2C. Gaps in School Counseling, 2D. Disciplinary Referrals, 2Ei. Violence and Safety.
Measurable Outcomes:
1a. By **January 2015**, the student/mental health professional ratio will decrease from a baseline of **1,202:0.6** to **333:1** as measured by number of school counselors hired.
1b. By **November 2014**, **100%** of schools will implement a school-based Resource Management Team from the baseline of **0** to **3** as measured by teams established.
1c. By **July 2015**, the number of disciplinary referrals will decrease from a baseline of **426** to **300** as measured by disciplinary referral records (Thereafter, decrease **20%** each year).
1d. By **July 2015**, the percentage of students who feel safe at school will increase from a baseline of **22%** to **40%** as measured by Healthy Kids Survey (Thereafter, increase **20%** each year).

Objective 2: Increase the protective factors of students in the three target schools.
Addresses Needs: 2Eiv. Protective Factors
Measurable Outcomes:
2a. By **July 2015**, the percentage of students having caring adult relationships in school will increase from a baseline of **42%** to **50%** as measured by Healthy Kids Survey (Thereafter, increase **20%** each year).
2b. By **July 2015**, the percentage of students having opportunities for meaningful participation in school will increase from a baseline of **14%** to **30%** as measured by Healthy Kids Survey (Thereafter, increase **20%** each year).

Objective 3: Increase the number of organizations providing services in the three target schools.

Addresses Needs: Increase services and organizations linkages.

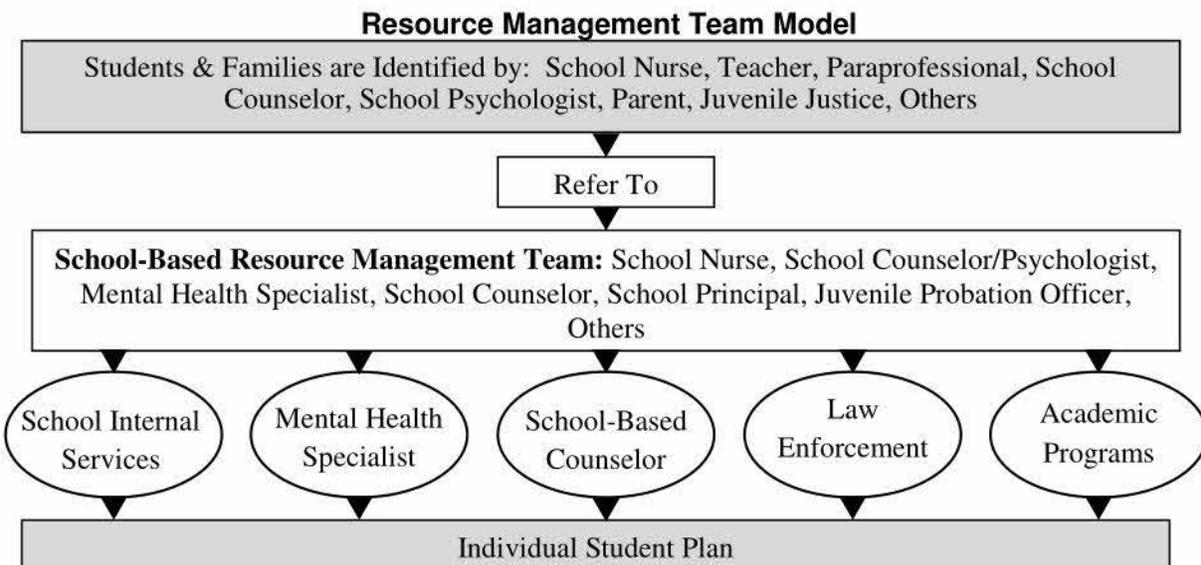
Measurable Outcomes:

3a. By **July 2015**, the number of organizations that provide services at the schools will increase from a baseline of **5** to **10** as measured by services provided (Thereafter, increase **5** more each year).

3b. By **July 2015**, the number of external organizations that are taking referrals and providing services will increase from a baseline of **0** to **5** as measured by services provided (Thereafter, increase **5** more each year).

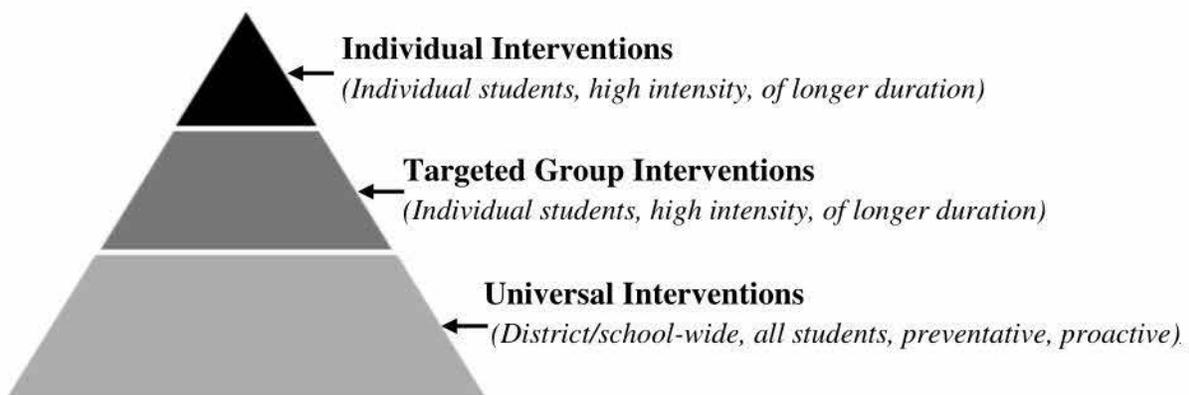
School-based Resource Management Teams – The school-based Resource Management Team (RMT) Model provides a process to diagnose and provide cohesive and coordinated services to students and families. This model is an adaptation of Howard Adelman’s Managing Resources Logic Model. RMTs are designed to facilitate a holistic, inclusive approach through assessment, triage, planning, implementation and evaluating treatment plans.

Each target school will operate an RMT with various members with one serving as the Team Facilitator. The new School Counselors and Mental Health Specialist will be part of this team. All school personnel will be trained on how to identify high-risk students and how to refer them to the RMT via a uniform referral form. The RMT will meet weekly to work with at-risk students and evaluate progress. The following diagram illustrates the school-based RMT Model.



School Counselor/Mental Health Specialist – Each school will hire a full-time School Counselor to be located at each target school to implement and lead the Resource Management Team as the Team Facilitator. The Consortium will also contract with Imperial County Behavioral Health Services for a 0.5 FTE Mental Health Specialist. This position will divide their time between the three target schools to deliver school-based mental health services.

Intervention Pyramid Model – Imperial Valley Schools Consortium will use the Intervention Pyramid Model when identifying interventions for all students or individual students. When working with programs and community partners in the delivery of services, the Resource Management Team will identify and match providers with the level of interventions needed for students. The following diagram describes this model:



The Intervention Pyramid model is based on the idea that those students who struggle in school need additional supports and that the further behind students are, or the more difficulties they have, the more intensive and individual the supports needed. The Pyramid's three tiers represent progressive levels of support:

- **Universal Interventions:** Strong school-wide intervention – the pyramid's bottom and largest tier – designed to prevent students from becoming “at-risk” for dropping out of school. Universal Interventions support academic and behavioral success for approximately 80-90% of students. (IVSC selected intervention programs will be provided here.)

- **Targeted Group Interventions:** The middle, or targeted tier, provides strategies for helping students who still are struggling. It involves programs, strategies and practices designed to enhance and support universal prevention efforts and to prevent the need for individual intervention. Targeted interventions support academic and behavioral success for approximately 5-10% of students. (IVSC interventions and group counseling will be provided here.)
- **Individual Interventions:** Strong initiatives at the lower two tiers greatly reduce the number of students needing the top tier, or intensive individual intervention. This level of intervention consists of strategies, programming and supports that are designed specifically for individual students who continue to have marked difficulties despite universal prevention and targeted intervention efforts. Individual intervention typically serves 5-10% of students. (The School Counselors will intervene with these students).

C. Evidence, Research or Effective Practices – The Imperial Valley Schools Consortium has selected several researched-based program services and models which have proven to be effective as described below.

Resource Management Team (RMT) – The project’s RMT model was initially developed and tested by the University of Washington with support from a U.S. Department of Education grant (Stowitschek & Smith, 1998). The model was also field-tested with migrant and Hispanic families and youth in eastern Washington. The appropriate cultural, language and educational level modifications were made to the model. Research further supports comprehensive, integrated and multifaceted service delivery that is coordinated with school/community resources (Adelman & Taylor, 2002).

School Counseling/Mental Health – Utilizing the American School Counseling Association’s (ASCA) Proven Framework, Imperial Valley Schools Consortium will: 1) help

students improve their social behavior while increasing academic achievement (Brigman & Campbell, 2003); 2) provide educators, staff, and counselors with the skills and tools needed to improve instruction and provide high-quality developmental and preventative services (Whitson & Sexton, 1998); 3) help parents to develop the skills necessary to support and guide positive development of their child (Bemak & Cornely, 2002); 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 (Riley & McDaniel, 2000). Based on ASCA's Framework and the 40 developmental assets, the Imperial Valley Schools Consortium will be integrated with the school curriculum and will be delivered through a coordinated system of student appraisal, planning, early intervention, advisement and counseling, responsive services, crisis prevention and intervention, and system support (Hermann & Finn, 2002). The School Counselors will serve as leaders, advocates and collaborators who will work to remove systemic barriers to delivery of student services and programs (Lapan, et. al., 2003).

Interventions Programs – The schools will implement one or more of the following programs based on their identified needs. All these programs are listed on the U.S. Department of Education's What Works Clearinghouse (WWC) and have been reviewed by the USDE and are determined to be research-based and proven to be effective. WWC reviews all studies to ensure they are valid and meet the highest standards of research methodology.

*Too Good for Drugs*TM is designed to promote life skills, character values, resistance skills to negative peer influence and resistance to the use of illegal drugs, alcohol and tobacco. The program, which targets elementary and middle school students, is based on classroom discussions and structured activities that center on interactive learning and skill-building exercises. Students engage in role-play and cooperative learning games and are encouraged to

apply the skills to different contexts. *Too Good for Drugs*[™] also includes the optional elements of parental and community involvement.

Caring School Community[™] (CSC) is a multiyear school improvement program that involves all students in grades K–6. The program aims to promote core values, prosocial behavior and a school-wide feeling of community. The program consists of four elements: class meeting lessons, cross-age "buddies" programs, "homeside" activities and school-wide community. Class lessons provide teachers and students with a forum to get to know one another, discuss issues, identify and solve problems collaboratively, and make a range of decisions that affect classroom life. Cross-age buddies activities pair whole classes of older and younger students for academic and recreational activities that build caring cross-age relationships and create a school-wide climate of trust. Homeside activities, short conversational activities that are sent home with students for them to do with their parent or caregiver and then to discuss back in their classroom, incorporate the families' perspectives, cultures and traditions, thereby promoting interpersonal understanding. School-wide community-building activities bring students, parents and school staff together to create new school traditions.

Connect with Kids aims to promote prosocial attitudes, positive behavior and violence prevention for elementary (grades 3–5) and secondary (grades 6–12) school students by teaching core character values. Lesson plans include videos, story summaries, discussion questions, student games and activities for both core and supplemental character traits. The classroom curriculum is reinforced by a website component and a school-wide and community outreach components. The program can be incorporated into an existing curriculum or used as a standalone program. The school or teacher decides on the number of character traits covered in each session, so the program duration may vary from one semester to an entire academic year.

3. Quality of the Management Plan

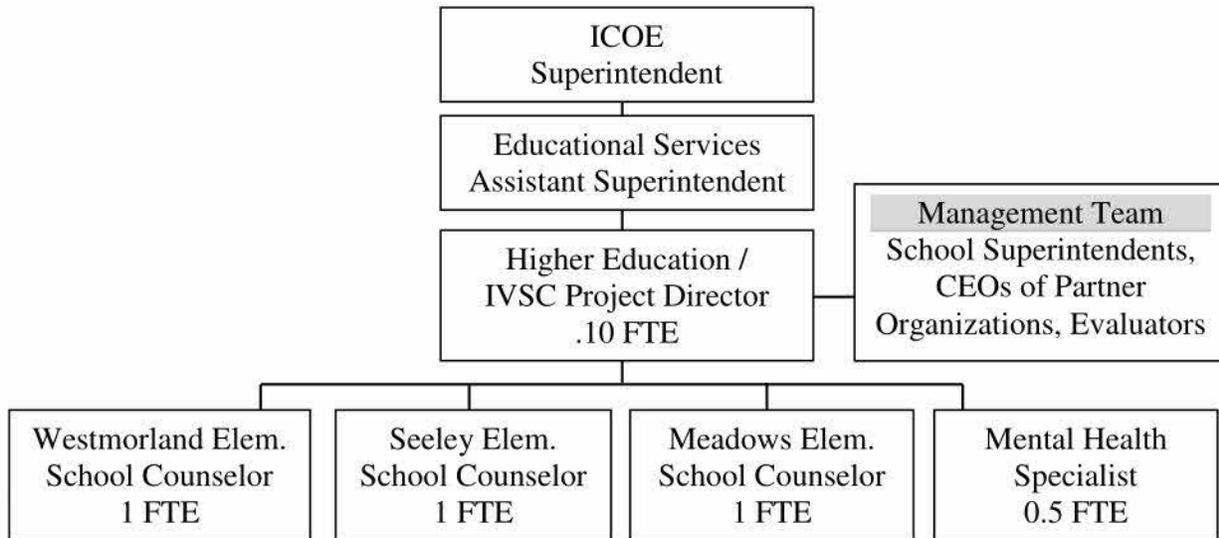
The Imperial Valley Schools Consortium (IVSC) has selected Imperial County Office of Education (ICOE) to be the applicant LEA and serve as the management and fiscal agent based on their regional administrative capacity and experience. Furthermore, the three target school districts already work with ICOE on other educational projects and this provides an economies of scale. ICOE is also a leader in providing professional development services.

ICOE has demonstrated experience in implementing and managing numerous U.S. Department of Education (USDE) and other federally funded, school-based and student programs, which have achieved the proposed objectives on time and within budget. ICOE also manages, in partnership with school districts, many state funded educational programs. All these programs adhere to EDGAR and GPRA regulations.

A. Management Plan – ICOE will use its management experience, leadership and knowledge in the management of this School Counseling Program. The **Management Plan** incorporates all of the essential control functions and elements to ensure an efficient and effective program. These include the traditional management functions of planning, reporting, managing budgets, management of information, human resources, evaluation and continuous improvement mechanisms for the delivery of accessible, quality and culturally relevant services.

The **Imperial Valleys Schools Consortium** will include a Management Team composed of representatives from all the partners with authority to make decisions on behalf of the partner's organization. This will include School District Superintendents, Executive Directors from partner organizations and the Evaluators. The Management Team will meet monthly in the first year and quarterly in subsequent years. They will be the policy and decision-makers for the program regarding budgets, contracts, program design changes, review of evaluation results and other program policy matters. The Project Director will host and facilitate the Management Team

Meetings. The organizational structure for the **Imperial Valley Schools Consortium** will be as follows:



Tasks, Responsibilities, Timelines & Milestones/Benchmarks – Successful project management in partnership grants requires that specific tasks, responsibilities, timelines and milestones/benchmarks be clearly defined and agreed upon by all the partners. Accordingly, the Consortium partners have developed and adopted the following Management Plan based upon the objectives and measurable outcomes. Each objective has a person responsible, associated tasks and timelines/milestones. These milestones will be used as a management tool to assess progress towards achieving objectives and annual measurable outcomes. Additionally, the program will use a Project Management Software (PMS) to further identify, assign and manage relational tasks, activities, due dates and budget expenditures. This PMS is web-based and will be used by the project staff and school-based staff to manage and complete all assigned tasks. Each year in July, the Management Team will develop, review and update milestones for the next year based on student academic progress and evaluation results.

Year 1 Management Plan			
Task	Person Responsible	Milestone	Timeline
1. Convene IVSC partners to provide award notification	Project Director	Consortium first meeting	September 2014
2. Recruitment of School Counselors/Mental Health Specialist positions	Project Director/ Schools	100% staff hired	October 2014
3. Evaluator is hired	Project Director	Evaluator hired	October 2014
4. RMTs are established in all school buildings	Project Director/ Counselors	100% RMTs are operational	November 2014
5. Teachers are trained on submitting referrals to RMTs	Counselors	Referrals being made to RMT	November 2014
6. RMTs begin meeting and referrals are made	RMTs/ Counselors	Referrals are being made	November 2014
7. Counseling and mental health services begin	Counselor/ Mental Health Specialist	Student services begin	November 2014
8. Data collection begins	All staff	Data documented for evaluation	November 2014
9. Research-based prevention programs begin	Counselors	Programs being implemented	December 2014
10. Management Team meets monthly	Management Team members	Monthly meeting	Every month
11. USDE APR and Evaluation Report complete	Project Director/ Evaluator	Reports produced	August 2015

Year 2 and 3 Management Plan			
Task	Person Responsible	Milestone	Timeline
1. Continue counseling / mental health services	Counselor/ Mental Health Specialist	Services provided	Ongoing
2. RMTs continue meeting	RTMs/ Counselors/ Mental Health Specialist	Services provided	Ongoing
3. Prevention programs provided	Counselors	Services provided	Ongoing
4. IVSC meets	Project Director / Superintendents	Meets regularly	Ongoing

Personnel

Project Director – The Imperial County Office of Education and Imperial Valley Schools Consortium has selected Ms. Denise Cabanilla as the Elementary School Counseling Project Director. Ms. Cabanilla has a Master of Arts in Education and a Bachelor of Arts in Social

Science. She also has a Principal's Administrative Credential and a School Counselor's Credential. She has demonstrated experience in managing large federal partnership programs and served as a GEAR UP Project Director. Her program management and student services experience comes from working with school-based and pre-college programs for the past 12 years. This includes working with disadvantaged families and students in the Imperial Valley.

Furthermore, growing up in the local community as a bilingual and bicultural Latina in a farmworker family allows her to better understand the unique educational needs of the target population. As a first-generation college student, she has first-hand knowledge about the challenges and academic barriers of the target population. Ms. Cabanilla's established network of partners, working for 12 years in the target schools, community organizations, and higher education partners, will help her leverage resources for this program. Ms. Cabanilla will provide the necessary leadership, management and vision as the Project Director. Her resume is included as an Attachment.

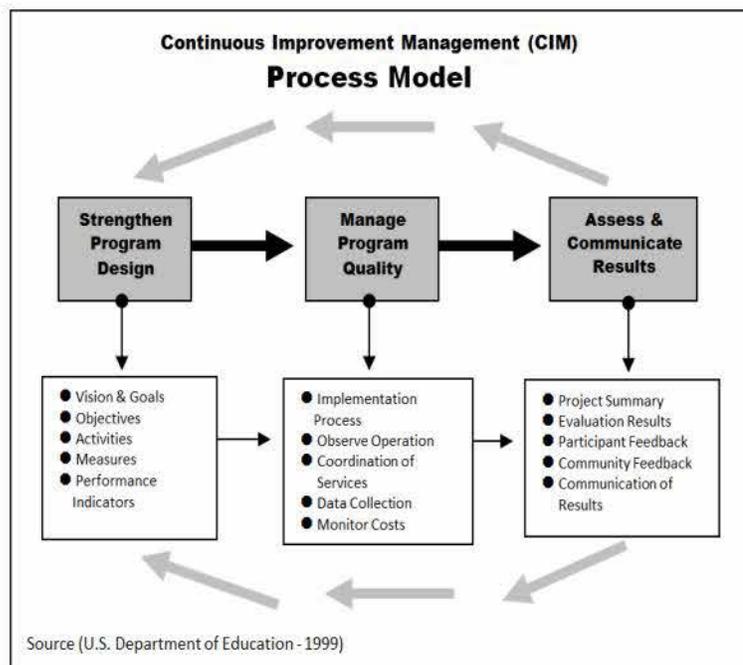
School Counselor – The project will hire three bilingual (English & Spanish) School Counselors with 1 FTE being located at each target elementary school. Their qualifications will include having a Masters Degree in Education with a California School Counseling License and at least three years' experience working with similar target student populations. They will be responsible for providing direct counseling services, implementing all prevention and intervention services and facilitating all school-based Resource Management Team meetings. A full job description is included in the Attachments.

Mental Health Specialist – The project will contract with Imperial County Behavioral Health Services to provide mental health screenings, assessments and therapy services at the three target schools. They will receive direct referrals from the Resource Management Team. The Mental Health Specialists' qualifications will be a Masters in Social Work with a California

Mental Health License and they must be bilingual. They will also be part of the Resource Management Team in all three target schools. A full job description is included as an Attachment.

B. Continuous Improvement and Feedback Strategy – The Imperial Valley Schools Consortium has adopted the Continuous Improvement Management (CIM) Process Model developed by the U.S. Department of Education for the 21st Century Community Learning Centers Program. This will be implemented by reviewing milestones and academic performance through online reported data and monthly School Counselors’ reports on a quarterly basis. Also, Evaluators will assist in conducting Customer Satisfaction Surveys, personal interviews, student/parent surveys and focus groups. This information will be compiled and analyzed by the Evaluators and used quarterly by the Management Team and School Counselors to review results and make improvements to the effectiveness of the program. The project will use the CIM Process Model to ensure that feedback mechanisms are implemented into a systematic process which results in a continuous

improvement to strengthen the program design. The ongoing implementation of this CIM self-evaluation process by the Project Director and Evaluators will ensure that the most effective and efficient program is operated for students. The project evaluation design also includes ongoing feedback mechanisms. (see model)



4. Quality of the Project Evaluation

A. Methods of Evaluation – Imperial Valley Schools Consortium recognizes the importance of implementing a rigorous evaluation plan. Accordingly, we will procure the services of an external evaluator. The selected evaluator will be a member of the Management Team in order to provide ongoing formative and summative evaluation results to the team for decision-making, shaping the program, making changes and reviewing program outcome achievements. This is an essential component for providing ongoing evaluation performance feedback to the Project Director to continuously improve the program.

The evaluation design has been developed to include objectives and measurable outcomes consistent with USDE School Counseling Program requirements. Project measurable outcomes, baseline data and targets were presented in the project design section. The evaluation plan will use instruments to measure program accomplishments, measurable outcomes, collect data for the USDE Annual Performance Report and implement a model for continuous improvement of the program, as described in the management section.

The evaluation design will include **qualitative** and **quantitative** data collection instruments to capture all the necessary information.

Formative evaluation data will include qualitative descriptions of the program's impact on students. Structured interviews will assess staff, student, parent and school personnel perceptions of the program and identify potential improvements (i.e., different intervention approaches, types of services, etc). Evaluators will review research-based curriculum and programs to ensure fidelity in program implementation and to make adjustments as needed. The formative evaluation will provide ongoing evaluation data to shape the development of the project from beginning to end. Evaluators will use baseline data identified in the Project Design section to monitor benchmarks, targets and measure progress.

Summative evaluation data will include quantitative analysis of the project’s impact in terms of numbers of students served, student academic progress, average daily attendance, ATOD use, physical fights and protective factors. The Evaluator will help summarize data to provide information to all stakeholders at each Management Team meeting. The analysis will allow project personnel to make changes to the programs that are appropriate to the needs of the students and to achieve the objectives of the project.

GPRA Measures and Project Measurable Outcomes – The evaluation design will evaluate the two program GPRA measures and eight project measurable outcomes. The project will use an online database to collect and track all services and performance data. The table below illustrates the type of data to be collected, how often, how it will be analyzed and any established baseline benchmarks.

GPRA Measurable Outcomes			
GPRA Measures	Data to be collected	When collected	How data is analyzed
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.	Mental health professional employment records/ service levels	Start and end of each year	Analyzed annually, comparing new program hired professionals to previous student to counselor ratios.
GPRA 2. The average number of referrals per grant site for disciplinary reasons in schools participating in the program.	Each schools’ disciplinary referrals and results	Each semester	Analyzed each semester, comparing number of disciplinary referrals to previous semester.

Project Measurable Outcomes			
Project Measures	Data to be collected	When collected	How data is analyzed
1a. By January 2015 , the student/mental health professional ratio will decrease from a baseline of 1,202:0.6 to 333:1 .	Mental health professional employment records/ service levels	Start and end of each year	Analyzed annually, comparing new program hired professionals to previous student to counselor ratios

Project Measurable Outcomes			
Project Measures	Data to be collected	When collected	How data is analyzed
1b. By November 2014 , 100% of schools will implement a school-based Resource Management Team from the baseline of 0 to 3 .	Agendas, meeting notes and referrals by RMT	Quarterly	Content analysis to determine if RMTs are operational as per plan.
1c. By July 2015 , the number of disciplinary referrals will decrease from a baseline of 426 to 300 (Thereafter, decrease 20% each year).	Each schools' disciplinary referrals and results	Each semester	Analyzed each semester, comparing number of disciplinary referrals to previous semester and to baseline to measure changes.
1d. By July 2015 , the percentage of students who feel safe at school will increase from a baseline of 22% to 40% (Thereafter, increase 20% each year).	Student surveys conducted by schools	Annually	WestEd will analyze data and Evaluator will review student survey results to be compared with previous year to measure any changes.
2a. By July 2015 , the percentage of students having caring adult relationships in school will increase from a baseline of 42% to 50% (Thereafter, increase 20% each year).	Student surveys conducted by schools	Annually	WestEd will analyze data and Evaluator will review student survey results to be compared with previous year to measure any changes.
2b. By July 2015 , the percentage of students having opportunities for meaningful participation in school will increase from a baseline of 14% to 30% (Thereafter, increase 20% each year).	Student surveys conducted by schools	Annually	WestEd will analyze data and Evaluator will review student survey results to be compared with previous year to measure any changes.
3a. By July 2015 , the number of organizations that provide services at the schools will increase from a baseline of 5 to 10 (Thereafter, increase 5 more each year).	Consortium meeting notes and new partnership agreements	Semi-annually	Content analysis of meeting notes, agendas and partnership agreements to determine any new partners.
3b. By July 2015 , the number of external organizations that are taking referrals and providing services will increase from a baseline of 0 to 5 (Thereafter, increase 5 more each year).	RMT referrals to external organizations	Quarterly	Content analysis of referrals to determine the frequency of referrals to external organizations.

B. Feedback – The project will use several methods for providing performance feedback to permit periodic assessment of progress toward achieving intended outcomes. These include the following:

Continuous Improvement Management (CIM) – As described in the Management Plan, the Project Director and Evaluator will implement the Continuous Improvement Management Process Model developed by the USDE. This model will be implemented by measuring academic performance and services through school data, session evaluations, personal interviews, student/parent surveys and the database. It is designed to provide ongoing feedback to the Management Team, Project Director and staff to continuously improve the program.

Ongoing Performance Feedback and Periodic Progress Assessment will also be part of the Management Team’s monthly meeting agenda items. Different key stakeholders involved with the design of this program will be taking part in the implementation and continuous improvement of the project as well. This will occur by Evaluators facilitating ongoing input from the School Counselors to the project’s Management Team.

As the quarterly reports are developed, notable data points and findings will be shared at the Management Team meetings. These reports will include interpretations of the data and recommendations for program/service revisions, modifications or new approaches to service delivery. Generation of data-driven quarterly reports allows staff and partners to review results and collectively make any necessary modifications to the programs/services. In addition, Ad hoc reports on special topics will be developed as needed. Annual reports will be generated using the quarterly reports to summarize grant activities, impacts and results each year. A final report will be generated at the completion of the project.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

DENISE L. CABANILLA

(b)(6)

EDUCATION

Masters of Arts in Education

Counseling and Guidance (2010)

- *Pupil Personnel Services Credential (2011)*

POINT LOMA NAZARENE UNIVERSITY

- *Administrative Services Credential (2014)*

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Bachelor of Arts in Social Science (2002)

SAN DIEGO STATE UNIVERSITY

Associates Degree in Social Science (2000)

IMPERIAL VALLEY COLLEGE

Certifications and Proficiencies

Certifications: Administrative Credential, Pupil Personnel Services Credential, CBEST, Trainer of Trainers

Proficiencies: P-16 Collaborative, Family and Student Education; Training and in-services.

PROFESSIONAL EXPERIENCE

IMPERIAL COUNTY OFFICE OF EDUCATION, EL CENTRO, CA

SEPTEMBER 2011–PRESENT

Director Higher Education

Under the direction of the Assistant Superintendent, Educational services manage the TEAM GEAR UP grant; activities, staff, data collection and management and budgets. Support and collaborate on efforts of the Imperial County P-16 Council and College Going Initiative. Design, develop and manage activities for staff and program implementation for students, parents and staff. Provide ongoing professional development for teachers, administrators, counselors and GEAR UP staff. Responsible for leadership and supervision of all staff and activities. Coordinate and collaborate with community partners including higher education institutions to implement personal development college-going and career exploration opportunities and activities for students and families.

IMPERIAL COUNTY OFFICE OF EDUCATION, EL CENTRO, CA

SEPTEMBER 2010–AUGUST 2011

Coordinator, Higher Education – TEAM GEAR UP / P-16 College Going Initiative

Under the direction of the TEAM GEAR UP Director, maintain TEAM GEAR UP Student Support Coach role at 70% (as referenced below) and duties for the Imperial County P-16 College Going Initiative as follows: Coordinate pre-kindergarten through college (P-16) services to prepare students for academic and career transition and success. Encourage students to attend college and other post-secondary eligibility, admittance and attendance among County students. Coordinate and collaborate with community partners, educational institutions and others in providing college preparation services to develop, implement and evaluate College-Going Initiative through community events and in school activities surrounding college going information at all levels.

Compile and provide data and strategies to schools to enhance university eligibility Attendance and completion rates for County students and decrease remediation coursework needed at the post-secondary level. Prepare and maintain a variety of records and reports related to program, budgets, school support, partnership, meetings and assigned activities; prepare and develop proposals as required.

Student Support Specialist, TEAM GEAR UP

Under the direction of the TEAM GEAR UP Director; plan, organize, and direct designated TEAM GEAR UP student level operations, activities, programs and services including the implementation and administration of the TGU grant; coordinate communications, personnel and information to increase preparation and participation in post secondary education for students, supervise and evaluate the performance of assigned personnel. Assist in developing and implementation of TEAM GEAR UP programs, projects, standards, services, strategies, goals and objectives.

Supervise and evaluate the performance of assigned personnel; interview and select employees, coordinate subordinate work assignments and review work to assure compliance with established standards, requirements and procedures. Coordinate communications, programs, services, information and educational activities between personnel, administrators, outreach programs and agencies, school districts and others to meet the needs of students and resolve program and grant issues and conflicts in a proper and timely manner.

Track student progress via evaluation of transcripts and GPA for all GEAR UP students. Collect program data via parent/student surveys. Collaborate and maintain partnerships with school counselors to provide individualized academic support to students and work one on one with GEAR UP students and parents. Participate as an active member of the Imperial Valley Counselor's Roundtable and Imperial County Partnership for Higher Education.

Develop, implement and conduct training activities for staff, students and parents concerning post-secondary education. Attend, conduct and participate in various meetings as assigned; present and disseminate data, information and materials related to post-secondary education and training, strategies, grants and activities; attend and participate in a variety of conferences, in-services and special events and directed.

Perform related duties as assigned.

Prepare and maintain a variety of records and reports related to program, budgets, school support, partnership, meetings and assigned activities; prepare and develop proposals as required.

Student Activities Coordinator/Mentoring Children of Prisoners Program Supervisor

Plan, organize, coordinate and implement Student Well-Being and Family Resources operations and activities related to the Imperial County Office of Education's Academic Events for students in public, private and alternative education schools; monitor, assess and adjust activities in response to student needs; develop and implement related projects, goals, objectives, schedule, events and activities.

Serve as a liaison and coordinate communications, activities and information related academic events between County Office administrators, faculty personnel, school districts, educational institutions, community agencies, the public and various outside organizations; compose and distribute a variety of correspondence and informational materials.

Schedule, arrange, coordinate and implement various Academic Events and Student Activities for over 2000 students including Imperial County Science Fair, Academic Decathlon, Mock Trial, San Diego State University-TE 303 Volunteers and Art Display, Social Science-History Competition, Groundhog Job Shadow Day, Student Exhibits at Imperial County Mid-Winter Fair & Fiesta, ICOE Fair Booth and Mathematics Competition.

Establish and maintain partnerships to facilitate and enhance participation in academic events. Coordinate and arrange for newspaper advertisements and public service announcements to promote and enhance student, school, and business community participation. Develop and coordinate distribution of promotional items and materials.

Provide consultation to faculty, staff, administrators, students, outside agencies. Respond to inquiries and provide detailed information concerning related standards, practices, services, schedules, activities, goals, objectives, policies and procedures.

Compile information and prepare and maintain a variety of narrative and statistical records, reports and files related to Academic Events.

Under the direction of the Program Manager supervise four staff members including one Prevention Specialist and three Community Liaisons. Supervise, train and evaluate the performance of assigned personnel.

Support, motivate and coach staff, conduct regularly scheduled staff meetings, monitor progress to ensure goals are met.

Carry out other duties as assigned.

IMPERIAL COUNTY OFFICE OF EDUCATION, EL CENTRO, CALIFORNIA

2002 – 2004

Middle School Coordinator

Plan, organize, coordinate and implement the operations, activities, educational services and support functions of Middle School Coordinator programs and services; for local school districts to enhance student safety; monitor evaluate, and adjust activities in response to the safety needs of local school districts and students.

Provide consultation and technical assistance to the school district faculty, administrators, staff and others concerning safety issues and curricula; respond to inquiries and provide technical information concerning related services, standards, requirements, principals, practices, techniques, laws, codes, regulations, initiatives, policies and procedures.

Design, develop, implement, coordinate, conduct and follow up to provide staff development activities for faculty, staff, administrators concerning student and school safety; prepare and deliver oral presentations and explain related content, curriculum, principals, theories, standards, guidelines, requirement, practices, procedures and techniques.

Serve as a liaison and coordinate communications, activities, and information related to student and school safety between Imperial County Office personnel, school district, outside agency and the public; establish, support, facilitate and maintain partnerships.

Compile information and prepare and maintain a variety of narrative and statistical records, reports and files related to student and school safety.

IMPERIAL COUNTY OFFICE OF EDUCATION, EL CENTRO, CALIFORNIA

2001 – 2002

Student Assistance Representative

Provide guidance, support, prevention education and assistance to students and parents to enhance student success in school and assist with resolving a variety of student issues, conflicts and problems related to alcohol, tobacco and other drug use, truancy, behavior, grades, family and various other areas.

Provide training and information to students, staff and parents concerning student issues, conflicts and problems; respond to inquiries and provide information concerning related programs, resources, standard practices, techniques, policies, and procedures; present information to school as needed.

Serve as a liaison between County Office, students, parents, community resources and others regarding student issues, conflicts and problems; establish and maintain contact and partnerships with outside agencies to facilitate and enhance support, resources and services for identified students.

Assessment, referral, and education for students and families in need. Coordinate, facilitate and attend support groups for identified students, families and staff as directed. Coordinate a variety of special events to assigned activities.

Prepare and maintain records and reports related to students and assigned activities, prepare and process a variety of paperwork.



ELEMENTARY SCHOOL COUNSELOR JOB DESCRIPTION

Purpose: The Elementary School Counselor helps students attain an optimum level of personal and social adjustment. In order to coordinate comprehensive counseling program, the Elementary School Counselor must work closely with the other staff and administration. The Elementary School Counselor will assist in implementing all the activities, programs and requirements of the USDE Elementary School Counseling Program.

Reports to: Principal

Qualifications:

1. Master's Degree from an accredited college/university.
2. Current California State Counseling License on file at the district central office.
3. Ability to communicate effectively (verbal and written) in English and Spanish.
4. Health and Inoculation Certificate on file at the district central office.
5. Have a valid driver's license, be able to drive, and qualify under the districts insurance carrier when driving a district vehicle.

General Responsibilities:

1. Provide individual counseling and group guidance to help students cope effectively personal, social, academic, career and family concerns.
2. Consult with parents, teachers, administrators and supporting agencies concerning the needs and abilities of students.
3. Implement and lead the school-building Resource Management Team.
4. Implement the selected prevention and intervention programs.
5. Update and maintain confidential student records, including cumulative transcripts and student files.
6. Identify students with special needs and make appropriate recommendations and referrals.
7. Implement an effective program of educational and career planning.
8. Schedule opportunities for students to visit with resource persons about academic and career choices.
9. Maintain a current library of career information, assist students in using the information and assist students in using the information effectively.
10. Assist in making recommendations for school curriculum and instructional practices.
11. Assist with the activities of student organizations.
12. Attend and assist when necessary with school events such as student recognition ceremonies, graduation and open house.
13. Collect and report required grant evaluation data.
14. Attend ICOE staff coordination meetings.
15. See that district policies are observed during all activities.
16. Keep abreast of new information, innovative ideas and techniques.
17. Obtain advance approval of the Principal for all activities and expenditures.
18. Other duties as assigned by the Principal, or other Administrative Staff.



MENTAL HEALTH SPECIALIST JOB DESCRIPTION

Purpose: The Mental Health Specialist will be a member of the school-building Resource Management Team to assist in assessing students health needs. They will work closely with the School Counselor and School Personnel to coordinate the delivery of appropriate services to students.

Qualifications:

1. Master's Degree in Social Work or related field.
2. Current California State Counseling or Mental Health License on file.
3. Three years experience working with target population.
4. Ability to communicate effectively (verbal and written) in English and Spanish.

General Responsibilities:

1. Receive referrals and collect data from the School Counselor, the Resource Management Team and other school personnel.
2. Interview students to assess mental status and determine the student's strengths, needs and resources.
3. Develop a Student Plan that specifies the treatment and assistance needed to accomplish stated objectives.
4. Make referrals to community agencies and follow up to advocate for the student.
5. Provide evidenced-based interventions to meet student plan goals, including assistance in improving, maintaining, or restoring a student's functional skills, daily living skills, social and leisure skills.
6. Provide crisis interventions to students, including assessment, appropriate interventions with student and family, timely access to necessary services, and appropriate planning for follow-up.
7. Assist in coordinating services at the onset of crisis to provide support and assistance in problem resolution; arrange for provision of other services as required.
8. Provide support and information to family members to increase the probability of positive change; monitor and address problem areas.
9. Monitor student's movement through the system with particular emphasis on movement to greater or lesser restrictive mode of treatment.
10. Maintain case documentation charting; monitor services provided to assure that the Student Plan objectives are met.

Program Specific Assurances

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

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

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



Signature of Authorized Certifying Official

County Superintendent of Schools

Title

Imperial County Office of Education

Applicant Organization

Date Submitted

From: OPR State Clearinghouse [<mailto:State.Clearinghouse@opr.ca.gov>]
Sent: Tuesday, April 15, 2014 9:03 AM
To: Lori Romero
Subject: RE: Elementary and Secondary School Counseling CFDA: 84.215E

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

Best,
Sheila Brown
Grants Coordinator
OPR/State Clearinghouse
1400 Tenth Street, Suite 212
Sacramento, CA 95814
916 445-0613

From: Lori Romero [<mailto:lromero@icoe.org>]
Sent: Tuesday, April 15, 2014 9:02 AM
To: OPR State Clearinghouse
Subject: Elementary and Secondary School Counseling CFDA: 84.215E

To Whom It May Concern:

Imperial County Office of Education (ICOE) will be applying for the Elementary and Secondary School Counseling CFDA 84.215E. ICOE wants to comply with the State's process under Executive Order 12372 for this grant. Will the state require a copy of the grant to comply with this order?

If you should need further information, please feel free to contact me at 760-312-6154.

Thank you,

Lori Davila-Romero
GEAR UP/GEO
Ph# (760) 312-6154

California Department of Education (<http://www.cde.ca.gov/fg/ac/co/icrate1314ltr.asp>)
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CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

April 22, 2013

Dear County Chief Business Officials:

2013-14 APPROVED INDIRECT COST RATES

As the cognizant agency authorized by the United States Department of Education to approve California kindergarten through grade twelve (K-12) local educational agency (LEA) indirect cost rates, the California Department of Education (CDE) has reviewed the 2011-12 standardized account code structure (SACS) expenditure data and has finalized the approved indirect cost rates. The rates are for use, as allowable, with 2013-14 federal and state programs.

Approved Indirect Cost Rates

Please share the enclosed listing with the school districts and joint powers agencies (JPAs) in your county. The indirect cost rates are also posted on the CDE Indirect Cost Rate (ICR) Web page at <http://www.cde.ca.gov/fg/ac/ic/index.asp>.

Indirect Cost Rates for JPAs

As a reminder, because JPAs do not generally meet the guidelines for receiving approved indirect cost rates, they are not given an approved rate unless it is requested during the SACS data submission process. For further information on indirect cost rates applicable to JPAs, including the guidelines that must be met to receive an indirect cost rate, see Procedure 805 of the California School Accounting Manual which is available on our Web page at <http://www.cde.ca.gov/fg/ac/sa/>.

Charter School Indirect Cost Rates

The approved 2013-14 indirect cost rates for charter schools are also posted on the ICR Web page listed above. Please share them with the applicable school districts and charter schools.

Statewide Average Indirect Cost Rates

The 2013-14 statewide average indirect cost rate for food service programs is 5.31%.

California Education Code (EC) section 38101(c) limits food service program indirect costs to amounts derived using the lesser of a school district's approved indirect rate or the statewide average indirect cost rate. Each district should compare this statewide average rate with their individual indirect cost rate to determine the lesser rate for use with this program. Please note that the statewide average rate for Adult Education is no longer calculated due to the flexibility provisions of EC Section 42605, currently in effect for fiscal years 2008-09 through 2014-15.

A listing showing the statewide average rates for the last five years is also available on the ICR Web page listed above.

SACS Query Page

To aid staff in identifying the allowable indirect cost rates for various programs, the SACS Query system available on our Web page at <http://www.cde.ca.gov/fg/ac/ac/index.asp> includes this information for most programs.

If you have any questions regarding the indirect cost rates, please contact our office by phone at 916-322-1770 or by e-mail at sacsinfo@cde.ca.gov.

Sincerely,

PR/Award # S215E140052

Peggy O'Guin, Administrator
Financial Accountability and Information Services

Last Reviewed: Tuesday, April 23, 2013

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

2013-14 Restricted Indirect Cost Rates for K-12 Local Educational Agencies (LEAs) - Five Year Listing

Rates approved based on standardized account code structure expenditure data

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

As of April 03, 2013

* C = County
D = District

CA= Common Administration
J = Joint Powers Agency

----- APPROVED RATES -----								
For use with state and federal programs, as allowable, in:								
County Code	LEA Code	Type*	LEA Name	2009-10 <small>(based on 2007-08 expenditure data)</small>	2010-11 <small>(based on 2008-09 expenditure data)</small>	2011-12 <small>(based on 2009-10 expenditure data)</small>	2012-13 <small>(based on 2010-11 expenditure data)</small>	2013-14 <small>(based on 2011-12 expenditure data)</small>
13	10132	C	Imperial County Superintendent	7.46%*	7.65%	7.67%	7.81%	7.76%
13	40212	J	Imperial Valley ROP JPA	8.08%	8.06%	8.06%	7.60%	7.72%
13	63073	D	Brawley Elementary	3.03%	3.47%	3.24%	3.66%	3.58%
13	63081	D	Brawley Union High	1.78%	3.43%	4.49%	4.27%	4.33%
13	63099	D	Calexico Unified	5.10%	4.75%	7.82%	4.37%	3.00%
13	63107	D	Calipatria Unified	5.85%	5.28%	5.87%	7.22%	6.56%
13	63115	D	Central Union High	6.46%	6.31%	6.01%	6.05%	5.18%
13	63123	D	El Centro Elementary	3.64%	4.36%	4.95%	4.56%	4.92%
13	63131	D	Heber Elementary	4.34%	2.63%	4.55%	5.93%	7.04%
13	63149	D	Holtville Unified	8.14%	8.11%	10.52%	9.98%	9.43%
13	63164	D	Imperial Unified	3.66%	2.88%	3.56%	4.15%	4.95%
13	63172	D	Magnolia Union Elementary	3.35%	3.58%	2.97%	3.20%	3.26%
13	63180	D	McCabe Union Elementary	5.58%	5.61%	5.26%	5.82%	5.93%
13	63198	D	Meadows Union Elementary	6.40%	7.40%	7.36%	8.46%	4.78%
13	63206	D	Mulberry Elementary	3.86%	3.31%	2.19%	4.21%	4.73%
13	63214	D	San Pasqual Valley Unified	7.48%	9.34%	7.49%	6.47%	8.43%
13	63222	D	Seeley Union Elementary	6.92%	9.03%	10.13%	9.15%	9.04%
13	63230	D	Westmorland Union Elementary	8.81%	5.75%	6.22%	8.06%	7.27%

PR/Award # S215E140052
Page e53

*Rate revised after original posting.

Proof of LEA Status

The California Department of Education recognizes its County Offices of Education as a “Local Education Agency” (LEA) and funds them to provide direct services to students. In this circumstance, the Imperial County Office of Education is considered an LEA and is eligible to apply for this grant opportunity.

References

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- Lapan, R.T., Gysbers, N.C., & Petroski, G.F. (2003). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Journal of Counseling and Development*, 79, 320-330.
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- Whitson, S.C., & Sexton, T.L. (1998). A review of school counseling outcome research: implications for practice. *Journal of Counseling & Development*, 76, 412-426.

Meadows Union Elementary School District
2059 Bowker Road
El Centro, CA 92243
760-352-7512 / FAX 760-337-1275

Memorandum of Agreement
Elementary & Secondary School Counseling Program

We enter into this Memorandum of Agreement (MOA) between the Imperial County Office of Education (ICOE) and our school district for the purpose of implementing a USDE School Counseling Program at our school building. We have been involved in the planning and designing of the School Counseling Program and agree to implement the program as described in the grant application. We are aware of the USDE's guidelines and agree to adhere to all its policies and assurances. We further commit to be involved with this USDE School Counseling Program in the following manner:

- We will serve on the Imperial Valley Schools Consortium Management Committee which will provide overall advice to the grant program.
- We will host the School Counseling Program in our School Building for students and parents.
- Our regular school personnel will coordinate with project staff on student academic and behavior referrals.
- We will report and share data with ICOE for all USDE evaluation required reporting.
- We will implement a school-based Resource Management Team facilitated by the program's School Counselor similar to our student staffing teams.
- We will coordinate our resources and services with the new School Counseling Program staff to maximize student services.

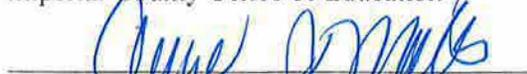
We hereby enter into this Memorandum of Agreement between our school district and the Imperial County Office of Education.

Meadows Union School District



Sharon L. Theis, Superintendent

Imperial County Office of Education



Anne J. Mallory, Superintendent



Administration

Ruben Castro, Superintendent
Maria Larios, Chief Business Official
Teresa Morales, School Secretary

P.O. Box 868 1812 W. Rio Vista Seeley, CA 92273 (760)352-3571 Fax (760) 352-1629 www.seeley.k12.ca.us

Board of Trustees: **Patti Burton** **Elisa Carlos** **Mary Locke** **James Garcia** **Carlos Gomez**

Memorandum of Agreement
Elementary & Secondary School Counseling Program

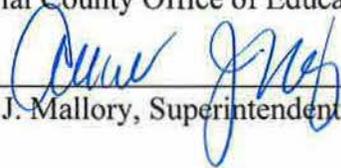
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- We will serve on the Imperial Valley Schools Consortium Management Committee which will provide overall advice to the grant program.
- We will host the School Counseling Program in our School Building for students and parents.
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- We will report and share data with ICOE for all USDE evaluation required reporting.
- We will implement a school-based Resource Management Team facilitated by the program’s School Counselor similar to our student staffing teams.
- We will coordinate our resources and services with the new School Counseling Program staff to maximize student services.

We hereby enter into this Memorandum of Agreement between our school district and the Imperial County Office of Education.

Seeley Union School District


Superintendent

Imperial County Office of Education


Anne J. Mallory, Superintendent

Westmorland Union Elementary School District

200 SOUTH "C" STREET * POST OFFICE BOX 88
WESTMORLAND, CALIFORNIA 92281
PHONE (760) 344-4364
FAX (760) 344-7294

Board of Education
RONALD DAVIS
JACKIE LOPER
THOMAS MARQUEZ
ELIZABETH MORENO
CORKY WYCUFF

Superintendent/Principal
NANCY JOHNSON
**Asst. Superintendent of
Business**
MONA SMITH

Memorandum of Agreement Elementary & Secondary School Counseling Program

We enter into this Memorandum of Agreement (MOA) between the Imperial County Office of Education (ICOE) and our school district for the purpose of implementing a USDE School Counseling Program at our school building. We have been involved in the planning and designing of the School Counseling Program and agree to implement the program as described in the grant application. We are aware of the USDE's guidelines and agree to adhere to all its policies and assurances. We further commit to be involved with this USDE School Counseling Program in the following manner:

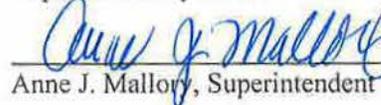
- We will serve on the Imperial Valley Schools Consortium Management Committee which will provide overall advice to the grant program.
- We will host the School Counseling Program in our School Building for students and parents.
- Our regular school personnel will coordinate with project staff on student academic and behavior referrals.
- We will report and share data with ICOE for all USDE evaluation required reporting.
- We will implement a school-based Resource Management Team facilitated by the program's School Counselor similar to our student staffing teams.
- We will coordinate our resources and services with the new School Counseling Program staff to maximize student services.

We hereby enter into this Memorandum of Agreement between our school district and the Imperial County Office of Education.

Westmorland Union Elementary School District


Superintendent

Imperial County Office of Education



Anne J. Mallory, Superintendent

202 N. Eighth Street, El Centro, CA 92243 • Tel: (760) 482-4000 • Fax: (760) 352-0798

ACCOUNTING AND BUDGETING

Adolfo Estrada
Behavioral Health Manager
202 N. Eighth Street Room 327
El Centro, CA 92243
Tel.: (760) 482-4061
Fax: (760) 352-0798

FISCAL SERVICES

Nancy Del Real, MPA
Behavioral Health Manager
202 N. Eighth Street, Room 338
El Centro, CA 92243
Tel.: (760) 482-4004
Fax: (760) 352-2983

Medical Records
Tel.: (760) 482-4026

Information Systems
Tel.: (760) 482-4004

Access / Eligibility
Tel.: (760) 482-4000
Fax: (760) 428-4182

FFS Claims/Payment Unit
Tel.: (760) 482-4060

Collections
Tel.: (760) 482-4000

Contracts
Tel.: (760) 482-4060

Provider Certification
Tel.: (760) 482-4060

MANAGED CARE SERVICES

Isabel Chavez
Behavioral Health Manager
202 N. Eighth Street, Room 229
El Centro, CA 92243
Tel.: (760) 482-4038
Fax: (760) 352-7737

Quality Management
Tel.: (760) 482-4038
Fax: (760) 352-7737

Compliance
Hotline: 1-866-314-7240

Patients' Rights/
Beneficiary Protection
Tel: (760) 482-4002

Ethnic Services
Tel.: (760) 482-4038

Outreach
Tel.: (760) 482-4038

Provider Relations
Tel.: (760) 482-4038

Staff Development
Tel.: (760) 482-4038

Utilization Review/
Payment Authorization
Tel.: (760) 482-4007
Fax: (760) 337-1549

April 17, 2014

Anne J. Mallory, Superintendent
Imperial County Office of Education
1398 Sperber Rd
El Centro, CA 92243

Dear Ms. Mallory:

We support your grant application's program design to offer an Elementary School Counseling Program at the Seeley, Meadows, and Westmorland Elementary Schools. We commit to be a partner in this most important program by coordinating our services for the benefit of students and families attending these elementary schools.

Imperial County Behavioral Health Services provides Specialty Mental Health Services to children, adolescents and their families. Services are provided by qualified staff in regional team in order to provide better access to services. Each team provides the following services: Psychological Assessment/Evaluations, Medication Support Services, Mental Health Services, Targeted Case Management, Therapeutic Behavioral Services, Intensive Care Coordination and Intensive Home-Based Services.

Please accept this letter of commitment to provide mental health services to eligible children in support of the Elementary School

AN EQUAL OPPORTUNITY /AFFIRMATIVE ACTION EMPLOYER

PR/Award # S215E140052

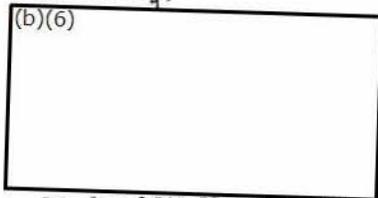
Page e59

Counseling Program. Imperial County has a large population of low-income children in need of mental health treatment who may be beyond the scope of the Elementary School Counseling Program. To help facilitate services to such children, Imperial County Behavioral Health Services agrees to accept and screen referrals to our services and to provide services, as appropriate, to eligible children and their families.

We know through our experience that counseling programs are greatly needed in our community. We hope that our community will be selected for this Elementary School Counseling Grant.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Michael W. Horn. The text "(b)(6)" is written in the top-left corner of the box.

Michael W. Horn, MFT

Director

PEGGY PRICE
DIRECTOR

IMPERIAL COUNTY
DEPARTMENT OF SOCIAL SERVICES



2995 S. 4TH STREET • SUITE 105
EL CENTRO, CA 92243
TELEPHONE: (760) 337-6800

April 15, 2014

Anne J. Mallory, Superintendent
Imperial County Office of Education
1398 Sperber Rd
El Centro, CA 92243

Dear Ms. Mallory:

We support your grant application's program design to offer an Elementary School Counseling Program at the Seeley, Meadows, and Westmorland Elementary Schools. We commit to be a partner in this most important program by coordinating our services for the benefit of students and families attending these elementary schools.

Our organization provides the following services: State and federal assistance - Medi-cal, Calfresh (Supplemental Nutrition Assistance Program), CalWORKs Temporary Assistance to Needy Families, Employment Services, Child and Adult Protective Services.

Please accept this letter of commitment to provide the following services in support of the Secondary School Counseling Program: Assistance with applications and eligibility determinations for families, Intervention and Prevention services, and Educational presentations.

We know through our experience that counseling programs are greatly needed in our community. We hope that our community will be selected for this Elementary School Counseling Grant.

Sincerely,

(b)(6)

Peggy Price
Director



COUNTY OF IMPERIAL

PUBLIC HEALTH DEPARTMENT

ROBIN HODGKIN, M.P.A.
Director

STEPHEN W. MUNDAY, M.D., M.P.H., M.S.
Health Officer

April 16, 2014

Anne J. Mallory, Superintendent
Imperial County Office of Education
1398 Sperber Road
El Centro, CA 92243

Dear Ms. Mallory:

It is my pleasure to provide this letter in support of your grant application to offer an Elementary School Counseling Program at the Seeley, Meadows, and Westmorland Elementary Schools. Funding from this grant will allow for the schools to increase capacity to provide access to counseling which is crucial in our medically underserved county which has been designated as a Health Professional Shortage Area (HPSA).

The Imperial County Public Health Department has served Imperial County for more than a century with the goal of protecting the community from disease, illness and injury, and to improve the overall health status of residents by preventing illness, disability, premature death, and promoting good health practices. The Imperial County Public Health Department serves all residents of Imperial County and works closely with local hospitals, community clinics, schools and medical providers to share timely, up to date health information with partner agencies.

The Imperial County Public Health Department and the Imperial County Office of Education have established a strong and long-standing working relationship and have collaborated in numerous community projects and implementation of grants focusing on nutrition education, obesity prevention, immunization, epidemiology surveillance and emergency preparedness efforts. Our working association is sustained by a history of shared goals and mutual support in achieving our organizational objectives. We have and will continue to support school efforts in meeting the needs of the underserved in our communities.

We know through our experience that counseling programs are greatly needed in our community. We hope that our community will be selected for this Elementary School Counseling Grant.

Sincerely,

(b)(6)

Robin Hodgkin
Director

COUNTY OF IMPERIAL

BENNY G. BENAVIDEZ
Chief Probation Officer

GUADALUPE RABAGO
Assistant Chief Probation Officer



PROBATION DEPARTMENT
JUVENILE HALL

324 Applestill Rd.
El Centro, CA 92243

(760) 339-6229
(760) 352-8933 fax

PROBATION DEPARTMENT

April 14, 2014

Anne J. Mallory, Superintendent
Imperial County Office of Education
1398 Sperber Rd.
El Centro, CA 92243

Dear Ms. Mallory:

We support your grant application's program design to offer an Elementary School Counseling Program at the Seeley, Meadows, and Westmorland Elementary Schools. We commit to be a partner in this most important program by coordinating our services for the benefit of students and families attending these elementary schools.

The Probation Department provides for ongoing intervention techniques for youth that fall into the Juvenile Justice System. Said techniques include; referral, intervention and direct counseling by Probation Officers or other professionals.

Please accept this letter of commitment to provide support for services of the Elementary School Counseling Program. Support will include continued close collaboration with the education partners of Imperial County and ongoing support of aforementioned services. Support will also include additional collaboration between our agencies in pursuit of addressing the needs of our youth in the educational system and any preventive efforts to avoid Juvenile Justice involvement.

We know through our experience that counseling programs are greatly needed in our community. We hope that our community will be selected for this Elementary School Counseling Grant.

Sincerely,

(b)(6)

Benny G. Benavidez
Chief Probation Officer

"Committed to enhancing public safety by reducing recidivism, motivating behavioral change, enforcing court orders and advocating for victims."

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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](#)

**Federal Budget Narrative
Year 1: 2014-2015**

The Imperial Valley Schools Consortium (IVSC) is requesting **\$399,999.58** for the first of three years to implement an Elementary School Counseling Program in three elementary schools. These financial resources will assist primarily to employ project personnel to conduct the project activities and achieve the objectives as described in the program narrative. The following narrative explains and justifies the costs to serve all the target students and parents.

1. Personnel

The IVSC is requesting funds for a Project Director to be compensated at 10% FTE. The Project Director will host and facilitate the Management Team Meetings, provide program oversight and management to ensure the goals and objectives of the grant are accomplished and work with the target schools to recruit and hire School Counselors and the Mental Health Specialist. The Director will be the point of contact for evaluation matters and Resource Management Team oversight. The Director will ensure that all USDE Reports are produced and submitted on a timely basis.

Project Director @ .10 FTE (\$803.70/month x 12 months)	9,644.40
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2. Fringe Benefits

The fringe benefits are based on required federal/state taxes and specific benefits. These include 8.25% for STRS, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker's Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active and \$9,744 annually for Health and Welfare Management.

Project Director	3,138.81
------------------	----------

3. Travel

The IVSC is requesting funds for the Project Director and one staff member to attend the mandatory Office of Safe and Healthy Students National Conference in Washington DC, including lodging, round-trip airfare, taxi and per diem. Funds are also requested for lodging, round-trip airfare, and per diem for the Project Director to attend the Project Director's Meeting in Washington DC. Attendance at these meetings will allow for staff to share best practices, network with other professionals and improve their ability to deliver high-quality services to target students and parents. Additional funds will be allocated for the Project Director and staff for in-state travel to counselor conferences and trainings, meetings and school sites. Airfare will be purchased using economy class fares and local mileage reimbursement will be calculated per agency mileage standards.

Office of Safe and Healthy Students National Conference, Washington DC (2 Staff): Round-trip airfare from San Diego, CA to Washington DC @ \$977/person x 2 people = \$1,954; Lodging @ \$350/night /person x 2 nights = \$1,400; Per diem @ \$61/person x 2 people x 3 days = \$366; Taxi @ \$30/day x 3 days = \$90; Round-trip mileage from El Centro, CA to San Diego, CA @ \$.565 x 240 miles = \$136; Airport parking @ \$18/day x 3 days = \$54.	4,000.00
Project Director's Meeting, Washington DC (1 Staff – Year 1 Only): Round-trip airfare from San Diego, CA to Washington DC @ \$999/person = \$999; Lodging @ \$399/night = \$399; Per diem @ \$61/person x 2 days = \$122; Taxi @ \$54/day x 2 days = \$108; Round-trip mileage from El Centro, CA to San Diego, CA @ \$.565 x 240 miles = \$136. Airport parking @ \$18/day x 2 days = \$36.	1,800.00
State School Counselor Conference - San Diego, CA (4 Staff): Round-trip mileage from El Centro, CA to San Diego, CA @ \$.565 x 240 miles = \$136; Lodging @ \$329/night/person x 4 people = \$1,316; Conference registration @ \$65/person x 4 = \$260; Per diem @ \$61/person/day x 4 people x 2 days = \$488.	2,200.00
Project Director - Local mileage (825 miles/month x 12 months x \$.565/mile)	5,600.00
Subtotal Travel	13,600.00

4. Equipment

IVSC is not requesting any equipment funds.

5. Supplies

Funds are requested to provide computers and printers to aid each School Counselor in the reporting, tracking, processing and analysis of student data. Additional supplies will include research-based prevention curricula to supplement the Counselors' efforts, specifically *Too Good for Drugs*, *Caring School Community* and *Connect with Kids*. Funds are also requested for office-related, disposable supplies needed by staff to implement the project.

3 Computers (\$2,000/each x 3 School Counselors)	6,000.00
3 Printers (\$500/each x 3 School Counselors)	1,500.00
Research-based Intervention Programs (for all 3 target schools)	
<i>Too Good for Drugs</i> (\$6.46/student x 1,202 students)	7,760.00
<i>Caring School Community</i> (\$4.33/student x 1,202 students)	5,200.00
<i>Connect with Kids</i> (\$5.49/student x 1,202 students)	10,074.00
General office supplies (\$167/month x 12 months)	2,000.00
Subtotal Supplies	32,534.00

6. Contractual

The IVSC is requesting funds for contracts with schools and mental health services to conduct the necessary project activities as decided by the Consortium Partners. These contracts include the following:

Meadows Elementary: Funds are requested for a full-time School Counselor to assist at-risk students and help them attain an optimum level of personal and social adjustment through prevention, intervention, education and personalized counseling services. The fringe benefits are based on salary/wages of the School Counselor and include required federal/state taxes and specific benefits. These include 8.25% for STRS, 11.442% for PERS, 6.2% for Social Security, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker’s Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active Employees and \$9,720 annually for Health and Welfare Management. Additional funds are requested for travel to local meetings and trainings at the approved rate of \$.565/mile. In order to implement this project, supplies including instructional materials for counselors and teachers, and student consumables will be needed.

Meadows Elementary	
Personnel	
School Counselor @ 1 FTE (\$5,213/month x 11 months)	57,345.00
Fringe Benefits	
School Counselor	17,868.00
Travel	
Local travel to meetings and trainings (241 miles/month x 11 months x \$.565/mile)	1,500.00
Supplies	
Instructional materials for counselors and teachers, and student consumables (\$182/month x 11 months)	2,000.00
Meadows Elementary – Total Direct Costs	78,713.00

Seeley Elementary: Funds are requested for a full-time School Counselor to assist at-risk students and help them attain an optimum level of personal and social adjustment through prevention, intervention, education and personalized counseling services. The fringe benefits are based on salary/wages of the School Counselor and include required federal/state taxes and specific benefits. These include 8.25% for STRS, 11.442% for PERS, 6.2% for Social Security, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker’s Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active Employees and \$9,720 annually for Health and Welfare Management. Additional funds are requested for travel to local meetings and trainings at the approved rate of \$.565/mile. In order to implement this project, supplies including instructional materials for counselors and teachers, and student consumables will be needed.

Seeley Elementary	
Personnel	
School Counselor @ 1 FTE (\$5,213/month x 11 months)	57,345.00
Fringe Benefits	
School Counselor	17,868.00
Travel	
Local travel to meetings and trainings (241 miles/month x 11 months x \$.565/mile)	1,500.00
Supplies	

Instructional materials for counselors and teachers, and student consumables (\$182/month x 11 months)	2,000.00
Seeley Elementary – Total Direct Costs	78,713.00

Westmorland Elementary: Funds are requested for a full-time School Counselor to assist at-risk students and help them attain an optimum level of personal and social adjustment through prevention, intervention, education and personalized counseling services. The fringe benefits are based on salary/wages of the School Counselor and include required federal/state taxes and specific benefits. These include 8.25% for STRS, 11.442% for PERS, 6.2% for Social Security, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker’s Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active Employees and \$9,720 annually for Health and Welfare Management. Additional funds are requested for travel to local meetings and trainings at the approved rate of \$.565/mile. In order to implement this project, supplies including instructional materials for counselors and teachers, and student consumables will be needed.

Westmorland Elementary	
Personnel	
School Counselor @ 1 FTE (\$5,213/month x 11 months)	57,345.00
Fringe Benefits	
School Counselor	17,868.00
Travel	
Local travel to meetings and trainings (241 miles/month x 11 months x \$.565/mile)	1,500.00
Supplies	
Instructional materials for counselors and teachers, and student consumables (\$182/month x 11 months)	2,000.00
Westmorland Elementary – Total Direct Costs	78,713.00

Imperial County Behavioral Health Services: In order to address the mental wellness of the target students, the Imperial County Office of Education will contract with Imperial County Behavioral Health Services to hire a Mental Health Specialist to provide mental health services. This position will divide their time amongst the three target schools. Services will be charged on a daily basis and includes all supervision, fringe benefits and wages. The position will be equivalent to a 0.5 FTE.

Imperial County Behavioral Health Services	
Services	
Mental Health Specialist (\$384/day x 130 days per year)	50,000.00
Travel	
Local travel to meetings and trainings (563 miles/month x 11 months x \$.565/mile)	3,500.00
Behavioral Health – Total Direct Costs	53,500.00

Project Evaluator: The IVSC will contract with an independent Evaluator for external evaluation services. The selected Evaluator will conduct the independent evaluation of the

proposed Elementary School Counseling Program. This will include the development of a web-based data collection system, staff training, collecting data and evaluating the project objectives and performance measures. The Evaluator will assign the equivalent of a .50 FTE Researcher to the project. The daily rate for evaluation services includes the evaluators' time, fringe benefits, the use of office space, computers, internet access, copier services, printing, office support staff and local travel. Cost for evaluation services budget as follows:

- Development of web-based data collection system and testing @ 5 days
- Collection and monitoring of all reported data in database for 3 target schools @ 7 days
- Train staff on data collection system at 3 target schools and follow up @ 3 days
- Analyze all data and prepare school site reports @ 10 days
- Conduct on-site visits to monitor data collection @ 5 days
- Provide regular evaluation results to 3 school principals @ 3 days
- Prepare U.S. Department of Education Annual Performance Reports @ 3 days
- Prepare independent project evaluation reports @ 7 days
- Attend regular Management Team Meetings @ 8 days
- Attend required national meeting in Washington DC @ 4 days

Project Evaluator	
External evaluation services @ \$600/day x 55 days	33,000.00

CONTRACTUAL	
Meadows Elementary	78,713.00
Seeley Elementary	78,713.00
Westmorland Elementary	78,713.00
Imperial County Behavioral Health Services	53,500.00
Project Evaluator	33,000.00
Subtotal Contractual	322,639.00

7. Construction

The IVSC is not requesting any construction funds.

8. Other

The IVSC is requesting funds for general communication needs such as postage, cell phones and internet services. These services will allow for timely and effective delivery of services to the target students and will help to maintain cohesion among Project Partners.

Copies and Postage (\$215/month x 11 months)	2,371.00
Communications (cell phones, video conferencing, internet/wireless services)	1,500.00
Other – Total Direct Costs	3,871.00

9. Total Direct Costs

Funds are requested for the following total direct costs, as summed by budget category.

Total Direct Costs	385,427.21
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10. Total Indirect Costs

IVSC is requesting funds for 7.76% indirect costs, as approved by the California Department of Education.

Imperial County Office of Education	4,872.37
Meadows Elementary (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Seeley Elementary (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Westmorland Elementary (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Imperial County Behavioral Health Services (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Project Evaluator (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Total Indirect Costs	14,572.37

11. Training Stipends

The IVSC is not requesting any funds for training stipends.

12. Total Costs

The IVSC is requesting the following total costs, as summed by budget category.

Personnel	9,644.40
Fringe Benefits	3,138.81
Travel	13,600.00
Equipment	0.00
Supplies	32,534.00
Contractual	322,639.00
Construction	0.00
Other	3,871.00
Total Direct Costs	385,427.21
Indirect Costs	14,572.37
Training Stipends	0.00
Total Costs	399,999.58

**Federal Budget Narrative
Year 2: 2015-2016**

The Imperial Valley Schools Consortium (IVSC) is requesting **\$397,907.58** for the second of three years to implement an Elementary School Counseling Program in three elementary schools. These financial resources will assist primarily to employ project personnel to conduct the project activities and achieve the objectives as described in the program narrative. The following narrative explains and justifies the costs to serve all the target students and parents.

1. Personnel

The IVSC is requesting funds for a Project Director to be compensated at 10% FTE with a 4% Cost of Living Adjustment. The Project Director will host and facilitate the Management Team Meetings, provide program oversight and management to ensure the goals and objectives of the grant are accomplished and work with the target schools to recruit and hire School Counselors and the Mental Health Specialist. The Director will be the point of contact for evaluation matters and Resource Management Team oversight. The Director will ensure that all USDE Reports are produced and submitted on a timely basis.

Project Director @ .10 FTE (\$844/month x 12 months)	10,128.00
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2. Fringe Benefits

The fringe benefits are based on required federal/state taxes and specific benefits. These include 8.25% for STRS, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker’s Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active and \$9,744 annually for Health and Welfare Management.

Project Director	3,199.45
------------------	----------

3. Travel

The IVSC is requesting funds for the Project Director and one staff member to attend the mandatory Office of Safe and Healthy Students National Conference in Washington DC, including lodging, round-trip airfare, taxi and per diem. Attendance at this meeting will allow for staff to share best practices, network with other professionals and improve their ability to deliver high-quality services to target students and parents. Additional funds will be allocated for the Project Director and staff for in-state travel to counselor conferences and trainings, meetings and school sites. Airfare will be purchased using economy class fares and local mileage reimbursement will be calculated per agency mileage standards.

Office of Safe and Healthy Students National Conference, Washington DC (2 Staff): Round-trip airfare from San Diego, CA to Washington DC @ \$977/person x 2 people = \$1,954; Lodging @ \$350/night /person x 2 nights = \$1,400; Per diem @ \$61/person x 2 people x 3 days = \$366; Taxi @ \$30/day x 3 days = \$90; Round-trip mileage from El Centro, CA to San Diego, CA @ \$.565 x 240 miles = \$136; Airport parking @ \$18/day x 3 days = \$54.	4,000.00
State School Counselor Conference - San Diego, CA (4 Staff): Round-trip mileage from El Centro, CA to San Diego, CA @ \$.565 x 240 miles = \$136; Lodging @ \$329/night/person x 4 people = \$1,316; Conference registration @ \$65/person x 4 = \$260; Per diem @ \$61/person/day x 4 people x 2 days = \$488.	2,200.00
Project Director - Local mileage (766 miles/month x 12 months x \$.565/mile)	5,200.00
Subtotal Travel	11,400.00

4. Equipment

IVSC is not requesting any equipment funds.

5. Supplies

Funds are requested to provide research-based prevention curricula to supplement the Counselors' efforts, specifically *Too Good for Drugs*, *Caring School Community* and *Connect with Kids*. Funds are also requested for office-related, disposable supplies needed by staff to implement the project.

Research-based Intervention Programs (for all 3 target schools)	
<i>Too Good for Drugs</i> (\$6.46/student x 1,202 students)	7,760.00
<i>Caring School Community</i> (\$4.33/student x 1,202 students)	5,200.00
<i>Connect with Kids</i> (\$5.49/student x 1,202 students)	10,074.00
General office supplies (\$167/month x 12 months)	2,000.00
Subtotal Supplies	25,034.00

6. Contractual

The IVSC is requesting funds for contracts with schools and mental health services to conduct the necessary project activities as decided by the Consortium Partners. These contracts include the following:

Meadows Elementary: Funds are requested for a full-time School Counselor to assist at-risk students and help them attain an optimum level of personal and social adjustment through prevention, intervention, education and personalized counseling services. The salary accounts for a 3% Cost of Living Adjustment, and fringe benefits are based on salary/wages of the School Counselor and include required federal/state taxes and specific benefits. These include 8.25% for STRS, 11.442% for PERS, 6.2% for Social Security, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker's Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active Employees and \$9,720 annually for Health and Welfare

Management. Additional funds are requested for travel to local meetings and trainings at the approved rate of \$.565/mile. In order to implement this project, supplies including instructional materials for counselors and teachers, and student consumables will be needed.

Meadows Elementary	
Personnel	
School Counselor @ 1 FTE (\$5,421/month x 11 months)	59,639.00
Fringe Benefits	
School Counselor	18,155.00
Travel	
Local travel to meetings and trainings (241 miles/month x 11 months x \$.565/mile)	1,500.00
Supplies	
Instructional materials for counselors and teachers, and student consumables (\$182/month x 11 months)	2,000.00
Meadows Elementary – Total Direct Costs	81,294.00

Seeley Elementary: Funds are requested for a full-time School Counselor to assist at-risk students and help them attain an optimum level of personal and social adjustment through prevention, intervention, education and personalized counseling services. The salary accounts for a 3% Cost of Living Adjustment, and fringe benefits are based on salary/wages of the School Counselor and include required federal/state taxes and specific benefits. These include 8.25% for STRS, 11.442% for PERS, 6.2% for Social Security, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker’s Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active Employees and \$9,720 annually for Health and Welfare Management. Additional funds are requested for travel to local meetings and trainings at the approved rate of \$.565/mile. In order to implement this project, supplies including instructional materials for counselors and teachers, and student consumables will be needed.

Seeley Elementary	
Personnel	
School Counselor @ 1 FTE (\$5,421/month x 11 months)	59,639.00
Fringe Benefits	
School Counselor	18,155.00
Travel	
Local travel to meetings and trainings (241 miles/month x 11 months x \$.565/mile)	1,500.00
Supplies	
Instructional materials for counselors and teachers, and student consumables (\$182/month x 11 months)	2,000.00
Seeley Elementary – Total Direct Costs	81,294.00

Westmorland Elementary: Funds are requested for a full-time School Counselor to assist at-risk students and help them attain an optimum level of personal and social adjustment through prevention, intervention, education and personalized counseling services. The salary accounts for a 3% Cost of Living Adjustment, and fringe benefits are based on salary/wages of the School

Counselor and include required federal/state taxes and specific benefits. These include 8.25% for STRS, 11.442% for PERS, 6.2% for Social Security, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker’s Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active Employees and \$9,720 annually for Health and Welfare Management. Additional funds are requested for travel to local meetings and trainings at the approved rate of \$.565/mile. In order to implement this project, supplies including instructional materials for counselors and teachers, and student consumables will be needed.

Westmorland Elementary	
Personnel	
School Counselor @ 1 FTE (\$5,421/month x 11 months)	59,639.00
Fringe Benefits	
School Counselor	18,155.00
Travel	
Local travel to meetings and trainings (241 miles/month x 11 months x \$.565/mile)	1,500.00
Supplies	
Instructional materials for counselors and teachers, and student consumables (\$182/month x 11 months)	2,000.00
Westmorland Elementary – Total Direct Costs	81,294.00

Imperial County Behavioral Health Services: In order to address the mental wellness of the target students, the Imperial County Office of Education will contract with Imperial County Behavioral Health Services to hire a Mental Health Specialist to provide mental health services. This position will divide their time amongst the three target schools. Services will be charged on a daily basis and includes all supervision, fringe benefits and wages. The position will be equivalent to a 0.5 FTE.

Imperial County Behavioral Health Services	
Services	
Mental Health Specialist (\$384/day x 130 days per year)	50,000.00
Travel	
Local travel to meetings and trainings (563 miles/month x 11 months x \$.565/mile)	3,500.00
Behavioral Health – Total Direct Costs	53,500.00

Project Evaluator: The IVSC will contract with an independent Evaluator for external evaluation services. The selected Evaluator will conduct the independent evaluation of the proposed Elementary School Counseling Program. This will include the development of a web-based data collection system, staff training, collecting data and evaluating the project objectives and performance measures. The Evaluator will assign the equivalent of a .50 FTE Researcher to the project. The daily rate for evaluation services includes the evaluators’ time, fringe benefits, the use of office space, computers, internet access, copier services, printing, office support staff and local travel. Cost for evaluation services budget as follows:

- Development of web-based data collection system and testing @ 5 days
- Collection and monitoring of all reported data in database for 3 target schools @ 7 days

- Train staff on data collection system at 3 target schools and follow up @ 3 days
- Analyze all data and prepare school site reports @ 10 days
- Conduct on-site visits to monitor data collection @ 5 days
- Provide regular evaluation results to 3 school principals @ 3 days
- Prepare U.S. Department of Education Annual Performance Reports @ 3 days
- Prepare independent project evaluation reports @ 7 days
- Attend regular Management Team Meetings @ 8 days
- Attend required national meeting in Washington DC @ 4 days

Project Evaluator	
External evaluation services @ \$600/day x 55 days	33,000.00

CONTRACTUAL	
Meadows Elementary	81,294.00
Seeley Elementary	81,294.00
Westmorland Elementary	81,294.00
Imperial County Behavioral Health Services	53,500.00
Project Evaluator	33,000.00
Subtotal Contractual	330,382.00

7. Construction

The IVSC is not requesting any construction funds.

8. Other

The IVSC is requesting funds for general communication needs such as postage, cell phones and internet services. These services will allow for timely and effective delivery of services to the target students and will help to maintain cohesion among Project Partners.

Copies and Postage (\$215/month x 11 months)	2,400.00
Communications (cell phones, video conferencing, internet/wireless services)	1,500.00
Other – Total Direct Costs	3,900.00

9. Total Direct Costs

Funds are requested for the following total direct costs, as summed by budget category..

Total Direct Costs	384,043.45
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10. Total Indirect Costs

IVSC is requesting funds for 7.76% indirect costs, as approved by the California Department of Education.

Imperial County Office of Education	4,164.13
Meadows Elementary (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Seeley Elementary (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Westmorland Elementary (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Imperial County Behavioral Health Services (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Project Evaluator (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Total Indirect Costs	13,864.13

11. Training Stipends

The IVSC is not requesting any funds for training stipends.

12. Total Costs

The IVSC is requesting the following total costs, as summed by budget category.

Personnel	10,128.00
Fringe Benefits	3,199.45
Travel	11,400.00
Equipment	0.00
Supplies	25,034.00
Contractual	330,382.00
Construction	0.00
Other	3,900.00
Total Direct Costs	384,043.45
Indirect Costs	13,864.13
Training Stipends	0.00
Total Costs	397,907.58

**Federal Budget Narrative
Year 3: 2016-2017**

The Imperial Valley Schools Consortium (IVSC) is requesting **\$381,761.26** for the third of three years to implement an Elementary School Counseling Program in three elementary schools. These financial resources will assist primarily to employ project personnel to conduct the project activities and achieve the objectives as described in the program narrative. The following narrative explains and justifies the costs to serve all the target students and parents.

1. Personnel

The IVSC is requesting funds for a Project Director to be compensated at 10% FTE with a 4% Cost of Living Adjustment. The Project Director will host and facilitate the Management Team Meetings, provide program oversight and management to ensure the goals and objectives of the grant are accomplished and work with the target schools to recruit and hire School Counselors and the Mental Health Specialist. The Director will be the point of contact for evaluation matters and Resource Management Team oversight. The Director will ensure that all USDE Reports are produced and submitted on a timely basis.

Project Director @ .10 FTE (\$886/month x 12 months)	10,634.00
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2. Fringe Benefits

The fringe benefits are based on required federal/state taxes and specific benefits. These include 8.25% for STRS, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker’s Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active and \$9,744 annually for Health and Welfare Management.

Project Director	3,262.95
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3. Travel

The IVSC is requesting funds for the Project Director and one staff member to attend the mandatory Office of Safe and Healthy Students National Conference in Washington DC, including lodging, round-trip airfare, taxi and per diem. Attendance at this meeting will allow for staff to share best practices, network with other professionals and improve their ability to deliver high-quality services to target students and parents. Additional funds will be allocated for the Project Director and staff for in-state travel to counselor conferences and trainings, meetings and school sites. Airfare will be purchased using economy class fares and local mileage reimbursement will be calculated per agency mileage standards.

Office of Safe and Healthy Students National Conference, Washington DC (2 Staff): Round-trip airfare from San Diego, CA to Washington DC. @ \$977/person x 2 people = \$1,954; Lodging @ \$350/night /person x 2 nights = \$1,400; Per diem @ \$61/person x 2 people x 3 days = \$366; Taxi @ \$30/day x 3 days = \$90; Round-trip mileage from El Centro, CA to San Diego, CA @ \$.565 x 240 miles = \$136; Airport parking @ \$18/day x 3 days = \$54.	4,000.00
State School Counselor Conference - San Diego, CA (4 Staff): Round-trip mileage from El Centro, CA to San Diego, CA @ \$.565 x 240 miles = \$136; Lodging @ \$329/night/person x 4 people = \$1,316; Conference registration @ \$65/person x 4 = \$260; Per diem @ \$61/person/day x 4 people x 2 days = \$488.	2,200.00
Project Director - Local mileage (766 miles/month x 12 months x \$.565/mile)	5,200.00
Subtotal Travel	11,400.00

4. Equipment

IVSC is not requesting any equipment funds.

5. Supplies

Funds are requested for office-related, disposable supplies needed by staff to implement the project.

General office supplies. (\$167/month x 12 months).	2,000.00
Subtotal Supplies	2,000.00

6. Contractual

The IVSC is requesting funds for contracts with schools and mental health services to conduct the necessary project activities as decided by the Consortium Partners. These contracts include the following:

Meadows Elementary: Funds are requested for a full-time School Counselor to assist at-risk students and help them attain an optimum level of personal and social adjustment through prevention, intervention, education and personalized counseling services. The salary accounts for a 3% Cost of Living Adjustment, and fringe benefits are based on salary/wages of the School Counselor and include required federal/state taxes and specific benefits. These include 8.25% for STRS, 11.442% for PERS, 6.2% for Social Security, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker's Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active Employees and \$9,720 annually for Health and Welfare Management. Additional funds are requested for travel to local meetings and trainings at the approved rate of \$.565/mile. In order to implement this project, supplies including instructional materials for counselors and teachers, and student consumables will be needed.

Meadows Elementary	
Personnel	
School Counselor @ 1 FTE (\$5,638/month x 11 months)	62,025.00
Fringe Benefits	
School Counselor	18,456.00
Travel	
Local travel to meetings and trainings (241 miles/month x 11 months x \$.565/mile)	1,500.00
Supplies	
Instructional materials for counselors and teachers, and student consumables (\$182/month x 11 months)	2,000.00
Meadows Elementary – Total Direct Costs	83,981.00

Seeley Elementary: Funds are requested for a full-time School Counselor to assist at-risk students and help them attain an optimum level of personal and social adjustment through prevention, intervention, education and personalized counseling services. The salary accounts for a 3% Cost of Living Adjustment, and fringe benefits are based on salary/wages of the School Counselor and include required federal/state taxes and specific benefits. These include 8.25% for STRS, 11.442% for PERS, 6.2% for Social Security, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker’s Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active Employees and \$9,720 annually for Health and Welfare Management. Additional funds are requested for travel to local meetings and trainings at the approved rate of \$.565/mile. In order to implement this project, supplies including instructional materials for counselors and teachers, and student consumables will be needed.

Seeley Elementary	
Personnel	
School Counselor @ 1 FTE (\$5,638/month x 11 months)	62,025.00
Fringe Benefits	
School Counselor	18,456.00
Travel	
Local travel to meetings and trainings (241 miles/month x 11 months x \$.565/mile)	1,500.00
Supplies	
Instructional materials for counselors and teachers, and student consumables (\$182/month x 11 months)	2,000.00
Seeley Elementary – Total Direct Costs	83,981.00

Westmorland Elementary: Funds are requested for a full-time School Counselor to assist at-risk students and help them attain an optimum level of personal and social adjustment through prevention, intervention, education and personalized counseling services. The salary accounts for a 3% Cost of Living Adjustment, and fringe benefits are based on salary/wages of the School Counselor and include required federal/state taxes and specific benefits. These include 8.25% for STRS, 11.442% for PERS, 6.2% for Social Security, 1.45% for Medicare, .05% for Unemployment, 2.73% for Worker’s Compensation, .06% for OPEB Allocated of wages, plus \$955 annually for OPEB Active Employees and \$9,720 annually for Health and Welfare

Management. Additional funds are requested for travel to local meetings and trainings at the approved rate of \$.565/mile. In order to implement this project, supplies including instructional materials for counselors and teachers, and student consumables will be needed.

Westmorland Elementary	
Personnel	
School Counselor @ 1 FTE (\$5,638/month x 11 months)	62,025.00
Fringe Benefits	
School Counselor	18,456.00
Travel	
Local travel to meetings and trainings (241 miles/month x 11 months x \$.565/mile)	1,500.00
Supplies	
Instructional materials for counselors and teachers, and student consumables (\$182/month x 11 months)	2,000.00
Westmorland Elementary – Total Direct Costs	83,981.00

Imperial County Behavioral Health Services: In order to address the mental wellness of the target students, the Imperial County Office of Education will contract with Imperial County Behavioral Health Services to hire a Mental Health Specialist to provide mental health services. This position will divide their time amongst the three target schools. Services will be charged on a daily basis and includes all supervision, fringe benefits and wages. The position will be equivalent to a 0.5 FTE.

Imperial County Behavioral Health Services	
Services	
Mental Health Specialist (\$384/day x 130 days per year)	50,000.00
Travel	
Local travel to meetings and trainings (563 miles/month x 11 months x \$.565/mile)	3,500.00
Behavioral Health – Total Direct Costs	53,500.00

Project Evaluator: The IVSC will contract with an independent Evaluator for external evaluation services. The selected Evaluator will conduct the independent evaluation of the proposed Elementary School Counseling Program. This will include the development of a web-based data collection system, staff training, collecting data and evaluating the project objectives and performance measures. The Evaluator will assign the equivalent of a .50 FTE Researcher to the project. The daily rate for evaluation services includes the evaluators’ time, fringe benefits, the use of office space, computers, internet access, copier services, printing, office support staff and local travel. Cost for evaluation services budget as follows:

- Development of web-based data collection system and testing @ 5 days
- Collection and monitoring of all reported data in database for 3 target schools @ 7 days
- Train staff on data collection system at 3 target schools and follow up @ 3 days
- Analyze all data and prepare school site reports @ 10 days
- Conduct on-site visits to monitor data collection @ 5 days

- Provide regular evaluation results to 3 school principals @ 3 days
- Prepare U.S. Department of Education Annual Performance Reports @ 3 days
- Prepare independent project evaluation reports @ 7 days
- Attend regular Management Team Meetings @ 8 days
- Attend required national meeting in Washington DC @ 4 days

Project Evaluator	
External evaluation services @ \$600/day x 55 days	33,000.00

CONTRACTUAL	
Meadows Elementary	83,981.00
Seeley Elementary	83,981.00
Westmorland Elementary	83,981.00
Imperial County Behavioral Health Services	53,500.00
Project Evaluator	33,000.00
Subtotal Contractual	338,443.00

7. Construction

The IVSC is not requesting any construction funds.

8. Other

The IVSC is requesting funds for general communication needs such as postage, cell phones and internet services. These services will allow for timely and effective delivery of services to the target students and will help to maintain cohesion among Project Partners.

Copies and Postage (\$215/month x 11 months)	2,400.00
Communications (cell phones, video conferencing, internet/wireless services)	1,500.00
Other – Total Direct Costs	3,900.00

9. Total Direct Costs

Funds are requested for the following total direct costs, as summed by budget category.

Total Direct Costs	369,640.35
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10. Total Indirect Costs

IVSC is requesting funds for 7.76% indirect costs, as approved by the California Department of Education.

Imperial County Office of Education	2,420.91
Meadows Elementary (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Seeley Elementary (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00

Westmorland Elementary (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Imperial County Behavioral Health Services (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Project Evaluator (<i>ICOE 7.76% of first \$25,000</i>)	1,940.00
Total Indirect Costs	12,120.91

11. Training Stipends

The IVSC is not requesting any funds for training stipends.

12. Total Costs

The IVSC is requesting the following total costs, as summed by budget category.

Personnel	10,634.40
Fringe Benefits	3,262.95
Travel	11,400.00
Equipment	0.00
Supplies	2,000.00
Contractual	338,443.00
Construction	0.00
Other	3,900.00
Total Direct Costs	369,640.35
Indirect Costs	12,120.91
Training Stipends	0.00
Total Costs	381,761.26

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

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

Name of Institution/Organization

Imperial County Office of Education

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	9,644.40	10,128.00	10,634.40			30,406.80
2. Fringe Benefits	3,138.81	3,199.45	3,262.95			9,601.21
3. Travel	13,600.00	11,400.00	11,400.00			36,400.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	32,534.00	25,034.00	2,000.00			59,568.00
6. Contractual	322,639.00	330,382.00	338,443.00			991,464.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	3,871.00	3,900.00	3,900.00			11,671.00
9. Total Direct Costs (lines 1-8)	385,427.21	384,043.45	369,640.35			1,139,111.01
10. Indirect Costs*	14,572.37	13,864.13	12,120.91			40,557.41
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	399,999.58	397,907.58	381,761.26			1,179,668.42

***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): California Department of Education

The Indirect Cost Rate is 7.76 %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Denise		Cabanilla	

Address:

Street1:	1398 Sperber Road
Street2:	
City:	El Centro
County:	Imperial
State:	CA: California
Zip Code:	92243-9621
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
760-312-6618	760-312-6183

Email Address:

dcabanilla@icoe.org

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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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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