

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 # S215E140093

Grants.gov Tracking#: GRANT11635721

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

Closing Date: Apr 28, 2014

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1237-01_Areas_Affected_by_Project)</i>	e6
<i>Attachment - 2 (1238-Elgin_Congressional_Districts)</i>	e7
2. Assurances Non-Construction Programs (SF 424B)	e8
3. Disclosure Of Lobbying Activities (SF-LLL)	e10
4. ED GEPA427 Form	e11
<i>Attachment - 1 (1235-EISD_6_12_GEPA_UPLOADED)</i>	e12
5. Grants.gov Lobbying Form	e14
6. ED Abstract Narrative Form	e15
<i>Attachment - 1 (1234-02_EISD_WP-S_Abstract_UPLOADED)</i>	e16
7. Project Narrative Form	e17
<i>Attachment - 1 (1242-EISD_6_12_Proj_Nar_UPLOADED)</i>	e18
8. Other Narrative Form	e44
<i>Attachment - 1 (1240-Other_Forms_UPLOADED)</i>	e45
<i>Attachment - 2 (1241-Elgin_Signature_Docs_Assurances)</i>	e48
9. Budget Narrative Form	e53
<i>Attachment - 1 (1239-EISD_6_12_BUDGET_UPLOADED)</i>	e54
10. Form ED_524_Budget_1_2-V1.2.pdf	e69
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e71
<i>Attachment - 1236-EISD_6_12_Exempt_Research.pdf</i>	e72

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="04/24/2014"/>	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="Elgin Independent School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="746000823"/>	* c. Organizational DUNS: <input type="text" value="0105523620000"/>

d. Address:

* Street1: <input type="text" value="1002 North Avenue C"/>
Street2: <input type="text"/>
* City: <input type="text" value="Elgin"/>
County/Parish: <input type="text" value="Bastrop"/>
* State: <input type="text" value="TX: Texas"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="78621-2124"/>

e. Organizational Unit:

Department Name: <input type="text" value="Administrative & Student Svcs"/>	Division Name: <input type="text" value="Student/Family Support"/>
---	--

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Peter"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Perez"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Assistant Superintendent"/>	

Organizational Affiliation: <input type="text" value="Employee"/>

* Telephone Number: <input type="text" value="512-281-3434 ext.. 1278"/>	Fax Number: <input type="text" value="512-281-9866"/>
--	---

* Email: <input type="text" value="peperez@elginisd.net"/>
--

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

01_Areas_Affected_by_Project.pdf

Add Attachment

Delete Attachment

View Attachment

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

Wraparound Program - Secondary (WP-S)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Cities of:

Elgin

Counties of:

Bastrop

Travis (small part)

State of:

Texas

Elgin ISD encompasses several U.S. Congressional Districts. They are:

TX-10; and

TX-17.

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>Peter Perez</p>	<p>TITLE</p> <p>Assistant Superintendent of Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>Elgin Independent School District</p>	<p>DATE SUBMITTED</p> <p>04/24/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: Not

* Street 1: Applicable Street 2:

* City: NA State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: NA	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: Not Middle Name:

* Last Name: Applicable Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Not Middle Name:

* Last Name: Applicable Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

* Signature: Peter Perez

* Name: Prefix: Dr. * First Name: Peter Middle Name: * Last Name: Perez Suffix:

Title: Telephone No.: Date: 04/24/2014

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.

EISD_6_12_GEPA_UPLOADED.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Requirement

The Elgin Independent School District (EISD) has a growing number of minority students and students who are socio-economically disadvantaged. Part of the mission of the EISD's *Wraparound Program - Secondary* (WP-S) is to see that no child goes unrepresented due to race, ethnicity, disability, gender social status or other condition which often results in someone being underserved.

There are three distinct populations of youth, parents and community members that must be specifically addressed. The first is the students and their parents who do not speak English. To address this population, EISD will ensure that all forms, consents, brochures, training materials, questionnaires and surveys are printed in English and Spanish. Further, the EISD administration will attempt to hire staff members that closely resemble the ethnic makeup of the student population.

Second, EISD will work to ensure that all services and materials are available for students with visual impairments. This includes ordering large print books and providing enlarged text on monitors as needed for students with impaired vision, and providing enlarged images of the computer screen during instruction through the use of a multimedia projector. Further, this means that EISD will ensure that all necessary materials (e.g. supplemental curriculum material) are made available on audiotape and/or on large print monitors, as needed.

Third, the WP-S, by serving as a pilot program for other suburban communities, will work to transform the school counseling role into that of a mental health specialist and youth advocate. By dedicating additional counseling resources to serve all indicated secondary school students in the WP-S, students will have better access to high-quality

professional mental health, violence prevention and ATOD, services that can be used to remediate individual, family, school and/or community issues.

By specifically addressing the needs of the residents in the EISD, and specifically those in the WP-S catchment area, the district will ensure that they address the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

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	
<input style="width: 90%;" type="text" value="Elgin Independent School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Peter"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Perez"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Assistant Superintendent of Administration"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Peter Perez"/>	* DATE: <input style="width: 150px;" type="text" value="04/24/2014"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

EISD has seen a rapid and growing incidence of mental health issues impacting middle and high school campuses. Based on estimates from the Texas Department of State Health Services, EISD is working with 363 seriously emotionally disturbed secondary school students and 432 students who are at-risk of mental health problems. This volume of mental health need is being handled by only five school counselors who can dedicate only 15.0% of their time to counseling related duties. According to the American School Health Association (ASHA), EISD should have 9 School Counselors versus the current 5 to accommodate its 2,160 secondary school students. However, ASHA assumes that each counselor is dedicating 80% of his/her time to counseling duties. This means that EISD has an effective school counselor to student ratio of only 0.75 to 2,160. Further, the increase in mental health concerns comes at a time when the secondary school campuses have experienced a rapid and increasing number of school disciplinary referrals.

To address these issues EISD's *Student Mental Health Taskforce* (SMHT) has developed the Wraparound Program – Secondary (WP-S). First, the WP-S will address the absolute priority of improving the mental health providers to student ratio. Second, the WP-S will address the two competitive priorities for the Elementary and Secondary School Counseling Program by improving the school environment and school safety via implementing AVID and CAST and will dedicate resources and staff to assist the 11 military-connected students on EISD secondary school campuses. When fully implemented, the WP-S will achieve the following goals: 1) Improve the school safety environment so that students at the participating school campuses can achieve their full potential; 2) Improve academic achievement of secondary school students at the participating school campuses on the State of Texas Assessment of Academic Readiness; and 3) Serve as a model for other low-income, suburban school campuses to replicate.

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

Table of Contents

1. Need for the Project.....	1
A. Extent to which specific gaps and weaknesses have been identified and addressed.....	1
Overview	1
About the Community-Bastrop County.....	1
About the Community-City of Elgin.....	2
About the Community-EISD.....	3
About the Community – EISD Secondary School Campuses.....	4
About the Community – Mental Health and Mental Illness.....	5
Gaps/Weakness/Approach.....	6
Building a Sustainable Infrastructure	9
2. Quality of the Project Design	10
A. Extent to which the proposed project will establish linkages with other agencies.....	12
B. Extent to which the design is appropriate to the needs of the target population	13
C. The extent to which the design of the project reflects up-to-date knowledge.....	16
3. Quality of the Management Plan	19
A. Adequacy of the management plan to achieve the objectives on time and within budget...	19
B. Adequacy of procedures for ensuring feedback and continuous improvement.....	22
4. Quality of the Project Evaluation.....	22
A. Use of objective performance measures that are clearly related to the outcomes.....	23
B. The extent to which the methods of evaluation will provide performance feedback.....	24

1. Need for the Project

A. Extent to which specific gaps and weaknesses have been identified and addressed

Overview: Describing Elgin, Texas, like many people in central Texas do, as a suburb of Austin is like saying that the Moon is a “bedroom community “of Earth. Elgin is a distinct and historic community that has a vastly different culture and heritage than the more modern city of Austin. Though Elgin is only 25 miles away from the populous state capital of Texas, there are many in the city who have never traveled that distance to see it. Elgin residents have a different ethnic makeup, different economic drivers – agriculture and sausage - and a population that seeks to remain independent and apart from other Texas cities.

However, this culture does not mean that Elgin residents and community leaders are unaware that things are changing, and changing rapidly, in their community. For example, under the leadership of *Elgin Independent School District’s* (EISD) new Superintendent a focus on students’ social/emotional learning has recently been initiated. As part of this focus, EISD quickly determined that there was a growing increase in risk factors within their student population. Specifically, the district was seeing an increase in the number of youth reporting risk factors associated with mental health concerns (e.g., increase in disciplinary referrals, increase in depression, increase in alcohol use, increase in suicidal ideation, etc.). To address these concerns the school district’s leadership commissioned the *Student Mental Health Taskforce* (SMHT) to help quantify the disciplinary and mental health concerns within the community and to help identify possible solutions. The SMHT’s charge included ensuring that all potential solutions had to take into account all of the district’s 4,150 students, including the 23 students identified as military-connected youth, which is a small but growing cohort of students.

About the Community-Bastrop County: The City of Elgin is primarily located in Bastrop County though a small portion of the city resides in Travis County. Bastrop County is home to

74,171 residents (Census, 2010) and is a predominately agricultural area. Bastrop County grew at a rapid pace of 28.5% between 2000 and 2010 and has grown another 1.0% between 2010 and 2012 (Census). Educationally, 80.9% of all Bastrop County residents, over the age of 24, have a high school diploma and 16.5%, over the age of 24, have at least a bachelor’s degree.

Economically, many residents are impoverished as 19.3% of all residents and 10.4% of all families in Bastrop County are living at or below the federal poverty level. Other health factors impacting Bastrop County are typical of agricultural-based communities and they include the fact that only 36.0% of Bastrop County residents report having access to exercise opportunities, compared to 74.0% of Texas residents, and that 28.0% of Bastrop County residents report being “physically inactive” (County Health Rankings, 2014). This sedentary lifestyle is a contributing factor to Bastrop County’s alcohol abuse rate being 6.3% higher than the Texas average (County Health Rankings). Further, Bastrop residents are 29.4% more likely to report smoking and are 6.9% more likely to report being obese than their Texas counterparts (County Health Rankings).

With these risk factors it is not surprising that Bastrop County residents report having “poor mental health days” at a rate that is 27.3% *HIGHER* than the Texas average (County Health Ranking). Unfortunately, with these risk factors there is a lack of both primary care providers and mental health providers in Bastrop County where residents face a primary care provider-to-patient ratio of 1:3,577, which is 105.2% worse than the State of Texas average, and a patient-to-mental health provider ratio of 2,856:1, which is 58.9% *worse* than the State of Texas average. These ratios and, specifically, the significant lack of mental health providers is one of the main reasons that Bastrop County is identified as a “Mental Health Professional Shortage Area.” (Health Resources and Services Administration, 2014).

About the Community-City of Elgin: Elgin sits approximately 25 miles southeast of the City of Austin, Texas. Elgin is home to 8,135 residents and is a majority-minority community with

Hispanics/Latinos comprising 54.9% of the population. Elgin is growing at a rate that is 49.4% faster than the County of Bastrop. Educationally, only 77.4% of Elgin residents have a high school diploma and only 12.7% have at least a bachelor’s degree. Economically, many in Elgin are struggling as 17.1% of all residents and one out of every five (20.0%) families residing in Elgin are living at or below the federal poverty line. Further, compared to Bastrop County, the number of Elgin residents who are declared “disabled” and receiving Supplemental Security Income is 8.6% higher; the number of Elgin residents who are receiving welfare (via cash assistance) is 122.7% higher; and the number of Elgin residents on food stamps is 50.4% higher. In addition, per the Texas Department of State Health Services, Elgin has nearly 500 children classified as having “serious emotional disturbances.” Addressing this multiple array of confounding issues related to poverty, lack of educational role models, and health factors, including mental health issues, is EISD.

About the Community-EISD: EISD serves a large geographic area comprising over 157 square miles and provides educational services to approximately 4,150 students (Texas Education Agency, 2014). The school district is comprised of six campuses: one high school, one middle school, three elementary schools, and one credit recovery program called Phoenix. Collectively these campuses provide educational services and, as funding permits, mental health services, to Elgin youth in Pre-Kindergarten through 12th grade. Reflecting the overall economic conditions prevalent within Bastrop County and the City of Elgin, 70.8% of all EISD students are considered “economically disadvantaged” (Texas Education Agency [TEA], 2014). Further, 47.6% of all EISD students have two or more identifiable conditions (e.g., failed a grade, teen parent, etc.) that place them “at-risk” of educational failure (TEA, 2014).

Academically, EISD is struggling to raise the overall academic performance of all of its students and the school district leadership is concerned about the academic achievement gaps

between subgroups of students. For example, the EISD students identified as “White” performed at or above the State of Texas averages in the number and percentage that passed the 2013 *State of Texas Assessment of Academic Readiness* (STAAR), the state’s mandated achievement test, but those results showed a significant achievement gap between other subgroups of EISD students. For example, Hispanics are 22.5% and African-Americans are 27.5% *less* likely to pass all STAAR tests compared to their White counterparts. This disparity is particularly obvious in the areas of Writing and Science where the gaps are 36.2% and 30.6%, respectively.

These academic achievement gaps also persist when analyzing EISD’s college readiness skills. For example, compared to Whites, Hispanics are 65.0% more likely to drop out of school (TEA, 2014, 4-Year Longitudinal Analysis) and are 15.6% less likely to be college ready in the areas of English and Math upon high school graduation while African American students are 45.0% more likely to drop out and are 53.3% less likely to be college ready in the areas of English and Math upon high school graduation (TEA, 2014).

About the Community – EISD Secondary School Campuses: EISD operates three secondary school campuses: (1) Elgin Middle School; (2) Elgin High School; and (3) Phoenix Campus, which provides a credit-recovery program. [**NOTE:** In order to save space in this WP proposal, the student count and performance data for the 34 students at the Phoenix Campus, who will be offered all of the proposed programs and services, will be combined with and reported in the Elgin High School data.] These secondary school campuses house 2,160 secondary school students; and during the 2012-2013 school year, these campuses experienced 3,160 disciplinary referrals that included, but were not limited to, serious felonies, possession of controlled substances, possession of a knife, fighting, terroristic threats, being under the influence of alcohol or a controlled substance, and student code of conduct violations, including class disruptions. The following table provides additional details about some of the more serious

offenses that created discipline referrals.

Disciplinary Referral Violations (2013 School Year)	Middle School	High School	Total
Possession, Sell, Use Alcohol, Tobacco, or Other Drugs	7	49	56
Felony Offense	1	4	5
Violation Student Code of Conduct	779	729	1,508
Terroristic Threats	1	5	6
Fighting/Assault	34	46	80
Bullying/Harassment	1	90	91
Under the Influence (Alcohol or Controlled Substance)	0	11	11

Further, a recent data analysis of the 2014 school year showed that the Elgin Middle School campus already has more discipline referrals than it did in the 2013 school year with two months remaining. Those data show that the total disciplinary referrals are on pace to exceed the 2013 school year by 24.3%. Additionally, 39 students are identified as being pregnant, a staggering 3.2% of the total high school population, and a birth rate that is higher than the national average. Clearly, EISD secondary school campuses are in need of additional counseling services.

About the Community – Mental Health and Mental Illness: The SMHT was able to quantify the scope of the mental health issues impacting EISD with the help of a Texas Department of State Health Services (DSHS) report entitled *Children/Adolescent Mental Health Prevalence & Priority Population Data* that noted that 2.5% of all EISD youth are considered a “mental health priority population,” meaning a population for youth ages 3 through 17 with more than one single diagnosis of mental illness (e.g., substance abuse, mental retardation, autism, or pervasive development disorder) who exhibit serious emotional, behavioral, or mental disorders along with any of the following: (1) Have a serious functional impairment; (2) Are at risk of disruption of a preferred living or child care environment due to psychiatric symptoms; or (3) Are enrolled in a school system’s special education program because of serious emotional disturbance. Further, another 14.3% of all Bastrop County youth (children under the age of 18) are considered *seriously emotionally disturbed (SED)* [e.g., childhood schizophrenia, oppositional defiant

disorder, obsessive-compulsive disorder, etc.) and approximately 20.0% of all Bastrop County youth either have, or are at-risk of, mental health problems (p. 37). Based on the DSHS data and analyses, the following chart identifies the magnitude and the scope of the mental health issues and problems confronting EISD.

Population - Location	Youth Population (Aged 17 and under)	Mental Health Priority Population	Serious Emotional Disturbance	Youth At-Risk of Mental Health Problems
Elgin Middle School	923	23	132	185
Elgin High School	1,237	31	177	247

This means that on a daily basis, EISD is serving 363 seriously emotionally disturbed secondary school students and 432 secondary school students who are experiencing mental illness or who are at-risk of mental health problems. To put this in some perspective, the world famous Bellevue Hospital Center for Psychiatric Inpatient Services in New York City only deals with 220 seriously emotionally disturbed patients a day. Thus, to address the multiple daily risk factors and the profound mental health and mental illness issues, EISD is proposing to provide a complete ‘continuum of care’ for EISD youth experiencing mental health or mental illness issues and problems. This continuum of care approach and initiative, entitled the *Wraparound Program - Secondary (WP-S)*, will provide evidenced-based preventative programs to EISD youth while providing more intensive services by linking local area resources into the WP-S initiative.

The issues facing EISD are not unique because many school districts are struggling to support educational and academic achievement in a climate of increasing poverty, academic malaise, and rising mental health concerns. However, EISD’s new leadership has experience implementing effective educational programs and through the creation of the SMHT and the WP-S has generated a plan that gives the entire school district and key community stakeholders great optimism that it can successfully address these issues.

Gaps/Weakness/Approach: The sections above provide an encompassing general overview of

the issues facing the County of Bastrop, the City of Elgin, and the EISD. During the course of developing the foundational underpinnings, including a community needs assessment, for the WP-S initiative, the SMHT was able to identify several specific gaps and weaknesses [(1) Lack of school counselors at the secondary schools; (2) Lack of a universal comprehensive, evidenced-based, mental health curriculum; (3) Lack of integration of referrals between the schools and community resources; and (4) Lack of any School Psychologist services] and to identify and address potential solutions as detailed in the narrative that follows.

Gap 1: Lack of school counselors at secondary schools - According to the American School Health Association (ASHA), EISD should have 9 School Counselors versus the current 5 to accommodate the 2,160 students. Further, the ASHA, when calculating ratios, allots 80% of a School Counselor's time (i.e., about 32 hours a week) to direct counseling services. However, in EISD, School Counselors, based on an April 2014 survey, spend only 15% of their time in direct counseling, with the rest spent in administrative, testing, and statutory tasks. This equates to only 6 hours a week and means that, under the current conditions, EISD needs a total of **43 additional** full-time School Counselors to achieve the ASHA ratio for the number of counselors and the number of service delivery hours. This means that EISD falls woefully short of the *American School Health Association's* recommendation of 1:250. To address this gap the WP-S will hire two full-time school counselors (one at each of the two secondary school campuses). This will bring the school counselor-to-secondary student ratio to 1:309, a significant improvement over the current condition. Importantly, these counselors will be mandated to spend a majority, at least **95.0%**, of their time counseling students.

Gap 2: Lack of a universal comprehensive, evidenced-based, mental health curriculum – Currently, EISD does not utilize a proven universal comprehensive and evidenced-based mental health development curriculum. In the past, EISD missed out on opportunities to help develop

protective factors related to youth mental health. With the WP-S, EISD will implement *Advancement Via Individual Determination (AVID)* and *Coping and Support Training (CAST)*, two nationally known and evidence-based curricula for its secondary level students.

Gap 3: Lack of integration of referrals between the schools and community resources – The American School Health Association recommends that school districts have a School Social Worker-to-student ratio of 1:800. Currently, EISD does not have access to any social workers; thus, the current ratio in EISD is 0:2,160 for the secondary students. Although Bastrop County does not have many mental health providers the local area does have several local organizations that help to provide mental health services, including Connections Family Services (Connections), Communities-In-Schools, and the Bastrop County Child & Youth Center, part of the Bluebonnet Trails Community Services. However, accessing these outside services presents a significant obstacle, due to the lack of public transportation and costs, for many EISD students and parents. Thus, to help create and sustain linkages to outside mental health providers the WP-S will hire a full-time Social Worker to help coordinate referrals and provide mental health case management for youth needing the specialized care of an outside mental health provider. This will bring EISD’s School Social Worker-to-secondary student ratio to 1:2,160. That is not ideal but it is, obviously, a significant improvement over the current condition.

Gap 4: Lack of a School Psychologist – The American School Health Association recommends a School Psychologist-to-student ratio of 1:1,000. Currently, EISD does not have access to any School Psychologist, making the current ratio 0:2,160 for secondary school students. To help remedy this situation the WP-S will employ, via a contract, a licensed School Psychologist (SP). The SP will work with identified students who need more specialized counseling services than can be provided by the school counselors. This will bring EISD’s School Psychologist-to- secondary student ratio to 1:2,160, which is obviously a significant

improvement over the current condition.

To support the WP-S initiative the following chart documents the EISD’s dearth, specifically at its secondary school campuses, of mental health providers. Further, the chart identifies the number of school disciplinary referrals in the 2012-2013 school year that resulted in the loss of instructional time as these incidents are considered the most serious offenses related to risk factors in the school district.

Secondary School Campus	Number Students	School Counselors	Social Workers	School Psychologists	Total Discipline Referrals
Elgin Middle School	923	2.0	0.0	0.0	841
Elgin High School	1,237	3.0	0.0	0.0	2,319
TOTALS	2,160	5.0	0.0	0.0	3,160

Building a Sustainable Infrastructure – The purpose of the WP-S is to utilize federal resources, via this grant application, to build up EISD’s and the community’s mental health capacity. Providing youth with access to qualified school counselors is the first step. These school counselors will work with all EISD youth. Those who are not considered “at-risk” will be provided mental health development lessons via the use of the evidenced-based *Advancement Via Individual Determination* (AVID) Program which has been shown to help develop protective factors within all youth. (See the Quality of the Project Design section for additional details.) Youth, who are in need of small group sessions, or individual sessions, due to identified risk factors (e.g., history of mental illness, depression, etc.) will be provided these services via the *Coping and Support Training* (CAST) program. For youth who need more specialized services the WP-S will provide access to a qualified WP-S Social Worker who will help link the student to local area resources. For students who need even more specialized services or reintegration services from outside mental health providers (e.g., returning from foster care, etc.) the WP-S Social Worker will make referrals to the WP-S School Psychologist. This will help provide, for the first time in EISD, a full continuum of care. Importantly, the contracted external WP-S

Evaluator will publish semester reports (in the fall and spring of each school year) to document the success of the WP-S initiative, including reporting on the specific Project Outcomes achieved by the WP-S. Significantly, the WP-S Evaluator will analyze the results in terms of "return on investment" in order to document the cost-benefit of the WP-S (e.g., increase in attendance by youth participating in the program, reduction in number of disciplinary referrals, increase in instructional time, etc.). Once these data are released the EISD administration is confident that the data will facilitate the EISD School Board and local area organizations actively working to sustain the successful components of the WP-S initiative after federal funding ends.

Overall, EISD is struggling to achieve a top quality education with high academic standards and performance for all of its students due to the many factors and problems identified throughout this grant application. It is with this understanding that EISD is seeking to partner with the *United States Department of Education* to collaboratively remedy some of the significant factors and problems facing this well-established community by expanding EISD's school counseling program through the proposed EISD WP-S.

2. Quality of the Project Design

The quality of a program's Project Design cannot be adequately assessed without understanding the project's goals, objectives, and outcomes. For the WP-S, the SMHT developed the following Logic Model using feedback from EISD administrators, campus staffs, parents, and students and with a keen interest in assuring that EISD's military-connected students are receiving the services they need. It is important to note that the WP-S's Objectives were developed to address the two (2) Government Performance and Results Act (GPRA) Performance Measures.

Goal 1: Improve the Secondary School Safety Environment So That Students Can Achieve Their Full Potential.

<i>Objectives</i>	<i>Outcome Measures</i>
<ol style="list-style-type: none"> 1. Increase the ratio of school counselors-to-students on the WP-S campuses from 5:2,160 to 7:2,160 during the first year of WP-S. (Note: Part of GPRA Performance Measure 1.) 2. Reduce the incidents of disciplinary referrals on the WP-S campuses. (Note: Part of GPRA Performance Measure 2.) 3. Increase perceptions of students feeling safe at school on each WP-S campus. 	<ol style="list-style-type: none"> 1. Increase the ratio of school counselors-to-secondary students by 100% (going from a school counselor-to-student ratio of 5:2,160 to 7:2,160) by the end of the first year of WP-S as measured by <i>school employment records</i>. 2. Reduce the total incident rate(s) of disciplinary referrals on the WP-S campus sites by 10% each year of WP-S, compared to baseline data, as measured by school <i>disciplinary reports</i>. 3. Increase students feeling safe at school on the WP-S campuses by 10% each year of WP-S, compared to baseline data, as measured by the <i>AVID</i> and <i>CAST surveys</i>.
<ol style="list-style-type: none"> 1. Increase the ratio of School Social Workers-to-students on the WP-S campuses from 0:2,160 to 1:2,160 during the first year of WP-S. (Note: Part of GPRA Performance Measure 1.) 2. Reduce the incidents of disciplinary referrals on the WP-S campuses of WP-S students receiving social work services. (Note: Part of GPRA Performance Measure 2.) 3. Reduce the average school unexcused absence rate(s) on each WP-S campus of WP-S students receiving social work services. 	<ol style="list-style-type: none"> 1. Increase the ratio of Social Workers-to-secondary students by 1 (i.e., going from 0:2,160 to 1:2,160) by the end of the first year of WP-S as measured by <i>school employment records</i>. 2. Reduce the incident rate(s) of disciplinary referrals of students receiving social work services on the WP-S campus sites by 10% each year WP-S, compared to baseline data, as measured by school <i>disciplinary reports</i>. 3. Reduce the school unexcused absence rate(s) of WP-S students receiving social work services by 5% more than baseline data each year of WP-S, as measured by <i>campus attendance reports</i>.
<ol style="list-style-type: none"> 1. Increase the ratio of School Psychologists-to-students from 0:2,160 to 1:2,160 during the first year of WP-S. (Note: Part of GPRA Performance Measure 1.) 2. Reduce the incidents of disciplinary referrals on the WP-S campuses of students receiving psychological services. (Note: Part of GPRA Performance Measure 2.) 	<ol style="list-style-type: none"> 1. Increase the ratio of School Psychologists-to-students by 1 (i.e., going from a ratio of 0:2,160 to 1:2,160) by the end of the first year of WP-S as measured by <i>school employment records</i> at WP-S campus sites. 2. Reduce the incident rate(s) of disciplinary referrals of students receiving psychological services on the WP-S campus sites by 10% each year of WP-S, compared to baseline data, as measured by

<i>Objectives</i>	<i>Outcome Measures</i>
3. Reduce the average school unexcused absence rate(s) of students receiving psychological services on each WP-S campus.	school <i>disciplinary reports</i> . 3. Reduce the school unexcused absence rate(s) of students receiving psychological services on by 5% more than baseline data each year of WP-S, as measured by <i>campus attendance reports</i> .

GOAL 2: Improve Academic Achievement of Secondary School Students.

<i>Objectives</i>	<i>Outcome Measures</i>
1. Increase EISD’s educational staff knowledge of the link between student mental health and academic achievement.	1. Increase, by 15% each year of WP-S, EISD’s educational staff knowledge of the link between student mental health and academic achievement, as measured by the <i>WP-S Framework Assessment</i> .
2. Increase the academic achievement of WP-S students each year of WP-S.	2. Increase, by 5% each year of WP-S, the average academic achievement of students who receive WP-S services (AVID, CAST, counseling, social work services, psychological services, and etc.), compared to baseline data, as measured by the STAAR (<i>State of Texas Assessment of Academic Readiness</i>).

A. Extent to which the proposed project will establish linkages with other agencies

Implementing WP-S will require a combined effort of the dedicated school staffs at Elgin Middle School and Elgin High School (inclusive of the Phoenix Campus) plus a dedicated effort from local community support agencies, specifically Connections Family Services (Connections), Communities-In-Schools, and the Bastrop County Child & Youth Center. Connections will accept referrals to its Services for At-Risk Youth program and, as needed, to its emergency shelter facilities. Communities-In-Schools will provide support for the implementation of AVID and CAST and will help with case management of WP-S program youth who need more intensive mental health services. Further, Bastrop County Child & Youth Center will accept referrals for youth with serious emotional disturbances so that the students with the most critical mental health needs are provided the most therapeutic services. To help

facilitate this partnership EISD will form the *WP-S Community Coalition (CC)*. The CC will include a representative from each participating school campus and from each community agency along with the WP-S Lead Counselor. The CC will meet monthly to review WP-S’s progress and to discuss any challenges to implementing the program.

B. Extent to which the design is appropriate to the needs of the target population

To serve the targeted schools/students/parents, the EISD has developed the WP-S as an effective school counseling program that is preventative in nature. According to the Substance Abuse and Mental Health Services Administration (2012), such a program needs individual and family services that, at a minimum, provide the following: (1) a prevention framework of increased levels of service as needs change; and (2) a “continuum of services” that targets *Universal*, *Selective* and *Indicated* populations. Based on this research, the SMHT created the WP-S with an encompassing prevention framework that includes a full continuum of care.

Universal prevention strategies and programs are designed to reach entire populations, without regard to individual risk factors, and they generally are designed to reach a very large audience. Participants are not recruited to participate in the program and the degree of individual mental health issues is **not** assessed. A *Universal* program is provided to everyone regardless of whether they are “at-risk” of being *seriously emotionally disturbed (SED)* [e.g., childhood schizophrenia, oppositional defiant disorder, obsessive-compulsive disorder, etc.).

Selective prevention strategies and programs target subgroups of the general population that have been identified as being “at-risk” of SED. *Selective* recipients are known to have specific risks for emotional disturbance and are recruited; but the degree of individual vulnerability or personal risk of members of the targeted subgroup generally is not assessed. Potential *Selective* recipients include young children of substance abusing parents, children of families who live in high crime or impoverished neighborhoods, and children with school or behavioral problems

(Department of State Health Services [DSHS], 2005).

Indicated prevention strategies and programs identify and target individuals who are experiencing early signs (e.g., substance abuse, delinquency, academic failure, other related problem behaviors, etc.) of SED. According to the *Institute of Medicine*, "...**Indicated** prevention approaches are used for individuals who exhibit risk factors--school failure, interpersonal social problems, delinquency and other antisocial factors and psychological problems such as depression and suicidal behavior that --increase their chances of developing a substance abuse problem" (SAMHSA, 2012).

The EISD SMHT Prevention Framework was developed with the understanding that the information and/or services provided must be pedagogically sound. That is to say that a 6th grade student must be provided with information differently than that provided to a 12th grader. This is supported by SAMHSA, which recognizes that a model program is designed to work only with age-appropriate "target audiences" (SAMHSA, 2012). Thus, in the winter of 2014, utilizing the Center for Substance Abuse Prevention (CSAP) Implementation Guide, *Guidelines and Benchmarks for Prevention Programming*, the SMHT developed and adopted its first model of Standards for Prevention Effectiveness. The SMHT understood that EISD does not currently have any programs deemed either effective or identified as meeting the mental health needs of its **Universal**, **Selective**, and/or **Indicated** students in secondary school grade levels at the two targeted WP-S campuses. Based on these findings the SMHT created the WP-S, which includes the following: (1) **Universal** mental health prevention services for all students; (2) **Selective programming** for students identified as having experienced disciplinary problems, bullying issues, or being victims of abuse or neglect; (3) **Indicated** services for those specific students who are depressed or have thoughts of suicide; and (4) **Universal** mental health "first aid" training of teachers. With funding for WP-S, EISD will, through its WP-S Prevention

Framework, have a complete “continuum of service” that provides *Universal*, *Selective*, and *Indicated* services for all secondary school students and parents as well as “first aid” training for teachers, resulting in substantial system change and improvement throughout EISD. With full funding, the WP-S Prevention Framework will provide for all secondary school students, as

PREVENTION FRAMEWORK PROGRAMS AT PROPOSED WP-S SITES (2014-2015)			
<i>Grades</i>	<i>Universal</i>	<i>Selective</i>	<i>Indicated</i>
6 th to 12 th	AVID	Counselors / CAST	Psychologist / Social Worker

developmentally appropriate, the following:
(1) *AVID*, a nationally

known and evidenced-based *Universal* prevention program; (2) access to school counselors for students identified as needing *Selective* services; (3) CAST, taught by the school counselors, for students identified as being depressed and/or who have thoughts of suicide ideation; and (4) for *Indicated* youth, WP-S will have these students seen by a School Psychologist and/or have their case referred to a School Social Worker for community linkage and case management.

Additionally, the WP-S will convene an *Advisory Committee* (AC), which will be chaired by the WP-S Lead Counselor, composed of the campus principals from each of the participating school campuses, the School Social Worker, the school counselors, and a parent from each secondary school campus. The AC will be charged with developing culturally appropriate flyers, newsletters, and other types of communication resources to ensure that parents are fully informed about the WP-S. Further, the AC will be responsible for planning and holding an annual Community Mental Health Town Hall meeting to discuss the community’s issues and the WP-S’s progress towards remediation of those issues.

The WP-S Project Design was developed in response to comprehensive needs assessments within EISD and the community it serves to address the barriers to learning and success for EISD secondary school students. To formalize the design, the SMHT focused on the target population of secondary school students and their identified “needs,” including: (1) safe schools without

student behavioral disruptions; (2) a professional counseling staff, including school counselors, social workers, and psychologists to immediately address student crises and conflicts and to encourage a positive school culture; (3) age-appropriate programming to support student development, positive personal choices, relationships with parents and peers, character, and other critical development issues; (4) reduction in family, school, and personal issues that serve as barriers to academic success; and (5) parent and community participation in identifying the solutions and in the design of the program.

C. The extent to which the design of the project reflects up-to-date knowledge

The entire WP-S Project is based on up-to-date knowledge from research and effective practices that include four key components: 1) increasing the number of mental health professionals (i.e., School Counselors, School Social Workers, and Psychologists); 2) implementing a mental services framework that uses AVID and CAST; 3) Collaborating with local area mental health providers [i.e., Connections, Communities-In-Schools, , and the Bastrop County Child & Youth Center] and 4) utilizing active involvement of qualified and trained professionals, partners, school staff, and parents.

1. What does the research say about adding qualified school counselors? Sink and Stroh (2003) studied 150 randomly selected schools, with 39% of them being low income. Their results showed that students enrolled in well-established comprehensive school counseling programs produced higher achievement test scores than their counterparts in the study's control group. This finding was supported by research of Gysbers (2001) in Missouri and Nelson and Garners (1998) in Utah. All these studies found that counseling programs have a positive influence on both cognitive and noncognitive outcomes, including raising achievement scores. Research also supports the fact that school counselors can assume an effective role in reducing antisocial behavior, improving school climate, and reducing academic failure. McEvoy and Welker (2000)

and Hanish and Guerra (2000) found that school counselors were effective at reducing victimization and bullying behaviors and in modifying the school climate. Boutwell and Myricks (1992) found that group counseling, a key component of the WP-S Project, leads to significant improvement in the grade point averages of students in a group. Further, Baker and Gerler (2001) found that school counselors had significant influence on school discipline.

Additional studies, including Brigman and Campbell (2003) and Dahir and Stone (2003), continue to support the role of the school counselor's impact on student performance - noting the academic improvement of students following the implementation of a comprehensive counseling program. The results concluded "that the combined school counselor interventions of group counseling and classroom guidance were associated with a positive impact on student achievement and behavior." Other research supports the fact that school counselors can raise student achievement by reducing student test anxiety. When school counselors implement anxiety reduction techniques, even when implemented just days before the testing, students reported feeling "better and more relaxed" and they scored significantly higher than on their previous administrations (Cheek, Bradley, Reynolds & Coy, 2002).

2. What does the research say about Advancement Via Individual Determination (AVID)?

AVID is an evidence-based program that has been found to help students, especially minority students, form relationships and bonds with others that positively influence their educational experiences (Mendiola, Watt, & Huerta, 2010). AVID is one of only 11 organizations that have received the highest praise for outstanding rigorous research by the *Building Engineering and Science Talent* in a 2004 report to Congress. There have been numerous studies conducted on AVID's impact and the results include the following: (1) Increases school bonding (Mendiola, 2010); (2) Significantly increases students' (especially minority youth) desire to attend post-secondary institutions (Watt, et al, 2010); (3) Empowers middle school students to choose more

rigorous classes (e.g., taking Algebra in 8th grade, and etc.), which increased their preparation for college (Watt, Huerta, & Lozano, 2007); and (4) Helped schools “improve their accountability ratings and dropout rates” over a 4-year period (Watt et al, 2006). A 2013 study, conducted by Huerta, Watt, & Reyes) noted that “AVID provides students with skills and resources that not only prepare them for college but also continue once in college.” Finally, AVID schools showed increases in enrollment in courses of high rigor where the non-AVID schools actually showed decreases in enrollment (Watt et al, 2006).

3. What does the research say about Coping and Support Training (CAST): CAST has been selected as a *model program* by SAMHSA and is listed on SAMHSA’s *National Registry of Evidence-based Programs and Practices*. Recent research studies have shown that students participating in CAST show significant improvements, including: 1) Sustained reductions in suicide-risk behavior (65.0%) and depression (44.0%); 2) Declines in anger control problems (24.0%); 3) Reduced hard drug use (62.0%); 4) Reduced alcohol use (16.0%) and drug use control problems (33.0%); and 5) Enhanced and sustained higher levels of problem-solving coping (24.0%), personal control (24.0%), and family support (27.0%). Importantly, CAST has been proven to be effective for all ethnicities and genders.

4. What does research say about collaborating between the schools and mental health providers?: According to the School-based Mental Health Services Study (2006) schools that provide for collaboration with community-based mental health services experience an increase in program effectiveness. “It is essential that effective collaboration between the school and mental health systems exists in order to better serve individual children and families, and to facilitate significant improvement in mental health service delivery systems” (Duchnowski and Kutash, 2006).

5. What does the research say about active involvement of qualified and trained parents,

partners, and school staff? Research results from Cobia and Henderson (2003) emphasized that any successful comprehensive school counseling program requires a team approach where members of the community, school, parent groups, and student associations work systematically and that school counselors/social workers take the role of coordinating and leading these partnerships. Once school counselors and social workers take the role of coordinating and leading the partnerships parents become more engaged. The positive impact of this engagement is profound. The McEvoy and Welker 2000 study cites extensive research on the need for increased adult-child contact time, noting that "opportunities to establish positive, mentoring relations with children can mitigate the negative consequences of inappropriate family and peer influences." Training school staff on how to identify mental health concerns in children is important. According to a 2004 study of 301 randomized participants school staff that received mental health training had greater confidence in providing help to others; had a greater likelihood of advising people to seek professional help, and decreased stigmatizing attitudes (Jorm et al, 2004). Further, more recent evidence has documented that providing mental health training to teachers helps to identify youth who need more intensive mental health therapies and helps to prevent youth from experiencing greater mental health issues (Mental Health First Aid, 2013).

3. Quality of the Management Plan

A. Adequacy of the management plan to achieve the objectives on time and within budget

To help ensure full implementation as early in the 2014-2015 school year as possible, the SMHT developed the following WP-S Workplan for Year One. The WP-S Workplan aligns with the WP-S Logic Model found in the *Quality of the Project Design* section, above. The WP-S Workplan assigns the milestones and timelines and specifies the staff responsible for each activity. The Year One Workplan is designed so that WP-S is implemented on time and within budget. In each subsequent year the WP-S will create a new WP-S Workplan to detail the

milestones, timelines, and staff responsible.

Task	Milestones / Timelines /Staff Responsible
Hiring of two (2) School Counselors, and one (1) School Social Worker.	<p>❶ EISD Superintendent accepts the WP-S Grant by signing the Notice of Award and assigns Kathy Williams as the Interim-WP-S Project Director by October 1, 2014. ❷ Ms. Williams will work with Human Resources to notify prospective candidates that EISD is hiring school counselors and a School Social Worker by October 31, 2014. ❸ Human Resources will conduct initial screenings of all applicants for the WP-S positions and will forward candidates for interviews to Ms. Williams by November 7, 2014. ❹ Ms. Williams, working in collaboration with each campus principal, will interview and select potential candidates for employment by December 5, 2014. ❺ Human Resources will finalize the hiring process and the WP-S staff begins work by January 5, 2015.</p>
Procurement of supplies.	<p>❶ Superintendent accepts the WP-S Grant by signing the Notice of Award and assigns Kathy Williams as the Interim-WP-S Project Director by October 1, 2014. ❷ Ms. Williams will work with the Purchasing Department to order, receive and distribute the <i>AVID</i> and <i>CAST</i> curriculum and program supplies (papers, pens, calendars, etc.) as authorized in the WP-S budget. Procurement process completed by October 24, 2014. ❸ Ms. Williams ensures that supplies and materials are received by November 14, 2014. ❹ Schools receive the supplies by November 21, 2014.</p>
Procurement of contractors (Psychologist and Evaluator).	<p>❶ Superintendent accepts the WP-S Grant by signing the Notice of Award and assigns Kathy Williams as the Interim-WP-S Project Director by October 1, 2014. ❷ Ms. Williams will work with the Purchasing Department to place bids for a <i>School Psychologist</i> and the <i>WP-S External Evaluator (EE)</i>. Bids received and reviewed by November 7, 2014. ❸ Ms. Williams, working in collaboration the CC will interview and select the winning bids by November 14, 2014.</p>
Completion of WP-S Counseling services.	<p>❶ The EE, working with the three WP-S School Counselors, the WP-S School Social Worker, and the WP-S School Psychologist, collects beginning-of-year data, including the <i>AVID</i> and <i>CAST</i> Surveys by January 9, 2015. (NOTE: All the surveys will be condensed into a single survey that all eligible and consenting students will take in a single sitting. The condensed survey will take approximately 35 minutes to complete for a classroom of 6th graders.) ❷ WP-S School Counselors begin implementing <i>AVID</i> and <i>CAST</i> at each school campus by January 12, 2015. (Note: Implementation of <i>AVID</i> and <i>CAST</i> will be ongoing throughout the school year.) ❸ The WP-S School Social Worker begins providing services at each of the campuses via a rotating schedule by January 5, 2015. ❹ The WP-S School Psychologist begins providing services at each of the campuses via a rotating schedule by January 5, 2015. ❺ The EE will, at the end of each month, collect data from WP-S’s School Counselors, Social Worker, and School Psychologist on the number of students seen, services provided (i.e., <i>Universal, Selective, or Indicated</i>), and number of hours each student receives. ❻ The EE, working with WP-S’s School Counselors, Social Worker, and School Psychologist, will complete end-of-year data collection of the <i>AVID</i> and <i>CAST</i> Surveys by May 29, 2015.</p>
Completion	<p>❶ The EE will collect the needed beginning-of-year data (i.e., survey data noted above, service delivery hours,</p>

Task	Milestones / Timelines /Staff Responsible
<p>of WP-S Evaluation activities.</p>	<p>unexcused attendance data, STAAR results and discipline data from the 2013-2014 school year). Using this data the EE will create a “Baseline Report” that will provide the foundation of data needed to measure WP-S’s progress. This “Baseline Report” will be completed by February 1, 2015. ❷ By the 5th of each month the EE will collect monthly data (see item 5 in Completion of WP-S Counseling Services, above) and will create a Monthly Assessment Report for dissemination to all WP-S stakeholders, including the CC and AC members. These Reports will include all of the WP-S Output and Outcome Measure data along with all analyses, including a “percent complete” determination and calculation that will help CC and AC members determine if the WP-S is on time and on budget. ❸ By March 28, 2015, the EE will conduct a program Fidelity Review at each campus to ensure WP-S is implementing all curricula according to the developers’ design(s). ❹ By May 1, 2015, the EE will publish and disseminate to the AC and CC the WP-S Semi-Annual Report that will detail the progress the WP-S is making and highlight areas that are behind schedule or encountering problems. ❺ By June 1, 2015, the EE will conduct Focus Groups with teachers, WP-S staff, and parents to determine the impact that the WP-S has had at the secondary school campuses. A Focus Group Report will be written and distributed to the CC and AC by July 15, 2015. ❻ By July 31, 2015, the EE will publish and disseminate to the WP-S, CC and the AC the <i>WP-S Annual Evaluation Report</i> that will document and compare the results of the data collected in May 2015 to the baseline data collected in January 2015 and formally detail the progress the WP-S has made and highlight the areas that encountered problems or that failed to meet the WP-S expectations.</p>
<p>Staff professional development training for educators on mental health prevention begins.</p>	<p>❶ By January 1, 2015, eight teachers from each WP-S campus will be selected, via application, by the campus principal to become part of their campus’ School Support Services Team (SSST). ❷ By January 30, 2015, each SSST will be provided with their first training on student mental health issues and their impact on secondary school populations. Training to be provided by the School Psychologist, School Social Workers, and trainers from Communities-In-Schools. On each SSST’s first training date the EE will distribute, implement, and collect the <i>WP-S Framework Assessment</i>, which will provide the WP-S’s staff professional development training pre-assessment data. ❸ By February 28, 2015, each SSST will be provided with their second staff professional development training on student mental health issues. The focus of these presentations will be on the mental health services provided on each campus. Topics will include a rationale for the services provided through AVID and CAST, the School Social Worker and the School Psychologist. ❹ By April 30, 2015, each SSST will be provided with their third staff professional development training on student mental health issues. The focus of these presentations will be on how the school campus staff can identify, intervene in, and direct students who are at-risk of mental health problems to the appropriate resources, both within the school district and to community-based agencies and services. On the third training date the EE will distribute and collect the <i>WP-S Framework Assessment</i>, which will provide the WP-S’s staff professional development training post-assessment data.</p>

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

To ensure that the WP-S staffs, CC and the AC are provided timely and effective feedback about the performance of the WP-S, the WP-S will hire, as noted above, an External Evaluator (EE). The EE will be provided enough hours each month to professionally and objectively assess how the WP-S is performing in order to ensure that there is continuous improvement within the WP-S. To accomplish this, the EE will utilize process evaluation techniques as one part of the evaluation design. As noted above, in the Evaluation Activities section of the WP-S's Year One WP-S Workplan, the EE will complete a Monthly Assessment Report that will show WP-S's progress toward meeting its WP-S Goals and Objectives. These Reports will utilize both quantitative and qualitative assessment techniques and analyses and will compare all results to a comparison group (from local area school campuses that have similar demographics).

Further, the EE will complete and distribute a WP-S Semi-Annual Report that will include an overview of how WP-S is being implemented, how it is meeting its Goals and Objectives, how it is progressing versus the required GPRA Performance Measures, and, if needed, will include options for improvement. Utilizing this type of active, formative assessment process will ensure continuous feedback and the best opportunity for continuous WP-S improvement. To ensure that the results of the various evaluation reports are not overlooked, the EE will present monthly reports to the CC, the AC, and the SMHT. At each meeting the EE, who is responsible for providing an overview of all milestones and progress made, will present an update that includes any obstacles encountered. Additionally, any results from Fidelity Checks, Focus Groups, environmental rating scores, and other key evaluation data will also be presented.

4. Quality of the Project Evaluation

It is important to note that much of the WP-S project evaluation has been detailed in the pages above. The WP-S Logic Model, including evaluation outcomes, was presented in Section

2, under the Quality of the Program Design, and specific evaluation dates and processes were detailed in Section 3, under Quality of the Management Plan. However, the EISD leaders understand the value of an effective, efficient, and ongoing evaluation system and program. To this end, the WP-S will be fully evaluated from the start of the initiative through the 36-months project period. To assess WP-S' statistically significant impact on its key objectives (i.e., reducing disciplinary referrals, improving the school climate, improving mental health staff to student ratios, increasing student achievement, and enhancing career readiness) the *WP-S Evaluation Team* (ET) will implement a well-designed, quasi-experimental evaluation that utilizes clustered *regression discontinuity* (RD) methods, which were selected because their theory is grounded in causal inference and hierarchical-linear-modeling (HLM) literature and because RD is a commonly-used design in education research to test intervention effects (Institute of Education Statistics, 2008). Additionally, RD designs are less intrusive on project staffs and can lead to additional executive sponsorship at the campus level. At this time an External Evaluator (EE) has not been identified as the district will require a formal Request for Proposal (RFP). It will be required that the EE selected will have at least 10 years evaluation experience, experience evaluating student mental health programs, experience working with diverse populations, and has published research articles based on past evaluation work. This will ensure that the WP-S is properly and effectively evaluated.

A. Use of objective performance measures that are clearly related to the outcomes...

The WP-S's methods of evaluation include the use of multiple objective performance measures, including: (a) individual student performance on the annual *State of Texas Assessment of Academic Readiness* assessments; (b) participation levels in activities (e.g., AVID, CAST, counseling, etc.); (c) discipline statistics on student dismissals, suspensions, fighting, and other referrals based on negative behaviors; (d) unexcused absenteeism; (e) police and juvenile

probation reports on arrests, detention, and adjudications; (f) school connectedness measure [e.g., parent/guardian visits to the school, student involvement in extracurricular activities, etc.]; and (g) community attendance and participation in WP-S planning and program activities. Each performance measure is clearly aligned with an identifiable, intended WP-S Outcome Measure. Importantly, both quantitative data (e.g., test scores, referrals, attendance, participation levels, etc.) and qualitative data (e.g., surveys, comments, focused feedback from students, parents, teachers, community, contractors, staff, etc.) are generated to allow for complete, comprehensive, and meaningful evaluations of the entire WP-S Project.

B. The extent to which the methods of evaluation will provide performance feedback...

As noted above, in the Evaluation Activities section of the WP-S’s Year One Workplan, the EE will compile evaluation data and present, on a **monthly** basis, key findings from the data analyzed to the WP-S staff, CC, AC, and SMHT. These reports will include information pertaining to each gap, goal, and objective to provide sufficient data to determine if the WP-S is being implemented effectively and efficiently. Formal data analyses and summaries of both quantitative and qualitative data, which can be used to identify and allow needed WP-S administrative and programmatic changes, will be published **semi-annually** (at the completion of the fall and spring semesters) and reported to the WP-S staff, CC, SMHT, AC, EISD School Board, community members, parents, and the various funding agencies. To the maximum extent possible, every analysis will include disaggregation of data by subgroups to assess the WP-S effects on minority, military-connected and “economically disadvantaged” students and their families. The WP-S Semi-Annual Reports will be completed 30 days after the end of each semester. The SMHT believes that waiting until the end of the year to learn that the WP-S needs to be modified is not acceptable, so the WP-S Semi-Annual Reports will be invaluable and essential to the CC, AC, and the SMHT in reviewing progress, making necessary adjustments,

and planning for subsequent operations.

The WP-S Annual Evaluation Report will be available within 45 days of the end of each Grant year. The CC and the AC will receive the draft copy of the Annual Evaluation Report and will have 10 calendar days to review it and make recommendations and/or suggested edits. Once approved by the CC and the AC, the updated Annual Evaluation Report will be sent to the SMHT for study of each analysis in relation to the budget and for assessment of each component's relative costs. The SMHT will use this information to make recommendations for budget adjustments or programmatic changes. Once reviewed and approved by the SMHT, the Annual Evaluation Report will be submitted to the EISD School Board no later than 50 days after the completion of each Grant year. This intensive reporting schedule will ensure that the WP-S leadership and staffs are fully informed, on a monthly basis, how the WP-S is working and if there are any areas of concern. Importantly, the Annual Evaluation Reports will provide both qualitative and quantitative data in a formative report style that will enable WP-S staff to fully determine the impact the WP-S is having on its goals and objectives. This will allow WP-S staff to have quantifiable data to support adjustments or changes to the program's design to better meet the WP-S Program Goals and Objectives.

In summary, the WP-S will have a rigorous, ongoing assessment and reporting system that includes regular monthly, quarterly, semi-annual, and annual evaluation reports. Each report will be prepared and presented in a manner that allows all key stakeholders to quickly determine the WP-S' strengths and its needed improvements as they relate to the performance on achieving its intended Outputs and Outcomes, specifically those related to progress toward reducing school disciplinary referrals and student achievement. This rigorous, extensive evaluation and reporting process is essential if the WP-S is to achieve the ambitious Goals and Objectives it has set for itself.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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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.

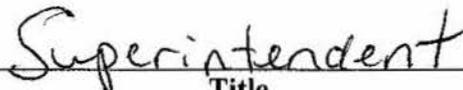
As the duly authorized representative of the applicant, I certify that the applicant shall assure that:

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

Elgin Independent School District
Applicant Organization



Title

April 25, 2014
Date Submitted

Executive Order 12372 Transmittal Letter

The State of Texas is not reviewing the Elementary and Secondary School Counseling Grant program applications.

Per an email exchange with the State of Texas Governor's Office:

"The Office of the Governor (OOG) is no longer participating in the intergovernmental review process under Executive Order (EO) 12372 signed by President Reagan in 1982. As a result, the federal Office of Management and Budget has removed Texas from their list of states that have a state single point of contact for intergovernmental review. This means that applications for funding are no longer subject to review under EO 12372."

Thus, this correspondence will serve as our Transmittal Letter.

ELGIN INDPENDENT SCHOOL DISTRICT'S (EISD) INDIRECT COST RATE

The Texas Education Agency (TEA) posts the approved indirect cost rate of each qualifying school on their website at <http://www.tea.state.tx.us/index4.aspx?id=3842>. The restricted indirect cost rate for EISD is listed below.

Final 2014

011902	ELGIN ISD	2.139	24.064
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EISD's approved restricted indirect cost rate for 2013-2014 is **2.139%**.

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	1,200,000.00
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	1,200,000.00

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

4-24-14

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 Elgin Independent School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Peter Middle Name:
* Last Name: Perez	Suffix:
* Title: Assistant Superintendent of Administration	
* SIGNATURE: Completed on submission to Grants.gov (b)(6)	* DATE: Completed on submission to Grants.gov 4-24-14

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Not * Street 1: Applicable Street 2: * City: NA State: Zip: Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: NA	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: Not Middle Name: * Last Name: Applicable Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: Not Middle Name: * Last Name: Applicable Suffix: * Street 1: Street 2: * City: State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Completed on submission to Grants.gov (b)(6) * Name: Prefix: Dr. * First Name: Peter Middle Name: * Last Name: Perez Suffix: Title: Assistant Superintendent Telephone No.: (612) 291-3434 Date: Completed on submission to Grants.gov		
Federal Use Only		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Completed on submission to Grants.gov (b)(6)	TITLE Assistant Superintendent of Administration
APPLICANT ORGANIZATION Elgin Independent School District	DATE SUBMITTED Completed on submission to Grants.gov 4-24-14

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

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

**ELGIN INDEPENDENT SCHOOL DISTRICT (EISD)
WRAPAROUND PROGRAM SECONDARY (WP-S)
BUDGET NARRATIVE YEAR ONE**

	YR 1
1. Personnel	
Lead School Counselor – Elgin Middle School (\$7,645 month x 10 months x 100%)	\$ 76,450
School Counselor – Elgin High School (\$6,645 month x 10 months x 100%)	\$ 66,450
School Social Worker - (\$6,645 month x 10 months x 100%)	\$ 66,450
TOTAL	<u>\$209,350</u>

Lead School Counselor – Elgin Middle School – EISD will hire an experienced school counselor who will be assigned to Elgin Middle School. This position will be paid an additional \$1,000 per month (for 10 months each year) to serve as the WP-S’s Lead School Counselor. These extra-duty hours and pay will be utilized to ensure that the WP-S is fully integrated into the school district’s student support plan. Further, the Lead School Counselor will work with the EISD Business, Procurement, Communications, and Human Resources departments as well as with the WP-S External Evaluator to ensure that all of the WP-S grant’s benchmarks and requirements are met.

School Counselor – Elgin High School - This school counselor will be assigned to Elgin High School.

School Social Worker - The School Social Worker will serve all WP-S’s secondary school campuses.

(Note: All Personnel salaries are based on similarly classified positions in EISD and are on a 10-month schedule.)

	YR 1
2. Fringe Benefits	
Fringe Benefits (\$209,350 x 14.88%)	\$31,149
TOTAL	<u>\$31,149</u>

EISD Fringe Benefits total *approximately 15.00%* of salaries, based on actual costs. Fringe includes FICA/Medicare (**7.65%**), unemployment (**3.0%** of the first \$9,000 in salary per staff member), workers’ compensation (**1.5%**), and retirement and medical insurance that is available for all staff positions.

	YR 1
3. Travel	
National Directors Conference (<i>Grantee Meeting – First Year Only</i>)	
Airfare - 1 person x \$690	\$ 690
Hotel - 1 person x \$150 x 2 nights	\$ 300
Per Diem - 1 person x \$55 per day x 2 days	\$ 110

Ground Transportation - 1 person x \$40 per trip	\$ 40
Parking (at airport) – 1 person x \$15 per day x 2 days	\$ 30
Mileage to and from airport – 1 person x 100 miles x \$0.55	\$ 55
<i>Subtotal:</i>	<u>\$1,225</u>
Office of Safe and Drug-Free Schools National Conference (Each Year)	
Airfare - 2 persons x \$690	\$1,380
Hotel - 2 persons x \$150 x 3 nights	\$ 900
Per Diem - 2 persons x \$55 per day x 3 days	\$ 330
Ground Transportation - 2 persons x \$40 per day	\$ 80
Parking (at airport) – 2 persons x \$10 per day x 3 days	\$ 60
Mileage to and from airport – 2 persons x 100 miles x \$0.55	\$ 110
<i>Subtotal:</i>	<u>\$2,860</u>
Advancement Via Individual Determination - Summer Institute (Each Year)	
Hotel - 13 persons x \$150 x 3 nights	\$5,850
Per Diem - 13 persons x \$55 per day x 3 days	\$2,145
Mileage to and from the Institute in San Antonio – 13 persons x 140 miles x \$0.55	\$1,001
<i>Subtotal:</i>	<u>\$8,996</u>
Local Travel	
3 staff - 100 miles/mo. x 10 months x \$0.55/mile	<u>\$1,650</u>
 TOTAL <u>\$14,731</u>	

National Directors Conference - As required by the ESCP Grant, the Lead School Counselor will be attending the National Directors Conference in Washington, D.C., during the first Grant year.

Office of Safe and Drug-Free Schools National Conference - As required by the ESCP Grant, the Lead School Counselor and one other key stakeholder will attend the annual Office of Safe and Drug-Free Schools National Conference held in Washington, D.C., each year of the Grant.

Advancement Via Individual Determination – Summer Institute – The Summer Institute is AVID’s annual professional learning training where school campus leaders come to learn the latest in AVID methodologies and strategies to successfully implement AVID on their campuses. Staff will include campus administrators and assigned teachers who are responsible for implementing AVID on their respective campuses.

Local Travel – This travel/mileage expense is based on current EISD experience and rates. The School Counselors and the School Social Worker will require local travel (i.e., 100 miles per month, per staff member) to meet with students, parents, and community members and to provide services at multiple locations. [3 staff x 100 miles per staff, per month x 10 months x \$0.55 per mile = \$1,650]

YR 1

4. Equipment

Not applicable.

TOTAL \$0

No equipment costing more than \$5,000 is being requested.

YR 1

5. Supplies

Administrative (Startup): (\$500 per person x 3 staff)	\$ 1,500
AVID Materials (\$4,793.50 per campus x 2 campuses)	\$ 9,585
CAST Supplies (\$5,250 per campus x 2 campuses)	\$10,500
Program Supplies: (\$135 per campus, per month x 2 campuses x 10 months)	\$ 2,700

TOTAL \$24,285

Administrative (Startup) - Needed only in the first year. Startup supplies include desk lamps, wall hangings, staplers, shredders, locked file cabinets, and etc. for three staff. Costs are based on historical costs of approximately \$500 per person, per new position. EISD will provide desks and chairs.

AVID Materials - This school-climate curriculum is specifically designed for middle and high school campuses. To improve school climate and support positive student mental health, the WP-S will implement AVID in all of the WP-S secondary school campuses. The cost per campus is approximately \$4,793.50 includes the curriculum libraries.

CAST Materials – Curriculum and consumable supplies for fully implementing CAST. Costs are approximately \$5,000 per campus.

Program Supplies (Routine) - Includes new test/score sheets, consent forms, and release of information forms on carbonless paper, videos, and posters. Estimated cost is \$135 per campus, per month.

YR 1

6. Contractual

WP-S External Evaluator	
Evaluator - (\$85 per hour x 8 hours per week x 36 weeks)	\$24,480
Evaluator Sub Total	\$24,480
Institutional Review Board (IRB)	
Human Subjects Review: (\$2,870 per application)	\$ 2,870
IRB Sub Total	\$ 2,870
School Psychologist:	
Psychologist - (\$95 per hour x 20 hours per week x 36 weeks)	\$68,400
Psychologist Sub Total	\$68,400

AVID Training:	
Summer Institute - (\$669 per participant x 13 participants)	\$ 8,697
AVID Training Sub Total	\$ 8,697
AVID Tutors:	
Tutors - (4 tutors x 4 hours each week, per tutor x \$10 per hour x 36 weeks)	\$ 5,760
AVID Tutors Sub Total	\$ 5,760
TOTAL	<u>\$110,207</u>

WP-S External Evaluator (Evaluation Company): An external evaluation firm will be selected and contracted via a *request for qualifications* upon notice of Grant award. EISD anticipates contracting a firm that can provide both formative and summative evaluations. The External Evaluator will assist EISD in planning for and analyzing WP-S qualitative and quantitative data. Additionally, the External Evaluator will prepare all informal and formal Program Evaluation Reports (i.e., monthly, quarterly, semi-annual, and annual). It is anticipated that the external evaluation firm will have multiple-experienced staff, with a least one Ph.D., available to assist with the WP-S, which has a complex evaluation design. The costs are \$85 per hour x 8 hours per week, 36 weeks, inclusive of all expenses (e.g., time, travel, supplies, etc.).

Institutional Review Board (IRB): With ever-increasing concerns about human subjects’ protection, especially related to secondary school populations, WP-S will seek the review of an Institutional Review Board (IRB) to certify that it is taking the precautions necessary to protect any human subjects involved in the evaluation of the program. An IRB certification only lasts one year so a renewal application will need to be made each year by the External Evaluator.

School Psychologist - The WP-S will contract with a local school psychologist to provide services for up to 20 hours per week for 36 weeks. The WP-S staff will develop an operational plan to ensure that between the contracted School Psychologist and the WP-S staff all emergency needs and services are covered. The costs are \$95 per hour x 20 hours per week, 36 weeks, inclusive of all expenses (e.g., time, travel, supplies, etc.).

AVID Training: The two (2) WP-S campuses will need to have their staff(s) trained in AVID. In the first year eight (8) members of the Elgin High School staff and five (5) members of the Elgin Middle School staff will participate in the AVID Summer Institute in San Antonio, Texas. Costs are estimated to be \$669 per participant.

AVID Tutors: As part of the AVID program, tutors are needed to help support struggling students. These tutors will serve as a positive adult role model, as well as, acting as an academic coach. WP-S will need 4 tutors who each will work four (4) hours each school week. There are 36 school weeks in an academic year and the tutors will be paid \$10 per hours. [4 tutors x 4 hours per week x 36 weeks x \$10 per hour].

YR 1

7. Construction

Not Applicable	\$0
TOTAL	<u>\$0</u>

None

YR 1

8. Other
Not Applicable

TOTAL	<u>\$0</u>
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None

9. Total Direct Costs

TOTAL	<u>\$389,722</u>
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10. Indirect Costs
Elgin Independent School District

\$	<u>7,038</u>
TOTAL	\$ <u>7,038</u>

The EISD <i>Restricted</i> Indirect Cost Rate, as approved by the Texas Education Agency (TEA), is 2.139% of non-equipment, non-construction totals.

11. Training Stipends
Substitutes - \$90 per day x 2 days x 18 substitutes

\$3,240	
TOTAL	<u>\$3,240</u>

Substitutes: To properly implement the WP-S program, EISD will need to have funding available to hire substitutes so that 18 teachers can attend professional development opportunities during the school year. Specifically, for AVID, 10 staff will need to have two days of professional development each academic year and the eight (8) SSST members will need two days each academic year for their professional development related to student mental health.

12. Total Costs

TOTAL	<u>\$400,000</u>
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**ELGIN INDEPENDENT SCHOOL DISTRICT (EISD)
WRAPAROUND PROGRAM SECONDARY (WP-S)
BUDGET NARRATIVE YEAR TWO**

	YR 2
1. Personnel	
Lead School Counselor – Elgin Middle School (\$7,798 month x 10 months x 100%)	\$ 77,979
School Counselor – Elgin High School (\$6,778 month x 10 months x 100%)	\$ 67,779
School Social Worker - (\$67,779 month x 10 months x 100%)	\$ 67,779
TOTAL	<u>\$213,537</u>

Lead School Counselor – Elgin Middle School – EISD will hire an experienced school counselor who will be assigned to Elgin Middle School. This position will be paid an additional \$1,000 per month (for 10 months each year) to serve as the WP-S’s Lead School Counselor. These extra-duty hours and pay will be utilized to ensure that the WP-S is fully integrated into the school district’s student support plan. Further, the Lead School Counselor will work with the EISD Business, Procurement, Communications, Human Resources departments as well as with the WP-S External Evaluator to ensure that all of the WP-S Grant’s benchmarks and requirements are met. There is a 2.0% cost of living increase anticipated this grant year.

School Counselor – Elgin High School - This school counselor will be assigned to Elgin High School. There is a 2.0% cost of living increase anticipated this grant year.

School Social Worker - The School Social Worker will serve all WP-S’s secondary school campuses. There is a 2.0% cost of living increase anticipated this grant year.

(Note: All Personnel salaries are based on similarly classified positions in EISD and are on a 10-month schedule.)

	YR 2
2. Fringe Benefits	
Fringe Benefits (\$213,537 x 14.91%)	\$31,844
TOTAL	<u>\$31,844</u>

EISD Fringe Benefits total *approximately 15.00%* of salaries, based on actual costs. Fringe includes FICA/Medicare (**7.65%**), unemployment (**3.0%** of the first \$9,000 in salary per staff member), workers’ compensation (**1.5%**), and retirement and medical insurance that is available for all staff positions.

	YR 2
3. Travel	
Office of Safe and Drug-Free Schools National Conference (<i>Each Year</i>)	
Airfare - 2 persons x \$690	\$1,380
Hotel - 2 persons x \$150 x 3 nights	\$ 900
Per Diem - 2 persons x \$55 per day x 3 days	\$ 330

Ground Transportation - 2 persons x \$40 per day	\$ 80
Parking (at airport) – 2 persons x \$10 per day x 3 days	\$ 60
Mileage to and from airport – 2 persons x 100 miles x \$0.55	\$ 110
<i>Subtotal:</i>	<u>\$2,860</u>
Advancement Via Individual Determination - Summer Institute (Each Year)	
Hotel - 10 persons x \$150 x 3 nights	\$4,500
Per Diem - 10 persons x \$55 per day x 3 days	\$1,650
Mileage to and from the Institute in San Antonio – 10 persons x 140 miles x \$0.55	\$ 770
<i>Subtotal:</i>	<u>\$6,920</u>
Local Travel	
3 WP-S Staff - 100 miles/mo x 10 months x \$0.55/mile	<u>\$1,650</u>
TOTAL	<u>\$11,430</u>

Office of Safe and Drug-Free Schools National Conference - As required by the ESCP Grant, the Lead School Counselor and one other key stakeholder will attend the annual Office of Safe and Drug-Free Schools National Conference held in Washington, D.C., each year of the Grant.

Advancement Via Individual Determination – Summer Institute – The Summer Institute is AVID’s annual professional learning training where school campus leaders come to learn the latest in AVID methodologies and strategies to successfully implement AVID on their campuses.

Local Travel – This travel/mileage expense is based on current EISD experience and rates. The School Counselors and the School Social Worker will require local travel (i.e., 100 miles per month, per staff member) to meet with students, parents, and community members and to provide services at multiple locations. [3 staff x 100 miles per staff, per month x 10 months x \$0.55 per mile = \$1,650]

YR 2

4. Equipment
Not applicable.

TOTAL \$0

No equipment costing more than \$5,000 is being requested.

YR 2

5. Supplies	
Administrative (Routine): (\$100 per staff, per month x 3 staff x 10 months)	\$ 3,000
AVID Materials (\$1,830 per campus x 2 campuses)	\$ 3,660
CAST Supplies (\$3,140 per campus x 2 campuses)	\$ 6,280
Program Supplies: (\$5 per student, per year x 2,160 students)	\$10,800
TOTAL	<u>\$23,740</u>

evaluation firm will have multiple-experienced staff, with a least one Ph.D., available to assist with the WP-S, which has a complex evaluation design. The costs are \$85. per hour x 8 hours per week, 36 weeks, inclusive of all expenses (e.g., time, travel, supplies, etc.).

Institutional Review Board (IRB): With ever-increasing concerns about human subjects’ protection, especially related to secondary school populations, WP-S will seek the review of an Institutional Review Board (IRB) to certify that it is taking the precautions necessary to protect any human subjects involved in the evaluation of the program. An IRB certification only last one year so a renewal application will need to be made each year by the External Evaluator.

School Psychologist - The WP-S will contract with a local school psychologist to provide services for up to 20.5 hours per week for 36 weeks. The WP-S staff will develop an operational plan to ensure that between the contracted School Psychologist and the WP-S staff all emergency needs and services are covered. The costs are \$95. per hour x 20.5 hours per week, 36 weeks, inclusive of all expenses (e.g., time, travel, supplies, etc.).

AVID Training: The two (2) WP-S campuses will need to have their staff(s) trained in AVID. In the first year five (5) members of the Elgin High School staff and five (5) members of the Elgin Middle School staff will participate in the AVID Summer Institute in San Antonio, Texas. Costs are estimated to be \$702 per participant.

AVID Tutors: As part of the AVID program, tutors are needed to help support struggling students. These tutors will serve as a positive adult role model, as well as, acting as an academic coach. WP-S will need 4 tutors who each will work four (4) hours each school week. There are 36 school weeks in an academic year and the tutors will be paid \$10 per hours. [4 tutors x 4 hours per week x 36 weeks x \$10 per hour].

	YR 2
7. Construction	
Not Applicable	\$0
	TOTAL <u>\$0</u>

None

	YR 2
8. Other	
Not Applicable	\$0
	TOTAL <u>\$0</u>

None

9. Total Direct Costs	TOTAL <u>\$390,758</u>
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10. Indirect Costs

Elgin Independent School District	\$ <u>6,002</u>
TOTAL	\$ <u>6,002</u>

The EISD *Restricted* Indirect Cost Rate, as approved by the Texas Education Agency (TEA), is **2.139%** of non-equipment, non-construction totals.

11. Training Stipends

Substitutes - \$90 per day x 2 days x 18 staff members	\$3,240
TOTAL	\$<u>3,240</u>

Substitutes: To properly implement the WP-S program, EISD will need to have funding available to hire substitutes so that teachers can attend professional development opportunities during the school year. For AVID, 10 staff will need to have two days of professional development each academic year. Further, the eight (8) SSST members will need two days each academic year for their professional development related to student mental health.

12. Total Costs	TOTAL	\$<u>400,000</u>
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**ELGIN INDEPENDENT SCHOOL DISTRICT (EISD)
WRAPAROUND PROGRAM SECONDARY (WP-S)
BUDGET NARRATIVE YEAR THREE**

YR 3

1. Personnel

Lead School Counselor – Elgin Middle School (\$7,798 month x 10 months x 100%)	\$ 77,979
School Counselor – Elgin High School (\$6,778 month x 10 months x 100%)	\$ 67,779
School Social Worker - (\$67,779 month x 10 months x 100%)	\$ 67,779
TOTAL	<u>\$213,537</u>

Lead School Counselor – Elgin Middle School – EISD will hire an experienced school counselor who will be assigned to Elgin Middle School. This position will be paid an additional \$1,000 per month (for 10 months each year) to serve as the WP-S’s Lead School Counselor. These extra-duty hours and pay will be utilized to ensure that the WP-S is fully integrated into the school district’s student support plan. Further, the Lead School Counselor will work with the EISD Business, Procurement, Communications, and Human Resources departments as well as with the WP-S External Evaluator to ensure that all of the WP-S grant’s benchmarks and requirements are met.

School Counselor – Elgin High School - This school counselor will be assigned to Elgin High School.

School Social Worker - The School Social Worker will serve all WP-S’s secondary school campuses.

(Note: All Personnel salaries are based on similarly classified positions in EISD and are on a 10-month schedule.)

YR 3

2. Fringe Benefits

Fringe Benefits (\$213,537 x 14.91%)	\$31,844
TOTAL	<u>\$31,844</u>

EISD Fringe Benefits total *approximately 15.00%* of salaries, based on actual costs. Fringe includes FICA/Medicare (**7.65%**), unemployment (**3.0%** of the first \$9,000 in salary per staff member), workers’ compensation (**1.5%**), and retirement and medical insurance that is available for all staff positions.

YR 3

3. Travel

Office of Safe and Drug-Free Schools National Conference (<i>Each Year</i>)	
Airfare - 2 persons x \$690	\$1,380
Hotel - 2 persons x \$150 x 3 nights	\$ 900
Per Diem - 2 persons x \$55 per day x 3 days	\$ 330

Ground Transportation - 2 persons x \$40 per day	\$ 80
Parking (at airport) – 2 persons x \$10 per day x 3 days	\$ 60
Mileage to and from airport – 2 persons x 100 miles x \$0.55	\$ 110
<i>Subtotal:</i>	<u>\$2,860</u>

<i>Advancement Via Individual Determination - Summer Institute (Each Year)</i>	
Hotel - 10 persons x \$150 x 3 nights	\$4,500
Per Diem - 10 persons x \$55 per day x 3 days	\$1,650
Mileage to and from the Institute in San Antonio – 10 persons x 140 miles x \$0.55	\$ 770
<i>Subtotal:</i>	<u>\$6,920</u>

<i>Local Travel</i>	
3 WP-S Staff - 100 miles/mo x 10 months x \$0.55/mile	<u>\$1,650</u>

TOTAL \$11,430

Office of Safe and Drug-Free Schools National Conference - As required by the ESCP Grant, the Lead School Counselor and one other key stakeholder will attend the annual Office of Safe and Drug-Free Schools National Conference held in Washington, D.C., each year of the Grant.

Advancement Via Individual Determination – Summer Institute – The Summer Institute is AVID’s annual professional learning training where school campus leaders come to learn the latest in AVID methodologies and strategies to successfully implement AVID on their campuses.

Local Travel – This travel/mileage expense is based on current EISD experience and rates. The School Counselors and the School Social Worker will require local travel (i.e., 100 miles per month, per staff member) to meet with students, parents, and community members and to provide services at multiple locations. [3 staff x 100 miles per staff, per month x 10 months x \$0.55 per mile = \$1,650]

YR 3

4. Equipment
Not applicable.

TOTAL \$0

No equipment costing more than \$5,000 is being requested.

YR 3

5. Supplies	
Administrative (Routine): (\$100 per staff, per month x 3 staff x 10 months)	\$ 3,000
AVID Materials (\$1,920 per campus x 2 campuses)	\$ 3,840
CAST Supplies (\$3,000 per campus x 2 campuses)	\$ 6,000
Program Supplies: (\$5 per student, per year x 2,160 students)	\$10,800
TOTAL	<u>\$23,640</u>

Administrative (Routine) – Routine supplies include paper, ink, toner, poster boards, file folders, etc. for four staff. Costs are based on historical costs of approximately \$100 per staff, per month.

AVID Materials - This school climate curriculum is specifically designed for middle and high school campuses. To improve school climate and support positive student mental health, the WP-S will implement AVID in all of the WP-S secondary school campuses. The cost per campus is approximately \$1,920 in the second year.

CAST Materials – Curriculum and consumable supplies for fully implementing CAST. Costs are approximately \$3,000 per campus to replace consumable supplies.

Program Supplies (Routine) - Includes new test/score sheets, consent forms, and release of information forms on carbonless paper, videos, and posters. Estimated cost is \$5 per student, per year.

YR 3

6. Contractual

WP-S External Evaluator

Evaluator - (\$85 per hour x 8 hours per week x 36 weeks)	\$24,480
Evaluator Sub Total	\$24,480

Institutional Review Board (IRB)

Human Subjects Review: (\$2,769 per application)	\$ 2,769
IRB Sub Total	\$ 2,769

School Psychologist:

Psychologist - (\$95 per hour x 20.5 hours per week x 36 weeks)	\$70,110
Psychologist Sub Total	\$70,110

AVID Training:

Summer Institute - (\$719 per participant x 10 participants)	\$ 7,190
AVID Training Sub Total	\$ 7,190

AVID Tutors:

Tutors - (4 tutors x 4 hours each week, per tutor x \$10 per hour x 36 weeks)	\$ 5,760
AVID Tutors Sub Total	\$ 5,760

TOTAL \$110,309

WP-S External Evaluator (Evaluation Company): An external evaluation firm will be selected and contracted via a *request for qualifications* upon notice of Grant award. EISD anticipates contracting a firm that can provide both formative and summative evaluations. The External Evaluator will assist EISD in planning for and analyzing WP-S qualitative and quantitative data. Additionally, the External Evaluator will prepare all informal and formal Program Evaluation Reports (i.e., monthly, quarterly, semi-annual, and annual). It is anticipated that the external

evaluation firm will have multiple-experienced staff, with a least one Ph.D., available to assist with the WP-S, which has a complex evaluation design. The costs are \$85 per hour x 8 hours per week, 36 weeks, inclusive of all expenses (e.g., time, travel, supplies, etc.).

Institutional Review Board (IRB): With ever-increasing concerns about human subjects’ protection, especially related to secondary school populations, WP-S will seek the review of an Institutional Review Board (IRB) to certify that it is taking the precautions necessary to protect any human subjects involved in the evaluation of the program. An IRB certification only lasts one year so a renewal application will need to be made each year by the External Evaluator.

School Psychologist - The WP-S will contract with a local school psychologist to provide services for up to 20.5 hours per week for 36 weeks. The WP-S staff will develop an operational plan to ensure that between the contracted School Psychologist and the WP-S staff all emergency needs and services are covered. The costs are \$95 per hour x 20.5 hours per week, 36 weeks, inclusive of all expenses (e.g., time, travel, supplies, etc.).

AVID Training: The two (2) WP-S campuses will need to have their staff(s) trained in AVID. In the first year five (5) members of the Elgin High School staff and five (5) members of the Elgin Middle School staff will participate in the AVID Summer Institute in San Antonio, Texas. Costs are estimated to be \$719 per participant.

AVID Tutors: As part of the AVID program, tutors are needed to help support struggling students. These tutors will serve as a positive adult role model, as well as, acting as an academic coach. WP-S will need 4 tutors who each will work four (4) hours each school week. There are 36 school weeks in an academic year and the tutors will be paid \$10 per hours. [4 tutors x 4 hours per week x 36 weeks x \$10 per hour].

7. Construction	YR 3
Not Applicable	\$0
TOTAL	<u>\$0</u>

None	YR 3
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8. Other	
Not Applicable	
TOTAL	<u>\$0</u>

None

9. Total Direct Costs	TOTAL	<u>\$390,760</u>
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10. Indirect Costs

Elgin Independent School District	\$ <u>6,000</u>
TOTAL	\$ <u>6,000</u>

The EISD *Restricted* Indirect Cost Rate, as approved by the Texas Education Agency (TEA), is **2.139%** of non-equipment, non-construction totals.

11. Training Stipends

Substitutes - \$90 per day x 2 days x 18 staff members	\$3,240
TOTAL	\$<u>3,240</u>

Substitutes: To properly implement the WP-S program, EISD will need to have funding available to hire substitutes so that teachers can attend professional development opportunities during the school year. For AVID, 10 staff will need to have two days of professional development each academic year. Further, the eight (8) SSST members will need two days each academic year for their professional development related to student mental health.

12. Total Costs	TOTAL	<u>\$400,000</u>
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Elgin Independent School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	209,350.00	213,537.00	213,537.00			636,424.00
2. Fringe Benefits	31,149.00	31,844.00	31,844.00			94,837.00
3. Travel	14,731.00	11,430.00	11,430.00			37,591.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	24,285.00	23,740.00	23,640.00			71,665.00
6. Contractual	110,207.00	110,207.00	110,309.00			330,723.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	389,722.00	390,758.00	390,760.00			1,171,240.00
10. Indirect Costs*	7,038.00	6,002.00	6,000.00			19,040.00
11. Training Stipends	3,240.00	3,240.00	3,240.00			9,720.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00			1,200,000.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify): Texas Education Agency

The Indirect Cost Rate is 2.13 %.

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2.13 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Peter		Perez	

Address:

Street1:	1002 North Avenue C
Street2:	
City:	Elgin
County:	
State:	TX: Texas
Zip Code:	78621-2124
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
512-281-3434	

Email Address:

peperez@elginisd.net

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #: B-2

No Provide Assurance #, if available:

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

EISD_6_12_Exempt_Research.pdf	Add Attachment	Delete Attachment	View Attachment
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Exempt Research Narrative

The Elgin Independent School District will engage in research activities in which the **only** involvement of human subjects will be research conducted in established or commonly accepted educational settings, involving normal educational practices, in this case school campuses. Further, the district will only be using educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, and interview procedures in which none of the disclosures of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. The External WP-S Evaluators will conduct research of existing data, documents, and records that are publicly available or the information will be recorded in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. Further, research will be conducted only for the purpose of completing GPRA requirements. Finally, no participant will be required to complete any evaluation instrument or survey.