

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 # S215E140228

Grants.gov Tracking#: GRANT11637080

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 (1236-ELCoun_SF424AreasAff_HaciendaLaPuente)</i> | e6 |
| 2. Assurances Non-Construction Programs (SF 424B) | e7 |
| 3. Disclosure Of Lobbying Activities (SF-LLL) | e9 |
| 4. ED GEPA427 Form | e10 |
| <i>Attachment - 1 (1235-ELCoun_GEPA_HaciendaLaPuente)</i> | e11 |
| 5. Grants.gov Lobbying Form | e13 |
| 6. ED Abstract Narrative Form | e14 |
| <i>Attachment - 1 (1234-ELCoun_Abstract_HaciendaLaPuente)</i> | e15 |
| 7. Project Narrative Form | e16 |
| <i>Attachment - 1 (1245-ELCounGrant_ProjNarrative_HaciendaLaPuente)</i> | e17 |
| 8. Other Narrative Form | e45 |
| <i>Attachment - 1 (1238-ELCoun_ProgAssurance_HaciendaLaPuente)</i> | e46 |
| <i>Attachment - 2 (1239-ELCoun_IndirCostRate_HaciendaLaPuente)</i> | e47 |
| <i>Attachment - 3 (1240-ELCoun_SupportLetter_HaciendaLaPuente)</i> | e48 |
| <i>Attachment - 4 (1241-ELCoun_Resume_ProjDir_HaciendaLaPuente)</i> | e49 |
| <i>Attachment - 5 (1242-ELCoun_Resume_ProjCoord_HaciendaLaPuente)</i> | e53 |
| <i>Attachment - 6 (1243-ELCoun_Resume_MTSSCoord_HaciendaLaPuente)</i> | e55 |
| <i>Attachment - 7 (1244-ELCoun_SPOCWaiver_HaciendaLaPuente)</i> | e57 |
| 9. Budget Narrative Form | e58 |
| <i>Attachment - 1 (1237-ELCoun_Budget_HaciendaLaPuente)</i> | e59 |
| 10. Form ED_524_Budget_1_2-V1.2.pdf | e74 |
| 11. Form ED_SF424_Supplement_1_2-V1.2.pdf | e76 |

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

Application for Federal Assistance SF-424

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

| | |
|--|--|
| * 3. Date Received: <input type="text" value="04/25/2014"/> | 4. Applicant Identifier: <input type="text" value="N/A"/> |
|--|--|

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

| | |
|--|---|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="95-2623262"/> | * c. Organizational DUNS: <input type="text" value="0752878540000"/> |
|--|---|

d. Address:

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

e. Organizational Unit:

| | |
|--|---|
| Department Name: <input type="text" value="Student and Family Services"/> | Division Name: <input type="text" value="Counseling"/> |
|--|---|

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

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

Organizational Affiliation:

| | |
|---|---|
| * Telephone Number: <input type="text" value="(626) 933-3815"/> | Fax Number: <input type="text" value="(626) 933-3812"/> |
|---|---|

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

ELCoun_SF424AreasAff_HaciendaLaPuente.pdf

Add Attachment

Delete Attachment

View Attachment

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

Elementary Counseling Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

U.S. Department of Education, Elementary & Secondary School Counseling Grant

SF-424: Hacienda La Puente Unified School District

14. Areas Affected by Project:

Impacted Cities in Los Angeles County, California:

Hacienda Heights, La Puente, City of Industry, Valinda, and West Covina

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>Judy Fancher</p> | <p>TITLE</p> <p>Assist. Super., Curr., Ass., Inst., PreK-12</p> |
| <p>APPLICANT ORGANIZATION</p> <p>Hacienda La Puente Unified School District</p> | <p>DATE SUBMITTED</p> <p>04/25/2014</p> |

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Hacienda La Puente Unified School District

* Street 1: 15959 E. Gale Ave. Street 2: _____

* City: City of Industry State: CA: California Zip: 91745-1604

Congressional District, if known: CA-038

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

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

| | |
|--|--|
| 8. Federal Action Number, if known: ED-GRANTS-031214-001 | 9. Award Amount, if known: \$ 1,199,998.65 |
|--|--|

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: None - Not Applicable Middle Name: _____

* Last Name: None - Not Applicable Suffix: _____

* Street 1: _____ Street 2: _____

* City: _____ State: _____ Zip: _____

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

Prefix _____ * First Name: None - Not Applicable Middle Name: _____

* Last Name: None - Not 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: Judy Fancher

* Name: Prefix _____ * First Name: Judy Middle Name: _____
* Last Name: Fancher Suffix: _____

Title: Assist. Super., Curr., Ass., Inst, PreK-12 Telephone No.: _____ Date: 04/25/2014

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

PR/Award # S215E140228

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.

ELCoun_GEPA_HaciendaLaPuente.pdf

Add Attachment

Delete Attachment

View Attachment

U.S. Department of Education, Elementary & Secondary School Counseling Program
GEPA Requirements: Hacienda La Puente Unified School District

In fulfillment of the General Education Provisions Act (GEPA) requirements, Section 427 of the Improving America's School Act of 1994, the Hacienda La Puente Unified School District will, upon awarding of funds, take steps to ensure equitable access to and participation in the proposed Elementary Counseling Program at all 17 elementary schools in the District. The six barriers identified in GEPA (gender, race, national origin, color, disability, and age) have been considered in the project design. Participants in the program- students, families, teachers, and counselors- will not be precluded from participating in the project based on these factors.

Traditionally, in public education, there has been a disproportional representation of male minority students, as well as students with disabilities, who received disciplinary referrals. The project has been designed with various levels of data analysis that will function to continually monitor and evaluate for any disproportionality in regards to gender, race, national origin, color, disability, or age of the referred students. If such disproportionality is noted, further steps will be taken in a timely manner to address environmental or cultural factors contributing to the disproportionality in rates of referrals.

While approximately 19.2% of students in the district are English Language Learners, this percentage is higher (30.4%) at the Elementary School level, with Spanish being the primary language for 81% of English Language Learners. In response to this need and to ensure that these students and parents are able to participate equally in the Elementary School Counseling Program, the Elementary Counselors will offer counseling and referral services to students and parents in both English and Spanish. In addition, every effort will be made to provide written materials in the parents' primary language and assistance in other languages will be provided upon request. All parents and guardians, regardless of language preference, will be

U.S. Department of Education, Elementary & Secondary School Counseling Program
GEPA Requirements: Hacienda La Puente Unified School District

equally eligible to participate in the proposed School Counseling Program Advisory Council, which will oversee the progress of the project in achieving identified goals and make recommendations for program improvement. For any student with disabilities, full consideration will be given to the accommodations and modifications prescribed through his or her educational plan. Lastly, the Elementary Counselors who will be hired upon the award of this grant will not be discriminated on the basis of gender, race, national origin, color, disability, or 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

Hacienda La Puente Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Judy

Middle Name:

* Last Name: Fancher

Suffix:

* Title: Assist. Super., Curr., Ass., Inst., PreK-12

* SIGNATURE: Judy Fancher

* DATE: 04/25/2014

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:

U.S. Department of Education, Elementary & Secondary School Counseling Grant
Project Abstract: Hacienda La Puente Unified School District

The current proposal for the Elementary and Secondary School Counseling Programs grant plans to establish an Elementary School Counseling Program in the Hacienda La Puente Unified School District (HLPUSD) and addresses Competitive Preference Priority 1 for Improving School Engagement through targeting improvements in the school environment. The Elementary Counseling Program will serve 6,999 students in all 17 elementary school sites in the District, encompassing the areas of Hacienda Heights, La Puente, City of Industry, Valinda, and West Covina, all located in Los Angeles County. The HLPUSD proposes to use grant funds to hire Elementary School Counselors to work within the Multi-Tiered Systems of Support (MTSS) to provide direct and indirect services at the Universal and Targeted levels.

Direct service delivery from Elementary Counselors will involve direct instruction on school-wide behavior expectations and implementation of evidence based interventions with students, which includes group and individual counseling. Indirect service delivery will involve supporting site leadership in implementing the school-wide behavior support plan, as well as providing consultation services to faculty and staff on effective use of classroom strategies, which includes serving as a coach for teachers in their delivery of the *Second Step* curriculum. The objectives for the project are: 1) Improve the ratio of mental health professionals to students from 1,152:1 to 795:1; 2) Reduce the rate of disciplinary referrals by 60%; 3) Decrease the range in percentage of the students identified as At-Risk via Universal Screening by 3% ; 4) Increase the service capacity for providing Tier II interventions by 12%. The Management Plan for the current proposal is based on the Continuous Improvement Model and the Recognized American School Counselor Association Model Program, while the Evaluation Plan is based on recommendations from the National Association of School Psychologists (NASP) for evaluating school-based Mental Health programs.

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**U.S. Department of Education, Elementary & Secondary School Counseling Grant
Hacienda La Puente Unified School District**

Table of Contents

| | |
|--|----|
| Criteria 1: Need for Project | 1 |
| Existing Gaps in Provision of Mental Health Services | 3 |
| Criteria 2: Project Design | 8 |
| Goals, Objectives, and Benchmarks | 8 |
| Establishing an Elementary Counseling Program on Evidence- Based Strategies and Practices | 10 |
| Tier I: Leadership Role in Cultivating a Positive School Environment And Prevention Education | 11 |
| Tier II: Universal Screening and Providing Interventions for At-Risk Students | 12 |
| Tier III: Serving At-Risk Students with Intensive Needs in Collaboration with Community Agencies | 14 |
| Crisis Management | 15 |
| Effectively Addressing Cultural & Linguistic Differences | 15 |
| Criteria 3: Management Plan | 15 |
| Continuous Improvement Model | 15 |
| Project Team Members | 17 |
| Timeline | 18 |
| Criteria 4: Project Evaluation | 21 |
| Government Performance and Results Act Measure 1 | 21 |
| Government Performance and Results Act Measure 2 | 22 |
| Logic Model for the Elementary School Counseling Program | 23 |
| Evaluation Questions and Data Collection | 24 |

Criteria 1: Need for Project

The Hacienda La Puente Unified School District (HLPUSD) is an urban K-12 school district located in Los Angeles County, California. The District serves 20,358 students in 17 elementary schools, six K-8 schools, four middle schools, and five high schools. Ethnic minorities make up over 95% of the district population and there are 20 different languages spoken among students as of the 2012-13 school year. The ethnic makeup of the district is as follows:

| Ethnicity (2012-13) | African American | American Indian | Asian | Caucasian | Filipino | Hispanic/Latino | Pacific Islander | Other |
|--------------------------|------------------|-----------------|-------|-----------|----------|-----------------|------------------|-------|
| Students in the District | 1.1% | 0.2% | 11.7% | 4.0% | 1.7% | 80.2% | 0.4% | 0.7% |

Approximately 19.2% of students in the District are English Language Learners; however, this percentage is higher (30.4%) at the Elementary School level. In addition, 14 out of 17 schools have a school-wide Title I program, which supports children from low-income families. Unfortunately, 11 of 14 Title I schools have been identified for *Program Improvement* as a result of not making adequate yearly progress.

The District's schools are located in La Puente, Hacienda Heights, and the City of Industry. These areas are distinct in terms of their socio-economic status and demographic makeup. According to the 2010 Census, there is a difference of \$18,500 in the median household income between the two most disparate parts of the district, Hacienda Heights (\$69,501) and La Puente (\$51,023). Nineteen percent of La Puente residents live at or below the poverty level, as compared to nine percent of residents in Hacienda Heights. However, the families in both areas have faced financial struggles in recent years. For example, the unemployment rate in La Puente is 11.10% and in Hacienda Heights, 9.40%, as of October, 2013; both figures are above the national average (7%) and the state average (8.3%) during the same period. In addition, there

has been a steady increase of homeless students in the district during the past several years. For 2012-2013 school year, 388 homeless students were identified; this figure has increased to 470 homeless students for the current school year, 2013-2014. Furthermore, the percentage of students eligible for the Free and Reduced Lunch Program has increased to 76% (2011-2012) from 62% (2008-2009). Research shows that students of low socio-economic status display many academic and social-emotional difficulties in school that require an above average level of support and intervention (Jensen, 2009). Unfortunately, there are no school counselors in any of the elementary schools in the District. This poses additional obstacles to providing the much needed mental health services to the District's elementary students who are facing additional stress as a result of the financial difficulties facing many of their families.

Furthermore, the need for more intensive mental health services at elementary schools has increased in the recent years. School staff have noted higher incidents of withdrawn, depressive behaviors, as well as aggressive behaviors, among young students. According to the results from the 2010 administration of the California School Climate Survey, 46% of elementary school teachers believe depression or other mental health issues are a problem among students and 87% believe harassment among students is a problem; these behavioral concerns have also been reflected in survey data collected from students. For decades, the District has kept track of student behavior and beliefs through the California Healthy Kids Survey (CHKS), developed by the California Department of Education in 1997. Administered every two years at grades five, seven nine, and 11, this student survey has provided a strong state-wide data set for identifying trends in student behaviors and beliefs related to ATOD (alcohol, tobacco, and other drugs) usage, indicators for resiliency and school connectedness, physical and mental health, and violence and safety. The most recent administration of the California Healthy Kids Survey

(2012-2013) in the HLPUSD included a 5th grade sample size of 877 students, statistically significant at 63% participation rate. The following findings from HLPUSD student responses indicate a significant need for a strong counseling program at the elementary level: 1) Only 61% report feeling very safe at school; 2) About 45% report being hit/pushed at school; and 3) About 49% report having mean rumors spread about themselves at school.

Existing Gaps in Provision of Mental Health Services

To meet the rising social-emotional and behavioral needs of students, the HLPUSD began a district-wide initiative in the 2010-11 school year to implement Multi-Tiered Systems of Support (MTSS) at all K-12 schools. The MTSS model has previously been recognized by terms such as “Three-Tier Model” and “Response to Intervention”. (Shin & Walker, pp.8-9). MTSS is a service delivery model that emphasizes prevention and early detection and operates on the principle of providing evidence-based supports to all students at increasing levels of intensity based on individual student need, with decisions on student planning and outcomes being based on continuous data collection and analysis (Cowan, Vaillancourt, Rossen & Pollitt, 2013). The decision to implement MTSS was based on a strong national research base supporting the MTSS model as well as District Leadership’s vision of maximizing the ability of all students to achieve their full academic and social potential by creating safe, secure, and healthy school environments that create optimal conditions for student learning and fostering positive relationships for all, regardless of ethnic, socio-economic, or linguistic backgrounds.

The continuum of increasingly intense supports in HLPUSD’s Multi-Tiered Systems of Support (MTSS) is conceptualized in three distinct “tiers”, or levels, of intervention recognized as Tier I, Tier II and Tier III. Tier I (Universal) supports are those that are provided to all students across the campus; these are the components that serve a primary function of *prevention*

for social and emotional issues, and it is expected that about 80% of students will show sufficient response to Tier I supports that they will not require additional intervention related to mental health or behavior support (Shin & Walker, p.4). Tier I supports in place as part of HLPUSD's MTSS include: application of School Wide Positive Behavior Support (SWPBS), use of Proactive Classroom Management Strategies, use of the Good Behavior Game (GBG), and direct instruction for Social Emotional Learning (SEL).

SWPBS consists of identifying, teaching and reinforcing behavior expectations, supported by both continuous professional development and feedback to teachers, as well as ongoing data collection and analysis (Thomas & Grimes, p.735). Proactive classroom management strategies were identified as a component of Tier I, based on research support for these strategies being effective tools in positively impacting student behavior (Thomas & Grimes, p.721). Another component of Tier I supports in HLPUSD's MTSS is *The Good Behavior Game*, a classroom management tool for reinforcing positive behaviors that has long-been recognized both for its effectiveness in reducing problem behaviors in the classroom and as a promising violence prevention strategy by the Substance Abuse and Mental Health Services Administration (SAMHSA) and the U.S. Surgeon General (Smith & Cochrane, 2006). Social Emotional Learning (SEL) addresses the interpersonal and intrapersonal skills involved in self-regulation, identifying emotions in others, and managing relationships, and has been shown to improve attitudes towards school, school behavior, and school performance (Thomas & Grimes, p.1270). All elementary schools in the District are currently using the SEL Curriculum *Second Step*, an evidence-based program delivered by classroom teachers that is linked with prevention of violent behavior and risk-taking behaviors involving substance use (tobacco, alcohol, illegal drugs), and is approved by the California Department of Education (www.cde.ca.gov/ls/he/at/sbplist.asp).

Analysis of Tier I monitoring data has identified a need for stronger leadership in implementing the site's school-wide behavior management plan, which includes direct behavioral instruction to students and consultation with teachers on the various components of Tier I. School Site MTSS Teams currently teach students the school's behavior expectations two times in a year following a general format whereby teachers lead their classes through the various areas of the campus and provide direct instruction on the expectations for those areas. However, school staff have requested more frequent instruction on the school's behavior expectations, which is challenging without site-level personnel to lead more frequent and consistent instruction on behavior expectations. In addition, a more significant need lies in providing targeted instruction, both in respect to specific locations (i.e. where problem behaviors are occurring more frequently) and specific students (i.e., the students who are more frequently displaying problem behaviors). School Site MTSS Teams also report experiencing difficulties in providing both school-wide professional development and training for teachers, as well as individual or small-group consultation, resulting in decreased fidelity of implementation that has adversely affected student outcomes. School sites have experienced similar difficulties in developing and implementing school-wide plans related to delivery of *Second Step* lessons. Having a school counselor to fill these service gaps is advantageous since he/she possess the expertise for providing mental health services to children in a school setting. Considering direct service delivery, an elementary school counselor would be able to provide instruction that is consistent to all student groups, and would be better able to respond to meet the needs of students who require additional, targeted instruction. Similarly, an elementary school counselor's content knowledge and skill-base makes this person an excellent candidate both to fulfill a leadership role in implementing the site's behavior management plan, as well as provide direct consultation

to individual teachers, which will include modeling the delivery of *Second Step* lessons.

Tier II (Targeted) supports are interventions delivered to students for whom Tier I supports are not sufficient to prevent social and emotional challenges, which is expected to be about 15% of the population (Shin & Walker, p.4). Students are identified for risk of social-emotional issues through a Universal Screening process that occurs two times per year, once in Fall and once in Spring. Universal Screening is the process of proactively identifying students at-risk for behavioral problems, rather than relying on the referral process as a reactive response to problem behavior, and is increasingly recognized as an important practice for schools (Shinn & Walker, p.681). In HLPUSD, Tier II supports consist of the following evidence-based interventions: Behavior Contract, Check In/Check Out, Class Pass, Home School Note, Self-Monitoring, and Small-Group Counseling, monitored by members of the site's MTSS team, which may include teachers and principal.

Analysis of implementation data has identified key gaps in service delivery of Tier II interventions. At the student level, there is a continued need for direct service delivery in the form of implementing the evidence-based interventions. Data collected in December 2013 show that, on average, elementary schools are identifying 5.61% of their population as At-Risk for behavior issues, and are providing Tier II interventions to about 68% of those students identified as At-Risk. At the school-wide level, there is a need for leadership in coordinating and implementing the site's Tier II management plan, including oversight of the plan for providing student interventions, as well as assistance in the data-based decision making process to evaluate the effectiveness of interventions. In addition, there is a need to improve the process by which students are proactively identified for intervention (Universal Screening), as elementary school sites have not been able to complete a second round of screening in the Spring semester. The

expertise of a mental health professional is advantageous in this role, as he/she would be able to provide direct mental health services to students as well as provide the consultation necessary to oversee case management of Tier II interventions.

Tier III supports are in place for students who require more intense, individualized intervention, on top of what is received at the Tier I and Tier II levels; it is expected that about 5% of students will require this level of support (Shin & Walker, p.4). Tier III interventions may include a Functional Behavior Assessment (FBA) of behavior and/or connection to individualized counseling support that may be provided directly by a school-based employee, such as a school psychologist, or through connection with outside agencies that provide mental health services. The District currently partners with several community-based mental health service providers that meet the diverse cultural and linguistic needs of HLPUSD students and families; these agencies include: Foothill Family Services, Enki Mental Health Services, and SPIRITT Family Services. Furthermore, many of the services can be accessed for no-cost through the Medi-Cal program. These agencies include:

At the Tier III level, there is a significant need for direct counseling services, as well as assistance in connecting students and their families to mental health agencies in the community. Currently, none of the elementary school sites have a school counselor, and the amount of time that a School Psychologist is on campus is very low (average of .27 FTE/school), with the overwhelming majority of this time committed to activities connected to Special Education assessment and service delivery. The current situation has resulted in most counseling needs for students in general education being referred to agencies in the community, and site personnel have reported observing longer waiting periods before agencies respond to referrals and initiate service delivery for students. The influx of referrals to community agencies has also highlighted

a need to improve communication between the parties involved, including consideration of how the school may support the services being provided to the student by the agency. An elementary school counselor in this position provides advantages for both direct service delivery, in the form of individual counseling, as well as indirect service through collaboration and connection with mental health agencies in the community. From a psycho-educational standpoint, the expertise and content knowledge of the elementary school counselor is especially important when considered in the context of connecting students and families to services with which they may be unfamiliar, or possibly even uncomfortable.

In conclusion, the infrastructure of the Multi-Tiered Systems of Support to address the behavioral and mental health needs of students has been established district wide during last four years. Unfortunately, with such a low ratio of mental health professional to students (1:1,522) at the elementary schools, it has been difficult to provide prompt and effective delivery of mental health services to students and families in need.

Criteria 2: Project Design

Goals, Objectives, and Benchmarks

| | |
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| Goal 1: | |
| Establish a counseling program in all 17 elementary schools in the Hacienda La Puente Unified School District. | |
| Objective: | |
| Improve the ratio of mental health professionals to students at all 17 elementary schools by hiring 4 full-time counselors, moving toward the statue of 250:1 set by the standards of the American School Health Association | |
| Benchmark: | |
| Baseline (2013-2014) | Average of .27 FTE mental health professionals per school; 1,152 students per mental health professional |
| Year 1 (2014-2015) | Average of .52 FTE mental health professionals per school; 795 students per mental health professional |
| Year 2 (2015-2016) | Continue the ratio established during Year 1 |
| Year 3 (2016-2017) | Continue the ratio established during Year 1 |

U.S. Department of Education, Elementary & Secondary School Counseling Grant
Project Narrative: Hacienda La Puente Unified School District

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| Goal 2: | |
| Improve the quality of mental health services provided to elementary students in the HLPUSD with particular emphasis on prevention resulting in decreased disciplinary referrals. | |
| Objective: | |
| Reduce the rate of referrals at elementary schools, approximately 60% reduction over 3 years. | |
| Benchmark: | |
| Baseline (2013-2014) | .12 ratio (referral per student) |
| Year 1 (2014-2015) | .11 ratio (referral per student) |
| Year 2 (2015-2016) | .09 ratio (referral per student) |
| Year 3 (2016-2017) | .07 ratio (referral per student) |

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| Goal 3: | |
| Improve school safety through a successful implementation of Tier I (Universal) supports of MTSS: School Wide Positive Behavior Support, Proactive Classroom Management Strategies, Good Behavior Game, and Social Emotional Learning Curriculum. | |
| Objective: | |
| Decrease the range in percentage of students identified as At-Risk via Universal Screening among the 17 elementary school sites by 3% over 3 years. | |
| Benchmark: | |
| Baseline (2013-2014) | Currently, the percentage of students identified as At-Risk ranges from 1.47% to 10.16% (range = 8.69) among all elementary schools. The average for the percentage of students identified as At-Risk at elementary schools is 5.61%. |
| Year 1 (2014-2015) | Range = 7.69% |
| Year 2 (2015-2016) | Range = 6.69% |
| Year 3 (2016-2017) | Range = 5.69% |

| | |
|--|---|
| Goal 4: | |
| Increase service capacity for students who are in need of Tier II intervention for social-emotional needs, identified through the Universal Screening Instrument. | |
| Objective: | |
| For students identified as At-Risk, improve service delivery by increasing the percentage of students who receive intervention services by 4% each year during the grant period. | |
| Benchmark: | |
| Baseline (2013-2014) | 68% of students (district average) identified as at risk are receiving ongoing Tier 2 intervention services |
| Year 1 (2014-2015) | 72% of students (district average) identified as at risk are receiving ongoing Tier 2 intervention services |
| Year 2 (2015-2016) | 76% of students (district average) identified as at risk are receiving ongoing Tier 2 intervention services |
| Year 3 (2016-2017) | 80% of students (district average) identified as at risk are receiving ongoing Tier 2 intervention services |

Establishing an Elementary Counseling Programs on Evidence-Based Strategies and Practices

The elementary counselors will be an integral part of school sites' implementation of Multi-Tiered Systems of Support (MTSS) that has been established over the past four years. As explained in the previous section, MTSS is a service delivery model that emphasizes prevention and early detection and operates on the principle of providing evidence-based supports to all students at increasing levels of intensity based on individual student need, with decisions on student planning and outcomes being based on continuous data collection and analysis (Cowan, Vaillancourt, Rossen & Pollitt, 2013). The MTSS model adopted in the District is consistent with recommendations from the national associations of several Mental Health and Educational professions and other Educational Departments across the United States for creating safe and secure learning environments that maximize student learning (Cowan, Vaillancourt, Rossen & Pollitt, 2013; *Evaluation Documents*). In one study of systematically promoting school-wide positive behavior, seven elementary schools that implemented the model saw a decrease in disciplinary actions, suspensions, and office referrals, while the other schools in the same district that did not use the model saw increases in these areas over the same two year period (Muscott, et al 2004). MTSS has been implemented in a number of local educational agencies and across a variety of diverse environments; the efficacy and replicability of this model is well established, with cases of successful implementation at the state-wide level providing further support for scaling-up these programs at the state and national levels (Griffiths, et al, 2007).

In addition, the Elementary Counseling Program will be established by following the guidelines set forth by the American School Counselor Association (ASCA) for Recognized ASCA Model Program and ASCA's criteria for the Delivery System, which can be obtained at

www.ascanationalmodel.org. ASCA emphasizes these components of direct student services: 1) Delivery of a core School Counseling curriculum, 2) Individual student planning for personal goals and future plans, and 3) Responsive services addressing immediate student needs. The indirect student services include “referrals for additional assistance, consultation and collaboration with parents, teachers and other educators and community organizations” (www.ascanationalmodel.org/delivery-system).

Tier I: Leadership Role in Cultivating a Positive School Environment and Prevention Education

The elementary counselors will take a leadership role alongside the school principal in supporting the implementation of Tier I (Universal) prevention, which aims at cultivating a positive, safe school climate for all students. The counselor will provide direct student services for two key components of Tier I: School Wide Positive Behavior Support (SWPBS) and Social-Emotional Learning (SEL). School Wide Positive Behavior Support (SWPBS) consists of identifying, teaching, and reinforcing positive behavior expectations, supported by continuous professional development and feedback to teachers and ongoing data collection and analysis (Thomas & Grimes, p.735) Successful implementation of SWPBS is associated with improved organizational health, reduction in reports of problem behavior and improved perceptions of school safety (Sugai, Horner, and Anderson, 2010). As a part of SWPBS, the counselor will provide students with direct instruction and modeling on appropriate behaviors for each area of the school campus (i.e. playground, hallway, cafeteria, and etc.) by facilitating behavior teaching stations three to four times during the school year. Consistency in communication with students and reliable follow-up sessions to target any areas of need (i.e., target locations, target students, etc.) on the campus will be natural benefits of having the elementary counselor take a leadership

role in providing direct services for behavior teaching stations.

The elementary counselors will resume a coach role for the delivery of *Second Step*, a Social Emotional Learning (SEL) curriculum designed to be delivered by classroom teachers with the support of counselors. Counselors will conduct demonstration lessons as well as use their expertise in current research-based strategies for mental health needs in school setting to support teacher delivery of lessons. *Second Step* is an evidence-based curriculum, approved by the California Healthy Kids Resource Center and the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-Based Programs and Practices, and is recognized by the National Association of School Psychologists (NASP) as an effective program for the prevention of school violence (Thomas & Grimes, 1306; Shin & Walker, p.236). *Second Step* also provides student and parent materials in Spanish, which is essential, given that Spanish is the primary language of 81% of our English Language Learners. Through *Second Step*, the school staff is able to access a uniform set of strategies to build protective factors for students by promoting social, emotional, cognitive, and behavioral competencies and fostering prosocial norms. Having the elementary counselor as the site-level *Second Step* Coach will improve the fidelity of implementation of the program, increasing the likelihood of achieving the positive student outcomes associated with the program.

Tier II: Universal Screening and Providing Interventions for At-Risk Students

Twice a year, a district-wide universal screening assessment is conducted by classroom teachers to identify students who may be in need of mental health and behavioral intervention services. Currently, the District uses the "Student Internalizing Behavior Screening Scale" and the "Student Externalizing Behavior Screening Scale" to address both externalizing and internalizing behavior concerns. These screening tools were developed by Dr. Clayton Cook, an

Assistant Professor of School Psychology at the University of Washington. The primary focus of Dr. Cook's research has been on the development and implementation of Response to Intervention (RTI) service delivery models, with special attention to the development and validation of assessment tools for universal screening and progress monitoring. As a member of the School Site MTSS Team, counselors' participation will be essential in the analysis of data gathered from Universal Screening and making decisions in regards to matching students with appropriate interventions. These interventions are: 1) School Home Note; 2) Behavioral Contract; 3) Self-Monitoring; 4) Check-in & Check-out; 5) Class Pass Intervention; and 6) Small Group Intervention. These interventions have been selected on the basis of having strong research support for effectiveness, as well as the feasibility of implementation in school sites (Jensen, 2010; Shin & Walker, pp.440-441; Sprague, 2012).

On average, about 10% - 15% of a given school population need some degree of additional intervention (Shin & Walker, p.4). A strength of the MTSS framework is its effectiveness in providing interventions through various school personnel including teachers, counselors, office staff, and administrators. In addition to providing direct student services, the counselor will take on a leadership role in managing student cases and ensuring that data on the effectiveness of these interventions are collected consistently for the purpose of program monitoring and evaluation.

In addition to scheduled universal screening for identification of At-Risk students, any school personnel may directly refer students for mental health support. The elementary school counselors will provide both individual and group counseling to address these mental health concerns, utilizing curricula and evidence-based strategies that have been proven effective.

Tier III: Serving At-Risk Students with Intensive Needs in Collaboration with Community Agencies

Elementary school counselors will work in collaboration with school psychologists and community agencies to ensure that students with more intensive needs are provided with appropriate individualized services; some of the services are: 1) Behavior Support Plan based on Functional Behavioral Assessment; 2) Wrap Around Support; 3) Replacement Behavior Training and 4) Long-Term Therapeutic Counseling. For cases that are beyond the scope of school-based mental health services, students and families will be referred to community-based agencies that provide mental health and family services that are culturally and linguistically appropriate. Currently, the Department of Student and Family Services maintains good working relationships with the following agencies: Foothill Family Services, SPIRITT Family Services, the Department of Mental Health of Los Angeles County, and the Victim of Crime Assistant Program of Los Angeles District Attorney's Office. Counselors will be responsible for following up on the status of students or families referred to these community agencies. Additionally, the counselors will work closely with the district's Homeless Student and Foster Student Education Liaison to ensure that these high-need populations receive the appropriate services.

When considering the fact that 95% of the students in the HLPUSD are Ethnic Minorities, having a school site elementary counselor to provide direct assistance in linking families to community services will be particularly significant, given the documented challenges and stigma facing minorities who seek and obtain mental health services (Broman, 2012). The school counselor can provide psycho-education to students and families to normalize the experience of receiving mental health services and address any cultural barriers or misconceptions.

Crisis Management

Counselors will provide mental health services to students undergoing crisis situations. This will reduce the likelihood that students who are experiencing current crisis will undergo severe trauma or lasting deleterious effects into middle school and high school, improving chances of academic and social success for these students. Counselors will also take a leadership role in school-wide crisis management. Any updates on district protocols for crisis situations will be disseminated to the school staff through administrators and counselors. Counselors will provide staff development to teachers and support personnel in regards to their roles in crisis management, which includes early identification of situations and student behaviors that may escalate to school-wide crises if left unchecked. Consequently, teachers, counselors, and administrators will be better equipped to prevent and manage crisis situations as they arise in schools or with individual students, making schools a safer place for all students.

Effectively Addressing Cultural and Linguistic Differences

Counselors hired for the elementary schools will be scrutinized for cultural competency based on the predominant ethnicities in the district. These criteria will be applied in the hiring process in order to ensure that students and parents are served in a way that is culturally sensitive and will maximize the success of intervention efforts. At least two bilingual counselors who are fluent in Spanish will be hired to ensure that English Language Learners who are predominantly Spanish-speaking will have access to counseling services in their primary language.

Criteria 3: Management Plan

Continuous Improvement Model

To ensure effective procedures for feedback and continuous improvement for the Elementary Counseling Program, the “Plan-Do-Study-Act” process of Continuous Improvement Model will be utilized as the overarching framework (Park, S., et al, p. 41).

Step 1: PLAN

Design an Elementary Counseling Program Based on Current Needs and Evidence-Based Strategies and Practices

- Assess school and district performance in providing effective mental health services.
- Gather elementary student data regarding academic achievement, social-emotional needs, socio-economic level, and minority status to identify current student needs and gaps in mental health services offered at school level.
- Design an Elementary Counseling Program based on current research and evidence-based strategies and practices in collaboration with various stakeholders.
- Establish the School Counseling Program Advisory Council that is representative of various stakeholders (school & district personnel, parents, community agency partners) to monitor the implementation and progress of the Elementary Counseling Program.
- Develop a management plan to ensure performance feedback and monitor the progress of the grant project to meet the established goals and objectives.
- Identify methods of evaluation using objective performance measures that are clearly related to the goals of the program and include collection of both quantitative and qualitative data.

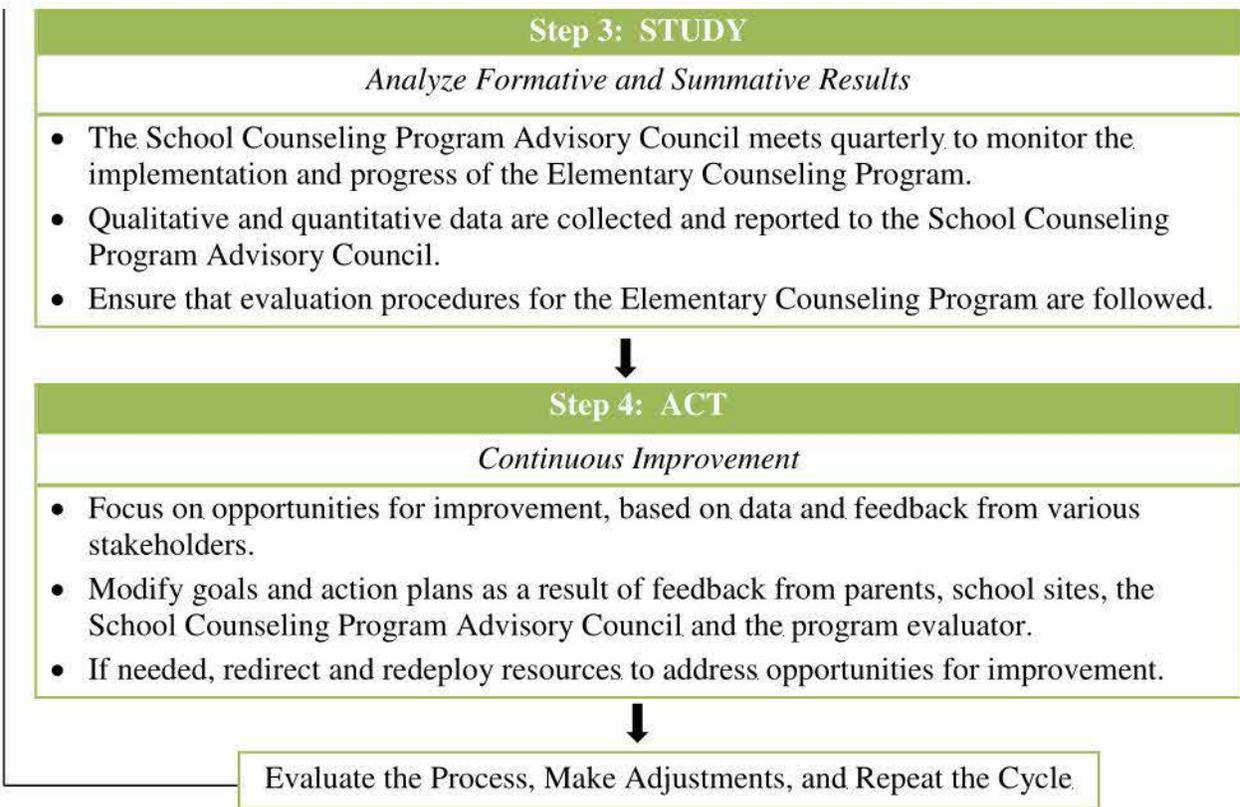


Step 2: DO

Establish and Monitor the Elementary Counseling Program

- Establish the Elementary Counseling Program with elementary counselors as school leaders in advocating and monitoring the mental health services provided to students within Multi-Tiered Systems of Support (MTSS) framework.
- Elementary counselors provide direct mental health services and link students to services.
- Adhering to the recommendation of American School Counselor Association, elementary school counselors will provide service to students, parents, school staff, and the community in the following areas: direct student services, delivery of core school counseling curriculum, individual student planning, and indirect student services.
- Crisis management protocols are streamlined throughout the district with counselors assuming a leadership role in crisis management as well as follow-up case management services.
- Incorporate management components of the Recognized American School Counselor Association Model Program to ensure that the goals and objectives of the counseling program are successfully met in a timely manner.





Project Team Members

The core members of the Elementary Counseling Program team are: 1) Project Director, 2) Project Coordinator/Lead Counselor, 3) Elementary Counselors (4); and 4) Clerical Support. The identified Project Director is Cynthia Gomez, who is currently the Executive Director of Student and Family Services in the district. She will be the district-level administrator supervising the hiring and evaluating of the elementary counselors, and facilitating the School Counseling Program Advisory Council meetings. The identified Project Coordinator and Lead Elementary School Counselor is Cara Lee. Currently, Mrs. Lee is working at 80% FTE as the S&DATE (Safety, Drugs, Alcohol, Tobacco Education) Counselor at Student and Family Services. Once the project is funded, her current duties will be reduced to 70% so that she can serve as the Lead Elementary School Counselor for 20% FTE and the Project Coordinator for 10% FTE. Four full-time elementary school counselors will be hired to resume the roles and

responsibilities as explained in the previous section. The current office clerk at Student and Family Services, Ana Maria Richardson, will serve as the clerical support for the program for eight hours each week, 20% FTE. The resumes for these personnel are attached.

The School Counseling Program Advisory Council will consist of: 1) The core Project Team Members, 2) the Executive Director of Elementary Schools, 3) the District MTSS Coordinator, 4) an Elementary principal representative, 5) an Elementary teacher representative, 6) a Parent representative, and 7) a Community Agency Representative. The district has already gained the support of both the District Parent Teacher Association (PTA) Council and Foothill Family Services to each send representatives to participate as members of the School Counseling Program Advisory Council. A letter of support from Foothill Family Services is attached.

Timeline

The following timeline will form the basis of the yearly plan for each school year through June of 2017, subject to modification depending on feedback and evaluation of the effectiveness of the project. The following management components of the Recognized American School Counselor Association Model Program are incorporated into the timeline to ensure that the goals and objectives of the Elementary School Counseling Program are successfully met in a timely manner: 1) Maintaining an annual agreement between school counselors and administrators, 2) Creation of an advisory council composed of a representative group of stakeholders, 3) Development of calendars for school counseling events, and 4) Development of a core School counseling curriculum Action Plan and lesson plans. The outline for the Recognized American School Counselor Association Model Program can be viewed at: www.ascanationalmodel.org/Ascanationalmodel/media/RAMP/Rubric.pdf. Counselors will communicate with school staff and parents on a regular basis, and will provide written updates to teachers and parents in regards to students who are receiving Tier II interventions on at least a

U.S. Department of Education, Elementary & Secondary School Counseling Grant
Project Narrative: Hacienda La Puente Unified School District

monthly basis. School Site MTSS Teams, composed of the principal, teachers, and counselor, will hold monthly meetings to match the identified at-risk students with supports as well as review progress monitoring data for decision making on students' response to interventions. The continuous communication among teachers, counselors, and parents will provide opportunities to obtain and process feedback for continuous program improvement.

| Milestones/Activities | Person or Position Responsible | Completion Date: Yr. 1 (2014-15) | Completion Date: Yr. 2 (2015-16) | Completion Date: Yr. 3 (2016-17) |
|---|--|---------------------------------------|--------------------------------------|--------------------------------------|
| Elementary counselors are hired | Project Director | September, 2014 | As needed | As needed |
| Training for elementary counselors on Multi-Tiered System of Support and district policies and procedures. | Project Coordinator, District MTSS Coordinator | October, 2014 | As needed | As needed |
| Annual agreements, in alignment with the goals of Elementary Counseling Program, are discussed and established between counselors and principals. | Project Coordinator, Principals | October, 2014 | October, 2015 | October, 2016 |
| Monthly Elementary Counselor Meetings for continued training and program monitoring. | Project Director, Project Coordinator | Ongoing | Ongoing | Ongoing |
| Calendar for counseling activities for each semester is developed and shared with the school staff and parents. | Project Coordinator, Counselor | Fall-October, 2014; Spring-Jan., 2015 | Fall-August, 2015; Spring-Jan., 2016 | Fall-August, 2016; Spring-Jan., 2017 |
| School Counseling Program Advisory Council, representative of stakeholders, will be established and hold the first meeting. | Project Director, Project Coordinator | October, 2014 | October, 2015 | October, 2016 |
| Yearly pacing calendar for <i>Second Step</i> curriculum is established | Teachers, Counselors | October, 2014 | August, 2015 | August, 2016 |
| Demonstration lessons for <i>Second Step</i> curriculum are provided. | Counselors | Ongoing | Ongoing | Ongoing |
| Universal Screening is conducted twice a year. | Principals, Teachers, Counselors | Fall-Sept, 2014; Spring-Feb., 2015 | Fall-Sept, 2015; Spring-Feb., 2016 | Fall-Sept, 2016; Spring-Feb., 2017 |

U.S. Department of Education, Elementary & Secondary School Counseling Grant
 Project Narrative: Hacienda La Puente Unified School District

| Milestone | Person or Position Responsible | Completion Date: Yr. 1 (2014-15) | Completion Date: Yr. 2 (2015-16) | Completion Date: Yr. 3 (2016-17) |
|---|---|------------------------------------|------------------------------------|------------------------------------|
| Universal Screening data are analyzed by District MTSS Coordinator. Students matched to appropriate interventions. | School Site MTSS teams including Counselors | Fall-Oct., 2014; Spring-Mar., 2015 | Fall-Oct., 2015; Spring-Mar., 2016 | Fall-Oct., 2016; Spring-Mar., 2017 |
| Identified at-risk students receive evidence-based interventions. Brief Behavioral Rating Scales are used to establish baseline data and monitor the progress of Tier II interventions. | Counselors, Teachers | Ongoing | Ongoing | Ongoing |
| Monthly program monitoring meetings – reviewing the data for the effectiveness of interventions. Counselors will be responsible for collecting and organizing intervention data. | School Site MTSS Teams, Counselors | Ongoing | Ongoing | Ongoing |
| Monthly report of disciplinary referral data are generated and shared with school staff and parents | Counselors | Ongoing | Ongoing | Ongoing |
| Monthly follow up reports on the students receiving interventions are generated and reported to school staff and parents | Counselors | Ongoing | Ongoing | Ongoing |
| Follow up on students referred to community agencies every two weeks to ensure that students are receiving the needed services. Contact parents to provide consultation and psycho-education regarding receiving mental health services to address any cultural barriers. | Counselors | Ongoing | Ongoing | Ongoing |
| Professional Development for Counselors: Annual California Association of School Counselors (CASC) Conference | Project Coordinator, Counselors | November 14-15, 2014 | To Be Decided | To Be Decided |
| Formative and summative data are provided to the District MTSS Coordinator for mid-year program evaluation. | Counselors, District MTSS Coordinator | January, 2015 | January, 2016 | January, 2017 |
| School Counseling Program Advisory Council meets to evaluate the mid-year evaluation report and provides program oversight | Project Director, Project Coordinator | February, 2015 | February, 2016 | February, 2017 |

U.S. Department of Education, Elementary & Secondary School Counseling Grant
Project Narrative: Hacienda La Puente Unified School District

| Milestone | Person or Position Responsible | Completion Date: Yr. 1 (2014-15) | Completion Date: Yr. 2 (2015-16) | Completion Date: Yr. 3 (2016-17) |
|--|---|----------------------------------|----------------------------------|----------------------------------|
| Mid-year evaluation report is shared with school staff, parents, and school board to inform and seek feedback from all stakeholders. | Project Coordinator, Counselors | February, 2015 | February, 2016 | February, 2017 |
| Formative and summative data are provided to the District MTSS Coordinator for year-end program evaluation. | Counselors, District MTSS Coordinator | May, 2015 | May, 2016 | May, 2017 |
| School Counseling Program Advisory Council meets to discuss the Year-End Evaluation Report completed by the District MTSS Coordinators and makes recommendation for any program modification for the following year. | Project Director, Project Coordinator, Counselors | May, 2015 | May, 2016 | May, 2017 |
| Year End Evaluation Report is shared with school staff, parents, and school board to inform and seek feedback from all stakeholders. | Project Director, Project Coordinator, Counselors | May, 2015 | May, 2016 | May, 2017 |
| Complete and submit mandated annual reports to U.S. Department of Education | Project Coordinator | June, 2015 | June, 2016 | June, 2017 |

Criteria 4: Project Evaluation

Government Performance and Results Act (GPRA) Measure 1: The ratio of student/mental health professionals in all elementary schools included in this project:

| Schools participating in the grant | Students enrolled (Baseline) (2012-2013) | Number of Child-adolescent psychiatrists (Baseline) (2012-2013) | Number of School Psychologists (Baseline) (2012-2013) | Number of School Counselors (Baseline) (2012-2013) | Number of School Social Workers (Baseline) (2012-2013) | Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013) |
|------------------------------------|--|---|---|--|--|--|
| Baldwin | 721 | 0 | 0.4 | 0 | 0 | 0 |
| Bixby | 309 | 0 | 0.2 | 0 | 0 | 0 |
| California | 382 | 0 | 0.2 | 0 | 0 | 0 |
| Del Valle | 497 | 0 | 0.3 | 0 | 0 | 0 |

U.S. Department of Education, Elementary & Secondary School Counseling Grant
Project Narrative: Hacienda La Puente Unified School District

| Schools participating in the grant | Students enrolled (Baseline) (2012-2013) | Number of Child-adolescent psychiatrists (Baseline) (2012-2013) | Number of School Psychologists (Baseline) (2012-2013) | Number of School Counselors (Baseline) (2012-2013) | Number of School Social Workers (Baseline) (2012-2013) | Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013) |
|------------------------------------|--|---|---|--|--|--|
| Grazide | 608 | 0 | 0.2 | 0 | 0 | 0 |
| Kwis | 346 | 0 | 0.2 | 0 | 0 | 0 |
| Los Altos | 365 | 0 | 0.3 | 0 | 0 | 0 |
| Los Molinos | 294 | 0 | 0.3 | 0 | 0 | 0 |
| Los Robles | 412 | 0 | 0.3 | 0 | 0 | 0 |
| Nelson | 424 | 0 | 0.3 | 0 | 0 | 0 |
| Palm | 403 | 0 | 0.4 | 0 | 0 | 0 |
| Sparks | 493 | 0 | 0.2 | 0 | 0 | 0 |
| Sunset | 270 | 0 | 0.4 | 0 | 0 | 0 |
| Temple | 316 | 0 | 0.3 | 0 | 0 | 0 |
| Wedgeworth | 374 | 0 | 0.1 | 0 | 0 | 0 |
| Wing Lane | 333 | 0 | 0.2 | 0 | 0 | 0 |
| Workman | 452 | 0 | 0.3 | 0 | 0 | 0 |
| Total | 6,999 | 0 | 4.6 FTE | 0 | 0 | 0 |

Government Performance and Results Act (GPRA) Measure 2: The average number of disciplinary referrals for each school participating in the program.

| Elementary Schools participating in the grant | Number of students Enrolled (Baseline) (2012-2013) | Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013) |
|---|--|---|
| Baldwin | 721 | 36 |
| Bixby | 309 | 16 |
| California | 382 | 51 |
| Del Valle | 497 | 93 |
| Grazide | 608 | 13 |
| Kwis | 346 | 12 |
| Los Altos | 365 | 45 |
| Los Molinos | 294 | 11 |
| Los Robles | 412 | 68 |
| Nelson | 424 | 121 |
| Palm | 403 | 135 |
| Sparks | 493 | 18 |

U.S. Department of Education, Elementary & Secondary School Counseling Grant
Project Narrative: Hacienda La Puente Unified School District

| | | |
|------------|-------|-----|
| Sunset | 270 | 37 |
| Temple | 316 | 66 |
| Wedgeworth | 374 | 29 |
| Wing Lane | 333 | 42 |
| Workman | 452 | 60 |
| Total | 6,999 | 853 |

The National Association of School Psychologists (NASP) defines program evaluation as a systematic assessment of program results and the extent to which the program caused those results (Thomas and Grimes, p. 2193). Best practices for program evaluation indicate a need to begin with a clear conceptualization of the connection between the program components and the intended outcomes, referred to as the Logic Model. NASP's recommendation for evaluation of mental health programs in schools includes addressing domains of program success that include the perceived acceptability and social validity of the program, integrity of implementation of program components, achievement of desired outcomes, and the sustainability and institutionalization of the program components (Thomas & Grimes, p.1357).

Logic Model for the Elementary School Counseling Program

At the elementary school level, the growing social-emotional needs of students and lack of Mental Health professionals has adversely impacted school sites' ability to provide sufficient support at both the school and individual-student levels. A School Counselor at each elementary school could provide direct and indirect services to improve social emotional support for all students at the Universal and Targeted levels. Provision of Universal Supports will result in improved outcomes for all students, including reduction in both school-wide office disciplinary referral rates and the percentage of students requiring additional (Tier II/III) support, with the latter resulting in greater capacity to deliver targeted supports to those students who present with significant individual needs. Provision of Targeted supports will result in improved school

outcomes for individual students in one or more of the following areas: school engagement (attendance, referral data), academic performance (grades, work completion), behavioral functioning (progress monitoring data, behavioral incident data).

Evaluation Questions and Data Collection

Elementary School Counselor will assist in the evaluation process by collecting and maintaining data at the site level, which will be submitted to the Program Coordinator for analysis by the District MTSS Coordinator. The evaluation results will be reported to the School Counseling Program Advisory Committee, and this committee will consider these and other data in determining recommendations for program improvement. The evaluation of the Elementary School Counseling Program will focus on domains for integrity of implementation, achievement of intended outcomes, and social validity, guided by the following questions and sources of data:

| Evaluation Domain #1: Integrity of Implementation | | |
|--|--|--|
| <i>Have program components been implemented with sufficient fidelity to achieve desired outcomes?</i> | | |
| Evaluation Question | Data Collected | Person Responsible for Data Collection |
| <ul style="list-style-type: none"> • Have the core features of School-Wide Positive Behavior Support been implemented with fidelity? | <ul style="list-style-type: none"> • Scores from the School wide Evaluation Tool (SET)* | <ul style="list-style-type: none"> • The SET will be completed by the District MTSS Coordinator |
| <ul style="list-style-type: none"> • Is there evidence of sufficient and skilled use of: Good Behavior Game, Proactive Class Management Strategies, Social Emotional Learning (SEL) curriculum? | <ul style="list-style-type: none"> • Data from observation, surveys and self-reports, and school documents. | <ul style="list-style-type: none"> • Elementary School Counselor |
| <ul style="list-style-type: none"> • What is the fidelity of implementation for Tier II interventions? | <ul style="list-style-type: none"> • Implementation checklists | <ul style="list-style-type: none"> • Elementary School Counselor |

*According to pbis.org, the SET is a standardized tool designed to assess and evaluate the critical features of school-wide effective behavior support using a protocol of interviews and observations. This tool is available from the Technical Assistance Center on Positive Behavioral Interventions and Supports, which is established by the U. S. Department of Education’s Office of Special Education Programs (OSEP), and was obtained at <http://www.pbis.org/blueprint/evaluation-tools>.

Evaluation Domain #2: Achievement of Intended Outcomes

Does the program achieve the intended outcomes?

| Evaluation Question | Data Collected | Person Responsible for Data Collection |
|---|--|--|
| <ul style="list-style-type: none"> • Have schools sites achieved a reduction in school wide office disciplinary referrals? | <ul style="list-style-type: none"> • School wide referral data from the district’s student data management system, <i>SMART</i>. | <ul style="list-style-type: none"> • District MTSS Coordinator |
| <ul style="list-style-type: none"> • Is there a reduction in the number of students requiring additional level (Tier II/III) intervention? | <ul style="list-style-type: none"> • Universal Screening data | <ul style="list-style-type: none"> • District MTSS Coordinator |
| <ul style="list-style-type: none"> • Is there an increase in the percentage of At-Risk students who actually receive Tier II/III intervention? | <ul style="list-style-type: none"> • School wide Tier II implementation data from <i>SMART</i> | <ul style="list-style-type: none"> • District MTSS Coordinator |
| <ul style="list-style-type: none"> • Do students receiving Tier II/III support achieve improved school outcomes? | <ul style="list-style-type: none"> • Review of Existent (grades, attendance, etc.) and Progress Monitoring (Daily Behavior Report Card, Brief Behavior Rating Scale, etc.) data | <ul style="list-style-type: none"> • Elementary School Counselors |

Evaluation Domain #3: Social Validity

Do the program outcomes have relevance to the culture and various ecological contexts of students?

| Evaluation Question | Data Collected | Person Responsible for Data Collection |
|--|--|--|
| <ul style="list-style-type: none"> • Do teachers feel adequately supported in implementing the features of Tier I? Are students achieving the expected outcomes? | <ul style="list-style-type: none"> • Teacher Survey | <ul style="list-style-type: none"> • Created by District MTSS Coordinator; administered by Site Administrators |
| <ul style="list-style-type: none"> • Do site administrators feel adequately supported in being able to meet the social-emotional needs of students at their site? | <ul style="list-style-type: none"> • Administrator Survey | <ul style="list-style-type: none"> • Created by District MTSS Coordinator, administered by Executive Director of Elementary Schools |
| <ul style="list-style-type: none"> • Do the parents of students receiving additional (Tier II/III) supports feel that these supports are appropriate and adequate in meeting their child’s needs? | <ul style="list-style-type: none"> • Parent Survey | <ul style="list-style-type: none"> • Created by District MTSS Coordinator, administered by Elementary School Counselors |

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U.S. Department of Education, Elementary & Secondary School Counseling Grant
Hacienda La Puente Unified School District

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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

**Assistant Superintendent of Curriculum,
Assessment, and Instruction, Pre-K - 12**

Title

Hacienda La Puente Unified School District

April 23, 2014

Applicant Organization

Date Submitted

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

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

Rates approved based on standardized account code structure expenditure data

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

As of April 17, 2014

* C = County

D = District

CA= Common Administration

J = Joint Powers Agency

----- APPROVED RATES -----

For use with state and federal programs, as allowable, in:

| County Code | LEA Code | Type* | LEA Name | APPROVED RATES | | | | |
|-------------|----------|-------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | | | (based on 2008-09 expenditure data) | (based on 2009-10 expenditure data) | (based on 2010-11 expenditure data) | (based on 2011-12 expenditure data) | (based on 2012-13 expenditure data) |
| 19 | 73437 | D | Compton Unified | 8.94% | 6.19% | 8.39% | 7.18% | 6.91% |
| 19 | 73445 | D | Hacienda La Puente Unified | 8.92% | 6.75% | 6.32% | 5.76% | 4.78% |
| 19 | 73452 | D | Rowland Unified | 6.07% | 6.11% | 5.06% | 4.99% | 5.27% |
| 19 | 73460 | D | Walnut Valley Unified | 3.88% | 4.82% | 4.03% | 4.34% | 5.33% |
| 19 | 75291 | D | San Gabriel Unified | 8.27% | 6.53% | 5.85% | 7.44% | 6.33% |
| 19 | 75309 | D | Acton-Agua Dulce Unified | 9.66% | 8.81% | 4.86% | 6.22% | 10.35% |
| 19 | 75333 | D | Manhattan Beach Unified | 5.35% | 5.09% | 5.37% | 5.46% | 4.68% |
| 19 | 75341 | D | Redondo Beach Unified | 5.08% | 4.90% | 3.53% | 2.58% | 4.79% |
| 19 | 75713 | D | Alhambra Unified | 5.60% | 5.93% | 6.09% | 5.98% | 6.11% |
| 19 | 76869 | D | Wiseburn Unified (effective 07/14) | -- | -- | -- | -- | 2.95% |
| 20 | 10207 | C | Madera County Superintendent | 7.97% | 9.65% | 9.97% | 9.04% | 9.87% |
| 20 | 65177 | D | Alview-Dairyland Union Elementary | 6.01% | 7.59% | 7.68% | 8.05% | 8.64% |
| 20 | 65185 | D | Bass Lake Joint Union Elementary | 6.63% | 8.62% | 7.46% | 8.18% | 7.31% |
| 20 | 65193 | D | Chowchilla Elementary | 5.21% | 5.68% | 6.67% | 6.20% | 5.62% |
| 20 | 65201 | D | Chowchilla Union High | 5.18% | 5.62% | 5.97% | 7.19% | 6.11% |
| 20 | 65243 | D | Madera Unified | 5.03% | 5.17% | 5.18% | 5.11% | 4.49% |
| 20 | 65276 | D | Raymond-Knowles Union Elementary | 7.92% | 9.47% | 7.55% | 10.16% | 10.02% |
| 20 | 75580 | D | Golden Valley Unified | 9.53% | 9.83% | 7.08% | 5.46% | 6.88% |
| 20 | 75606 | D | Chawanakee Unified | 8.88% | 6.89% | 3.26% | 4.58% | 10.17% |
| 20 | 76414 | D | Yosemite Unified | 9.11% | 10.63% | 8.06% | 8.69% | 7.71% |
| 21 | 10215 | C | Marin County Superintendent | 11.52% | 11.02% | 11.28% | 12.60% | 16.08% |
| 21 | 40873 | J | Marin Pupil Transp. Agency JPA | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| 21 | 65300 | D | Bolinas-Stinson Union Elementary | 6.91% | 9.30% | 6.12% | 6.08% | 7.64% |
| 21 | 65318 | D | Dixie Elementary | 5.07% | 5.51% | 5.47% | 5.44% | 4.76% |
| 21 | 65334 | D | Kentfield Elementary | 4.84% | 4.97% | 5.13% | 5.45% | 6.21% |
| 21 | 65342 | D | Laguna Joint Elementary | 13.72% | 15.29% | 9.12% | 21.41% | 4.29% |
| 21 | 65359 | D | Lagunitas Elementary | 15.01% | 13.39% | 14.42% | 15.14% | 12.99% |
| 21 | 65367 | D | Larkspur | 6.82% | 7.48% | 7.47% | 8.93% | 6.63% |
| 21 | 65375 | D | Lincoln Elementary | 8.68% | 15.91% | 15.59% | 11.58% | 4.63% |
| 21 | 65391 | D | Mill Valley Elementary | 9.24% | 8.73% | 8.25% | 8.15% | 7.86% |
| 21 | 65409 | D | Nicasio | 6.06% | 2.17% | 7.12% | 7.00% | 6.44% |
| 21 | 65417 | D | Novato Unified | 6.48% | 5.42% | 5.02% | 5.09% | 4.32% |
| 21 | 65425 | D | Reed Union Elementary | 4.04% | 4.43% | 4.63% | 4.21% | 4.30% |
| 21 | 65433 | D | Ross Elementary | 8.72% | 8.71% | 8.55% | 6.82% | 7.21% |
| 21 | 65458 | D | San Rafael City Elementary | 3.90% | 4.56% | 4.05% | 3.77% | 4.07% |
| 21 | 65466 | D | San Rafael City High | 4.50% | 5.61% | 6.66% | 6.33% | 5.75% |
| 21 | 65474 | D | Sausalito Marin City Elementary | 7.49% | 7.02% | 6.07% | 16.29% | 8.45% |
| 21 | 65482 | D | Tamalpais Union High | 8.70% | 7.75% | 7.42% | 8.63% | 7.89% |
| 21 | 65516 | D | Union Joint Elementary | 23.59% | 23.79% | 12.33% | 11.33% | 4.63% |
| 21 | 73361 | D | Shoreline Unified | 1.63% | 4.71% | 4.32% | 4.41% | 3.31% |
| 21 | 75002 | D | Ross Valley Elementary | 7.92% | 5.64% | 5.58% | 4.68% | 4.91% |
| 22 | 10223 | C | Mariposa County Superintendent | 5.61% | 6.49% | 7.34% | 5.99% | 7.67% |
| 22 | 65532 | D | Mariposa County Unified | 4.88% | 6.60% | 3.63% | 6.73% | 8.07% |
| 23 | 10231 | C | Mendocino County Superintendent | 7.40% | 7.83% | 8.06% | 7.93% | 8.69% |
| 23 | 65540 | D | Anderson Valley Unified | 7.11% | 6.63% | 7.53% | 7.28% | 7.78% |
| 23 | 65557 | D | Arena Union Elementary | 8.76% | 7.92% | 7.41% | 8.77% | 7.27% |
| 23 | 65565 | D | Fort Bragg Unified | 4.38% | 4.62% | 5.33% | 4.96% | 5.18% |
| 23 | 65573 | D | Manchester Union Elementary | 4.22% | 5.21% | 4.88% | 5.57% | 10.35% |
| 23 | 65581 | D | Mendocino Unified | 7.88% | 8.47% | 8.39% | 7.85% | 7.91% |
| 23 | 65599 | D | Point Arena Joint Union High | 8.76% | 7.92% | 7.41% | 8.77% | 7.27% |
| 23 | 65607 | D | Round Valley Unified | 11.77% | 10.46% | 7.14% | 7.09% | 5.60% |
| 23 | 65615 | D | Ukiah Unified | 5.85% | 7.37% | 8.13% | 6.95% | 6.49% |
| 23 | 65623 | D | Willits Unified | 4.11% | 4.37% | 4.85% | 5.13% | 4.89% |
| 23 | 73866 | D | Potter Valley Community Unified | 7.96% | 8.87% | 7.67% | 7.59% | 7.82% |
| 23 | 73916 | D | Laytonville Unified | 4.21% | 3.64% | 3.20% | 5.21% | 7.96% |
| 23 | 75218 | D | Leggett Valley Unified | 9.32% | 9.76% | 8.64% | 7.75% | 14.73% |
| 23 | 76349 | CA | Arena Union Elem/Point Arena Union High | 8.76% | 7.92% | 7.41% | 8.77% | 7.27% |
| 24 | 10249 | C | Merced County Superintendent | 6.84% | 6.99% | 7.01% | 7.20% | 7.36% |
| 24 | 65631 | D | Atwater Elementary | 4.67% | 5.20% | 4.95% | 5.53% | 4.38% |
| 24 | 65649 | D | Ballico-Cressey Elementary | 4.32% | 5.44% | 8.54% | 7.42% | 5.48% |
| 24 | 65680 | D | El Nido Elementary | 8.48% | 6.43% | 8.03% | 9.27% | 7.98% |

*Rate revised after original posting.



Foothill Family Service

Building Brighter Futures for Children and Families Since 1926

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David Esquith, Director
Elementary and Secondary School Counseling Programs
Office of Safe and Health Students
US Department of Education
400 Maryland Ave, SW, Rm #3E255
Washington, DC 20202-6450

April 18, 2014

Dear Mr. Esquith,

We are pleased to support Hacienda La Puente Unified School District's application for a school counseling program.

Since 2002, Hacienda La Puente Unified School District and Foothill Family Service have had an excellent collaborative relationship. District schools provide teacher-generated or administration-generated referrals of qualifying students in need of mental health services to Foothill Family Service. The District has also provided space on 24 school campuses where Foothill Family therapists provide assessment, individualized treatment plans, and school-based counseling for referred students.

To expand our partnership into the area of the District's elementary counseling program, Foothill Family would provide linking services, working with elementary counselors to help engage families and provide mental health services where any cultural or social stigmas might otherwise deter families from participation in services. Foothill Family would also serve as part of the Advisory Council for the Elementary Counseling Program.

Foothill Family Service looks forward to working with Hacienda La Puente Unified School District to provide linkage to vital mental health and counseling services which enhance the social-emotional development of students and enhances academic performance. Please contact me at SAllen@foothillfamily.org or 626-993-3000.

Sincerely,

(b)(6)

Steve Allen, CEO

FRIENDS OF Foothill FAMILY

Michig Canon, PRESIDENT

Kate Seley, VICE PRESIDENT

Jennifer Allen, PAST PRESIDENT



2500 E. Foothill Boulevard, Suite 300 • Pasadena, CA 91107
Tel (626) 993-3000 • Fax (626) 993-3084 • www.foothillfamily.org
Serving the San Gabriel Valley from Our Centers in Pasadena, El Monte, Duarte and West Covina
PR/Award # S215E140228

Cynthia Gomez

(b)(6)

Education

2006, Master of Science in Education, California State University, Fullerton

1994, Bachelor of Arts in Child Development, California State University, Los Angeles

Credentials

2006, Administrative Credential, California State University, Fullerton

1999, BCLAD Teaching Credential, California State University, Los Angeles

Positions Held

Present - 2012 Executive Director, Student and Family Services

- Sit on Superintendent's Executive Cabinet, providing weekly cabinet updates revolving around child welfare and attendance interests and challenges.
- Responsible for the oversight of all suspension and expulsion recommendations, ensuring all due process is followed and compliant of educational codes. While ensuring rehabilitation plans include student support and reentry plans. Suspension and Expulsion data have shown significant decreases in the last two years.
- Coordinating, oversee planning, and delivering staff development regarding Response to Intervention initiative, RTI.
- Monitoring of positive behavior intervention supports, PBIS. Delegating support to school sites for students with intensive social-emotional needs.
- District designee for 504 plan oversight. Train district staff responsible for maintaining and monitoring 504 plans.
- Oversee district nurses, monitor required immunization records, and supervise all district health support procedures such as, diabetics, g-tube feedings, and tracheotomies. Maintain state required reports such as immunization reports and health records,
- Foster Care liaison - update, train, and monitor all district staff regarding foster youth supports and any new legislation, such as LCFF and LCAP requirements.
- Responsible for supervising homeless liaison counselor, monitoring resources, and providing support.
- Assistant Principal leadership support - assisted Executive Director of HS with training and support of assistant principals particularly in the area of student support services, due process, behavior support interventions.
- Counseling and guidance support regarding foster care/homeless laws and resources.
- Site support revolving process and procedures around the maintenance of student records.
- SARB chairperson, support sites in attendance, truancy, and chronic absenteeism monitoring
- District Representative responsible for oversight of the District International Student Program. Coordinate, plan, and disseminate information revolving international students to the Board of Education. Facilitate International Student Committee.
- Part of Instructional Division Team, responsible for planning and implementation of Common Core implementation.
- Served on LCAP committee, presenting information to parents through community meetings. Expertise focused on school climate and school culture LCAP elements.

2012 - 2008 *Principal*

Valinda School of Academics K-8 (Hacienda La Puente Unified School District)

- Responsible for all management aspects of leading a school, including monitoring and evaluating instruction, planning staff development, sound fiscal management, establishing school climate and culture, increasing parent and community involvement, participated in shared decision making/school site council, established high expectation for student behavior and handled student discipline, suspensions and expulsions, managed grade level and department professional learning communities, developed master schedule at the middle level grades, actively implemented RTI, monitored ASB activities, supervised sports programs, managed staffing, evaluation of certificated and classified staff, maintenance of a safe and secure campus.
- Increased API score by 74 points, API score of 805 at the end of my tenure.
- Elevated school rank from a 3-2 to a 5-9 by 2011.
- Decreased number of D's and Fs in grades 6-8
- Decreased school suspensions significantly.
- Increased parent involvement, instituted parent workshops through district programs.
- Elevated quality of student participation and ownership at School Site Council.
- Augmented student led activities.
- Collaborated with counselor to seek support programs for our at-risk students.
- Built positive and meaning relationships with students, staff, and parents based on trust, communication, and transparency.

2008-2006 *Principal*

Los Molinos Elementary School K-5 (Hacienda La Puente Unified School District)

- Responsible for all management aspects of leading a school, including monitoring and evaluating instruction, planning staff development, establishing school climate and culture, increasing parent and community involvement, actively implemented RTI, managed staffing, evaluation of certificated and classified staff, and maintenance of a safe and secure campus.
- Increase API score by approximately 70 points in 2 years, API score of 905 at the end of my tenure.

2006-2005 *Parent Facilitator/Administrative Intern*

Lydia Jackson Elementary K-5 (Whittier City School District)

- Responsible for all planning, coordinating, implementation and evaluation of all parent education/workshops, including ELAC and PTA.
- Responsible for seeking community support from local businesses.
- Assisted in library renovation project through Wonders of Reading Grant.
- Acted as assistant principal under the direction of Principal. Fulfilled duties as assigned including staff development, student discipline matters, and staff mediation.
- Developed routines and protocols to increase a positive school culture based on character education.
- Participated in the BTSA program for beginning teachers as a Support Provider.

2005-2003 *Reading First Literacy Coach*

Abraham Lincoln Elementary K-5 (Whittier City School District)

- Assisted in the oversight of the Reading First implementation plan for grades kindergarten—fifth grades. Worked with Principal to determine school wide staff development goals and plans *Which included* demonstration lessons and coached lessons for teachers in all literacy areas.
- Provided AB466 staff development across various districts across the state of California.

2003-1999 *Teacher, Grades Kinder , K/1*

Daniel Phelan Elementary K-3 (Whittier City School District)

- Fulfilled all duties as a bilingual teacher as outlined by district contract
- Master teacher for Azusa Pacific University student teacher.

1999-1994 *Teacher, Grades 5/6, 5, 2nd, Kinder*
Christopher Dena Elementary K-5 (LAUSD)

- Fulfilled all duties as a teacher as outlined by district contract. Taught in a bilingual setting. Participated in SST committee. Part of a team of teachers who provided parent workshops on early literacy skills. Coordinated and oversaw a Saturday School—Immigrant Parent Workshop Program.

1994-1992 *Pre-K Teacher*
Lyric Preschool. (Private Setting, Silverlake, California)

1987-1992 *Customer Service Operator*
Los Angeles Times Newspaper

- Provide customers with courteous help. Follow established customer service protocols and procedures.

Leadership Roles

- Hacienda La Puente Administrators Association (HLPAA) Charter President - 2010-2012
- Participated in Math Curriculum Committee, 2007
- HLPUSD Quad Leader, 2009, 2012
- Member of the HLPUSD Negotiations Team Committee, 2011– present/Trained in Interest Based Bargaining (IBB)
- Participated in HLPUSD interview panel
- Present at HLPUSD District Leadership Team Meetings, to maintain all site administrators updated on new laws and regulations, procedures, and mandates regarding student discipline, foster youth, homeless student support, attendance, SARB, 504 procedures, school nurses, and positive behavior intervention support (PBIS)

Professional Organizations

- ACSA Region XV - Pupil Personnel Administrator of the Year - 2014
- HLPAA Administrator of the Year—2014
- Member of Hacienda La Puente Administrators Association (HLPAA)
- Member of ACSA

Conference Presentations

- “Developing a Culture for Rock-Solid School Success and Academic Achievement” at ACSA Conference, Sacramento, California, November, 2011

Languages

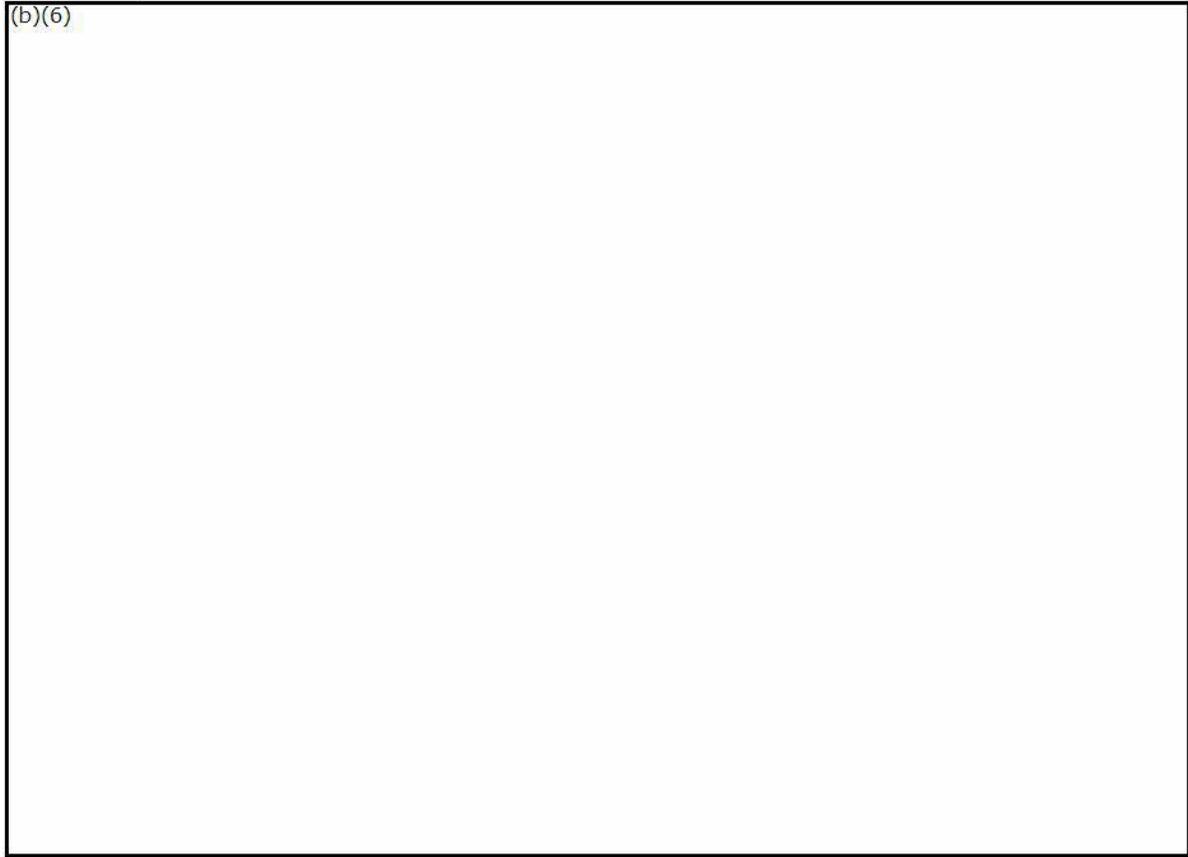
Fluent in Spanish - reading, writing, speaking, translation abilities

Fields of Interest

- Healthy eating, jogging, approaching life with a balanced approach, contributing to helping young people become positive adults.
- Passion for working with students and families.

References

(b)(6)



Cara H. Lee

(b)(6)

SKILLS

- Resourceful, flexible, empathetic, and organized
- Excellent communication skills (oral & written)
- Fluent in Korean – speaking, reading, and writing
- Registered Marriage and Family Therapist Intern (IMFT#75679)
- Experienced in working with youth and adults from diverse cultural and socio-economic backgrounds

EDUCATION

Master of Science in Counseling – Option in Marriage, Family, and Child Counseling, 2005
California State University, Los Angeles

Bachelor of Arts in Anthropology, 1992
University of California, San Diego

CREDENTIALS

Pupil Personnel Services Credential with Advanced Specializations in School Counseling and Child Welfare and Attendance Services, 2005
California State University, Los Angeles

Clear Crosscultural, Language and Academic Development Certificate, 1993
California State University, Long Beach

Professional Clear Multiple Subject Teaching Credential, 1993
California State University, Long Beach

POSITIONS HELD

S&DATE Counselor (Safe Schools & Drug, Alcohol, and Tobacco Education)
Student and Family Services, Hacienda La Puente Unified School District
2007 – Present

- Perform as a district-wide Safe & Drug, Alcohol, and Tobacco Educator under the No child Left Behind Act by upholding administrator and teacher accountability of providing all students with safe schools & drug, alcohol, tobacco, and violence prevention education
- Provide support to K-12 school sites for Section 504 process
- Coordinate biennial California Healthy Kids Survey administration
- Oversee and implement various components of Tobacco Use Prevention Education Grant
- Provide district-level support for FNL Mentoring Program, where high school mentors are recruited and trained to work with younger students during afterschool hours
- Assist schools in supporting all students with multi-tiered system of support to promote positive school climate and evidence-based interventions for behavioral issues
- Provide staff training on Second Step, an evidence-based social emotional learning curriculum.
- Coordinate staff training with the lead school nurse for HIV/AIDS prevention curriculum
- Serve as the Chair of SARB #25 meetings

Academic Counselor

Bell High School, Los Angeles Unified School District
2005 – 2007

- Provided academic advisement regarding graduation and college entrance requirements
- Programmed students' schedules and assist in developing a master schedule
- Counseled students regarding social-emotional, academic and career planning issues
- Monitored academic progress of assigned students and carry out interventions measures in collaboration with teachers and parents
- Led Individualized Educational Plan meetings as an administrative designee

Middle School Counselor Intern

Gage Middle School, Los Angeles Unified School District
Summer 2005

- Provided academic advisement and student mediation
- Participated in parent conferences regarding student's academic progress, behaviors, and attendance
- Attended Student Study Team and Individualized Educational Plan meetings

Marriage and Family Therapist Trainee

San Gabriel Unified School District
Spring 2005

- Conducted weekly therapy sessions for elementary and middle school students concerning issues of low motivation for academic achievement, bullying, withdrawn behaviors, peer conflicts, stress management, grief and low self-esteem.

High School Counselor Intern

Magnolia High School, Anaheim Union High School District
Spring 2005

- Provided personal and academic counseling to students
- Taught career guidance lessons using COIN products
- Attended Individualized Educational Plan and Local School Placement Committee Meetings

Adult School Teacher

Garden Grove Unified School District
2003 – 2005

- Taught ESL to adults of various age and fluency groups

Student Ministry Staff

North America Indigenous Ministries
1999 – 2002

- Provided academic, emotional and spiritual support for Native college students in Vancouver, Canada

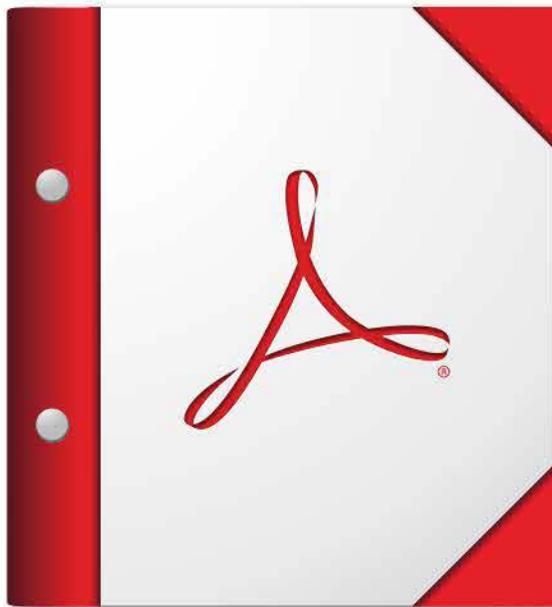
Elementary School Teacher

John Ritter Elementary School, Los Angeles Unified School District
1994 – 1998

- Designed and implemented a challenging curriculum for 3rd, 4th, and 5th grade classes.
- Actively collaborated with parents, colleagues, administrators and community members

PROFESSIONAL AFFILIATIONS

- The Delta Kappa Gamma Society International
- California Association of Marriage and Family Therapists



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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

Year 1: 2014-15

1. Personnel:

All salary calculations are based on the current salary table for certificated and classified positions.

Project Director (Cynthia Gomez)

(b)(4)

Duties include the following:

Oversee the hiring and evaluation of the elementary counselors; seek feedback from elementary principals regarding the effectiveness of the Elementary Counseling Program; facilitate monthly Elementary School Counselor Meetings and quarterly School Counseling Program Advisory Council Meetings.

Project Coordinator/Lead Elementary School Counselor (Cara Lee)

(b)(4)

Duties include the following:

.20 FTE as the Lead Elementary Counselor: Assume all duties assigned to an Elementary Counselor at a designated Elementary School site for one day each week.

.10 FTE as the Project Coordinator: Lead collaboration efforts among Elementary School Counselors, district departments and community agencies; budget preparation and monitoring; ongoing coordination of program implementation; overseeing program compliance; ensuring accuracy in data collection necessary for summative program evaluation; participate in the monthly Elementary Counselors Meetings and quarterly School Counseling Program Advisory Council Meetings; and completing required project reports, including reporting to the U.S. Department of Education.

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

Elementary School Counselors

4 FTE x \$61,186.50 annual salary = \$244,746.00

Duties include the following:

Provide prevention services by taking leadership in implementing School Wide Positive Behavior Support and as the *Second Step* (Social Emotional Learning curriculum) coach; assist school staff with identification of students in need of intervention services and with implementing the interventions; conduct individual and group counseling sessions using evidence-based curricula and interventions; collaborate with school psychologists and community agencies to provide individualized interventions for students with needs that are more intense; provide psycho-education to students and families regarding accessing mental health services and address any cultural barriers or resistance; compile quantitative and qualitative data to make monthly reports to school staff and parents; manage student behavior data and submit formative and summative data to the District MTSS Coordinator; and participate in the monthly Elementary Counselor Meetings and quarterly School Counseling Program Advisory Council Meetings.

Clerical Support/ Office Assistant

8 hours/week x \$15.71/hr x 40 weeks = \$5,027.20

Duties include the following:

Provide clerical support for Project Director, Project Coordinator, and Elementary Counselors; support logistical details for the monthly Elementary School Counselor meetings and quarterly School Counseling Program Advisory Council Meetings; assist in student data collection and maintenance; and assist with preparing reports for the School Counseling Advisory Council, HLPUSD School Board, and U.S. Department of Education.

Project Grand Total for Personnel: \$265,809.80

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**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

2. Fringe Benefits:

Project Director (b)(4)

STRS @ 8.25% = \$515.63
Medicare @ 1.45% = \$ 90.63
SUI @ 0.05% = \$ 3.13
Worker's Comp @ 2.85% = \$178.13
Health & Welfare @ 5% of \$11,344 = \$567.20

(b)(4)

Project Coordinator (.30FTE)

STRS @ 8.25% = \$1,984.53
Medicare @ 1.45% = \$ 348.80
SUI @ 0.05% = \$ 12.03
Worker's Comp @ 2.85% = \$ 685.56
Health & Welfare @ 30% of \$11,900 = \$3,570.00

Total for District Coordinator = \$6,600.92

Project Cost (.20FTE) = \$4,400.61

(b)(4)

Elementary Counselors

STRS @ 8.25% = \$ 5,047.89
Medicare @ 1.45% = \$ 887.20
SUI @ 0.05% = \$ 30.59
Worker's Comp @ 2.85% = \$ 1,743.82
Health & Welfare @ 100% of \$11,900 = \$11,900.00

Total for Elementary Counselor = \$19,609.50

Total for 4 Elementary Counselors = \$19,609.50 annual cost x 4 counselors = \$78,438.00

Office Assistant

PERS @ 11.442% = \$575.21
OASDHI @ 6.20% = \$311.69
Medicare @ 1.45% = \$ 72.89
SUI @ 0.050% = \$ 2.51
Worker's Comp @ 2.85% = \$143.28
PERS Reduction @ 1.578% = \$ 79.33

Total for Office Assistant = \$1,184.91

Grand Total for Fringe Benefits = \$84,023.52

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

3. Travel:

The hotel and transportation costs shown below are acquired from www.expedia.com.

Mandatory Initial Project Director's Meeting (2 nights, 3 days):

Airfare: From Los Angeles International Airport (LAX) to Washington, DC at the end of September - \$475 per person

Lodging: Hotel in downtown Washington DC in September - \$250 a night per room x 2 = \$500

Per Diem Costs for Meals: \$55/day x 3 = \$165

Ground Transportation: \$150

Total: \$1,290

Mandatory Annual Office of Safe and Healthy Students National Conference (3 nights, 4 days):

Airfare: From Los Angeles International Airport (LAX) to Washington, DC in August - \$500 per person

Lodging: Hotel in downtown Washington DC in August - \$250 a night per room x 3 = \$750

Per Diem Costs for Meals: \$55/day x 4 = \$220

Ground Transportation: \$150

Total: \$1,620 x 2 participants = \$3,240

Annual California Association of School Counselors (CASC) Conference (2 nights, 3 days):

Conference Registration Fee: \$250

Lodging: \$120 a night per person x 2 = \$240

Per Diem Costs for Meals: \$55/day x 3 = \$165

Ground Transportation & Parking Fee: \$100

Total: \$755 x 5 (4 Elementary Counselors and 1 Project Coordinator) = \$3,775

The American School Counselor Association, renowned for its national model for a comprehensive school counseling program, supports continued professional development to ensure that the counselors are equipped with latest research, techniques, and knowledge to be effective in their work with students, families, and other educators. The CASC conference is a state-level conference of the American School Counselor Association.

Grand Total for Travel: \$8,305

4. Equipment:

Laptops for 4 Elementary Counselors: \$1,500 x 4 = \$6,000

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

Laptop for Project Coordinator/Lead Elementary Counselor = \$1,500

Project Cost = 40% x \$1,500 = \$600

(b)(4)

The counselors will need laptops to access the student data system, emails, and other pertinent documents as they travel from site to site.

Grand Total for Equipment: \$6,600

5. Supplies:

Evidence-Based Curriculum for Individual and Group Counseling:

Coping Cat: (From SAMHSA’s National Registry of Evidence-based Programs and Practices)

A cognitive behavioral treatment that assists school-age children in (1) recognizing anxious feelings and physical reactions to anxiety; (2) clarifying cognition in anxiety-provoking situations (i.e., unrealistic expectations); (3) developing a plan to help cope with the situation (i.e., determining what coping actions might be effective); and (4) evaluating performance and administering self-reinforcement as appropriate.

Manual: \$28.16/book x 5 = \$140.80

Student Workbook: \$25.08 x 170 books (10 per school) = \$4,263.60

Total = \$4,404.40

Office supplies: \$400 x 4 counselors = \$1,600

Since the counselors will be assigned to multiple sites, it may be difficult to acquire office supplies that will enable them to work out of multiple schools.

Incentives and recognition items for students: \$647.60 per site x 17 schools = \$11,009.20

Motivational items for students receiving intervention and counseling services

Grand Total for Supplies: \$17,013.60

6. Contractual: None

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

- 7. Construction:** None
- 8. Other:** None
- 9. Total Direct Costs:** \$381,751.92
- 10. Indirect Costs (4.78%):** \$ 18,247.74
- 11. Training Stipends:** None
- 12. Total Costs for Year 1:** **\$399,999.66**

YEAR 2: 2015-2016

1. Personnel:

All salary calculations are based on the current salary table for certificated and classified positions.

Project Director (Cynthia Gomez)

(b)(4)

Duties include the following:

Oversee the hiring and evaluation of the elementary counselors; seek feedback from elementary principals regarding the effectiveness of the Elementary Counseling Program; facilitate monthly Elementary School Counselor Meetings and quarterly School Counseling Program Advisory Council Meetings.

Project Coordinator/Lead Elementary School Counselor (Cara Lee)

(b)(4)

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

Duties include the following:

.20 FTE as the Lead Elementary Counselor: Assume all duties assigned to an Elementary Counselor at a designated Elementary School site for one day each week.

.10 FTE as the Project Coordinator: Lead collaboration efforts among Elementary School Counselors, district departments and community agencies; budget preparation and monitoring; ongoing coordination of program implementation; overseeing program compliance; ensuring accuracy in data collection necessary for summative program evaluation; participate in the monthly Elementary Counselors Meetings and quarterly School Counseling Program Advisory Council Meetings; and completing required project reports, including reporting to the U.S. Department of Education.

Elementary School Counselors

4 FTE x \$63,045 annual salary = \$252,180.00

Duties include the following:

Provide prevention services by taking leadership in implementing School Wide Positive Behavior Support and as the *Second Step* (Social Emotional Learning curriculum) coach; assist school staff with identification of students in need of intervention services and with implementing the interventions; conduct individual and group counseling sessions using evidence-based curricula and interventions; collaborate with school psychologists and community agencies to provide individualized interventions for students with needs that are more intense; provide psycho-education to students and families regarding accessing mental health services and address any cultural barriers or resistance; compile quantitative and qualitative data to make monthly reports to school staff and parents; manage student behavior data and submit formative and summative data to the District MTSS Coordinator; and participate in the monthly Elementary Counselor Meetings and quarterly School Counseling Program Advisory Council Meetings.

Clerical Support/ Office Assistant

8 hours/week x \$16/hr x 40 weeks = \$5,120

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

Duties include the following:

Provide clerical support for Project Director, Project Coordinator, and Elementary Counselors; support logistical details for the monthly Elementary School Counselor meetings and quarterly School Counseling Program Advisory Council Meetings; assist in student data collection and maintenance; and assist with preparing reports for the School Counseling Advisory Council, HLPUSD School Board, and U.S. Department of Education.

Project Grand Total for Personnel: \$273,336.60

2. Fringe Benefits:

Project Director (b)(4)
STRS @ 8.25% = \$515.63
Medicare @ 1.45% = \$ 90.63
SUI @ 0.05% = \$ 3.13
Worker's Comp @ 2.85% = \$178.13
Health & Welfare @ 5% of \$11,344 = \$567.20
Total for Project Director = \$1,354.70 (b)(4)

Project Coordinator (.30FTE)
STRS @ 8.25% = \$1,984.53
Medicare @ 1.45% = \$ 348.80
SUI @ 0.05% = \$ 12.03
Worker's Comp @ 2.85% = \$ 685.56
Health & Welfare @ 30% of \$11,900 = \$3,570.00
Total for District Coordinator = \$6,600.92

Project Cost (.20FTE) = \$4,400.61
(b)(4)

Elementary Counselors
STRS @ 8.25% = \$ 5,201.21
Medicare @ 1.45% = \$ 914.15
SUI @ 0.05% = \$ 31.52
Worker's Comp @ 2.85% = \$ 1,796.78
Health & Welfare @ 100% of \$11,900 = \$11,900.00
Total for Elementary Counselor = \$19,843.67

Total for 4 Elementary Counselors = \$19,843.67 annual cost x 4 counselors = \$79,374.68

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

Office Assistant

| | |
|-------------------------|------------|
| PERS @ 11.442% | = \$585.83 |
| OASDHI @ 6.20% | = \$317.44 |
| Medicare @ 1.45% | = \$ 74.24 |
| SUI @ 0.050% | = \$ 2.56 |
| Worker's Comp @ 2.85% | = \$145.92 |
| PERS Reduction @ 1.578% | = \$ 80.79 |

Total for Office Assistant = \$1,206.78

Grand Total for Fringe Benefits = \$84,982.07

3. Travel:

The hotel and transportation costs shown below are acquired from www.expedia.com.

Mandatory Annual Office of Safe and Healthy Students National Conference (3 nights, 4 days):

Airfare: From Los Angeles International Airport (LAX) to Washington, DC in August –

 \$500 per person

Lodging: Hotel in downtown Washington DC in August - \$250 a night per room x 3 = \$750

Per Diem Costs for Meals: \$55/day x 4 = \$220

Ground Transportation: \$150

Total: \$1,620 x 2 participants = \$3,240

Annual California Association of School Counselors (CASC) Conference (2 nights, 3 days):

Conference Registration Fee: \$250

Lodging: \$120 a night per person x 2 = \$240

Per Diem Costs for Meals: \$55/day x 3 = \$165

Ground Transportation & Parking Fee: \$100

Total: \$755 x 5 (4 Elementary Counselors and 1 Project Coordinator) = \$3,775

The American School Counselor Association, renown for its national model for a comprehensive school counseling program, supports continued professional development to ensure that the counselors are equipped with latest research, techniques, and knowledge to be effective in their work with students, families, and other educators. The CASC conference is a state-level conference of the American School Counselor Association.

Grand Total for Travel: \$7,015

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

4. Equipment: None

5. Supplies:

Evidence-Based Curriculum for Individual and Group Counseling:

Coping Cat: (From SAMHSA’s National Registry of Evidence-based Programs and Practices)

A cognitive behavioral treatment that assists school-age children in (1) recognizing anxious feelings and physical reactions to anxiety; (2) clarifying cognition in anxiety-provoking situations (i.e., unrealistic expectations); (3) developing a plan to help cope with the situation (i.e., determining what coping actions might be effective); and (4) evaluating performance and administering self-reinforcement as appropriate.

Student Workbook: \$25.08 x 153 books (9 per school) = \$3,837.24

Office supplies: \$350 x 4 counselors = \$1,400

Since the counselors will be assigned to multiple sites, it may be difficult to acquire office supplies that will enable them to work out of multiple schools.

Incentives and recognition items for students: \$657.70 per site x 17 schools = \$11,180.90

Motivational items for students receiving intervention and counseling services

Grand Total for Supplies: \$16,418.14

- | | |
|------------------------------------|---------------------|
| 6. Contractual: | None |
| 7. Construction: | None |
| 8. Other: | None |
| 9. Total Direct Costs: | \$381,751.81 |
| 10. Indirect Costs: | \$ 18,247.74 |
| 11. Training Stipends: | None |
| 12. Total Costs for Year 2: | \$399,999.55 |

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

YEAR 3: 2016-2017

1. Personnel:

All salary calculations are based on the current salary table for certificated and classified positions.

Project Director (Cynthia Gomez)

(b)(4)

Duties include the following:

Oversee the hiring and evaluation of the elementary counselors; seek feedback from elementary principals regarding the effectiveness of the Elementary Counseling Program; facilitate monthly Elementary School Counselor Meetings and quarterly School Counseling Program Advisory Council Meetings.

Project Coordinator/Lead Elementary School Counselor (Cara Lee)

(b)(4)

Duties include the following:

.20 FTE as the Lead Elementary Counselor: Assume all duties assigned to an Elementary Counselor at a designated Elementary School site for one day each week.

.10 FTE as the Project Coordinator: Lead collaboration efforts among Elementary School Counselors, district departments and community agencies; budget preparation and monitoring; ongoing coordination of program implementation; overseeing program compliance; ensuring accuracy in data collection necessary for summative program evaluation; participate in the monthly Elementary Counselors Meetings and quarterly School Counseling Program Advisory Council Meetings; and completing required project reports, including reporting to the U.S. Department of Education.

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

Elementary School Counselors

4 FTE x \$64,957 annual salary = \$259,828.00

Duties include the following:

Provide prevention services by taking leadership in implementing School Wide Positive Behavior Support and as the *Second Step* (Social Emotional Learning curriculum) coach; assist school staff with identification of students in need of intervention services and with implementing the interventions; conduct individual and group counseling sessions using evidence-based curricula and interventions; collaborate with school psychologists and community agencies to provide individualized interventions for students with needs that are more intense; provide psycho-education to students and families regarding accessing mental health services and address any cultural barriers or resistance; compile quantitative and qualitative data to make monthly reports to school staff and parents; manage student behavior data and submit formative and summative data to the District MTSS Coordinator; and participate in the monthly Elementary Counselor Meetings and quarterly School Counseling Program Advisory Council Meetings.

Clerical Support/ Office Assistant

8 hours/week x \$16/hr x 40 weeks = \$5,120.00

Duties include the following:

Provide clerical support for Project Director, Project Coordinator, and Elementary Counselors; support logistical details for the monthly Elementary School Counselor meetings and quarterly School Counseling Program Advisory Council Meetings; assist in student data collection and maintenance; and assist with preparing reports for the School Counseling Advisory Council, HLPUSD School Board, and U.S. Department of Education.

Project Grand Total for Personnel: \$280,984.60

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**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

2. Fringe Benefits:

Project Director (b)(4)

STRS @ 8.25% = \$515.63
 Medicare @ 1.45% = \$ 90.63
 SUI @ 0.05% = \$ 3.13
 Worker's Comp @ 2.85% = \$178.13
 Health & Welfare @ 5% of \$11,344 = \$567.20

(b)(4)

Project Coordinator (.30FTE)

STRS @ 8.25% = \$1,984.53
 Medicare @ 1.45% = \$ 348.80
 SUI @ 0.05% = \$ 12.03
 Worker's Comp @ 2.85% = \$ 685.56
 Health & Welfare @ 30% of \$11,900 = \$3,570.00

Total for District Coordinator = \$6,600.92

Project Cost (.20FTE) = \$4,400.61

(b)(4)

Elementary Counselors

STRS @ 8.25% = \$ 5,358.95
 Medicare @ 1.45% = \$ 941.88
 SUI @ 0.05% = \$ 32.48
 Worker's Comp @ 2.85% = \$ 1,851.27
 Health & Welfare @ 100% of \$11,900 = \$11,900.00

Total for Elementary Counselor = \$20,084.58

Total for 4 Elementary Counselors = \$20,084.58 annual cost x 4 counselors = \$80,338.32

Office Assistant

PERS @ 11.442% = \$585.83
 OASDHI @ 6.20% = \$317.44
 Medicare @ 1.45% = \$ 74.24
 SUI @ 0.050% = \$ 2.56
 Worker's Comp @ 2.85% = \$145.92
 PERS Reduction @ 1.578% = \$ 80.79

Total for Office Assistant = \$1,206.78

Grand Total for Fringe Benefits = \$85,945.71

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

3. Travel:

The hotel and transportation costs shown below are acquired from www.expedia.com.

Mandatory Annual Office of Safe and Healthy Students National Conference (3 nights, 4 days):

Airfare: From Los Angeles International Airport (LAX) to Washington, DC in August –
\$500 per person

Lodging: Hotel in downtown Washington DC in August - \$250 a night per room x 3 = \$750

Per Diem Costs for Meals: \$55/day x 4 = \$220

Ground Transportation: \$150

Total: \$1,620 x 2 participants = \$3,240

Annual California Association of School Counselors (CASC) Conference (2 nights, 3 days):

Conference Registration Fee: \$250

Lodging: \$120 a night per person x 2 = \$240

Per Diem Costs for Meals: \$55/day x 3 = \$165

Ground Transportation & Parking Fee: \$100

Total: \$755 x 5 (4 Elementary Counselors and 1 Project Coordinator) = \$3,775

The American School Counselor Association, renowned for its national model for a comprehensive school counseling program, supports continued professional development to ensure that the counselors are equipped with latest research, techniques, and knowledge to be effective in their work with students, families, and other educators. The CASC conference is a state-level conference of the American School Counselor Association.

Grand Total for Travel: \$7,015

4. Equipment: None

5. Supplies:

Evidence-Based Curriculum for Individual and Group Counseling:

Coping Cat: (From SAMHSA's National Registry of Evidence-based Programs and Practices)

A cognitive behavioral treatment that assists school-age children in (1) recognizing anxious feelings and physical reactions to anxiety; (2) clarifying cognition in anxiety-provoking situations (i.e., unrealistic expectations); (3) developing a plan to help cope with the situation

**U.S. Department of Education- Elementary and Secondary School Counseling Grant
Budget Narrative: Hacienda La Puente Unified School District**

(i.e., determining what coping actions might be effective); and (4) evaluating performance and administering self-reinforcement as appropriate.

Student Workbook: (b)(4)

Office supplies: (b)(4)

Since the counselors will be assigned to multiple sites, it may be difficult to acquire office supplies that will enable them to work out of multiple schools.

Incentives and recognition items for students: \$459.20 per site x 17 schools = \$7,806.40

Motivational items for students receiving intervention and counseling services

Grand Total for Supplies: \$7,806.40

- 6. Contractual:** None
- 7. Construction:** None
- 8. Other:** None
- 9. Total Direct Costs:** \$381,751.71
- 10. Indirect Costs:** \$ 18,247.73
- 11. Training Stipends:** None
- 12. Total Costs for Year 3:** **\$399,999.44**

Total Costs for 3 years: \$1,999,998.65

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

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

Name of Institution/Organization

Hacienda La Puente Unified School District

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

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

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel | 265,809.80 | 273,336.60 | 280,984.60 | | | 820,131.00 |
| 2. Fringe Benefits | 84,023.52 | 84,982.07 | 85,945.71 | | | 254,951.30 |
| 3. Travel | 8,305.00 | 7,015.00 | 7,015.00 | | | 22,335.00 |
| 4. Equipment | 6,600.00 | 0.00 | 0.00 | | | 6,600.00 |
| 5. Supplies | 17,013.60 | 16,418.14 | 7,806.40 | | | 41,238.14 |
| 6. Contractual | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 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) | 381,751.92 | 381,751.81 | 381,751.71 | | | 1,145,255.44 |
| 10. Indirect Costs* | 18,247.74 | 18,247.74 | 18,247.73 | | | 54,743.21 |
| 11. Training Stipends | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 12. Total Costs (lines 9-11) | 399,999.66 | 399,999.55 | 399,999.44 | | | 1,199,998.65 |

***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: 07/01/2010 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 4.78 %.

(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 4.78 %.

| | | |
|--|---|--|
| Name of Institution/Organization Hacienda La Puente Unified School District | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|--|---|--|

**SECTION 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 | (b)(4) | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

| | | | | |
|-----------------|------------------------|--------------|---------------------|---------|
| Prefix: Mrs. | First Name: Cynthia | Middle Name: | Last Name: Gomez | Suffix: |
|-----------------|------------------------|--------------|---------------------|---------|

Address:

| | |
|-----------|--------------------|
| Street1: | 15959 E. Gale Ave. |
| Street2: | |
| City: | City of Industry |
| County: | |
| State: | CA: California |
| Zip Code: | 91745-1604 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| (626) 933-4335 | (626) 855-3885 |

Email Address:
cgomez@hlpusd.k12.ca.us

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

| | | | |
|----------------------|----------------|-------------------|-----------------|
| <input type="text"/> | Add Attachment | Delete Attachment | View Attachment |
|----------------------|----------------|-------------------|-----------------|