

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 # S215E140437

Grants.gov Tracking#: GRANT11638167

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

Closing Date: Apr 28, 2014

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Lindsay Unified School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="77-0565329"/>	* c. Organizational DUNS: <input type="text" value="0373333410000"/>

d. Address:

* Street1: <input type="text" value="371 East Hermosa Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Lindsay"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="93247-2172"/>

e. Organizational Unit:

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

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

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

Title: <input type="text" value="Director of Student Services"/>
--

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

* Telephone Number: <input type="text" value="559-562-5111 x 5144"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text" value="sterrill@lindsay.k12.ca.us"/>
--

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

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

Project CARE: Connecting Achievement and Resiliency in Education. The project is designed to connect social emotional support services to academic interventions

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="400,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="400,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Stephanie Brasil</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Lindsay Unified School District</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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.

2014_LUSD_ELEM_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Lindsay Unified School District’s Elementary School Counseling Program, **Project CARE: Connecting Achievement and Resiliency in Education**, will ensure equitable access to, and participation in, services in a number of ways. The most notable condition that prevents our

students and families from having access to federal and state services is limited English proficiency. All six elementary school sites serve significant populations of English Learners (see chart on right).

	Enrollment	English Learners
<i>Jefferson</i>	457	60.6%
<i>Kennedy</i>	478	53.6%
<i>Lincoln</i>	472	53.8%
<i>Reagan</i>	384	47.4%
<i>Roosevelt</i>	513	50.7%
<i>Washington</i>	658	62.8%
<i>Total</i>	2962	55.4%

Approximately 95% of all LUSD English Learners

are Hispanic and speak Spanish as their home language. We will ensure access for students and families who are not fluent in English by providing:

- 1) Bilingual (English/Spanish) counseling services;
- 2) Culturally competent counseling and case management services;
- 3) Materials translated into Spanish to ensure that all families are aware of information made available in writing;

Transience also affects the ability of many families to participate in services. By providing school climate programs and comprehensive services at each district wide in all K-8 schools, as well as case management services that will follow students from site to site. Through the project’s comprehensive system of support, we can mitigate the effects of transience and mobility and provide access to all of our families.

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

Lindsay Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Lindsay Unified School District (LUSD) provides educational services to 4,130 K-12th grade students in Lindsay, CA, a community nestled among the farmlands and orchards of the San Joaquin Valley. The students enrolled in the districts schools face many challenges such as poverty, homelessness, limited English skills and gang violence. LUSD developed **Project CARE: Connecting Achievement and Resiliency in Education** to connect our K-8 students to counseling services, to link social emotional support services to academic interventions, and to connect the dots between the disparate school climate programs in the district. Project CARE addresses Competitive Preference Priority 1: Improving School Engagement, School Environment and School Safety and Improving Family and Community Engagement.

Project CARE will create a comprehensive program of positive climate and school support to 1) break the cycle of poor academic achievement; 2) increase the presence of resiliency factors in the lives of our students; and 3) develop and maintain a positive school climate at all of our K-8 sites that promotes school safety and maximizes opportunities for student learning.

The following objectives will guide the project implementation: 1) increase the number of school counselors (GPRA); 2) decrease the number of discipline referrals (GPRA); decrease discipline referrals for recipients of intensive intervention; 4) increase resiliency; 5) increase the percentage of students who are on grade level content in English Language Arts and mathematics; and 6) increase the perception of positive climate and safety.

Project CARE was designed utilizing a wide body of current research that supports the effectiveness of elementary school counseling on student academic achievement and positive influences on student behavior. The proposed activities will expand the capacity of the schools to create a positive school environment for students through a comprehensive, developmental approach that is proactive and solution-focused.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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1. NEED FOR PROJECT

A. Specific Gaps or Weaknesses in Service Infrastructure or Opportunities

The children of Lindsay, California face many challenges ranging from poverty and homelessness to limited English language skills and the prevalence of gang violence. The community has come together to focus on a variety of initiatives to improve the safety and resiliency of our youth, including restructuring the district schools. While these efforts have been successful by some measures, demonstrating the community’s ability to work together to implement effective services for youth, they’ve also highlighted some significant gaps in counseling, school climate and support services, and infrastructure. **Project CARE: Connecting Achievement and Resiliency in Education** will connect social emotional support services to academic interventions and address disparate school climate programs in the district to create a single comprehensive program of positive climate and school support.

Lindsay Unified School District (LUSD) provides educational services to 4,130 K-12 students in Lindsay, CA, a community nestled among the farmlands and orchards of the San Joaquin Valley. The district’s 8 schools include 6 elementary schools (K-8), 1 comprehensive high school, and 1 continuation high school.

Nearly 80% of enrolled elementary students are living in poverty (as measured by free/reduced price meal statistics—FRPM); 92% are Hispanic, and over 50% are classified as English Learners (ELs).

Demographic Data for LUSD K-8 Sites				
	Enr.	EL	FRPM	Hispanic
<i>Jefferson</i>	457	60.6%	83.8%	96.1%
<i>Kennedy</i>	478	53.6%	75.8%	91.2%
<i>Lincoln</i>	472	53.8%	74.5%	88.3%
<i>Reagan</i>	384	47.4%	77.8%	87.2%
<i>Roosevelt</i>	513	50.7%	78.9%	91.8%
<i>Washington</i>	658	62.8%	80.1%	94.1%
<i>Total</i>	2,962	55.4%	78.6%	91.7%

Lindsay is also geographically, economically, and culturally isolated from other areas in Tulare County. This isolation is a crucial factor in trying to provide for the needs of local students and families.

Facing a significant decline in academic achievement, in August 2011 LUSD implemented a

full district-wide redesign including: 1) restructuring from three K-6 elementary schools and one 7-8 middle school to six K-8th grade elementary schools; and 2) implementing a performance-based system (PBS) that has **effectively addressed the academic needs of students (learners) through the creation of a cohesive learning approach across all schools**. Although each learner has an Individual Learning Plan (ILP), the progress and milestones of each learner *are measured the same way at each school*.

The PBS approach has successfully reversed the downward academic achievement trends in the elementary schools—illustrated by slightly higher percentages of learners achieving *Proficient* or *Advanced* on the California Standards Tests (CST) in English Language Arts (ELA) and math. However, the struggle is far from over as significant percentages of our K-8 learners are performing below grade level (*Proficient*) in ELA (70% not *Proficient*), and math (60% not *Proficient*). LUSD has increased the number of criteria met under the federal Annual Yearly Progress (AYP) benchmarks each year (14 of 22 criteria in 2012-13, 13 met in 2011-12, and 12 met in 2010-11) and has demonstrated growth in the Academic Performance Index (API) at each elementary school, but not yet met AYP nor attained the API goal of 800 at any school.

Despite positive improvements in academic achievement, there are increasing behavioral issues across the six elementary schools that are limiting learners' abilities to truly move ahead academically. It is interesting to note that in the first year of PBS implementation and the accompanying significant systemic change for Lindsay learners, is also the first year in which behavioral/discipline issues began to increase after several years of decreasing *and* the first year without full-time counselors at each school. When instructional change combines with problems at school or at home, and support resources are limited, there are direct effects on learners' mental health and behavior at school, and in turn, their ability to learn.

The numbers of referrals for disciplinary reasons at our **Project CARE** sites are noted in the chart at right. Over 60% of the discipline referrals at our sites are for defiance. Drug- and alcohol-related incidents leading to suspension or expulsion at the elementary schools have increased over the past two years (from 0 in 2011-12 to 9 in 2012-13!) and 2013-14 numbers are on track to exceed prior years. Sexual harassment-related incidents doubled across all six elementary schools from 2011-12 to 2012-13, and as stated previously, expulsions at the six schools doubled from four to eight at the same time.

Schools	Enr	Number of referrals for disciplinary reasons
<i>Jefferson</i>	448	104
<i>Kennedy</i>	497	364
<i>Lincoln</i>	445	117
<i>Reagan</i>	407	160
<i>Roosevelt</i>	520	186
<i>Washington</i>	680	275
<i>Total</i>	2,997	1,206

Violence in our community has increased in recent years. There are two, long-term, multi-generational gangs operating in the Lindsay area, and outside gangs crossing through Lindsay result in increased gang violence. In the schools, the 2013 *California Healthy Kids Survey (CHKS)* results indicated that 3% of 7th graders reported being in a gang. The Lindsay Police Department reports that juvenile arrests comprised nearly 1/3 of all misdemeanor arrests and 1/5 of felonies. The crime and violence in the community affects school climates and learners’ perception of safety at school. Learners are reporting increased levels of bullying and harassment.

	5 th	7 th
<i>Bullied or harassed at school</i>	41%	32%
<i>Feel very safe at school</i>	53%	26%

CHKS results show 41% of 5th graders and 32% of 7th graders report being bullied or harassed at school; and

the percentage of learners feeling they are “never safe” at school has increased for both age groups. Only 53% of 5th grade learners report feeling “very safe” at school while just over a quarter of learners in 7th grade feel “very safe.”

CHKS also measures the importance of critical external assets (see table, following page) that have been demonstrated by research to serve as resiliency factors protecting youth from the

many risk factors in their lives. The table illustrates the percentage of 5th and 7th grade learners

<i>2013 LUSD CHKS External Assets</i> (Percentage of Learners Scoring High)		
	5 th	7 th
<i>Total Assets</i>	60%	30%
<i>Caring Relationships: Adult in School</i>	60%	33%
<i>High Expectations: Adult in School</i>	63%	52%
<i>Opportunities for Meaningful Participation</i>	20%	16%

scoring high in school based external assets. Not only do the percentages decrease as the grade level increases in caring relationships and high expectations but the results indicate that many learners lack the support they need to overcome the many negative

influences in their lives particularly as they head into adolescence.

As part of this needs assessment, the district did an audit of school climate and academic interventions at each of our participating schools. The audit confirmed that although the schools were successfully implementing a consistent approach to academic instruction and interventions, there was a wide range of school climate interventions and other behavioral supports. Programs and services were not consistently offered across schools in the district, and of those programs offered at multiple sites, the quality and fidelity of implementation varied widely from site to site. This was especially true of our offerings at moderate to intensive levels of intervention.

High percentages of our learners live in poverty and many learners struggle with low academic achievement but these are not the only challenges our learners face. The number of homeless learners has increased over the last 5 years throughout the region; in Lindsay the most recent homeless census (January 2014) shows 564 homeless learners. All these conditions place our learners at risk for behavioral problems and poor academic achievement.

The biggest gap in infrastructure for our group of K-8 sites is the lack of a comprehensive school climate program. Three sites implement a research-based bully prevention program, two sites implement a defined character education program, all sites provide a research-based substance abuse prevention (Too Good for Drugs) and all sites implement some form of

academic intervention but none of the sites has connected those pieces together effectively. The extensive needs of our learners (achievement, poverty, language, violence) and the high level of mobility between sites require a district-wide comprehensive program to ensure that our neediest learners do not fall through the cracks.

There is also lack of connection between a comprehensive system of social-emotional support and the district’s system of academic intervention. Low achievement, poor self-esteem and negative behavior form a perpetuating cycle that must be interrupted at multiple points in order to raise academic achievement. Low-achieving learners receive good academic interventions but still struggle with the stigma of being low-performing and those dealing with other intense issues such as poverty, domestic violence, and bullying have even more entrenched social emotional needs all of which increase behavioral issues at school and place learners at much greater risk for alcohol and drug use, and gang affiliation.

Another gap is the sheer lack of school counselors at our school sites. LUSD currently funds

two school counselors at the high school level; however, there are no school counselors at any of our K-8th grade sites. The 1.75 school psychologists assist

LUSD Elementary Counseling— <i>Project CARE</i>						
GPRA 1 Chart: <i>Baseline 2012-13</i>						
Schools participating in the grant	Enr.	Number of School Mental Health Professionals at each site				
		Child-Adolescent Psychiatrists	Psychologists	Counselors	Social Workers	Other Qualified, if any
<i>Jefferson</i>	448	0	.25	0	0	0
<i>Kennedy</i>	497	0	.25	0	0	0
<i>Lincoln</i>	445	0	.25	0	0	0
<i>Reagan</i>	407	0	.25	0	0	0
<i>Roosevelt</i>	520	0	.25	0	0	0
<i>Washington</i>	680	0	.50	0	0	0
Total	2,997	0	1.75	0	0	0

with the development of behavioral intervention plans to some degree at the elementary schools but they are primarily responsible for psycho-educational assessments as part of the Special Education qualification process. The significant percentage of ELs in our schools necessitates counselors who are bilingual and trained in providing culturally competent services.

LUSD has chosen to focus this application on K-8 schools to provide consistent levels of support at grade levels where prevention can really make a difference and services can address very similar types of issues across schools. A separate application has been prepared for the 9th-12th grade learners with a focus on issues commonly faced by high-school learners.

The following table connects needs, gaps and **Project CARE** solutions.

Identified Needs	Gaps	<i>Project CARE Research-based Solutions</i>
High number of behavior/discipline referrals	Lack of consistent school climate program across all sites	Olweus Bully Prevention
High levels of referral related to defiance		Restorative Justice
Increase in violence at school and in the community	Lack of connection between social emotional supports and district's academic interventions	Positive Behavioral Intervention and Support PBIS
Inconsistent behavioral interventions in K-8 schools		Response to Instruction and Intervention (RTI ²)
		Partnership with community mental health providers
High student-to-mental health provider ratio	Lack of counselors at elementary to coordinate and provide academic and behavioral support	Hire full-time K-8 counselors
Moderate and intensive services are not provided or are provided at an insufficient level.		Moderate to intensive interventions: Second Step, Restorative Justice, Case Management

2. QUALITY OF PROJECT DESIGN

A. Extent to which project will establish linkages

The Lindsay community has a long history of working together to meet the needs of children, youth and families. The Healthy Kids/Healthy Lindsay Collaborative (HKHL) originally came together in 1986 to design a Healthy Start program and has continued for nearly two decades to serve as the central community collaborative to meet the needs of Lindsay’s families. Today, representatives from nearly 30 regional and local organizations, government, businesses, and service agencies actively participate as part of the collaborative.

The organizations most responsible for providing mental health services to our youth and families are Tulare Youth Services Bureau (TYSB), Tulare County of Education (TCOE) Behavioral Health Services, and Turning Point of Central California. All three of these

organizations have been involved in the development of the proposed project and will be involved with **Project CARE** implementation.

TYSB is a part of the Tulare County Health and Human Services Agency, the public mental health provider for Tulare County; TYSB has worked with LUSD for many years to coordinate services for the benefit of our learners. A relatively new partner with LUSD, TCOE Behavioral Health Services delivers comprehensive services in an integrated and collaborative manner that is designed to engage learners, their families, and school personnel to foster a positive school environment. TCOE Behavioral Health and TYSB has helped with the development of appropriate screening, referral, and placement procedures and will continue to be the primary provider of mental health services for youth with severe mental health issues. Turning Point of Central California provides drug prevention/intervention programs for LUSD learners.

The Lindsay Healthy Start Family Resource Center (FRC) provides a collaborative system of services including case management, family resource and referral services, and a wide variety of youth development activities and services in addition to individual and group youth and family counseling services. The FRC will serve as a referral source, coordinating longer-term mental health services for youth and families in need of intensive intervention with the appropriate partner agencies. Because of the availability of wrap-around and family services at the FRC, it will be the organization used for coordinating referrals of families with mental health and multiple social services needs. The Healthy Start FRC currently consists of more than 23 community linkages in Tulare County and continues to expand partnerships annually to meet the identified needs of a growing community.

TYSB, TCOE Behavioral Services, and Turning Point will provide services through other funding sources at no cost to **Project CARE**. These agencies have agreed to send a

representative to attend quarterly advisory committee meetings and to coordinate with the school counselors regarding individual learner cases (with parental consent). The director of the FRC will attend weekly counseling meetings to review learner data to inform the decision-making process.

TYSB and Turning Point representatives are long standing members of HK/HL collaborative. Using a cycle of continuous improvement, the Board and collaborative members meet quarterly to engage in the data driven review of program effectiveness and the provision of recommended evidence-based intervention programs for identified populations. TCOE Behavioral Services is the most recent addition to the HK/HL collaborative. A sub-committee will be formed to serve as the **Project CARE** Advisory Committee (see page 21) and provide the Board with quarterly reports regarding the progress of the project.

Project CARE is truly a collaborative effort. Not only did representatives from all K-8 sites and our key partners participate in some way in the planning process, LUSD counseling committee also sought and included the voices of our school psychologists, high school counselors, teachers, parents, and learners in the planning process. This inclusive approach will be extended to the implementation and evaluation processes.

B. Extent to which project design will successfully address the identified needs

The overarching goal of **Project CARE** is to create an infrastructure that connects a comprehensive system of social emotional support and the district's system of academic intervention. The goals of **Project CARE** are to 1) break the cycle of poor academic achievement, low self-esteem, and poor behavior; 2) increase the presence of resiliency; and 3) develop and maintain a positive school climate.

Six objectives have been established to document progress toward achievement of our goals:

Objective 1: By December 2014 3 counselors will be hired to provide services at the LUSD K-8

sites thus closing the gap between the current learner to counselor ratio at each site and the ratio recommended by the ASHA as measured by personnel and employment records (GPRA 1).

Objective 2: Each year discipline referrals for violation of the school's discipline code at each site will decrease by at least 10% as measured by school discipline records (GPRA 2).

Objective 3: Each year discipline referrals for learners receiving intensive intervention services will decrease by at least 25% as measured by school discipline records.

Objective 4: Each year, the number of 4th-8th grade learners scoring high in external assets will increase by at least 20% as measured by the CHKS and a locally developed survey.

Objective 5: Each year the percentage of learners who are at or above grade level content in English language arts (ELA) and math will increase by 8 as measured by LUSD content level assessments. Baseline will be established in October 2014 and measured in September annually.

Objective 6: Each year the percentage of teachers, parents and learners reporting a perception of positive school climate and a high level of school safety will increase by 10% until a rate of at least 95% is achieved as measured by the OBBP and other school climate surveys.

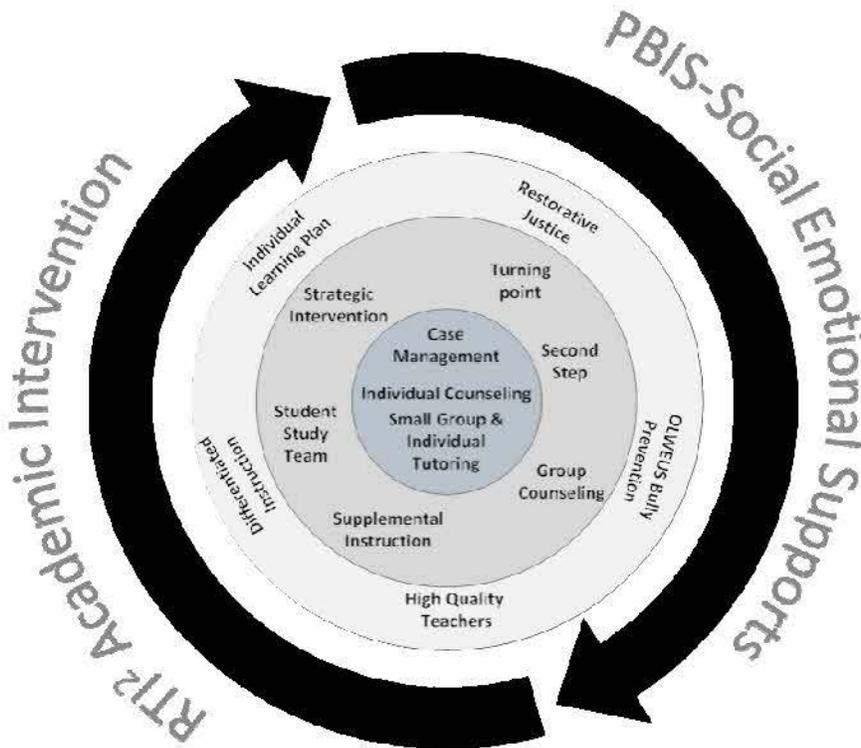
To achieve our objectives, **Project CARE** will focus on the following core components:

➔ **Placement of highly qualified counselors at each site.** Three full-time counselors will be hired to provide direct services and coordinate the delivery of services to learners within the district's system of academic interventions. *The commitment of LUSD to this project is so strong that at a time of continued budgetary constraints, LUSD is planning to hire three elementary counselors so that, with federal funding, every elementary site will have a counselor, making possible the implementation of a comprehensive system of learner supports.* **Project CARE** counselors will work closely with teachers and academic intervention specialists to create and monitor Individual Learning Plans (ILP) connecting academics and behavioral goals and

supports. Counseling services will be provided in English and Spanish to ensure access for learners and families with limited English proficiency.

Project CARE will implement a counseling program based on the American School Counselor Associate (ASCA) National Model: A Framework for School Counseling Programs. The model supports the schools' overall mission by promoting academic achievement, career planning and person/social development. The LUSD Director of Student Services and the school psychologists have been trained and have implemented the model for over 5 years; they will provide training and support for **Project CARE** counselors.

➔ **Comprehensive program of positive social emotional support aligned with system of academic interventions.**



The graphic at left illustrates **Project CARE's** multi-tiered continuum of supports that strategically link the district's Response to Instruction and Intervention (RTI²) model and School-Wide Positive Behavioral Intervention and Supports (PBIS).

Matching the range of academic and social needs within our schools requires layering of interventions from a universal curriculum (Tier I) to targeted group instruction (Tier II) and for

some learners, adding on highly individualized interventions (Tier III).

PBIS is a decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices, PBIS is consistent with the core principles of RTI², offering a range of interventions that are systematically applied to learners based on their demonstrated level of need. Both RTI² and PBIS are grounded in differentiated instruction in a multi-tiered framework.

RTI² is embedded in current practice at each of our sites and will be integrated into the framework of the project. PBIS will be phased in over the three year project period. Lincoln Elementary PBIS team will have completed training by the end of the 2013-14 school year and will begin initial implementation at the school site in Year 1 of the project with schoolwide implementation in Year 2. The remaining 5 schools will adopt the program and teams will be trained in Year 1; initial implementation in Year 2; and schoolwide implementation in Year 3.

At all three tiers of programs and services, emphasis is on data based decision making and on the implementation of evidence-based practices. Ongoing progress monitoring of learning is an integral part of the LUSD Performance Based System, the ASCA National Model, PBIS, and RTI². The district developed the LUSD Learning Management System (LMS) to provide a learner information system to support learning with access to real-time data and has an established school-wide system for data evaluation and decision making for RTI². **Project CARE** will build on this foundation to create school teams to support integration of academic and behavioral interventions at all levels of intensity.

1) *Evidence-based universal prevention*—**Project CARE**'s overall school-wide prevention strategies (Tier I) include research-based violence prevention and substance abuse curriculum, professional development training for teachers, administrators, and staff as well as classroom

discipline and management strategies (ongoing during the school year), including counselor leadership and training. The program will utilize the *Olweus Bullying Prevention Program (OBPP)* curriculum, a research-based program that is organized in a multilevel approach (school, classroom, individual) to prevent or reduce bullying in Kindergarten through 8th grades. *OBPP* attempts to restructure the existing school environment to reduce opportunities and rewards for bullying and includes a parent component.

Currently Jefferson, Lincoln, and Washington have implemented *OBPP* schoolwide; the program will be expanded to include Kennedy, Reagan, and Roosevelt in Years 1 and 2. A Leadership team at each new site (counselors, three lead teacher representatives, and an administrator) will focus on training for the implementation of schoolwide components (adoption of school-wide rules against bullying, development of appropriate positive and negative consequences, involvement of parents, etc.), classroom-level (class meetings, parent meetings, etc), and individual level components (intervention with children who bully, interventions with children who are bullied, etc.) of the *OBPP* program (Year 1). The LUSD Director of Student Services, a nationally certified *OBPP* trainer, a school psychologist (an *OBPP* intern trainer) will provide training for the leadership team. The program will be fully implemented at new sites in Year 2 with district-wide implementation at all K-8 sites in Year 3 of the project.

Restorative Justice (RJ) is a philosophy and an approach to discipline that moves away from punishment toward restoring a sense of harmony; research has shown that when incorporated into a school, RJ can create and maintain a positive school culture and climate. Restorative practices take incidents that might otherwise result in punishment and create opportunities for learners to: become aware of the impact of their behavior; understand the obligation to take responsibility for their actions; and take steps toward making things right. The project will

develop a Restorative Justice program beginning with grades 4-8 in Years 1 and 2. In Year 1, the project will be developed and counselors and site administrators will be trained; the program will be implemented at each site. In Year 3, based on effectiveness of implementation with learners in 4-8th, the program will expand to grades K-3.

Evidence-based practices will require training, ongoing coaching, monitoring fidelity and providing implementation support. Professional development in **Project CARE** will be team based; a collaborative and focused effort that will take advantage of LUSD staff expertise and experience in selected evidence-based programs. **Project CARE** counselors will meet for three hours every other week in the first year with the District certified trainers or other professional trainers as determined. Training will be continuous and linked to implementation phases. The PD and school psychologists will provide coaching and school psychologists to support transfer of practices and actions from team training. Peer coaching and support will be facilitated through a **Project CARE** Community of Practice (COP). A web-based portal will provide face-time collaboration and access to online resources, podcasts and research based strategies as well as virtual coaching that will be expanding as the project develops. District technology staff will assist with initial setup and technical assistance as the COP is developed.

A professional development calendar, with training days integrated into school site calendars, will be established within 30 days of award; counselors will be responsible for scheduling and completing training in program components (including annual updates) for school site staff.

2) *Differentiated services for learners*—A system of referral and identification for learners with moderate social/emotional needs and severe mental health needs has been developed and is in place. All learners receiving targeted or intensive intervention academic services will be screened using the Behavioral and Emotional Screening System (BASCTM-2)

Ongoing progress monitoring (weekly) for learning and response to intervention will guide decision-making for differentiated services at Tier II and III. The prescreening and progress monitoring approach will ensure that **Project CARE** is aligned with the existing academic intervention program and that the social/emotional needs of learners receiving targeted and intensive intervention services are proactively addressed rather than waiting for severe behavioral or emotional problems to surface.

Based on teacher/parent referrals, learner self-referrals, prescreening results and data review, counselors will develop plans for serving the social/emotional and mental health needs of moderate- and high-risk learners. Moderate-risk learners (Tier II) will receive small group counseling services provided by the counselors based on their identified need. This may include *Second Step* (grades 4-8), a research-based violence prevention curriculum to increase protective factors and social competence or groups for divorce, grief, social skills, life skills or family issues. Turning Point counselors will provide drug/alcohol prevention and intervention services.

The most intensive support is provided through a counselor case management system for learners with multiple intensive needs (approx. 12-15 per site), which include direct counseling, parent outreach, and follow-up for learners. Learners identified as needing long-term therapy or learners with any serious mental health issues will be referred to outside service providers including TCOE Behavioral Health, Turning Point or Tulare Youth Services Bureau.

Each school's CARE Team (school counselor, site administrator, teacher, and Special Education and/or intervention teachers) will monitor services provided in Tier III through the project. The CARE team meets weekly to review the cases of learners receiving targeted and intensive services to ensure that their needs are being met and services are being delivered as planned. This system will help ensure that follow-up takes place for learners with intensive

mental health needs to document that they are actually receiving services after referral.

Delivering culturally competent services is an interwoven theme running through all project components. In Year 1 of the project, all counselors will receive cultural competence training provided through the district Office of Student Services, who will, in turn, provide cultural competence training for all teachers each year of the project. The focus of the project on the identification of individual learner support needs will allow counselors to develop action plans for individual learners that address their cultural and linguistic needs. Hiring counselors who are bilingual (English and Spanish) will help with this approach.

➔ **Increase home, school, and community connections and engagement.** The parents of the targeted learners will be invited to participate in *Parents Assuring Student Success (PASS)*. The program, in Spanish and English, combines video, activities, and discussion to help parents learn how to supplement and support schoolwork at home and demonstrates non-violent discipline techniques and effective encouragement skills. The project will partner with the Healthy Start FRC to provide additional parent education support including SafeCare, an 18-session program targeting safety, health, and parent/child interaction; and Parenting Wisely, focusing on parenting skills for children with challenging behaviors. Both programs are provided in-home and are evidence-based and include pre- and post-assessments to measure progress. The FRC facilitates a parent leadership group that is taking the lead in the community to serve as an advisory group.

We have learned that engaging and retaining families in services and activities is challenging, particularly exacerbated by issues related to poverty, limited English language skills, and cultural factors. A cultural audit/assessment will be developed in Year 1 to determine how to engage our families in a counseling/mental health intervention. Families often are also unable to attend events due to lack of childcare. The FRC provides a Babysitter Training Course for youth 11-15

years and graduates of this program will provide childcare (funded through the project) during workshops and events for families participating in project activities.

C. Design reflects up-to-date knowledge from research/effective practice

A wide body of research that supports the relationship between high quality elementary school counseling programs, increased learner achievement, and significant positive influence on discipline problems, informed the design of **Project CARE**. Several studies find that elementary counseling activities have a positive influence on learners' academic achievement (Sink, Stroh, 2003; Campbell & Brigman, 2005); counseling services support teachers in the classroom and enable teachers to provide quality instruction designed to help learners in achieving high standards (Scarborough & Luke, 2008). Health and mental health care services have been shown to play an important role in violence prevention at all levels (Schaefer-Schiumo & Ginsburg, 2003) and school counselors have been effective in reducing victimization by assisting victimized children, reducing bullying behaviors, and modifying the school climate and structure (Hanish & Guerra, 2000). The ASCA National Model was developed with prevention as the primary focus to assist school counselors in creating, implementing and evaluating a comprehensive developmental school counseling program (Whiston & Quinby, 2009).

Project CARE will combine RTI² with PBIS, as a comprehensive and cohesive system of classroom and district-wide learner academic and behavioral supports; focusing on obstacles to learning, teaching and reengaging learners to the classroom (Luiselli, Putnam, Handler & Feinberg, 2005; Bender, 2009).

The core elements of our PBIS/ RTI² system are a cohesive organizational structure in which teams, working with administrators and counselors, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Horner & Sugai, 2005).

The Olweus Bullying Prevention Program (OBPP) has been evaluated in systematic research (Limber et al., 2004; Olweus & Kallestad, 2010), is based on sound behavioral principles, and emphasizes teaching pro-social behavior to replace bullying behavior. An evaluation of the *OBPP* program in 12 elementary schools in the Philadelphia area (Black, 2003) revealed that among those schools that had implemented the program with at least moderate fidelity, there were significant reductions in self-reported bullying and victimization.

Restorative Justice will be implemented in concert with OBPP, PBIS and RTI² to encourage accountability, create positive outcomes for learners, and improve school climate. Restorative practice builds community, celebrates accomplishments, transforms conflict, rebuilds relationships, and reintegrates learners who have been suspended or expelled (Claasen, 2001).

The *Second Step* program also provides a wide research base to support program components. Two large studies using random assignment and large sample sizes, (Frey et al., 2005), found that *Second Step* participants produced more positive scores in observer ratings of negative behaviors in the classroom, lunchroom, and playground, as well as reductions in teacher-reported antisocial behavior.

Overcoming the poverty challenge will require a better supply of educational opportunities, and additional supports to enable learners who live in poverty to fully benefit from high-quality educational opportunities (Clotfelter, Ladd & Vigdor, 2006). To achieve the best educational outcomes for our learners, **Project CARE** will address the effects of poverty on school behavior through an evidence-based continuum of integrated interventions, strategically linking school and community interventions in ways that integrate, coordinate, and weave resources together.

3. QUALITY OF MANAGEMENT PLAN

A. Adequacy of management plan including responsibilities, timelines, and milestones.

Obj.	Activity	Person(s) Responsible	Timeline
All	Convene and schedule Counseling Team meetings for staff development and program coordination	Counselors, PD	Weekly Yr 1 Bi-weekly Yr 2 & 3
1	Hire and place 6 new counselors (3 funded through the project)	PD, Principals	By Nov 2014
2-6	Provide teacher/administrator orientation on project components and outcomes, including overview of ASCA Framework	Counselors, PD	Nov-Dec 2014
2-6	Provide training for new counselors on ACSA Framework for school counselors	PD, School Psych.	Within 30 days of hire
All	Develop Community of Practice (COP) structure and create web portal	LUSD Tech, PD	Jan 2015
All	Convene and schedule evaluation team meetings	PD, Eval	Quarterly Nov, Jan, Apr, June
All	Convene and provide training for Advisory Committee	PD, HK/HL	Quarterly Sept, Dec, Mar, June
2-6	Conduct site needs assessment and analysis of data and develop management agreements with site administrators	Counselors, Principals	Dec Year 1. Aug Year 2 & 3
2-6	Develop professional development schedule	PD, Counselors, Principals	30 days of award
All	Attend training on PBIS	TCOE, PD, Counselors	Within 30 days at Lincoln By May 2015 other sites
2-6	Schedule and implement training for research based programs: Second Step, OBPP, Restorative Justice, and Peacemakers	PD, Counselors, Trainers	Dec 2014-May 2015 Update annually
2-6	Implement PBIS at Lincoln Elementary	PBIS/CARE Team	October 2014
2,3,5,6	Develop and administer cultural audit/assessment	Counselors, School Psych	July 2015
All	Monitor implementation of Project CARE	Advisory Committee	Quarterly
2-6	Adopt components of PBIS, form CARE team, and schedule training at Jefferson, Kennedy, Reagan, Roosevelt, and Washington	P, PD, Counselors, Teachers, Intervention Teacher	Sept-May 2015
1-6	Implement PBIS at all elementary schools	CARE Team	Sept-May 2016, 2017
2-6	Select learners for individual/small group counseling; implement	Counselors	January 2015, ongoing February 2015
2-6	Provide cultural competence training for counselors	PD, Partners	By January 2015
2-6	Implement <i>OBPP</i> at Kennedy, Reagan, and Roosevelt	Counselors, Leadership Team, Trainers	Year 2
2,3,5	Develop Restorative Justice program grades 4-8; site administrators trained	Counselors	Feb -May 2015
2-6	Implement Restorative Justice	CARE Team	Sept 2015 and ongoing
2-6	Develop data collection protocols and train staff	Eval	Dec 2015 and annually
All	Develop annual performance reports	Evaluation Team	Spring annually
All	Present progress reports to LUSD Board and stakeholders	Counselors, PD	Annually

Suzzane Terrill, LUSD Director of Student Services, will serve as the Project Director. As Director of Student Services, Ms. Terrill is responsible for implementation and supervision of counseling services in LUSD and she was instrumental in the development of the **Project CARE** design. Ms. Terrill holds a Master of Arts and holds an Administrative Services Credential (Tier I and Tier II), a Secondary Teaching Credential, and a Learning Handicap Credential. She is a certified trainer for the *Olweus Bully Prevention* Program. Ms. Terrill has been the catalyst for the implementation of the ASCA National Model for School Counseling and will provide training for the counseling team in *Data-Based Decision-Making for School Counselors*. She has extensive experience managing large state and federal projects, including an Elementary and Secondary School Counseling Program (2008-11). In all cases, Ms. Terrill has successfully complied with all program and fiscal reporting requirements including data collection and evaluation requirements.

As Project Director, Ms. Terrill will be responsible for working closely with and supervising the CARE counselors, facilitating communication between counselors and site administrators, working closely with the project evaluator, monitoring the **Project CARE** budget, communication with the LUSD Superintendent and Board of Trustees about the project, and completing all fiscal and program reporting requirements.

Michael Adams and Rashella Avalos serve as the District School Psychologists working with **Project CARE**; they will devote approximately .35 FTE in Year 1 and .2 FTE in Years 2 and 3 (not grant funded). As part of the project, they will train the new counselors in project components including design and implementation of ASCA National Model within LUSD's restructured schools, *Second Step*, Asset Development (40 Developmental Assets), and case management. They will also facilitate monthly meetings in Year 1; in Years 2 and 3, **Project**

CARE counseling staff will rotate responsibility for facilitation of meetings. Mr. Adams and Ms. Avalos will work closely with the project evaluation team to gather data documenting progress toward the achievement of project objectives. Both Mr. Adams and Ms. Avalos have demonstrated success in improving academic and learner behavior through the use of the strategies and model described in this proposal. Resumes attached.

The qualifications of the three full-time project counselors that will be hired are very important because of the key role they will have in the project. The successful applicant will hold a Master's Degree from an accredited institution in counseling and possess a Pupil Personnel Services Credential issued by the California Department of Education. The candidate will have at least two years' experience counseling elementary-aged children and must be fluent in written and spoken Spanish. It is also important that counselors hired for the project be willing to serve in a leadership capacity, and have requisite skills in group facilitation, effective writing and oral communication, and that they have the ability to plan, organize, and implement quality programs as well as the ability to work cooperatively with learners, parents, staff, and site and district administrators. Each of the counselors will be responsible for implementing the program at their school sites, participating as part of the CARE Team, and providing case management services to learners receiving intensive intervention services. Please refer to job description in attachments.

The principals at each of the K-8 school sites will also play an important role in implementation. They have been involved in the planning of this proposal and are committed to the project. They will be responsible for coordinating the activities of **Project CARE** with other programs at their sites, particularly with the RTI² model as it is implemented at their sites. They will also play an important role in facilitating communication between district and school staff.

The project will also utilize the services of a project assistant who will assume miscellaneous

project tasks (clerical support, data input, preparation of materials for dissemination, etc.).

B. Adequacy of procedures for ensuring feedback and continuous improvement

A **Project CARE** Advisory Committee will meet quarterly to review implementation progress and provide feedback for the project director and counselors on program implementation. The Advisory Committee will include representatives from Healthy Start FRC, Migrant Education, TYSB, Turning Point, TCOE Behavioral Health, elementary principals, two parent representatives, 3 teacher representatives, Project Director (PD), two counselors, and at least one school psychologist. At each meeting, the PD and counselors will report the status of project activities as well as the status of any modifications or changes recommended by the committee at previous meetings. Brief updates from the project evaluator will also be provided.

The PD will convene meetings of all LUSD K-8 counselors (weekly in Year 1; monthly thereafter) for the purposes of reviewing program implementation, training, monitoring implementation status at each site, and coordinating services between sites.

At least quarterly, the PD will report on the status of the program at elementary principals' meetings, which are held twice a month in LUSD. This will also provide a formal opportunity for the principals to provide input and feedback on the project. The principals will be responsible for sharing updates with all staff during the staff meeting following the principals meeting where the update was received, and inviting feedback from staff that will be immediately shared with the PD. The counselors will also communicate with teachers regularly at staff meetings and at other opportunities on the school site in order to provide teachers an opportunity for feedback. An annual staff survey will also serve this purpose.

Parents will be given opportunities for feedback on implementation through annual surveys and presentations on the program made by the school counselors to the School Site Council at least once each quarter. The counselors will also make a report of program progress to the

English Learner Advisory Committee (ELAC) meetings at each site to ensure parents of English learners receive the information and have the opportunity to provide input.

Project CARE also enjoys the support of teachers and parent groups (PTA and School Site Councils) from across the district; representatives participated in planning of the project. Learners will play an important role in providing feedback (survey, interview, advisory committee) throughout the implementation and evaluation processes

4. QUALITY OF PROJECT EVALUATION

A. Performance measures are clearly related to the intended outcomes

The project evaluation is based on a continuous improvement model in which data regarding project effectiveness is collected throughout the life of the project and analyzed to inform modifications or changes, leading to continuous improvement. Data will be collected to measure both the effectiveness of implementation of the strategies and activities described in the project

design and the formal outcomes, and will involve all persons served by the program, including administrators, learners, parents, paraprofessionals, and teachers. Implementation and outcome objectives have been developed, along with a preliminary

Objective	Measure	Timeline	Pers. Resp
1. (GRPA 1) Increase Counseling Staff	Number of counselors employed at LUSD	Nov 2014; ongoing	PD
2. (GPRA 2) Decrease discipline referrals all learners	Site discipline records for all learners	Monthly	C, P
3. Decrease discipline referrals – targeted learners	Site discipline records for learners receiving intensive interventions	Monthly	C, P
4. Increase resiliency	CHKS, locally developed survey	May Annually	SP
5. Increase Academic Achievement	LUSD Content Assessment in ELA/math	April Annually	P, PD, C
6. Positive school climate	Olweus School Climate Survey	May Annually	C, P
PD=Project Director; C=Counselor; P=Principal; SP=School Psychologist			

evaluation management plan to guide data collection efforts.

Quantitative data to be collected for the evaluation include the number of discipline referrals and suspensions, Content Area assessments for ELA and mathematics, professional development records (including hours of training, etc.), CHKS, and locally developed surveys (parent, learner,

teacher) administered in the spring annually. Quantitative data will be analyzed using appropriate statistical analysis techniques, including the use of descriptive statistics and more advanced statistical techniques, as appropriate. Data for objectives targeting overall school changes will be analyzed using both general comparison of pre- and post-data (comparing overall results from the baseline year with the overall results of each follow-up year) as well as matched score analyses (comparing baseline and follow-up scores for exactly the same learners from year to year). Objectives targeting changes for learners receiving more intensive counseling services will be measured using matched score analyses of outcomes.

Qualitative data collected to document our effectiveness will include annual focus group interviews (learner, parent, teacher, classified staff), staff development logs, counselor program implementation notes, and minutes of Counseling Team meetings. Data will be analyzed using qualitative analysis techniques, including trend analyses and other techniques as appropriate.

In most cases, the project counselors, Project Director, and school site staff (principals and support staff) will be responsible for data collection. The project evaluator will have primary responsibility for data analysis and results will be reviewed by the Counseling Team.

In addition to gathering data to determine the degree to which our objectives have been achieved, the project will focus on answering several pertinent evaluation questions. Evaluation questions will be finalized by the counseling team once funding is received and the project is under way; however, the following preliminary evaluation questions have been developed to serve as a starting point: 1) Has the program been implemented as planned?; 2) Have significant improvements in academic achievement and behavioral outcomes been demonstrated for all learners at the school, as well as learners receiving more intensive services?; 3) Have we made progress toward moving the GPRA indicators of success for the program?; 4) What evidence

documents that the program is leading to systemic change at each of the target school sites?; and

5) Are learners, parents, and school staff satisfied with project services?

LUSD will contract with Foley Jones & Associates (FJA), a local evaluation firm with experience conducting formal evaluation and research in the fields of education and health/human services, to assist with project evaluation. FJA has worked with the district on a variety of projects and has experience evaluating counseling programs, including the Elementary and Secondary Counseling Program. Evaluators with FJA hold at least a Master's Degree with advanced coursework in quantitative and qualitative data analysis and research design. The evaluator will be responsible for developing data collection protocol for both implementation data and outcome data, training project staff in data collection procedures, analyzing available data, and presenting a brief report advisory committee, conducting all appropriate qualitative and quantitative data analyses, assessing fidelity of implementation to the program design and evidence-based programs within the design, and assisting the PD in the completion of all formal reporting requirements.

B. Evaluation will provide performance feedback and periodic assessment of progress

An evaluation team made up of the PD, Project Evaluator, and two project counselors will meet monthly to review available data and monitor data collection efforts. The evaluator will report quarterly to the **Project CARE** Advisory Committee highlighting evidence regarding achievement of objectives and documentation relating to each of the project's evaluation questions. Site representatives will take the information back to school sites for quarterly presentation to SSCs and school staff, giving teachers, classified staff, and parents the opportunity to provide input; the principals will bring feedback to the advisory committee at the following meeting. Minutes of the meetings will be taken and distributed to teachers and staff at all sites. Teachers, classified staff, and parents may provide input at any time regarding

program activities by communicating with their site's teacher, parent or administrator representative to the advisory committee in writing. All meetings will be open to any parent, teacher, or classified staff member who wishes to attend and meetings will be held at convenient times to promote attendance. Spanish translation services will be available to allow the participation of parents not fully proficient in English.

Project CARE has been carefully structured on a continuous improvement model; one in which performance feedback and assessment occurs on a weekly, monthly, quarterly, and annual basis at all of our sites. This ongoing review of data at all levels provides on time information about the effectiveness of interventions allowing staff to refine and modify project services and activities to meet the individual needs of all learners. At weekly meetings, the counselor, and school psychologist will review learner level data, share resources, review interventions, and provide follow-up for all case managed learners. At monthly project meetings, the School Counselors, Psychologists, Project Director, Principals, review the management plan and implementation progress, creating a level of accountability for project staff and providing a forum to provide input regarding progress and implementation.

The Evaluator, with the assistance of the Evaluation team, will develop an annual report addressing the project evaluation questions, including documentation regarding the degree to which objectives have been achieved. A brief summary of the report will be developed in both English and Spanish for distribution to teachers, classified staff, and parents at each of the schools. The Evaluation Team will present the report of findings annually to the LUSD Board.

Other Attachment File(s)

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Suzzane M. Terrill

(b)(6)

sterrill@lindsay.k12.ca.us

OBJECTIVE: Elementary and Secondary School Counseling Program Project Director and Supervisor

EDUCATION:

12/02-4/04	AB 75 Principal Training Santa Barbara County Office of Education	Administrative Services Credential, Tier II
9/01-5/03	California State University, Fresno	Administrative Services Credential, Tier I
8/99-6/00	California State University, Fresno	Reading Recovery Certificate
11/92-5/98	Fresno Pacific University Fresno, California	Credential: Learning Handicapped Certificate: Resource Specialist Degree: Master of Arts
6/75-1/78	California State University, Fresno	Degree: Bachelor of Arts: Physical Ed. Credential: Standard Secondary

ADMINISTRATIVE EXPERIENCE:

7/04-Current	Lindsay Unified School District	Director of Pupil Services and Special Education
10/00-6/03	Lindsay Unified School District Lindsay, California	Coordinator of Special Education

TEACHING EXPERIENCE:

8/99-6/01	Washington Elementary School Lindsay, California	Resource Specialist/ Reading Recovery Teacher
7/92-6/99	Lincoln Elementary School Lindsay, California	Resource Specialist District Mentor Resource Specialist Special Day Class Teacher
8/90-12/90	Washington Elementary School Lindsay, California	Part-time Kindergarten Teacher

9/89-6/92	Lindsay Unified School District Lindsay, California	Substitute/Home & Hospital
1/75-12/78	Strathmore Union High School Strathmore, California	Physical Education Teacher Coach: Gymnastics, Track & Field

EMPLOYMENT OTHER THAN TEACHING:

4/89-12/95	Chimney Masters Lindsay, California	Co-Owner & Business Manager
7/76-3/89	Terrill Dental Laboratory Lindsay, California	Co-Owner & Bookkeeper

SPECIAL ATTAINMENTS:

5/04	Administrator of the Year	Lindsay Unified School District
5/00	Teacher of the Year	Washington Elementary School

SPECIALIZED TRAINING:

4/2008	Olweus Bully Prevention Certified Trainer
1999-2007	Training of Trainers: Behavior Support Plan Trainer for Tulare County SELPA
1999-2009	California Dropout Prevention: Field Colleague
1998	Reading Recovery Training

HONORS/ACHIEVEMENTS:

2011	Central California Diagnostic Center: Lindsay Autism Project
2009	Early Mental Health Initiative: Second Step Grant Award
2008	California Dropout Prevention: Excellence in Education Award: Washington Elementary
2008	Elementary and Secondary Counseling Grant Award
2006	Early Mental Health Initiative: Special Friends Grant Award
2006	School Community Violence Prevention Grant Award

Michael Adams

(b)(6)

Highly motivated, organized and analytical education psychologist with experience in neuropsychological assessment, Response to Intervention implementation, and serving acute and chronically mentally -ill population.

Exemplary work ethic, excellent interpersonal communication and written skills. Successful record of managing multiple tasks within multiple sites, ability to work well with diverse individuals. Embrace new challenges with confidence and effectively collaborate with community members and partners. Outstanding ability to work within collaboration with multidisciplinary teams. *Computer and technology:* Excel, Word, PowerPoint, and numerous assessment programscreate presentations, documents, spreadsheets, charts, tables, and calendars. Incorporating use of a projector and/or document camera for presentations.

Professional Achievements

- American Board of School Neuropsychology diplomat
- Member of National Association of School Psychologist
- Certified Behavior Intervention Case Manager of Tulare County.
- Co-Presenter for Early Mental Health Initiative Conference, 2011.
- Awarded Employee of the Year for Lindsay Unified School District / Student Services.

Professional Experience

District Psychologist

LINDSAY UNIFIED SCHOOL DISTRICT, CA – 2008 to Present

- Conduct psycho-educational assessment
- Refer families to agencies; Healthy Start, Tulare Youth Services Bureau, Turning Point Youth Services, and Child Welfare Services.
- Consultation with behavior managers, teachers, and parents; group and individual counseling
- Provide training to EMHI/Special Friend's Program Aides.
- Submit LEA Medi-Cal billing logs monthly, and MAA billing logs quarterly.
- Advocate for family stability to foster learner success (academic, emotional, and physical).
- Present district-wide workshops to educators
- Chaired Manifestation of Determination and Section 504 meetings
- Create and implement Behavior Support Plans and I worked closely with Behavior Management Assistants in providing behavior support to individual students in a general education setting.

Community Health Outreach Specialist

Tulare County Frequent Users Project, the bridge, Tulare County, CA – 2005 to 2008

I case managed clients who frequent emergency hospitals with chronic mental health, medical, and/or substance abuse issues in Tulare County. My role was to educate, provide resources and referrals, and support clients to empower themselves to become proactive with their own health and life. In doing this I not only supported individuals, but also by collecting data, was able to support evidence for legislative reform for state and national medical treatment funding.

Mental Health Care Worker I & II**Kaweah Delta Mental Health Hospital, Visalia, CA –2003 to 2005**

I case managed clients who frequent emergency hospitals with chronic mental health, medical, and/or substance abuse issues in Tulare County. My role was to educate, provide resources and referrals, and support clients to empower themselves to become proactive with their own health and life. In doing this I not only supported individuals, but also by collecting data, was able to support evidence for legislative reform for state and national medical treatment funding.

Education**Master of Science– Education, School Psychology and Pupil Personnel Services Credential**

National University, Fresno, CA - 2009

Bachelor of Arts – Psychology

California State University , Fresno, CA - 2005

Certifications:

Behavior Intervention Case Manager, 2012; Non-Crisis Intervention, 2012;

RASHELLA AVALOS

CAREER OBJECTIVE

My career objective is to obtain a position as a School Based Mental Health Professional.

EDUCATION

- Fresno Pacific University- Fresno, CA.
Board Certified Behavior Analyst (BCBA) program- 2008
M.A. Degree/Pupil Personnel Credential in Psychology - 2005
Pupil Personnel Credential in Counseling- 2005
- California State University, Bakersfield- Bakersfield, CA.
B.A. Degree in Psychology- June 1995
- College of Sequoias- Visalia, CA.
A.A. Degree- Liberal Studies- 1992

SUMMARY OF QUALIFICATIONS

- 23 years of combined training and successful experience in schools and mental health settings.
- Trained in the development and implementation of a comprehensive guidance and counseling program that is based on the ASCA National Standards.
- Sound training and experience in the emotional, behavioral, crisis intervention and functional assessment of children. Certification in behavioral intervention case management (BICM), completion of the (BCBA) Board Certification in Behavior Analysis program.
- Administration of psychological assessment tools- cognitive, early intervention, adaptive, visual/auditory processing and motor skill development, ED, ADHD, Autism screenings, etc.
- Knowledgeable of Special Education, 504 process/procedures and the laws governing individuals with disabilities.
- Case management experience includes student/client interviewing, screening, and assessment, treatment plan development, implementation, and billing of services.
- Counseling, guidance, instruction of adolescents, children and adults.
- Develop, coordinate and implement prevention programs and activities.
- Empathetic and understanding with an innate ability to counsel with support and assist clients/students through problem and crisis situations.
- Orientation and training of staff and volunteers.

RASHELLA AVALOS

PAGE 2

PROFESSIONAL EXPERIENCE

Lindsay Unified School District, Lindsay, CA

August 2007- Present

School Psychologist-

Provided psychological assessment, FAA/FBA, intensive behavior intervention, support planning and development, crisis intervention, counseling services, and anger management/social skill groups to preschool thru 12th grade students. District 504 Coordinator; provide weekly in-service trainings to the behavior management aides and yearly district wide in-services.

Hanford Elementary School District- Hanford, CA

August 2006- June 2007

School Psychologist-

Provided psychological assessment, FAA/FBA, intensive behavior intervention, support planning and development, crisis intervention, whole class social skills training/instruction, and counseling services to Kindergarten thru 8th grade students. Provide staff and parent in-service trainings in the area of behavioral disorders, behavior intervention, modification, and management.

Kings County Office of Education- Hanford, CA

August 2005- July 2006

School Psychologist-

Provided psychological assessment, FAA/FBA, behavior intervention, crisis intervention, and counseling services to preschool thru 12th grade students enrolled in a severely handicapped program. Provide the Psychological services for the ED, Autism, and Deaf and Hard of Hearing Programs.

Hanford Elementary School District- Hanford, Ca

August 2004-April 2005- School Psychologist Intern

August 2003- July 2005

Student Advocate- Joseph M. Simas Elementary School

- Provide academic, emotional, behavioral counseling, guidance and intervention services to students. Including social skill and anger management group, develop and implement behavior support plan.
- Conduct psychological, behavioral, social/emotional assessment and ADHD screenings.
- Provide skill-streaming activities to improve pro-social behaviors, develop behavior intervention plans and behavior charts to modify maladaptive behaviors and increase academic achievement.

RASHELLA AVALOS

P A G E 3

PROFESSIONAL EXPERIENCE CONT.

- Develop and implement prevention programs- Peer Mediation/Conflict resolution, Red Ribbon Week, Non-Violence Week, Tobacco Prevention, Attendance Incentive program, etc.
- Consult and collaborate with school personnel, parents, and community agencies in resolving academic, attendance, behavior and health problems in the home and school setting.

Hanford Elementary School District- Hanford, CA **October 1996-October 2001**

Student Advocate- Woodrow Wilson Junior High School

- Provided academic, emotional, behavioral counseling and intervention services to adolescents.
- Coordinate and conduct Student Study Team, Truancy, Behavioral Support Plan, and 504 Meetings.
- See all other duties above.

Turning Point Youth Services- Visalia, CA **January 1996-October 1996**

Mental Health Rehabilitation Specialist- Dinuba Children Services

- Provide counseling and case management services including linkage, observation, and assessment of client need.
- Facilitate and co-facilitate mental health groups- anger management, coping skills, and living skills group, etc.
- Plan, coordinate and facilitate services for mental health clients.
- Assist in the implementation of the treatment plan under the supervision of a clinician.

Tulare County Mental Health- Visalia, CA **April 1994-October 1995**

Community Mental Health Worker II

- Provided group and individual counseling under the supervision of a clinician.
- Provided case management services.
- Developed treatment plans, prepare and dictate case records.
- Coordinate leisure skill activities and instruct clients in behavioral, anger management, coping and living skills.

RASHELLA AVALOS

P A G E 4

PROFESSIONAL EXPERIENCE CONT.

Tulare County Children's Receiving Home- Visalia, CA
November 1992-April 1994

Child Counselor/Supervisor

- Counseling and supervision of abused children.
- Intake and discharge of clients, record keeping and reporting.
- Transport clients; prepare weekly activities and nutritional menus.

Grace Homes- Visalia, CA
July 1992-November 1992

Child Counselor

- Counseling and supervision of abused children.
- Instruct adolescent females on the proper care and emotional development of their babies.
- Record keeping and reporting.

Visalia Unified School District- Visalia, CA
September 1989-February 1992

Instructional Aide I

- Instruction of migrant children using the Creative Ideas Workbook-
- "Teaching English through Action."
- Assisted with classroom operation and student instruction.
- Prepared instructional materials.

Portfolio Available Upon Request

Olivia Calvillo

(b)(6)

EDUCATION

Graduate Education:

Spring 2008 **Fresno Pacific University (FPU)**
Master of Arts in Education
Pupil Personnel Services Credential – School Psychology
Pupil Personnel Services Credential – School Counseling
BCBA Course Completed-Exam 8/2014

Undergraduate Education:

1998-2003 **California State University, Fresno (CSUF)**
Bachelor of Arts – Psychology
Minor – Spanish

1994-1998 **Dos Palos High School**

RELATED EXPERIENCE

2008-Current **School Psychologists, Lindsay Unified School District**

- Staff Development Trainings
- Autism Project-Washington Elementary
- Second Step
- Crisis Intervention
- Support Colleagues with Spanish speaking families
- Student Attendance Review Board
- Expulsion Hearings
- Crisis Response Counseling
- Autism Assessment Team-District
- Autism Program Development-High School
- Tests administered:
 - Wechsler Intelligence Scale for Children-4th Edition (WISC-IV)
 - Beery-Buktenica Test of Visual Motor Integration-5th Edition (VMI)
 - Wide Range Assessment of Memory and Learning- 2nd Edition (WRAML-II)
 - Conners 3 Rating Scale
 - Behavior Assessment System for Children- 2nd Edition (BASC-II)
 - Comprehensive Test of Phonological Processing (CTOPP)
 - Universal Nonverbal Intelligence Test (UNIT)

- Test of Auditory Processing Skills- 3rd Edition (TAPS-III)
- Adaptive Behavior Assessment Scale- 2nd Edition (ABAS-II)
- Comprehensive Test of Nonverbal Intelligence (C-TONI)
- Motor Free Visual Processing Test (MVPT)\
- Gilliam Asperger's Disorder Scale (GADS)
- Gilliam Autism Rating Scale (GARS)
- Vineland Adaptive Behavior Scales – Second Edition (Vineland-II)
- Autism Diagnosis Observation Schedule-2 (ADOS2)
- Bayley Scales of Infant and Toddler Development- Third Edition
- Developmental Assessment of Young Children (DAYC)
- Wechsler Preschool and Primary Scale of Intelligence (WPPSOI)
- Childhood Autism Rating Scale (CARS)
- M-Chat
- Bateria III Woodcock Johnson Munoz
- Brigance
- Ages and Stages
- Kaufman Assessment Battery for Children-Second Edition (KABC-2)
- Woodcock Johnson Test of Cognitive Abilities
- Assessment of Basic Language and Learning Skills

Preschool Program:

Supervisor: Cheri Doria

- Conduct Observations
- Consult with teachers/parents/outside agencies
- Conduct Psychoeducational Assessments
- Report Writing
- Attend COST/IEP/Migrant meetings
- Attend Bright Start Transition and Exit meetings
- Provide training for parents/teachers
- Administered Brigance/Ages and Stages
- Provide Counseling
- Crisis Intervention
- Supervise Second Step administration and training
- Support staff with DRDP and classroom management
- Assist with migrant preschool program
- Support Headstart Program
- Positive Behavior Intervention System team member
- Interviews

Washington Elementary:

Supervisor: Cinnamon Scheufele

- Conduct Observations
- Consult with teachers/parents/outside agencies
- Conduct Psychoeducational Assessments
- Report Writing
- Attend: SST/IEP meetings
- Provide training for parents/teachers/safety monitors
- Counseling: Individual/Group/Classroom
- Crisis Intervention
- Supervise Special Friends Program (1)
- Supervise Behavior Management Technicians (10)
- Social Skills Groups
- Parenting groups
- Autism Program
- Data Collection
- Positive Behavioral Intervention System team member
- Systematic Supervision Training to safety monitors
- Second Step Groups (4 classrooms)
- Behavior Support Plans
- Social Skills (outside activities)
- Interviews

2009-2011

Garvey Junior High:

Supervisor: Rebecca Mestaz

- Conduct Observations
- Consult with teachers/parents/outside agencies
- Conduct Psychoeducational Assessments
- Report Writing
- Attend: SST/IEP meetings
- Counseling: Individual/Group/Classroom
- Crisis Intervention
- Supervise Behavior Management Technician (1)
- Peer Mentoring Groups
- Data Collection
- Second Step Groups (2 classrooms)
- Behavior Support Plans
- Staff Development
- Interviews
- Adaptive Skills Group

2008-2009

John J. Cairns Continuation School:

Supervisor: Rashella Avalos

- Conduct Observations
- Consult with teachers/parents/outside agencies
- Conduct Psychoeducational Assessments
- Report Writing

- Attend: SST/IEP meetings
- Counseling: Individual/Group/Classroom
- Crisis Intervention
- Supervise Behavior Management Technician (1)
- Data Collection
- Behavior Support Plans
- Interviews

2007- 2008

School Psychologist Intern, Lindsay Unified School District
 Supervisor: Susie Lala-Bell and Rashella Avalos

SPECIALIZED TRAINING

- | | |
|------|--|
| 2013 | Positive Behavioral Intervention System-Cadre Member, Visalia California |
| 2013 | Picture Exchange Communication- Stage 1 and Stage 2, Fresno and San Diego California |
| 2013 | California Autism Professional Training And Information Network (CAPTAIN)-Cadre Member, Stockton California |
| 2012 | Application of Nonviolent Crisis Intervention Training (Autism), Tulare.. County Office Of Education |
| 2011 | Behavior Intervention Case Manager Certification, Tulare County Office Of Education SELPA |
| 2009 | Second Step Trainer for Trainers (K-8), San Francisco. California |

CREDENTIALS/Awards

- Pupil Personnel Services Credential, School Psychology
 - Pupil Personnel Services Credential, School Counseling
 - 2013 Community Advisory Committee Nominee
-

LINDSAY UNIFIED SCHOOL DISTRICT

COUNSELOR

Classification: Certificated Management

Work Year: 191 Days

Salary: Certificated Management Salary Schedule

DEFINITION

The Counselor provides academic, personal and career counseling services to students; communicates with students, parents, and appropriate District staff regarding student progress; performs a variety of administrative functions.

SUPERVISION

Pupil Services Administrator with Site Principal.

ESSENTIAL JOB DUTIES

1. Provide personal and social counseling services to students; conduct student conferences and refer students to appropriate agencies as needed; assist students with decision-making, proper behaviors, and goal-setting.
2. Refer students to social service and governmental agencies, support groups and other community resources as appropriate.
3. Advise students regarding available classes and programs; notify students of progress toward graduation; evaluate credits.
4. Communicate with District personnel, school staff, parents, students and public agencies regarding student placement, information exchange, referrals and related issues.
5. Visit on-site classrooms and feeder schools to disseminate information; coordinate the registration of students.
6. Provide appropriate discipline for students referred for classroom and other behavior problems.
7. Plan, organize and coordinate staff development activities for support personnel, teachers, and administrators.
8. Prepare records and reports related to the assignment; prepare letters to parents, progress reports, referrals, and related documents.
9. Maintain current knowledge of community resources and recent trends in counseling techniques.
10. Service as liaison to other agencies and community organizations.
11. Utilize diagnostic and assessment procedures as appropriate.
12. Conduct home visits and provide assistance to parents as needed.
13. Prepare and deliver oral presentations as requested; attend various meetings, conferences and seminars.
14. Operation various office machines and equipment.
15. Perform related duties as assigned.

REQUIRED

1. MINIMUM QUALIFICATIONS

- Possess a valid California driver's license.
- Possess any combination equivalent to a Bachelors Degree in psychology, social work, or related field.
- Two years of guidance services experience.
- Possess a valid California General Basic Pupil Personnel Services Credential

PREFERRED

- Bilingual Spanish/English, basic conversational Spanish, or willingness to acquire, is acceptable.

2. KNOWLEDGE AND ABILITIES OF KNOWLEDGE OF

- Principles and procedures related to counseling programs and services.
- Graduation and college entrance requirements.
- Counseling techniques, laws, rules and regulations.
- Child abuse reporting laws.
- Testing and registration procedures.
- Interpersonal skills using tact, patience, and courtesy.
- Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of District students.
- Oral and written communication skills.
- Record-keeping techniques.

ABILITY TO

- Provide counseling services to assigned students.
- Communicate with students, parent, and appropriate District staff regarding student progress.
- Perform a variety of administrative functions.
- Identify student needs.
- Prepare and maintain a variety of documents related to students.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Establish and maintain cooperative and effective working relationships with others.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Operate office equipment.
- Work confidentially with discretion.

3. PHYSICAL REQUIREMENTS:

- Office environment subject to constant interruptions, subject to driving to off-site meetings.
- Ability to exert 50 pounds of force frequently to lift, carry, push, pull or otherwise move objects.
- Ability to stoop, climb, stand for long periods of time, and perform physical labor, with physical mobility and stamina to participate in activities which may be strenuous and ability to speak to deliver presentations.
- Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

This grant is subject to **Executive Order 12372**, however the state of California Single Point of Contact has not chosen any Department of Education programs for review. Please see attached pages.



Federal Grant Review

The State Clearinghouse (SCH) serves as the state's Single Point of Contact for the review of federal grant applications pursuant to [Presidential Executive Order No. 12372](#). Notification of certain federal grant applications must be provided to the SCH, which in turn publishes this information for review and comment by public agencies. The SCH does not administer grant programs or offer any grant funding. Please visit [grants.gov](#) for funding opportunities.

How to Determine if Your Grant Application is Subject to Review

To determine if your grant is subject to review, search by the Catalog of Federal Domestic Assistance (CFDA) number on this [list of federal programs requiring state review](#).

To inquire about eligibility, application procedures, and criteria used to approve grants, applicants should contact the appropriate federal funding agency. The SCH is unable to provide this information.

MY GRANT IS SUBJECT TO REVIEW

You must send one copy of your application cover form (Standard Form 424) to the SCH. Faxed copies of the Form 424 are accepted. **DO NOT send your full application package or any other supplemental information.** Send the Form 424 to:

State Clearinghouse
P.O. Box 3044
Sacramento, CA 95812-3044

OR Fax to:
(916) 323-3018

In the appropriate box on Form 424, mark that the grant was made available for state review under the Executive Order 12372 process before submitting your grant application to the federal funding agency.

MY GRANT IS NOT SUBJECT TO REVIEW

If your grant program does not appear on the list of programs requiring state review, no further documentation is required by the SCH.

In the appropriate box on Form 424, mark that the grant has not been selected for state review under the Executive Order 12372 process before submitting your grant application to the federal funding agency.

Programs Requiring Executive Order 12372 Review

This appendix lists programs requiring Executive Order (E.O.) 12372 review. E.O. 12372 "Intergovernmental Review of Federal Programs," structures the Federal government's system of consultation with State and local governments on its decisions involving grants, other forms of financial assistance, and direct development. Under E.O. 12372, States, in consultation with local governments, design their own review processes and select those Federal financial assistance and direct development activities they wish to review.

Since October 1, 1983 most States have acted to establish a review and comment system in response to E.O. 12372. In such cases, applicants for grants will need to meet the requirements of the intergovernmental consultation process established by a particular State and its local governments before Federal agencies take action on an application.

Grants from the following Federal Agencies have been selected for intergovernmental review:

Department of Agriculture (10.xxx)
Department of Commerce (11.xxx)
Department of Defense (12.xxx)
Department of Housing and Urban Development (14.xxx)
Department of the Interior (15.xxx)
Department of Transportation (20.xxx)
Small Business Administration (59.xxx)
Environmental Protection Agency (66.xxx)
Department of Energy (81.xxx)
Department of Homeland Security (97.xxx)

Department of Agriculture

10.025 Plant and Animal Disease, Pest Control, and Animal Care (B)
10.028 Wildlife Services (B)
10.029 Avian Influenza Indemnity Program (D)
10.054 Emergency Conservation Program (C)
10.069 Conservation Reserve Program (C)
10.070 Colorado River Basin Salinity Control Program (C)
10.072 Wetlands Reserve Program (C)
10.078 Bioenergy Program (C)
10.082 Tree Assistance Program (D)
10.202 Cooperative Forestry Research (A)
10.207 Animal Health and Disease Research (A)
10.212 Small Business Innovation Research (B)
10.215 Sustainable Agriculture Research and Education (B)
10.250 Agricultural and Rural Economic Research (L)
10.306 Biodiesel (B)
10.307 Organic Agriculture Research and Extension Initiative (B)

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
Administration

CA= Common

D = District

J = Joint Powers Agency

				----- A P P R O V E D R A T E S -----				
				For use with state and federal programs, as allowable, in:				
County Code	LEA Code	Type*	LEA Name	2010–11 <small>(based on 2008–09 expenditure data)</small>	2011–12 <small>(based on 2009–10 expenditure data)</small>	2012–13 <small>(based on 2010–11 expenditure data)</small>	2013-14 <small>(based on 2011–12 expenditure data)</small>	2014-15 <small>(based on 2012–13 expenditure data)</small>
54	71993	D	Lindsay Unified	4.09%	4.89%	5.39%	7.53%	7.68%

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

Superintendent

Title

Lindsay Unified School District

Applicant Organization

4/28/14

Date Submitted

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

ELEMENTARY SCHOOL COUNSELING GRANT PROGRAM

LUSD BUDGET NARRATIVE

PERSONNEL	YEAR 1	YEAR 2	YEAR 3	PROJECT TOTAL
Project Director				
The Project Director will not be funded through the grant. The LUSD Director of Student Services will devote approximately 10 hours per week (0.25 FTE) in year 1 and (0.20 FTE in years 2 and 3)				
Counselor	\$189,193	\$275,679	\$281,196	\$746,068
3.0 FTE – One Counselor per two school sites to provide program services at an initial rate of \$90,092 per counselor per year. In year 1, counselors are estimated to work 70% of the year. In years 2 and 3 cost-of-living percentage increases are estimated at 2%.				
Project Assistant	\$5,572	\$8,439	\$8,945	\$22,956
0.4 FTE – One Project Assistant will assume miscellaneous project tasks as needed and determined by the Project Director. In year 1, the assistant is estimated to work 70% of the year. In years 2 and 3 cost-of-living percentage increases are estimated at 7-9%.				
Teacher Substitute Pay	\$1,200	---	---	\$1,200
Olweus Bully Prevention Program Training: Substitutes for two teachers each at three sites to attend two days of training in Year 1. 2 teachers x 3 sites x 2 days (12 hours) x \$100/day				
Teacher Substitute Pay	\$1,200	\$1,200	---	\$2,400
Restorative Justice Training: Substitutes for one 4 th -8 th grade teacher at each of the six sites to attend two days of training in Year 1 and one K-3 rd grade teacher at each of the six sites to attend two days of training in Year 2. 1 teacher x 6 sites x 2 days (12 hours) x \$100/day in Year 1 and Year 2.				
Teacher Substitute Pay	\$5,000	---	---	\$5,000
PBIS Training: Substitutes for two teachers each at five sites (Lincoln teachers are already trained) to attend five days of training in Year 1. 2 teachers x 5 sites x 5 days (30 hours) x \$100/day				
FRINGE BENEFITS	YEAR 1	YEAR 2	YEAR 3	PROJECT TOTAL
Classified/Certificated	\$26,618	\$38,807	\$39,606	\$105,031
Calculated at district approved rates for classified and certificated personnel, covering all benefits required by law.				
TRAVEL	YEAR 1	YEAR 2	YEAR 3	PROJECT TOTAL
OSHS National Conference	\$3,700	\$3,700	\$3,700	\$11,100
Travel for the Project Director and one project staff member to attend the OSHS National Conference. Costs include transportation, lodging, and per diem for two nights/three days. (2 people x \$800 airfare) + (2 people x 2 nights x \$300/night) + (2 people x 3 days x \$150/day)				
Project Director Meeting	\$1,400	---	---	\$1,400
Travel for the Project Director to attend the Year 1 technical assistance meeting. Costs include transportation, lodging, and per diem for one night/two days. (\$800 airfare) + (1 night x \$300/night) + (2 days x \$150/day)				

ELEMENTARY SCHOOL COUNSELING GRANT PROGRAM

LUSD BUDGET NARRATIVE

TRAVEL	YEAR 1	YEAR 2	YEAR 3	PROJECT TOTAL
<u>National Bullying Prevention Conference</u>	\$4,500	---	---	\$4,500
Travel for two trainers to attend a conference on bullying prevention research, statistics, and best-practices in the school setting. Costs include transportation, lodging, registration and per diem for three nights/four days. (2 people x \$800 airfare) + (2 people x 3 nights x \$150/night) + (2 people x 4 days x \$150/day) + (2 people x \$400 registration)				
<u>Olweus Training of Trainers</u>	\$7,850	---	---	\$7,850
Travel for one trainer to attend Olweus Bully Prevention Program Trainer of Trainers Program. Costs include transportation, lodging, registration and per diem for two sessions. Session I (\$800 airfare) + (3 nights x \$200/night) + (4 days x \$150/day) + (\$4,200 registration) Session II update (\$800 airfare) + (2 nights x \$200/night) + (3 days x \$150/day)				
<u>Restorative Justice Training of Trainers</u>	\$2,100	---	---	\$2,100
Travel for two trainers to attend Restorative Justice Trainer of Trainers Program. Costs include mileage, lodging, registration and per diem for one night/two days. (\$500 mileage) + (2 people x 1 nights x \$250/night) + (2 people x 2 days x \$150/day) + (2 people x \$250 registration)				
SUPPLIES	YEAR 1	YEAR 2	YEAR 3	PROJECT TOTAL
<u>Second Step Curriculum</u>	\$17,240	---	---	\$17,240
Second Step curriculum materials at each of the six sites. English Learner training manuals and guides for grades K-5 (1 set: \$2,000); training manuals and guides for grades 1-5 (6 sets: \$9,300); training manuals and guides for grades 6-8 (6 sets:\$5,940)				
<u>Olweus Training Materials and Supplemental Resources</u>	\$8,000	---	---	\$8,000
OBPP training materials for two sites include Teacher Guides plus supplemental guides and DVDs for specific components and parent education.				
<u>Olweus Electronic Survey</u>	\$2,250	\$2,250	\$2,250	\$6,750
Survey access for 375 surveys/site x 6 sites x \$1.00/survey				
<u>Sprigeo Anonymous Bully Reporting Hotline</u>	\$3,070	\$2,970	\$2,970	\$9,010
Six sites x \$495/year/site; \$100 setup fee in year 1				
<u>PASS Training Program Guide</u>	\$1,074	---	---	\$1,074
Six guides x \$179				
<u>Miscellaneous Supplies</u>	\$2,373	\$4,160	\$2,538	\$9,071
Consumable program supplies, including professional books, training supplies, handouts, assessment materials and management software for each site.				
<u>Laptops and Peripherals</u>	\$4,500	---	---	\$4,500
Computers and copy/fax/scanner peripherals for use by counselors to facilitate project activities and project evaluation data collection at a cost of \$1,500 per counselor.				

ELEMENTARY SCHOOL COUNSELING GRANT PROGRAM

LUSD BUDGET NARRATIVE

CONTRACTS	YEAR 1	YEAR 2	YEAR 3	PROJECT TOTAL
Evaluation	\$33,500	\$24,000	\$20,000	\$77,500
Evaluator to provide services to the project that include development of a detailed evaluation management plan, development of data collection protocols, surveys, and training in the use of data collection tools in year 1, attendance at quarterly evaluation team meetings, assistance with data collection, administration of annual focus groups, qualitative and quantitative data analysis, and preparation of required evaluation reports.				
Consultant Technical Assistance	\$10,000	---	---	\$10,000
Consultant to provide technical assistance with data needs and collection planning, execution, and facilitation of planning meetings for the project implementation.				
Consultant Training	\$10,000	\$10,000	\$10,000	\$30,000
Consultant to provide additional training (4 times per year) for all project counselors as well as teachers and administrators in violence and substance abuse prevention strategies				
PBIS Training Contract	\$18,000	---	---	\$18,000
Consultant to provide training for implementation of PBIS. Six sites x \$3,000/site				
OTHER	YEAR 1	YEAR 2	YEAR 3	PROJECT TOTAL
Red Cross Certified Child Care	\$266	\$266	\$266	\$798
Certified child care provision by high school students offered to target families during workshops and events. 1 provider per site (6) x 3 events x ~\$14.77 per hour				
Counselor Office Furniture	\$13,470	---	---	\$13,470
Six desks (\$1,211), chairs (\$396), locking file cabinets (\$138), and locking storage cabinets (\$500)				
	YEAR 1	YEAR 2	YEAR 3	PROJECT TOTAL
DIRECT COSTS eligible for Indirect	\$363,576	\$371,471	\$371,471	\$1,106,518
CONTRACTS OVER \$25,000	\$8,500	---	---	\$8,500
INDIRECT COSTS (7.68%)	\$27,924	\$28,529	\$28,529	\$84,982
TOTAL COSTS	\$400,000	\$400,000	\$400,000	\$1,200,000

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

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

Name of Institution/Organization

Lindsay 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	202,165.00	285,318.00	290,141.00	0.00	0.00	777,624.00
2. Fringe Benefits	26,618.00	38,807.00	39,606.00	0.00	0.00	105,031.00
3. Travel	19,550.00	3,700.00	3,700.00	0.00	0.00	26,950.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	38,507.00	9,380.00	7,758.00	0.00	0.00	55,645.00
6. Contractual	71,500.00	34,000.00	30,000.00	0.00	0.00	135,500.00
7. Construction	0.00		0.00	0.00	0.00	0.00
8. Other	13,736.00	266.00	266.00	0.00	0.00	14,268.00
9. Total Direct Costs (lines 1-8)	372,076.00	371,471.00	371,471.00	0.00	0.00	1,115,018.00
10. Indirect Costs*	27,924.00	28,529.00	28,529.00	0.00		84,982.00
11. Training Stipends						
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00	0.00	0.00	1,200,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 7.68 %.

(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 7.68 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Suzanne	<input type="text"/>	Terrill	<input type="text"/>

Address:

Street1:	519 East Honolulu
Street2:	<input type="text"/>
City:	Lindsay
County:	<input type="text"/>
State:	CA: California
Zip Code:	93247
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
559-562-5111 x 5144	<input type="text"/>

Email Address:

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
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