

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 # S215E140583

Grants.gov Tracking#: GRANT11638833

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

Closing Date: Apr 28, 2014

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="04/28/2014"/>	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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="95-6002823"/>	* c. Organizational DUNS: <input type="text" value="0760617120000"/>
----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text" value="Pupil Support Services"/>
------------------------------------------	-----------------------------------------------------------------------

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

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

Organizational Affiliation:

* Telephone Number: <input type="text" value="714-433-3484"/>	Fax Number: <input type="text" value="714-433-3450"/>
---------------------------------------------------------------	-------------------------------------------------------

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Safe Haven will establish a comprehensive counseling program at four SAUSD elementary schools. Staff funded will bring all schools to the recommended ratio of students to mental health professionals.

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="399,820.00"/>
* 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="399,820.00"/>

*** 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>Camille Boden</p>	<p>TITLE</p> <p>Deputy Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Santa Ana Unified School District (SAUSD)</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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Santa Ana Unified School District * Street 1: 1629 South Center Street 2: _____ * City: Santa Ana State: CA: California Zip: 92704 Congressional District, if known: CA:46		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: Stefanie Middle Name _____ * Last Name: Phillips Suffix _____ * Street 1: 1629 South Center Street 2: _____ * City: Santa Ana State: CA: California Zip: 92704		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: Heidi Middle Name _____ * Last Name: Cisneros Suffix _____ * Street 1: 1601 E. Chestnut Street 2: _____ * City: Santa Ana State: CA: California Zip: 92701		
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: Camille Boden * Name: Prefix _____ * First Name: Stefanie Middle Name _____ * Last Name: Phillips Suffix _____ Title: Deputy Superintendent Telephone No.: 714-558-5826 Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140583

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA 427 Requirement.pdf

Add Attachment

Delete Attachment

View Attachment



General Education Provisions Act (GEPA) Section 427 Requirement

The Santa Ana Unified School District (SAUSD) will take all steps possible to ensure equitable access to, and participation in, its federally funded program for students, teachers, or other possible program beneficiaries with special needs. SAUSD hires staff and teaches students without regard to their gender, race, national origin, color, disability, or age.

As part of the Elementary School Counseling Grant, there will be interaction with students and parents who have limited English proficiency. In order to assure that all stakeholders are fully able to participate in surveys, panels, and other grant activities, SAUSD will make brochures available to potential participants in their home language. In SAUSD 96% of students are Hispanic. Even if students are fluent in English, their parents or guardians may not be able to speak, read, or write English. Therefore, SAUSD will provide Spanish language brochures to the non-English speaking parents. In addition, bilingual staff will be available to support students using the native language of the student.

SAUSD will make every effort to assure that all students, teachers, staff, and parents have the opportunity to fully participate in Elementary School Counseling Grant.

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

Santa Ana Unified School District (SAUSD)

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms.

* First Name: Stefanie

Middle Name:

* Last Name: Phillips

Suffix: Ph.D

* Title: Deputy Superintendent

* SIGNATURE: Camille Boden

* DATE: 04/28/2014

Abstract

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

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

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

You may now Close the Form

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

* Attachment: SAUSD Abstract.pdf

Add Attachment

Delete Attachment

View Attachment

Santa Ana Unified School District
Elementary School Counseling Grant Application



Program Abstract:

For this grant, the Santa Ana Unified School District (SAUSD) will partner with the Orange County Department of Education (OCDE) Safe Schools and Support Services Office (Safe Schools) to provide mental health counseling, intensive case management, and bullying prevention services at four schools including: Madison, Davis, Monte Vista, and Esqueda Elementary Schools. The four sites serve over 3,500 students, with 96% Hispanic and 82% English Language Learners (ELL). Santa Ana youth are considered high-risk due to the violent nature of their community. As a result, students often come to school with emotional and behavioral difficulties that interfere with their ability to focus. **The current School Social Worker (SSW) to Student ratios are (0:1137) at Madison, (0:758) at Davis, (0:649) at Monte Vista, and (0:1204) at Esqueda. Together, they have 1,440 disciplinary referrals and 86 suspensions in one school year.**

The target schools are seen as a safe convening place for students and families. For this reason, the proposed program will be called *Safe Haven*. *Safe Haven* will add a Clinical Supervisor, four SSWs, and Masters of Social Work (MSW) Interns who are bilingual, culturally competent, qualified, and experienced to meet the mental health needs of target students. Services will be offered free of charge, on school campuses, or during home visits. Activities will involve parents and community partners in the design, development, and evaluation of services. *Safe Haven* will utilize an Evaluator to conduct data collection, analysis, and monitor progress toward GPRAs and objectives. The proposed program qualifies for additional points through **Competitive Preference 1: Improve school engagement, school environment, and school safety through option 1b. Decreasing the Incidence of Harassment, Bullying, Violence, and Substance Use.**

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](#)

Need for Project

1a. Gaps or weaknesses in services, infrastructure, or opportunities identified and that will be addressed by the proposed project. Nature and magnitude of gaps or weaknesses.

This proposal will target four elementary schools in the Santa Ana Unified School District (SAUSD) in Orange County, California. They are Madison Elementary School (Madison), Wallace R. Davis Elementary School (Davis), Monte Vista Elementary School (Monte Vista), and Manuel Esqueda Elementary School (Esqueda). SAUSD is the largest school district in Orange County and 6th largest in California. SAUSD is comprised of 61 schools and serves over 56,000 students, 21% of which are foster youth. SAUSD has 82% of its students categorized as English Language Learners (ELL), making it the number one port of entry for new ELL students in the country. Furthermore, SAUSD is second in the state for student population density. California averages 1,660 students per 40-acre campus, while Santa Ana averages 3,000 students on only 25 acres.

The National Free and Reduced Lunch Program (FRL) is the best available indicator of children in poverty or among working poor families. Within SAUSD, 100% of students qualify for the program. The following details 2012-13 school year demographics at each target school.

	Madison	%	Davis	%	Monte Vista	%	Esqueda	%
Males	553	52%	376	50%	343	51%	543	51%
Females	520	48%	370	50%	332	49%	520	49%
Total	1,073	100%	746	100%	675	100%	1063	100%
Hispanic	1,031	96%	740	99%	657	97%	1042	98%
Spanish Speaking	807	75%	632	85%	546	81%	730	69%
FRL	959	89%	727	98%	620	92%	919	87%

The City of Santa Ana encompasses 27 square miles in the center of Orange County. Santa Ana is the most populous city in the county, and the 8th most densely populated place in the United States. Due to density, second and third generation families live under the same roof,

many of whom live in converted garages or rooms not meant for human occupancy. In 1999, the U.S. Department of Housing and Urban Development (HUD) designated four Santa Ana residential areas as Empowerment Zones, or in severe and immediate need for intervention in the areas of economic development, health care, housing, childcare, and transportation. The Los Angeles Times ranked Santa Ana as number one in the nation for “urban hardship” and “the nation’s toughest place to survive.” In Santa Ana, families often work multiple minimum wage paying jobs with long hours, yet still lack the finances to provide essentials, such as consistent shelter and food for the family.

There are 338 identified gangs in Orange County, with 91 gangs in Santa Ana alone. Many are generational gangs, meaning they have ongoing, consistent membership for over 30 years. Often times grandparents, parents, and children all belonged to the same gang. Gang members target juveniles as young as eight years of age to actively participate in criminal street gangs. Juvenile gang members commit serious and violent crimes at a rate greater than non-gang youth. They are also more actively involved in drug use, drug trafficking, and violence. Among all cities in Orange County, Santa Ana has the largest percentage of felony (20%) and misdemeanor (16%) arrests.¹

“Students are bothered or bullied on the way home, often by older kids. There are three competing gangs in the area. One of which is actively recruiting elementary school students. Gangs use the food trucks parked in front of school as a front to sell drugs”. --- principals

Santa Ana youth are considered high-risk due to the violent nature of their community. As a result, students often come to school with emotional and behavioral difficulties that interfere with their ability to focus. A high percentage of the targeted students have experience related to trauma which predicts life-course delinquency and academic failure. Many children are being raised by young parents, single heads of household, or by older siblings. Due to lack of

¹ 2013 Report on Conditions of Children in Orange County, Orange County Board of Supervisors

parental supervision, low socioeconomic status, social skill deficits, and significant life stressors and comprehensive mental health services, there are few positive alternatives for relationship building, resiliency skill attainment, and social support for target youth.

Family systems are often challenged by generational histories of violence, substance use, unstable home environments, and incarcerations. Due to the persistent presence of these risk factors, across all aspects of life, Santa Ana students are among the most in need. The children living in these communities continue to face risks including early and persistent antisocial behaviors, early involvement in gangs, and academic failure. Research indicates that untreated mental health disorders lead to higher rates of juvenile incarcerations, aggression, school dropout, family dysfunction, and drug abuse. Students who display criminal behavior early in life or students who present with academic failure between grades 3-5, are more likely to manifest continuing behaviors into adulthood, across work, school, and family domains².

Nature and Magnitude of the Need for Mental Health Services Among the Target Population:

In Orange County, an estimated 35,000 people fall into the homeless category³. According to a 2005 needs assessment survey, Orange County has the highest proportion of homeless/transient families, with 60-70% being families with children sleeping in parks, motels or cars. Santa Ana has a rate of 20% of their population are homeless/transient. Many children become homeless when their families suffer financial crises resulting from lack of affordable housing, limited employment opportunities, insufficient wages, or inadequate welfare benefits.

Research indicates that transience and anxiety are factors known to contribute to learning disabilities in children whose education is interrupted by multiple moves, loss of sleep, frequent illness and hunger⁴. As a result, youth tend to suffer severe anxiety, depression, poor health and

² Bullis et al., 2004.

³ Conditions of Children in Orange County 15th Annual Report, 2009

⁴ Robert Wood Johnson Foundation Caring Across Communities: Addressing Mental Health Needs of Diverse Children and Youth 2006.

nutrition, and low self-esteem. In one study, the rates of major depression, conduct disorder, and Post Traumatic Stress Disorder (PTSD) were found to be three times greater among transient youth⁵. Due to their young age, children often struggle to verbally express their psychological, emotional, and social needs, often going unheard. Unruly behavior or emotional withdrawal is often the earliest response of children to crisis⁶. These descriptors accurately fit the targeted students and explain the immediate need for intervention.

Several studies report considerable effects of poverty on children's cognitive and verbal skills. Children of low socioeconomic status tend to demonstrate lower test scores, and higher grade retentions, course failures, and school dropout rate. Children facing poverty are more likely to face adverse health effects, which directly impact academic achievement, as they are more likely to miss days of school⁷. Their parents are also less likely to know about their child's performance in school, made less contact with school teachers, and were less likely to take an active role in their child's school progress⁸. This tends to be the case at the target schools due to parents working long hours, language barriers between families and staff, and other difficulties. Mental, emotional, and developmental health are crucial components to a child's well-being, however, each year, younger children are presenting with more concerning behaviors at school. Students demonstrate concerns beyond academics, such as truancy, bullying, and violent behaviors. In fact, students identified with behavioral issues are often sent to the Principal for discipline. The root cause remains and no real solution is achieved. This is often the case at the targeted schools due to work schedules, language barriers, and few opportunities for positive parent involvement at school. During the needs assessment survey conducted during the preparation of this proposal, administrators

5 Robert Wood Johnson Foundation Caring Across Communities: Addressing Mental Health Needs of Diverse Children and Youth 2006.

6 Healing Hands, HCH Clinicians' Network. February 2000.

7 McLoyd, V.C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53(2), 185-204.

8 Bolger, K.E., Patterson, C.J., Thompson, W.W., Kupersmidt, J.B. (1995). Psychological adjustment among children experiencing persistent and intermittent family economic hardship. *Child Development*, 66(4), 1107-1129.

commented that they spend 10-20 hours a week with office discipline referrals, limiting the time they have available to be present on the playground and in the classroom or provide support to teachers.

Gaps in Current Service Delivery and Infrastructure for Sustainable Mental Health Services:

The National Center for Chronic Disease Prevention and Health Promotion states that “Left untreated, mental health disorders in children and adolescents lead to higher rates of suicide, violence, school dropout, family dysfunction, juvenile incarcerations, alcohol and other drug use, and unintentional injuries. Schools play a vital role in creating safe, nurturing school environments and providing care to students with emotional or behavioral problems”.

Targeted school administrators have recognized several factors hindering the educational success of their students. In order to address these barriers it will require strategic planning and a wide-range service approach. For this reason, SAUSD administrators from the four targeted schools will be partnering with the Orange County Department of Education (OCDE) for their expertise and resources. The mission of OCDE is to provide training and support services to local districts in order to enhance school infrastructure and build capacity. Within OCDE, Safe Schools and Support Services (Safe Schools) further meets student needs. Since its inception, Safe Schools has operated numerous federal and private grants, has established expertise in providing quality programs for severe at-risk students, and has extended services to school entities throughout Orange County. Over the past 16 years, Safe Schools has implemented several programs in the area of youth development, after school services, gang intervention, drug and alcohol prevention, and comprehensive mental health services. SAUSD has been partnering with Safe Schools for the past three years to bring mental health services to middle and high school aged students. This will be an opportunity to begin serving elementary aged students.

In preparation for this grant, SAUSD conducted two qualitative needs assessments. The first was during a meeting with the Principals and Assistant Principals of target schools; the

second was with community stakeholders, including parents, from the Building Healthy Communities (BHC) Santa Ana Collaborative. During the meeting with school administrators, representatives identified areas they considered to be gaps and weaknesses in current service delivery and infrastructure at their sites. In addition, during the 2012-2013 school year a survey was administered as a collaborative effort with the BHC and WestEd with SAUSD students in grades 5, 7, 9 and 11, the entire school staff at each site, and parents. Over 7,800 parents returned surveys, which surpassed the return rates for participation in past years. Between the two assessments, the most common responses were the overwhelming need for school-based mental health services for students. Other gaps and weaknesses in current service delivery include: 1) need for comprehensive/formal counseling program services to be provided on school grounds, 2) need to establish a formal team approach to addressing students' emotional and social issues, and 3) ongoing staff training to identify behavioral red flags as indicators of mental health needs.

Magnitude of Need for Proposed Services:

Given the high concentration of low-income, trauma, and violence in Santa Ana, the need for an innovative and comprehensive school-based counseling program is critical. Results from the 2011 California Healthy Kids Survey revealed the following about SAUSD 5th graders:

44%	Moved one or more times in the past year	39%	Hit or pushed another student
47%	Have been a victim of bullying (hit or pushed)	24%	Saw a student with a weapon
48%	Have had rumors spread about them	28%	Home to no adult supervision

During the 2012-2013 School Year, elementary aged student suspensions were 746; in 2013-2014 suspensions by reduced to 287. Although this is a tremendous decrease, also important to note is number of students suspended in 2012-2013 was 189 and 176 students in 2013-2014. This suggests that roughly the same students are being suspended, just less often. Reasons for suspension include: cause physical injury; possessed, sold, or furnished a weapon; possessed, used, or sold a controlled substance or paraphernalia; commit robbery or extortion; cause damage

to school or private property; steal school or private property; obscene act or habitual profanity; received stolen property; sexual assault; harassed, threatened, or intimidated a student; hazing; bullying; sexual harassment; engaged in hate crime; or terrorist threats.

In the past several years, all targeted elementary schools have functioning without qualified mental health and counseling staff. Currently, there is a **(0:1137)** School Social Worker (SSW) to student ratio at Madison, a **(0:758)** ration at Davis, a **(0:649)** ratio at Monte Vista and a **(0:1204)** ratio at Esqueda. Although SAUSD provides Designated Intervention Service (DIS) case workers on campus four hours a week, services are only for Special Education students with an Individual Educational Plan (IEP) that mandates academic-related psychological testing or supports. Without financial resources and support, parents often feel hopeless or turn to the only consistent resource in their community, their child's school. There are no mental health services available at the targeted schools, leaving staff to perform this role beyond their scope of work.

Gaps in Current Service Delivery that Impact Cultural/Linguistic Needs of Students:

Culturally, Hispanic parents trust schools to have the knowledge, resources, and expertise to meet their children's needs. They will often turn to the school prior to any other form of community assistance, including community-based mental health providers, social workers, or case managers. Currently, the target schools lack the expertise and resources that parents are seeking. During the needs assessment administrators noted the need for school-based mental health professionals to be culturally competent and bilingual. With over 96% of the targeted population being Hispanic/Latino, and 82% whom are ELL students, having bilingual, culturally competent staff is essential to the success of any program, especially in mental health services. In the Hispanic community, mental health counseling is often looked at as a sign of weakness or unacceptable form of assistance. Therefore, even when mental health services are made available

in the community, they are often not accessed by those who are most in need, due to shame, lack of transportation, lack of financial resources, limited or no access to bilingual professionals, and agency lack of cultural sensitivity.

By incorporating bilingual Spanish-speaking SSWs to provide information in parents' and students' home language, using a culturally sensitive approach, the support services are more likely to be well received. Due to the young age of students, it is important that the SSWs are bilingual Spanish-speaking to effectively communicate with the parents, rather than relying on students to translate difficult concepts. Also, by providing these services on school campuses or during home visits, free of charge, it will help to remove the two greatest barriers to accessing mental health services, which include transportation and cost.

QUALITY OF the PROJECT DESIGN:

2a. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

SAUSD is proposing a comprehensive counseling program that will be delivered systematically to all students at the targeted schools. Services will be provided free of charge within school settings, during home visits, or in locations convenient to students and their families. This structure will reduce service fragmentation, remove treatment disparities, while increasing the continuity of care, accessibility and availability of services. With over 3,500 students attending the Madison, Davis, Monte Vista, and Esqueda, assigning a counseling team to each school, would allow students, previously unable to access services outside of school boundaries, to receive the assistance they need to be successful.

During the needs assessments, parents and staff confirmed that the schools provide a sense of stability that students may not have in their homes or community. One target school is

physically located in the center of four gang areas. Even still, there has been minimal tagging or vandalism on-campus, because the school is respected in the community. These factors make schools a safe place for many students and parents to come to. This proposal will build on this belief by making target schools the congregation point for a variety of resources that meet students educational, physical, and mental health needs in a familiar, safe environment. For this reason, the proposed program will be called *Save Haven*.

Safe Haven will provide the following services at the target sites to meet student needs:

- *Safe Haven Counselors* will be assigned to each target school
- *Safe Haven Counselors* from all schools will interface with each other on a regular basis
- Mental health counseling, case management, and bullying prevention services offered
- *Safe Haven Counselors* will participate in the Student Success Team (SST) process to facilitate and expedite referrals made by SST members
- Teachers will be trained on early warning signs of mental health needs and bullying
- Quarterly *Safe Haven Leadership Meetings* will provide a forum for continuous program improvement. Will include: Administrators, Counselors, Project Director, and Evaluator
- Bi-annual *Safe Haven Advisory Board Meetings* will provide a forum for resource sharing and sustainability planning. Will include: *Safe Haven* Leadership, collaborators, and stakeholders from all four target school communities.

Safe Haven will assign highly qualified SSWs to address student mental health needs, lessen the impact of community stressors, and establish partnerships to increase linkages to resources. A *Safe Haven Counseling Team* will be established at all four target schools to provide mental health counseling, intensive case management, and bullying prevention services. Mental health services will include: biopsychosocial assessments; individual, group, and family

counseling; suicide assessments; conduct home visits; respond to crisis calls; crisis follow-up for high-risk student cases; trainings, consultation, and support to administrators, staff and parents; and bullying prevention groups. Teacher and parent trainings on: how to recognize early warning signs and symptoms of mental health issues; reinforce techniques acquired in counseling sessions; and know how to support students during their learning process. In addition, SSWs will address non-mental health concerns impacting the students' ability to focus in school through **Intensive Case Management (ICM)**. ICM services establish linkages for the student and their families and bring much needed resources to the schools. These include: medical care or insurance; housing assistance; child care; transportation support; food; clothing; and other needed resources. Counseling Teams will interface on a regular basis to address program issues affecting each site and share resources.

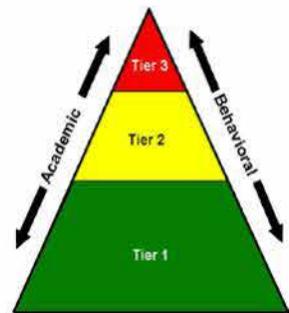
Currently, high need students are funneled through the **Student Success Team (SST)** process. SST meetings include the student, parent, concerned teacher, and school administrator. Concerns are discussed during the SST and a plan of action is developed by participants. Currently, if students require any mental health services, parents were referred to community-based resources. Often, parents had trouble accessing the service provider, leaving the student's issues unresolved. **Safe Haven** will enhance the SST process by involving SSWs in SST meetings to assess student needs, identify areas of concern, and assist in creating individualized action plans. Through this process, students referred for disciplinary concerns regarding aggression or bullying behaviors, will be funneled to the SSWs for intervention. It will also allow students to access school-based mental health services and case management support. This procedure will integrate **Safe Haven** services into the existing school infrastructure and make counseling services accessible to students. SSWs will also establish linkages with local agencies to enhance the resources available to families. These efforts will involve partners in the school community through Advisory Board meetings.

How Outcomes are Integrated with District Goals:

For the past two years, SAUSD has focused on the building of positive school culture and climate at its 60 school sites. This includes district-wide implementation of Positive Behavioral Interventions and Supports (PBIS) and complementary practices. PBIS views behavior problems as opportunities for re-teaching and uses information about student behavior to understand the function of the problem behavior, strengthen more acceptable alternative behaviors, removes antecedents and consequences that trigger and maintain problem behavior, and adds antecedents and consequences that maintain acceptable alternative behaviors. PBIS teaches and reinforces pro-social behaviors through Primary, Secondary, and Tertiary Prevention practices that strengthening relationships among staff, students, parents, and community. Last year, SAUSD inducted the third and final cohort of schools into the PBIS implementation process. Since inception, SAUSD has seen a 33% reduction in expulsions. An additional district success are the partnerships established with Orange County Probation, Health Care Agency, Bar Foundation, and District Attorney Offices; Santa Ana Police Department, School Police, and Gang Reduction and Intervention Program (GRIP); and Kids Vision for Life, Community Service Program (CSP) AmeriCorps, KidWorks community resource programs.

SAUSD utilizes their Pupil Support Services Division to provide data on suspensions and expulsions by site on a monthly basis. The data is disaggregated by level, school site, charge, days, month, and raw student data is also provided in excel format. Schools are able to hold monthly meetings with their PBIS Leadership teams to discuss trends in the data and address site level issues. In addition, school levels meet to discuss level trends in data.

Although SAUSD has seen initial success with PBIS, service gaps are still emerging in the Secondary (Tier 2) and Tertiary (Tier 3) levels. Tier 2 targets students at-risk for engaging in more serious problem



behaviors, but for whom high intensity interventions are not essential. Services at this level work for approximately 10-15% of students. Tier 3 is utilized for students exhibiting chronic behaviors and have more than six discipline referrals per year. Services focus on meeting students' individual needs, often through community-based referrals. Due to the high level needs of Tier 3 students and their limited ability to access community-based resources, they often continue to progress along the disciplinary spectrum.

SAUSD also has a district-wide Anti-Bullying policy which mandates information about the WeTip Anonymous Hotline to be posted in every classroom and allegations of bullying activity to be addressed immediately. The policy is also presented to all students and parents during enrollment, printed in the district handbooks, and flash banners are integrated into the district website. Currently, the only option for staff is disciplinary referrals. SSWs will become a referral outlet for students with anger management, violent behaviors, and/or bullying tendency to be supported and re-taught through participation in bullying prevention counseling groups.

Integration of Cultural Competency:

Every aspect of *Safe Haven* integrates the cultural and linguistic needs of the targeted population. *Safe Haven* takes into account that over 96% of the targeted population is Hispanic, with 82% identified as English Language Learners. Along with a culturally-based program model, having bilingual, culturally competent, Spanish-speaking staff is a vital component to effective program implementation and success. Bilingual staff and program materials provided in the targeted populations' home language will increase the likelihood that the program will be well-received and utilized by students and family members.

2b. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

SAUSD utilized qualitative feedback from a variety of sources, including school personnel, parents, and community coalitions; reviewing current evidence-based practices; and collecting data regarding student behaviors and academic achievement during the design of the proposed program. The counseling design and framework for *Safe Haven* strategically integrates evidence-based practices and feedback obtained from both qualitative assessments and survey results. Safe School's extensive experience, existing knowledge and expertise in working with disadvantaged and impoverished students in school settings will be instrumental to the design and implementation of *Safe Haven*. To ensure appropriateness and successful integration with existing district vision and practices, all program designs require SAUSD Board approval.

Consideration of Cultural and Linguistic Needs in Project Design:

Evaluation results from programs targeting Hispanic populations report that interpersonal connectedness of the working relationship accounted for 30% of a program's success⁹. Research has identified the following key factors as roadblocks preventing racial and ethnic communities from receiving access to mental health services: 1) public stigma surrounding mental illnesses, 2) lack of culturally and linguistically competent services, and 3) financial barriers, 4) failure to acknowledge the cultural beliefs, traditions, and values of these communities¹⁰. There has been a long lasting stigma surrounding youth in need of mental health services, especially within the traditional Hispanic communities that target students come from. Hispanic parents fear that their children will be labeled or discriminated against if they seek help for social, emotional, or behavioral concerns. Children fear that they may be treated differently by adults and service providers; and to avoid exclusion, taunting, shame, and bullying by their peers, children further internalize their personal struggles. The role of *Safe Haven* SSWs will remove each of the above

⁹ Hubble et al. (1999).

¹⁰ President's New Freedom Commission on Mental Health Executive Summary February 2001.

obstacles for students at the targeted schools by using strengths-based strategies, along with age-appropriate activities to engage and assist identified children.

Considering these traditional cultural values in the project design, Safe Schools has identified potential Bilingual SSWs, who understand the cultural values and challenges of the targeted population that will establish a *Safe Haven* counseling team at each target school. The teams will interface and collaborate often to address student needs at all target schools. All Safe Schools staff also participate in training to gain a better understand students and families living in poverty and/or violent homes to aid them in effectively meet the needs of the population.

2c. Extent the project design reflects knowledge from research and effective practice

Safe Haven will provide a seamless counseling program that follows the American School Counselor Association's National Model, a research-based model, for the elementary-aged students, using collaborative efforts to establish linkages between students, parents, teachers, administrators and the overall community. *Safe Haven* will promote academic achievement, personal development, and address other crucial components to student success. Current research suggest that using a strength-based positive youth development approach can help student's long-term capacity for positive social behavior by increasing "protective factors" that may decrease a student's likelihood to participate in risky, negative behaviors¹¹. Positive youth development approaches seek to produce or encourage bonding, social, emotional, cognitive, and moral competencies¹². The evidence-based Social Development Model, proposes that youth who are provided with opportunities along with skills and competences necessary to increase their participation within their families and schools, including peer groups, and whom

¹¹ Catalano, R., Berglund, M.L., Ryan, J., Lonczak, H.M., & Hawkins, J. (2004). Positive Youth Development in the United States: Research findings on Positive Youth Development programs. *Annual of the American Academy of Political and Social Sciences, 591*, 98-124.
¹² Catalano et al., 2004

are consistently recognized for the appropriate application of their skills, will develop a strong bond to their families and schools. *Safe Haven* will be based on this model.

Through *Safe Haven*, SSWs will ensure that administrators, teachers, and staff not only understand, but are actively involved in the development of student's skills and competencies. SSWs will provide trainings for administrators and teachers to increase their knowledge and capacity in working with children with mental, emotional, and behavioral needs and help teachers to understand that students' education may be hindered by factors outside of school.

Safe Haven group counseling services will utilize SAMSHA's evidence-based program, Peaceful Alternatives to Tough Situations (PATTS), to address growing student involvement in aggressive, bullying, and violence-related behaviors. PATTS is a school-based aggression management program designed to help students increase positive conflict resolution skills, increase the ability to forgive transgressions, and reduce aggressive behaviors. PATTS features three separate curricula (K-2, Grades 3-5, and Grades 6-8), each of which is delivered in nine weekly, 1-hour sessions. With the use of PATTS, students will integrate problem-solving, cognitive-behavioral skill-building, and support into group counseling sessions. Previous programs that have adapted PATTS found reductions in psychological aggression and physical assault indicators, as well as an increase in forgiveness measures. By using highly interactive activities, including group discussion, role-playing, and games, SSWs will provide students with opportunities to practice skills and provide student recognition throughout the program to reinforce appropriate behaviors. Teachers will attend an orientation to become familiarized with the strategies used from the counseling curriculums in order to help support their students in practicing their newly acquired skills taught by during counseling. By establishing clear, consistent behavioral standards across all school domains, students will be aware behavioral

expectation and equipped to meet them. This will further strengthen the foundation and capacity of the school community and reduce the number of disciplinary referrals. In addition, parents and teachers receive training informing them about the skills taught to students and encouraging them to support the use of the skills at home and in the classroom.

The *Safe Haven* SSWs will utilize Brief Strategic Family Therapy (BSFT), a nationally recognized research-based counseling program and strategy. It is a multi-systemic therapy model that includes an integrative family-based treatment to improve psychosocial functioning reduces problem behaviors in children. BSFT provides families with tools to decrease factors through interventions that improve problematic family relations and provide skill-building strategies that strengthen families. These interventions have shown to be highly successful strategies in working with children from immigrant families by utilizing an understanding of the unique beliefs and practices of their individual cultures. SSWs teach students the tools needed to deal with critical issues, such as bullying, gang activity, violent behaviors, substance abuse, depression, and other personal safety concerns¹³.

The use of several evidence-based interventions will allow SSWs to address the needs of the student population at four target schools in a sensitive manner. Curriculums and activities will be provided in the home language and at their developmental level for effectiveness.

2d. Extent project will establish linkages with other agencies providing services to students

Safe Haven activities will enhance the current SST process at all target schools. When students are identified by their teachers and referred for disciplinary concerns, specifically for aggression, violent or bullying behaviors, it will include an automatic referral to the SSWs via the SST process. SSWs will actively participate in SST meetings, assess student needs, identify areas of concern, and create individualized treatment plans. SSWs will provide individual

¹³ California State Board of Education School Safety, Discipline, and Attendance Policy #01-02

therapy and/or psycho-educational groups. Non-mental health related concerns will also be addressed through Intensive Case Management (ICM) services to identify and locate community resources, establish linkages for the student, and their families. Linkages include referrals for tutoring or academic enrichment, shelter, health issues, and a variety of other critical needs.

Safe Haven will continue to establish relationships between the targeted schools, social service agencies, county facilities, and community resources. Safe Schools has an outstanding reputation and long-term relationships with a variety of collaborative agencies, including those who specialize in working with members of underrepresented groups. These include: **Foster Youth Services** who provides educational support to all the county foster youth, **Girls Inc. Orange County (OC)** who empowers young girls, **OC Youth Center** who works with gay, lesbian, bi-sexual, and transgender youth, **OC Human Relations** who facilitate race relations conversations and activities throughout the community, and **local shelters** who serve homeless youth and families. SSWs will include these partners in the *Safe Haven Advisory Board*.

QUALITY OF MANAGEMENT PLAN:

3a. Adequacy of the management plan to achieve the objectives on time and within budget, including responsibilities, timelines, and milestones for accomplishing project tasks

In 2009, SAUSD established a partnership with Safe Schools to provide a multi-faceted, large scale program with four major components including: Threat Assessment; Crisis Response; Gang Intervention and Prevention; and Alcohol, Tobacco, and Other Drugs (ATOD) Prevention Education. As a result, SAUSD now has the largest Crisis Response Team in southern California and has been recognized as one of the best prepared school districts in Orange County. Safe Schools also has a Gang Interventionist on staff who has provided gang intervention at SAUSD school sites to curtail school unrest and potential violence. In addition, hundreds of SAUSD

students have participated in the Project Toward No Drug Abuse prevention course, which provides information on the consequences of ATOD use. Safe Schools' staff has organized ongoing parent groups at SAUSD high school sites for hundreds of parents to participate in educational classes on a variety of topics based on their expressed needs and interests.

Safe schools employs a team of over 30 highly qualified mental health professionals and trains an additional 50 counseling interns per year. Although SAUSD has made many positive strides as a district, it does not have the capacity or infrastructure to recruit, employ, train, and clinically support mental health professionals during the short grant cycle. Building on the existing partnership and leveraging the expertise of Safe Schools' clinical team will allow SAUSD to adequately implement the proposed program in a time efficient manner and provide high quality services to the target schools. Both agencies are committed to recruitment staff who are members of groups traditionally underrepresented based on race, color, national origin, gender, age, or disability and whom have had first-hand experience with targeted cultural groups.

Description of Staff Responsibilities and Roles:

This proposal will include a Project Director, Evaluator, Clinical Supervisor, and SSWs. The **Project Director** will oversee program design, implementation, and evaluation. The **Evaluator** will monitor progress toward the grant objectives throughout the grant period. Both the Project Director and Evaluator are SAUSD administrators providing their expertise as in-kind to this grant budget. The **Clinical Supervisor** and **SSWs** will be employed by OCDE and contracted by SAUSD to provide mental health counseling, case management, and bullying prevention services at the four target schools. All staff will meet the professional guidelines outlined in the Request For Proposal in order to perform the following duties:

- The **Project Director** will oversee program implementation and ongoing operation; monitor grant spending; oversee the evaluation process; and work closely with the Clinical Supervisor to ensure the program is implemented on time and within budget. The Project Director will also introduce the Clinical Supervisor and SSWs to the target schools; meet with administrators on an ongoing basis to ensure quality programming; and ensure consistent communication between target schools, *Safe Haven* staff, and community partners. **Heidi Cisneros will serve as Project Director (see resume in appendices)**. She has over 20 years field experience with high-risk students in school-based social work settings and has extensive experience in managing federal grants. She currently serves as the SAUSD Executive Director of Pupil Support Services and will be responsible for identifying strategies to sustain program services beyond the grant period.
- The **Evaluator** will monitor data collection and produce monthly, quarterly, and annual evaluation reports on progress toward GPRA and program objectives. The Evaluator will meet monthly with the Clinical Supervisor to provide updates on each target schools disciplinary outcomes to modify and target interventions appropriately. The Clinical Supervisor will then meet with school administration and SSWs to review findings and make adjustments as needed. **Sonia Rodarte Llamas will serve as Evaluator (see resume in appendices)**. She has over 15 years of experience in school reform, school climate, and data evaluation. She currently serves as the SAUSD Director of School Climate.
- The **Clinical Supervisor** will provide leadership for the *Safe Haven* Counseling Team, clinical supervision for SSWs and MSW Interns, and will serve as the primary point of contact between SAUSD and OCDE administration. The Clinical Supervisor will work closely with the Program Director, Evaluator, and school administrators to ensure the outlined program model is implemented on time and according to the evaluation plan. The primary role of the Clinical

Supervisor is perform administrative assignments to allow SSWs to focus on providing direct services to students, but will also carry a small caseload of the most intensive clinical cases.

Jenniffer Vasquez will serve as Clinical Supervisor (see resume in appendices). She has over 15 years of experience providing mental health services with youth and their families; interacting with administrators; leading multidisciplinary teams; producing evaluation reports; and recruiting partners. This experience will be leveraged during the implementation of *Safe Haven*. She currently serves as an OCDE Licensed Clinical Social Worker (LCSW).

- The SSWs will conduct mental health assessments; complete classroom observations; facilitate case conferences and teacher/principal consultations; conduct individual, family, and group counseling sessions; utilize the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM 5); file child abuse reports; maintain required documentation for students; conducting trainings on crisis intervention, anger management, and bullying prevention; conduct home visits; provide information on resources; participate in school committees; make referrals; provide follow-up care; and communicate with teachers, administrators and community partners. Potential candidates for these positions have been identified. They are bilingual, highly qualified, have experience working with high-risk Hispanic students. SSWs will be assigned upon grant award and ready to begin work immediately (**see appendices for job descriptions**).

- **Masters of Social Work (MSW) Interns** will be in their final year of their MSW degree program and have one to two years of relevant experience. Under the clinical supervision of the Clinical Supervisor, MSW Interns will provide 20 hours per week of in-kind service including: conducting initial assessments and individual, family, and group counseling; providing case management and follow-up care with families to ensure linkages are successful; and communicating with the Clinical Supervisor on case statuses during weekly supervision.

Appropriate Professional Training and Credentials:

SSWs reflect the training and credentials required of professional SSWs in the State of California. SSWs have completed coursework requirements from an accredited program by the Council on Social Work Education, hold Masters in Social Work degrees, hold licenses issued by the State of California, and/or possess a Pupil and Personnel Support (PPS) Credential required to practice as a SSW in California. SSWs are recruited based on the minimum qualifications and levels of expertise working with high-risk students of similar cultures to the targeted students. SSWs will be trained in the PATTS curriculum, BSFT strategies, and will have completed Crisis Response and Threat Assessment training to identify, prevent, or address school violence.

Cultural Competency:

Safe Haven staff will be culturally competent and bilingual in the home language of targeted students. Over 80% of SAUSD students indicate Spanish as their home language, making it imperative that staff skills reflect the cultural and linguistic needs of the community. To ensure staff is bilingually fluent, prospective hires will complete the OCDE language competency written and verbal exam to rate fluency and adequacy of skills to communicate to students and parents in their home language. A minimum of 80% of ***Safe Haven*** staff will be bilingual, including the Project Director and Evaluator, and have extensive experience working with high-risk youth from various backgrounds.

3b. Procedures for ensuring feedback and continuous improvement of the proposed project

Safe Haven will create systemic frameworks and strategies to gather continuous feedback, make program modifications as necessary, and use a team approach to effective service delivery. Two primary groups will convene to provide direction for ***Safe Haven***. They are the ***Safe Haven Leadership Team*** and ***Safe Haven Advisory Board***. The composition and roles of each group are: the ***Safe Haven Leadership Team*** will consist of the Program Director,

Evaluator, Clinical Supervisor, SSWs, and school administration from all target schools. The purpose of this group is to create a “Communication Bridge” between target schools, allow for progress review, ongoing needs assessment, and sharing of successes. They will meet quarterly.

The *Safe Haven Advisory Board* will ensure program operation and implementation incorporates continuous feedback from key stakeholders such as parents, teachers, school personnel, and community partners. The Project Director will coordinate semi-annual Advisory Board meetings with all Leadership Team members, plus parents and community partners from all target schools. Meetings will allow for resource sharing and strengthening of partnerships.

The Project Director will also maintain year round communication with administrators to gather feedback on how meet the needs of their sites. Data will be compiled by the Evaluator and Clinical Supervisor for ongoing program evaluation and assessment. See timeline below:

<i>Safe Haven Program Timeline</i>			
Task	Person Responsible	Milestone	Month
• Identify SSWs for sites	Project Director	Counseling Team is formed	Month 1
• Meet with Evaluator to structure data collection	Evaluator and Clinical Supervisor	Development <i>Safe Haven</i> evaluation procedures	Month 1
• SSWs trainings	Clinical Supervisor	SSWs oriented to schools	Month 1
• SSWs begin at their assigned school sites	Project Director SSWs, Principals	<i>Safe Haven</i> starts at all target sites	Month 2
• SSWs attend PATTS curriculum training	SSWs PATTS Trainer	SSWs trained in evidence based bullying prevention	Month 2
• SSWs join Student Success Team (SST)	SSWs, Principals, Lead teachers	SSWs participate in/provide follow-up SST services	Month 3
• Meet with community partners about resources to meet family needs	Project Director, Clinical Supervisor, and SSWs	Relationships built for on-going case management services for students	Month 3 – ongoing
• Referrals for PATTS groups received at sites	SSWs, Principals, teachers	SSWs form first PATTS groups by grade level	Month 4
• Parents participate in PATTS orientation	SSWs	Parents learn about PATTS program and skills taught	Month 4- (every 10 wks)
• <i>Safe Haven</i> Leadership Team meets	Director, Evaluator, Clinical Supervisor, SSWs, Principals	Creates a bridge between target schools for program effectiveness/modification	Month 6 – (Quarterly)
• <i>Safe Haven</i> Advisory	Leadership Team,	Supports communication	Month 6 –

Board meets	parents, and partners	and builds partnerships	(Bi-annually)
• PATTS Post-surveys and disciplinary report run	Evaluator and SSWs	Assess progress toward intended outcomes	Month 9 – (by semester)
• Complete annual report	Clinical Supervisor	Complete Year 1 of program	Month 12

QUALITY OF PROJECT EVALUATION:

4a. Extent that evaluation methods include objective performance measures related to intended outcomes and will produce quantitative and qualitative data

The evaluation plan will incorporate both qualitative and quantitative measurements to assess the program impact and support periodic assessment for program improvement. The data collection strategies will utilize culturally-appropriate methods, such as interviews and surveys offered in Spanish. *Safe Haven* will meet the grant competition’s absolute priority by establishing a comprehensive counseling program at four elementary schools in Santa Ana. The program will use holistic, evidence-based strategies to remove cultural and linguistic barriers to care and correct treatment disparities that exist for target students. Program outcomes will meet the required Government Performance and Results (GPRA) as follows:

Goal 1 (GPRA): Close the gap between the current student to mental health professional ratios at target schools to that of the recommended statute of (1:800).	
Objective 1:	Decrease the current student to professional ratio from (0:1137) at Madison, (0:758) at Davis, (0:649) at Monte Vista, and (0:1204) at Esqueda, to the recommend statue of 1:800 for SSWs by Month 3.
Outcome 1:	Partner with Orange County Department of Education (OCDE) to recruit and employ licensed and/or credentialed SSWs for each target site.
Measure 1:	Personnel records
Goal 2 (GPRA): Positively affect the average number of disciplinary referrals received at each target schools.	
Objective 2:	Decrease the number of disciplinary referrals at target schools by 10% each year, with a total decrease of 30% of baseline by end of grant.
Outcome 2:	Add a SSW to the Student Success Team (SST) to better address the root cause of repeat disciplinary offenses by Month 4 of the grant.
Measure 2:	Discipline, SST, and School-Wide Information System (SWIS) records
Goal 3: Improve social-emotional wellbeing among bullying prevention participants.	
Objective 3:	Improve participants’ social/emotional health by 35% when comparing pre and post survey data collected by specified evaluation tools.

Outcome 3:	Provide bullying prevention groups and individual mental health counseling to address the bullying perpetrator/victim needs.
Measure 3:	Discipline records and bullying prevention group pre/post-tests
Goal 4: Increase community referral resources for students and their families	
Objective 4:	Increase the number of partner agencies participating in the <i>Safe Haven Advisory Board Meetings</i> by 20% each year of the grant.
Outcome 4:	SSWs create a referral network to fit the identified needs of the targeted schools, students, and families by outreaching to community agencies.
Measures:	<i>Safe Haven Advisory Board</i> meeting sign-in sheets and SSW reports

In addition to the two assigned GPRA performance measures, the evaluation plan will also incorporate the following additional goals, objectives, and performance measures. They are:

Goal 3: Improve social-emotional wellbeing among bullying prevention group participants and **Goal 4: Increase community referral resources for children and families.** In order to achieve these goals, *Safe Haven* will utilize the following objectives. Progress toward achieving Goal #3 will be measured by the increased social-emotional health as reported on PATTS pre-post surveys and disciplinary reports. Goal #4 will be measured by the number of agencies attending *Safe Haven* Advisory Board meetings and SSW reports. All data collected will serve as a tool for ongoing program feedback and improvement. The evaluation plan is designed to be thorough, measurable, feasible, and appropriate to the goals, objectives, and desired outcomes. Below is baseline data for each target school site.

GPRA 1: Close the gap between the current student to mental health professional ratios at target school to the recommended statute for student to mental health professional ratios						
Targeted Schools	# of students Baseline 2012-13	# of Child Psychiatrists	# of School Psychologists*	# of School Counselors	# of School Social Workers	# Other Mental Health Professionals
Madison	1137	0 FTE	0.6 FTE	0 FTE	0 FTE	0 FTE
Davis	758	0 FTE	0.5 FTE	0 FTE	0 FTE	0 FTE
Monte Vista	649	0 FTE	0.6 FTE	0 FTE	0 FTE	0 FTE
Esqueda	1204	0 FTE	0.8 FTE	0 FTE	0 FTE	0 FTE
Totals	3,748	0 FTE	2.5 FTE	0 FTE	0 FTE	0 FTE
GPRA 2: Positively affect the number of disciplinary referrals received at target schools						
	Disciplinary Referrals	Suspensions		Expulsions		

Madison		9	0
Davis		29	0
Monte Vista		32	0
Esqueda		16	0

4b. Extent that evaluation methods provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

The evaluation plan will include measures such as school records, qualitative data, and the following instrumentation:

- **Personnel Records:** Confirmation of staff hire and hours worked will be obtained from official personnel files in September annually to measure progress toward GPRA Goal 1.
- **School Discipline Data:** Discipline referrals will be tracked by: 1) type of infraction (major, minor, and subcategories); 2) reporting individual (teachers, staff, etc.), and 3) referral destination (administration, SSW etc.). Reports will be completed monthly and by semester.
- **Student Success Team (SST) Log:** Each target school will maintain a log of all students participating in SST meetings and the results of the Student Action Plan, meaning the action items completed, will be tracked. Reports will be completed monthly and by semester.
- **PATTS Bullying Prevention Group:** Pre and post-surveys will assess wellbeing for students in grades 3-5. Surveys will be conducted on the first and last day of PATTS groups.
- **School Social Worker Reports:** Each month, SSWs will document contacts with community agencies, as well as the number of student referrals to these agencies. Reports will be submitted each month and reported for each semester period.
- **Intensive Case Management Logs:** SSWs will maintain a log for each school with the partners and resources families are linked to as a recruitment tool for the Advisory Board. Logs will be submitted monthly and shared with the Leadership Team quarterly.

- **Advisory Board Meeting Rosters:** Meeting attendees will sign-in on a roster to measure the increasing number of agencies attending Advisory Board meetings each semester.

To measure progress toward **Goal 1: Close the gap between student to mental health professional ratios at the targeted schools to the student to mental health professional ratios recommended by the statute**, SSW to student ratios will be computed using September 30th hiring data and ‘census day’ student enrollment (normally mid-October) each year of the grant. For **Goal 2: Positively impact the average number of disciplinary referrals received at each targeted school**, the Evaluator will utilize data from the SWIS reports and Student Success Team (SST) Logs to monitor change in the number of referrals. Data will be collected monthly and compiled into the semi-annual progress reports. **Goal 3: Improve social-emotional wellbeing among bullying prevention participants**, will use participant pre and post-assessments and disciplinary reports. The Evaluator will utilize the SWIS system to analyze school, subgroup, and individual PATTS participant data to track behavior changes over time. Finally for **Goal 4: Increase community referral resources for children and families**, will be tracked through Advisory Board rosters and attendance records.

4c. Extent to which evaluation methods will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

SAUSD has successfully integrated AERIES (district-wide student record database) and the PBIS behavior management tool known as SWIS, to promote single entry of data. SWIS is a web-based system designed to help personnel improve the behavior support in schools by providing accurate, timely, and practical information for decision making that leads to better outcomes for students. SWIS reporting options are structured for three levels: school-wide behavior support systems, targeted interventions for problem areas and groups of students, and

individual student behavior support plans. Core reports include: Average Referrals Per Day Per Month, Referrals by Time, Referrals by Location, Referrals by Day of Week, Referrals by Problem Behavior, Referrals by Grade, and Referrals by Student. It allows users to collect ongoing information about discipline events. Data can be instantly accessed in tables, reports, and graphs allowing for teams to easily monitor and analyze behavior trends at all three levels.

Data will be collected by the Evaluator and reviewed with the Clinical Supervisor, administrators, and SSWs on a monthly basis. During the SST process and analysis of disciplinary reports, stakeholders will be able to pin point behavior trends, causational risk factors, and emerging needs of the school population or subgroups of students. These findings will track the types of in-service trainings, resources, and mental health services needed to address these concerns. Progress reports will provide descriptions of the process, problems encountered, how they were resolved, timelines, and data to support implementation in other elementary school settings. These reports will also describe the number of families served, the types of services provided, and the fidelity of service delivery. Annual reports will include recommendations for future programmatic modifications.

The findings from the above evaluation analysis will be shared with the *Safe Haven Advisory Board* on a semi-annual basis to allow for progress assessment and necessary modifications. For each semi-annual report, all data will be presented in a clear and concise manner so that staff and stakeholders can easily determine the program's progress toward achieving intended outcomes. Students will also be asked for feedback on their participation in the PATTS program, including perceived value of the program and recommended changes. All of these results will be provided to *Safe Haven* staff on a semi-annual basis and used to complete the annual grant performance and final reports.

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Letters of Support

Orange County Department of Education:
Renee Hendrick



**ORANGE COUNTY
DEPARTMENT
OF EDUCATION**

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AL MIJARES, Ph.D.
County Superintendent
of Schools

**ORANGE COUNTY
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KEN L. WILLIAMS, D.O.

April 28, 2014

Monique Daviss
Executive Director
El Sol Science and Arts Academy
1010 N. Broadway
Santa Ana, CA 92701

Dear Ms. Daviss:

The Orange County Department of Education (OCDE) is pleased to partner with El Sol Science and Arts Academy (El Sol) on your proposal for an Elementary School Counseling grant from the U.S. Department of Education.

OCDE has begun a strong partnership with El Sol over the last few years by providing Crisis Response, Threat Assessment, Bullying Prevention, and Mental Health Services through our Safe Schools and Support Services Office (Safe Schools). This has proved a mutual beneficial relationship as our School Social Workers (SSW) and Masters of Social Work (MSW) Interns earn valuable fieldwork experience working with high need students and families and El Sol receives high quality mental health support to meet the needs of your site. This grant will be an opportunity to continue to build on this successful partnership.

As part of the *Brilla!* grant, OCDE will subcontract with El Sol to provide a Clinical Supervisor, SSW, and MSW Intern to establish *Brilla!* Counseling Team that provide mental health counseling, intensive case management, and bullying prevention services at your school. This staffing pattern will bring all the site into alignment with the recommended mental health professional to student ratio (1:800) set forth by the U.S. Department of Education. Counseling Team members will also work closely with the Project Director (Monique Daviss, Executive Director) and the Evaluator (Sara Flores, Director of Community Life) to ensure *Brilla!* meets all program goals, objectives, and outcomes on time and within budget.

This is a welcomed opportunity for OCDE and we look forward to working alongside El Sol on this exciting three year project.

Sincerely,

Renee Hendrick,
Assistant Superintendent of Administrative Services
Orange County Department of Education



Resumes

Project Director: Heidi Cisneros

Project Evaluator: Sonia Rodarte Llamas

Clinical Supervisor: Jenniffer Vasquez

School Social Worker (SSW): Sandra Marquez

Job Description

School Social Worker (SSW) Position

HEIDI CISNEROS MSW, PPS

PROFESSIONAL MISSION STATEMENT:

My mission is to inspire, lead and support visions of justice, education, health and safety for all...especially our children.

QUALIFICATION SUMMARY:

- Experienced in developing effective programs serving high risk populations (i.e. drop outs, homeless, truants, abused, gang involved, immigrant, socially-emotionally fragile)
- Fundraising and grant development, sustaining and managing multimillion dollar budgets, contracts, grants and other resources
- Knowledge and experience in the area of positive school climate and school safety, crisis response services, threat assessment, school site safety plans etc.
- Building and sustaining partnerships with private and public agencies at the school, community, state and federal levels
- Facilitator/trainer in bias reduction, diversity, race relations, & Bridges Out of Poverty
- Experienced in the development and implementation of new policies, programs, & procedures system-wide/district-wide
- Experienced trainer in many areas of prevention, intervention, school climate, violence prevention, progressive school discipline and other topics related to youth development
- Over 10 years combined experience as part-time lecturer for graduate level courses related to leadership, school social work, social justice, diversity and social work policy

EXPERIENCE:

Part-Time Lecturer

2010-Ongoing

*University of Southern California (USC), Orange County Academic Center, Irvine, CA
(Courses: Immersion, 611 Leadership, 534, 535 Policy and 614 School Social Work)*

- Instructor for USC School of Social Work, Masters of Social Work Program
- Facilitate an immersion experience contrasting the experience of residents living in low-income urban setting (Santa Ana) and a high socio-economic suburban community (Irvine)
- Provide instruction on many leadership frameworks including but not limited to Servant-leadership, Emotional Intelligence Leadership, Strengths Based Leadership as well as ethics, management and team performance
- Foster the development of School Social Workers earning the Pupil Personnel Services Credential for micro and macro level positions
- Provide instruction on the history and impact of policy on social work practice, community development, political frameworks, funding streams
- Coach students on social work career pathways, career readiness, assist students with networking and community connections

Fieldwork Supervisor

2006 - Ongoing

University of Southern California (USC), Orange County Academic Center, Irvine, CA

- Partnered with USC School of Social Work to expand implementation of the *The Teaching Institute* for Fieldwork which developed over 25 internships for USC MSW students
- Provided individualized fieldwork experiences for MSW interns from *COPA, Work to Life* and *PPS* concentrations

HEIDI CISNEROS MSW, PPS

- Provided an array of micro and macro experiences tailored to the needs and interests of interns, nurture their strengths and develop new skill sets
- Developed a wide spectrum of experiences to enhance professional and leadership development and preparedness
- Mentored students, provided career coaching and career networking support during fieldwork experience and post-graduation

Executive Director, Pupil Support Services (Child, Welfare, Attendance)

2012-Ongoing

Santa Ana Unified School District, Santa Ana, CA

- Responsible for development of policies, procedures and protocols ensuring equal access, support systems and due process for all Pupil Support Services for 6th largest school district in California (57,646 students)
- Provide leadership in the development and coordination of mental health services, school safety, threat management, crisis response services, attendance/truancy, enrollment, health services, drug prevention/intervention, homeless, foster youth and gang prevention
- Responsible for leading district-wide initiative to develop positive school climate and implement progressive school discipline and interventions within 4 cohorts totaling 54 school sites (56% reduction in expulsions – first year)
- Lead facilitator of community and business partnerships, linkages and resource development
- Partnered with Orange County Probation to develop reentry wrap-around program for adjudicated youth returning to school district (first pilot in OC)
- Oversee and monitor outcomes and data for services under the purview of Pupil Support Services
- Developed new program which would reduce waiting period for record requests from potentially 6 months to two weeks in response to over 12,000 records requests received over one year for Dream Act/Deferred Action applicants who were former students of SAUSD

Administrator, Division of Safe Schools & Support Services

2007-2012

Orange County Department of Education, serving 27 school districts in Orange County

- Responsible for several multi-million dollar programs serving at-risk youth in diverse educational settings throughout several districts in Orange County
- Sustained yearly budget of 2-3 million dollars
- Supervised 3 diverse teams (Mental Health Clinicians, Youth Development Team and Foster Youth Services Team) including 45 full-time and 40 part-time staff and up to 38 interns
- Provided Leadership for several collaborations throughout Orange County
- Supervised and expanded McKinney-Vento Program (Homeless) and services
- Facilitated the expansion and development of Student Consultation Teams and Student Attendance review Teams by adding mental health component and parent support
- Developed the County Wide Crisis Response Network which provides support for all school districts in Orange County
- In partnership with USC, implemented USC School of Social Work Teaching Institute for fieldwork
- See duties of Safe Schools Manager below

HEIDI CISNEROS MSW, PPS

Manager, Division of Safe Schools & Support Services 2004-2007
Orange County Department of Education, ACCESS/Division of Alternative Education

- Developed several programs for Orange County Probation camps/institutions
- Developed team of Counselors/Mental Health Clinicians to serve ACCESS youth
- Developed and sustained grants and projects throughout Orange County
- Presented trainings on Crisis Response, Threat Assessment, Violence Prevention
- Coordinated large scale programs for high-risk youth and parents
- Supervise 30 plus full-time and 30 plus part-time staff
- Develop collaborations with law enforcement, probation, community-based agencies

Adjunct Faculty 1998-2003 & 2006
Chapman University, Education Department, Orange CA
(Course: ED 570 Social Justice, Equity, Voice and Diversity)

- Facilitated bias awareness of racism and other social issues on personal, community and institutional levels.
- Explored techniques for validation and motivation in classroom. Focused on role and responsibility of teachers as change agents.
- Awarded total autonomy to redevelop curriculum and introduce new projects for students. Students developed **social justice** research/ action projects including fundraising, leadership training and curriculum development.

Grant Manager/ Program Coordinator 1998 - 2004
Orange County Department of Education, ACCESS/Division of Alternative Education

- Implemented two grant proposals at five sites throughout Orange County for first time offenders. Responsibilities included program development, budget allocations and facilitating follow-through of 20 collaborative agencies.
- Coordinated efforts between the O.C. Department of Education, Probation and Mental Health Departments, Alcohol and Drug Abuse Services, Job Start Program and other community-based agencies.

Founder and Program Developer, ASPIRE Consulting 1995 -1998

- Provided innovative solutions for youth delinquency, race relations and promoting acceptance and diversity.
- Clients included governmental and community agencies, school, universities and cities throughout the United States.
- Services included but were not limited to program mediation, school-based social work, community outreach, community mobilization, gang program development, and diversity training.
- Trainer of Trainer's Workshop and custom-designed trainings to provide interventions relevant to audience's role in working with youth.
- Facilitation and creation of Unity Week Project at several schools in LA County.

Trainer/ Program Coordinator 1993 -1998
Project CUFFS (Community United for Fullerton Safety)
Orange County Department of Education, Costa Mesa & Fullerton, CA

HEIDI CISNEROS MSW, PPS

- Provided school-based interventions and programs for Fullerton Joint Unified School District and Fullerton School District
- Facilitated responsible student behavior through effective and dynamic individual and group counseling. Served as Behavior Interventionist for youth at-risk for dropping out, violence, teen pregnancy and many other risk factors
- Trained teachers in diversity and cultural competency in the classroom
- Developed and facilitated workshop groups for at-risk and gang involved students promoting alternatives to gang lifestyles and re-entry into society
- Established connections with probation, law enforcement, employers and service providers to foster successful community involvement and collaboration
- Implemented community and school-based mentoring program pairing 60 youth with mentors each year
- Coordinated gang intervention efforts with probation department, law enforcement and district attorney; focus on Korean, Suicidal, African American and Latino Gangs. Mediated gang rivalries, gang truce and resolution of gang conflicts.

Gang Prevention Program Supervisor

1991-1993

Promoted from Gang Counselor, CSP, Inc.(Community Service Programs), Irvine, CA

- Provided services to at-risk youth and hard-core gang members and families within gang-infested neighborhoods.
- Developed a multi-component, comprehensive gang prevention program.
- Provided behavior interventions and counseling, community outreach, recreational and educational activities, academic instruction, assessment, crisis intervention and community mobilization.

Youth Counselor, JTPA, City of Anaheim, CA

1990 -1991

- Handled a caseload of 65 Latino at-risk youth and gang members at 30 different job sites. Organized registration and prepared intake documents. Participated in job development and crisis intervention. Resolved safety, cultural and sensitivity issues related to gang members.

EDUCATION:

-
- Administration Services Credential - Education 6/2006
 - Masters of Social Work, California State University, Long Beach, CA 5/1996
 - PPSC (Pupil Personnel Services Credential) 5/1996
 - Thesis: Gang Members Perception of Social Workers' Effectiveness
 - B.S. Human Services, California State University, Fullerton, CA 5/1993
 - Minor in Spanish - Conversational Fluency 5/1993

AFFILIATIONS:

-
- **Association of Threat Assessment Professionals (ATAP)** Pending
 - **National Association of Social Work (NASW)** Present
 - **WIL Member** 2000 - 2007
 - Women in Leadership

HEIDI CISNEROS MSW, PPS

- **OCAPICA Board Member** 2000 - 2004
Orange County Asian Pacific Islander Community Alliance (OCAPICA)
- **School and Law Enforcement Partnership** 1998 - 2006
- **Vice President** 1994 -1996
CSULB Latino Students Social Work Network

AWARDS:

-
- **Jules Levine Distinguished Field Education Award** 2013
USC, School of Social Work
 - **Social Worker of the Year- Orange County** 2013
NASW- Region F Orange County Unit
 - **Community Service Award** 2013
Senator Correa's Office - 34th District
 - **Distinguished Field Instructor Award** 2010
USC, School of Social Work
 - **Agency of the Year Award** 2009
USC, School of Social Work
 - **Master Field Instructor Award** 2008
USC, School of Social Work
 - **OCDE Service Recognition** 2007
Orange County Department of Education, Cabinet
 - **Bridge Builder Award for Youth Empowerment** 2006
Orange County Asian Pacific Islander Community Alliance (OACPICA)
 - **Special Recognition Award - Field Instructor** 2004
USC, School of Social Work
 - **Humanitarian Woman of the Year - Orange County** 2003
OC American Red Cross
 - **Crystal Bell Award** 2003
Orange County Department of Education
 - **Most Outstanding Part-Time Faculty Member** 1999 & 2000
Chapman University, Dept. of Education
 - **Orange County Human Relations Commendation** 1997
OC Human Relations Council
 - **Most Outstanding Graduate Award** 1996
California State University, Long Beach
 - **Robert Allen Community Services Award for Promoting Community Relations** 1996
Dr. Oliver, Dept. of Social Work, California State University, Long Beach
 - **Most Professional Promise and Community Commitment** 1993
Human Services, California State University, Fullerton

TRAININGS: (Presented to local, state and national audiences of Social Workers, School Districts and Community Partners since 2000)

-
- Grants 101: Grant Development Workshop
 - Gang Prevention and Intervention for Direct Practice and Intervention
 - Violence Prevention Institute
 - Diversity and Race Relations Trainings, Workshops and Retreats (Community and Students)
 - Unity Program (Intervention for Improving School-Wide Race Relations)
 - Bias Reduction: Poverty and Social Class

HEIDI CISNEROS, MSW, PPS

- Youth Development Workshops
- Crisis Response Trainings
- Crisis Response Team Development
- School Safety Plans
- Threat Assessment and Eyes and Ears of Threat Assessment
- Classroom Management Strategies
- Bullying Awareness and Cyber-bullying Awareness
- Strategies for Successful Collaboration, Partnership Building and Sustainability
- Variety of Topics on Professional Development, Time Management, and Leadership

CERTIFICATIONS:

Bridges Out of Poverty	2006
National Women's Political Caucus - Campaign Skills Trainings	2004
4 Roles of Leadership - Franklin Covey	2003
Institute of Life Space Crisis Intervention	2001
International Critical Incident Stress Foundation, Inc.	2000
Orange County Mediation	1999

Sonia J. Rodarte Llamas, Ed.D, LCSW

555 S. Andover Drive, Anaheim, CA 92807
Home phone (714) 998-2078

E-mail: sonia.rodarte@sbcglobal.net
Cell phone (562) 852-0522

OBJECTIVE AND PROFILE

To support the Superintendent of Schools in administering pupil services, mental health and safety programs. Highly motivated, energetic and dedicated professional with training in child welfare, clinical diagnosis, program management, community partnerships, grant writing, legal and procedural aspects of student and parent rights, legal mandates, seeks the position of Director of Support Services. Goal directed professional with strong clinical and communication skills in English and Spanish. Self-motivated, positive, and team oriented with exceptional knowledge of child abuse, education code, penal code, de-escalation/conflict resolution, crisis/suicide and threat assessment as well as organizational management, employee relations and legislative analysis.

EDUCATION / CREDENTIALS

University of Southern California, Doctorate of Education, 2013
California State University, Long Beach, Master of Social Work, 1999
University of California at Berkeley, Bachelor of Arts in Social Welfare, 1996
California State University, Long Beach, Pupil Personnel Services Credential, 1999
Administrative Tier II Credential, Clear, 2012
Board of Behavioral Sciences, Licensed Clinical Social Worker (LCSW), 2008, active status
Administrative Tier I Credential, 2007

PROFESSIONAL EXPERIENCE

Director School Climate, Pupil Support Services Santa Ana Unified School District (9/2012 to present)

- Designated as District Social Emotional Learning Pilot Lead to develop indicators used in CORE districts, which include growth mindset, self-efficacy, self awareness and self management in conjunction with other climate indicators such as attendance, suspension and expulsion.
- Plan, coordinate and supervise the operation of the department in accordance with California state laws and District policies and regulations to promote overall efficiency and maximize the educational opportunities for all students served by the District.
- Oversee all discipline proceedings and appeals related to suspension and expulsion for District.
- Developed and implemented measure of systemwide accountability for data accuracy and state compliance.
- First in State to integrate AERIES with School Wide Intervention Systems to ensure discipline data accuracy and monitoring.
- Evaluate departments planning, organizing and coordinating of current work, policies and procedures to increase capacity and ensure non-duplication of services for efficiency.
- Responsible for development of policies, procedures and protocols ensuring equal access, support systems and due process for all Pupil Support Services for 6th largest school district in California (57,646 students).
- Provide leadership in the development and coordination of mental health services, school safety, threat management, crisis response services, custody, student discipline, attendance/truancy/SARB, enrollment, student records, deferred action, Section 504 Plans, health services, drug prevention/intervention, homeless, foster youth and gang prevention.
- Responsible for leading district-wide initiative to implement Positive Behavioral Interventions and Supports to develop positive school climate and implement progressive school discipline and interventions within 4 cohorts totaling 54 school sites (65% reduction in expulsions – first year; 44% reduction in suspensions)

- Partnered with Orange County Probation to develop reentry wrap-around program at current CDS for adjudicated youth returning to school district (first pilot in OC).
- Oversee and monitor outcomes and data for services under the purview of Pupil Support Services
- Developed new program reducing waiting period for record requests from potentially 6 months to two weeks in response to over 14,000 records requests received over one year for Dream Act/Deferred Action applicants who were former students of SAUSD
- Utilize data and disaggregate to conduct comprehensive gap analysis of department function and evaluation of programs within District.
- Conduct training to district administration related to Pupil Support Services and mandates.

Fieldwork Supervisor, *University of Southern California (USC) and CSU Long Beach (8/2006 – Ongoing)*

- Provided individualized fieldwork experiences for MSW interns from *Child Youth and Families* and *PPS* concentrations
- Provided an array of clinical and macro experiences tailored to the needs and interests of interns, nurture their strengths and develop new skill sets
- Developed a wide spectrum of experiences to enhance professional and leadership development and preparedness
- Mentored students, provided career coaching and career networking support during fieldwork experience and post-graduation

Director *Child Welfare, Attendance and Safety, Pasadena Unified School District (12/2009 to 8/2012)*

- Oversee all operational and budgetary functions of the Office of Child Welfare, Attendance and Safety. Supervise and evaluate staff assigned to the Office of Child Welfare, Attendance and Safety.
- Ensure District compliance with state and federal laws, and Board mandates as they relate to student discipline, school mental health, academic counseling, RtI, Section 504 Plans, security, probation officers, school safety, custody, foster care, permits, SARB, and student records.
- Plan coordinate and supervise the operation of the department in accordance with California state laws and District policies and regulations to promote overall efficiency and maximize the educational opportunities for all students served by the District.
- Developed, negotiated and administered MOU with all mental health agencies within San Gabriel Valley.
- Created transition plan for AB3632 to AB114 educationally mental health services.
- Researched, created and applied for US Department of Education, Graduation Initiative Grant and was awarded 2.4 Million over three years. In positive standing with US DOE.
- Expansion of immediate department from 3 FTE's to 12 FTE's including clerical and professional staff, within 9 months of start of position.
- Member of City Leadership Committee working with City Manager, Emergency Response personnel, law enforcement, Mayor, Chief of Police, Superintendent, Community College and City/District Attorney to develop open communication and dialogue surrounding effective distribution of resources and other community issues.
- Evaluate departments planning, organizing and coordinating of current work, policies and procedures to increase capacity and ensure non-duplication of services for efficiency.
- Continuous oversight of budget and consecutively awarded additional funding and reimbursement from state for accountability measures taken for accurate documentation.
- Three years perfect audit from DMH and State Fiscal.
- Provide comprehensive reports to the Board verbally and in writing utilizing current technology, with long-term analysis and short-term goals and objectives to meet measures developed by Board.
- Negotiate contracts with labor unions and outside stakeholder surrounding staff and students.
- Analyze legislation and data and make recommendations in the form of board policy and administrative regulations for equity, access and standardization.
- Provide consultation to 28, K-12 school principals, 30 Co-administrators; organize and coordinate professional development for senior staff, principals, teachers, and other certificated staff.

- Member of the Superintendent's Instructional Leadership Team and District Performance Team representing twenty-eight schools including children's centers, elementary schools, middle schools, and comprehensive and continuation high schools.
- Increased Department of Mental Health Contract by 2 million dollars incorporating Therapeutic behavior Services (TBS) and assisted in expansion of school for student designated as Emotionally Disturbed including additional resources at no cost to district.
- Strategically placed 12 MSW interns in underperforming schools to assist with ameliorating attendance and discipline issues.
- Co-Implemented and monitored district-wide Behavior RtI.
- Developed Alternative Education Placement Committee and process to review all students 30 or more credits deficient and provide credit recovery options to improve dropout efforts.
- Collaborated with community partners to create summer 8th to 9th grade transition program for districts most at risk youth. Facility use, staff, mental health clinicians, public health counselors, safety resources, and food services were coordinated three years in a row with no budget. Provided credit recovery and social skill building.
- Increases productivity of MAA time survey among counselors and CWAS office staff.
- Spearheaded collaborative with PCC for foster youth services and transition to higher education.

Mental Health Assessor and Clinical Supervisor, (1/2008 to 12/2011)

- Supervise and assess Master's and Social Work therapists and case managers evaluation of mental health clients, oversight of mental health contracts and budgetary and operations management.
- Evaluate and assess mental health clients for suicidal ideation, risk and mental health.
- Provide consultation to DCFS and DMH social workers
- Develop and present reports to Board and executive cabinet surrounding policy and procedures.
- Provide court reports and thorough data assessments utilizing appropriate report format, structure and content.
- Ensure social workers are providing appropriate interventions and assessment measures.
- Ensure cost claims are delivered timely for immediate cost compensation.
- Provide on going staff development in relation to topics of child abuse and neglect, mental health disorders and assessment training.
- Continually assess program needs for training and staff development needs to increase productivity and efficiency.
- Ongoing communication with courts, DMH and DCFS to develop policy and protocol to assist with underserved populations.

Adjunct Professor, Point Loma University (09/2008 to 2012),

- Assisted in the development of Child Welfare and Attendance Credential for Post- Master's Candidates.
- Graduate level course on Leadership, Management, Collaboration, and Community/Parent Partnerships.
- Provided candidates with the knowledge and skills necessary to collaborate with schools, law enforcement, child welfare, parents, and community agencies in order to implement effective strategies and programs that improve student attendance and academic achievement.
- Assessed student's ability of personal and professional ethics, integrity, justice and fairness through group activities and presentations, school site interviews, and class discussion.

Pupil Services Branch Administrator, (5/2007 to 12/2009)

Student Discipline Proceedings Unit, Student Expulsion Support Services, Youth Lead, Truancy Abatement Prgm

- Work directly with Board members, the Los Angeles County Board of Education, District level staff, school-site officials, parents and community stakeholders in the development of school safety plans, threat assessments, and school-site policies.
- Assess District compliance with student due process rights and Special Education laws.

- Provide rapid and efficient consultation and training to District-wide staff and personnel to maintain a safe campus and classroom environment that is conducive to the educational process.
- Organize, coordinate, and facilitate staff development and in-service training for Pupil Services, District and school-site staff personnel on issues related to student discipline and child welfare and attendance.
- Serve as special assistant to the Director for Pupil Services and Attendance and Coordinators of SDPU and SESS in the development of district-wide initiatives and policy and procedure bulletins in all areas related to child welfare including, but not limited to, attendance improvement, school safety, pupil discipline, and violence prevention
- Supervise and evaluate twenty-eight staff, which include but not limited to, Licensed Clinical Social Workers, Psychiatric Social Workers, a Marriage and Family Therapist, a school psychologist, and a school nurse.
- Direct operation of department and budgetary functions related to salaries and mandated cost reimbursement analysis by the State.
- Ensure that the Los Angeles Unified School District is in compliance with State and Federal laws, and Board mandates as they relate to student discipline, specifically student expulsions.
- Provide leadership and assist in coordinating the case management and reinstatement activities for the AB 922 multi-disciplinary team; assist in the development of procedures to enhance the delivery of services.
- Supervise and assist in coordinating the activities of the AB922 Student Success Team (SST), involving psychological, mental health, counseling, nursing, and special education services; facilitate SST and IEP meetings; chair and participate as a committee member.
- Collaborate with Student Health and Human Services staff to facilitate the delivery of intervention and rehabilitation services for expelled and other at-risk students.
- Develop and maintain a record accounting system for cases that are presented for reinstatement eligibility to the Board of Education; present reinstatement cases on a bi-monthly basis to the Board of Education, answer Board Member questions regarding legal and procedural aspects of student discipline and reinstatements.
- Serve as a liaison between the Educational Options Unit, Student Discipline Proceedings Unit, Los Angeles County Board of Education, Los Angeles Unified School District Police Department, and Los Angeles Probation Department in tracking and monitoring the rehabilitation of expelled students; collaborate with staff regarding student placements and structuring for the delivery of services.

Local District Pupil Services and Attendance Counselor, Los Angeles Unified School District (08/21/2000-4/2007)(Elementary, Middle, SB65, High School, SARB Chairperson)

- Participated in the development, planning, and implementation of multi-disciplinary and integrated learning support services at the school and at the District level. This included Student Success Teams, resource coordinating teams, school attendance review teams, discipline review teams, and dropout prevention and recovery teams.
- Served on Mayor's Roundtable in the Southeast City Schools Coalition to build educational capacity within the communities served.
- Interacted with public officials, law makers, city manager's, constituents, and other stakeholders to address systemic issues.
- Ensured the protection of the educational rights through policy development for targeted at-risk students including, but not limited to, foster care students, homeless students, pregnant and parenting teens, probation youth, camp returnees, and other disenfranchised students.
- Assisted in designing and implementing District wide handbook of procedures for school staff
- Supervised and trained key school staff on educational codes, protocol and strategies.
- Trained and supervised over 40 interns as a preceptor and field liaison.
- Created program, policy and protocol for Master level interns from various universities.
- Initiated and trained administration on pertinent procedures to ensure accurate attendance accounting and average daily attendance (ADA) which generates revenue for the school district.

- Created a series of Power Point presentations to assist counselors, deans, and assistant principals in providing services and information to schools.
- Developed and implemented Superintendent Support Team Trainings at targeted schools in relation to OT's, suspensions, and attendance protocol.
- Developed Protocol for best practices during database implementation in alignment with LD Superintendent's strategic plan. Assisted in the development of local district accountability plan.
- Assisted in district-wide and school wide implementation of attendance incentives, truancy abatement and motivation programs.
- Facilitated in the preparation of case studies for referrals of students to the local resource panel, School Attendance Review Team (SART) panels, the School Attendance Review Board (SARB), the City Attorney's Office, and Juvenile Court.
- Collaborated with outside agencies on an ongoing basis to develop policies and procedures that would improve student success.

Psychiatric Social Worker, LAC+USC Medical (5/1998- 5/2000)

- Completed documentation according to State, federal, and licensing requirements.
- Analyze research and develop solutions for services for domestic violence and sexual assault survivors.
- Provided individual, conjoint, group and family mental health counseling to clients affected by domestic violence, sexual assault, traumatic youth experiences, and other social challenges.
- Case manager and educational advocate for over 25 clients, which included but not limited to, runaway and homeless youth, probation youth, and battered women and their children.
- Created domestic violence and sexual assault education and counseling groups for teens.
- Provided clients with service referrals, and linkage to helpful community resources.
- Attended and presented to clinical meetings promoting awareness and sensitivity, as well as radio broadcasts and presentations to physicians and residents on teen dating violence and children exposed to domestic violence in English and Spanish.

Foster Family Agency Social Worker, Concept 7 Foster Family Agency (8/1996-8/2001)

- Responsible for training foster parents, foster children and biological parents with respect to foster care, mental health related diagnosis, and issues of abuse and neglect.
- Monitored the progress of foster children and their well being in physical, psychological, social, and educational areas.
- Alternative events coordinator/Recruited and trained foster parents and 25 staff members.
- Completed documentation according to State, federal, and licensing requirements.
- Conducted mental health groups for over 30 foster children.
- Organized seminars and delivered timely information surrounding topics, which included but not limited, to HIV/AIDS, student engagement, gang intervention and prevention, and homelessness.

ACTIVITIES & ASSOCIATIONS

- Licensed Clinical Social Worker, **Supervisor**
- Graduate and Post PPS Social Work Interns, USC, CSULB, **Field Instructor**
- Santa Ana School Administrators (SASA), **District Representative**
- Pasadena City Conversations Dropout Task Force, **Past Chair**
- Positive Futures Graduation Initiative, **Past Chair**
- Community College Coalition Task Force, **Past Member**
- City of Pasadena-District Oversight Committee, **Past Member**
- California Association of Latino School Administrators, CALSA, **Member**
- Association of California School Administrators, ACSA, **Member**
- Association of Santa Ana School Administrators, ASASA, **Member**
- **Association of Threat Assessment Professionals (ATAP)**, Pending

- Equal Opportunity and Social Justice Board Resolution, LAUSD, **Co- chair**
- Social Justice for All Students Summit, **Co-chair**
- Building Success Through Service Board Resolution, LAUSD, **Committee member**
- Development and formulation of Discipline Foundation Policy, Expulsion Policy, Opportunity Transfer, Suspension Policy, Alternative Education Policy, Foster and Probation Policy, Hate Crimes, Search and Seizure, Conduct and Parent Student Handbook, LAUSD/PUSD, **Creator/trainer**
- CSULB, Social Work Alumni Group, **Board Chair**
- Pasadena Foster and Kinship Education Advisory Board and DCFS community collaborative, **Past Member**
- SPA 4 and 7 Child Abuse Council, **Past Member**

CERTIFICATIONS/ COMMENDATIONS

BSW/MSW Field Instructor Certification, USC, APU, Loma Linda and CSULB, 2000-present

Los Angeles County Office of Education, SARB Certification, 2009-2012

Threat Assessment Certification

Trauma Focused Cognitive Behavior Therapy, Certification, 2009

California State University, Sacramento, Dropout Prevention Specialist Certificate, 2004

USC, School of Social Work, Agency of the Year Award, 2010

LAUSD Cross-cultural Language Academic Development Certification, 2007

Central Office Administrator of the Year, 2011, Association of Pasadena School Administrators

Pupil Services Administrator of the Year, 2012, Association of California School Administrators,
Charter nominee.

INTERESTS/SKILLS

- Bilingual/Bicultural- Spanish
- Computer literate
- Extensive training in threat assessment and crisis intervention
- Cognitive Task Analysis
- Gap Analysis

PRESENTATIONS

“Addressing the Needs of Students in a Diverse Population” (2001). Presented at the Association of Mexican American Educators (AMAE) Conference, Pasadena, CA.

“The Prevalence of Domestic Violence In the Latino Community” (2007). Presented at the Los Angeles County of Department of Child and Family Services Wateridge Office Conference on Domestic Violence, Los Angeles, CA.

“Building a Culture of Attendance in LAUSD Middle Schools” (2008). Paper presented at the Association of Pupil Services and Attendance Counselors Annual Symposium, Los Angeles, CA. Paper also presented at the Countywide Chronic Truancy Symposium, Los Angeles, CA.

“Zero Tolerance = Zero Results” (2008). Presented at Support Equal Protections and Civil Rights of All Students in LAUSD Summit, Los Angeles, CA.

“Cultural Issues Between Brown and Black...recognizing and embracing similarities rather than focusing on the disparities in the cultural, racial, and educational myths and misconceptions of African American and Latino youth”(2009). Presented at Conference on Human Relations and Diversity, Los Angeles, CA.

“Addressing Issues of Bullying in Schools.” Presented at ACLU communities meeting, 2010, 2011, 2012.

“What You Need To Know About Bullying.” Presented to Parents at ELAC, CAC, DELAC, and PTA, 2011, 2012, 2013)

“Child Abuse Reporting: Rights and Responsibilities:” Presented to Certificated Staff, Clerical Staff and Support Services (2011, 2012).

“Positive Behavioral Interventions and Supports.” Presented to Santa Ana Unified Parents at Parent Summit (2012, 2013, 2014).

“Districtwide Implementation of Positive Behavior Interventions and Supports (PBIS) in the Santa Ana Unified School District. Presented at the Orange County Department of Education PBIS Summit (2013) and California School Board Association (CSBA) 2013.

TRAININGS

- Violence Prevention Institute
- Diversity and Race Relations Trainings, Workshops and Retreats (Community and Students)
- Crisis Response Trainings
- Crisis Response Team Development
- School Safety Plans
- Threat Assessment and Eyes and Ears of Threat Assessment
- Classroom Management Strategies
- Bullying Awareness and Cyber-bullying Awareness
- Strategies for Successful Collaboration, Partnership Building and Sustainability
- Coordination of Service Teams
- Custody
- Child Abuse
- Student Discipline and Student Expulsion proceedings
- Attendance Systems and SARB

JENNIFER VASQUEZ

OBJECTIVE

To provide quality mental health services to children & families.

PROFESSIONAL LICENSE

Licensed Clinical Social Worker, LCS 19269. (May. 1999)

CREDENTIAL

Pupil Personnel Services – School Social Work (5/00)

EDUCATION

Master of Social Work Degree – 5/94
Concentration: Children, Youth & Families
Cal. State University, Long Beach

Bachelor of Arts Degree – 6/91
University of California, Irvine

PROFESSIONAL EXPERIENCE

Jan. 2012- Current Orange County Dept. of Education (Safe Schools and Support Services)

Clinical Supervisor/Social Services II Clinician

- Provide crisis intervention, suicidal or homicidal assessment, mental health services (individual, collateral, family, group) to children and families at Santa Ana Elementary School.(s) through Conexiones grant.
- Provide case management, linkage and resources to community agencies
- Supervise staff and interns
- Participate in Student Study Team meetings to determine the needs and goals of students experiencing academic, behavioral and emotional difficulties.
- Critical Incident Crisis Response team member

Sept. 1994 – Jan. 2012 Western Youth Services

3/02-1/12: Program Coordinator

- Coordination and oversight of several non-county programs (school-based and several Family Resource Centers) as well as oversight of satellite MediCal outpatient clinic.
- Generate & submit reports based on contractual expectations & needed data.
- Consultation & collaboration with schools & other outside agencies (ex. social services, foster care, probation, Reg. Ctr.)
- Crisis intervention (as necessary).
- Recruit, Train, Mentor & Supervise clinical staff, student interns/trainees and administrative staff.
- Provision of weekly Group Supervision.
- Mental health representative at Anaheim City School District Student Attendance Review Board mtgs.
- Oversee referrals and case assignments at Family Resource Centers and satellite outpatient MediCal clinic.
- Facilitate & oversee Case Management meetings at Family Resource Centers.
- Participation in weekly Management and staff meetings.
- Attendance & participation in quarterly clinical Quality Improvement Committee meeting as well as FRC partners Steering Committee Meeting.
- Attendance and participation in monthly agency staff Incentive Committee meeting as the North Region representative.
- Conducted weekly ACSD staff meeting.
- Completion of staff as well as student interns/trainees evaluations.
- Work with Human Resources dept. in addressing & resolving employee relations and performance issues.
- Served as consumer grievance & complaint representative.

9/94-3/02: Clinician/Therapist

- Provided comprehensive clinical assessment of client needs & strengths, including biopsychosocial assessment and diagnosis (DSM IV-TR).
- Developed client/family service plan(s) including short & long-term treatment goals.
- Provided individual, collateral, family & group therapy at elementary, junior high and high schools, in the clinic, homes, foster homes, group homes, and other community locations.
- Crisis intervention, including assessment of possible abuse, suicidal and homicidal ideation.

- Collaborated with school & district personnel, social services, probation, psychiatrist, primary care physician, TBS coach, WRAP, or other to assist client(s) in meeting goals/expectations.
- Involvement & participation in Individualized Educational Plan team mtgs.
- Participated in social services-provided Team Decision meetings (as needed).
- Attended weekly quality review committee meetings and staff meetings.
- Provided case management, linkage and referrals to outside resources within the community.
- Discharge planning.

Sept. 1991- June 1992 : Paramount Unified School District.

Counseling Assistant:

- Provided psychoeducational counseling & play therapy to children identified as being At Risk for future alcohol or substance use involvement (via providing individual therapy, groups, consultation w/ teacher/school personnel, parents/caretakers).

LANGUAGES

Bilingual: English, Spanish – Ability to speak, read, write

REFERENCES

*Available upon request

Sandra J. Marquez

225 East Pomona Street, Santa Ana, CA 92707
(714)-975-3647 ● sandramrqz@yahoo.com

EDUCATION

University of Southern California -School of Social Work Social Work in Educational Settings Course	Los Angeles, CA 8/2012-12/2012
University of Southern California - Master of Social Work Concentration in Health Social Work	Los Angeles, CA 8/2009-5/2011
University of California Irvine - B.A. in Psychology and Social Behavior. (Double Major: B.A. in Criminology, Law, and Society)	Irvine, CA 8/2005-6/2009

SKILLS

- Proven analytical, problem-solving, organizational, communication, interpersonal and time-management skills.
- Knowledge of MS Office, Word, Excel, Power-Point, Outlook, and Internet.
- Fluent in speaking, reading and writing *Spanish*.
- Working knowledge of American Psychiatric Association DSM- IVTR and DSM-V.
- Participated in the 40-hour Domestic Violence Prevention and Education training at the University of Southern California.
- Certified in Individual and Group Crisis Training through the Crisis Response Network for Orange County Schools.
- Certified in Evidence-Based Programs including Los Niños Bien Educados Program, Peaceful Alternatives to Tough Situations (PATTS) Aggression Management Program, Aggression Replacement Training, Relationships Group Therapy, Problem Solving Skills Group Therapy, Trauma-Focused Cognitive Behavior Therapy, and the Why-Try Program.

PROFESSIONAL AND INTERNSHIP EXPERIENCE

Orange County Department of Education Safe Schools and Support Services <i>Social Services Clinician I</i>	Costa Mesa, CA 1/2012-Present
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- Conducted biopsychosocial assessments to assess and evaluate students' behavior and identified clinical risks.
- Diagnosed and developed mutually agreed upon treatments goals and plans.
- Maintained weekly contact with parents to provide resources, behavior management techniques, and referrals.
- Contacted appropriate public agencies to identify resources and ensured linkages to meet case management needs.
- Collaborated with a variety of community agencies to meet the students' and families basic needs.
- Responsible for providing psychotherapeutic services to students ages 5-14 affected by various stressors and traumas including child abuse, divorce, and domestic violence.
- Facilitated evidence-based group therapy related to problem solving skills, communication, and peer interactions.
- Provided crisis response services and participated in individual and group supervision.
- Served as a Preceptor and monitored Master Level Social Work Interns.
- Co-Facilitated the Master Level Social Work Intern Group.
- Completed Medi-Cal billing paperwork on a daily basis..

Star View Community Services <i>Mental Health Specialist II</i> Group Services Team	Compton, CA 6/2011-12/2011
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- Responsible for Co-facilitating the Incredible Years Parenting Program in Spanish.
- Maintained weekly contact with Caregivers to assess treatment progress and clinical needs.
- Provided case management referrals, community resources, and crisis intervention to clients and their families.
- Facilitated evidenced-based group therapy focusing on improving relationships between parents and children.
- Responsible for providing psychotherapeutic services to children ages 4-13 affected by substance abuse, domestic violence and child physical abuse.
- Completed Department of Mental Health documentation on a daily basis.

Long Beach Memorial Medical Center*Medical Social Work Intern***Long Beach, CA**

9/2011-4/2011

Medical Rotations included the intensive care unit, outpatient radiation oncology, inpatient oncology, and medical/surgical floors.

- Conducted biopsychosocial assessments with patients and identified areas of clinical risk.
- Linked patients and family members to community resources to ensure continuity of care.
- Worked as part of an interdisciplinary medical team to identify barriers to treatment.
- Advocated on behalf of patients and their families to ensure they receive and understand pertinent information relating to their medical diagnosis.
- Facilitated psychosocial assessments for monolingual individuals and their families in Spanish.

Orange County Department of Education

Alternative, Community, and Correctional Education, Schools and Services (ACCESS)

Anaheim, CA

9/2009-6/2010

Master of Social Work Intern

- Responsible for providing psychotherapeutic services to adolescents affected by substance abuse, juvenile justice system involvement and socio-economic marginalization.
- Provided case management referrals, advocacy, and crisis intervention to clients in need.
- Facilitated evidenced-based group therapy related to problem solving skills and inter-personal relationships.
- Developed mutually agreed upon individual treatment plans and subsequent interventions with clients.
- Coordinated efforts with students' teachers and school administrators to improve students' educational achievement.
- Followed Department of Mental Health documentation guidelines and timeframes.

UCI Campus Assault Resource and Education Department*Sexual Assault Prevention Peer Educator***Irvine, CA**

9/2008-6/2009

- Attended weekly meetings and actively engaged in class discussions/presentations to increase knowledge pertaining to sexual assault and dating violence prevention.
- Facilitated interactive workshops on safe dating and healthy relationships in various high schools throughout the Orange County community.
- Provided community resources and information to peers affected by sexual assault and domestic violence.
- Raised awareness about sexual assault prevention by organizing events such as the Clothesline Project and Take Back The Night.
- Coordinated and implemented a successful fundraising campaign by participating in the Fundraising and Donations Committees during the planning process of various events.

Washington D.C. Rape Crisis Center

University of California Irvine UCDC Summer Internship Program

Washington, D.C.

6/2008-8/2008

Counseling and Advocacy Intern

- Provided crisis intervention to victims of sexual assault at Howard University Hospital.
- Maintained and updated client files documenting all contacts with clients and collaborating agencies.
- Participated in crisis counseling training aimed at increasing knowledge pertaining to the Sexual Assault Nurse Examiner's (SANE) Program.
- Educated victims and survivors about the agencies' services and programs.
- Assisted with staffing the 24-hour hotline as a counselor in order to provide emotional support to victims.

VOLUNTEER EXPERIENCE**Hermanas Unidas***Alumni Chapter Representative***Irvine, CA**

11/2011-Present

USC Latina/o Social Work Caucus*Co-Chair***Los Angeles, CA**

5/2010-5/2011

Human Options*Emergency Shelter Volunteer- Children's Program***Irvine, CA**

9/2008-12/2008

Orange County On Track*Mentor***Santa Ana, CA**

8/2007-6/2008

Orange County Bar Foundation*Higher Education Mentor***Santa Ana, CA**

8/2007-5/2008

SCHOOL SOCIAL WORKER I

class code: 1327, work days: 225

DEFINITION

To provide mental health counseling, case management, and related support services with at-risk students and their families.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from higher level management staff

ESSENTIAL FUNCTION STATEMENTS – *This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this positions. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.*

Conduct initial mental health status interviews and individual, group and family counseling sessions.

Abide by state and federal laws as they pertain to confidentiality procedures.

Assess and evaluate student behavior as it relates to family history, education, and well being.

Network with schools, employers, probation officers, and families to obtain information about students on current caseload.

Formulate individual treatment plans to guide therapeutic practice and goal setting.

Assist in preparing students to return to their home communities/district schools.

Conduct specialized group counseling sessions within the behavioral target areas of students.

Conduct suicidal/homicidal ideation assessments with students as needed.

Work collaboratively with a variety of public and/or private community agencies to identify resources which address the individual student's social, educational, and/or vocational needs.

Link students to community resources to meet their personal, educational, and vocational needs.

Identify and provide staff with resources relating to cultural competency and integrating differences.

Provide staff, parents, and students with information on chemical dependency and gang

ORANGE COUNTY DEPARTMENT OF EDUCATION
Social Services Clinician I *continued*

ESSENTIAL FUNCTION STATEMENTS (cont.)

activities.

Make referrals to community resources for follow-up care.

Provide crisis response services as appropriate.

Participate in weekly individual and group clinical supervision sessions.

Consult weekly with Clinical Supervisor on student case reviews or more often as needed.

Complete all clinical paperwork and filing in a timely manner.

Support Safe Schools & Support Services Programs/Grant Activities.

Must demonstrate attendance sufficient to complete the duties of the position as required.

Perform related duties similar to the above in scope and function as required.

Precept Masters of Social Work (MSW) and/or Bachelor of Social Work (BSW) Interns, Marriage and Family Therapist (MFT) Trainees, and Pupil Personnel Services (PPS) Interns involved in fieldwork placements.

Provide staff, parents, and students with information on chemical dependency or specialized topics.

Formulate relapse prevention plans with students to support their individual treatment plan goals.

QUALIFICATIONS

Knowledge of:

Clinical information contained in Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)

Multi-ethnic and cultural differences.

Dynamics of gang culture.

Chemical dependencies and addictions.

Mental health counseling techniques and therapeutic frameworks.

Available referral agencies and resources within the county.

ORANGE COUNTY DEPARTMENT OF EDUCATION
Social Services Clinician I *continued*

QUALIFICATIONS (cont.)

Ability to:

Establish and maintain effective relationships with families and relatives of students, program staff, and other invested persons and agencies.

Obtain student data through personal interviews and collateral contact.

Develop systematic and concise files and records of student data.

Assess, evaluate, and refer students to community services when necessary.

Facilitate large and small group counseling sessions.

Participate as part of a multidisciplinary team.

Act as a Mandated Reporter and file Child Abuse Reports as required by state and federal law.

Facilitate skills development training with students to increase their interpersonal and academic success.

Maintain effective audio-visual discrimination and perception needed for making observations, communicating with others, reading and writing, and operating assigned equipment.

Maintain mental capacity that allows the capability of making sound decisions and demonstrating intellectual capabilities.

Communicate in the English language with students, parents, teachers, program staff, school district representatives, Probation staff, and community agencies.

Precept for MSW, BSW, and PPS Interns, and MFT Trainees

Provide court-mandated social services, such as parenting and truancy reduction classes.

Experience and Training Guidelines:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

Two years of experience as a Clinician providing clinical services to adolescents exhibiting high-risk behavior (i.e. chemical addiction, gang involvement, teen pregnancy, anti-social behavior etc)

Training:

License eligible and currently acquiring clinical hours toward licensure.

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, CA= Common Administration

D = District, J = Joint Powers Agency

APPROVED RATES

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

County Code	LEA Code	Type*	LEA Name	2010–11	2011–12	2012–13	2013–14	2014–15
				(based on 2008–09 expenditure data)	(based on 2009–10 expenditure data)	(based on 2010–11 expenditure data)	(based on 2011–12 expenditure data)	(based on 2012–13 expenditure data)
27	66191	D	Santa Rita Union Elementary	2.86%	3.22%	7.51%	6.20%	4.34%
27	66225	D	Spreckels Union Elementary	6.91%	5.91%	10.17%	10.47%	9.21%
27	66233	D	Washington Union Elementary	6.09%	5.86%	6.39%	6.39%	6.82%
27	73825	D	North Monterey County Unified	4.99%	6.30%	6.12%	5.67%	6.04%
27	75150	D	Pacific Unified	2.30%	6.12%	4.21%	2.55%	1.23%
27	75440	D	Soledad Unified	5.08%	3.19%	4.54%	5.18%	3.66%
27	75473	D	Gonzales Unified	6.38%	7.02%	9.74%	10.01%	7.36%
28	10280	C	Napa County Superintendent	7.39%	9.42%	10.43%	10.70%	10.72%
28	66241	D	Calistoga Joint Unified	5.77%	6.65%	6.11%	7.03%	7.96%
28	66258	D	Howell Mountain Elementary	1.00%	4.66%	8.42%	10.27%	6.71%
28	66266	D	Napa Valley Unified	3.44%	3.82%	4.28%	4.66%	6.54%
28	66282	D	Pope Valley Union Elementary	4.42%	4.80%	7.41%	10.97%	10.09%
28	66290	D	Saint Helena Unified	4.85%	5.06%	6.34%	7.45%	14.34%
29	10298	C	Nevada County Superintendent	6.48%	9.93%	9.92%	9.30%	9.20%
29	40444	J	Nevada County Pupil Transp. JPA	0.00%	0.00%	0.00%	0.00%	0.00%
29	66316	D	Chicago Park Elementary	6.67%	12.33%	13.98%	13.42%	11.67%
29	66324	D	Clear Creek Elementary	9.70%	10.00%	11.01%	9.47%	10.22%
29	66332	D	Grass Valley Elementary	2.91%	4.43%	3.52%	3.72%	4.86%
29	66340	D	Nevada City Elementary	4.78%	7.63%	7.64%	9.91%	8.91%
29	66357	D	Nevada Joint Union High	6.55%	6.36%	7.95%	9.33%	8.84%
29	66373	D	Pleasant Ridge Union Elementary	5.88%	6.70%	5.56%	5.41%	6.28%
29	66381	D	Pleasant Valley Elementary (reorg. 7/1/14)	5.03%	5.09%	8.16%	9.69%	See 29-76877
29	66399	D	Ready Springs Union Elementary (reorg. 7/1/14)	11.40%	2.82%	8.66%	11.82%	See 29-76877
29	66407	D	Union Hill Elementary	5.50%	6.89%	7.11%	7.73%	7.87%
29	66415	D	Twin Ridges Elementary	16.64%	18.65%	11.31%	10.66%	10.60%
29	76877	D	Penn Valley Union Elementary (effective 7/1/14)	--	--	--	--	8.47%
30	10306	C	Orange County Superintendent	9.30%	9.37%	9.10%	9.09%	9.28%
30	40063	J	North Orange County ROP JPA	0.39%	8.15%	7.89%	8.89%	7.68%
30	40071	J	Coastline ROP JPA	0.00%	13.38%	6.03%	1.07%	5.45%
30	40089	J	Capistrano-Laguna Beach ROP JPA	0.00%	0.00%	0.00%	0.00%	0.00%
30	66423	D	Anaheim City Elementary	3.40%	4.89%	6.68%	6.80%	5.41%
30	66431	D	Anaheim Union High	3.11%	5.39%	4.30%	4.81%	5.12%
30	66449	D	Brea-Olinda Unified	7.01%	9.66%	8.84%	5.59%	6.18%
30	66456	D	Buena Park Elementary	3.81%	4.52%	4.99%	5.09%	6.27%
30	66464	D	Capistrano Unified	3.11%	3.57%	4.31%	4.38%	4.84%
30	66472	D	Centralia Elementary	6.13%	5.12%	6.13%	6.50%	5.67%
30	66480	D	Cypress Elementary	5.14%	6.12%	5.68%	7.15%	6.51%
30	66498	D	Fountain Valley Elementary	4.43%	4.95%	4.94%	4.36%	6.90%
30	66506	D	Fullerton Elementary	3.46%	3.10%	4.89%	5.25%	4.64%
30	66514	D	Fullerton Joint Union High	5.08%	5.33%	4.38%	4.17%	3.83%
30	66522	D	Garden Grove Unified	2.18%	2.05%	3.03%	3.30%	3.30%
30	66530	D	Huntington Beach City Elementary	4.58%	5.41%	5.35%	6.71%	6.87%
30	66548	D	Huntington Beach Union High	5.99%	6.53%	5.71%	4.76%	5.08%
30	66555	D	Laguna Beach Unified	9.22%	8.91%	7.16%	8.81%	9.75%
30	66563	D	La Habra City Elementary	4.94%	5.90%	6.06%	5.09%	5.01%
30	66589	D	Magnolia Elementary	4.40%	4.10%	3.77%	2.45%	2.11%
30	66597	D	Newport-Mesa Unified	3.20%	9.28%	11.57%	5.66%	5.74%
30	66613	D	Ocean View Elementary	4.31%	5.74%	5.80%	5.98%	5.61%
30	66621	D	Orange Unified	2.23%	2.13%	2.41%	4.06%	4.14%
30	66647	D	Placentia-Yorba Linda Unified	1.46%	3.63%	5.05%	3.42%	3.04%
30	66670	D	Santa Ana Unified	3.15%	3.70%	3.38%	3.97%	7.43%
30	66696	D	Savanna Elementary	4.70%	4.08%	5.51%	5.35%	4.78%
30	66746	D	Westminster Elementary	3.92%	5.22%	5.13%	5.26%	5.28%
30	73635	D	Saddleback Valley Unified	3.95%	4.11%	4.36%	5.64%	3.66%
30	73643	D	Tustin Unified	3.93%	4.27%	5.03%	4.95%	5.01%
30	73650	D	Irvine Unified	3.96%	2.86%	3.21%	3.34%	3.53%
30	73924	D	Los Alamitos Unified	5.76%	6.31%	7.17%	5.82%	6.30%
31	10314	C	Placer County Superintendent	9.06%	6.16%	6.73%	8.33%	9.86%
31	40279	J	Mid-Placer Transportation JPA	0.00%	0.00%	0.00%	0.00%	0.00%

*Rate revised after original posting.

Letter of Transmittal to State Single Point of Contact

Applicant contacted State Point of Contact
and California Single Point of Contact
is not participating
in this grant competition,
therefore a letter is not applicable.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** SAUSD Budget_Narrative.pdf

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative



PROGRAM BUDGET NARRATIVE	Year 1	Year 2	Year 3	Total
PERSONNEL AND BENEFITS				
<p>Project Director: (SAUSD)(.15 FTE as in-kind) will oversee implementation and ongoing program operation; monitor grant spending; oversee the evaluation process; and work closely with the Clinical Supervisor to ensure the program is implemented on time and within budget. The Project Director will also introduce the Clinical Supervisor and SSWs to the target schools; meet with principals on an ongoing basis to ensure quality programming; and ensure consistent communication between target schools, <i>Safe Haven</i> staff, and community partners.</p>	In-Kind	In-Kind	In-Kind	In-Kind
<p>Project Evaluator: (SAUSD) (.25 FTE in-kind) will monitor data collection and produce monthly, quarterly, and annual evaluation reports on progress toward GPRAs and program objectives. The Evaluator will meet monthly with the Clinical Supervisor to prepare “data talk” updates for each target school covering disciplinary outcomes, ideas for modification, and strategies for target interventions. The Clinical Supervisor will then meet with school administration and SSWs to review findings and design a plan for adjustments as needed.</p>	In-Kind	In-Kind	In-Kind	In-Kind
<p>Clinical Supervisor: (OCDE)(1.0 FTE) will provide leadership for the <i>Safe Haven</i> Counseling Team, clinical supervision for all SSWs and Master of Social Work (MSW) Interns, and will serve as the primary point of contact between SAUSD and Safe Schools administration. The Clinical Supervisor will work closely with the Program Director, Evaluator, and school principals to ensure the outlined program model is implemented on time and according to the evaluation plan. The primary role of the Clinical Supervisor is perform administrative assignments to allow SSWs to focus on providing direct services to students (.6 FTE in Year 1; .4 FTE in Years2-3), but will also carry a small caseload of the most intensive clinical cases (.4 FTE in Year 1; .6 FTE in Years2-3). Increase in Year 2-3 reflect cost of living adjustments.</p>	73,626	73,770	70,820	218,216

Santa Ana Unified School District
Elementary School Counseling Grant Application



<p>School Social Worker (SSW): (OCDE)(3.0 FTE in Years 1-3; an additional SSW will provide .6 FTE in Year 1 and .4 FTE in Year 2 to cover sites while the Clinical Supervisor is performing administrative duties) will conduct mental health assessments and individual, family, and group counseling; trainings on crisis intervention, indicators of mental health needs, and bullying prevention; home visits; classroom observations; consultations with teachers and principals; utilize the Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM 5); file child abuse reports; provide information on resources; participate in school committees; make referrals; and communicate with teachers, principals, and community partners. Increase in Year 2-3 reflect cost of living adjustments.</p>	180,747	174,569	177,856	533,172
<p>Personnel Benefits: (OCDE)(Clinical Supervisor and SSWs) Public Employees Retirement System, Medicare Contribution, Public Agencies Retirement System, Medical Insurance, Dental Insurance, Vision Insurance, State Unemployment Insurance, Workers Compensation Insurance, Public Employees Retirement Reduction, Life Insurance and Long term Disability Insurance.</p>	96,996	103,330	106,195	306,521
<p>SUBTOTAL OF SALARAY AND BENEFITS</p>	351,369	351,669	354,871	1,057,909
OTHER PROGRAM EXPENSES				
<p>Travel & Conference: (SAUSD) Program Director to attend Office of Safe and Drug-Free Schools National Conference as mandated by grant. Two nights and three days in Washington D.C. Funds for transportation, lodging, and per diem equal \$1,500. (\$775 for airfare; \$50 per diem x 3 days= \$150; \$175 hotel X 2 nights=\$350; \$75 taxi x 3 days= \$225).</p>	1,500	1,500	1,500	4,500
<p>Travel & Conference: (OCDE) Clinical Supervisor to attend Office of Safe and Drug-Free Schools National Conference as mandated by grant. Two nights and three days in Washington D.C. Funds for transportation, lodging, and per diem equal \$1,500. (\$775 for airfare; \$50 per diem x 3 days= \$150; \$175 hotel X 2 nights=\$350; \$75 taxi x 3 days= \$225) Clinical Supervisor to attend to Program Director’s Meeting as mandated by grant. One night in Washington D.C. funds for transportation, lodging, and per diem cost equal \$1,075. (\$775 for airfare; \$50 per diem x 1 day= \$50; \$175 x 1 night= \$175; \$75 taxi x 1 day = \$75).</p>	2,575	1,500	1,500	5,575

Santa Ana Unified School District
Elementary School Counseling Grant Application



Mileage: (SAUSD) Evaluator to attend conduct site visits to target schools and grant meetings. (\$.55 per mile. Average \$150 per month x 12 = \$1,800 per year)	1,800	1,800	1,800	5,400
Mileage: (OCDE) Clinical Supervisor and SSW to attend OCDE Safe Schools Clinical Team Meetings, conduct home visits, and outreach to community partners. (\$.55 per mile. Average \$150 per month x 12 = \$1,800 per year for Clinical Supervisor. Average \$50 per month x 12 x 3 SSWs = \$1,800 per year. Mileage will reduce for Clinical Supervisor and SSWs in Year 3 as the program will be well established.)	3,600	3,600	2,000	9,200
General Supplies: (OCDE) Office supplies including but not limited to paper, pens, notebooks, envelopes, post-its, clinical case files, toner and printer cartridges, locked file cabinets, materials for trainings. Supplies also include student recognition for PATTs bullying prevention groups.	1,000	1,225	0	2,225
Evaluation Supplies: (SAUSD) Office supplies including but not limited to paper, notebooks, toner and printer cartridges, and materials for “data talks”, Leadership Team, and Advisory Board meetings.	0	650	300	950
Instructional Supplies: Cost of reproducing PATTs curriculum for the four SSWs and four principals (\$250 x 8 = \$2,000 as in-kind).	In-kind	In-kind	In-kind	In-kind
Telephones: Airtime for four cell phones for SSWs. Phones as a safety precaution during home visits and to increase communication in times of crisis.	4,080	4,080	4,080	12,240
OCDE Indirect Costs at 9.28%: The state adjusts the indirect rate annually. This is a required charge on all OCDE subcontracts. (Charged on \$362,624 Year 1; \$362,074 Year 2; and \$362,451 Year 3)	33,651	33,600	33,635	100,887
SAUSD Indirect Costs at 7.43%: The state adjusts the indirect rate annually. This is a required charge on all SAUSD subcontracts. (Charged on \$3,465 Year 1; \$4,025 Year 2; and \$3,640 Year 3)	245	293	267	805
SUBTOTAL	48,452	48,249	45,083	141,784
TOTAL REQUEST	\$399,820	\$399,918	\$399,954	\$1,199,692

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

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

Name of Institution/Organization

Santa Ana Unified School District (SAUSD)

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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	3,300.00	3,300.00	3,300.00	0.00	0.00	9,900.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	650.00	300.00	0.00	0.00	950.00
6. Contractual	396,275.00	395,674.00	396,087.00	0.00	0.00	1,188,036.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	399,575.00	399,624.00	399,687.00	0.00	0.00	1,198,886.00
10. Indirect Costs*	245.00	293.00	267.00	0.00	0.00	805.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	399,820.00	399,917.00	399,954.00	0.00	0.00	1,199,691.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Heidi		Cisneros	

Address:

Street1:	1629 South Center
Street2:	
City:	Santa Ana
County:	
State:	CA: California
Zip Code:	92704
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
714-433-3484	

Email Address:

heidi.cisneros@sausd.us

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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