

**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 # S215E140396**

**Grants.gov Tracking#: GRANT11637971**

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: <input type="text" value="Chicanos Por La Causa, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="86-0227210"/>	* c. Organizational DUNS: <input type="text" value="1362496090000"/>

**d. Address:**

* Street1: <input type="text" value="1112 East Buckeye Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Phoenix"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="AZ: Arizona"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="85034-4043"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="CPLC Community Schools"/>	Division Name: <input type="text"/>
--	-------------------------------------

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Sandy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Napombejra"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Resource Development Coordinator"/>	

Organizational Affiliation: <input type="text" value="Chicanos Por La Causa, Inc."/>
--

* Telephone Number: <input type="text" value="520-918-6771"/>	Fax Number: <input type="text" value="520-884-9007"/>
* Email: <input type="text" value="sandy.napombejra@cplc.org"/>	

**Application for Federal Assistance SF-424**

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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:**

CPLC Community Schools will create and implement a school wellness/counseling program to address students' mental health issues.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

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

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="639,712.00"/>
* 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="639,712.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on  b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes  No

If "Yes", provide explanation and attach

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

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

**Authorized Representative:**Prefix:  \* First Name: Middle Name: \* Last Name: Suffix: \* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## 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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Sandy Napombejra"/>	<b>TITLE</b>  <input type="text" value="President/Chief Executive Officer"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Chicanos Por La Causa, Inc."/>	<b>DATE SUBMITTED</b>  <input type="text" value="04/28/2014"/>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee  
\* Name: Chicanos Por La Causa, Inc.  
\* Street 1: 1112 E. Buckeye Road Street 2:  
\* City: Phoenix State: AZ: Arizona Zip: 85034-4043  
Congressional District, if known: AZ-007

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

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215
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<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**  
Prefix: \* First Name: Not Applicable Middle Name:  
\* Last Name: Not Applicable Suffix:  
\* Street 1: Street 2:  
\* City: State: Zip:

**b. Individual Performing Services** (including address if different from No. 10a)  
Prefix: \* First Name: Not Applicable Middle Name:  
\* Last Name: Not Applicable Suffix:  
\* Street 1: Street 2:  
\* City: State: Zip:

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

\* Signature: Sandy Napombejra  
\* Name: Prefix: \* First Name: Edmundo Middle Name:  
\* Last Name: Hidalgo Suffix:  
Title: President/CEO Telephone No.: 620-257-0700 Date: 04/28/2014

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

PR/Award # S215E140396

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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## 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.

<b>* APPLICANT'S ORGANIZATION</b> Chicanos Por La Causa, Inc.	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Edmundo
Middle Name:	
* Last Name: Hidalgo	Suffix:
* Title: President/Chief Executive Officer	
<b>* SIGNATURE:</b> Sandy Napombejra	<b>* DATE:</b> 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:

### Chicanos Por La Causa Counseling Program Abstract

Chicanos Por la Causa (CPLC) Community Schools will address Priority 1: Improving School Engagement, School Environment, and Competitive Priority 1: School Safety and Improving Family and Community Engagement. CPLC Community Schools are two charter schools in Tucson, Arizona roughly 60 miles from the Arizona/Mexico border. Toltecalli High School serves 125 students, 97% are Latino, and Hiaki High School serves 75 students, 98% Native American. Youth attending these schools experience a greater magnitude of stressors and risk-factors than other Tucson youth population with 245 disciplinary referrals this year. Of the students, 40% report using alcohol regularly, 72% are sexually active, 89% report using marijuana and 10% are homeless. We have behavior specialists who deal with discipline and work with community social service agencies to obtain support for student needs but we need school-based counseling services. Project objectives include: reduction in disciplinary referrals by 25%; graduation rate increase by 10 percentage points; students will report improved self-esteem; decrease in reports of risky behavior of 20%; and data collected twice yearly and shared with students and staff. Anticipated outcomes are improved student achievement, reduced disciplinary referrals, a safe school environment, family and student engagement in school, improved self-esteem, increased graduation rate, increased student self-esteem and decreased dropout rate. Services provided will focus on establishment of a strengths-based culturally competent program provided by two certified counselors and prevention/cultural specialist. There will be one-to-one and group counseling, and workshops using the CPLC Nahui Ollin program that introduces students to topics on problem solving, self esteem, safe sex, family dynamics, substance abuse, and bullying prevention. Evaluation of effectiveness includes input and involvement of students, staff, family members and community partners.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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## Chicanos Por La Causa School Counseling Program

CPLC is applying under the absolute priority: Establish or expand counseling programs secondary schools and the competitive priority: Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement. (Competitive Preference Priority1). We are addressing the priority for improving the school environment, which may include improving the school setting related to student learning, safety, and health using a strengths-based wellness counseling program that will address student needs.

### 1. Need for Project - 20 points

The Chicanos Por la Causa (CPLC) Community Schools are two charter schools, Toltecalli and Hiaki, each serving grades 9-12. The CPLC Community Schools were founded by Chicanos Por la Causa (CPLC) with the goal of advancing educational achievement, graduation rates, leadership potential, and college enrollment among Latino and Native American youth in the Tucson, Arizona area. Both schools are designated as priority schools by the Arizona Department of Education. The students in the two schools have many challenges and risk factors and currently we have no school counselor available to provide them with counseling support.

Toltecalli High School in South Tucson serves 125 students, 98% of whom are Latino. The percent of students available for free/reduced lunch is 91% almost twice as high as the state average. The dropout rate is 17% and the four-year graduation rate is only 34.1% while the five-year graduation rate is 41.3%. Academic proficiency is well below the state average on the Arizona Instrument to Measure Standards (AIMS). Results are in the following table:

**Table 1. Toltecalli % Proficient on AIMS by Student Type**

	<b>Female</b>	<b>Male</b>	<b>Hispanic</b>	<b>Free/reduced %</b>
Math	18%	9%	14%	16%
Reading	46%	24%	36%	33%
Writing	37%	9%	25%	22%

Although some students come from areas outside the immediate geographic area, many come

from within the same zip code. The educational attainment in that area is low with only 5.8% of the population having a bachelor’s degree or higher and only 1.7% having a graduate degree. (Source: U.S. Census 2010). The unemployment rate is 14.5%. Crime in the area is high. In the last month alone, according to the Tucson Police Department website, arrests were made for: assault (27); drugs (34); alcohol (4); assault with a deadly weapon (5); sexual assault (1); sexual offense (5); and robbery (7). Many crimes are gang-related especially at the Ronstadt Center downtown where many of our students who take the bus have to transfer. The crimes reported there include assault (14), assault with a deadly weapon (4), breaking and entering (8), other sexual offense (9), robbery (1), theft (39), drugs (55) and alcohol (15). In addition gang activity is high there.

Hiaki High School is located on the Pascua Yaqui Indian reservation in Tucson and serves 75 students belonging to the Pascua Yaqui tribe. The percent eligible for free/reduced lunch is 87%. Almost all students (97%) are Native Americans. The dropout rate is 25.2% and the four-year graduation rate is 25.9% with the five-year graduation rate at 44.8%. Academically, there is a low rate of proficiency on the state standards as indicated in the following table.

**Hiaki % Proficient on Arizona Instrument to Measure Standards by student type**

	<b>Female</b>	<b>Male</b>	<b>American Indian</b>	<b>Free/reduced</b>
Math	6%	32%	23%	18%
Reading	33%	43%	41%	39%
Writing	31%	31%	33%	32%

In the zip code where the school is located, only 12.6% have a bachelor’s degree or higher and only 5.4% have a graduate or professional degree (Source: U. S. Census 2010). The unemployment rate is 12.6%. According to the Tucson Police Department website last month’s crime in the area included assault (14); drugs (14); alcohol (2); sexual offense (4) and robbery (1).

All 200 students in the two schools face a variety of stressors each day that negatively affect their academic performance and behavior. Issues such as extreme poverty, broken families,

homelessness, and gang related violence, and abandonment due to deportation take a toll on student mental health. Additionally, lack of access to qualified mental health services is a documented problem in Arizona, and CPLC Community Schools is no different. The need for mental health services is great; 89% of students report using marijuana, 72% are sexually active, 40% consume alcohol regularly, and 10% are homeless. For the 2013-14 school year through March, there have been 245 disciplinary referrals.

The schools are located in Pima County. All of our students come from Pima County. The 2012 Pima County Arizona Youth Survey [1] results provide information on the risk and protective factor profile data for youth. Grades 8, 10, and 12 youth were surveyed and results compiled. Some of the statistics include the following:

- More than 30% of 12<sup>th</sup> grade youth report being picked on or bullied on school property
- Increases from the previous survey in 2010 for all students combined included: students that were drunk or high at school, marijuana use in the previous 30-day period, and students reporting being picked on or bullied in the past year.
- Synthetic drug use is above the state average for lifetime and previous 30 days
- Marijuana use within the previous 30-day period is above the state average
- In the protective factor profiles, there was an increase in rewards for antisocial behavior and perceived risk of drug use by peers and increased parental attitudes favorable to drug use by family members
- There were increases in rewards for prosocial involvement by peers, family, school and community and increases in opportunities for prosocial involvement at school.
- Sources of obtaining marijuana were highest from friends and parties and sources of

obtaining prescription drugs were highest from friends or home.

- Statistics were higher than the state average for students reporting risk in all but 5 of the 21 areas.
- Students with high protection were higher than the state average on a number of factors but lower overall.

Many students come to us after dropping out of another area high school for a variety of reasons. At CPLC Community Schools, students have reported that they dropped out due to problems with peers, not feeling connected to the school, or due to trauma in their lives. More than half of our students come from single-parent homes and some are parents themselves. When they come to us, it often takes time to build trust so that they feel safe and connected to the school. They need to feel that someone cares about them and believes in their abilities.

We believe in a strengths-based approach with our students and also want them to feel a connection to community. Our curriculum stresses the importance of the cultural context of the community served and we have strong community participation (including parents, elders and other community resources) in educating children. Our students are expected to participate in service learning as part of their educational program. Together we have a strong desire to improve outcomes for students as well as the community as a whole. While we have addressed some student needs through community partnerships we are aware of gaps in services. In order to reduce the number of disciplinary referrals, ensure the safety of students and support academic success, staff identified mental health care as a student priority. However, current structures in the Tucson area and in place within CPLC Community Schools cannot support the significant mental health needs of the student population.

Currently, a majority of students currently access mental health services off campus through

strategic partnerships the school has with local community service agencies. Though largely helpful, accessing services off-campus often poses more of a burden than a relief. Students have shared with staff that limited public transportation, lack of health insurance, and receiving services in a clinical setting is not conducive to continuing to access those services. Services provided at the school are very limited. We have a behavior specialist at each campus but neither provides counseling. The behavior specialists' role has been primarily to deal with discipline issues and in-house suspensions.

The Southern Arizona AIDS Foundation provides some prevention services (see letter of support in attachment) but are only here on campus when services are provided and they are providing information, not counseling. Our students need counseling provided by a certified counselor that is focused on their strengths and needs.

With the academic, behavioral, social and emotional needs of our students and the risk factors they have, there is a tremendous need for counseling services. Through the funds requested, we would hire two certified counselors, one for each high school who will work collaboratively with the prevention/cultural specialist to provide much-needed services. We will implement a wellness program that will combine certified mental health services with a culturally competent youth development curriculum. The three goals at the core of this program are to:

- Address students' mental health issues in order to improve behavior, build resiliency, and increase the likelihood of success;
- Build students' self-esteem and develop leadership skills to decrease participation in risky and disruptive behaviors; and
- Create a data-driven wellness program based on student input, best practices and evaluation.

### **Quality of the Project Design -30 points**

CPLC will create the CPLC Community Schools Wellness Program by hiring two certified counselors and utilize a part-time Prevention Culture Specialist who, together, can address the unique needs of our diverse students at the two schools. **The project will establish linkages with other appropriate agencies and organizations providing services.** We have established relationships with some local service agencies that specialize in providing mental health and homeless assistance services to youth. Counselors will leverage the school's existing partnerships with local social service agencies to expand upon the continuum of care available to students. Additionally, student input and evaluation data will be collected to tailor service delivery on a constant basis. The proposed program will provide the services, support, and guidance necessary for students to succeed at CPLC Community Schools and beyond. To maximize the continuum of care, in addition to the counseling services that will be provided on campus, we will coordinate with the following service providers:

- The Southern Arizona Mental Health Center (SAMHAC) serves as a resource for referrals for students with moderate to severe mental health issues. Emergency crisis and intervention services are also provided for students experience issues that cause concern for endangerment to themselves or others.
- La Frontera is a mental health service provider for those students and families who qualify for the Arizona Health Care Cost Containment System (AHCCS).
- Youth on Their Own (YOTO) serves the homeless student population by providing emergency financial assistance, toiletries, bus passes, and a monthly stipend of \$125 to provide a safety net for students in managing daily needs. Relationships with local agencies and businesses enable YOTO to provide students with medical, dental, and vision care; a refurbished computer; employment

opportunities, and community involvement activities; and housing referrals.

- Southern Arizona AIDS Foundation offers substance abuse and life skills training to at-risk youth based on a needs assessment at the school and targets interventions to meet those needs.
- Chicanos Por La Causa will offer the Nahui Ollin program, developed by CPLC, a series of 26 interactive workshops that introduce students to topics on Leadership, Cultural Pride, Problem Solving, Self Esteem, Safe Sex, Family Dynamics, Substance Abuse, and Bullying. The Nahui Ollin curriculum is designed to help students build their strengths and develop leadership skills with the goal of improved decision-making habits. The workshop framework integrates values from the Aztec and Pascua Yaqui cultures into each lesson, providing a familiar foundation with which students can identify. Workshops stress the importance of cultural context with respect to border-culture traditions, visual arts, oral histories, and fundamental social teachings. According to research done by the Substance Abuse and Mental Health Services Administration (SAMHSA), the integration of culture-specific knowledge into trauma-informed care is critical, as trauma may have different meanings in different cultures, and traumatic stress may be expressed differently within different cultural frameworks. [2]

**The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.** In collaboration with students, families, staff and other service providers, we developed goals and objectives to address identified needs. There will be ongoing evaluation and feedback to determine how effectively the needs are being addressed. The following table provides the needs addressed, goals, objectives, outcomes and measurement method.

**Table 3. Goals and Objectives:**

<b>Needs Addressed: High number of behavior referrals, student trauma, mental health issues</b>			
<b>Goal 1: Address students’ mental health issues to improve behavior, build resiliency, and increase likelihood of graduation and success</b>			
<b>Objectives</b>	<b>Inputs/Activities</b>	<b>Outcomes</b>	<b>Measurement</b>
1.1. Reduction in disciplinary referrals by 25%	Counselors Agency relationships Positive reinforcement	Improved behavior Fewer referrals Teachers report improved behavior	Teacher reports of behavior Number of disciplinary referrals reviewed monthly
1.2. The graduation rate will increase by 10 percentage points	One-to-one counseling & advising; Dropout prevention specialist	Student engagement Increased graduation rate Decreased dropout rate.	Attendance reviewed quarterly Dropout rate reviewed yearly Graduation rate determined.
<b>Needs Addressed: Reducing risky behavior, improving self-esteem to prevent these behaviors, culturally responsive program</b>			
<b>Goal 2: Build students’ self esteem and develop leadership skills to decrease participation in risky or disruptive behaviors</b>			
<b>Objectives</b>	<b>Activities</b>	<b>Outcomes Anticipated</b>	<b>Measurement</b>
2.1. Students will report improved self-esteem	Nahui Ollin curriculum One-to-one counseling Service learning	Student self-esteem improves Counselors observe improvement in student’s self esteem	Counselor reports Student survey Pre- and post-testing
2.2. There will be a decrease in reports of risky behavior of 20%	Group counseling Social service providers prevention presentations	Reduced reports of risky behavior Increased knowledge by students of consequences of risk	Disciplinary report review Survey
<b>Needs Addressed: Student engagement, feeling of connectedness to school, quality programming to address student needs.</b>			
<b>Goal 3: Create a data-driven wellness program based on student input, best practices, and evaluation</b>			
<b>Objectives</b>	<b>Activities</b>	<b>Outcomes</b>	<b>Measurement</b>
3.1. Data will be collected twice yearly and shared with students and staff	Data collection Input from students and families Sharing data with students & Advisory group	Interim and final reports Student ownerships of programs Program satisfaction	Report completion Focus groups Survey

**The design of the proposed project reflects up-to-date knowledge from research and effective practice.** The counselor to student ratio will be 1: 87 -a ratio that will allow Wellness Program staff to provide one-on-one, specialized services to these students from traditionally underserved populations. This is well under the recommended ratio of 1:250 recommended by the American Counseling Association.

One of the way students manifest their circumstances is through behavior. However, counselors should not be disciplinarians as their ability to establish a positive relationship could be compromised [3]. Research demonstrated that a reduction in the ratio to 1:250 reduced disciplinary referrals [4]. Counselors will be able to know students on an individual basis with this low counselor ratio and better able to meet their needs.

The Wellness program provided by counselors will be strengths-based. When strength-based counseling is used, it will develop an outlook that positive things can happen and that the individual can direct good things happening in their life [5]. Wellness-based counseling provides the opportunity for adolescents to discuss influences on their lives and themselves and can discover discovering personal strengths leading to feelings of competence and an increase in self-esteem. [6]. A focus on building self-esteem is important as it can be a predictor for future success [7] and linked to academic success [8] [9].

Improved self-esteem can result in resilience [10]. There will be a focus on building resilience in students. Recommended practices in promoting resilience include caring relationships, high expectations and opportunities to participate and contribute [11]. The counselors will promote a caring relationship where the student contributes to setting high expectations for themselves and contributes to a plan for their future. They will be asked to contribute suggestions for the counseling program in general. Research has shown that teaching from a strengths-based resilient perspective is

important in promoting resilience in students [12]. Counselors will provide professional development to school staff on how to nurture and support reliance in their students and to focus on strength-based educational programming.

Counselors will also work with students to identify college and career goals. Research has shown that when students receive helpful college and career counseling they are more motivated to do well in school, feel more connected to their school, get along better with others and see their school as a more civil and safe space [13]. Counselors will work with students to learn about college and career opportunities and set postsecondary goals.

With the understanding that CPLC Community School students are faced with stressful, unsafe, and unstable surroundings off-campus each day, the counseling program will operate on the understanding that internal and external behaviors are often a result of trauma that has likely been unaddressed. Studies have shown that youth who have experienced trauma may be more likely to demonstrate disruptive behavior. [14]. The definition of "trauma" is broad; "trauma" and "traumatic" experiences can range anywhere from the stress of living in poverty to being homeless, to being exposed to gang violence. Even a parent's divorce can be considered a "traumatic" experience. Trauma affects behavior and has both inward and outward manifestations. Self-destructive habits such as drug use and participation in other risky behaviors often come from a place of pain from past events. Counselors will create a safe and supportive environment where students can feel comfortable in addressing the trauma they have faced or are facing in their life.

As trauma-informed service providers, school counselors and staff will incorporate an understanding of trauma into their work. With direction from school counseling staff, all other staff members will receive training to aid them in understanding how students' various symptoms and behaviors may be representative of traumatic experiences.

During initial counseling sessions with students, counselors will conduct screenings for histories of traumatic exposure. Counselors will then work with students in one-on-one sessions to help them identify stressors, develop positive coping strategies, and set behavioral improvement plans. Because the CPLC Wellness approach is strengths-based rather than deficit-oriented, students will also work with counselors to identify their own strengths, and set personal goals for improvement. With the understanding that approximately 90% of students are currently engaging in risky and often illegal behaviors, counselors will use a harm-reduction approach and "meet youth where they are" to help them gain footing on what it means to live as a successful adult. By building trust through acceptance and involving youth in evaluating their program experience, staff expects that counselors will be more likely to influence lasting changes in student behavior and that students will report an increase in self-esteem and a significant decrease in underage drinking, drug use, unsafe sex, & criminal activity.

CPLC recognizes that our students come from diverse backgrounds. The vast majority of students are Latino or Native American. It is critical that mental health services not only be responsive to student needs but also respects their cultural and linguistic background and that there be culturally competent school personnel who are aware of, and respectful of, values, beliefs, traditions, customs and parent styles of diverse families and that they learn about the culture of students and families with whom they work. This can be done with the use of interpreters and/or cultural brokers to establish rapport and trust [15]. We have a Prevention/Cultural Specialist that will work part time with the counselors to fulfill this role as he is knowledgeable about the individual students and their cultural backgrounds. He will work collaboratively with the counselors to assist them in understanding the student backgrounds, work with families and assist in the delivery of the workshops. All services will be culturally competent and respectful of the students' backgrounds.

Most of the counseling will be one-to-one but there are those times when group counseling

can be beneficial, efficient, effective and versatile [16]. One of the advantages is that it allows for students to give and receive feedback in a safe environment and share experiences that may have in common. Many of our students have faced similar challenges and where appropriate the counselors may choose to have them participate in a group.

While participating in counseling sessions, students will also participate in the Nahui Ollin program, a series of 26 weekly, interactive workshops that will introduce students to topics on leadership, cultural pride, problem solving, self esteem, safe sex, family dynamics, substance abuse, and bullying. The Nahui Ollin curriculum, developed by CPLC, is designed to help students build their strengths and develop leadership skills with the goal of improved decision-making habits. The workshop framework integrates values from the Aztec and Pascua Yaqui cultures into each lesson, providing a familiar foundation with which students can identify. Workshops stress the importance of cultural context with respect to border-culture traditions, visual arts, oral histories, and fundamental social teachings. According to research done by SAMHSA, the integration of culture-specific knowledge into trauma-informed care is critical, as trauma may have different meanings in different cultures, and traumatic stress may be expressed differently within different cultural frameworks [17]. The inclusion of the Nahui Ollin curriculum in the CPLC Community Schools Wellness Program is designed to teach students to develop coping skills while integrating familiar cultural values. Most importantly, workshops are taught by prevention specialists who themselves grew up in the community, adding an invaluable level of understanding about the obstacles students face each day.

Including students in the implementation of this wellness program is crucial to its success. According to the University of Oklahoma Runaway and Homeless Youth Center, involving youth in programmatic decisions and outcomes is important to building trust and ensures that programming will work effectively for other youth [18]. By allowing youth to give qualitative feedback about the Nahui Ollin workshops and one-on-one counseling sessions, administrative staff will have the

opportunity to tailor their services accordingly. It is also expected that by working in alliance with students, students and staff will create positive social capital, thereby decreasing disciplinary occurrences.

We will use student data and evaluations to improve delivery of programming. Counselors and key personnel will review student evaluations at the end of each semester and make programming adjustments where warranted to ensure the best level of care is available to students. Also, any positive improvements made by individual students or the student population as a whole will be recognized and celebrated. The evaluators will conduct yearly process evaluations to be sure that staff are completing project tasks and meeting milestones in a timely manner. All stakeholders will have the opportunity to provide suggestions for program improvement and will be informed of results.

### **3. Quality of the Management Plan- 30 Points**

The **management plan will achieve the objectives on time and within budget.** The personnel involved in the grant will each have clearly defined responsibilities including the assignment to the objectives that they will address.

The Project Director will be Tillie Arvizu who is currently a vice president for the CPLC Community Schools and is responsible for daily oversight and operation of the two charter high schools. She is in charge of budget development, public relations, grant compliance and monitoring, assists principals with hiring of highly qualified staff and ensuring a safe learning environment for students. She has previously been a director of social services and housing development and has been with CPLC since 1983. Her extensive experience in administration and budget and grant administration will lend itself to quality management of this project. She will provide direct oversight of all project objectives, monitor budget expenditures, provide community outreach and be the liaison for the evaluation to ensure that data are collected in a timely manner. She will review evaluation reports and make sure that recommendations are

addressed. She will also be the liaison with the community partners in ensuring that services are comprehensive and delivered as intended in a timely manner. She will devote 20% of her time to the grant and address oversight of all objectives.

Jesus Ruis is currently a Prevention and Cultural Specialist with extensive knowledge of the student needs and their cultural background. He monitors student attendance, ensures that curriculum and services are culturally appropriate, and provides community outreach to help students get additional services to address their needs. He is a key person in the delivery of service due to his intimate knowledge of the students' background and their needs and will work collaboratively with the newly hired counselors to help acquaint them with the students and their needs and to continue monitoring attendance to intervene in situations where a student is a potential dropout or needs culturally relevant support. He will devote 25% of his time to the project and help acquaint counselors with student strengths and needs and address objective 2.2

Two school counselors will be hired by the project based on the job descriptions in the attachment. These counselors will have a master's degree in School Guidance and Counseling, an AZ State School Counseling certificate, three years experience as a teacher and experience as a school counselor implementing the ASCA National Model. They will have responsibility for building community partnerships with internal and external social services to support student needs, conduct individual and small group counseling sessions to address student problems and concerns, be knowledgeable with the community resources in order to refer students with more significant problems to the appropriate community agency for more intensive follow-up and meet with family members of students as appropriate and needed. They will report to the school principal for daily activities and to the project director for grant responsibilities. They will be expected to keep records on students' needs and services provided. They will devote 100% of their time to the project and address all grant objectives. 70% of their time will be devoted to

individual counseling. New staff members will be selected by providing equal access and encouragement for applications from groups typically under-represented including those with the same background as our students.

An overview of the objectives, person responsible, timelines and milestones is Table 4.

**Table 4. Objective Timelines, Milestones and Person Responsible**

<b>Objective 1.1. Reduction in disciplinary referrals by 25%</b>
Milestones: Baseline established at end of semester 2014-15 school year by R & E Quarterly review of discipline referrals monthly by counselors Counseling interventions for students after 3 referrals Change calculated in number of referrals compared to baseline yearly by R&E (Research and Evaluation from CPLC)
Budget resources: Counselors; evaluation, supplies, project director
<b>Objective 1.2. The graduation rate will increase by 10 percentage points</b>
Milestones: Absences reviewed weekly by counselors for any unexcused Dropout Spec. makes contact with students with unexcused absences after 2 unexcused absences to determine reason and share with counselor One-to-one counseling provided to students at risk beginning in Jan. and regularly Graduation rate determined in May yearly
Budget resources: Counselors; dropout prevention specialist, supplies, travel, project director
<b>Objective 2.1. Students will report improved self-esteem</b>
Milestones: Pre-testing on self-esteem in Jan. Nahui Ollin curriculum implemented by Jan. 15 Counselors work with students to identify strengths and address concerns Jan-Dec Post-testing in May to determine improvement by evaluators
Budget resources: Counselors, evaluators, travel, project director
<b>Objective 2.2. There will be a reduction in report of risky behavior</b>
Milestones: Baseline established by evaluators Social service agencies provide prevention services beginning by Jan. 15 Group counseling provided by counselors to at-risk students throughout the year Review of referrals and student self-report in June
Budget resources: Counseling, R & E supplies, project director
<b>Objective 3.1. Data will be collected twice yearly and shared with students and staff</b>
Milestones: Advisory committee convened in September to share objectives Interim data collected by June 30 by evaluators and shared with staff and students Focus groups of students share thoughts on programming March-April Recommendations made in June yearly and reviewed by staff and action plan developed for coming year.
Budget resources: evaluators, counselors, professional development, supplies, equipment, project director

The evaluators will be from the Chicanos Por la Causa's Research and Evaluation Department. The evaluators have extensive experience in evaluation and have been evaluating state, federal, and foundation-funded projects.

We have **designed procedures for ensuring feedback and continuous improvement** in the operation of the proposed project. The CPLC Research and Evaluation (R&E) will conduct the evaluation. The evaluation will provide feedback and permit periodic assessment of progress toward achieving intended outcomes. The milestones indicated in Table 4 will serve as benchmarks for determining intermediate progress towards meeting the objectives.

A continuous improvement management process will be utilized by which the program can improve by a continuous flow of information that calls for program design, managing program quality, assessing and communicating the results. The CPLC research and evaluation department will conduct a process evaluation and provide feedback to the project director. Student focus group results, survey results and staff feedback will all be incorporated in providing information for program improvement throughout the program. An advisory committee of students, staff, family members and community agency representatives will also review data to provide feedback and share in recommending program modification recommendations. Data will be reviewed in depth by the staff quarterly and with the R & E Department each semester. Recommendations for program improvement will be reviewed and addressed right away.

#### **4. Quality of the Project Evaluation (20 points)**

**The methods of evaluation include the use of objective performance measures related to the outcomes and will produce quantitative and qualitative data.** CPLC Community Schools' partner organization, CPLC, will conduct the evaluation through the

Research and Evaluation (R&E) Department to evaluate and report the effectiveness of the school counseling program. Members of the Research and Evaluation Department have been involved in the development of the proposal and evaluation design. The evaluators will work with program staff to train them in data collection, collect analyze and disseminate information about the program that is accurate, timely and accessible to program staff, service participants and community school families and partners. R&E will collect and maintain data that measures the program's outcome; monitor activities/ tasks accomplished; identify barriers to student's success; and provide feedback to help counseling staff refine program delivery.

For the past 10 years, R&E has worked with program staff members through CPLC's migrant/seasonal and early childhood Head Start and other funded programs to collect analyze and report process and outcome data. Data collection and reporting activities have included projects funded by units of local, state and federal government as well as private foundations. The R&E Department has provided guidance and training on measurement requirements, administration protocols, training on adherence to human subjects and confidentiality needs, and collection of performance measures. CPLC R&E will employ utilization-focused, participatory, culturally engaged and collaborative evaluation methods to provide a holistic process and outcome evaluation of the school counseling program. They will prepare interim progress reports and annual project reports as well as addressing the GPRA measures.

#### Outcome Evaluation

The evaluation is designed to provide formative and summative data and will utilize quantitative and qualitative data. The outcome evaluation will use the GPRA performance data collected on the number of student disciplinary referrals made to determine the extent in which the program met its objective of reducing the disciplinary referrals by a minimum of 25 % per year. To evaluate whether students are graduating on time, intermediate benchmarks will look at

attendance to determine if students have excessive unexcused absences and if that has been addressed. In addition, we will review attendance to determine if any students have dropped out, review grades to determine if any students are failing courses and if they have been counseled on how to get back on track to graduate.

To evaluate improved self-esteem, students will be surveyed to determine how they feel about themselves and their outlook on their future success. Counselor feedback on each student's self-esteem will be compared to the student's perception and any differences shared with staff so that they may address any concerns.

To look at reports of risky behavior, there will be a review of disciplinary referrals for the cause and student self-report will be obtained through surveys. The outcome evaluation will also examine the success of the program in terms of promoting healthy, positive youth development, preventing problems, allowing for interventions, and providing assistance to students. To evaluate this outcome, evaluators will collect pre and post-tests administered to all participating students in the Nahui Ollin Wellness curriculum. This instrument will assess improvements in participants' behavior in the following areas: leadership and socialization skills, self-efficacy, self-esteem, and cultural pride. Monitoring these measures is essential in that they will evaluate the performance of the program and its progress throughout the funding period.

Evaluators will use statistical analysis, including hypothesis testing and analysis of variance to determine:

1. The effect, if any, of the program on participants.
2. Program/contextual factors, if any, associated with the outcomes.
3. Individual factors, if any, associated with outcomes.

Investigators will use the process evaluation findings captured through the interviews and focus group sessions to assist in the interpretation of the outcome findings. All findings will be provided

and presented to program staff at least bi-annually to solicit their input into the process of interpreting the findings. Results will emphasize the use of graphics and will specifically address whether or not process and outcome objectives are being met. It will provide recommendations for addressing obstacles to service delivery and guiding counselors in improving the program.

**The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.** The evaluation activities provided by R & E will form the basis for an iterative quality improvement process that will provide recommendations for enhancing service delivery processes and outcomes as well as and information that will contribute to securing resources to sustain program activities at the conclusion of the grant period.

There will be a process evaluation to review the implementation strategies and progress and an outcome evaluation to determine intended as well as any unintended outcomes. We plan to collect data that is shared twice yearly with stakeholders including family members, students, community partners, and staff to ensure that we are meeting the goal of creating a data-driven wellness program that is based on student input, best practices and quality programming that addresses student needs.

#### Process Evaluation

Process evaluation will be conducted to assess the implementation of the program and track services/activities provided. In conducting the process evaluation, the evaluation team will pose the following primary questions:

1. How closely does project implementation match the implementation plan?
2. What types of deviation from the plan occurred?
3. What led to the deviations?
4. What effect did the deviations have on the planned intervention and evaluation?

5. Who provided what services to whom, in what context and at what cost?

During the course of the process evaluation, evaluators will utilize interviews with program staff and focus groups with participants as the primary data collection methods. While interviews will provide detailed information regarding the implementation process of the different components of the program, the focus group will assure the provision of input and feedback from a variety of perspectives by involving various participating groups such as faculty, students, and parents in each high school in the process. In addition to conducting focus groups and individual staff interviews, evaluators will verify documentations collected (i.e. logs and records of students use of the services, referral logs, counseling and visitation records, meeting minutes, counselors handbooks, etc.), and other records associated with training sessions/workshops, services provided, and other activities that may include information that will contribute to an analysis of the course of the system's implementation.

Finally, administration of the primary data collection instrument will secure required information regarding the GPRA performance measures. Referral and disciplinary logs as well as counseling and visitation records will track and document all disciplinary referrals made for enrolled students and the student to mental health professional ratio. The R&E Department will monitor the project's performance measures against the baseline each year and compare to the previous year as the grant continues.

Project evaluators will conduct content analysis of the qualitative data collected during the process evaluation. In addition, evaluators will perform frequencies and descriptive of outputs using Predictive Analytics Software whenever possible (PASW). A comprehensive qualitative and quantitative analysis will assess the project's implementation process and identify any deviations from program plans that emerge during implementation. As preliminary findings emerge, evaluators will interpret them in collaboration with program staff and service recipients

to enhance the quality of the findings. The findings will be included in progress reports submitted to the Department of Education.

The GPRA baseline for number of student disciplinary referrals will be determined at the end of the current school year before the grant would start. It will be provided in aggregate and for each separate school. Our most recent full year of data was 291 for both schools.

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
Toltecalli	102	175
Haiki	69	116

For the percent of grantees closing the gap between their student mental health professional ratios and the student/mental health professional ratios recommended by the statute, the following table based on the current school year is as follows:

Schools Participating in the grant	Students enrolled	Number of child-adolescent psychiatrists	# school psychologists	# school counselors	# social workers	# other qualified mental health professionals
Toltecalli	125	0	0	0	0	0
Haiki	75	0	0	0	0	0

## References

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*Childhood Antecedents of Exposure to Traumatic Events and Posttraumatic Stress Disorder*  
 Carla L. Storr; Nicholas S. Ialongo; James C. Anthony; Naomi Breslau
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 Williams, B. (2006). Culturally competent mental health services in the schools: Tips for teachers. *National Association of School Psychologists*. Bethesda, MD.
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<http://www.nrcyd.ou.edu/publication-db/documents/2008-positive-youth-development-toolkit.pdf>

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**OTILIA ( TILLIE) ARVIZU**  
**Vice President**  
**Chicanos Por La Causa, Inc.**

(b)(6)

**PROFESSIONAL ADMINISTRATOR**

Experienced and seasoned professional administrator with the ability to develop and implement successful projects, programs and events that are recognized both regionally and statewide. Proven to be an effective leader within the organization and the community we serve. Posses excellent writing and oral communication skills and provide effective public presentations. Have the ability to multi-task and be prepared for day to day opportunities that arise.

**PROFESSIONAL EXPERIENCE:**

**CPLC Community Schools:**

**Vice President** (2011- Present)

Responsible for the daily over site and operation of two charter high schools. Includes all budget development, budget maintenance, fundraising, marketing and public relations, government relations, implementation of new state requirements and regulations, ensure contract compliance, monthly meetings with School Board of Directors, assist principals with hiring and any other personnel issues, identify new unrestricted funding sources, and ensure a safe learning environment for all of our students, faculty and school staff.

**Chicanos Por La Causa, Inc., Tucson Office, Tucson, AZ** (1983 – Present)

**Vice President** (2005 – Present)

Responsible for the oversight of all programs and the for profit entity La Causa Construction, develop and maintain annual operational budget with program directors and monitor expenditures/revenues; develop CPLC Tucson strategic plans for each department; assist in the development of the CPLC Corporate strategic plan; work with the Tucson Advisory Board of Directors on monthly meetings, and establish agency goals with the Board of Directors; directly supervise a team of eight project and program directors; ensure contract compliance; act as liaison with city, county, state and federal funders, officials and elected officials; coordinate fundraising activities and assist with special event fundraising requests for monetary support; coordinate public relations activities; establish new contacts and identify new funding sources; monitor CPLC Tucson Foundation Board activities, monthly meetings, and monitor the Foundation annual budget.

**Assistant Vice President** (1994-2005)

Responsible for all programs and the daily operations of a non-profit, Community Development Corporation (CDC); develops operational budget with directors and monitors expenditures/revenues; assists Executive Vice President in strategic planning and establishing agency goals with the Board of Directors; directly supervises departmental directors; identifies new funding sources; administers contracts and ensures compliance; oversees human resources and the personnel policy implementation; acts as liaison with city, state, and federal officials; and co-coordinates fundraising events and public relations activities. Established the CPLC Tucson Foundation including: filing of all legal documents, foundation goals, Board development and fundraising strategies.

**Director of Housing Development -** (1993 – 1994)

Oversaw department implementing housing development projects and supervised program staff; managed home purchasing contracts with governmental entities, financial lenders, and other non-profit agencies; Designed and managed new construction programs including the in-fill projects in Tucson's oldest

neighborhoods, CPLC Tucson's rural housing development, and a sixty unit apartment complex (HUD 202); developed and regulated departmental budget; and secured funding and drafted related reports.

**Director of Social Services - (1989 – 1993)**

Orchestrated CPLC Tucson's housing and employment counseling services; supervised 13 staff members; evaluated program quality and personnel performance; wrote donor reports, grant proposals, and planning documents; and researched grant opportunities.

**Director of Housing Counseling - (1986 – 1989)**

Managed four staff members who provided housing counseling, emergency assistance, and debt management skills to low-income individuals and families; reviewed files and monitored client outcomes; and counseled clients and determined program eligibility.

**Housing Counselor - (1983 – 1986)**

Interviewed and counseled clients in need of housing-related assistance and emergency funds; established applicant's eligibility; completed required forms and devised case plans; followed-up with families and managed case files.

**PROFESSIONAL ORGANIZATIONS AND AFFILIATES:**

- Former Chair and Founding Member of the Southern Arizona Housing Center
- Member of the Board for La Causa Construction Company
- Member of Arizona Hispanic Women's Leadership Institute
- Member of the Citizen's Advisory Board Rio Nuevo Downtown Development
- Member of the Chief of Police Citizen's Steering Committee for City of Tucson
- Member of the Executive Committee for the Pima County Juvenile Court
- Board Chair for Calli Ollin Academy from 2005 - 2011
- Board Chair for the Chicanos Por La Causa Tucson Foundation

**EDUCATION:**

- ◆ Sunnyside High School Class of 1973
- ◆ Post-Secondary Studies in Bi-Lingual Education – Pima Community College West Campus (GPA 3.47)
- ◆ Greater Leadership Tucson Class of 1997
- ◆ Attended numerous seminars, conferences and classes in the areas of business and proposal writing, leadership development, time management, contract compliance, and fundraising workshops
- ◆ Recent certificate of attendance for the Improve Teaching and Learning Summit III

## Norma J. Perez-Brena, Ph.D.

---

### EDUCATION

Ph.D., Family and Human Development, Arizona State University, May 2012.

Advisor: Kimberly A. Updegraff, Ph.D.

M.A., Developmental Psychology, San Francisco State University, May 2007.

Advisor: Jeffrey T. Cookston, Ph.D. & Linda Juang, Ph.D.

B.A., Psychology, San Francisco State University, May 2005.

Advisor: Jeffrey T. Cookston, Ph.D.

### RESEARCH EXPERIENCE

**Director of Research & Evaluation**, Chicanos Por La Causa 2012 to Present

**Research Fellow**, Juntos Project, School of Social and Family Dynamics, 2007 to 2012

Arizona State University

Advisor: Kimberly Updegraff, Ph.D.

**Research Assistant**, Physical Activity Community Education, University of 2006 to 2007

California, San Diego

Supervisor: Kevin Patrick, M.D.

**Research Assistant**, Behavioral Diabetes Research, University of California, 2004 to 2006

San Francisco

Supervisor: Marilyn Skaff, Ph.D.

### SELECT PUBLICATIONS – PEER REVIEWED JOURNAL ARTICLES

Updegraff, K., **Perez-Brena, N. J.**, Umaña-Taylor, A., Jahromi, L. B., & Harvey-Mendoza, E. C. (In Press). Mothers' Trajectories of Depressive Symptoms Across Mexican-Origin Adolescent Daughters' Transition to Parenthood. *Journal of Family Psychology*.

**Perez-Brena, N. J.**, Cookston, J. T., Fabricius, W. V., & Saenz, D. (2012). Patterns of father self evaluations among Mexican and European American men and links to adolescent adjustment. *Fathering: A Journal of Theory, Research, and Practice about Men as Fathers*, 10 (2), 213-235. doi: 10.3149/fth.1002.213

**Perez-Brena, N. J.**, Updegraff, K., & Umaña-Taylor, A. (2012). Father- and mother-adolescent decision-making in Mexican-origin families. *Journal of Youth and Adolescence*, 41, 460-473.

Updegraff, K., **Perez-Brena, N. J.**, Baril, M., McHale, S., & Umaña-Taylor, A. (2012). Mexican-origin mothers' and fathers' involvement in adolescents' peer relationships: A pattern-analytic approach. *Journal of Marriage and Family*, 74, 1069-1083. doi: 10.1111/j.1741-3737.2012.01009.x

Parke, R. D., Vega, E., Cookston, J. T., & **Perez-Brena, N. J.** (2008). Imagining the future of immigrant fathers. In S.S. Chuang & R.P. Moreno (Eds.) *On new shores: Understanding immigrant fathers in North America* (pp. 289-318). New York, NY: Lexington Books.

### **SELECTED PRESENTATIONS (Refereed)**

**Perez-Brena, N. J.**, Updegraff, K., Umaña-Taylor, A., Guimond, A. (2012). Co-Parenting Profiles in the Context of Mexican-Origin Teen Pregnancy: Links to Mother-Daughter Relationship Quality & Adjustment. Presented in the National Council on Family Relations Conference, Phoenix, Az.

**Perez-Brena, N. J.**, Delgado, M. Y., Updegraff, K., Umaña-Taylor, A., & Rodriguez, S. A. (2012). Trajectories of Mexican American Youths' Academic Aspirations and Expectations: The Role of Socioeconomic and Immigrant Background. Presented in the Society for Research on Child Development, Tampa Bay, Fl.

**Perez-Brena, N. J.**, Wheeler, L., Schaeffer, D., Updegraff, K., & Letham, K. (March, 2010). Family and friendship networks and adolescents' gender role attitudes. Poster presented in the Society for Research on Adolescence Conference, Philadelphia, PA.

**Perez-Brena, N. J.**, Killoren, S., Updegraff, K. (May, 2009). Parent-adolescent relationship quality and adolescent adjustment: The moderating role of parent-adolescent decision-making. Paper presented in the Society for Prevention Research Conference, Washington, DC.

### **FUNDING & HONORS**

NICHD Grant Research Supplement to Promote Diversity in Health-Related Research	2009 - 2012
Presidents' Medal for Social Embeddedness	2011
2010 Summer Institute on Longitudinal Methods scholarship	2010
Urie Bronfenbrenner Public Policy Travel Award	2009



Revised 6/2013

# CHICANOS POR LA CAUSA, INC.

## JOB DESCRIPTION

<b>TITLE:</b> School Counselor	<b>SALARY GRADE:</b>
<b>REPORTS TO:</b> Principal	<b>ANNUALIZED MINIMUM SALARY:</b> DOE
<b>HOME BASE:</b> <b>Status:</b> Established:	<b>ANNUALIZED MAXIMUM SALARY:</b> DOE

### PRIMARY FUNCTIONS

Implement the Comprehensive Competency Based Guidance (CCBG) program/American School Counselor Association National Model. As a member of the Guidance and Counseling staff, the counselor is to provide a CCBG program for all students at the site. The counselor provides activities to meet the needs of the students consult with teachers, staff and parents to enhance their effectiveness in helping students, and provides support to other educational programs.

### MINIMUM QUALIFICATIONS

- Masters Degree in School Guidance and Counseling
- Arizona State School Counseling Certification
- Adheres to the American School Counselor Association Ethical Standards for School Counselors
- Fingerprint clearance, valid Class 1 Fingerprint Clearance Card issued by Arizona Department of Public Safety.
- Three years experience as a Teacher
- Three years experience as a School Counselor.
- Experience as a school counselor implementing the ASCA National Model

### JOB RESPONSIBILITIES AND COMPETENCIES

- Building community partnerships with internal and external social services to support student needs.
- Counsel small groups and individual students with problems. Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students.
- Consult with teachers, staff and parents regarding meeting the developmental needs of students. Participate in staffing and child studies. Conduct in-service programs for faculty, parents, and community members. Conduct and facilitate conferences with teachers, students and parents. Conduct or provide opportunities for parent education programs. Assist families with school related problems.
- Refer students with severe problems to appropriate community agencies in consultation with their parents. Consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators, social service agencies, law enforcement, etc.
- Coordinate, conduct or participate in activities that contribute to the effective operation of the school. Act as an ADVOCATE for ALL students.
- Assist other school staff in the placement of students with special needs in appropriate programs. Participate with the administration and faculty as a team member in the implementation of the district testing programs.

- Pursue professional growth. Attend professional development opportunities (Arizona School Counselor Conference, American School Counselor Conference, Arizona School Counselor Academy, relevant workshops, etc.) Stay current with guidance and counseling practices by reading professional journals.
- Visit students and parents in their home to discuss school related issues as needed.
- Use data to plan, implement and assess counseling program.
- Submit all necessary paperwork and data collection results to school administrator
- Advocating for school counseling programs to all stakeholder groups
- Establishing professional relationships within the school and the school community to enhance student achievement.
- Be able to use technology to research, school counseling program development, management, evaluation and delivery
- Must be actively involved in school community
- Ability to work with diverse populations and cultures
- Ability to work well with teaches and support staff in addressing student needs.

**JOB DEMANDS**

Requires vision and hearing and the ability to speak, write, print, and draw. Work in the job involves sitting and using computer peripherals for extended periods of time. Requires moving from one location to another. Other physical activity includes reaching, stooping, bending, holding, grasping and lifting heavy objects. Visual weakness must not prohibit the performing of assigned duties. Verbal communicative ability required.

**CONTINUOUS EDUCATION**

Employee will be expected to participate in continuous learning, competency building and maintenance of competency skills.

**TYPICAL WORKING CONDITIONS**

Indoor classroom environment and some outdoor activities away from the primary work environment. All weather conditions/temperatures. Contact with the public, employees, children and parents. May have exposure to noise. Work with At-Risk Student Population.

**ACCOUNTABILITY**

Reports to and is supervised directly by the \_\_\_\_\_. Employee is also accountable for understanding and complying with CPLC policies and procedures.

\_\_\_\_\_  
**EMPLOYEE NAME (Print)**

\_\_\_\_\_  
**Principal (Print)**

\_\_\_\_\_  
**EMPLOYEE SIGNATURE**

\_\_\_\_\_  
**Principal Signature**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

# JESUS RUIZ

(b)(6)

## SUMMARY OF QUALIFICATIONS

- Over 11 years experience working with young adults in grades K-12
- Experience in facilitating large or small group sessions
- Knowledgeable in the areas of substance abuse & HIV/AIDS prevention, delinquency prevention, mentoring, leadership, cultural and character development
- Familiar with key components of community organizing and outreach

## EXPERIENCE

August 2003-Present      Chicanos Por La Causa      Tucson, AZ  
*Prevention & Cultural Specialist, Check & Connect Monitor, Community Center Coordinator*

- Coordinates assigned activities, including planning and implementation at the center.
- Implementation and planning of the Nahui Ollin Wellness Program; Culturally Relevant, Character Education, & Substance Abuse & HIV/AIDS prevention curriculum
- Responsible for development and integration of cultural components in all areas of CPLC youth services and programs
- Develop and maintain culturally appropriate curriculum and materials
- Community outreach, student and parent recruitment for all youth programs
- Monitor attendance at CPLC Community Schools
- Schedule home visits and parent meetings
- Provide assistance to principal, teachers and advisor throughout the school day
- Maintain monthly case notes and files for all student participants
- Administer pre and post tests, surveys, questionnaires and collect data
- Organize and facilitate the Corazón de Aztlan, 4 day youth leadership retreat
- Prepare Pima County quarterly and annual reports
- Ensure client confidentiality
- Monitors program volunteers
- Participate in monthly team meetings
- Organize community events and promotional efforts for youth services department
- Represent CPLC Youth Services Department as a community presenter on a variety of topics for all ages

April 2000-November 2000      Casa de Colores      Brownsville, TX

### *Intern*

- Facilitated presentations on Danza Azteca and Cultural Awareness to local schools
- Organized international gathering for Indigenous Youth and Elders
- Facilitated talking circles and sweat lodges for youth
- Clerical work



## Program Specific Assurances

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

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

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

(b)(6)



**Signature of Authorized Certifying**

Chicanos Por La Causa, Inc.  
**Applicant Organization**

President and CEO  
**Official Title**

April 28, 2014  
**Date Submitted**



DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center  
Financial Management Service  
Division of Cost Allocation

SEP 10 2013

DCA Western Field Office  
90 7th Street, Suite 4-800  
San Francisco, CA 94103  
PHONE: (415) 437-7820  
FAX: (415) 437-7823  
E-MAIL: dcast@psc.hhs.gov

Anthony Valencia  
Vice President Finance  
Chicanos Por La Causa  
1112 East Buckeye Road  
Phoenix, AZ 85034-4043

Dear Mr. Valencia:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY EMAIL OR FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

In order to implement the FINAL Indirect cost rate contained in the enclosed Agreement, an adjustment to the indirect costs claimed under your Federal awards may be required. For HHS project grants these adjustments must be made in accordance with the procedures for settlement of indirect costs on HHS project grants with final negotiated rates described in the appropriate "Guide" book for your institution. Adjustments under HHS contracts must be made in accordance with the provisions of the contracts. Adjustments under awards with other Federal agencies must be made in accordance with the policies of those agencies.

An indirect cost proposal together with required supporting information must be submitted to this office for each fiscal year in which your organization claims indirect costs under grants and contracts awarded by the Federal Government. Thus, a proposal for your fiscal year ending 06/30/13, will be due no later than 12/31/13.

Sincerely, //

(b)(6)

Arif Karim, Director  
Division of Cost Allocation

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

NONPROFIT RATE AGREEMENT

EIN: 86-0227210

DATE: 08/29/2013

ORGANIZATION:

FILING REF.: The preceding agreement was dated 12/12/2012

Chicanos Por La Causa  
1112 East Buckeye Road  
Phoenix, AZ 85034-4043

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

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**SECTION I: INDIRECT COST RATES**

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RATE TYPES:      FIXED              FINAL              PROV. (PROVISIONAL)      PRED. (PRDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	07/01/2011	06/30/2012	15.90	All	All Programs
PROV.	07/01/2012	06/30/2014	15.90	All	All Programs

\*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment, alterations and renovations), subawards and flow-through funds.

ORGANIZATION: Chicanos Por La Causa

AGREEMENT DATE: 8/29/2013

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**SECTION II: SPECIAL REMARKS**

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**TREATMENT OF FRINGE BENEFITS:**

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

**TREATMENT OF PAID ABSENCES**

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

**DEFINITION OF EQUIPMENT**

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The following fringe benefits are treated as direct costs:  
FICA, WORKERS COMPENSATION, HEALTH INSURANCE, AND UNEMPLOYMENT INSURANCE.

The Head Start indirect cost rate has been negotiated in compliance with the Administration for Children and Families Program Instruction (ACF PI HS 08-03) dated 5/12/2008, which precludes using any Head Start grant funds to pay any part of the compensation of an individual either as a direct cost or any proportion as an indirect cost if that individual's compensation exceeds the rate payable of an Executive Level II. As of January, 2012 the rate of compensation for an Executive Level II is \$179,700 per year.

ORGANIZATION: Chicanos Por La Causa

AGREEMENT DATE: 8/29/2013

**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its indirect cost pool as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as indirect costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHARGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-122, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing indirect costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of indirect costs allocable to these programs.

BY THE INSTITUTION:

ON BEHALF OF THE FEDERAL GOVERNMENT:

Chicanos Por La Causa

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(INSTITUTION)  
(b)(6)  
(b)(6)  
(b)(6)

(b)(6)  
(SIGNATURE)

Arjelix Gomez  
(NAME)

Arif Karim  
(NAME)

CFO  
(TITLE)

Director, Division of Cost Allocation  
(TITLE)

9/12/13  
(DATE)

8/29/2013  
(DATE) 0105

HHS REPRESENTATIVE: Kitty Unti

Telephone: (415) 437-7820

RE: Executive Order12372

Email received April 21, 2014

Ms. Bounds (on behalf of CPLC),

At this time the Arizona Office of Grants and Federal Resources is only selecting programs and applications initiated by state governmental agencies for SPOC review. Therefore, when completing your application please select "b. Program is subject to E.O. 12372, but has not been selected by the State for review" for item 19. of the SF-424 form.

Thank you in advance for your support of the SPOC process and best of luck with your application. If there is any additional information you require concerning Arizona's E.O. 12372 review process please feel free to contact me at [Matthew.Hanson@AZDOA.GOV](mailto:Matthew.Hanson@AZDOA.GOV) or (602) 542-7567.

Sincerely,

Matthew Hanson, GPC  
Statewide Grant Administrator  
ADOA, Office of Grants and Federal Resources  
100 N. 15th Avenue, 4th Floor  
Phoenix, AZ 85007  
602-542-7567  
[Matthew.Hanson@AZDOA.GOV](mailto:Matthew.Hanson@AZDOA.GOV)

April 11, 2014

Loretta McDaniel, Program Manager  
 U.S. Department of Education  
 400 Maryland Avenue SW, Room 3E255  
 Washington, DC 20202-6450

Dear Ms. McDaniel,

On behalf of the Board and staff of the Southern Arizona AIDS Foundation (SAAF), I want to offer our strong support for the application being submitted by Chicanos Por La Causa (CPLC) Community Schools to the U.S. Department of Education for a *Elementary and Secondary School Counseling Program* grant. This funding would support school counseling services at CPLC's Toltecalli and Hiaki Charter High Schools. These services are desperately needed. SAAF's prevention staff reports these students are at very high risk for expulsion and school dropout, self-harm and other risk behaviors such as underage drinking and substance use due to poverty, trauma, intense family pressures and high rates violence in their neighborhoods, including gun violence.

SAAF is a 501(c)(3) nonprofit AIDS service organization whose mission is to create and sustain a healthier community through a compassionate, comprehensive response to HIV/AIDS. Annually, SAAF provides direct services to more than 1,200 people living with HIV/AIDS in southern Arizona. Through prevention programming, education and outreach, and HIV testing services, SAAF reaches more than 23,000 people each year, including at-risk Hispanic and Native American youth.

SAAF provides substance abuse prevention and life skills training for at-risk students through the evidence-based *Voz Youth Prevention Program*. *Voz* was piloted in 2003 with students attending Toltecalli High School and is currently offered through the CPLC Community Schools. SAAF's staff conduct a needs assessment at the start of the each *Voz* cohort and tailor the intervention to address to the participants' reported risk factors and behaviors. In addition to reporting exposure to violence, including gun violence, many students close to graduation are being pulled from school by their parents in order to work or take care of younger siblings. Currently, there is one staff liaison who serves as a point of contact with *Voz* Health Educators. Expanding school counseling services would provide the additional support these students need.

Again, I want to offer SAAF's strong support for CPLC's application for a *Elementary and Secondary School Counseling Program* grant. SAAF's Prevention staff and *Voz* Health Educators believe in the potential of youth attending Toltecalli and Hiaki High Schools and want to see them succeed academically and in life. Please do not hesitate to contact me, if you require additional information at 520-628-7223 or [whicks@saaf.org](mailto:whicks@saaf.org). Your consideration is deeply appreciated.

Sincerely,

(b)(6)

Wendell Hicks  
 Executive Director



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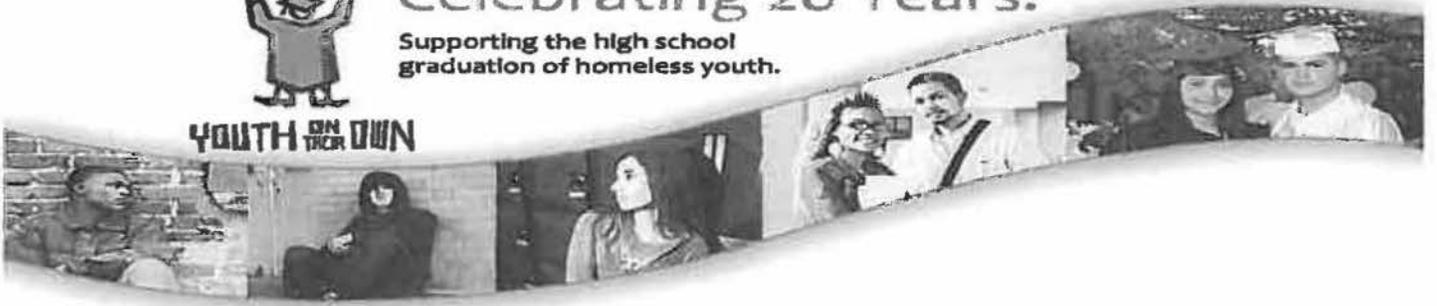
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# Celebrating 28 Years!

Supporting the high school graduation of homeless youth.

**YOUTH ON THEIR OWN**



04/11/2014

United States Department of Education  
Elementary and Secondary School Program

RE: Letter of Support for Chicanos por la Causa Community Schools, including Toltecalli High School and Hiaki High School

To Whom It May Concern:

I am writing this letter to express support for Chicanos por la Causa (CPLC) Community Schools, including Toltecalli High School and Hiaki High School, in their application for the U.S. Department of Education's Elementary and Secondary School Counseling Program. This program is meant to provide social workers and behavioral health counseling to assist youth in becoming higher functioning and emotionally healthy individuals. If awarded this grant, Youth On Their Own believes that CPLC and their affiliate schools will be great stewards of these funds. In Southern Arizona, there is a great need for counseling services at the school level because of the high acuity behavioral health and substance abuse treatment needs in our community. Now more than ever, we see emotionally disturbed students engaging in more antisocial and emotionally callused behaviors and without counselors on the front lines, schools remain vulnerable to potentially harmful situations.

For many years, Youth On Their Own has worked closely with Chicanos por la Causa schools to assist the most disenfranchised and vulnerable populations in meeting their basic needs and supporting their students in achieving academic success.

Youth On Their Own (YOTO), a 501(c)(3) local non-profit agency, is dedicated to supporting the high school graduation and continued success of homeless youth by providing financial assistance, basic human needs and guidance. YOTO serves approximately 1,100 homeless unaccompanied youth each academic year by providing financial assistance, basic needs and guidance. The Student Living Expense Program, initiated in 1988 as the Monthly Stipend Program, remains the agency's hallmark direct student core service, with Emergency Needs Funds available for urgent financial situations. YOTO student attend middle and high schools throughout Pima County and Metro-Tucson and are motivated and committed to receiving a high school diploma.

It takes strong teamwork to help these youth address the issues that are keeping them from stability. Youth On Their Own is pleased to work with CPLC Community Schools and fully supports their application for the Elementary and Secondary School Counseling Program.

Sincerely,

(b)(6)



Dane Binder  
Program Director  
Youth On Their Own

1660 N. Alvernon Way, Tucson, Arizona 85712 phone 520.293.1136 fax 520.888.7233 [www.yoto.org](http://www.yoto.org)

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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**Chicanos Por La Causa School Counseling Program  
BUDGET NARRATIVE**

**PERSONNEL**

<b>Personnel</b>	<b>Year 1</b>	<b>FTE</b>	<b>Year 2</b>	<b>FTE</b>	<b>Year 3</b>	<b>FTE</b>	<b>Total</b>
<b>Item:</b> Project Director	\$19,406	20%	\$14,991	15%	\$10,294	10%	\$44,691
Certified School Counselor / Program Manager	\$50,500	100%	\$52,015	100%	\$53,575	100%	\$156,090
Certified School Counselor	\$45,000	100%	\$46,350	100%	\$47,741	100%	\$139,091
Drop-out Prevention Coordinator	\$9,576	25%	\$9,863	25%	\$10,159	25%	\$29,598
Director of Research & Evaluation	\$ 7,543	10%	\$3,885	5%	\$4,001	5%	\$15,429
<b>Totals</b>	<b>\$132,025</b>		<b>\$127,104</b>		<b>\$125,770</b>		<b>\$384,899</b>

The personnel budget represents the anticipated expense for personnel employed by CPLC Community Schools for the project with an estimated 3% merit increase annually in years 2 and 3: **Project Director**: will devote 20% of her time to the project to provide overall project oversight. She will be responsible for ensuring that all project milestones are met according to the project timeline and will coordinate the efforts between curriculum providers, counseling staff, school leadership and evaluation staff. She will ensure Advisory Board and community involvement, providing outreach to the community including organizations, parents and tribes. The **Certified School Counselors** will meet one-on-one with students, share general student needs with school staff, and implement mid-year evaluation data into counseling methods to improve student outcomes. They will also be responsible for leveraging

local social service agency resources to provide a continuum of care for students both on and off campus. The **Drop-out Prevention Coordinator** will lead the Nahui Ollin Wellness Program, a school-based youth health and wellness program that uses a culturally based curriculum provided in 20 sessions, at both high schools. The program increases awareness about substance abuse, violence (human oppression) and sexually transmitted diseases, improves healthy decision making, develops character/leadership skills and builds resiliency skills among high school youth. The **Director of Evaluation and Research** will track the progress made on the performance measures and collaborate with the team on monitoring outcomes. She will also train new staff on the evaluation methods/requirements. This position will dedicate 4 hours weekly to the program during the first year and then go to 2 hours per week for Years 2 and 3.

#### **FRINGE BENEFITS**

<b>Fringe Benefits</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
27% of personnel costs	\$ 35,647	\$34,318	\$33,958	\$103,923
<b>Totals</b>	<b>\$35,647</b>	<b>\$34,318</b>	<b>\$33,958</b>	<b>\$103,923</b>

Fringe benefits are calculated at the average rate of 27% of total salaries which includes the following costs: FICA, Medicare, Workers' Compensation, Unemployment Compensation, Health Insurance, Dental and Vision Insurance and Retirement. An average rate is used because personnel actual fringe benefits vary depending on the insurance coverage selected by each staff member and by the previous year's actuals.

**TRAVEL**

<b>Local Mileage</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
220 miles per month x 12 months x \$.55 per mile	\$1,452	\$1,452	\$1,452	\$4,356
<b>Totals</b>	<b>\$1,452</b>	<b>\$1,452</b>	<b>\$1,452</b>	<b>\$4,356</b>

Local mileage incurred by staff to conduct outreach, meetings, go from school to school and develop local resources for students.

**Out of Town Travel**

<b>Travel Purpose</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Project Director's Meeting, Washington, D.C. (Mandatory) – 1 staff: airfare - \$475; hotel - \$224 x 3 nights = \$672; per diem – 3 days x \$71 = \$213; ground transportation - \$40	\$1,400	\$1,400	\$1,400	\$4,200
Office of Safe and Healthy Students National Conference, Washington, D.C. (Mandatory)– 2 staff: airfare - \$475 x 2 staff = \$950; hotel - \$224 x 3 nights x 2 staff = \$1,344; per diem – 4 days x \$71 x 2 staff= \$568; ground transportation - \$40 x 2 staff = \$80	\$2,942	\$2,942	\$2,942	\$8,826
SAMHSA or Professional Development Conferences for 2 Counselors: Phoenix – Mileage – 240 miles roundtrip x \$.55 x 2 staff = \$264; hotel – 2 nights x 2 staff x \$133 = \$532; per diem – 2 days x 2 staff x \$71 = \$284		\$1,080	\$1,080	\$2,160
<b>Totals</b>	<b>\$4,342</b>	<b>\$5,422</b>	<b>\$5,422</b>	<b>\$15,186</b>

<b>Travel Total –</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>TOTAL</b>
	\$ 5,794	\$ 6,874	\$ 6,874	\$ 19,542

### Equipment

Each new counselor (2) will be issued a laptop and printer. The printer is necessary for printing confidential student information securely, in-office.

<b>Equipment</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Laptop computer w/warranty and software - \$1,200 each x 2	\$2,400	0	0	0
Printer - \$400 each x 2 = \$800	\$800			
<b>Totals</b>	<b>\$3,200</b>	<b>0</b>	<b>0</b>	<b>\$3,200</b>

### Office Supplies

Office supplies that can include, but is not limited to the purchase of copy paper, toner, pens, notebooks, family portfolio folders, filing cabinets, etc. at a rate of \$75 per school per month.

<b>Office Supplies</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Office supplies: \$75 per month x 2 high schools x 12 months	\$1,800	\$1,800	\$1,800	\$5,400
<b>Totals</b>	<b>\$1,800</b>	<b>\$1,800</b>	<b>\$1,800</b>	<b>\$5,400</b>

### 6. Not Applicable

### 7. Not Applicable

### 8. Other

<b>Other</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Rent/Maintenance/Utilities/ Communications – 2 offices/ schools x \$350 each per month = \$8,400	\$8,400	\$8,400	\$8,400	\$25,200
Printing = \$100, copying = \$75, postage = \$25 for a total of \$200/ month x 12 months	\$2,400	\$2,400	\$2,400	\$7,200
<b>Totals</b>	<b>\$10,800</b>	<b>\$10,800</b>	<b>\$10,800</b>	<b>\$32,400</b>

**9. Total Direct Costs**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
\$189,266	\$180,896	\$179,202	<b>\$549,354</b>

**10. Indirect Costs – approved Federal Indirect Cost Rate of 15.9%**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
30,093	\$28,762	\$28,493	<b>\$87,348</b>

**11. Training Stipends**

<b>Professional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Registration for Professional Development for Certified Counselors: 2 staff x \$500 per year = \$1,000. Year 1 will be in Tucson, Years 2 & 3 in Phoenix	\$1,000	\$1,000	\$1,000	\$3,000
<b>Totals</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$3,000</b>

**12. Total Costs**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
220,359	\$210,658	\$208,695	<b>\$639,712</b>

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

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

Name of Institution/Organization

Chicanos Por La Causa, Inc.

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	132,025.00	127,104.00	125,770.00			384,899.00
2. Fringe Benefits	35,647.00	34,318.00	33,958.00			103,923.00
3. Travel	5,794.00	6,874.00	6,874.00			19,542.00
4. Equipment	3,200.00					3,200.00
5. Supplies	1,800.00	1,800.00	1,800.00			5,400.00
6. Contractual						
7. Construction						
8. Other	10,800.00	10,800.00	10,800.00			32,400.00
9. Total Direct Costs (lines 1-8)	189,266.00	180,896.00	179,202.00			549,364.00
10. Indirect Costs*	30,093.00	28,762.00	28,493.00			87,348.00
11. Training Stipends	1,000.00	1,000.00	1,000.00			3,000.00
12. Total Costs (lines 9-11)	220,359.00	210,658.00	208,695.00			639,712.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): U.S. Department of Health and Human Services

The Indirect Cost Rate is 15.90 %.

(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 Chicanos Por La Causa, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Tillie	<input type="text"/>	Arvizu	<input type="text"/>

Address:

Street1:	2550 East Fort Lowell Road
Street2:	<input type="text"/>
City:	Tucson
County:	<input type="text"/>
State:	AZ: Arizona
Zip Code:	85716
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="520-791-9855"/>	<input type="text" value="520-884-9007"/>

Email Address:

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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