

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 # S215E140256

Grants.gov Tracking#: GRANT11637284

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="04/26/2014"/>	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="Konocti Unified School District"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="680319473"/>	* c. Organizational DUNS: <input type="text" value="847718186000"/>	
d. Address:		
* Street1: <input type="text" value="9430-B Lake Street"/>	Street2: <input type="text" value="P.O. Box 759"/>	
* City: <input type="text" value="Lower Lake"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="CA: California"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="95457-8600"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Laurie"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Desimone"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Chief Business Officer"/>	
Organizational Affiliation: <input type="text" value="Employee"/>		
* Telephone Number: <input type="text" value="707-994-6475"/>	Fax Number: <input type="text" value="707-994-0210"/>	
* Email: <input type="text" value="laurie.desimone@konocitiusd.org"/>		

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Konocti Counseling Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="393,438.00"/>
* 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="393,438.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Karen MacDougall</p>	<p>TITLE</p> <p>Chief Business Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Konocti Unified School District</p>	<p>DATE SUBMITTED</p> <p>04/26/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

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

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S215E140256

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA 427) Narrative

The Konocti Unified School District (“KUSD”) and its schools are committed to ensuring that every student has equitable access to opportunities and supports, including the proposed Project that enable their positive development and help them reach their full potential. The Project will take action to assure equitable access for all students, teachers, other staff, parents, and other Project beneficiaries. No person will be excluded or impaired from participating in Project activities because of gender, race, national origin, color, disability, or age, as set forth in Board Policy 0410(a) Nondiscrimination in District Programs and Activities. Board policies are applicable to, and adopted by, the schools.

KUSD supports full participation of students with disabilities, whether physical, developmental, or other, in its schools’ regular academic and social programs. Because KUSD is a public education agency, its facilities are all fully accessible under the Americans with Disabilities Act. Buildings are wheelchair accessible, with entrance ramps, wide doors, no thresholds, and appropriate restrooms. Buses with wheelchair lifts are available to transport students in wheelchairs, as well as staff and parents, as needed. All buildings are one-story. If any participants need a specific type of assistance or assistive device that is not usually or currently available, KUSD and/or the Project will accommodate their needs.

In addition to the general policies and provisions summarized above, KUSD and the Project acknowledge that some students, parents, and staff are more likely to be confronted with barriers to access or may have greater needs than others. For this Project, the major barriers will be ethnicity/language, disability, poverty, and homelessness. Gender, age, national origin, etc. do not apply. To ensure full and equitable access to, and participation in, the Project and KUSD will do the following:

Barrier	Group Served	Steps to Ensure Equitable Access
Ethnicity & Language	Spanish-speaking Latino students and parents	Although the Hispanic/Latino enrollment varies from almost 30% at one site to 0 at another, the number of Latino students and families continues to rise. Teachers and counselors are not representative. However, all teachers are certified to work with the English Language Learner population. To ensure ethnically and linguistically competent activities and materials, the Project will: (a) recruit for multi-cultural, bilingual staff; (b) provide cultural competency training; and (c) translate materials, notices, consent forms, and communications sent home to parents, including parents serving on the Advisory Board. Translation will be at an appropriate literacy level. School discipline policies relevant to the Project’s GPRA Measure 2 will be made available in Spanish. Interpreters will be provided, upon request (and parents will be notified of the availability of this service) at case conferences, Advisory Board meetings, and other services, as applicable. Youth will

Barrier	Group Served	Steps to Ensure Equitable Access
		never be asked to translate or interpret for their parents.
Limited English Proficiency Other than Spanish	Students and parents speaking neither English nor Spanish	At this time, there are a few students or parents in KUSD who are not Spanish-speakers. KUSD and the Project will arrange for translations and interpreter services for such students and parents, as needed. Youth will never be asked to translate or interpret for their parents.
Ethnicity	Native American (NA) students and parents	The NA enrollment ranges from 9% to 0 among the sites. Historically, NA students tend to drop out of high school, so actions promoting equitable access are important to their success. Teachers and counselors are not entirely representative. To ensure culturally competent activities and materials, the Project will: (a) recruit for multi-cultural, bi-lingual staff; (b) use programs and practices created by, or adapted to, NA culture; (c) partner with local experts to review materials for cultural competency; (d) provide cultural competency training for all participants; and (e) address the mental health risk factors specific to tribal children. Further, parents, caregivers, and tribal leaders will be and have been respectfully consulted and advised about the Project, its activities, and its desired results.
Disability	Students receiving special education services; parents & staff with disabilities	About 10% -13% of KUSD students are receiving special education services. The Project will work closely with LCBH, Tribal Health, and other local agencies to ensure all special needs children are identified and able to participate. As noted, facilities are fully-accessible. Students will receive assistive services and devices, as needed. KUSD provides students with accessible transportation to school, ensuring students with disabilities will have access to Project services. Parents and staff with disabilities will receive assistive services and devices as needed.
Poverty	Students and parents living below the federal poverty level	KUSD is a high-poverty community, with about 37% of children aged 5-7 in poverty at 100% of total population living in poverty. Free and Reduced Meal eligibility ranges from 81.4% to 75% among the sites. Inter-generational poverty affects students of all ethnicities, challenging the District and its schools with the culture of poverty. Members of this culture are wary of and avoid authority, including schools. To help all staff better understand the needs of families in poverty, including the culture of poverty, the Project will coordinate training workshops with local agencies serving tribal and non-tribal families so Project staff understand local conditions, resources, and referral

Barrier	Group Served	Steps to Ensure Equitable Access
		processes. All services will be free, so all eligible students will be able to participate in, and benefit from, the Project.
Homelessness	Homeless youth and families	KUSD serves a high proportion of the County's homeless public school students. It fully cooperates with the McKinney-Vento Homeless Student Assistance Program, coordinated by Healthy Start. Homeless students are enrolled promptly in accordance with statute and provided with immediate access to relevant services. They are mainstreamed and their privacy is protected.
Staff	All	KUSD is a public entity and an equal opportunity employer. Age, race, color, gender, national origin, or disability have not been barriers to employment access at KUSD and will not be barriers for Project staff. As noted, KUSD provides an ADA-compliant workplace. As needed, it will provide Project staff that requires assistance with appropriate services and/or devices.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Konocti Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Laurie Middle Name:

* Last Name: Desimone Suffix:

* Title: Chief Business Officer

* SIGNATURE: Karen MacDougall

* DATE: 04/26/2014

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:

[Add Attachment](#)

[Delete Attachment](#)

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Project Abstract

The Konocti Counseling Project (the “Project”) **Objectives** (summarized), are: (a) reduce the ratio of students to counseling staff by 181%; (b) annually, provide support groups and counseling to 120 lower-acuity students; 85% complete and/or receive 6+ months; (c) annually, provide case-managed services to 60 higher-acuity students; 80% complete and/or receive 6+ months; (d) improve crisis response; (e) improve, and obtain feedback on, school environment.

The **Activities** (summarized) are: (a) place a 1.0 FTE Psychologist, 1.5 FTE Counselors, and a 1.0 FTE School Social Worker; (b) screen, assess, and assign youth to lower or higher acuity groups; (c) provide support and Relational Aggression (“RA”) groups, plus one-on-one counseling, as needed for lower-acuity youth; (d) provide case-managed planning, counseling, cognitive behavioral intervention, RA, and support groups to higher-acuity youth; (e) provide home visits and family functioning supports; (f) provide universal Question, Persuade, Refer (“QPR”) suicide response training; (g) obtain stakeholder annual input on school environment.

The Project meets **Competitive Priority 1: Improving School Engagement**, addressing both priority areas: (a) improving school environment; and (b) reducing bullying, et al.

The **Outcomes** (summarized) are: (a) reduce ratio of students/counselors to 274/1 and students/social workers to 870/1; (b) 75% of lower acuity and 70% of higher acuity students improve functioning; (c) 65% higher acuity maintain gains 1-year post-Project; (d) by Year 3, suicidal ideation/acts decrease by 50% and disciplinary referrals decrease 22%; (f) reported safety, school connectedness, and positive school climate rise; and (g) bullying drops 5%/year.

The Project will serve **870 students** with QPR and referrals and provide direct services to **120 lower-acuity** and **60 higher-acuity** youth and families. It will serve **3 sites** in Lower Lake, California: Lower Lake High School, Carlé Continuation, and Blue Heron Community Day.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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PROJECT NARRATIVE

1. Need for Project.

Introduction. The Konocti Unified School District (“KUSD”) is located in rural Lake County in northern California. This isolated area is about 100 miles north of San Francisco and 50 miles east of the Pacific Ocean. The entire population (64,665) can fit into a modern football stadium. About one-fourth (25.1%) of adults live below poverty, rising to 31.5% of children under 18. In March 2014, unemployment was 11.5%, higher than the State (8.5%) or national rates (6.7%).ⁱ Lake County is rated worst in the state for health outcomes, behaviors, and access.ⁱⁱ

District served. KUSD, population 22,400, serves about 3,071 students scattered over 400 square miles in the City of Clearlake, small towns, and the Elem Indian Colony. About 37% of children 5-17 live in poverty. Per capita income is \$19,128, compared to \$28,051 nationally.ⁱⁱⁱ

Schools served. The Project will serve KUSD’s three high schools: Lower Lake High School (“LLHS”), Carlé Continuation High School (“Carlé”), and Blue Heron Opportunity School (“BH”). LLHS offers college prep and career tech. Carlé serves alternative learners. BH serves youth who are on probation, chronic truants, or expelled. See *Profiles*, below.

Table 1: 2012-2013 Demographic Profile of Secondary Schools Served (Baseline)

Data Element	LLHS (9-12)	BH (9-12)	Carlé (10-12)	County
Enrollment ¹	657	80	133	9,145
English Language Learners ¹	10.6%	0	2.2%	10.7%
Free & Reduced Lunch eligibility ¹	77.9%	75%	81.4%	70.5%
Ethnicity (2012-2013) ¹ :				
▪ White	▪ 53.6%	▪ 79.2%	▪ 62.9%	▪ 56.5%
▪ Black	▪ 4.2%	▪ 8.3%	▪ 6.7%	▪ 1.9%
▪ Hispanic/Latino	▪ 29.9%	▪ 8.3%	▪ 14.6%	▪ 29.3%
▪ Native American	▪ 4.3%	▪ 0	▪ 9%	▪ 5.2%
▪ Asian/Pacific Islander	▪ 1%	▪ 0	▪ 0	▪ 1.6%
▪ Mixed/Other/Unknown	▪ 7%	▪ 4.2%	▪ 6.7%	▪ 5.5%

¹Source: <http://dq.cde.ca.gov>. ²McKinney-Vento Homeless Student Assistance Program, 2014.

Meetings, interviews, focus groups, and email surveys with parents, administrators, teachers, counselors, ELL staff, and school secretaries found a disturbing consensus:

“It’s never been this bad.”

Table 2: Summary of Most Urgent Needs and Concerns

<p>LLHS:</p> <ul style="list-style-type: none"> ▪ Much more unstable, insecure, angry ▪ Poor or no social skills ▪ Parents violent, apathetic, and negative and were raised that way themselves ▪ Students are: “Desperate”, “emotionally depleted”, “hungry”, “overwhelmed” ▪ Significant suicide risk ▪ Few or no positive role models ▪ All youth at risk, whether show it or not 	<p>Carlé/BH:</p> <ul style="list-style-type: none"> ▪ Sharp rise in mental/behavioral problems ▪ High mobility; gaps in education ▪ Parents violent, apathetic, negative and were raised that way themselves ▪ Students can’t control emotions, behavior ▪ Significant suicide risk ▪ Hunger; “Rampant, horrifying neglect” ▪ Few or no positive role models ▪ Higher risk youth need more, have less
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Parents and staff agree: *“Many of our students can never imagine a life past the County line. Without intervention, including mental health counseling, many . . . will repeat the life they were exposed to.”* (Parent email, 2014). Project interventions will break this cycle.

A. Specific Gaps and Weaknesses in Services, Infrastructure, and Opportunities. The *critical gap* is the lack of counseling services. **Staff/student counseling ratios** fall below the recommended ratios at: 1.0 FTE counselor/740 students, and 0 school social workers/870 students. Two years ago, LLHS had 2.0 FTE counselors and 2.0 FTE psychologists. Youth are being deprived of urgently-needed help. (See GPRA Tables, **Section 4** for site-specific staffing.)

Other resources cannot fill this gap. There are no in-County child or adolescent psychiatrists or psychiatric hospital beds. Lake County Behavioral Health (“LCBH”) operates one public clinic in KUSD, serving Medi-Cal-eligible youth. Lake County Tribal Health Consortium (“LCTHC”) provides mental and behavioral wellness services for tribal people only. Konocti is still recovering from years of multi-million dollar budget cuts that eliminated most

student support services, including counselors, psychologists, and aides. Without outside help, the District cannot even restore, much less expand, school-funded counseling services.

Families cannot help. “Families that were on the brink have been pushed over the edge; more are right behind them” (Staff meeting). Too many local parents are apathetic, violent, neglectful, and/or abandon their older children. Youth grow up with poor role models, lacking social skills, empathy, and the ability interact peacefully with others. When survival is a daily challenge, there are no financial or emotional resources left to plan for the future. College-going is not part of the local culture. Only 45% of the sites’ parents graduated from high school; 31% never finished. Parents who do want to help their students must overcome a myriad of challenges.

The drug culture challenges pro-social norms. Lake County’s rugged terrain and extensive open lands provide cover for marijuana growers and methamphetamine producers. Many families rely on drug production to supplement or replace lost jobs. Youth in the “grow” culture make good money quickly and see no reason to work hard in school and go to college.

The “Culture of Poverty” is powerful. People from the intergenerational Culture of Poverty (two or more generations) rely on relationships. Personal achievement, such as going to college, imperils these relationships. It is seen as selfish. Students from this culture: (i) react with hyper-aggression to real or imagined threats (“If he hits you once, hit him twice”); (ii) don’t do their work; (iii) speak only in the casual register (“this sucks!”); and (iv) defy authority. ^{iv}

Youth are homeless and transient. Almost 40% (39.35%) of the County’s homeless students live in KUSD. In one year, the number of local homeless encampments rose from 2 to 5; they are right next to businesses and homes. The only Safe House shelters 5-8 youth/year. The PAD provides up to 21 days shelter for 15-18 year olds only. High student mobility (10%-45%) deprives students of access to academic support and school-based services, such as the Project.

Childhood trauma affects development. The Adverse Childhood Experience (“ACE”) Study correlated specific childhood traumas with lifelong problems (www.cdc.gov/ace/). ACEs include: substance abuse in the home, domestic violence, caregiver mental illness, loss of a parent, and child abuse. Low socio-economic status is also an ACE^v. Adults with ACEs suffer from higher rates of substance abuse, mental illness, and depression. Parents with ACEs may repeat the cycle. The effects of ACEs often manifest in adolescence.

Exposure to violence disrupts development. Exposure to violence, whether as victim, witness, or perpetrator, is linked to depression, post-traumatic stress, anxiety, anger, and school failure (Hamby, et al.). Brain development, cognition, and focus are impaired, leading to distractibility and school failure. With about a third of the County’s population, KUSD accounts for about half of all child abuse reports, 40% of the County’s domestic violence calls, and 47% of its registered sex offenders. KUSD students are at high risk of exposure to violence.

Weak infrastructure exacerbates the gaps. Poverty reduces resources available for public or private investment in infrastructure, such as shelter or clinics. The lack of transportation limits access to the few non-school-based services. Resources have dropped; needs have risen.

Project Strengths. The schools are oases of order, safety, and services. Students are increasingly able and willing to help peers in distress. LLHS students produced a winning public service announcement on suicide prevention and stigma reduction for the state’s Directing Change Program, at http://youtube/ZyoAQ_qE63o. Collaborative partners will help reduce toxic stress. Finally, the resiliency of youth is a powerful resource when reinforced and positively guided.

Nature and Magnitude of Need for Project Services. KUSD’s high school students are coping with multiple unmet needs from childhood while attempting to grow into healthy adults. They come to school burdened with the effects of trauma. This section demonstrates the

impact of the risk factors detailed above on the students to be served.

They are depressed. In KUSD, 37% of 9th graders and 29% of 11th graders reported feeling “so sad and hopeless every day for two weeks or more that [they] stopped doing usual activities”. Depressed youth are more likely to get into trouble with alcohol, drugs, sex, or crime; they have problems with family, friends, school, and grades [California Healthy Kids Survey 2010-2011 (“CHKS”) (<http://chks.wested.org/reports>) The CHKS is a normed survey given biennially to 5th, 7th, 9th, and 11th graders. It measures risk and protective factors].

They are at high risk of suicide. Conditions in KUSD contribute to youth suicide risk. LLHS student focus groups held by the North Bay Suicide Prevention Project identified the following: (i) increased poverty; (ii) family neglect and dysfunction; (iii) abuse; (iv) social rejection; (v) experiencing loss without a way to process it; (vi) bullying; (vii) feeling unloved/unsupported; (viii) lack of opportunity/hopelessness; (ix) fear; and (x) no idea of what to do after high school. In 2010-2011, 25% of KUSD’s 9th graders and 22% of its 11th graders seriously considered suicide (CHKS). This year, LLHS has had two suicides and at least 20 known attempts. When a school experiences a suicide, it is 300% more likely to have another in the next 12 months. For every known attempt, there are 20-30 more [Question, Persuade, Refer (“QPR”)]. Even high-functioning students are at risk. During a planning project, staff found that many of this group were suicidal. They help everyone else, but no one sees they need help, too.

Substance abuse starts early. KUSD’s students start substance use very young: 69% of 9th graders and 62% of 11th graders started drinking at or before age 14. Such early onset suggests self-medication. It predicts lifelong problems, heavier use, and addiction.

Table 3: Student High Risk Behavior – Alcohol, Other Drugs, and Tobacco (CHKS)

Behavior¹	9th KUSD	11th	9th Lake	11th	9th US	11th
Ever smoked a cigarette?	37%	33%	29%	33%	N/A	55%
Ever drunk alcohol?	68%	79%	62%	72%	N/A	79%

Binge drinking past 30 days?	23%	32%	23%	32%	N/A	28%
Ever used marijuana?	60%	44%	45%	53%	N/A	21%

Relational Aggression (“RA”) is severe and pervasive. About 35% of bullying victims reported multiple victimizations (4 or more/school year), while 45% of 9th graders reported being harassed (CHKS). The LLHS School Climate Index confirms that violence, victimization, and bullying rose steadily between 2011-2013. RA, such as verbal threats, bullying, and social rejection, is “**almost twice as likely** to predict student self-protection than actual crime at school” (USDOES 022010.ppt, slide 16). Cyber-bullying is an insidious form of RA because it is a 24/7 experience. There is no closure and no escape. The effects of RA include depression, anxiety, anger, school-avoidance, and suicide. In 2012-2013, the sites had 1,174 disciplinary referrals or 1.35 per student; of these, 478 resulted in suspensions.

Table 4: Student High Risk Behavior – Violence, Weapons, Bullying, & Safety

	9 th KUSD	11 th	9 th Lake	11 th
Had mean rumors spread about you? ¹	44%	38%	45%	38%
Been pushed or hit? ¹	32%	20%	34%	21%
Been in a fight? ¹	22%	20%	24%	15%
Been afraid of being beaten up? ¹	20%	15%	24%	12%
Brought a weapon to school?	19%	18%	16%	12%
Saw someone w/ a weapon at school?	37%	38%	31%	29%
Victim of cyber-bullying? ¹	22%	20%	28%	23%
School perceived as safe/very safe	51%	45%	54%	64%

¹These questions are types of RA. All data from CHKS 2010-2011.

Students are in trouble academically. All of these factors contribute to academic difficulties, which can affect a youth’s entire life course. The entire District and all three schools are in Program Improvement due to failure to meet achievement targets.

Conclusion. Students’ healthy development is derailed by their experience of complex trauma in a high-risk, low-resource environment. Without help, they may never achieve their full potential. The Project will provide trauma-informed, school-based counseling services, support groups, and suicide prevention, enriched with comprehensive supports.

2. Quality of the Project Design. *The Project meets the first Absolute Priority and Competitive Priority 1(a) and (b), as documented in Section 4.*

A. Project Will Establish Linkages. The needs of youth and families to be served exceed the Project’s scope and resources. The Project will build on KUSD’s 22 years of collaborative partnerships to link families and youth to comprehensive services, such as health care, family support services, and housing. Partners’ contributions are discussed throughout this proposal and documented in greater detail in the Letters of Commitment. (See Other Attachments.)

Table 5: Linkages and Services

Provider	Services Available to Project
KUSD	.45 FTE School Psychologists; Student Support Services; Konocti Wellness Center (medical care); Fitness Center
LLHS, Carlé, BH	1.0 FTE Counselor; Link Crew peer leaders; access to staff & training time; confidential counseling rooms
Lake County Office of Education (LCOE) (all programs)	Healthy Start (health care, family support, clothing, resources & referrals); Homeless and Foster Youth assistance; clinical supervision for Project staff
Lake County Behavioral Health (LCBH) (Includes alcohol and other drug services)	Services to higher acuity children & families; training on recognition, referral, trauma-informed care; clinical support; mobile crisis response; Latino and tribal outreach
Redwood Children’s Services, Inc. (RCS)	In-District drop-in youth center and 21-day homeless shelter; foster youth services; counseling
Lake Family Resource Center (LFRC)	Domestic violence & rape crisis response; Community Crisis Line; Early Head Start Center; gender role groups
Lake County Tribal Health Consortium, Inc. (LCTHC)	Mental and behavioral wellness services for tribal youth; medical care; cultural training; In-District clinic
Lake Community Pride	Crisis shelter, referrals, Safe House, coordinate with RCS
Health Leadership (HLN)	Community transformation; forum for best practices

B. Project Design is Appropriate and Successful. The Project design integrates Positive Youth Development (“PYD”). PYD promotes protective factors, such as bonding to pro-social adults and peers and school engagement. Such bonding reduces negative behaviors, enhances protective factors, and helps adolescents develop into positive adults.^{vi} The Project relies on the proven power of relationships to motivate change. It tailors services to each student’s unique strengths and needs. Its service delivery strategies ensure quality and cultural responsiveness.

(i) **Specific and Measurable Goals, Objectives, Activities, and Outcomes.** The Project's *Overarching Goal* is: "Using PYD, deliver trauma-informed counseling and supports that empower youth to overcome the effects of trauma, achieve social, emotional, and behavioral well-being, and succeed in school and life." The *Work Plans* (following this page) link Goals and Objectives with activities, responsible parties, timelines, milestones, and Outcomes.

(i) **Direct Services (a) Universal interventions.** Over the 3-year Project term, KUSD will provide Question, Persuade, Refer ("QPR") suicide prevention training for all staff and students, all 9th graders, and 90% of 10th-12th graders, plus parents, community, and Partners. QPR is positive, pro-active and strength-based. It teaches specific, developmentally-appropriate, real-world warning signs. QPR gives students skills and permission to acknowledge their needs, reach out to each other, and share concerns with staff. QPR also identifies distressed youth who are not showing it. It detects troubled behaviors, such as eating disturbances, sleep problems, self-harm, and bullying. Early detection prevents escalation. Universal QPR is an effective, evidence-based strategy to identify, intervene, and help youth across a wide spectrum of need.

The Project will implement QPR training in stages. It has access to 30 free, local certified trainers. Each Fall, teachers and classified staff will be trained or updated. Family and community members will be invited. The LLHS Student Link Crew will be trained concurrently. The Link Crew is a group of about forty 11th and 12th grade volunteers. Each is assigned to his/her own small group of freshman and mentors them throughout the year. These students form the core of a peer-to-peer QPR support system. Next, the Project will provide QPR to all 9th graders, in facilitated small-groups. A school psychologist or counselor will be available in case of crisis. Staff and student trainings will be repeated every Fall. Groups will also be held for 9th graders entering mid-year. During Years 2 and 3, the Project will train 12th and 11th graders.

Goal 1: Improve the social, emotional, and cognitive functioning of lower-acuity students, increasing their success in school.			
Objective 1.1: Reduce the average ratio of students to counseling staff to 130:1: 274/1 (Counselor); 870/1 School Social Worker			
Action steps (Assumes 10/01/2014 Start Date)	Responsible Parties	Completed by	Milestones
1.1.1 Recruit, hire, orient, and/or assign 1.0 FTE Psychologist, 1.50 FTE Counselors, and 1.0 FTE School Social Worker (All Goals 1-4)	Project Director (PD); KUSD administration	11/15/14 [Note: Psychologist will be in place 8/01/14]	Employment contracts in place; staff oriented and trained; Counselors assigned to sites
GPRA 1 Performance Measure: Counseling staff ratio improves from 3.7 FTE/870 students to 6.7 FTE/870, a 181% increase.			
Objective 1.2: Annually, provide menu of counseling and support services, including Support Groups, Cognitive Behavioral Intervention for Trauma in Schools, and one-on-one counseling, as needed, to 120 lower-acuity students.			
1.2.1 Introduce Project to staff, students, parents; set up referral system; hold mental health day thematic unit; train staff on early recognition	Project Director & Counselors	By 12/15/14 in Y1; By 9/30 in Y2 & Y3	100% of staff oriented & trained; Thematic Unit completed
1.2.2 Results of referrals, screens, & mental health day reviewed by Project Psychologist; for further screening, if needed; students assigned to services based on acuity	Counselors; Psychologist; Student Teams (if applicable)	Referrals & screening start by 9/30/14 in Y1; ongoing	1 st cohorts identified by 10/31 and assigned to lower-acuity or higher-acuity groups
1.2.3 Support, Anger, Grief, RA groups begin serving 1 st cohorts of up to 8 youth/group, facilitated by Social Worker. Counselor & Psychologist available as needed	Social Worker; Counselors & Psychologist	11/15/14 in Y1; by 9/30 in Y2 & Y3 + rolling enrollment	Weekly groups held
1.2.4 Counselors provide individual sessions to @ 8-10 students/semester; Psychologist may assist	Counselors; Psychologist	See above	Weekly sessions held
1.2.5 Groups enroll new students every 6-9 weeks; students due to personal circumstances	Counselors; Psychologist; other referral sources	By 2/28/15 in Y1; By 12/15 in Y2 & Y3; ongoing at 6-9 week intervals	Rolling enrollments maximize student access to services
Objective 1.3: 85% of lower-acuity students complete Project services and/or receive 6+ months of service.			
Outcome 1: 75% of lower acuity students who complete Project and/or 6+ months of services improve social, emotional, or cognitive functioning, measured by disciplinary referrals, academic success, attendance, and/or pre/post assessments.			
Goal 2: Improve the social-emotional functioning of higher-acuity students, increasing their school success.			

Objective 2.1: Annually, provide case-managed Project services to 60 higher acuity students.			
2.1.1 See 1.1.1, above	1.1.1, above	1.1.1, above	1.1.1, above
2.1.2: Using referral, screening, and assessment results, Psychologist & Counselors work with sites, parents, & Student Teams (if any) to enroll higher-acuity youth	Psychologist; Counselors; Team members	By 11/15/14 in Y1; by 9/30 in Y2 & Y3	First cohorts of higher-acuity students enrolled
2.1.3 Counselors & students develop Success Plans; begin individual sessions w/ up to 10 students/each for 3-6 mos., extended as needed	Counselors; Psychologist; Teams	12/15/14 in Y1; 10/15 in Y2 & Y3; ongoing @ 3-6 mo. intervals	Plans in place; Weekly individual sessions scheduled & held; students complete & transition
2.1.4 9 th graders w/ depression &/or PTSD from exposure to violence join CBITS groups	Counselors; Psychologist	12/15/14 in Y1; 10/15 in Y2 & Y3; 10-week sessions	Weekly groups held
2.1.5 Higher-acuity students join Support Groups, to supplement individual therapy or to transition to less-intensive services; RA Groups held	Counselors; Psychologist; Teams	12/15/14 in Y1; 10/15 in Y2 & Y3; ongoing, as needed	Weekly groups available at each site; students placed when ready
Objective 2.2: 80% of higher acuity students served will complete their Plans or receive 6+ months of service.			
2.2.1: See 2.1.1-2.1.5; Referral system in place; Project service integrated w/ other supports, e.g., health care, substance abuse, parent support, etc.	Counselors; Psychologist; Teams; Partners	See 2.1.1 - 2.1.5	Attendance, etc. improved among students served; longitudinal data confirms sustained effect
GPRA 2 performance measure: Average number of referrals per site for disciplinary reasons decreases by 22% by Year 3.			
Outcome 2: 70% of higher-acuity students who complete their Plans and/or receive 6+ months of service will improve attendance, behavior, academic achievement, or social functioning; 60% of that group maintain measurable improvements in attendance, behavior, academic achievement, or social functioning for at least one year			
See Activities 2.1.1-2.1.5; 2.2.1	See above	See above	Longitudinal data confirms sustained impact
Goal 3: Improve crisis response capacity			
Objective 3.1: Students and staff are empowered to recognize and respond to students in crisis or distress, especially suicide risks			
3.1.1: Certificated & classified staff at all sites trained in QPR	Psychologist; Counselors	By 8/31, annually	100% staff trained
3.1.2: Student Link Crew trained in QPR	See above	By 9/10, annually	100% of Link Crew trained/yr.
3.1.3 100% of 9 th graders receive QPR	Counselors	By 10/01, annually;	100% trained

		mid-year sessions	
3.1.4 QPR expanded to 11 th -12 th grades in stages, starting with 12 th grade	Counselors; trained school staff	1/15 – 12 th ; 2/15 – 11 th ; 3/15 – 10 th	By Year 3, 90% of students trained in QPR
3.1.5 LCBH and KUSD coordinate mobile crisis response to school sites	Project Director; LCBH Dep. Dir.	1/15; ongoing	Crisis response times reduced
Outcome 3: By Year 3, students' suicidal ideation and/or acts decrease by 50%			
Goal 4: Improve actual and perceived school environment and safety to promote student learning			
Objective 4.1: School environment is consistently peaceful and positive and supports student learning			
4.1.1: Support, RA, and CBITS groups address student empathy, impulse control, positive peers; counseling addresses traumas leading to violence	Social Worker; Counselors; school staff	1/15/15 in Y1; ongoing as above	Group and individual counseling sessions held; model/ curriculum/ followed
4.1.2: Family support services provided to reduce stresses and improve family functioning, including referrals, home visits, multi-cultural outreach, etc.	Social Worker; Healthy Start, LCBH, partners	11/01/14, ongoing	At least 25% of families served report improved functioning in one or more domains
Objective 4.2: Annually, obtain parent, student, staff, and community input on school environment			
4.2.1: Annual CHKS Parent Module given to all parents; Project parents receive Project survey	Project Director; Site Principals; Evaluator	1/31/15; Spring 2015; Fall/Spring Years 2 & 3	Surveys sent, compiled, & analyzed; 60% response rate
4.2.2: Annual CSCS for all students & staff	See above	See above	Results compiled and analyzed; 80% student response; 90% staff response; 60% parent response
4.2.3: Sites organizes Annual Town Hall meeting for general community	Site staffs; PD; Advisory Board	Spring 2015, 2016, 2017	Town Hall held; attendance rises in Years 2 and 3
4.2.4: Advisory Board members complete anonymous Collaboration Survey	Board members; Evaluator	Spring 2015, 2016, 2017	90% Board response rate; results compiled annually
Outcome 4: The schools served become, and are seen as, a peaceful, positive places where all students are safe and free to develop their full potential, including academically, evidenced by a 22% reduction in disciplinary referrals and a 10% increase in students scoring the equivalent of Proficient or Advanced on the Common Core Assessments by Year 3.			

(i) **Direct Services (a) *Universal interventions (cont.)*** Year 1's 9th graders will be Y2's trained 10th graders. Universal training creates a protective culture of caring and understanding.

(b) ***Referral, Screening, and Assignment.*** The Project will distribute referral forms to all staff, both certificated and classified. School staff, families, Partners, peers, and/or Project staff will refer students, who may also self-refer. To increase awareness and referrals, the Project will sponsor an annual one-day, integrated thematic unit on mental health, using core subjects, such as history of mental health response. In English class, students will be prompted to write essays or stories exploring their own insights and concerns. Project staff will stand by in case of crisis.

The Project Psychologist will review all referrals to identify potentially eligible students. They will be screened further for low academic achievement, frequent truancy or unexcused absences, frequent counseling or disciplinary referrals, multi-agency personal or family involvement, and total protective assets, including an age-appropriate Developmental Assets Inventory ("DAI"). Results will determine assignment to the Lower or Higher-Acuity groups or referral to non-Project services. The Project will adapt services as youth change acuity.

(c) ***Lower-Acuity services.*** These youth will be: (1) having social difficulties; (2) showing early onset behavior or attitude changes; and/or (3) in crisis, but not suicidal. They will be referred to appropriate Support Groups. General support groups will help students stay on a positive path and reinforce therapeutic gains. The Project will repeat its 6-9 week Anger Management, Grief Support, and Social Skills groups during each school year. Topic-based groups will address specific concerns, such as LBGTQ issues. These groups will change as students' concerns change. Groups are safe places for youth to practice social skills, develop empathy, and form a circle of positive peers. About 60 youth/year will join gender-specific Relational Aggression ("RA") groups to learn how to resist being either a victim or a perpetrator,

including on-line. The School Social Worker (“SSW”) will facilitate most groups.

Some youth will receive one-on-one counseling. They may also receive *Brief Therapy*, or another cognitive-behavioral intervention, in which they explore how they perceive the world, what they want to change, the future they want, and the steps they can take to achieve it. Most will receive 6-10 weeks of services. Youth in crisis will receive counseling as long as needed. Youth will transition from counseling to Support Groups. The SSW will visit referred Lower-Acuity families at intake, exit, and as needed and will visit Higher-Acuity families monthly or as needed. The SSW will assist families to: (1) identify priorities and strengths; and (2) develop a Family Plan with realistic goals and objectives, linked to specified services and providers.

(d) Higher-Acuity services. These youth will have more serious and/or chronic issues. Each will receive an Assessment Plan that includes parental involvement, when safe and appropriate. Youth, Project staff, parents/caregivers, and Student Teams, if any, will develop a Student Success Plan (the “Plan”). Most will receive weekly individual therapy, preparing them to benefit from cognitive-behavioral interventions. The 10-session Cognitive Behavioral Intervention for Trauma in Schools (“CBITS”) will help 9th graders develop relaxation and social problem-solving skills to relieve PTSD, depression, and anxiety. About 30 students will join RA groups. Others will join relevant Support Groups. Higher-acuity youth will be re-assessed every 3 months, at completion, or at the end of the school year, as applicable. Youth who do not show measurable progress in 12 months will be re-evaluated. Services will continue until youth meet their Plan goals or leave the Project. They may still participate in Support Groups.

(e) Crisis response. The Project is specifically designed to improve the schools’ capacity to see student crises coming and to respond to them quickly. Crisis response strategies include: (1) universal QPR and pro-active outreach to all students; (2) improved mental health staff/student

ratios overall; and (3) Counselors on-site at Carlé and BH. Stable assignments lead to trusting relationships and accessibility. Students in crisis are more likely to seek help.

(f) Substance abuse prevention, intervention, and treatment. The Project will coordinate with classroom teachers and staff to identify and refer youth with substance abuse issues. These youth will be referred to LCBH, Tribal Health, RCS, etc. for these services Youth who complete treatment will be referred to Support Groups to help them stay on track.

(g) Positive parent contacts. The Project will encourage and facilitate positive relationships and regular contacts with parents, contingent upon student and family safety, functioning, and other factors. Parent involvement will be included in the Project Assessment Plan, Success Plan, Family Plan, et al. Partners will coordinate with the Project to engage parents.

(h) Comprehensive community-based supports, by referral. As noted, many students lack even basic resources, e.g., a safe place to sleep, food, clothes, and health care. Collaboration gives the Project access to a wide array of supports from health care to housing. Healthy Start will coordinate most of these supports. It has an office in the Student Wellness Center at LLHS and 22 years of success in KUSD. LCBH and Tribal Health will provide most non-Project mental/behavioral health services, including LCBH's mobile crisis response. RCS provides some therapeutic services. Culturally responsive supports increase Project effectiveness by reducing the risk factors that contribute to students' toxic stress. (See **Linkages**, above.)

(i) Case management. Project staff will meet with each student to review progress, celebrate successes, and update their Plans, setting new goals and objectives as prior ones are met. In addition, Project staff case conference weekly to review student and family progress. Staff from other agencies may be invited to participate, as appropriate.

(ii) Quality Strategies. (a) Training. Professional development will increase Project

quality and effectiveness. Project staff will be trained on model(s), cultural issues, and other topics. Training creates local capacity to continue Project services post-funding. Collaborative partners will cross-train when feasible. See below for **Training Plan**.

Table 6: Training Plan

Subject & Target Audience	Trainer	When
Introduction to Project: staff, services, goals, concepts (e.g., toxic stress, youth assets) referrals: All staff	Site Counselors	1x/year @2-3 hours (Fall)/site
QPR training: All staff and the student Link Crew	Counselors, Linda Gude	1x/year @ 3.5 hours (Fall)/site
QPR training: All 9 th graders, including mid-year or TBD trainings for new/transitioning 9 th graders; Years 2-3: training for 11 th -12 th grades	Counselors, Linda Gude, Other TBD	1x/Year @ 1-2 hrs. (Fall)/ site; TBD as needed
Impacts of trauma; trauma-informed care; early mental health issues, warning signs, and responses; Recognition of acute/serious conditions: All staff	Psychologist; LCBH	Annual Fall in-service - 4-6 hrs.
CBITS; RA: Model(s): design, principles, & implementation: Project staff, site, KUSD student services staff	CBITS; model developers	Y1: Intensive Y2-3: Update, certify trainers
TBD: multi-cultural mental/emotional/behavioral health services w/ referral information: Project staff	SSW; LCBH; LCTHC	1-2x/year @ 4-16 hrs.
TBD topics, e.g., adolescent brain development, 40 Developmental Assets, exposure to violence, culture of poverty\Project & school staff; partners when feasible	TBD: Search Institute; Ruby Payne; Partners	TBD; @ least 1x/year; 2-6 hrs./training

(b) Cultural and linguistic competency. Strong cultural identity is a protective factor. The Project’s inclusive design allows it to serve all students, regardless of socio-economic status, national origin, gender/sexual orientation, ethnicity, language, and/or development. Project staff will coordinate with Tribal, ELL, and community resources trusted by youth and families. Diverse stakeholders will review Project materials for cultural sensitivity and accessible language. Translators and interpreters will be provided as needed. Staff will explain materials to illiterate parents. Services and strategies were chosen for their cultural responsiveness.

(c) Parental involvement in design and oversight. Parents were directly involved in the Project’s priorities and design. The Project Advisory Board (see below) will reserve at least three slots for parents (one per site) to provide candid, current parent input to guide development,

implementation, and evaluation. Anonymous feedback will be collected from CHKS and CSCS and Project parent surveys. The Project will be introduced to parents at Fall school site events.

(d) Advisory Board oversight. Advisory Board members will be recruited from the community, parent groups, and the School Site Councils (“SSC”). SSCs include parents, school staff, and community leaders. The Project will also recruit Board members from each site to meet statutory requirements. Each site’s members will meet monthly to monitor site activities. The full Board will convene quarterly to oversee the entire Project. This two-tiered approach ensures both responsiveness to each site’s unique student body and Project-wide consistency.

C. Project based on up-to-date research and effective practice. Increasing protective factors and reducing risk factors is proven to improve social, emotional, and cognitive development, behavior, and academic success. Decades of research are available, including meta-analyses.^{vii} Developmental school counseling is effective because it matches techniques to each student’s development and acuity.^{viii} See also www.cde.ca.gov/ls/cg/rh/counseffective.asp for 31 studies on how counseling improves student academic success, behavior, and social skills.

(i) Chosen models have sound research and practice base. Cognitive Intervention for Trauma in Schools (CBITS) is rated as “proven” to improve outcomes for children by the Promising Practices Network (www.promisingpractices.net). Randomized controlled trials of CBITS found that it significantly decreased symptoms of PTSD and depression in both English and Spanish-speaking students exposed to violence^{ix} QPR is listed in the National Registry of Evidence-Based Practices and Policies <http://nrepp.samhsa.gov/ViewIntervention.aspx?id=299>.

(ii) Project services increase social, emotional, and cognitive competencies. Addressing the affective and social dimensions of learning increases “school connectedness”, which decreases RA and promotes academic success^x. Students with more Developmental Assets are less likely

to engage in high-risk behaviors that reduce their academic success, such as drug use^{xi}

(iii) Project will improve school environment and safety. Between 70% and 80% of youth growing up in overwhelmingly negative environments achieve healthy adjustment and achievement when the schools recognize their needs and provide supportive activities, as the Project is designed to do. Depression and delinquency drop; grades rise.^{xii} School connectedness keeps youth in school, where they can benefit from the Project. Services that address RA reduce bullying, harassment, and trauma-induced substance use and improve school safety. Cognitive therapies improve school climate by helping youth understand why they do what they do and offering them positive ways to meet their needs. Support groups create positive peer groups.^{xiii}

(iv) Project services improve academic achievement. Research shows that students with more assets/protective factors (including school connectedness and social skills) and/or reduced risk factors have higher test scores and grades. Social-emotional support, plus prevention, fosters stronger school bonding and better social, emotional, and decision-making skills.^{xiv}

(v) Project services are culturally competent. The risk factor/protective factors approach benefits all ethnicities and ages, regardless of socio-economic status.^{xv} Creating stable, trusting relationships is a proven service delivery strategy for the culture of poverty^{xvi}

3. Quality of Management Plan.

A. Management Plan Will Achieve Objectives. The Management Plan combines highly qualified staff with clear lines of authority and communication to keep the Project on track. The District is fiscally sound. It has a balanced budget of \$29,144,590, a cash reserve, and manages about \$500,000/year in grants. KUSD's internal controls, budget monitoring, and grants management comply with state and federal school accounting requirements. The *Workplans* in **Section 2**, above, document the Project's capacity to achieve its Objectives on time and on

budget, with clear responsibilities, timelines, and milestones.

Table 7: Management Team With Responsibilities & Authority

Person/Position	Responsibilities & Authority
Linda Gude, Qualified Psychologist, Project Director (“PD”): .10 FTE	Administrative oversight; organize professional development; Liaison to Advisory Board & partners; convene Project & Team meetings; coordinate w/ Evaluator; submit Reports; sustainability; reports to District Superintendent
Principals: Jeff Dixon, LLHS James Burger, Carlé & BH	Organize site participation, e.g., trainings, space; staff and parent involvement; CHKS & CSCS testing; report to District Supt.
TBD, Advisory Board Members delegated to Team	1 parent to provide input from parent/caregiver perspective; 1 agency representative to provide input from agency perspective
TBD, Evaluator	Assist Team to plan for improvement & sustainability; document interim and annual outcomes; report to PD

(i) **Personnel highly qualified.** (See Attachments for résumés or job descriptions.)

Table 8: Staffing Plan

Staff Position with Name & FTE	Role & Responsibilities
Linda Gude, .10 FTE Project Director (“PD”)	See <i>Management Plan</i> , above.
Linda Gude, 1.0 FTE Qualified Psychologist (.10 FTE allocated to PD services; at least .80 FTE allocated to direct services)	Therapy; classroom observations; review & assign referrals; assessments; on-site counselor support; assist w/ school staff trainings
TBD, 1.50 School Counselors: 1.0 FTE at LLHS, .50 FTE each at Carlé & Blue Heron	One-on-one counseling, crisis response, QPR staff and student training &/or support, assist Support Groups
TBD, 1.0 FTE School Social Worker (SSW)	Facilitate Support Groups; home visits; Family Plans; referrals; case management
Barbara Ehr, MFT, School Psychologist .10 FTE Clinical Supervisor (LCOE contract)	Clinical supervision; ITCM meetings; train school staff on early mental health issues

(a) **Project Director and Project Psychologist.** Linda Gude, Psy.D., is a Qualified Psychologist with 18 years’ experience. She has specific expertise in crisis response, suicide response, and adolescents’ major life transitions, such as adapting to new cultures, chemical dependency, sexual orientation, leaving home, and high school graduation. Dr. Gude has a multi-cultural background. (b) **TBD, Project Counselors.** The Project Counselors will devote .80 of their time to direct service. They will each hold a California PPS credential, an MA in school counseling from an accredited program, and have 2-5 years relevant experience. (c) **TBD, SSW.** The SSW will have an MA in social work from an accredited provider, a California PPS

credential or equivalent national license and at least 2 years experience with comparable families and children. (d) **Barbara Ehr, MFT, Clinical Supervisor.** Barbara Ehr is a credentialed school psychologist, a licensed educational psychologist, and a licensed Marriage Family Therapist. She has over 30 years experience working with high-risk students in KUSD and Countywide.

(ii) **Culturally Competent Recruitment and Selection.** The Project will recruit from traditionally underserved groups and for multi-cultural experience, including culture of poverty. Outreach includes: (a) on-line posting at <http://www.edjoin.org> and www.konoctiusd.org; (b) presentations at Healthy Start, HLN, and other collaboratives; (c) postings at relevant colleges, California Indian Manpower Consortium, and the California Manpower Corporation (Latino); and advertising in English and Spanish language newspapers and local radio stations.

B. Procedures will Ensure Feedback and Continuous Improvement. The Project’s *quality control and continuous improvement strategies* include: (i) regular feedback, including interim evaluation results (see **Section 4**); (ii) clinical supervision, including Integrated Team Case Management (“ITCM”) and case conferencing; and (iii) training and professional development. ITCM is a best practice which combines clinical supervision, multi-disciplinary perspectives, case studies, and debriefing. It facilitates service integration and quality.

Table 9: Feedback Procedures

Implementation Step	Staff Responsible	By when	Milestone
All-Project staff meetings	PD convenes; staff attend	Monthly	Annual schedule & sign-in sheets
Advisory Board meetings (“Board”): by Site	Chair convenes; members attend; liaison reports	Monthly	Findings made and given to PD
ITCM and case conferencing	Clinical Supervisor; Project staff; others	Monthly	Schedule; sign-in sheets
Project Oversight Meetings	PD; Full Board; Site Principals; Project/School staff	Quarterly	Quarterly Reports w/ Findings and recommendations
Annual CHKS and CSCS	PD; School Sites; Evaluator; SS/HS	Annual	Participation rates; reports analyzed

Implementation Step	Staff Responsible	By when	Milestone
Evaluation Reports prepared and used for monitoring and planning	PD; Evaluator; Advisory Board	Quarterly & Annual	Interim & annual Evaluation Reports

Clinical Supervision. Frequent, multi-perspective supervision will ensure quality.

Table 10: Supervision Plan

Provider/Supervisor	Type of Supervision	Frequency
Linda Gude, Project Psychologist	Weekly supervision meetings with Counselors; ad hoc help as requested	1x/wk @ 2 hrs./meeting
Barbara Ehr, MFT, Clinical Supervisor	Weekly on-site supervision for Psychologist & Counselors; on-call help	4x/month @ 3.5 hrs.; other TBD
Clinical Supervisor; Project Staff, LCBH, as applicable	Monthly ITCM meetings: review site progress & challenges; case study	1x/month x 2 hrs
LCBH; Barbara Ehr; Project Psychologist; PD	Review of cases referred to, or returning from, LCBH, for continuity of care	Monthly or as needed

Training and Professional Development. The Project’s extensive training program (see above) ensures service quality, plus capacity to continue such services post-grant. Professional development increases staff satisfaction and retention, maintaining stable relationships with students and schools. Inter-agency cross-training will create consistent best practices.

4. Quality of Project Evaluation.

A. Methods are Thorough, Feasible, Measurable, and Appropriate. The Project will contract with an outside evaluator (the “Evaluator”) for a rigorous evaluation. The successful bidder will have: (i) experience working with rural, northern California public schools; and (ii) experience with multi-variable and instrument analysis. Multi-cultural (including poverty) and federal elementary counseling program experience will be weighted.

The evaluation design includes both process (did we do what we promised?) and outcome (did we make a difference?) inquiries. It will use an historical control group, comparing the same variables for each youth served, pre-and-post-Project. The Evaluation will examine: fidelity to design; quality, quantity, and types of services provided and students served, in total and by site; Objectives met and Outcomes achieved; and stakeholder satisfaction. Success will be measured

by: (i) how completely each activity was achieved on time and on budget; (ii) timely progress toward Objectives; (iii) pre/post changes in student/family functioning, school safety, and environment (Outcomes); and (iv) stakeholder satisfaction. The Evaluator will prepare interim and Annual Reports, with Site and Project-level results. Each year's findings will guide the next year's planning. KUSD will cooperate with any national evaluation.

Extensive quantitative and qualitative data will be collected from the Project, the sites, parents, and Partners (as feasible). Sources include: Intake and Referral Forms; the BASC-2, Walker Assessment Scale, DIA, CBITS Trauma Exposure Checklist, and others; school records (grades, attendance, discipline, test scores); the CHKS and CSCS, including Parent Modules; and parent and staff surveys. Assessments, CHKS Parent Survey, and other instruments, as required, will be given at intake, at the earlier of Project completion or end of the school year, and as required. School records will be reviewed at intake, every 3 months (higher acuity students), and at completion. State test scores will be reviewed post-completion to capture sustained impact. The annual CHKS and CSCS will capture student behavior, norms, perceptions, and school connectedness. The schools' Aeries data system will track and correlate academic achievement, disciplinary referrals, and services received. The Evaluator will create the Project Tracking Database to correlate demographics, status at intake, types and amounts of services provided, changes in attitudes, knowledge, and behavior, and actual and perceived school safety.

Objective Performance Measures are set forth in the Final Table. The Evaluation Plan measures progress toward **GPRA 1** and **2** at the beginning and end of each school year. The Project will increase the average staff/student ratio by 181%, from 3.7 FTE to 6.7 FTE staff/870 students and will decrease disciplinary referrals by 22%.

Table 11: GPRA 1

GPRA 1: Baseline Existing and recommended student/mental health professional ratios						
Schools	Students enrolled	Number of child-adolescent psychiatrists	Number of school psychologists	Number of school Counselors	Number of School Social Workers	Number of Other Qualified MH professionals
LLHS	657	0	.20 FTE	1.0 FTE	0	1.0 FTE
Carlé	133	0	.075 FTE	.075 FTE	0	0
BH	80	0	.25 FTE	.10 FTE	0	0
TOTAL	870	0	.525 FTE	1.175FTE	0	1.0 FTE
GPRA 1: During Project/Project Impact						
LLHS	657	0	.2 FTE	2.0 FTE	.33 FTE	1.0
Carlé	133	0	.075 FTE	.575 FTE	.33 FTE	0
BH	80	0	.25 FTE	.60 FTE	.33FTE	0
TOTAL	870	0	.525 FTE	3.175 FTE	1.0 FTE	1.0
GPRA 2: The average number of disciplinary referrals/site - Baseline						
Schools participating in grant		Number of Students Enrolled (Baseline) (2012-2013)		Number of referrals for disciplinary reasons (Baseline) (2012-2013)		
LLHS		657		1,013		
Carlé		133		71		
BH		80		90		
TOTAL		870		1,174		
GPRA 2: The average number of disciplinary referrals/site - During Project						
				Y1	Y2	Y3
LLHS		657		962	895	805
Carlé		133		67	63	56
BH		80		85	80	72
TOTAL		870		1,114	1,038	933

B. Feedback and Interim Assessment. The evaluation’s “smoke detector” model uses *frequent feedback and interim assessment* to monitor Project progress and keep the Project on track to meet its Objectives and Outcomes. (**Table 9** and **Final Table** detail feedback). Periodic assessment includes: (i) monthly and quarterly operating and fiscal reports; and (ii) Annual Reports. The Evaluation supports *replication* by documenting how the Project: (i) promoted PYD; (ii) improved school environment and academic success; and (iii) was cost-effective. Staff will provide presentations, materials, site visits, and other help to assist LEAs with replication.

Objectives	Instruments & Performance Measures	Outcomes
<i>Goal 1: Improve the social, emotional, and cognitive functioning of lower-acuity students, increasing their success in school.</i>		
1.1 Reduce average ratio of students to counseling staff	<ul style="list-style-type: none"> ▪ Project Tracking Database documents numbers served, types of services length of service ▪ Student-to-staff ratios improve 	Average ratio of students/staff decreases to 274:1 (counselors); 870/1 (SSW)
GPRA 1: Gap in counseling staff ratio improves from 3.7 FTE/870 students to 6.7 FTE/870 students, a 181% increase.		
1.2 Annually, provide a menu of counseling and support services to 120 lower-acuity students.	Project Tracking Database: <ul style="list-style-type: none"> ▪ #'s & types of Support Groups held ▪ # counseling sessions held 	Targeted number of students are served
1.3 85% of lower-acuity students complete their planned services or receive 6+ months of service	Project Tracking Database	Targeted length of service and completion rates met
1.2 & 1.3	<ul style="list-style-type: none"> ▪ Pre/post administration of BASC-2, WAS, DAI, CBITS scales, other TBD ▪ Annual CHKS ▪ Longitudinal data for each student: <ul style="list-style-type: none"> ✓ Attendance (each grading period) ✓ Yearly CST test scores (math, language arts) ✓ Grades (each grading period) ✓ Discipline (each grading period) 	75% of lower-acuity students who complete the Project will improve social, emotional, or cognitive functioning (Outcome 1)
<i>Goal 2: Improve the social, emotional, and cognitive functioning of higher acuity students, increasing their success in school.</i>		
2.1 Annually, provide case-managed counseling, CBITS, & other services to 60 higher-acuity students	Project Tracking Database: <ul style="list-style-type: none"> ▪ # counseling sessions held ▪ #'s and types of groups held 	Targeted numbers met
2.2 80% of higher-acuity students served will complete their Plans or receive 6+ months of services	Project Tracking Database: Measures; Goal 1, Objective 1.2	Targeted length of service and completion rates met
	See Measures, Goal 1, Objectives 1.2 & 1.3	(a) 70% of higher-acuity students who complete their plans and/or receive 6+ months of service improve attendance, behavior, academics, or social functioning

Objectives	Instruments & Performance Measures	Outcomes
	<ul style="list-style-type: none"> ▪ Pre/post administration of WAS & other instruments in Year 1 and post-Project in Year 2; ongoing by cohort ▪ Pre/post administration of DAI ▪ Longitudinal data listed above 	(b) 65% of higher-acuity students will maintain measurable improvements in attendance, behavior, academics, or social functioning for at least one year (between school year of completion and the next) Outcome 2 = (a)+(b)
GPRA 2: Average number of referrals for disciplinary reasons decreases by 22% by Y3, all sites		
Goal 3: Improve crisis response capacity		
3.1 Students and staff are empowered to recognize and respond to students in crisis or distress, especially suicide risks	<ul style="list-style-type: none"> ▪ # staff trained in QPR, including certificated and classified ▪ # Link Crew students trained in QPR ▪ # 9th graders receiving QPR ▪ # 10th-12th graders receiving QPR ▪ Pre/post QPR knowledge and skills 	<ul style="list-style-type: none"> ✓ 100% of freshmen receive QPR/year ✓ 100% of staff receive QPR/year ✓ 100% of Link Crew trained/year ✓ By Year 3, 90% of students trained in QPR Outcome 3: By Year 3, suicidal ideation and/or acts decrease by 50%
Goal 4: Improve actual and perceived school environment, improving academic outcomes		
4.1 School environment is consistently peaceful and positive and supports student learning	Project Tracking Database, by student: <ul style="list-style-type: none"> ▪ All referrals, by cause ▪ Major referrals, by cause ▪ Suspensions, by cause ▪ Expulsions, if any, by cause ▪ Truancy/skipped classes ▪ Common Core Assessments 	<ul style="list-style-type: none"> ✓ All disciplinary referrals decrease by 5%/Y1, 7%/Y2, 10%/Y3 ✓ Major referrals decrease by 5%/year ✓ Attendance at each site ✓ “High” school connectedness rises by 15% by Y3 ✓ TBD, once baselines established
4.2 Student, staff, parent, and community perception of school safety improves	<ul style="list-style-type: none"> ▪ Annual CHKS for students ▪ Annual CSCS for students & staff ▪ Annual parent surveys, for all parents ▪ Annual CHKS parent module for Project parents ▪ Annual Advisory Board collaboration survey 	<ul style="list-style-type: none"> ✓ % of students reporting “always” feel safe rises by 5%/year ✓ % of students reporting bullying decreases by 5%/year ✓ % staff reporting positive school climate rises by 5%/year ✓ % parents reporting positive perceptions of school rises by 5%/year

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- ⁱ www.labormarketinfo.edd.ca.gov.
- ⁱⁱ 2013 & 2014 www.countyhealthrankings.org.
- ⁱⁱⁱ American Community Survey (Census) 2008-2012.
- ^{iv} Payne, R., Ph.D., (2005) *A Framework for Understanding Poverty*, 4th ed.
- ^v Danese, A., et al. *ACEs and Adult Risk Factors*. Arch. of Ped. & Adoles.Med. 163:12, 2009.
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- ^{viii} USDOES, 022010, ppt.; Whitson, S.C. & Sexton, T.L. (1998). *A review of school counseling outcome research: Implications for practice*. *Journal of Counseling & Development*, 76, 412-426.
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- ^x Blum, R., *School Connectedness: Improving Students’ Lives* (2005) www.jhsph.edu/mci; Nat’l Longitudinal Study of Adolescent Health, <http://www.cdc.gov>; CHKS Technical Reports.
- ^{xi} Aspy, C. et al. (2004) *Adolescent violence: The protective effects of Youth Assets*. *Journal of Counseling and Development*, 82, 269-277; See also: <http://www.search-institute.org>.
- ^{xii} CHKS 2011i; Li et al. (2011), *Developmental Psychology*, Vol. 47(1), pp. 233-247.
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- ^{xv} Benson, et al. (2006) *Positive Youth Development so far: Core hypotheses*. Search Institute Insights and Evidence, 6,3(1); Sesma, A. et al., (2003) *Unique strengths, shared strengths: Developmental assets among youth of color*. Search Institute 1(2) 1-13. Morsette, et al. *Cognitive behavioral treatment for trauma symptoms in American Indian youth: Preliminary findings and issues* <http://www.doi.org/10.1080/1754730X.2012.664865>; Ngo, et al. *Providing Evidence-Based Practice to Ethnically Diverse Youths: Examples from the CBITS Program*. *J. Am. Acad. Child Adolescent Psychiatry*, 47:8, 858-862, August 2008.
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Part 6. Table of Contents

Other Attachments

- Individual Résumés or Job Descriptions for Project Director and Key Personnel:
 - ✓ Linda Gude, Psy.D., Project Director and Qualified Psychologist
 - ✓ Barbara Ehr, MFT, Clinical Supervisor
 - ✓ Job Description, School Counselor & School Social Worker

[Note: Job description courtesy of LCOE's Safe Schools/Healthy Students Clinical & Counseling Division. Job description in process of update.]

- Program Specific Assurance Form
- Executive Order 12372 Email from SPOC Confirming Non-Selection
- Indirect Cost Rate Approved by California Department of Education
- Letters of Commitment:
 - ✓ Lake County Behavioral Health
 - ✓ Lake County Office of Education
 - ✓ Redwood Children's Services
 - ✓ Lake County Tribal Health
 - ✓ Lake Family Resource Center
 - ✓ Lake Community Pride Foundation
 - ✓ Health Leadership Network
- Table of Acronyms

Linda Gude, PSY.D.

Summary of Qualifications

- Eighteen years of clinical experience
- Multi-cultural background
- Fluent in four languages (English, German, French and Danish)
- Expertise in crisis intervention
- Extensive group leading experience.

Clinical Experience

- Conducted clinical assessments of clients from a wide range of cultural backgrounds and ages
- Worked with students negotiating major life transitions such as:
 - Adaptation to a new culture
 - Chemical Dependency issues
 - Sexual orientation
 - Leaving home
 - Graduating from High School
- Led several groups, including clients with psychiatric disabilities
- Provided Crisis Counseling for High School Students dealing with self-injury and suicidality.
- Provided Mental Health Services for parents and young children
- Provided case management and coordination of services with other agencies including referrals to Child Development Specialists and Behavioral Health.
- Clinical Case presentations to staff and documented services, including Medi-Cal paperwork
- Crisis Intervention
- Provided counseling in private practice, including intake, assessments and psychotherapy to individuals, couples as well as families

Clinical History

2003-Present	Clinical Psychologist at Lake County Office of Education/ Safe Schools Healthy Students.
2000-2003	Registered Psychotherapist in Mill Valley, CA
1999-2000	Registered Psychological Assistant at the Erickson Institute, Santa Rosa, CA
1998-2000	Psychological Intern at Santa Rosa Junior College, Student Psychological Services, Santa Rosa, CA
1997-1998	Psychological Intern at Family Service Agency of Marin, San Rafael, CA
1995-1998	Intensive Clinical Practicum in outpatient training program in low-fee Community Clinic, Corte Madera, CA

Business Experience

- Translator from German into English and French, for the Documentation Service Office for the Swiss Railroad Service, Berne, Switzerland
- Translator for the Avionics Projects Group of Vibro-Metre SA, Fribourg, Switzerland
- Contractor and Multicultural Advisor for Geonex Communications, Palo Alto, CA. Provided multicultural training services for American families entering or transferring to the job market in Europe or European Families entering the job market in the United States
- Managed private business, including customer service, bookkeeping, office management
- Education Program Coordinator for Mahakaruna Buddhist Center in Petaluma, California. Organizing classes, group discussions, individual consultations, coordinating events between centers world wide

Education

Currently License Eligible (Psy.D)

Psy.D. Clinical Psychology, California Graduate School of Psychology, 1999

B.A., College de la Chassotte, Fribourg, Switzerland, 1976

BARBARA EHR

EDUCATION

1976-1977	University of Southern California <i>Counselor Education</i>	Los Angeles, CA
1970-1973	California State Univ. – Northridge M.A. <i>Psychology</i>	Northridge, CA
1969-1970	California State Univ. – Northridge B.A. <i>Art Education</i>	Northridge, CA
1965-1968	University of Denver	Denver, CO

CREDENTIALS

Standard Designated Services- School Psychology (Life)
Administrative Services (life)
Community College Instructor (Life)
Community College Counselor (life)

LICENSES

Educational Psychologist #686
Marriage, Family Therapist #13232

PROFESSIONAL EXPERIENCE

2009-Present	Lake County Office of Education Clinical Supervisor	Lakeport, CA
2000-2009	Konocti Unified School District <i>School Psychologist</i>	Lower Lake, CA
1995-2000	Konocti Unified School District <i>Director of Special Education</i>	Lower Lake, CA
1993-1995	Konocti Unified School District <i>School Psychologist</i>	Lower Lake, CA
1988-1993	Konocti Unified School District <i>School Psychologist</i>	Lower Lake, CA
1981-1983	Private Practice/MFT, LEP Yuba Community College <i>Instructor</i>	Clearlake, CA
	Sonoma State University <i>Extension Instructor</i>	Lake County, CA
1980-1981	Konocti Unified School District <i>School Psychologist/Director of Special. Education</i>	Lower Lake, CA
1978-1980	Lake County Office of Education <i>School Psychologist</i>	Lakeport, CA
1973-1978	Palmdale School District <i>District Psychologist/Pupil Personnel Coordinator</i>	Palmdale, CA

RELATED EXPERIENCE

2004-Present **Lake County Mental Health Advisory Board**
Vice Chairman

2001-2003 **Super Camp**
Counselor, Stanford Univ., Claremont Colleges

1987-1990 **Mendo-Lake School Psychologists**
Charter President

1987-1991 **Lake County Mental Health Board**
Secretary

1978-1979 **Center for the Studies of the Person**
Participant, Trainer, Summer Institute

CSU-Northridge
PPS Credential Program Advisory Committee

Calif. Assoc. of School Psychologists
State Delegate to National Association of School Psychologists

PROFESSIONAL MEMBERSHIPS

California Association of School Psychologists

National Association of School Psychologists

Sonoma County Association of School Psychologists

REFERENCES

Robert Young, Lake County Office of Education,
Director/Coordinator, AmeriCorps, Safe Schools/Healthy
Students/Tobacco Use Prevention Education/Emergency
Services/Team Dui, Current Supervisor 263-8796

Dr. William Cornelison, former Lake Co. Supt .of Schools 928-4638

Patty Langston, Educational Support Services Director 994-9475

Dave Miller, former supervisor, 967-2810

Dr. Bill MacDougall, Alternative Education Principal, KUSD 994-1033

Office of
LAKE COUNTY SUPERINTENDENT OF SCHOOLS

Position Title: Safe Schools/Healthy Students School Counselor

Job Summary: Provide behavioral and educational counseling to individuals and small groups of students; assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; serve as a resource pertaining to student behavior, management strategies and welfare and attendance problems and concerns and other related functions as required. Works closely with the supervision of the Safe Schools/Healthy Students Program Director.

Representative Duties: *(Incumbents may perform any combination of the of the essential functions shown below. Duties may vary from site-to-site. The position description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this classification, but it is intended to accurately reflect the principal job elements)*

- Perform individual and group counseling and guidance functions and activities, including career and vocational, and social and emotional adjustment counseling.
- Collect, organize, and analyze student information through the use of educational historical data, test results, and interview techniques.
- Appraise student interests, aptitudes, and attitudes utilizing a variety of assessment strategies and techniques.
- Serve as a resource to site and District personnel, and members of the school community.
- Meet, confer, and counsel with parents, school personnel, and members of various youth serving agencies in developing alternative solutions to student educational, social, and emotional problems and concerns.
- Assist in the development and monitoring of individual education plans for students with exceptional needs.
- Maintain a liaison with social and youth service agencies in pursuing referral follow up activities.
- Pursue evaluation and research activities to determine counseling and guidance effectiveness.
- Assist in the planning, development, and implementation of master student program calendars.
- Assist in identifying school program needs, and participate in developing school instructional programs geared to meet individual pupil needs.
- Assist in the planning, development, and conduct of programs that enhance student educational opportunities, including speaker programs, student visitation programs, and other similarly related activities.
- Establish, maintain, and monitor the maintenance of a variety of files and records pertaining to student counseling, guidance, and related matters.

- Assist in dealing with student behavior management programs, and in resolving welfare and attendance problems and concerns.
- Plan, develop, and present, as requested, a variety of management related reports pertaining to site counseling and guidance functions and activities.

Knowledge and Abilities:

Knowledge of:

Principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment counseling; applicable and appropriate aptitude, interest, and achievement appraisal instruments, techniques, and procedures; social and youth service agencies in the local area; social, emotional, and behavioral characteristics of adolescent students; program evaluation and research techniques, strategies, and procedures; appropriate curriculum and instructional programs pertaining to students with a variety of aptitudes and varying interests.

Ability to:

Assist students in effectively analyzing and developing alternative solutions to behavioral, educational, social, and emotional problems and concerns; conduct, analyze, and effectively utilize a variety of individual and group testing procedures and instruments applicable to student clients; effectively deal with site and District personnel, parents, social and youth service agencies in resolving student problems and concerns; effectively participate in the planning and implementation of school guidance and curricular programs; communicate effectively in oral and written form; understand and carry out oral and written directions with minimal accountability controls; establish and maintain effective organizational, public, and community relationships. Assist students in effectively analyzing and developing alternative solutions to behavioral, educational, social, and emotional problems and concerns; conduct, analyze, and effectively utilize a variety of individual and group testing procedures and instruments applicable to student clients; effectively deal with site and District personnel, parents, social and youth service agencies in resolving student problems and concerns; effectively participate in the planning and implementation of school guidance and curricular programs; communicate effectively in oral and written form; understand and carry out oral and written directions with minimal accountability controls; establish and maintain effective organizational, public, and community relationships.

Education and Experience:

Two years of successful public school counseling

Master of Arts or higher degree in psychology, counseling, and guidance.

Licenses and Other Requirements:

Possess a valid California Pupil Personnel Services Credential authorizing service as a counselor.

Hours of Employment: 183 service days

Salary: Appropriate placement on certificated salary schedule CE 51, Steps 1-3.

Work Location: Lake County Schools

Physical and Mental Requirements:

- Physical, mental and emotional stamina to perform the duties and responsibilities of the position under sometimes stressful conditions
- Manual dexterity sufficient to write, use telephone, business machines, operate an automobile
- Vision sufficient to read printed materials
- Hearing sufficient to conduct in person and telephone conversations
- Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and addressing groups.
- Physical agility to push/pull, squat, twist, turn, bend, stoop and to reach overhead.
- Physical mobility sufficient to move about the work environment (office, district, from school to home site to site) to drive an automobile.
- Physical strength sufficient to lift forty-five (45) pounds
- Physical stamina sufficient to sit in a child's chair, squat at children's eye level and to stand or walk for prolonged periods of time.
- Physical, mental and emotional tolerance to be exposed to the noise generated by children in an enclosed environment.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

Reviewed 05/22/03es

Updated 11/02/05kss

- Cultural differences in student population.

Ability to:

- Perform professional evaluations of psychological, social and educational needs of students.
- Interview, hire, evaluate, and assigns licensed mental health clinicians to schools.
- Diagnose psychological problems.
- Counsel effectively with students and parents.
- Prepare and maintain confidential records and files.
- Analyze situations accurately and adopt an effective course of action.
- Work confidentially with discretion.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Work independently.
- Maintain current knowledge of technological advances in the field.

Education, Licenses, and Experience:

Master's degree in Social Work or Marriage Family Therapy and possession of Board of Behavioral Sciences licensure as MFT, Educational Psychologist, or Social Worker.

Other Requirements:

- Current California License as a Clinical Social Worker, Marriage Family Therapist issued by the California State Board of Behavior Science Examiners.
- Possess a valid California driver's license and the availability of an automobile with the liability coverage required by the LCOE policy.
- Education Code Section 49406 requires all employees to have had a tubercular (TB) skin-test or X-ray prior to the date of initial employment. Skin-test must be repeated every four years.
- Must pass background check through California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) prior to starting employment with the agency.

Hours of Employment:

Fulltime employees in these classifications work a school year calendar of 183 days. They are exempt, professional employees.

Salary:

Appropriate placement on Classified Safe Schools/Healthy Students Salary Schedule: SS 02, Steps 1-5 (\$27.27 - \$30.68 per hour)

Benefits:

Employer contribution to major medical, prescription, dental, and vision for fulltime employee and all eligible dependents. Benefits prorated per fulltime equivalency; eligibility to participate at twenty hours per week. Membership in PERS retirement system. Vacation and paid holidays per personnel policies.

Work Location: Lake County schools as assigned.

Physical and Mental Requirements:

- Physical, mental and emotional stamina to perform the duties and responsibilities of the position under sometimes stressful conditions; *e*
- Manual dexterity sufficient to write, use telephone, business machines, operate an automobile; *e*
- Vision sufficient to read printed materials; *e*
- Hearing sufficient to conduct in person and telephone conversations;
- Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and addressing groups; *e*
- Physical agility to push/pull, squat, twist, turn, bend, stoop and to reach overhead; *e*
- Physical mobility sufficient to move about the work environment (office, district, from school to home site to site) to drive an automobile; *e*
- Physical strength sufficient to lift twenty-five (25) pounds occasionally;
- Physical stamina sufficient to sit in a child's chair, squat at children's eye level and to stand or walk for prolonged periods of time;
- Physical, mental and emotional tolerance to be exposed to the noise generated by children in an enclosed environment; *e*
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions. *e*

e = essential

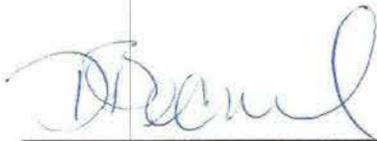
Updated 5/24/2013

Updated 5/28/2013 - Separate position description for each classification.

Program Specific Assurances

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

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



Signature of Authorized Certifying Official

**District Superintendent
Title**

**Konocti Unified School District
Applicant Organization**

**April 11, 2014
Date Submitted**

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karenmac@jps.net

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 - [Sent \(186\)](#)
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Message

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From: OPR State Clearinghouse <State.Clearinghouse@opr.ca.gov&g... [Add to Address Book]

To: 'Karen MacDougall' <karenmac@jps.net>

Subject: RE: Request on behalf of the Konocti Unified School District for written confirmation that CFDA 84.215E has not been selected for review

Date: Apr 7, 2014 12:08 PM

The application, CFDA #84.215E is not selected by the state for review. No documentation is required for this office.

Best,
Sheila Brown
Grants Coordinator
OPR/State Clearinghouse
1400 Tenth Street, Suite 212
Sacramento, CA 95814
916 445-0613

From: Karen MacDougall [mailto:karenmac@jps.net]

Sent: Sunday, April 06, 2014 9:27 PM

To: OPR State Clearinghouse

Subject: Request on behalf of the Konocti Unified School District for written confirmation that CFDA 84.215E has not been selected for review

To Whom It May Concern:

Please reply to this email confirming that the Application for New Grants Under the Elementary and Secondary School Counseling Program, CFDA 84.215E, has **not** been selected for review under Executive Order 12372 and related regulations.

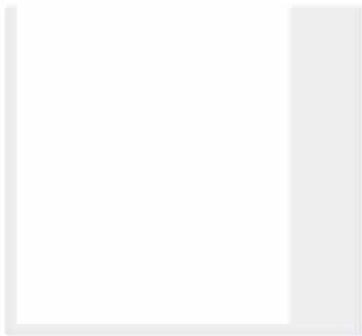
We are required to submit a copy of the response from the State Single Point of Contact with our application.

Thank you for your time and trouble.

Sincerely,

Karen MacDougall
KMA Resource Group LLC

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Web Mail version. 6.3.23

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

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

Rates approved based on standardized account code structure expenditure data

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

As of April 17, 2014

* C = County
D = District

CA= Common Administration
J = Joint Powers Agency

----- A P P R O V E D R A T E S -----				
For use with state and federal programs, as allowable, in:				
2010–11	2011–12	2012–13	2013–14	2014–15
(based on 2008–09 expenditure data)	(based on 2009–10 expenditure data)	(based on 2010–11 expenditure data)	(based on 2011–12 expenditure data)	(based on 2012–13 expenditure data)
4.69%	3.79%	3.26%	3.45%	4.54%

County Code	LEA Code	Type*	LEA Name
17	64022	D	Konocti Unified



COUNTY OF LAKE

P.O. Box 1024
6302 13th Avenue
Lucerne, CA 95458
Telephone (Lucerne): 707/274-9101; Fax: 707/274-9192

Kristy Kelly
Behavioral Health Director

April 16, 2014

Donna Becnel, District Superintendent
Konocti Unified School District
9430-B Lake Street
P.O. Box 759
Lower Lake, California 95457-0759

Re: Letter of Commitment: Konocti Counseling Project

Dear Superintendent Becnel:

Lake County Behavioral Health ("LCBH") strongly supports the proposed Project to help meet the significant need for more school-based mental health services through stable, on-site counseling services and support groups that promote Positive Youth Development. The proposed counseling and other support services will help adolescents in the Konocti Unified School District ("KUSD") overcome the effects of Adverse Childhood Experiences ("ACEs") and other sources of chronic toxic stress.

LCBH provides a variety of mental health services to clients who are experiencing chronic serious mental illness; conditions which require psychiatric medication; and/or acute severe episodes requiring intensive intervention. We also provide substance use disorders treatment, prevention, education, and support through our Alcohol and Other Drugs Services division. LCBH is the only provider of mobile mental health crisis intervention services in Lake County. Treatment services are trauma-informed and implement Evidence-Based Practices whenever feasible. Our long-term relationship with KUSD, including well-established screening and referral processes, will expedite Project implementation. LCBH is the only entity in Lake County mandated to provide services to low-income individuals with higher acuity needs. We currently provide access to serve youth at mild-to-moderate acuity levels via contracts with outside providers. We are part of the community-based continuum of care serving youth with more severe and acute needs but remain involved with addressing access to services across the spectrum of treatment needs.

This Letter of Commitment documents the intervention points at which BH may engage with a student and how our services complement those of the Project.

A. Consultation, Screening, Identification, and Referrals

1. If a Project-initiated screening or other contact with a student develops information that indicates that a youth referred to the Project (or who is in the process of being assessed for services) may have serious mental health or

D. Other Services and Supports

1. LCBH will participate in the development and offering of collaborative services for students at the participating sites.
2. To the extent funding and space are available, LCBH will include Project staff in its trainings on trauma-informed care, evidence-based practices, culturally responsive services, and other topics.
3. As feasible, LCBH will allow its Cultural Specialists to assist the Project in engaging the parents and families of Project youth who are Latino, Native American and/or Peers with lived experience, as part of LCBH's ongoing commitment to provide culturally responsive services to these underserved populations.
4. LCBH will refer eligible students to its other programs, such as Mental Health Services Act Full Service Partnerships; The Harbor on Main; the Latino Wellness Center; AODS education and treatment, and others. Acceptance is contingent upon space, funding, staffing, and eligibility standards.
5. BH will assist the Project with its sustainability planning to continue its services beyond the three-year grant term.
6. Subject to confidentiality requirements, BH will cooperate with Project statistical data collection and evaluation, as applicable and manageable.

E. General Provisions

1. This Letter of Commitment is contingent and will be effective upon receipt of funding. It can be amended by mutual agreement of KUSD and LCBH, subject to approval of the U.S. Department of Education, Office of Safe and Drug Free Schools, if required.
2. This Letter shall be reviewed annually by KUSD and LCBH and revised to reflect changed circumstances and commitments, if any, subject to approval of the U.S. Department of Education, Office of Safe and Drug Free Schools, if required.

LCBH is a strong proponent of coordinated services with the schools and other partners. We have developed a collaborative Trauma-Informed Protocol to create inter-agency awareness of, and consistent responses to, the effects of trauma. We support efforts to prevent early difficulties from maturing into serious, chronic conditions. If there are any questions, please contact me directly at (707) 274-9101.

Sincerely,

(b)(6)

Kristy Kelly, Director



LAKE COUNTY OFFICE OF EDUCATION

TO TEACH. TO SERVE. TO LEARN.

April 21, 2014

Donna Becnel, District Superintendent
Konocti Unified School District
9430-B Lake Street
P.O. Box 759
Lower Lake, California 95457-0759

Re: Letter of Commitment: Konocti Counseling Project

Dear Superintendent Becnel:

The Lake County Office of Education (“LCOE”) welcomes the opportunity to continue our collaboration with the Konocti Unified School District (“KUSD”) to improve outcomes for high school youth and their families. One of the issues we believe strongly affects intergenerational health is the experience of complex trauma. The effects of trauma on development can be mitigated, even overcome. The proposed counseling Project (the “Project”) to serve KUSD’s three high schools will promote positive youth development to replace the intergenerational cycle of trauma with intergenerational wellness.

Our most Project-relevant programs and services include: Safe Schools/Healthy Students, Healthy Start, the Career Technical Education/Regional Occupation Program, AmeriCorps, the College-Going Initiative, and a wide range of professional development and student support services, such as CollegeWeekLive, CPIN Math, California Academic Decathlon, et al. Our participation in the proposed Project is described below, by program:

1. Safe Schools/Healthy Students. Safe Schools/Healthy Students has provided clinical and counseling services to KUSD students in all grades, plus developmentally-appropriate social skills and life skills curricula. It will support the Project by:
 - (a) Contracting with KUSD to provide clinical supervision by Barbara Ehr, MFT, at 4 hours/week (.10 FTE) for an annual cost of \$14,000. Ms. Ehr will provide weekly on-site supervision, be available on-call for consultation, and convene monthly Integrated Team Case Management meetings for debriefing, anonymous case studies, best practices review, and multi-disciplinary services. Ms. Ehr is highly experienced and has specific expertise in serving KUSD.

- (b) Coordinate with the Project and LCBH to develop and implement a Medi-Cal Match Project, in which funds generated are used as match to leverage federal Medi-Cal funds to provide school-based mental health and other support services. This strategy will leverage any non-federally-sourced revenue generated by the Project, which cannot be quantified at this time.
2. Healthy Start. The first Healthy Start program was started in KUSD in 1992. Since then, Healthy Start and KUSD have continued and expanded their collaboration to support students. Healthy Start's programs and services include:
- Comprehensive case management
 - School advocacy
 - Student groups
 - Individual & family counseling through Safe Schools/Healthy Student
 - Nutrition Education
 - Immunizations and CHDP exams through Lake County Public Health
 - Dental, Vision, Hearing, & Health screenings and referrals
 - Referrals to support groups for anger management
 - Social development and parenting classes, including Nurturing Parenting
 - Clothing and shoes
 - Links to county agencies for other basic needs
 - Transportation to appointments
 - Small appliance loans
 - P.A.L (Pediculosis Anti-Lice Program) in partnership with Lake County Department of Social Services, which provides head-lice education, treatment and supplies
 - Differential Response services for families at risk of involvement in Child Welfare Services (Family PRO)
 - McKinney-Vento Homeless Student Services
 - The Hub, an innovative school-community partnership in Upper Lake

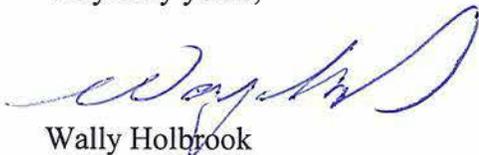
Healthy Start participants include the school districts, school sites, hospitals, doctors, nurses, the Dental Disease Prevention Program, Social Services, Probation, Redwood Children's Services, Easter Seals of Northern California, North Coast Opportunities, Migrant Education, Early Head Start, Lake Family Resource Center, 1st 5 Lake (Prop. 10 Commission), Lake County Public Health, Behavioral Health, Churchwomen United, Health Leadership Network, both hospitals and their clinic networks, Lakeside Health Center (serving the un- and under-insured), Lake County Tribal Health, local businesses, civic and service clubs, and concerned private citizens. Healthy Start is the County's largest social and professional network serving children and families. Healthy Start will support the Project by:

- (a) Through its McKinney-Vento Homeless Student Assistance Program: (i) provide Project youth with information on their educational rights, barrier removal, and transportation assistance; and (ii) provide materials for posting and circulation at the sites.
 - (b) Continue to provide a full-time Family Service Supervisor housed at the Konocti Wellness Center on the Lower Lake High School Campus.
 - (c) Provide access to the programs and services listed above to promote healthy youth development, strengthen families, and provide practical support to students and families.
 - (d) Through the Countywide Healthy Start Collaborative: (i) link the Project to the full range of resources for youth and families; (ii) provide a County-level forum for Project dissemination and reciprocal referrals between the Project and our collaborative participants; (iii) collaborate with Project staff and teams, when invited and feasible, to develop the Student Plans to promote Positive Youth Development; (d) embed the Project in the continuum of care for youth and families;
3. AmeriCorps. Through its AmeriCorps Program, provide potential post-secondary job and educational opportunities.
 4. Career Tech/Regional Occupation Program (“ROP”). Through its Career Tech/Regional Occupation Program (“ROP”), prepare youth to succeed in a wide range of occupations, such as computer repair or construction.
 5. Professional development. As feasible, participate in, coordinate, or organize cross-training with Program staff on best practices, new research in youth development, and school-based health and wellness services.
 6. Creativity School. The Creativity School serves students in grades K-12 who have been identified with an emotional disturbance. It will be part of the Project’s referral network, with the understanding that students are accepted by application.
 7. Other. LCOE provides a wide range of programs to support youth and families. These include the College-Going Initiative, child development (for younger siblings), comprehensive After School programs, tutoring for younger siblings, Nurturing Parenting classes (for parents of older children and youth), plus academies and summer programs for academic growth. All supports are contingent upon funding, eligibility, space, and feasibility.

LCOE welcomes the opportunity to continue our collaboration with KUSD to benefit youth and families Countywide. We have created a network that strengthens the social fabric of the communities served and promotes resiliency and success for children and families. Our wide range of community-based services and external referral resources removes barriers, so families and children can achieve healthy, positive lives.

LCOE strongly supports the Project and believes full funding will create a vital new resource. If there are any questions about this letter or our support, please contact me directly at 707-262-4101.

Very truly yours,

A handwritten signature in blue ink, appearing to read 'Wally Holbrook', with a large, stylized flourish at the end.

Wally Holbrook
Lake County Superintendent of Schools



Redwood Children's Services, Inc.

The Harbor

780 South Dora Street, Ukiah, CA 95482 •

(707) 467-2010 • Fax (707) 467-2009

www.RCS4kids.org

April 15, 2015

Donna Becnel, District Superintendent
Konocti Unified School District
9430-B Lake Street
P.O. Box 759
Lower Lake, California 95457-0759

Re: Letter of Commitment: Konocti Counseling Project

Dear Superintendent Becnel:

Redwood Children's Services ("RCS") is a 501(c)(3) non-profit corporation established in 1995. Our Mission is: *"To improve the lives of at-risk children and families by providing community support and quality therapeutic services."* As a multi-program Family Services Agency, RCS strives to help children and youth gain or recover power in their lives, believe in themselves, make healthy choices, and develop the trust to give and receive love. Over the past 18 years, RCS programs have provided more than 5,000 at-risk children and youth with housing, therapy, rehabilitation, and therapeutic behavioral support. Those services include:

- ✓ *Foster care.* RCS is the largest foster care provider in Lake County, providing children and youth. Treatment and intensive treatment foster care are available with 24/7 support and respite care. This program will provide respite care, emergency shelter, and permanent living arrangements for qualifying clients.
- ✓ *Youth Resource Center – The Harbor on Main.* RCS pioneered Lake County's first Youth Resource Center, The Harbor on Main, in Lower Lake. The Harbor assists at-risk Transition-Aged Youth to acquire life skills, succeed in school, and find jobs, housing, and other services, such as health care. The Harbor has a quiet room which the Program can use to assist TAY in crisis to recover from the crisis and plan for continuing services and ongoing recovery.
- ✓ *The PAD.* RCS has operates a new community alternative for Runaway and Homeless Youth aged 15-18, that provides temporary (21 days) shelter and direct care, access to centralized resources for RHY, mental health and substance abuse screenings, crisis management, anger management, survival resources (clothing, hygiene supplies), and family reunification. The PAD provides a home-like environment, with house rules, meals, structure, and supports, including access to other RCS services. The PAD is designed around principles of Positive Youth Development. We promote pro-social bonding between youth and community through service activities that provide meaningful opportunities to contribute, skills to succeed, and recognition.
- ✓ *The NEST.* The NEST is RCS's residential program for female pregnant and parenting youth aged 18-22. Services include life skills, educational support, job readiness, Nurturing Parenting, Positive Prevention, and other support.
- ✓ *Behavioral Wellness.* RCS provides group and individual intervention, treatment and rehabilitation, recovery, prevention, and behavioral supports for youth dealing with substance abuse issues.
- ✓ *Children's Behavioral Health Services.* This program provides therapy, rehabilitation, recovery, and behavioral support to children referred by public and private sources.

- ✓ *Transitional Housing Placement Program (THPP) and THPP+*. THPP provides housing and independent living skills for youth aged 16-18 who are transitioning out of foster care. THPP+ is a 24-month independent living skills program for former foster and probation youth aged 18-24 who would otherwise be homeless. It offers stable housing, plus employment, education, and other supports. THPP and THPP+ are possible options for ongoing services for certain Project youth.
- ✓ *Group Home*: RCS operates one group home in Lake County, which may provide temporary or long-term placement for eligible youth served by the Project.
- ✓ *Services located in the District*: The Harbor on Main and The PAD are both located in the Konocti Unified School District ("KUSD"). The Harbor is within easy walking distance of Lower Lake High School and Carlé High School.

RCS welcomes the opportunity to collaborate with KUSD to enhance the Project's capacity to provide access to comprehensive and integrated services that effectively address students' needs, from mental wellness to safe shelter. Specifically, we will: (1) accept referrals from the Project; (2) contingent upon eligibility and available resources, provide one or more of the services described above; (3) make referrals to, or confer with, the Project when a KUSD high school student we are serving shows indicators of mild-to-moderate mental or emotional distress; (4) with informed, voluntary consent, confer and consult with Project staff on progress and outcomes of students served by RCS and the Project; and (5) to the extent relevant, participate in Project sustainability planning, data collection (statistical only), and evaluation.

Working together, we can improve outcomes for the students served, their families, the community, and the continuum of care. We reiterate our strong support for the Project and look forward to continuing our work with KUSD in years to come. If there are any questions about this letter or our support, please contact me directly at 707-467-2010.

Sincerely, (b)(6)
(b)(6)

Camille Schraeder, Executive Director



LAKE COUNTY TRIBAL HEALTH CONSORTIUM, INC.
P.O. Box 1950
925 Bevins Court
Lakeport, California 95453

April 16, 2014

Donna Becnel, District Superintendent
Konocti Unified School District
9430-B Lake Street
P.O. Box 759
Lower Lake, California 95457-0759

Re: Letter of Commitment: Konocti Counseling Project

Dear Superintendent Becnel:

The Lake County Tribal Health Consortium ("LCTHC") is a private, non-profit rural health clinic which provides medical, dental, public health outreach and diabetes, behavioral health, and cultural wellness programs for all Native Americans in Lake County, regardless of tribal affiliation. We also provide health care services to non-tribal people, with the exception of behavioral wellness. Our other resources and activities include: Elder Dinner Dances to provide emotional support and well-being through social gatherings and dance; fitness training by a certified trainer; wellness garden; Nurturing Parenting classes; recovery support/relapse prevention; pre-school and school readiness program for children aged 3-5 and their parents; prenatal/postnatal support classes and individual counseling; anger management; adult GED preparation and Job Skill development; Men's Wellness; Women's Wellness Traditional Arts; and insurance enrollment. LCTHC received one of the nation's first tribal home visiting grants.

LCTHC welcomes the opportunity to collaborate with the Project to strengthen the continuum of services for high school students coping with mental, emotional, behavioral, or other wellness and developmental challenges. We have an increasing presence in the Konocti Unified School District, including our new clinic site in Clearlake. Further, we are well-integrated in the continuum of care addressing serious mental/emotional/behavioral wellness conditions. Our strong partnership with Lake County Behavioral Health (LCBH) is evidenced by our work with the Circle of Native Minds Wellness Center, outreach and engagement to tribal people, and LCBH's participation in developing our tribal home visiting program. Like other tribal people of all ages nationally, local Native Americans avoid "mainstream" services, yet are at high risk of poor health outcomes, whether behavioral, mental, emotional, and/or physical. Isolation, poverty, and historical trauma and grief amplify the effects of mental health crises for tribal people. For tribal adolescents, these multiple traumas increase the risk of suicide.

Therefore, we welcome the opportunity to collaborate with the Project and will:

- (a) Participate in Question, Persuade, Refer Trainings, which may include QPR-authorized trainings offered for tribal youth only, to create a common language and response to youth at risk of suicide or who are signaling other types of distress, assuring that cultural concerns of tribal people are included and addressed in trainings given to non-tribal and tribal youth;
- (b) As feasible, participate in cross-training with Project staff to address culturally competent health and wellness services, including traditional healing practices and crisis response;
- (c) Allow Project staff to consult with our Human Services Director, (behavioral/emotional/mental wellness services) on services to tribal people and, with consent, individual clients;
- (d) Refer to, and accept referrals from, the Project;
- (e) Collaborate with Project staff to develop safety and/or service plans for specific clients served by the Project, with consent if and as required, to structure pre/post-crisis utilization of our services to promote resiliency and recovery and reduce recidivism;
- (f) As feasible and with client consent, participate in case management for selected clients; and
- (g) Participate in Project sustainability planning and cooperate with data collection (statistical only), and evaluation, to the extent relevant.

High school is a time of transitions and challenges for at-risk students. We welcome the opportunity to participate in the Project to provide strength-based services to improve outcomes for each student and the system overall. We support KUSD and request that this Project be funded in full. If there are any questions about this letter or our support, please contact me directly at 707-263-8382.

(b)(6)

Ernesto Padilla, Executive Director

(b)(6)



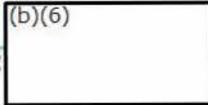
Lake Family Resource Center
Strengthening Families

April 15, 2014

Donna Becnel, District Superintendent
Konocti Unified School District
9430-B Lake Street
P.O. Box 759
Lower Lake, California 95457-0759

Re: Letter of Commitment: Konocti Counseling Project

Dear Superintendent Becnel:



Lake Family Resource Center ("LFRC") strongly supports the proposed Konocti Counseling Project (the "Project") to increase counseling services and interventions for high school students throughout the Konocti Unified School District ("KSUD"). LFRC has strong ties to KUSD, including maintaining a Family Resource Center in the District. Our agency addresses the many gaps and sources of trauma that contribute to the mental, emotional, and behavioral issues experienced by individuals of all ages, including adolescents. LFRC is a 501(c)(3) non-profit corporation founded in 1996. Our Mission is: *Lake Family Resource Center strengthens our community one family at a time.* Our Philosophy is:

- We believe that everyone deserves a stable and healthy family life.
- We strengthen a family's ability to become safe and self-sufficient.
- We work toward total family wellness which encompasses physical, emotional, spiritual, and economic health.
- We strive to connect the family with community resources that meet their needs.
- We treat people with dignity and respect.

Our services will support and extend the positive effects of the proposed Project. Our programs will also reduce or eliminate sources of trauma and toxic stress and reinforce the Project's efforts to promote Positive Youth Development. Please note that although some of the programs listed below only serve families with younger children, the improved family functioning and greater access to resources also benefit the older siblings. Relevant programs and services include:

(i) *Domestic violence response.* DV services include counseling, safety planning, shelter, and re-entry supports for survivors and children. Research confirms that exposure to violence in the home or elsewhere is an Adverse Childhood Experience that can derail healthy

development, with effects that manifest in adolescence, such as risk-taking, thrill-seeking, depression, violence, and even suicidality. LFRC will work closely with the Project to help address the traumatic effects of exposure to violence on the youth served.

(ii) *Rape Crisis.* Rape crisis services include counseling and advocacy, emergency shelter, and supports for survivors of the violence and effects of rape, whether as victims or witnesses.

(iii) *Family Resource Centers.* LFRC operates two Family Resource Centers, one in Clearlake and one in Kelseyville. Each is open five days per week. These centers are service hubs and offer safe places for children, parents, and families.

(iv) *Nurturing Parenting & Differential Response (Family PRO).* LFRC provides both mandated and voluntary Nurturing Parenting classes, with curricula addressing the challenges of parenting children at different ages and/or stages. Differential Response is a voluntary program for families at risk of involvement with Child Welfare Services. DR helps stabilize families and reduce stresses.

(v) *Behavioral health services, including the Child Abuse Treatment Program.* LFRC provides therapy and support for qualifying individuals addressing the impact of trauma and promoting healthy coping skills, reduced conflict in the home, and fewer risk factors in children's lives.

(vi) *Early Head Start.* LFRC operates Lake County's only Early Head Start center. This program supports healthy parenting and child development.

(vii) *Early Start and Prevention Resource and Referral Services ("PRRS").* LFRC operates the County's Early Start program, a family resource center for parents of children with disabilities aged 0-3. The PRRS is a collaboration among LFRC, Redwood Coast Regional Center, and the statewide PRRS. PRRS is a no-cost service to parents and caregivers with children aged 0-3 who may be at-risk of special needs services. PRRS provides counselors to talk to parents, information on resources, strategies to promote growth and development, referrals, and help with navigating the system of services for children and parents.

(viii) *Teen Parenting Services.* LFRC operates Lake County's Adolescent Family Life Program and its Teen Parenting program, which assist pregnant and parenting teens to raise healthy children, graduate from high school, obtain employment, and support their families.

(ix) *Other youth services.* These include CA PREP (CA Personal Responsibility Education Program) for teen pregnancy prevention, MyStrength, a rape prevention education program, and a youth-oriented Suicide Prevention Hotline. These services may support the Project by creating linkages for youth in crisis and ongoing pre/post-crisis support.

(x) *Other workshops and classes.* LFRC offers: (a) Positive Prevention classes which assist youth to acquire the skills to choose responsible behavior and decision-making and resist sexual abuse and exploitation; (b) anger management; and (c) Seeking Safety, an evidence-based present-focused therapy to help individuals attain safety from trauma/Post-Traumatic Stress Disorder and substance abuse. LFRC will coordinate with the Project to apply these resources to enhance and extend Project services and supports, as feasible and relevant.

Additionally, Lake Family Resource Center provides the Positive Prevention curriculum to Lower Lake High School, Pomo School, and Lower Lake Elementary School and provides the Students of Strength Clubs (Rape Prevention Education) at Lower Lake High School.

LFRC will accept referrals from the Project for continuing services and make referrals to the Project when we become aware of a KUSD high school who may be in need of Project services. We will also include the Project in our 24/7 Community Crisis line and link it to the Dos Rios Collaborative which plans and coordinates housing and homeless resources for 9 northern Counties, including collaborative funding and grants.

Our continuing collaboration will improve outcomes for both the system overall and for individuals served, their families, and the community. The proposed Project meets very significant needs and should be funded in full. If there are any questions about this letter or our support, please contact me directly at 707-279-0563.

Very truly yours,

(b)(6)

Gloria Flaherty, Executive Director



Lake Community Pride Foundation

P.O. Box 1042
Lower Lake, CA 95457

April 15, 2014

Donna Becnel, District Superintendent
Konocti Unified School District
9430-B Lake Street
P.O. Box 759
Lower Lake, California 95457-0759

Re: Letter of Commitment: Konocti Counseling Project

Dear Superintendent Becnel:

The Lake Community Pride Foundation, a 501(c)(3) corporation, welcomes the opportunity to provide services and supports to the Konocti Counseling Project (the "Project") that help reduce or eliminate the stresses and traumas that impede adolescent healthy development, pro-social behaviors, and school success. PRIDE's Mission is: **To enrich the lives of children using collaboration to create a vital, effective organization that engages the community.** PRIDE is the fiscal and program administrator for the Safe House and raises all of its funding. The Safe House has two goals: (1) reunite youth with their parents if they have parents and doing so is safe; and (2) provide a long-term, nurturing home-like environment for youth who cannot return to their families. Its capacity to shelter students until they graduate from high school distinguishes it from most youth shelters, which usually offer only 30-90 days of housing. This long-term stability is the key to the Safe House's effectiveness with the highly traumatized youth it serves. The Safe House is located in KUSD.

Youth typically come to the Safe House with multiple traumas, including homelessness. Many have "couch-surfed" for many years and experienced so much trauma that their healthy development is compromised. As you know, trauma has long-term negative effects, including anxiety, aggression, and depression, substance abuse, and difficulty in social and academic situations. Adult survivors struggle with depression, addiction, obesity, and other issues, creating a cycle of dysfunction.

To support the Project, Pride will:

1. Make referrals to the Project of youth in crisis or who may be able to benefit from Project services, accept referrals from the Project, and case conference as needed and appropriate.

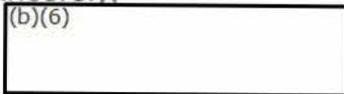
2. Provide as-needed crisis shelter for eligible Project youth in its Safe House for Homeless and Runaway Youth, which provides shelter, meals, and a resident advisor.
3. Coordinate with Redwood Children's Services' Basic Center Program (The PAD), which provides short-term shelter for youth aged 15-18, to facilitate transitions and continue services underway for eligible Project youth.
4. To the extent relevant and feasible and subject to confidentiality requirements, cooperate with Project data collection, evaluation, and sustainability planning. All data will be statistical only, without student identifying information.

Pride is proud of its contributions to the success of KUSD students, including the number of youth sheltered who have graduated from high school and gone on to college, career technical education, and/or full-time employment on a career path. The Project is an opportunity to assure that the youth we serve receive training and supports as they overcome the effects of trauma and move forward to bright futures.

If there are any questions or other ways in which Pride and the Safe House can promote positive youth development for Konocti students, please call me directly at: 707- 987-7337.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Georgina Lehne. The text "(b)(6)" is written in the top-left corner of the box.

Georgina Lehne, President

Vision: Partners Creating
a Healthier Lake County.

Mission: Providing Innovative Leadership to
build system connections among service
agencies and healthcare providers that
identifies best practices and seeds change.



Of Lake County

Contact Information

Health Leadership Network
email: hlnlakeco@gmail.com

Members

St. Helena Hospital-Clearlake
15630 18th Ave.
Clearlake, CA 95422
707.994.6486

Sutter Lakeside Hospital
5176 Hill Rd. East
Lakeport, CA 95453
707.262.5000

Lake County Health Services
922 Bevins Ct., Lakeport, CA 95453
707.263.1090

Lake County Office of Education
1152 S. Main St., Lakeport, CA 95453
707.262.4102

Lake Family Resource Center
4325 Main St., Kelseyville, CA 95451
707.279.0563

Easter Seals/Northern California

Lakeside Health Center
5335 Lakeshore Blvd..
Lakeport, CA 95453
707.263.7725

First 5 Lake County
55 1st Street, Lakeport, CA 95453
707.263.6169

Lake County Social Services
15975 Anderson Ranch Pkwy
Lower Lake, CA 95457
707.995.4200

Lake County Economic Development
255 N. Forbes St.
Lakeport, CA 95453
707.263.2580

Lake Co. Community Action Agency
15312 Lakeshore Blvd.
Clearlake, CA 95453
707.995.0495

April 15, 2014

Donna Becnel, District Superintendent
Konocti Unified School District
9430-B Lake Street
P.O. Box 759
Lower Lake, California 95457-0759

Re: Letter of Commitment: Konocti Counseling Project -- April 15, 2014

Dear Superintendent Becnel,

The Health Leadership Network – Health Policy Cabinet (“HLN”) supports the efforts of the Konocti Unified School District to strengthen the continuum of mental/emotional/behavioral services for its high school students at Lower Lake High School, Carlé High School, and Blue Heron Opportunity School. This project will fill significant gaps and improve outcomes, both for individual students, the schools served, and the system overall. Its plan to add afterhours triage personnel and capacity to respond to crises at multiple access points is a cost-effective strategy that will fill significant system gaps, and complements the network’s mission: “To provide innovative leadership to build system connections among service agencies and health care providers that identify best practices and seed change. HLN’s ten core partners include: Public Health; Behavioral Health; AODS; LCTHC; Easter Seals; Lake Family Resource Center; Sutter Lakeside Hospital and Adventist St. Helena – Clearlake Hospital and their affiliated clinics; Lakeside Health Center; the County Office of Education; and the First 5 Commission. HLN also serves as the County’s Health Policy Cabinet, developing policies to effectuate Health Priority Needs from the 2013 Community Health Assessment.

We are now implementing the Community Transformation Project, which is intended to address the root causes of chronic health conditions and Lake County’s poor overall health ranking at the bottom of California’s 50 counties due to death from all causes. Exposure to trauma/toxic stress is among those root causes. This project is well-aligned with our current efforts to develop a county wellness framework that works across the life course to implement prevention strategies, fill gaps in service and create partnerships that strengthen individual and community resiliency.

HLN will provide the Project with: (a) a venue to integrate its work with other efforts to improve student outcomes, including crisis response; (b) access to evolving best practices regarding to mental health services; (c) maximize access to ongoing services for students and families; (d) assistance with sustainability planning; and (e) dissemination of lessons learned. HLN welcomes the opportunity to support the Project and strongly urges that it be funded in full. If there are any questions, please feel free to contact me at 707-279-8827.

Very Truly Yours,

Susan Jen, Executive Director and Founder, HLN

PR/Award # S215E140256

Table of Acronyms

Acronym	Term or Name
ACE	Adverse Childhood Experience
BH	Blue Heron
BSAC – 2	Behavior Assessment System for Children, Second Edition
Carlé	Carlé Continuation High School
CBITS	Cognitive Behavioral Interventions for Trauma in Schools
CHKS	California Healthy Kids Survey
CSCS	California School Climate Survey
DAI	Developmental Assets Inventory
ELL	English Language Learners
HLN	Health Leadership Network
ITCM	Integrated Team Case Management
KUSD	Konocti Unified School District
LCBH	Lake County Behavioral Health (includes Alcohol and Other Drug Services)
LCOE	Lake County Office of Education
LCTHC	Lake County Tribal Health Consortium, Inc.
LFRC	Lake Family Resource Center, Inc.
LGBTQ	Lesbian, Gay, Bi-Sexual, Transgender, Questioning
LLHC	Lower Lake High School
PD	Project Director
PPS	Pupil Personnel Services
PTSD	Post-Traumatic Stress Disorder
QPR	Question, Persuade, Refer
RA	Relational Aggression
RCS	Redwood Children’s Services, Inc.
SSC	School Site Councils
SSW	School Social Worker
USDOE	U.S. Department of Education
WAS	Walker Assessment Scale

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Three-Year Budget Narrative and Justification

Budget Narrative and Justification - Year One

Category	Amount
1. PERSONNEL	
1.0 FTE Qualified Psychologist @ \$47/hr. x 8 hours/day x 186 days Duties include: staff trainings (Project introductory, early recognition, QPR); review referrals for assignment or additional assessment; complete clinical assessments as needed; classroom observations; one-on-one counseling & therapy; assist other staff w/ crises, groups, or as needed; Management Team. .10 FTE allocated for services as Project Director, to oversee Project, serve as liaison with sites, LCBH, Evaluator; coordinate reports.	\$69,936 (.10 FTE or \$6,994 considered administrative cost)
2.0 FTE School Counselors: 1.0 FTE assigned to LLHS; two .50 FTE positions, one each at Carlé and BH @ \$32.17/hr x 8 hours/day x 205 days, = \$52,760/FTE Duties include: one-on-one counseling; facilitation of CBITS groups; review screens; crisis response; student QPR training; advise Management Team. Each Counselor is assigned to one site to assure stable relationships with students and staff.	\$105,520
1.0 FTE School Social Worker@ \$20/hr. x 8 hrs/day x 205 days Duties include: facilitating Support, Anger, Grief, other Groups; RA groups; home visits; family support and plans; services improve family functioning and capacity to support students' positive choices.	\$32,800
TOTAL SALARIES	\$208,256
Note: All salaries are based on the negotiated rates for same or comparable positions in KUSD	

Category	Amount
2. FRINGE BENEFITS	
Fringe benefits, other than Health & Welfare, include the following @ 29.271% of salary: Classified Staff: \$208,256 total salary Social Security @ 6.2% x \$208,256 = \$12,912 Retirement (PERS) @ 11.771% x \$208,256 = \$24,514 Medicare @ 1.45% x \$208,256 = \$3,020 Unemployment @ 0.05 % x \$208,256 = \$104 Workers Compensation @ 5.8% x \$208,256 = \$12,079 OPEB @ 4% x \$208,256 = \$8,330 Subtotal Classified Benefits: \$60,959	\$60,959
Health and Welfare benefits are \$17,245/FTE, covering medical, dental, vision, and life insurance x 3.0 FTE = \$51,735 Note: .10 FTE, including pro-rated share of Health and Welfare benefits, or \$3,767 of Qualified Psychologist benefits considered administrative cost.)	\$51,735

Category	Amount
Note: Workers Compensation rates will be finalized in May 2014.	
TOTAL FRINGE BENEFITS:	\$112,694
Note: All fringe benefits are based on the negotiated rate for same or comparable positions in KUSD.	

Category	Amount
3. TRAVEL	
Mandatory Project Director's Meeting in Washington, D.C. <ul style="list-style-type: none"> ▪ Air fare for Project Director: Round-trip from Sacramento CA (nearest major airport) to Washington D.C. @ \$1,500 (economy) ▪ Car travel from Lake County to Sacramento @ \$0.56/mile x 252 miles round-trip (one car) = \$141 ▪ Hotel @ 2 nights (due to travel time required) @ \$100/night = \$200 ▪ Per diem @ \$65 day x 2 days = \$130 ▪ Airport parking @ \$20/ day x 2 days = \$40 Subtotal: \$2,011	\$2,011
Office of Safe and Healthy Students National Conference in Washington D.C.: <ul style="list-style-type: none"> ▪ Air fare for Project Director and one other staff member: Round-trip from Sacramento CA (nearest major airport) to Washington D.C. @ \$3,000 (\$1,500 each) ▪ Car travel from Lake County to Sacramento @ \$0.56/mile x 252 miles round-trip (one car) = \$141 ▪ Hotel @ 3 nights (due to travel time required) @ \$200/night x 3 nights x 2 = \$1,200 ▪ Per diem (meals, etc.) @ \$ 65 day x 3 days x 2 people = \$390 ▪ Airport parking @ \$20/day x 3 days = \$60 Subtotal: \$4,791	\$4,791
TOTAL TRAVEL:	\$6,802

Category	Amount
4. EQUIPMENT	
N/A	0

Category	Amount
5. SUPPLIES	
Cognitive Behavioral Intervention for Trauma in Schools Manual @ \$40/each x 5 = \$200 (includes non-Project-funded staff)	\$200
Incentives, Prevention Reinforcement Items to support behavioral modification, and rewards, e.g., for returning Parent Surveys	\$1,000
TOTAL SUPPLIES	\$1,200

Category	Amount
6. CONTRACTUAL	
<p><u>Independent Evaluator</u> @ \$25,000, consistent with local practice. Rigorous, detailed evaluation, with frequent feedback loops and interim reports will generate the detailed, objective, quantitative and qualitative data required to keep the Project on track to meet its objectives and outcomes, refine it for continuous quality improvement, plan for future years, guide policy and procedures, and document Project efficacy and cost-effectiveness. The Evaluator will monitor data collection, coordinate parent surveys, meet with the Management Team, and produce interim and Annual Reports. Year 1's contract covers production of the Project Tracking Database. The Evaluator and Project Director will set the year's schedule and time commitment, consistent with evaluation requirements.</p>	\$25,000
<p><u>Barbara Ehr, MFT, Clinical Supervisor</u> @ \$14,000/year, by contract with LCOE – Safe Schools/Healthy Students. Ms. Ehr will provide weekly on-site supervision, monthly ITCM meetings, and be available for consultation by telephone, as needed. Her estimated time commitment is 16 hours/month or 4 hrs./week.</p>	\$14,000
<p>Procurement Statement: Applicant has followed and will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36</p>	
TOTAL CONTRACTUAL COSTS:	\$39,000

Category	Amount
7. CONSTRUCTION	
N/A	0

Category	Amount
8. OTHER	
<p>Costs to administer and score:</p> <ul style="list-style-type: none"> ▪ The California Healthy Kids Survey school-wide@ \$700/year x 3 sites, to capture changes in student self-reported behavior, perceptions, and norms = \$2,100 ▪ The California Healthy Kids Survey for Project students, pre/post @ \$700 x 3 sites (added cost due to additional administration and possible customization), to capture changes in students served to document Project progress toward Objectives and Outcomes. = \$2,100 ▪ The California School Climate Survey for students, parents, and staff @ \$700 x 3 sites, to capture changes in perceived school environment and safety = \$2,100 ▪ The California Healthy Kids Survey Parent Module @ \$700 x , 3 sites to capture changes in parents' perceptions of student behavior and norms and school safety = \$2,100 <p>The use of several instruments, multiple subject groups, and frequent administration is required for the Project to measure its impact on the</p>	\$8,400

Category	Amount
students served, their parents, all students and parents, and the staff. These validated instruments will produce objective, quantifiable data for Project evaluation and planning.	
TOTAL OTHER COSTS:	\$8,400

Category	Amount
9. TOTAL DIRECT COSTS:	\$376,352

Category	Amount
10. INDIRECT COSTS	
Indirect cost rate of 4.54% allowed for 2014-2015 approved by California Department of Education. As required, a copy of the CDE webpage listing the approved rate is attached in Part 6.	\$17,086

Category	Amount
11. TRAINING STIPENDS	
N/A	0

Category	Amount
12. TOTAL COSTS YEAR 1	\$393,438

Notes: (1) Administrative costs are limited to the .10 FTE Project Director at \$10,761 in salary and benefits, less than the 4% allowable. The District will absorb the costs of the .45 FTE of District Psychologist time, clerical support, data management, and other administrative activities at no charge to the Project. (2) About 86% of the requested funding is allocated to activities directly benefiting students, including counseling, clinical supervision, and group supplies.

Budget Narrative and Justification - Year Two

Category	Amount
1. PERSONNEL	
1.0 FTE Qualified Psychologist @ \$47/hr. x 8 hours/day x 186 days/year. Duties include: staff trainings (Project introductory, early recognition, QPR); review referrals for assignment or additional assessment; complete clinical assessments as needed; classroom observations; one-on-one counseling & therapy; assist other staff w/ crises, groups, or as needed; Management Team. 10 FTE allocated for services as Project Director, to oversee Project, serve as liaison with sites, LCBH, Evaluator; coordinate reports.	\$69,936 (.10 FTE or \$6,994 considered administrative cost)
2.0 FTE School Counselors: 1.0 FTE assigned to LLHS; two .50 FTE positions, one each at Carlé and BH @ \$32.17/hr x 8 hours/day x 205 days, = \$52,760/FTE Duties include: one-on-one counseling; facilitation of CBITS groups; review screens; crisis response; student QPR training; advise Management Team. Each Counselor is assigned to one site to assure stable relationships with students and staff.	\$105,520
1.0 FTE School Social Worker@ \$20/hr. x 8 hrs/day x 205 days Duties include: facilitating Support, Anger, Grief, other Groups; RA groups; home visits; family support and plans; services improve family functioning and capacity to support students' positive choices.	\$32,800
TOTAL SALARIES;	\$208,256
Note: All salaries are based on the negotiated rates for same or comparable positions in KUSD	

Category	Amount
2. FRINGE BENEFITS	
Fringe benefits, other than Health & Welfare, include the following @ 29.271% of salary: <u>Classified Staff:</u> \$208,256 total salary Social Security @ 6.2% x \$208,256 = \$12,912 Retirement (PERS) @ 11.771% x \$208,256 = \$24,514 Medicare @ 1.45% x \$208,256 = \$3,020 Unemployment @ 0.05 % x \$208,256 = \$104 Workers Compensation @ 5.8% x \$208,256 = \$12,079 OPEB @ 4% x \$208,256 = \$8,330 Subtotal Classified Benefits: \$60,959	\$60,959
Health and Welfare benefits are \$17,245/FTE, covering medical, dental, vision, and life insurance x 3.0 FTE = \$51,735. Note: .10 FTE, including pro-rated share of Health and Welfare benefits, or \$3,767 of Qualified Psychologist benefits considered administrative cost.)	\$51,735

Category	Amount
Note: Workers Compensation rates will be finalized in May 2014.	
TOTAL FRINGE BENEFITS:	\$112,694
Note: All fringe benefits are based on the negotiated rate for same or comparable positions in KUSD.	

Category	Amount
3. TRAVEL	
Office of Safe and Healthy Students National Conference in Washington D.C.:	\$4,791
<ul style="list-style-type: none"> ▪ Air fare for Project Director and one other staff member: Round-trip from Sacramento CA (nearest major airport) to Washington D.C. @ \$3,000 (\$1,500 each) ▪ Car travel from Lake County to Sacramento @ \$0.56/mile x 252 miles round-trip (one car) = \$141 ▪ Hotel @ 3 nights (due to travel time required) @ \$200/night x 3 nights x 2 = \$1,200 ▪ Per diem @ \$ 65 day x 3 days x 2 people = \$390 ▪ Airport parking @ \$20/day x 3 days = \$60 	
Subtotal: \$4,791	
TOTAL TRAVEL:	\$4,791

Category	Amount
4. EQUIPMENT	
N/A	0

Category	Amount
5. SUPPLIES	
Cognitive Behavioral Intervention for Trauma in Schools Manual @ \$40/each x 5 = \$200 (includes non-Project-funded staff)	\$200
Incentives, Prevention Reinforcement Items to support behavioral modification, and rewards, e.g., for returning Parent Surveys	\$1,000
TOTAL SUPPLIES	\$1,200

Category	Amount
6. CONTRACTUAL	
<u>Independent Evaluator</u> @ \$25,000, consistent with local practice. Rigorous, detailed evaluation, with frequent feedback loops and interim reports will generate the detailed, objective, quantitative and qualitative data required to keep the Project on track to meet its objectives and outcomes, refine it for continuous quality improvement, plan for future years, guide policy and procedures, and document Project efficacy and cost-effectiveness. The Evaluator will monitor data collection, coordinate parent surveys, meet with the Management Team, and produce interim and Annual Reports. The Evaluator and the	\$25,000

Category	Amount
Project Director will establish the Year 2 time commitment and schedule consistent with evaluation requirements..	
Barbara Ehr, MFT, Clinical Supervisor @ \$14,000/year, by contract with LCOE – Safe Schools/Healthy Students. Ms. Ehr will provide weekly on-site supervision, monthly ITCM meetings, and be available for consultation by telephone, as needed. Her estimated time commitment is 16 hours/month or 4 hrs./week.	\$14,000
Procurement Statement: Applicant has followed and will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36	
TOTAL CONTRACTUAL COSTS:	\$39,000

Category	Amount
7. CONSTRUCTION	
N/A	0

Category	Amount
8. OTHER	
Costs to administer and score: <ul style="list-style-type: none"> ▪ The California Healthy Kids Survey school-wide@ \$700/year x 3 sites, to capture changes in student self-reported behavior, perceptions, and norms = \$2,100 ▪ The California Healthy Kids Survey for Project students, pre/post @ \$700 x 3 sites (added cost due to additional administration and possible customization), to capture changes in students served to document Project progress toward Objectives and Outcomes. = \$2,100 ▪ The California School Climate Survey for students, parents, and staff @ \$700 x 3 sites, to capture changes in perceived school environment and safety = \$2,100 ▪ The California Healthy Kids Survey Parent Module @ \$700 x , 3 sites to capture changes in parents’ perceptions of student behavior and norms and school safety = \$2,100 <p>The use of several instruments, multiple subject groups, and frequent administration is required for the Project to measure its impact on the students served, their parents, all students and parents, and the staff. These validated instruments will produce objective, quantifiable data for Project evaluation and planning.</p>	\$8,400
TOTAL OTHER COSTS:	\$8,400

Category	Amount
9. TOTAL DIRECT COSTS:	\$374,341

Category	Amount
10. INDIRECT COSTS	
Indirect cost rate of 4.54% for 2014-2015 approved by California Department of Education. As required, a copy of the CDE webpage listing the approved rate is attached in Part 6.	\$16,995

Category	Amount
11. TRAINING STIPENDS	
N/A	0

Category	Amount
12. TOTAL COSTS YEAR 1	\$391,336

Notes: Notes: (1) Administrative costs are limited to the .10 FTE Project Director at \$10,761 in salary and benefits, less than the 4% allowable. The District will absorb the costs of the .45 FTE of District Psychologist time, clerical support, data management, and other administrative activities at no charge to the Project. (2) About 86% of the requested funding is allocated to activities directly benefiting students, including counseling, clinical supervision, and group supplies.

Budget Narrative and Justification - Year Three

Category	Amount
1. PERSONNEL	
1.0 FTE Qualified Psychologist @ \$47/hr. x 8 hours/day x 186 days. Duties include: staff trainings (Project introductory, early recognition, QPR); review referrals for assignment or additional assessment; complete clinical assessments as needed; classroom observations; one-on-one counseling & therapy; assist other staff w/ crises, groups, or as needed; Management Team. 10 FTE allocated for services as Project Director, to oversee Project, serve as liaison with sites, LCBH, Evaluator; coordinate reports.	\$69,936 (.10 FTE or \$6,994 considered administrative cost)
2.0 FTE School Counselors: 1.0 FTE assigned to LLHS; two .50 FTE positions, one each at Carlé and BH @ \$32.17/hr x 8 hours/day x 205 days, = \$52,760/FTE Duties include: one-on-one counseling; facilitation of CBITS groups; review screens; crisis response; student QPR training; advise Management Team. Each Counselor is assigned to one site to assure stable relationships with students and staff.	\$105,520
1.0 FTE School Social Worker@ \$20/hr. x 8 hrs/day x 205 days Duties include: facilitating Support, Anger, Grief, other Groups; RA groups; home visits; family support and plans; services improve family functioning and capacity to support students' positive choices.	\$32,800
TOTAL SALARIES;	\$208,256
Note: All salaries are based on the negotiated rates for same or comparable positions in KUSD	

Category	Amount
2. FRINGE BENEFITS	
Fringe benefits, other than Health & Welfare, include the following @ 29.271% of salary: Classified Staff: \$208,256 total salary Social Security @ 6.2% x \$208,256 = \$12,912 Retirement (PERS) @ 11.771% x \$208,256 = \$24,514 Medicare @ 1.45% x \$208,256 = \$3,020 Unemployment @ 0.05 % x \$208,256 = \$104 Workers Compensation @ 5.8% x \$208,256 = \$12,079 OPEB @ 4% x \$208,256 = \$8,330 Subtotal Classified Benefits: \$60,959 Health and Welfare benefits are \$17,245/FTE, covering medical, dental, vision, and life insurance x 3.0 FTE = \$51,735 Note: .10 FTE, including pro-rated share of Health and Welfare benefits, or \$3,767 of Qualified Psychologist benefits considered administrative cost.)	

Category	Amount
Note: Workers Compensation rates to be finalized in May 2014.	
TOTAL FRINGE BENEFITS:	\$112,694
Note: All fringe benefits are based on the negotiated rate for same or comparable positions in KUSD.	

Category	Amount
3. TRAVEL	
Office of Safe and Healthy Students National Conference in Washington D.C.: <ul style="list-style-type: none"> ▪ Air fare for Project Director and one other staff member: Round-trip from Sacramento CA (nearest major airport) to Washington D.C. @ \$3,000 (\$1,500 each) ▪ Car travel from Lake County to Sacramento @ \$0.56/mile x 252 miles round-trip (one car) = \$141 ▪ Hotel @ 3 nights (due to travel time required) @ \$200/night x 3 nights x 2 = \$1,200 ▪ Per diem @ \$ 65 day x 3 days x 2 people = \$390 ▪ Airport parking @ \$20/day x 3 days = \$60 Subtotal: \$4,791	\$4,791
TOTAL TRAVEL:	\$4,791

Category	Amount
4. EQUIPMENT	
N/A	0

Category	Amount
5. SUPPLIES	
Cognitive Behavioral Intervention for Trauma in Schools - Replacement Manuals @ \$40/each x 5 = \$200 (includes non-Project-funded staff)	\$200
Incentives, Prevention Reinforcement Items to support behavioral modification, and rewards, e.g., for returning Parent Surveys	\$1,000
TOTAL SUPPLIES	\$1,200

Category	Amount
6. CONTRACTUAL	
<u>Independent Evaluator</u> @ \$25,000, consistent with local practice. Rigorous, detailed evaluation, with frequent feedback loops and interim reports will generate the detailed, objective, quantitative and qualitative data required to keep the Project on track to meet its objectives and outcomes, refine it for continuous quality improvement, guide policy and procedures, and document Project efficacy and cost-effectiveness for replication. The Evaluator will monitor data collection, coordinate parent surveys, meet with the Management	\$25,000

Category	Amount
Team, and produce interim and Annual Reports. The Evaluator and the Project Director will establish the Year 3 time commitment and schedule, consistent with evaluation requirements. The Year 3 contract amount also covers the Final Evaluation Report.	
<u>Barbara Ehr, MFT, Clinical Supervisor</u> @ \$14,000/year, by contract with LCOE – Safe Schools/Healthy Students. Ms. Ehr will provide weekly on-site supervision, monthly ITCM meetings, and be available for consultation by telephone, as needed. Her estimated time commitment is 16 hours/month or 4 hrs./week.	\$14,000
Procurement Statement: Applicant has followed and will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36	
TOTAL CONTRACTUAL COSTS:	\$39,000

Category	Amount
7. CONSTRUCTION	
N/A	0

Category	Amount
8. OTHER	
Costs to administer and score: <ul style="list-style-type: none"> ▪ The California Healthy Kids Survey school-wide@ \$700/year x 3 sites, to capture changes in student self-reported behavior, perceptions, and norms = \$2,100 ▪ The California Healthy Kids Survey for Project students, pre/post @ \$700 x 3 sites (added cost due to additional administration and possible customization), to capture changes in students served to document Project progress toward Objectives and Outcomes. = \$2,100 ▪ The California School Climate Survey for students, parents, and staff @ \$700 x 3 sites, to capture changes in perceived school environment and safety = \$2,100 ▪ The California Healthy Kids Survey Parent Module @ \$700 x 3 sites to capture changes in parents’ perceptions of student behavior and norms and school safety = \$2,100 <p>The use of several instruments, multiple subject groups, and frequent administration is required for the Project to measure its impact on the students served, their parents, all students and parents, and the staff. These validated instruments will produce objective, quantifiable data for Project evaluation and planning.</p>	\$8,400
TOTAL OTHER COSTS:	\$8,400

Category	Amount
9. TOTAL DIRECT COSTS:	\$374,341

Category	Amount
10. INDIRECT COSTS	
Indirect cost rate of 4.54% for 2014-2015 approved by California Department of Education. As required, a copy of the CDE webpage listing the approved rate is attached in Part 6.	\$16,995

Category	Amount
11. TRAINING STIPENDS	
N/A	0

Category	Amount
12. TOTAL COSTS YEAR 1	\$391,336

Notes: (1) Administrative costs are limited to the .10 FTE Project Director at \$10,761 in salary and benefits, less than the 4% allowable. The District will absorb the costs of the .45 FTE of District Psychologist time, clerical support, data management, and other administrative activities at no charge to the Project. (2) About 86% of the requested funding is allocated to activities directly benefiting students, including counseling, clinical supervision, and group supplies.

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

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

Name of Institution/Organization

Konocti Unified School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	208,256.00	208,256.00	208,256.00			624,768.00
2. Fringe Benefits	112,694.00	112,694.00	112,694.00			338,082.00
3. Travel	6,802.00	4,791.00	4,791.00			16,384.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	1,200.00	1,200.00	1,200.00			3,600.00
6. Contractual	39,000.00	39,000.00	39,000.00			117,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	8,400.00	8,400.00	8,400.00			25,200.00
9. Total Direct Costs (lines 1-8)	376,352.00	374,341.00	374,341.00			1,125,034.00
10. Indirect Costs*	17,086.00	16,995.00	16,995.00			51,076.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	393,438.00	391,336.00	391,336.00			1,176,110.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify): California Department of Education, by federal agreement

The Indirect Cost Rate is 4.54 %.

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 4.54 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Linda	<input type="text"/>	Gude	<input type="text"/>

Address:

Street1:	9430 Lake Street
Street2:	P.O. Box 799
City:	Lower Lake
County:	<input type="text"/>
State:	CA: California
Zip Code:	95457
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="707-994-6471"/>	<input type="text" value="707-994-0799"/>

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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