

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 # S215E140516

Grants.gov Tracking#: GRANT11638543

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

Closing Date: Apr 28, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1235-MDUSD CAPE GEPA)</i>	e10
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1234-MDUSD CAPE Project Abstract)</i>	e14
7. Project Narrative Form	e15
<i>Attachment - 1 (1238-MDUSD CAPE Project Narrative)</i>	e16
8. Other Narrative Form	e42
<i>Attachment - 1 (1237-MDUSD CAPE Attachments)</i>	e43
9. Budget Narrative Form	e64
<i>Attachment - 1 (1236-MDUSD CAPE Budget Narrative)</i>	e65
10. Form ED_524_Budget_1_2-V1.2.pdf	e68
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e70

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="68-0091157"/>	* c. Organizational DUNS: <input type="text" value="0861665760000"/>
----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

d. Address:

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

e. Organizational Unit:

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

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

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

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

CAPE is an RtI model that will expand children's access to counseling and social-emotional learning activities and equip educators to help address students' mental health and youth development needs.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Mount Diablo Unified School District * Street 1: 1936 Carlotta Dr. Street 2: _____ * City: Concord State: CA: California Zip: 94519-1358 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name Not Applicable Middle Name _____ * Last Name Not Applicable Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name Not Applicable Middle Name _____ * Last Name Not Applicable Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Stephanie Roberts * Name: Prefix _____ * First Name Nellie Middle Name _____ * Last Name Meyer Suffix _____ Title: Superintendent Telephone No.: _____ Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140516

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.

MDUSD CAPE GEPA.pdf

Add Attachment

Delete Attachment

View Attachment



Mount Diablo Unified School District

GEPA 427 Statement - Equitable Access and Participation

The Mt. Diablo Unified School District (MDUSD) seeks funding for an Elementary School Counseling Program that is inherently designed to counteract inequitable outcomes for groups of children in our schools. Therefore, MDUSD has identified and will address the following potential barriers to participation in the program: language and cultural barriers, racial barriers, barriers related to disabilities, and socioeconomic barriers. To address these barriers and ensure full participation and access to the program for all students in need, the MDUSD Elementary School Counseling Program includes:

1. Close communication and regular meetings between Counseling and Play in Education (CAPE) site teams, School Linked Services and Psychologists in MDUSD, and Mt. Diablo CARES after-school program staff members who will help identify and connect students and families of **'limited financial resources'** with program services.
2. Open communication with MDUSD English Learner programs, English Learner Advisory Committees (ELAC), and community agencies that are dedicated to serving **language minority** children, youth and families. The CAPE program will utilize multi-lingual program materials, information and outreach strategies. In staffing the Elementary School Counseling Program we will prioritize for multicultural awareness, and competence in multiple languages, especially Spanish, the most common non-English language in families served by the targeted schools.
3. A significant emphasis of the CAPE program and the district's Equity and Disproportionality effort is geared toward **racial and cultural awareness and competence** in order to effectively address the health and academic disparities across MDUSD. As such, extensive professional development, consultation and coaching related to cultural competence is built



Mount Diablo Unified School District

into the program design in order break down cultural/racial barriers that may hinder program success and intended outcomes. In addition, all of the assessment/screening tools and prevention/intervention strategies will be carefully created in light of MDUSD's diverse student population.

4. Close collaboration with MDUSD's Homeless Program (HOPE) and other relevant CBOs to identify and maintain contact with **homeless students and families** who are determined to be in need of this program's services.
5. Close collaboration with SELPA's (the local special education program area) staff members to design a plan of action which allows for comfortable, easy-access to and positive interaction with the program for **students and family members with disabilities**. Moreover, to further address possible barriers, student/social worker ratios will be lowered to below the national targets, and site-based Coordinated Care teams will work with Special Education staff to ensure that all students have access to the program.

The CAPE program has been very carefully designed to address and ultimately break down the barriers listed above that have persistently caused chronic disparities across the District. All participating partners in this project are committed to continuing to further develop and refine strategies that help us achieve our desired outcomes.

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**

Mount Diablo Unified School District

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Dr.

* First Name: Nellie

Middle Name:

* Last Name: Meyer

Suffix:

* Title: Superintendent

*** SIGNATURE:** Stephanie Roberts

*** DATE:** 04/28/2014

Abstract

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

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

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

You may now Close the Form

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

* Attachment:



Mount Diablo Unified School District

Project Abstract

Project objectives and activities. Mt. Diablo Unified School District (MDUSD) in the East Bay region of the San Francisco Bay Area proposes the Counseling and Play in Education (CAPE) project. CAPE is designed to meet the needs of children for (1) greater access to mental health services and (2) the development of “protective factors,” and (3) to build educators’ capacity to understand and address students’ mental health and youth development needs. The project’s activities comprise a behavioral Response to Intervention model. Tier 1 universal preventive supports include implementation of a *Positive Behavior Intervention and Support* approach to create a positive school climate; the *Steps to Respect social-emotional learning program*; the *Playworks youth development model*, and *universal screening* to identify students needing mental health services. Tier 2 activities include targeted, *brief, issue-focused counseling and case management* for students and families provided by school social workers hired for this project, use of alternatives to suspension and early intervention strategies. Tier 3 services, for students with severe and chronic behavioral challenges, include *Special Education assessment*, more *intensive mental health services*, and *interventions deployed by multidisciplinary teams*.

Applicable priorities. The CAPE project meets the Absolute Priority and Competitive Preference Priority 1 for the Elementary and Secondary School Counseling Program.

Proposed outcomes. CAPE will reduce the gap between MDUSD’s student/mental health professional ratios and those recommended by statute; reduce disciplinary referrals at participating schools; increase students’ resilience assets; improve student engagement in school; and build educators’ capacity to address students’ mental health and youth development needs.

Number of participants to be served. 3,048 students and their families, and 162 educators.

Number and location of proposed sites. CAPE will be implemented at 6 MDUSD elementary schools: Fair Oaks and Valhalla (in Pleasant Hill), Shore Acres (Pittsburg), and Sun Terrace, Wren Avenue , and Ygnacio Valley Elementary (Concord), all in Contra Costa County.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



Mount Diablo Unified School District

Table of Contents

Part 1: Preliminary Documents (Grants.gov Forms)

- Application for Federal Assistance (SF-424)
- ED Supplemental Information for SF 424

Part 2: ED Budget Information Non-Construction Programs (Grants.gov ED Form 524)

Part 3: ED Abstract Form 1

Part 4: Project Narrative Attachment Form

Table of Contents.....	2
Application Narrative	3
1. Need for Project.....	3
o Gaps in services	
o Target population	
2. Quality of the Project Design.....	9
o Tier I Social-Emotional Support System	
o Tier II Counseling Support	
o Tier III—Intensive services and support	
o Professional development for school and project staff	
o Linkages with other appropriate agencies	
o Stakeholder involvement and feedback	
3. Quality of Management Plan	20
o Staffing and Workplan	
o Ensuring feedback and continuous improvement	
4. Quality of the Project Evaluation	23
o Evaluation methods	
o Performance measures and data collection	
o Data analysis, reporting, performance feedback, continuous improvement	

Part 5: Budget Narrative28

Part 6: Other Attachments Form

Individual Resumes for Project Directors & Key Personnel.....	31
• Counseling Coordinator/Project Director Job Description	
• James Wogan, School Linked Services Administrator Resume	
• School Social Workers Job Description	
• Youth Development Specialist Job Description	
Program Specific Assurance Form	42
Executive Order 12372 Transmittal Letter	43
Indirect Cost Rate Agreement.....	44
CAPE Tiers of Support.....	48
Care Team Flow Chart.....	49
Coordinated Care Team Q&A	50

Part 7: Assurances and Certifications (Grants.gov Forms)

- SF 424B Form, Standard Form LLL, Grants.gov Lobbying Form
- General Education Provisions Act (GEPA) Requirements – Section 427



Mount Diablo Unified School District

Program Narrative

Mt. Diablo Unified School District (MDUSD) is the largest school district in Contra Costa County in Northern California, serving 30,500 students at 52 schools across grades K-12 in Concord, Bay Point, and other cities about 35 miles east of San Francisco. Since 1991, due to budget restrictions, MDUSD has relied on community agency partnership programs to provide limited counseling services at our schools. We are proposing to pilot the *Counseling and Play in Education (CAPE) Project* at six high-need elementary schools. CAPE will consist of a cohesive continuum of tiered behavioral health interventions and supports for students with mental health, behavioral, and social-emotional challenges. This program will address the Elementary & Secondary School Counseling Program project objectives and GPRA measures as well as the absolute and competitive priorities to: (1) Establish or expand counseling programs in elementary schools, and (2) Improve the school environment and school safety, including decreasing harassment and bullying. With this pilot we expect to demonstrate the effectiveness and value of the CAPE model, and set the stage for replicating this multifaceted prevention and early intervention approach at other schools in MDUSD and potentially other districts.

1. Need for Project. MDUSD’s student body is 39% Hispanic/Latino, 38% White, 7% Asian, 5% African American, 4% Filipino, and 1% American Indian. 47% of our students receive free-or-reduced-price meals, 20% are English Learners, and 12% receive Special Educa-

tion services. Large numbers of students are struggling, as reflected in the data in Table 1. Our Afri-

Table 1. Student achievement and engagement	Below grade level ¹		Truancy	Suspension rate	4-year Dropout rate
	ELA	Math			
MDUSD	42%	47%	21%	6%	14%
California overall	44%	49%	29%	5%	13%

can-American and Latino students are more likely to fare poorly than their white and Asian counterparts. These gaps are pronounced in elementary school (graph below) and persist through

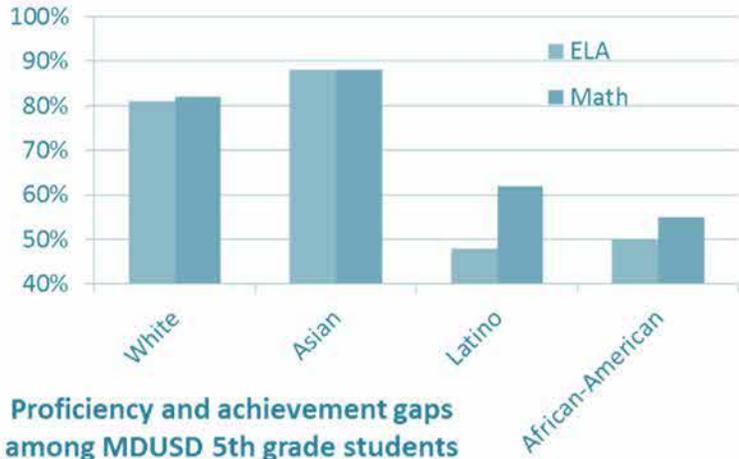
¹ Based on 2013 California Standards Test results.



Mount Diablo Unified School District

secondary school. The dropout rate for Latinos is 21%, 50% higher than districtwide, and 26% for African-American students, nearly double the districtwide rate.

Many students are engaged in or exposed to behaviors linked to poor engagement in school, such as conflicts with peers and teachers, bullying, misconduct in the classroom and on playgrounds, and poor attendance. These behaviors are early warning signs that, without intervention, can lead to more severe behavior difficulties in the future, such as suspension, truancy, substance use, dropping out, gang involvement, even suicidality (Table 2). Many students feel unsafe at school and lack protective factors (e.g., a sense of connectedness to school or to caring adults, problem solving skills) that can equip them to avoid high-risk behaviors in the future.



Proficiency and achievement gaps among MDUSD 5th grade students

	5 th graders	11 th graders
Been hit or pushed at school	34%	14%
Had mean rumors spread about you	39%	31%
Been harassed or bullied at school	NA	15%
Seen kids with a gun or knife at school	15%	21%
Sometimes felt unsafe at school	15%	6%
Current gang involvement	NA	7%
Used alcohol or other drugs	24%	64%
Felt sad or hopeless for 2 weeks or more	NA	32%
Seriously considered attempting suicide	NA	17%
High meaningful participation at school	18%	14%
High level of school connectedness	68%	40%
High level of problem solving skills	35%	NA
High level of empathy	44%	NA

Gaps in services. In 1991, MDUSD eliminated School Counselors. Over the years, we added positions such as Vice Principals and Student Services Coordinator to larger schools and high-poverty schools to help address students’ behavioral and academic needs. Unfortunately, these staff have devoted most of their attention to discipline, campus and staff supervision. For the past 20+ years, MDUSD has had limited resources to meet the mental health needs of our general education students. For example, the student: psychologist ratio is 1,064:1 and their primary role is



Mount Diablo Unified School District

assessment, and the student:school social work intern ratio is 2,540:1 – far below national standards. MSW social work interns provide direct services for students, building their skills as part of training programs. There is limited counseling at schools through small contracts with or pro bono services provided by partner agencies. Typically these services are for students with IEPs as part of Special Education, or district programs for foster and homeless children. Yet many struggling students with complex needs fall through holes in the “system.” This situation consigns our students and their teachers to struggle in isolation with emotional, social, and behavioral challenges. When mental health symptoms are not addressed, students may fall into a cycle of negative behaviors and subsequent disciplinary measures that further divert attention away from addressing their underlying needs and negatively impact their education and future prospects.

Since 2010, MDUSD has been engaged in an equity initiative to address the achievement gaps in our district. We have conducted stakeholder meetings, focus groups, surveys, and data analyses to understand the academic and social-emotional needs of students and student sub-groups. We have identified the following gaps in mental health services and social-emotional learning interventions – gaps that negatively affect student learning and achievement.

Limited access to and outreach for mental health services: There are minimal and fragmented Tier 2 (strategic, short-term interventions) counseling services and behavior supports at school sites for general education students, especially at the elementary level. Schools thus react to Tier 3 (intensive needs) issues as they come up rather than being proactive and preventative. There is an over-reliance on the referral process and on referrals to Special Education to connect kids to mental health services rather than monitoring student behaviors and using data to guide outreach and offer services when indicated. Moreover, counseling services from outside partners, to the extent they are available, are often provided independently from classroom strategies teachers employ. Since we do not have school-based mental health staff, many parents must seek counseling for their children outside of school. Because of lack of private health insurance or MediCal,



Mount Diablo Unified School District

financial constraints, other stressors, and/or stigma associated with mental health care among people in our school communities, families often do not seek outside clinical services.

Minimal direct instruction and support in developing social skills, emotional intelligence, friendships. Students receive little direct instruction on pro-social behavior, social skills, resiliency and internal strengths (empathy and problem solving) that prepare youth to build and sustain healthy relationships – and prevent the need for behavior referrals and suspensions. At the same time, passive supervision and students’ inability to problem solve on the playground results in behavior problems during recess/lunch that often spill over into the classroom.

Training needs in mental health and behavior support. School personnel have limited training to recognize students’ needs for mental health services, or to be aware of and assist children and their families to access the services and supports that are available. Teacher referrals for support services are more common for students with externalized acting out behavior than for internalized withdrawn behaviors that may require mental health services. School staff may perceive students who are disengaged in school as disinterested in their education and unmotivated to succeed, when in fact the disengagement may be due to hardships in their lives. Such students may have a negative effect both on other students and on educators’ motivation to assist them. Staff may also mistakenly perceive that their parents do not care about their children’s education since they may not return phone calls or emails. Staff need targeted training to understand and address these issues and thereby expand children’s access to needed supports.

Furthermore, examination of student data and mapping of resources by the MDUSD Equity Advisory Team revealed the absence of consistent behavior supports for struggling students, clear pre-referral interventions at the Tier 1 level (universal, for all students) and Tier 2 (at-risk or some students), and professional development for all staff. There are two pathways students with behavior issues and mental health needs tend to follow: referral for Special Education, or referral for suspension and/or expulsion. We identified three focus areas to better address stu-



Mount Diablo Unified School District

dents’ behavioral needs and thereby promote student success in school: 1) a 3-tiered behavioral Response to Intervention (RtI) approach, 2) Positive Behavior Intervention and Supports (PBIS), and 3) building a Culturally Responsive School Environment.

In July 2012, MDUSD was identified as Significantly Disproportionate for the over-identification of African American students for Emotional Disturbance for four consecutive years. MDUSD is now required to implement a Coordinated Early Intervening Services (CEIS) Plan outlining how the district will address disproportionality and will re-allocate 15% of existing Individuals with Disabilities Education Act (IDEA) funds to support this effort. This process has helped us to identify root causes and gaps in services for general education students, as described above, and has guided our development of the proposed CAPE project. The CAPE project is in alignment and coordinated with our CEIS Plan and will leverage services, training, and staff supporting the development of the RtI and PBIS models being implemented districtwide.

Most recently, from January to April 2014, we explored how to address students’ unmet behavioral health needs in meetings in each of MDUSD’s six feeder patterns, as part of the district’s Local Control Accountability Plan process, and in discussions with the district’s Community Advisory Committee, Language Advisory Committee, and Equity Advisory Team; in student focus groups with the Foster Youth Advisory and at Olympic Alternative High School; and through site-based Coordinated Care Teams. These efforts further inform CAPE.

Target population. MDUSD proposes to pilot a comprehensive counseling program at a subset of our elementary schools, to meet the needs of students while establishing an effective model that we are committed to sustaining and to replicating at other schools. We

Table 3. CAPE target schools	Enrollment	F/R lunch	Latinos	English Learners
Fair Oaks	401	84%	65%	56%
Shore Acres	535	95%	91%	75%
Sun Terrace	559	74%	62%	42%
Valhalla	582	20%	18%	16%
Wren Avenue	550	76%	61%	42%
Ygnacio Valley	523	83%	76%	57%

have selected the target schools based on those with the highest numbers of office disciplinary



Mount Diablo Unified School District

referrals and requests for behavioral support from Coordinated Care Team structures and the principals. As shown in Table 3, the vast majority of students are socioeconomically disadvantaged and Latino;

Table 4. Student achievement	PI	Attendance	Truancy	Below grade level	
				ELA	Math
Fair Oaks	Yr 5	95.8%	16%	59%	49%
Shore Acres	Yr 5	95.4%	19%	64%	48%
Sun Terrace	Yr 2	95.5%	24%	68%	62%
Valhalla	N/A	96.3%	17%	30%	24%
Wren Avenue	Yr 1	95.6%	3%	57%	41%
Ygnacio Valley	Yr 5	96.3%	9%	46%	36%

about half are English Learners (90+% of them native Spanish speakers). Most students at these schools are not meeting ELA standards and nearly half are not proficient in Math (Table 4).

Table 5. California Healthy Kids Survey results (2013) – 5 th graders	Fair Oaks	Shore Acres	Sun Terr	Valhalla	Wren Ave	Ygn Vall
Moved at least once in last year	44%	48%	50%	34%	53%	40%
Been hit or pushed at school/past year	60%	50%	27%	28%	37%	42%
Had mean rumors spread about you	16%	44%	33%	33%	41%	43%
Seen other kids with a gun or knife at school	35%	18%	28%	9%	22%	31%
Been cyber-bullied by other kids	19%	10%	7%	6%	6%	7%
Feel unsafe at school sometimes or always	23%	28%	40%	10%	12%	23%
Ever used alcohol or other drugs	19%	10%	30%	29%	18%	19%
High meaningful participation at school	19%	12%	13%	16%	25%	12%
High level of school connectedness	60%	64%	57%	76%	73%	58%
High level of problem solving skills	33%	22%	37%	26%	42%	33%
High level of empathy	50%	44%	37%	46%	32%	29%

All but one of the schools are in Program Improvement. There are wide achievement gaps in both ELA and Math between Latinos and whites, and low-income students and their middle class peers. Many students face key obstacles to success in school. Most are from working poor families struggling to house, clothe, and feed their children. High numbers live in unstable housing situations, as seen in their frequent moves from one home to another (Table 5). Many exhibit or are exposed to behaviors (fighting, bullying, truancy) linked to poor engagement in school and dropout risk. The schools average 140 disciplinary referrals per site. Many students lack a sense of connectedness to or opportunities for meaningful participation at school, strong problem solving skills, or empathy – assets which could promote their own and their peers’ development and



Mount Diablo Unified School District

safety. As across the district, the schools have a shortage of on-site mental health professionals: *1 school psychologist for every 1,604 students, 1 MSW social work intern per 2,540 students.*

We are proposing a tiered service delivery model at these schools to address gaps in (1) mental health counseling for students, (2) active engagement and inclusiveness activities on the playground to prevent student conflicts, (3) classroom community-building and instruction in bullying prevention and other pro-social behaviors (4) professional development to equip staff to promote students’ mental health and social-emotional skills, and (5) family engagement in counseling and other supports. The result will be a seamless continuum of support that enables children to get along well with their peers, engage with and succeed in their education, and equip them to safely navigate the challenges of their adolescence and secondary school years.

2. Quality of the Project Design. MDUSD’s *Counseling and Play in Education*

(*CAPE*) *Project* is designed primarily to meet the target population’s needs for (1) greater access to mental health services and (2) development of social skills and healthy relationships, and (3) to provide educator professional development needed to support and sustain these efforts.

Table 6. CAPE Objectives/Outcomes	Performance Measures	Data Sources
<i>Goal 1: Students will have increased access to school-based mental health services to support student learning.</i>		
Objective 1.1 By year 1, target schools will reduce the gap between baseline (2013-14) student/School Social Worker ratios and recommended ratios.	<i>GPRA Measure:</i> Change in student: SSW ratios to exceed the recommended ratio (1:800)	Student enrollment data, CAPE staffing data
1.2 By year 2, 90% of teachers at target schools will participate in semi-annual universal student mental health (MH) assessments and behavioral data analysis.	<i>Project Measure:</i> # of teachers trained, mentored, and/or consulted, and who conduct data analysis	CAPE team meeting minutes, program records Annual Teacher surveys
1.3 By year 2, teachers and administrators will show improvement in their ability to recognize early warning signs/symptoms of MH problems as compared to year 1.	<i>Project Measure:</i> Change in ability to recognize early signs/symptoms of MH problems	Annual Teacher/Staff surveys
<i>Goal 2. Students will increase their pro-social behavior, social competency, emotional well-being, attendance, and school engagement.</i>		



Mount Diablo Unified School District

Table 6. CAPE Objectives/Outcomes	Performance Measures	Data Sources
2.1 The number of student referrals for disciplinary reasons will decrease by 15% annually compared to baseline (2013-14).	<i>GPRA Measure:</i> Avg. # of disciplinary referrals per site in participating schools	MDUSD disciplinary referral records
2.2 School staff and students will report a 15% annual improvement in school safety as compared to year 1 (2014-15) on an annual school climate survey.	<i>Project Measures:</i> Change in self-reported items related to bullying, violence, and safety at school	Annual student surveys (CHKS & local) and Teacher/ Staff surveys
2.3 Students will report a 10% annual increase in environmental & internal resilience assets as compared to year 1.	Change in self-reported positive school, home, peer, and internal assets	
2.4 Students who receive counseling will show improvements in attendance.	<i>Project Measure:</i> Change in attendance.	MDUSD attendance data
2.5 Students who receive counseling will have improved classroom engagement.	<i>Project Measure:</i> Change in classroom behavior.	Student, parent, teacher surveys
<i>Goal 3. Staff knowledge and capacity to address students' mental health and youth development needs will be increased.</i>		
3:1 By the middle of year 1, 100% of target schools will have implemented the Steps to Respect program in 3 rd and 5 th grade, and the Playworks youth development model.	<i>Project Measures:</i> Change in number of staff trained, mentored, and/or consulted (Steps to Respect, PBIS, understanding of behavioral/mental health issues and resources) Implementation of Steps to Respect and PBIS	Training roster/log; Mentoring/consultation log; CAPE team minutes; school schedules; program records; Annual Teacher/Staff surveys; site visits
3.2 By year 1, School Social Workers will have trained, mentored, and/or consulted with 90% of teachers and administrators at target schools on the evidence-based Tier I PBIS Model.		
3.3 By year 2, 90% of staff at target schools will be able to analyze data on behavior and mental health and refer students to support services, structures, and resources.		
3.4 By year 3, 90% of teachers and administrators at target schools will have implemented the Tier 1 PBIS model.		

CAPE's direct student services component can be conceptualized as a "behavioral Response to Intervention" model, which includes Tier 1 (universal supports, primary prevention), Tier 2 (early interventions for students needing added support), and Tier 3 (intensive interventions for students with more serious behavioral/mental health issues). Below we describe the strategies to be implemented in each tier, followed by evidence supporting their effectiveness.

We will implement a **Tier I Social-Emotional Support System** at the six target schools in order to create a safe, positive school environment that engages children and equips them with



Mount Diablo Unified School District

crucial pro-social skills. Tier I strategies comprise a strength-based, preventive approach with a focus on mental health and well-being in contrast to mental illness. They will incorporate instruction, positive interactions, and opportunities for youth to develop strong relationships with peers and adults and self-efficacy skills and to practice leadership. Helping students build these protective factors will promote their social-emotional wellbeing and mental health and in turn their engagement and success in school. Tier 1 strategies will be as follows:

Positive Behavior Intervention & Support (PBIS) is a primary prevention approach to create a positive school climate, including school-wide behavior expectations, systematic supervision, positive reinforcement, social emotional learning, classroom management, and parent-school partnerships. To reduce and prevent behavioral problems, PBIS unites all adults at a school in teaching students a set of rules and routines, using common language and practices and consistent use of positive and negative reinforcement. If awarded this grant, the School Social Worker at each school will lead a team focused on school climate and implementation of PBIS.

Steps to Respect, a social emotional learning program, will be implemented in all 3rd and 5th grade classrooms at the target schools. In a series of 11 skill lessons (each taught in three 20-30 minute parts in the same week), students will learn social skills (assertive communication, conflict resolution, building and maintaining friendships), emotional skills (managing emotions, perspective taking, empathy), and risk-management skills (risk assessment, decision making, setting and achieving goals). The Steps to Respect program also teaches children about types of bullying and skills for coping with it, including recognizing bullying, using assertive behaviors to respond to it, and reporting bullying to adults. Because many children become involved as bystanders to bullying (in both helpful and harmful ways), the program emphasizes that all members of a school community share responsibility for decreasing bullying. The program includes a 2-hour overview presentation to families and a series of family handouts included in student lessons.

We will also implement the **Playworks youth development curriculum** at target schools.



Mount Diablo Unified School District

Playworks is an Oakland-based national nonprofit that supports learning and health by engaging students in urban schools in low-income communities in safe, inclusive play during recess, lunch, and after-school programs. Through a variety of games and sports, kids learn cooperation, sportsmanship, non-violent conflict resolution, and leadership skills. At the target schools, grant-funded Youth Development Specialists (YDS) will supervise students on the playground during recess and lunch using the Playworks model. They will facilitate fun activities and positive interactions, and equip students to take progressive responsibility for the quality of play and for each other's behavior. MDUSD's Mt. Diablo CARES after-school program currently uses this model, and CARES staff will serve as mentors to the YDS.

In addition, CAPE will incorporate a **universal student screening process and analysis of behavior data, through a team approach** to identify students in need of mental health services. This strategy will build on MDUSD's use of data as part of our RtI framework, in which grade level teacher teams and PBIS/Intervention teams monitor academic performance data to determine which students require more intensive support, and connect them with appropriate interventions to them achieve academic proficiency. As noted, currently, teachers are often left alone to address behavioral challenges and refer students for support services. However, they may not be equipped to address such challenges, or to identify students in need of mental health services. CAPE will provide professional development to build teachers' skills in these areas (see below). We will employ a team approach to engage the entire school in identifying students who need support: MDUSD will assist schools to develop monthly assessment snapshots – incorporating key indicators (attendance, behavior, class grades) of all students' school engagement and academic progress. We will then use existing Coordinated Care Teams to identify students needing academic, social, emotional, and/or behavioral support; identify school, school district, and community resources that may help them succeed; reach out to students' families to work together to develop plans to support student progress, and offer case management linking students



Mount Diablo Unified School District

and families with mutually agreed upon resources and support services. Direct services may include counseling and case management (Tier II and III strategies), including referrals for other needed services. In addition, high-need children will have priority for enrollment in Mt. Diablo CARES after-school programs, which operate at 5 of the 6 CAPE elementary schools, and which integrate beneficial academic assistance and positive youth development activities.

MDUSD established *Coordinated Care Teams* in 2002 to increase student achievement by linking students with needed support services. At MDUSD schools, Coordinated Care Teams meet weekly to develop strength-based intervention plans for students about whom school personnel are concerned. The principal, nurse, school psychologist, social work interns, and child welfare and attendance liaisons participate in team meetings. These team structures and systems provide a platform to target support for students. As part of CAPE, we will use the Coordinated Care Team at each school to identify and leverage needed services and supports (e.g., school-based counseling, academic intervention, after-school program participation, community services) for students based upon needs identified through the universal screening process.

Tier II Counseling Support. To address the largely unmet need for counseling and other early intervention services and support among general education students, we propose to hire 4.0 FTE school social workers (SSW), who will work at the target schools ranging from .4 FTE (2 days/week) to .8 FTE (4 days/week). This will increase the student:SSW ratio at the target schools from 3,048:0 to 762:1. The SSWs will provide *counseling* and *case management* for students and families; provide professional development for teachers and staff; conduct observations in classrooms and coach teachers; assist Coordinated Care teams to identify students needing services; and assist school staff in developing school-wide policies and practices to promote student learning and mental health and build protective factors.

Counseling is a customized, intentional, and planned mode to ameliorate mental health symptoms leading to disengagement or challenging behaviors that may manifest in school, and



Mount Diablo Unified School District

help to improve students' behavioral and academic outcomes. The CAPE SSWs (partnering with clinical interns at schools that have them) will lead group sessions for children identified as needing counseling. Sessions will focus on common issues facing children, such as anger management, socialization, depression, and grief. Typically, we will employ *Cognitive Behavioral Therapy / Social Skills groups*, meeting 1 hour weekly for 8-weeks. Group counseling will be combined with individual counseling, tutoring, and youth activities to form packages of support for identified students. In addition, SSWs will utilize *Trauma Focused Cognitive Behavioral Therapy (TF-CBT)* as a therapeutic modality in instances that involve trauma and warrant individual or family therapy. The *SSWs will also serve as case managers* when students require wrap-around support. They will guide and assist children and families, identify additional supports needed, broker referrals, facilitate communication among service providers, monitor student progress, and assist teachers to effectively serve children and communicate with their families. SSW's will work as part of multi-disciplinary school site teams to develop and implement a matrix of responses to student behaviors that includes the use of alternatives to suspension.

Tier III—Intensive services and support. CAPE will leverage existing MDUSD resources to serve students identified as having severe and chronic behavioral challenges. Existing Tier III resources and programs include: a Counseling Enriched Program for general and special education students with chronic and severe behavior difficulties such as oppositional defiant behavior and conduct disorder; MDUSD Foster Youth Services, a program that meets the unique educational needs of foster youth, with intensive counseling, tutoring, case management, and inter-agency collaboration; MDUSD Homeless Outreach Program for Education, a Title I Part A and LEA-Medi-Cal funded program to support homeless students and families; the District Positive Behavior Team, an intervention team for K-12 students with chronic and severe behavior difficulties and those at risk of expulsion, utilized when school site attempts to bring about changes in behavior have not been successful; the Student Attendance Review Board, for students with



Mount Diablo Unified School District

chronic truancy; and as a last resort, referral for Special Education assessment, and special education placements at Day Treatment programs or other schools with embedded mental health services. SSWs will be trained to access these district resources and, through coordination of health, mental health, and social services, obviate the need for restrictive school placements.

Strategies reflect up-to-date knowledge from research and effective practice. The CAPE model makes use of best practices in the field of mental health for children and families.

Positive Behavioral Intervention and Supports (PBIS) is a systematic approach to proactive, school-wide behavior based on a Response to Intervention model. Developed at the University of Oregon, PBIS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to shape effective environments for teaching and learning, using research-validated practices. PBIS focuses on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.² PBIS has been implemented in thousands of schools in over 40 states, resulting in dramatic reductions in disciplinary referrals and suspensions and increases in academic achievement.³

The ***Steps to Respect curriculum*** is an effective tool educators can use to decrease bullying at school and help students build more supportive relationships with each other, which in turn improves their ability to focus on classroom learning. The program's dual focus on bullying and friendship is based on research showing that friendship protects children (both the targets of bullying and those who bully others) from the harmful effects of bullying on children's emotional

² Michigan Dept. of Education (2008). *School-wide Positive Behavior Support Implementation Guide*. http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

³ For example, Bradshaw et al. Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *J Pos Behv Interv.* 2010;12:133-148. See Primary Prevention Tier of School-wide Positive Behavior Support. www.pbis.org/research/primary



Mount Diablo Unified School District

wellbeing and general school safety (Hodges, Botvin, Vitaro, and Bukowski, 1999). An evaluation of Steps to Respect's implementation at three schools found that it resulted in 25% fewer bullying events than would otherwise be expected, while bullying behavior increased in control schools. Students in the program become more agreeable, less argumentative and less tolerant of bullying and aggression (Frey et al., 2005). MDUSD has direct experience with Steps to Respect, through its implementation at 9 of our elementary schools in 2008-09, and our partnership with the University of Washington and the Committee for Children to evaluate its effectiveness. Surveys of teachers at these schools indicated that students were more likely to get along with other students and to help their peers with homework as a result of the program; less likely to get in fights, and more likely to intervene in bullying incidents than at control schools.

The *Playworks model for playground activities* has been shown to have positive effects on student behavior, development, and engagement in classroom learning. In yearly surveys, 96% of teachers and principals at Playworks schools report an increase in the level of cooperation among students. A randomized controlled study conducted by Mathematica Policy Research and Stanford University found that Playworks schools have less bullying than non-Playworks schools; transitions from recess to learning activities are easier; students have better behavior and attention in class after participation in sports and play, and teachers perceive that students are safer during recess and engage in more inclusive play. In a nationwide survey of 4,000+ principals and teachers in schools that partnered with Playworks in 2012-13, respondents reported reclaiming an average of 20 hours of teaching time because there are fewer behavioral problems on the playground and in the classroom.⁴ By building students' pro-social skills, sense of safety, and other youth development assets, this program component will help children engage fully in their education and be equipped for other challenges in the years ahead.

Use of school social workers is an evidence-based approach to address students' mental

⁴ See more at: <http://www.playworks.org/about/how-playworks#sthash.cnt5WsEE.dpuf>.



Mount Diablo Unified School District

health needs and support the other CAPE strategies.⁵ *Brief, issue-focused, group counseling* has been proven effective with issues such as grief, anger management, socialization, and depression in children and adolescents.⁶ *Cognitive Behavioral Therapy*, the primary approach we will employ, is incorporated in many evidence-based treatment programs for children, adolescents, and families. *Trauma-Focused CBT* is a psychosocial treatment model designed to treat posttraumatic stress and related emotional and behavioral problems in children and adolescents, with or without family involvement. It has been shown to be effective in reducing anxiety and depression in elementary age children and is listed in SAMHSA's National Registry of Evidence-based Programs and Practices.⁷ In addition to direct counseling to address the root of challenging behaviors or symptoms, case management is critical to support students' success in school. Often, social-emotional causes to disengagement from learning require involvement from professionals both within and outside school. When a student is involved with multiple interveners or service systems, one team member needs to take primary responsibility for case management. School social workers are trained to do so using the NASW Standards for Case Management Services.⁸

If funded, we expect to achieve the first ESSC program GPRA outcome by staffing the six elementary schools up to the national standard of one school social worker to 800 students, and

⁵ School social workers "...have special expertise in understanding family and community systems and linking students and their families with community services essential to promote student success. School social workers' training includes specialized preparation in cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health needs of students. They work to remedy barriers to learning created as a result of poverty, inadequate health care, and neighborhood violence... They work with teachers, administrators, parents, and other educators to provide coordinated interventions and consultation designed to keep students in school and help families access the supports needed to promote student success." School Social Workers Association of America. *School Social Workers' Role in Addressing Students' Mental Health Needs and Increasing Academic Achievement*. 2014.

⁶ McDermut W et al. (2001). The Efficacy of Group Psychotherapy for Depression: A Meta-analysis and Review of the Empirical Research. *Clin Psych: Science and Practice*, 8, 98-116.

⁷ Child Trends Research to Improve Children's Lives (2007). *Cognitive-Behavior Therapy*. <http://www.childtrends.org/Lifecourse/programs/CognitiveBehaviorTherapy.htm>

⁸ <http://www.socialworkers.org/practice/naswstandards/CaseManagementStandards2013.pdf>



Mount Diablo Unified School District

ensuring that the SSWs “spend a majority of their time counseling students or in other activities directly related to the counseling process” (U.S. Dept of Ed. *ESSC Programs legislation*, Subpart 2, Section 5421). By staffing up in this way and using best practices in elementary schools, we expect to reach a tipping point so that assessments are universal, students exhibiting early signs of emotional/behavioral problems are provided preventive services, and students with more challenging situations (e.g., trauma, grief, anger, impulsivity, and depression) receive effective, integrated interventions from a team of social workers and community partners – ultimately leading to physically and psychologically safe schools and all students reaching their potential.

Professional development for school and project staff. CAPE will build the capacity of school site personnel to support the prevention of and appropriate intervention for behavioral and mental health problems in children. SSWs will convene teachers and other staff at the participating schools for staff development sessions on implementing PBIS approaches and Steps to Respect, understanding the Playworks model, as well as on topics including: Healthy Childhood Development and Mental Health; How Psychosocial Stressors and Trauma Impact Learning; De-escalating Conflicts; Identifying Children Needing Help; Working with Parents from Different Backgrounds; and Mental Health Resources in the Community. In addition, the CAPE Counseling Coordinator will train and support the SSWs in working as part of multi-disciplinary and collaborative teams at the school sites, and will assist the schools to understand how to refer students for more serious treatment options and to identify culturally competent and linguistically appropriate service delivery mechanisms and professionals.

Linkages with other appropriate agencies. The Coordinated Care Teams at each target school provide a platform to link schools and the children and families they serve with behavioral health and/or other health care services available in the community. While the new mental health professionals we hire with ESSC grant funding will be MDUSD employees, the CAPE program will leverage existing and new community partnerships between MDUSD and other



Mount Diablo Unified School District

agencies serving the target schools. For instance, MDUSD partners with California State University East Bay, University of California at Berkeley School of Social Welfare, and San Francisco State University School of Social Work to provide field work instruction for social work interns. We contract with John F. Kennedy University to provide counseling services to high-need students, and we refer (Medi-Cal eligible) students to Lincoln Child Center and Fred Finch Youth Center for mental health services. We will build on our partnership with Playworks for the CAPE recess and lunch-time programming. We also refer very high-risk families to Contra Costa County Mental Health Services. As part of CAPE, we plan to strengthen referral relationships with Children's Mental Health, Rainbow Community Center, La Clinica de La Raza, county Child and Family Services, and Youth Homes Inc. (a group home provider) to increase our capacity to provide or connect students to needed mental health and wraparound services. Overall, CAPE will create a collaborative system that brings mental health, health, education, youth development, and community empowerment together. CAPE SSWs will act as site coordinators by convening Coordinated Care Teams, training and coaching school staff, reaching out to families and providers, and helping families pursue and benefit from community services.

Family involvement. Our school and project staff will involve parents and caregivers in services across all three Tiers. For instance, families will be involved at the Tier I school climate level through events such as multi-cultural night, family literacy events, after school program celebrations, and volunteering in classrooms. At the Tier 2 and 3 levels, families and caregivers will be full collaborative partners in developing and implementing plans to support children to be successful. Steps to Respect includes a family orientation session and ongoing outreach through materials that are part of classroom lessons. Families are integral to preventing bullying, promoting appreciation for diversity, including diversity of abilities, and reinforcing positive messages from school. The SSWs will convene quarterly parent workshops on issues related to childhood development, mental health, community resources, and listening to parents and caregivers to bet-



Mount Diablo Unified School District

ter understand their concerns. For students identified as potentially needing counseling, school social workers and Coordinated Care Teams will reach out to parents/ caregivers to involve them in assessments and planning services for their children. In some cases, Tier 2 and Tier 3 interventions will include family therapy. The SSWs will engage families in case management as appropriate, working with the parents/ caregivers to identify and address concerns and needs, through guidance, counseling, and community service referrals.

3. Quality of Management Plan. The ESSC grant and the CAPE project will be managed by MDUSD's School Linked Services Department and overseen by a full-time newly created Counseling Coordinator (.40 FTE paid by the ESSC grant). The Counseling Coordinator (CC) will be responsible for the project's implementation, day-to-day management, professional development, staff supervision, data collection, liaising with the evaluator and community partners, and reporting to the grantor. MDUSD's Administrator of School Linked Services, James Wogan, a Licensed Social Worker and expert in school-linked mental health services with over 20 years of experience, will supervise and support the CC and the CAPE program.

We will hire 4 full-time School Social Workers (83% of their time paid by the grant) to provide school-based counseling and case management to Tier 2 students with mental health needs. They will be assigned to schools from .4 to .8 FTE, based on the extent of the school's need for these services. SSWs will also provide monthly training to site staff on competencies identified earlier; conduct classroom observations and coach teachers; assist sites in creating a positive and inclusive school environment; and host quarterly workshops for parents. We will hire 12 Youth Development Specialists from MDUSD's after-school programs, 2 per school, to facilitate the Playworks component during recess and lunch, working 10 hours/week during the school year.

To guide and support CAPE, Mr. Wogan will convene a Mental Health Leadership Team (MHLT) comprised of the CC, the SSWs, target school Principals and teachers, YDSs, and



Mount Diablo Unified School District

School Psychologist. The MHLT will meet monthly to support implementation, identify strengths and challenges, problem solve, and refine programming. The CC will convene brief biweekly meetings of site CAPE teams with the SSW's, YDS, teacher representatives, and the Principal to support implementation, outreach to Tier 2 students and families, and address needs and challenges. The CC and SSWs will also attend monthly district Mental Health staff and Psychologist meetings to align CAPE with and link to existing district services. Representatives of the MHLT will present to the MDUSD Superintendent's Council bi-annually to report on CAPE's impact, successes, and future actions.

Table 7. WORK PLAN CAPE INITIATIVE

Activities / Milestones	Year 1			Year 2				Year 3			Responsible Parties	
	Q	Q	Q	Q	Q	Q	Q	Q	Q			
	1	2	3	4	5	6	7	8	9			
Hire Counseling Coordinator												JW, Personnel Dept.
Hire School Social Workers												JW, SWS
Train SSWs in CAPE model												CC, Principals
Hire Youth Devp. Specialists												CC, SSW
Train YDS in Playworks												SSW
Train 3 rd /5 th grade teachers in Steps to Respect												CC, YDS
Implement Playworks												CC, SSW
Implement counseling/CM												CC, SSW
Implement Steps to Respect												CC, SSW
MHLT monthly meetings												JW
Overview meeting with target schools												JW, CC
Develop evaluation plan & gather baseline data												CC, TIS, HTA
Convene PBIS/Intervention School Teams												CC, Principals
Universal Assessments												JW, CC, SSW
Analyze data to identify students for Tier 2 counseling												CC, SSW, Principals, PBIST
CAPE Team meetings 1x/wk/site												CC
Mental Health staff collaborative meetings												JW, CC, SE
School Psychologist meetings 1x/month												CC, SE
Coordinated Care Team												CC, Principals



Mount Diablo Unified School District

Table 7. WORK PLAN CAPE INITIATIVE

Activities / Milestones	Year 1				Year 2				Year 3				Responsible Parties
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 13	
meeting/training													
Train school staff in PBIS													CC, SSWs
Train staff/parents on mental health issues and resources													CC, SSWs
SSW monthly reports on students served													SSWs
Evaluation reports													HTA
Surveys (students, staff, (parents, stakeholders)													CC, HTA
Monitor Tier I strategy implementation													CC, HTA, Principals
Review/revise MDUSD policies													CC
Presentation on CAPE to Superintendent’s Cabinet													CC
Program and fiscal reporting													CC
Positive reinforcement & celebration events													CC, Principals
JW – James Wogan, School Linked Services Adm. CC – Counseling Coordinator, Project Director SSW – School Social Workers SWS – Social Work Specialist YDS – Youth Development Specialists MHLT- Mental Health Leadership Team						TIS – Technology Information Services HTA – Hatchuel Tabernik & Associates (evaluator) SE – Asst. Supt. Special Education PBIST – Positive Behavior Intervention Support Teams							

Ensuring feedback and continuous improvement. As noted, the MHLT will meet monthly to guide CAPE’s implementation, monitor progress, problem solve, and identify appropriate project refinements. In addition, the CC and Mr. Wogan will regularly visit the target schools to maintain open lines of communication, monitor program operations, and support improvements. Mid-year and end-of-year evaluation reports will identify implementation challenges and include recommendations for program improvements.

A critical role for Mr. Wogan, working with the CC and the schools, will be to monitor the fidelity of implementation and continuously improve the program model and its implementation. From past experience, we understand that we are working on a school-wide and future district-



Mount Diablo Unified School District

wide change of culture and practices that is anything but simple. MDUSD adopted Building Effective Schools Together behavior strategies now known as PBIS several years ago, but implementation is still spotty throughout the district. Getting teacher buy in to use a new approach to classroom management is challenging, not because of active resistance to the concept, but because “old habits” are ingrained and change slowly. Moreover, CAPE uniquely combines the school climate work with classroom curriculum, playground activities, and direct support services. This type of culture change requires persistence, coaching and support, and accountability.

Similarly, some SSWs find individual counseling sessions to be less stressful and more rewarding than doing group work or family work, but we believe that, with notable exceptions for highly confidential issues or severe mental health issues, group work and family work should be at the core of our counseling efforts in elementary school settings. This means that clinical supervision and management efforts will be required to ensure that our practice does not predominantly slide back into the comfort zone of individual counseling work. SSWs participation in monthly meetings of MDUSD mental health staff and monthly School Psychologist meetings will be vehicles for this supervision and support. The CAPE model also calls on SSWs to spend time in the classroom with teachers, observing child and teacher interactions and affect, and providing teachers with a better understanding of children’s behavior and strategies for effectively dealing with challenging situations. This model requires real collaboration between the school administration, teachers, and social work staff to be effective. It further requires monitoring and support from the district mental health team, which will be provided through the MHLT.

4. Quality of the Project Evaluation. MDUSD will contract with a professional evaluator, Hatchuel Tabernik & Associates (HTA), for the CAPE project evaluation. HTA, based in our East Bay region, has prior experience evaluating Elementary & Secondary School Counseling grant-funded projects for school districts. It has served as evaluator on many other programs



Mount Diablo Unified School District

funded by the U.S. Department of Education, the Substance Abuse & Mental Health Administration, and other federal agencies, and has also evaluated statewide programs for the California Department of Education. HTA will work with the CC/Project Director and Mr. Wogan to develop a project evaluation plan, including data collection tools and timelines, at the outset of the grant period. The evaluation design will include the following components.

Evaluation methods. We will employ a mixed methods approach, using various quantitative and qualitative methodologies, to evaluate the effectiveness of CAPE program activities. The evaluation will be comprised of two different dimensions: process and outcome. The **process** evaluation will examine implementation of program activities by relying on data from key stakeholders (the CC, SSWs, YDSs, teachers, Principals, students, parents) and documentation of trainings; social worker counseling, case management, and coaching; teacher/administrator referrals, CAPE collaborative meetings, and services delivered. The **outcome** evaluation will study direct effects of the program by relying on institutional data on student disciplinary referrals and suspensions, academic performance, and attendance, and stakeholder surveys.

Focus of the evaluation: target objectives/outcomes. Table 6 in the Project Design section presents our overall goals and process and outcome objectives for CAPE – the targets against which we will measure the success of the project’s implementation and its impact on students’ behavior, skills, engagement and performance in school, and on educators’ capacity to address students’ mental health and youth development needs. The objectives include benchmarks for measuring implementation progress. For example, we posit that schools will improve their student:SSW ratios to exceed the recommended ratio in year 1. By the second quarter of the first school year, the Steps to Respect program and Playworks model will be implemented at all target schools, and the SSWs will have trained 90% of teachers and school administrators on the PBIS model. By year 2, 90% of teachers will be participating in universal mental health assessments and behavioral data analysis, and teachers and school staff will be better able to recognize early



Mount Diablo Unified School District

warning signs/ symptoms of mental health problems. In terms of outcomes, we have established specific goals for improvement in school culture, students' resilience assets, student attendance and classroom engagement, and decreases in disciplinary referrals by year 2.

Types of data to be collected and timeline. Table 6 also details the data sources we will use to measure success on achieving the CAPE objectives and the timeline for data collection. Outcome data will be derived from extant data (attendance, disciplinary referrals) recorded in the district's student information system and from annual administration of the California Healthy Kids Survey to students at the target schools. In addition, we will develop project-specific surveys of teachers/other school staff, students, and parents with the evaluator's help, and administer the surveys yearly. (Parental consent to participate in the project evaluation will be obtained as necessary). We will collect survey data from teachers on implementing PBIS, Steps to Respect, referring students to SSWs for counseling, participating in MH assessments, and on counseled students' classroom engagement. We will collect survey data from parents who have been engaged in CAPE activities (counseling/case management, workshops on behavioral and mental health issues and resources) as well as try to determine how well the PBIS model is being received by parents, with particular attention to African American parents because of the disproportionate representation of their children in MDUSD disciplinary actions. We will also gather "system-level" satisfaction via online surveys and/or key informant interviews of MHLT members, interns participating in CAPE, school principals, and referral agency personnel. We have incorporated the GPRA measures to be used to evaluate the Elementary and Secondary School Counseling program in our outcome objectives and data collection plan. The tables below provide baseline data for these measures at each target school and for all 6 schools collectively.

Based on our planned increase of 4.0 FTE school social workers (PPS Credentialed and Masters in Social Work) across the target sites, the student:SSW ratio at these schools will diminish from 3,048:0 to 762:1. This ratio will be better than the national standard of 800:1, and it



Mount Diablo Unified School District

will provide us the staffing necessary to achieve our ambitious agenda and outcomes.

GPRA 1: Baseline student:mental health professional ratios at targeted schools

Schools participating in the grant	Enrollment	# School Psychologists Baseline 2013-14		# of School Social Workers Baseline 2013-14	# of School Counselors Baseline 2013-14	# of Other Qualified Mental Health Professionals ⁹ 2013-14	
		FTE	Ratio			FTE	Ratio
Fair Oaks	392	.40		0	0		
Shore Acres	469	.40		0	0	.60	
Sun Terrace	551	.40		0	0		
Valhalla	575	.20		0	0		
Wren Ave.	545	.20		0	0	.60	
Ygnacio Valley	516	.30		0	0		
TOTAL	3,048	1.9	1604:1	3048:0	3,048:0	1.2	2540:1

GPRA 2: Baseline number of referrals for disciplinary reasons at targeted schools

Schools participating in grant	Number of students enrolled Baseline 2012-2013	Number of referrals for disciplinary reasons
Fair Oaks Elementary	392	61
Shore Acres Elementary	469	432
Sun Terrace Elementary	551	208
Valhalla Elementary	575	35
Wren Avenue Elementary	545	59
Ygnacio Valley Elementary	516	47
TOTAL	3,048	842

How data will be analyzed, reported, and used for continuous improvement, sustainability and replication. All data (process and outcome) will be entered into a secure case management software application that will be accessible to our evaluator, who will track receipt, assess data quality, and upload the data into appropriate databases. Once reviewed, all quantitative data will be entered into statistical software. Data will be verified to ensure accuracy and thoroughly cleaned and checked before analyses. All databases will be backed up regularly and access will be limited to assigned district and evaluator staff. The evaluator will conduct descriptive analyses for quantitative data (i.e., attendance, discipline, CHKS, and survey data) to explore the pro-

⁹ Refers to MSW interns assigned to these schools.



Mount Diablo Unified School District

gram's progress on each objective and performance measure on an annual basis. Changes in outcomes from Year 1 through Year 3 (e.g., in attendance, disciplinary referrals, student classroom engagement, school climate, student assets, teacher skills) will be assessed via t-tests and chi-square analyses, as appropriate. The evaluator will conduct additional bivariate analyses between the main outcomes and student/school demographics and other variables to assess and explore any variance seen for particular numerically significant subgroups. Qualitative data (i.e., meeting minutes, site visits, etc.) will be analyzed deductively by assessing the data in relation to the primary outcomes the program is aiming to achieve.

Each year, the evaluator will prepare a mid-year progress briefing and a year-end report. Year-end reports will include descriptions of project implementation, services provided, and performance vis-a-vis process and outcome objectives; highlight successes, challenges encountered, and problem-solving measures taken; and present recommendations for program improvement. The CC and evaluator will present these reports to the MHLT and share findings with site CAPE Teams; the teams will discuss the findings with an eye to improving programming and data collection and analysis. The CC will provide target schools briefings on the program and its impact for the Principals to share with school staff and families, at staff meetings and via newsletters or other media. The CC will share the findings with district leadership through yearly presentations to the Superintendent's Cabinet. We also anticipate presenting findings to parents and the community via Board of Education meetings, on the MDUSD website, and in MDUSD newsletters.

We expect the project evaluation will help build the case for the importance of sustaining CAPE services – and replicating them in other MDUSD schools. California's new Local Control Funding Formula, through which schools and districts receive additional funding based on their numbers of socioeconomically disadvantaged students, English Learners, and foster children, may provide a mechanism for doing so. The final evaluation report will be comprehensive enough to help guide replication of CAPE within MDUSD as well as in other school districts.

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MT. DIABLO UNIFIED SCHOOL DISTRICT

Counseling Coordinator/Project Director

Primary Function

Administers the school-based Counseling programs as part of the Counseling and Play in Education (CAPE) Project. Maintains effective relations with business, industry, community and public agencies with respect to improving student, family and community health status. Manages federal Elementary and Secondary School Counseling grant and responsible for reporting to funder.

Directly Responsible To

Administrator, School Linked Services

Supervises

Supervises and evaluates assigned certificated and classified staff.

Responsibilities

- 1) Responsible for the Counseling and Play in Education (CAPE) project implementation and day-to-day management.
- 2) Provides professional development, coaching and mentorship to participating district and school staff and parents.
- 3) Supervises and Coordinates School Social Work Specialists and interns as part of the CAPE project.
- 4) Monitors and manages data collection and reporting and serves as the liaison to the project evaluator and community partners for the CAPE project.
- 5) Supports and maintains effective intra and inter-agency relationships with business, industry, community and public and private agencies.
- 6) Assists in developing and overseeing a district-wide communication network for school, family services and community events regarding mental health and school climate issues.
- 7) Develops and monitors the CAPE budget according to district procedures and grant requirements.
- 8) Develops a district based program Mental Health Leadership Advisory group to oversee implementation of the CAPE project.
- 9) Identifies funding and resources for continuance of mental health programs.
- 10) Submits required reports to appropriate agencies.
- 11) Works cooperatively with district, building and program administrators in carrying out job responsibilities.
- 12) Coordinates and develops projects in cooperation with district departments and school administrative staff
- 13) Assists with the recruitment, selection, and placement of program personnel.
- 14) Takes leadership in creating healthful human relationships which will provide a suitable climate for learning and teaching.
- 15) Assists in maintaining adequate records.

- 16) Performs additional duties as assigned by the Administrator, School Linked Services, as an adjunct to regular stated duties.
- 17) Performs other duties and responsibilities, including supervisory duties, as may be prescribed by the Superintendent.

Qualifications

Knowledge and Skills

- 1) Ability to exhibit the qualities of leadership essential to the successful administration of a school-linked services program.
- 2) Ability to exercise good judgment and tact.
- 3) Knowledge of effective employee supervision and evaluation procedures and techniques.
- 4) Ability to speak and write effectively.
- 5) Knowledge of basic elements of instruction.
- 6) Ability to work effectively with all segments of the educational community and general public.
- 7) Knowledge of principles of organization and management.
- 8) Knowledge of the community and available resources.
- 9) Knowledge of all aspects of the operation of a school linked services program.
- 10) Ability to assemble and analyze data, and make appropriate recommendations for action.
- 11) Knowledge of state and federal laws pertaining to a school linked services program.
- 12) Ability to initiate and coordinate programs and projects.
- 13) Knowledge of budget development, maintenance, and evaluation.
- 14) Knowledge of school district operations and procedures.
- 15) Skill in working with diverse groups and individuals in a manner that achieves district goals.
- 16) Ability to facilitate community bases planning; ability to facilitate meetings and discussions with diverse groups.

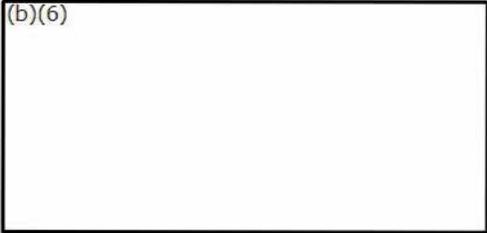
Education, Training and Experience

- 1) Post graduate work in school administration, counseling, or a related field.
- 2) Progressively responsible experience in providing leadership in a school or district setting.
- 3) Possession of an appropriate counseling credential (LCSW, MFT, and/or PPS).
- 4) Experience in directing/supervising the work of others.
- 5) Experience in staff training and development.
- 6) Experience in organizational problem solving and facilitation of group processes.
- 7) Experience in developing multi-cultural community bases alliances including business, and public and private agencies.

Presentation of Qualifications

JAMES C. WOGAN

(b)(6)



PROFESSIONAL EXPERIENCE

Administrator, School Linked Services, Mt. Diablo Unified School District, Concord, CA, 2005-Present

- Facilitated the development of a vision for student success that was shared and supported by the district and community. Supervised and evaluated certificated and classified staff, i.e. teachers, co-administrators, secretaries, school social workers, outreach workers, tutors, and counseling and social work interns.
- District administrator in charge of Foster Youth Services, Homeless Outreach Program for Education, District-Wide Coordinated Care Teams at 50 schools (student service delivery system), District Positive Behavior Team (expulsion prevention / diversion team);
- Developed multiple partnership programs, wrote board approved partnership agreements; wrote successful grant applications, led district conferences and professional development trainings on cultural competency, equity, school climate, support for teachers, coordinated care teams. Utilized middle school and high school leadership experience to support students and teachers in large comprehensive schools and alternative education and special education programs.
- Coordinate and chair the District Positive Behavior Team to divert expulsions, this role required strong leadership skills, knowledge of the application of student discipline, alternatives to suspension, compliance with special education laws and mandates; I
- Lead highly effective programs and positive work environment emphasizing the belief in students, appreciation for cultural diversity, effective communication, and accountability.
- Administer over one million dollars annually from multiple programs including State Categorical, Title I, CDE grants, foundation funding, and donations.

Lic. Clinical Social Worker, Private Practice
2005-Present

Oakland, CA

School Social Work Specialist, Mt. Diablo High School, 2002-2005

Concord, CA,

- Provided leadership for students, parents, teachers, and staff. Was a constant professional asset to the school, district, and community. Worked effectively as part of the administrative team. Involved all stakeholders in key decisions related to school resources, student support and school programming. Supervised and coordinated the school-based community center from its inception. Developed and maintained collaborative relationships with community agencies. Wrote partnership agreements with agencies to provide services support for LGBTQ students; led a program to reduce racial tensions among of students; led school-wide nonviolence initiative with community and parent involvement to reduce violence on campus. Developed a mentoring program in which teachers were trained to be mentors for individual students. Developed various strength-based programs, i.e. Youth Poetry, Music, Hip Hop Dance, and Diversity Tile Project. Co- led diversity training / staff development in cultural competence. Collaborated with high school teachers and administration to make site discipline procedures more effective and increase school safety. Worked with the County Health Department to lay the foundation for a school-based mobile health services. Supervised, monitored and evaluated individual social work and psychology interns and clerical support staff.

PROFESSIONAL EXPERIENCE CONTINUED

Psychiatric Social Worker, City and County of San Francisco,
Foster Care Mental Health Program San Francisco, CA
2001-2002

School Social Worker Visitacion Valley Middle School,
San Francisco Unified School District San Francisco, CA
1996-2001

- Provided direct counseling services for children and families from Visitacion Valley and Hunter's Point. Visited children at home. Engaged family and extended family to support students to be successful in school.
- Was part of team that effectively led the school out of Program Improvement.
- Co-wrote site discipline plan to provide alternatives to suspensions and administrative transfers. Collected data and examined the effectiveness of administrative transfers.

Child and Family Counselor
Child and Adolescent Guidance Services Tokyo, Japan.
1992-1996

- As part of multi-disciplinary treatment team, provided therapy to English-speaking children and families living in Tokyo's diverse foreign community.
- Led seminars on ADHD, childhood depression, and moving internationally.
- Led youth workshops, groups, and parent-education classes.

Volunteer / Community Contributions

- *Post-trauma counseling*, Following Sept. 11 disaster, San Francisco (2001).
- *Earthquake relief & trauma counseling*, Kobe, Japan (1995).
- *Disaster response & trauma counseling*, Tokyo Sarin Nerve Gas Attack, Japan, 1995.
- *Flood relief & trauma counseling*, American Midwestern floods, St. Louis, MO, (1993).
- *Trauma counseling for Cal Trans & CHP Workers*, Cyprus Collapsed Freeway, Oakland, (1989).
- Visitacion Valley Community Beacon, *Council Member* (1996-2000).
- Oakland 2000 Ready-to-Learn *Council Member* (1997-2001).
- *Bayview Hunter's Point LEAF: Life Endangerment Affects Families*, Community Anti-Violence Project, San Francisco, (2001- 2003).

Marriage, Family, Child Counselor
Alameda Family Service Agency Alameda, CA
1990-1992

- Provided outpatient marriage, family and child therapy to ethnically and economically diverse families and extended families.
- Led counseling groups at three elementary schools.

MFT Trainee, Child and Family Therapy
Xanthos, Alameda County Division of Community and Counseling Services Alameda, CA
1989-1990

- Training included video and live supervision of family and child therapy.

EDUCATION

- 2010 Educational Leadership Tier II School Leadership Cohort, CSU – East Bay.
- 2001 M.S.W. *The University of California at Berkeley, School of Social Welfare*
- 1997 Assessment of Learning Disabilities, Fall semester, *San Francisco State University.*
- 1994 Attention Deficits and Learning Disorders in School Age Children.
Summer practicum, *The University of North Carolina, Chapel Hill.*
- 1990 M.A., Clinical Psychology, Emphasis: Family Therapy.
The California School of Professional Psychology, Alameda, California.
- 1986 B.S., Psychology, *Guilford College, Greensboro, North Carolina.*
Attended: UNC-Greensboro, Rutgers University

LICENSES and CREDENTIALS

- California Licensed Clinical Social Worker, LCSW # 22756, 2005
- Massachusetts Licensed Marriage Family Therapist #1604 1995
- California Clear Administrative Services Credential, Tier II 2010
- California Pupil Personnel Services Credential, School Social Work, 2001
- California Pupil Personnel Child Welfare and Attendance Credential, 2001

TRAININGS WORKSHOPS PROFESSIONAL DEVELOPMENT

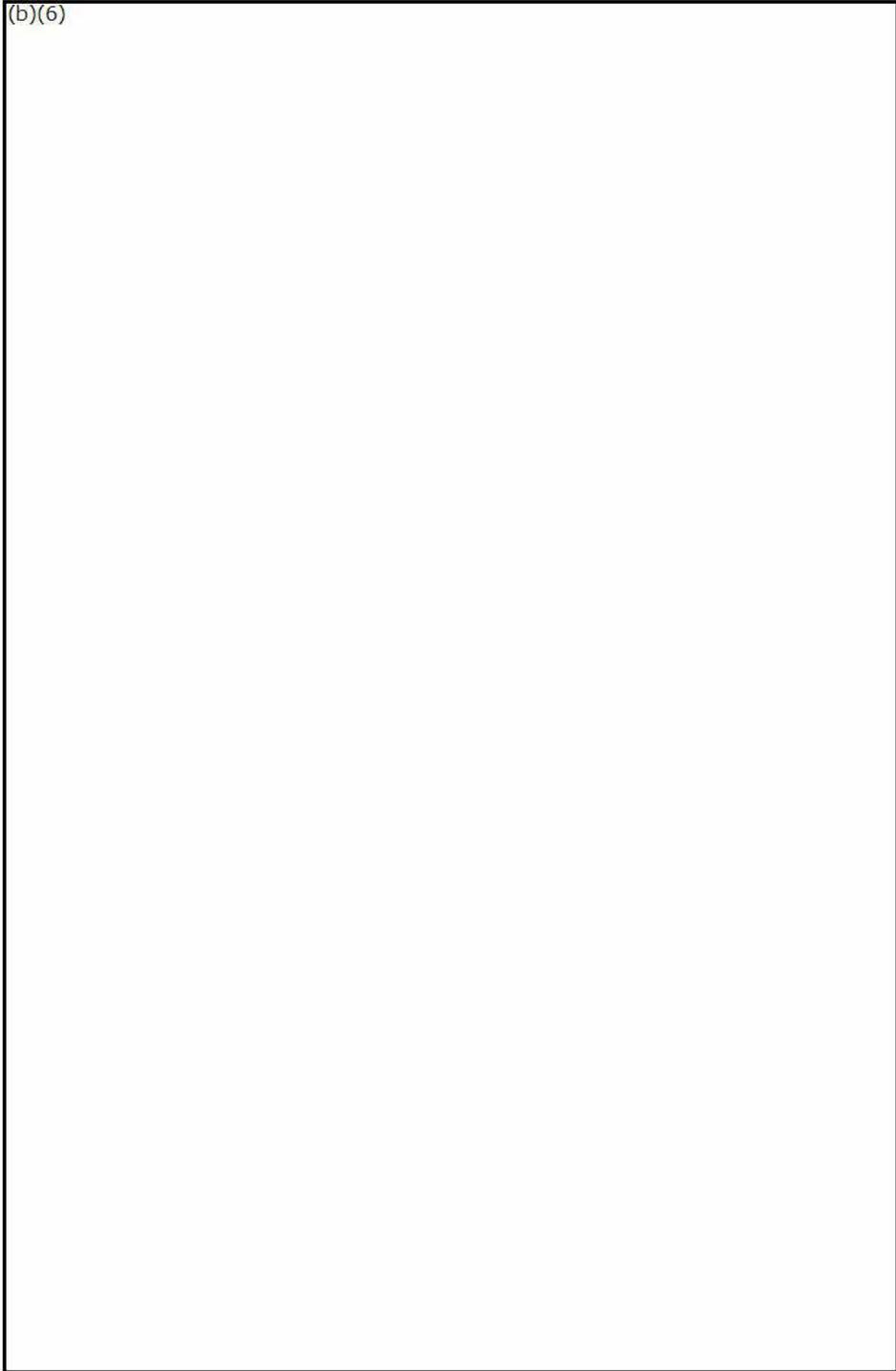
- Adolescent Addictive Behaviors, interactive seminar with teenagers, Tokyo, 1994, 1995.
- Building Effective Schools Together (BEST) positive school climate program.
- Coordinated Care Teams, ACSA / School-Based Health Center Conference, Oakland, CA 2007.
- Deescalating Angry and Aggressive Adolescents, SFUSD & MDUSD, 1997 – 2009.
- Diversity / Cultural Competence Trainings, 2003-2013.
- Educating Children with ADHD (workshop for teachers), Tokyo, 1994, 1995.
- “Kodomo to Sempai,” c Kids with Seniors Project, Tokyo, 1995.
- AB490 and McKinney Vento: Legislation re Foster Youth and Homeless Students, 2007, 2012, 2013
- District Positive Behavior Team, ACSA Conference, Monterey, 2008
- Parenting Teenagers, (S.T.E.P. workshop for parents), Tokyo, 1993, 1994, 1995.
- Playground Survival Skills (workshop for teachers), Nichimachi School, 1993-1997.
- Post-Traumatic Stress Counseling, (training for Red-Cross volunteers), U.S. Embassy, Kobe, Japan, 1995.
- School Coordinated Care Team service delivery model, co-presenter, Every Child Counts ACSA conference, Monterey, 2004.
- School-based Health Services, Making Full-Service Schools a Reality, State of California “From Pilots to Policy Conference,” San Francisco, 1997.
- Suicide Risk Assessment and Prevention, MDUSD, 2010, 2012, 2013.

PROGRAM DEVELOPMENT

- *Adolescent Drug and Alcohol Treatment Program*, Visitacion Valley Middle School, 1997.
- *Anti-Bullying / School Climate Programs*, SFUSD & MDUSD 1999 – 2011.
- *Coordinated Care Teams, Mt. Diablo Unified, 2002-2014.*
- *County Mental Health – Developed plan to outstation county mental health clinicians at district schools.*
- District Positive Behavior Team, *Equity Expulsion Diversion, Mt. Diablo Unified, 2006-2014*
- *Diversity Training, co-led diversity / cultural competence training for district staff, 2003 – 2010.*
- *Homeless Outreach Program for Education (HOPE), Mt. Diablo Unified, 2005-2014.*
- *Foster Youth Services (FYS), Mt. Diablo Unified, 2005-2014.*
- *Friday Jam, Youth Musicians, Mt. Diablo High School, 2002 – 2004.*
- *Kids with Seniors Project*, civil rights service-learning program, VVMS; 1999-2001.
- *Kodomo to Sempai (Kids with Seniors) Program*, Tokyo, 1993-1996.
- *Multi-Cultural Club*, Student club to promote appreciate for diversity, MDHS, 2003 – 2004.
- *Nonviolence Program*, for adolescents, VVMS, 1997-2000, MDHS 2002-2005.
- *Playground Survival Skills Group*, San Francisco Unified elementary schools, 1992-2000.
- *Word Out – Youth Poetry – established weekly youth poetry program at Mt. Diablo High School.*

REFERENCES

(b)(6)



MT. DIABLO UNIFIED SCHOOL DISTRICT

SOCIAL WORK SPECIALIST

Primary Function

Provide direct school social work services for students and families that will reduce barriers to educational success and create positive learning environments for students. Assess home, school, personal, and community factors that may affect student learning, school adjustment, and student wellness. Serve as a liaison between school, family and community resources. Serve as a source of information regarding community resources. Develop school-based opportunities, services, and support to promote positive youth development and educational success. Assist students and families facing significant psychosocial stressors. Participate in the planning and implementation of Coordinated Care Teams and Response to Intervention teams for the effective delivery and monitoring of student support services. Assist to develop and implement Positive Behavioral Interventions and Support (PBIS). Participate in the Student Success Team (SST) Individual Education Plan (IEP) and Section 504 plan process. Assist to plan and provide in-service professional development. Supervise MSW graduate school social work interns.

Directly Responsible To

Administrator, Equity and Disproportionality
Administrator, School Linked Services

Supervises

School Social Work Interns
May supervise and evaluate assigned classified staff.

Responsibilities

- 1) Assists in the formulation of administrative procedures, policies, and curriculum that directly affect the educational performance of all students with emphasis on cultural proficiency and equity.
- 2) Assists in the development of school climate and Positive Behavioral Intervention and Supports (PBIS) at the school site and district level.
- 3) Serves as an advocate for challenged and challenging families in negotiating the educational system.
- 4) Assists school staff in understanding the dynamics of family systems and in developing more effective strategies for working with challenging families
- 5) Assist staff to adopt culturally relevant approaches for working effectively with students and families.
- 6) Provide leadership and assist staff to address issues related to equity and disproportionality.

- 7) Assists in the development and implementation of Coordinated Care Teams and Response to Intervention Teams to coordinate and track the delivery of support services for students.
- 8) Provides individual or group counseling to address behaviors and psychosocial stressors that interfere with educational performance.
- 9) In coordination with district personnel and outside service providers, identify the social, emotional, and educational needs of students.
- 10) Assist students and families to access culturally appropriate health, mental health and social services in the school district and in the community.
- 11) Participates in district committees, such as the Equity Advisory Committee, for the purpose of providing input to ensure access to learning for all students.
- 12) Interprets and shares the perspectives of families through the lens of equity in appropriate forums.
- 13) Utilize strength-based approaches in direct services with students and families from diverse cultural, ethnic, social, and economic backgrounds.
- 14) Participate in interagency collaboration with public agencies such as Public Health Dept. Children's Mental Health, Juvenile Probation, Regional Center, and community-based organizations.
- 15) Follow all professional and ethical standards for the social work profession, district policies and procedures, California Education Code, State and Federal law.
- 16) Assist to provide training and fieldwork supervision for Social Work Interns and Counseling Interns.
- 17) Ensure timely documentation of services provided and production of mid-year and end-of year utilization and efficacy reports.
- 18) Attend SST, IEP, and Section 504 meetings for students as needed.
- 19) Provide resource information for administrators, teachers, support staff, students and families as needed.
- 20) Attend job-related meetings and activities and performs additional duties as assigned by supervisor.
- 21) Perform duties assigned by the superintendent or superintendent's designee.

Qualifications

Knowledge and Skills

- 1) Knowledge of effective strategies for identifying and addressing the needs of high-risk students in public education settings.
- 2) Ability to work effectively with students and families from diverse backgrounds.
- 3) Understanding of child and adolescent development (physical, cognitive, behavioral, emotional) and ability to use this information to develop treatment intervention plans for students.
- 4) Knowledge of health, mental health, and social service resources in the community.
- 5) Ability to work effectively with all segments of the educational community, local service agencies and the general public.
- 6) Ability to effectively serve students and staff in crisis situations where issues such child abuse, suicidal behavior and self-injurious behavior, substance abuse, and involvement in juvenile crime need to be addressed.

- 7) Ability to exercise good judgment and decision making.
- 8) Knowledge of the IEP and Section 504 process and related school district policies, operations and procedures.
- 9) Knowledge of practices and procedures related to school discipline, including but not limited to alternatives to suspension and expulsion.
- 10) Skill in working with diverse groups and individuals in a manner that achieves district goals.
- 11) Ability to develop and implement youth activities that reduce discipline rates and maximize student attendance and classroom participation.
- 12) Knowledge of direct social work treatment approaches and ability to address child and adolescent concerns within the school setting as a whole.
- 13) Possession of a valid California driver's license; willing to travel locally using own transportation (mileage reimbursed) and within the State as required.
- 14) Available to work additional hours and/or evenings as needed.

Education, Training and Experience

- 1) Masters Degree in Social Work (MSW) from accredited university.
- 2) Possession of Pupil Personnel Services Credential with School Social Work Authorization
- 3) Two years post-masters experience working in public schools.
- 4) Demonstrated experience working with students and families from diverse backgrounds.

Physical Abilities

Hear and speak to make presentations and exchange information in person and on the telephone; communicate so others will be able to clearly understand normal conversation; dexterity of hands and fingers to operate a computer keyboard and manipulate paper; see to read, prepare documents and reports and to observe other personnel; sit or stand for extended periods of time; work at a desk, conference table, small student classroom table, or in meetings in various configurations; hear and understand speech at normal levels; kneel, bend at the waist, reach overhead, above the shoulders, and horizontally; lift objects weighing up to 25 pounds.

Adopted by the Mt. Diablo Unified School District Board of Education, Oct. 2013

woganj/mydocuments/schoollinkedservices/jobdescriptions/ssw2013

CLASS TITLE: YOUTH DEVELOPMENT SPECIALIST I

DEFINITION: Under the general direction of the certificated person in charge, to instruct and lead students in specialized areas, usually as part of youth development, enrichment and health activities during recess/lunch periods in the school day and in the After School Program; and perform related work as required.

EXAMPLES OF DUTIES:

- Plans and organizes the youth development, play and enrichment to be given.
- Prepares any required plans and any necessary materials.
- Establishes purposes for developing skills.
- Instructs students and evaluates their progress and modifies activities as needed.
- Reports to the certificated person in charge on progress and challenges.

DESIRABLE QUALIFICATIONS:

Training and Experience: A combination of training and experience equivalent to graduation from high school; some experience working with children; education or experience in the particulate field of enrichment, youth development, and team building.

Knowledge of:

- The subject matter in which youth development, enrichment and team building is to be given.

Ability to:

- Establish and maintain effective working relationships with children, parents and administration.

Licenses and Certificates:

- A valid California driver's license.

Program Specific Assurances

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

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

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



Signature of Authorized Certifying Official

Superintendent Dr. Nellie Meyer

Name and Title

Mt. Diablo Unified School District

Mt. Diablo Unified School District

April 22, 2014

Date Submitted



Mount Diablo Unified School District

Intergovernmental Review of Federal Programs (Executive Order 12372)

Not applicable. We contacted the California Single Point of Contact and were told that our state has not selected the Elementary and Secondary School Counseling Program Grant CFDA 84.215E for review.

Indirect Cost Rate Agreement

The United States Department of Education (ED) has approved a delegation agreement with the California Department of Education (CDE) that authorizes the CDE, as the cognizant agency, to establish indirect cost rates for California's local educational agencies (LEAs). Following is pertinent information concerning the agreement:

- Delegation Agreement Number: 2010-163
- Effective Period: July 1, 2010, to June 30, 2015
- Type of Indirect Cost Rate: Fixed Rate (with a carry-forward provision).
- Indirect Cost Rate Category: Restricted (computed per 34 *Code of Federal Regulations (CFR)* 76.564)
- Term Covered by the Rate: Indirect cost rates cover a one-year period and are calculated and approved annually.
- Use of Rate: Indirect cost rates are for use in the award and management of federal (and state) contracts, grants, and other assistance arrangements governed by Office of Management and Budget (OMB) Circular A-87 and Education Department General Administrative Regulations (EDGAR) 34 *CFR* parts 75.561 and 76.561(b) and (c).



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

May 24, 2011

Dear County Chief Business Officials:

2011–12 APPROVED INDIRECT COST RATES

As the cognizant agency authorized by the United States Department of Education to approve California kindergarten through grade twelve (K–12) local educational agency (LEA) indirect cost rates, the California Department of Education (CDE) has reviewed the 2009–10 standardized account code structure (SACS) expenditure data and has finalized the approved indirect cost rates. The rates are for use, as allowable, with 2011–12 federal and state programs.

Approved Indirect Cost Rates

Please share the enclosed listing with the school districts and joint powers agencies (JPAs) in your county. The indirect cost rates are also posted on the CDE Indirect Cost Rate (ICR) Web page at <http://www.cde.ca.gov/fg/ac/ic/index.asp>.

Indirect Cost Rates for JPAs

As a reminder, because JPAs do not generally meet the guidelines for receiving approved indirect cost rates, they are not given an approved rate unless it is requested during the SACS data submission process. For further information on indirect cost rates applicable to JPAs, including the guidelines that must be met to receive an indirect cost rate, see Procedure 805 of the *California School Accounting Manual* which is available on our Web page at <http://www.cde.ca.gov/fg/ac/sa/>.

Charter School Indirect Cost Rates

The approved 2011–12 indirect cost rates for charter schools are also posted on the ICR Web page listed above. Please share them with the applicable school districts and charter schools.

Statewide Indirect Cost Rates

The 2011–12 statewide average indirect cost rates for the Food Service and Adult Education programs are as follows:

4.80% Food Service
4.76% Adult Education

For these programs, California *Education Code (EC)* sections 38101(c) and 52616.4(a)(3), respectively, limit school district indirect costs to amounts derived using the lesser of a school district's indirect rate or the program's statewide average indirect cost rate. Each district should compare these statewide rates with their individual indirect cost rate to determine the lesser rate for use with these programs. Please note that the statewide average rate for Adult Education is provided only for the benefit of any non-state adult education program not affected by flexibility provisions of *EC* Section 42605, currently in effect for fiscal years 2008–09 through 2014–15.

A listing showing the statewide rates for the last five years is also available on the ICR Web page listed above.

SACS Query Page

To aid staff in identifying the allowable indirect cost rates for various programs, the SACS Query system available on our Web page at <http://www.cde.ca.gov/fg/ac/ac/index.asp> includes this information for most programs.

If you have any questions regarding the indirect cost rates, please contact our office by phone at 916-322-1770 or by e-mail at sacsinfo@cde.ca.gov.

Sincerely,

Peggy O'Guin, Administrator
Financial Accountability and Information Services

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

2013–14 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 03, 2013

* C = County
D = District

CA= Common Administration
J = Joint Powers Agency

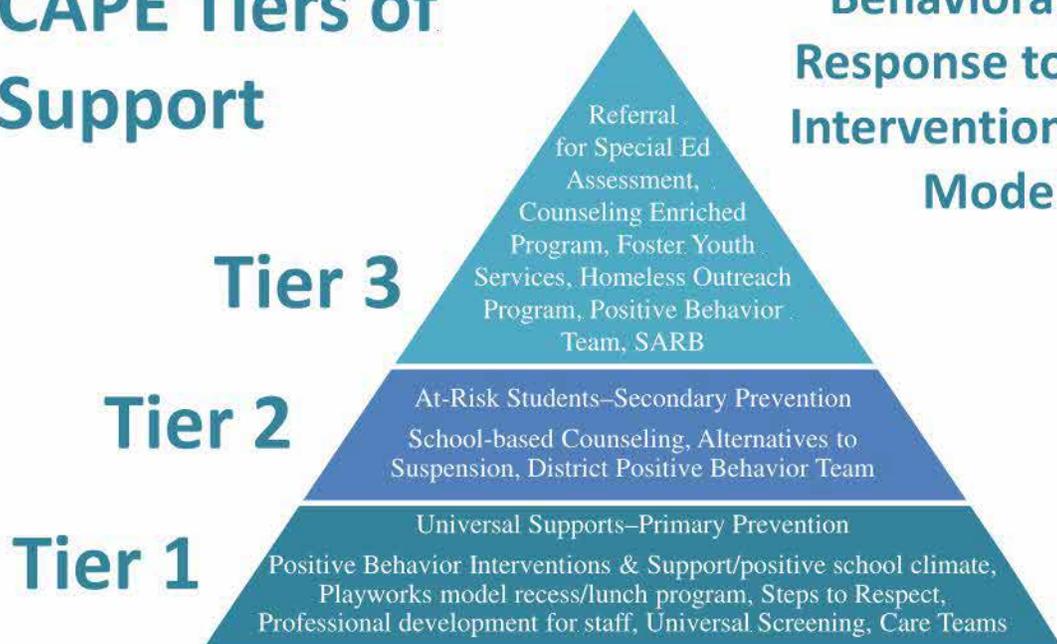
----- **A P P R O V E D R A T E S** -----
For use with state and federal programs, as allowable, in:

County Code	LEA Code	Type*	LEA Name	2009–10	2010–11	2011–12	2012–13	2013–14
				(based on 2007–08 expenditure data)	(based on 2008–09 expenditure data)	(based on 2009–10 expenditure data)	(based on 2010–11 expenditure data)	(based on 2011–12 expenditure data)
07	61705	D	Knightsen Elementary	8.52%	11.07%	7.05%	8.85%	9.50%
07	61713	D	Lafayette Elementary	4.15%	3.21%	3.92%	3.99%	3.81%
07	61721	D	Liberty Union High	4.01%	3.86%	4.71%	3.32%	3.01%
07	61739	D	Martinez Unified	5.20%	5.19%	6.10%	5.56%	6.17%
07	61747	D	Moraga Elementary	6.82%	7.31%	7.25%	7.33%	6.63%
07	61754	D	Mt. Diablo Unified	5.06%	5.73%	4.34%	2.66%	2.90%
07	61762	D	Oakley Union Elementary	6.25%	4.17%	3.38%	5.05%	5.56%
07	61770	D	Orinda Union Elementary	6.35%	7.55%	6.81%	5.12%	7.55%
07	61788	D	Pittsburg Unified	3.97%	4.20%	5.29%	5.94%	5.31%
07	61796	D	West Contra Costa Unified	5.94%	4.41%*	4.25%	3.51%	6.33%
07	61804	D	San Ramon Valley Unified	4.40%	2.90%	3.56%	4.28%	4.19%
07	61812	D	Walnut Creek Elementary	3.69%	4.14%	6.26%	6.93%	5.69%
08	10082	C	Del Norte County Superintendent	4.64%	7.42%	8.65%	8.57%	17.46%
08	61820	D	Del Norte County Unified	4.15%	3.01%	5.04%	5.32%	4.86%
09	10090	C	El Dorado County Superintendent	8.63%	9.00%	8.79%	8.71%	8.91%
09	40287	J	Central Sierra ROP JPA	0.00%	0.00%	0.00%	0.00%	0.00%
09	61838	D	Buckeye Union Elementary	6.50%	5.76%	4.27%	2.93%	3.71%
09	61846	D	Camino Union Elementary	8.20%	10.73%	9.76%	6.33%	5.64%
09	61853	D	El Dorado Union High	4.97%	3.25%	4.48%	5.40%	6.42%
09	61879	D	Gold Oak Union Elementary	7.97%	9.71%	11.37%	10.31%	5.60%
09	61887	D	Gold Trail Union Elementary	8.52%	9.01%	9.48%	9.41%	4.50%
09	61895	D	Indian Diggings Elementary	3.28%	5.89%	9.36%	15.52%	6.71%
09	61903	D	Lake Tahoe Unified	8.00%	7.71%	4.62%	3.78%	3.96%
09	61911	D	Latrobe Elementary	9.49%	12.93%	8.83%	7.37%	5.40%
09	61929	D	Mother Lode Union Elementary	4.23%	4.93%	4.90%	4.82%	7.62%
09	61945	D	Pioneer Union Elementary	7.80%	8.52%	9.58%	8.26%	5.34%
09	61952	D	Placerville Union Elementary	5.27%	5.54%	7.09%	6.74%	7.04%
09	61960	D	Pollock Pines Elementary	6.64%	8.13%	6.67%	5.97%	6.33%
09	61978	D	Rescue Union Elementary	3.32%	3.87%	2.81%	3.90%	6.26%
09	61986	D	Silver Fork Elementary	9.69%	9.49%	11.87%	9.84%	7.50%
09	73783	D	Black Oak Mine Unified	3.45%	2.92%	5.90%	7.95%	7.44%
10	10108	C	Fresno County Superintendent	6.63%	8.54%	10.24%	10.52%	12.79%
10	40535	J	Southwest Transportation Agency	0.00%	0.00%	0.00%	0.00%	0.00%
10	40543	J	Valley ROP JPA	0.00%	0.00%	0.00%	0.00%	0.00%
10	40816	J	Central Valley Pre-School JPA	0.00%	0.00%	0.00%	0.00%	0.00%
10	40972	J	South County Support Services Agency	0.00%	0.00%	0.00%	0.00%	0.00%
10	40980	J	Central Valley Support Svcs. JPA	0.00%	0.00%	0.00%	0.00%	0.00%
10	61994	D	Alvina Elementary	3.36%	3.20%	4.31%	3.68%	3.70%
10	62000	D	American Union Elementary (reorg. 07/11)	8.97%	7.78%	see 10-76778	see 10-76778	see 10-76778
10	62026	D	Big Creek Elementary	4.49%	8.83%	10.42%	9.98%	8.99%
10	62042	D	Burrell Union Elementary	4.81%	9.73%	7.86%	4.44%	6.95%
10	62109	D	Clay Joint Elementary	2.30%	2.37%	2.49%	2.90%	3.81%
10	62117	D	Clovis Unified	4.67%	4.86%	4.21%	5.19%	4.65%
10	62125	D	Coalinga-Huron Joint Unified	4.99%	3.97%	5.31%	6.93%	6.24%
10	62158	D	Fowler Unified	6.26%	5.79%	4.50%	4.12%	3.54%
10	62166	D	Fresno Unified	3.83%	4.24%	3.89%	2.91%	3.17%
10	62174	D	West Fresno Elementary (reorg. 07/11)	7.44%	7.42%	see 10-76778	see 10-76778	see 10-76778
10	62240	D	Kingsburg Elementary Charter	8.14%	8.72%	8.07%	7.69%	8.43%
10	62257	D	Kingsburg Joint Union High	1.44%	1.82%	2.89%	3.05%	3.48%
10	62265	D	Kings Canyon Joint Unified	5.16%	7.18%	4.50%	2.60%	6.44%
10	62281	D	Laton Joint Unified	4.31%	6.10%	6.07%	6.10%	5.06%
10	62323	D	Monroe Elementary	7.63%	13.16%	5.05%	5.76%	6.99%
10	62331	D	Orange Center Elementary	7.56%	2.70%	4.40%	5.60%	6.16%
10	62356	D	Pacific Union Elementary	1.58%	1.63%	2.76%	2.59%	3.75%
10	62364	D	Parlier Unified	10.84%	7.49%	6.06%	6.74%	6.60%
10	62372	D	Pine Ridge Elementary	6.52%	3.23%	6.29%	5.83%	5.86%
10	62380	D	Raisin City Elementary	1.09%	0.43%	4.25%	6.53%	6.12%
10	62414	D	Sanger Unified	4.94%	4.00%	4.28%	4.93%	5.61%
10	62430	D	Selma Unified	3.71%	5.23%	5.68%	6.24%	8.54%
10	62513	D	Washington Colony Elementary	4.84%	4.95%	4.28%	4.32%	4.99%

*Rate revised after original posting.

CAPE Tiers of Support

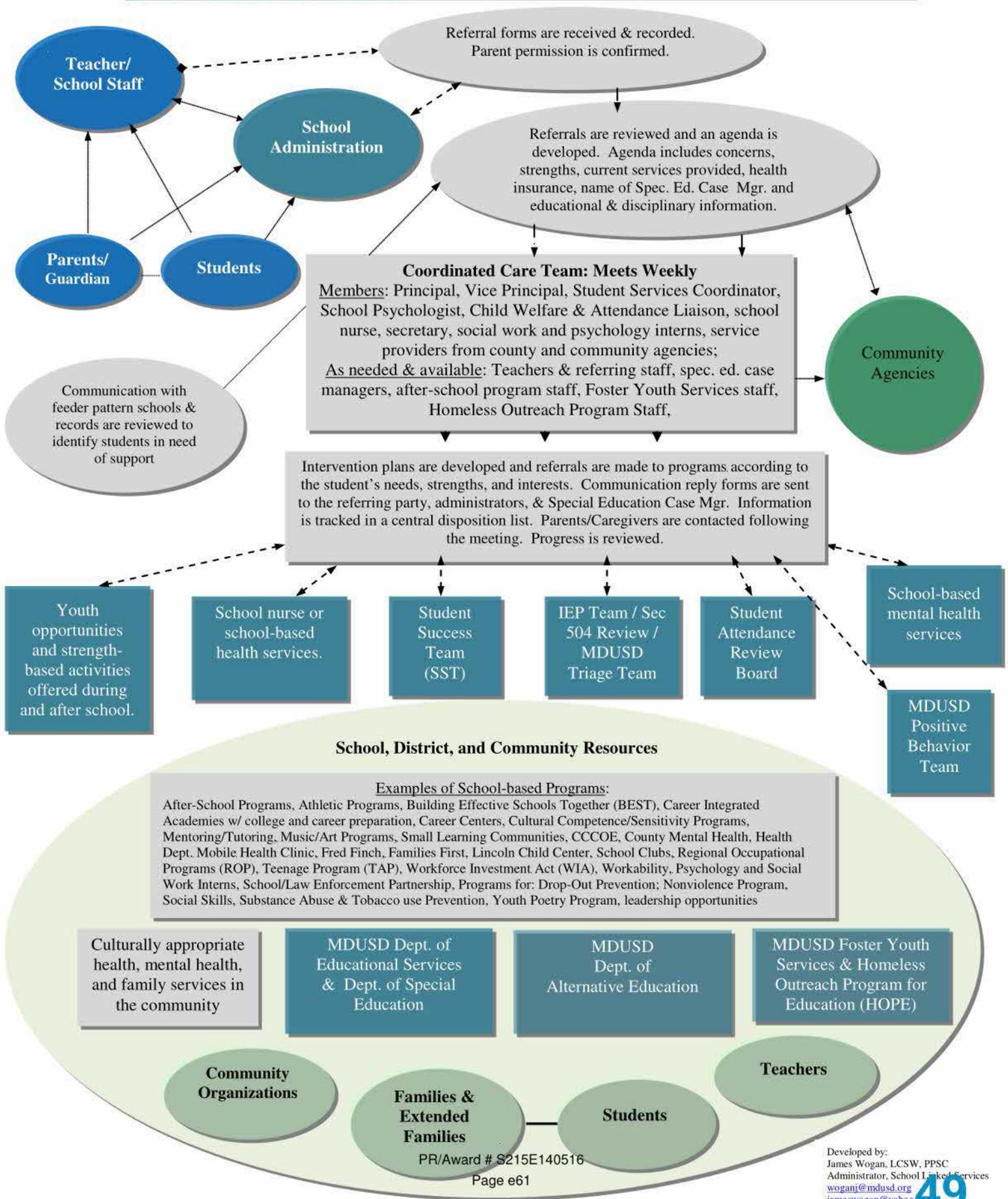
Behavioral Response to Intervention Model





Mount Diablo Unified School District

Coordinated Care Team





Coordinated Care Team **Questions and Answers**

1. What is a Coordinated Care Team?

A Coordinated Care Team is a school-based student services structure that uses resources and staff time efficiently. Coordinated Care Teams increase student achievement by linking educational interventions with needed support services. Coordinated Care Teams meet weekly to discuss many students at a single meeting and develop strength-based intervention plans. Professional services are combined with youth development activities and programs to form “packages of support” for students and families.

2. What is the difference between a Coordinated Care Team and a Student Success Team?

The Coordinated Care Teams deliver and coordinate all student services and support at school sites. Since many students and families are discussed at Coordinated Care Team meetings, early interventions can be put in place using site and community resources. Coordinated Care Teams require less time than addressing all concerns through Student Success Team (SST) meetings. Student Success Teams are utilized as one strategy to intervene with students when appropriate; however, Coordinated Care Teams also utilize the School Attendance Review Team, School Attendance Review Board, the IEP process, and referrals to site-based and community programs and resources.

3. Who should be on a Coordinated Care Team?

Members will vary at each site. Suggested core members include: the principal and/or site administrator, student services coordinator, school psychologist and/or school social worker, school registrar, school nurse, Small Learning Communities coordinator, After School Program coordinator, social work and psychology interns, school resource officer, juvenile probation officer, health and mental health service providers from public and community agencies with whom the district has formed a partnership. Coordinated Care Team meetings are often used to develop and implement positive programs before, during, and after school. Staff members who develop and lead these programs may also attend Coordinated Care Team meetings. Referring teachers, special education case managers, and other staff members attend as needed and available.

4. What are the steps or interventions before a referral is made to the Coordinated Care Team?

When concerns arise, the administrators or teacher typically 1) meet with the student 2) call home, and 3) meet with the parent or guardian and student. The staff member inquires about the student’s talents and interests, shares with the parent or guardian that the Coordinated Care Team may be able to help the student to be more successful at school, and obtains written permission to exchange information among Coordinated Care Team members.

5. How is a student referred to a Coordinated Care Team?

Administrators and staff members may refer a student directly to the Coordinated Care Team by completing a “Care Team Referral Form.” During parent/guardian meetings following disciplinary actions, administrators often identify the Coordinated Care Team as a resource to help address concerns. Parents and guardians who would like to request support services may contact an administrator or staff member who then completes a counseling and support services referral form.

6. What happens once a student is referred to the Coordinated Care Team?

Weekly agendas are created based on the referrals received. Intervention plans are developed and a point person is assigned to coordinate the interventions for each student. Health, mental health, and culturally appropriate community resources that may be needed are identified during the meeting. The team may initiate a referral to the Student Success Team (SST) meeting to bring together significant people in the student’s life for in-depth shared intervention planning and determination of responsibilities. The team addresses attendance concerns along with the School Attendance Review Team and School Attendance Review Board processes. Cases are brought back to the Coordinated Care Team for review. Individual school sites have modified the Care Team process to best meet student needs.

7. How are intervention plans documented and communicated?

Team members may share the documentation requirements during the meeting or clerical support can be provided by available staff. Agendas are developed weekly from the referrals received. Intervention plans are centrally documented and reply forms are filled out and sent to the referring party, appropriate administrators, support staff members, special education and general education staff, and collaborating service providers. Reply forms do not include sensitive confidential information. Ensuring communication through a feedback system and direct communication among team members is essential to the coordination of support services. Because multiple students are discussed at Care Team meetings, students and caregivers do not attend Care Team meetings or have access to confidential information. All information exchanged at Care Team meetings is confidential; documentation is secured according to State and district regulations.



For more information, please contact:
James Wogan, LCSW, PPSC
Administrator, School Linked Services
Tel: (925) 682-8000, Ext. 3054
Email: woganj@mdusd.org
jameswogan@yahoo.com
www.mdusd.org/careteam

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](#)



Mount Diablo Unified School District

Budget Narrative

	GRANT BUDGET	MATCH FROM MDUSD
1. Personnel		
<p>Project Director/Counseling Coordinator— Responsible for the project’s implementation, day-to-day management, professional development, staff supervision, data collection, liaising with the evaluator and community partners, and reporting to the grantor. 40% of the Project Director/CC salary will be paid by the ESSC grant and 60% by local funds. <i>Calculation: \$79,000 annual salary × 40% FTE + 60% FTE Leveraged × 1.02 annual COLA</i></p>	<p>Year 1: \$31,600 Year 2: \$32,232 Year 3: \$32,877 Total: \$82,202</p>	<p>Year 1: (b)(4) Year 2: Year 3: Total:</p>
<p>School Social Workers—Provide school-based counseling and case management, training to site staff on behavioral characteristics of mental health, Steps to Respect and Playworks programs; conduct classroom observations and coach teachers; and assist sites on measures to create a positive and inclusive school environment. 4.0 FTE will be hired, assigned from .40 FTE to .80 FTE at each of 6 target schools. 83% of the salary will paid by the ESSC grant and 17% by local funds.. <i>Calculation: \$68,000 annual salary × 332% FTE + 59% FTE Leveraged × 1.02 annual COLA</i></p>	<p>Year 1: \$225,080 Year 2: \$229,582 Year 3: \$234,173 Total: \$585,510</p>	<p>Year 1: Year 2: Year 3: Total:</p>
<p>Teacher Training—Training for staff on Steps to Respect, PBIS, and Playworks. Staff will be trained monthly as part of existitng staff meetings/training time. Training cost will be covered by in-kind funding. <i>Calculation: \$25/br × 8 hrs × 1 day 36 teachers × 1.02 annual COLA</i></p>	<p>Year 1: \$0 Year 2: \$0 Year 3: \$0 Total: \$0</p>	<p>Year 1: Year 2: Year 3: Total:</p>
<p>Youth Development Specialist—12 Youth Development Specialist (YDS) to faciliate the Playworks youth development program during recess and lunch periods at the target schools. 6 schools × 2 YDS.. <i>Calculation: \$12/br × 10 hours × 30weeks × 12 Specialists × 1.02 annual COLA</i></p>	<p>Year 1: \$43,200 Year 2: \$44,064 Year 3: \$44,945 Total: \$132,209</p>	<p>Year 1: Year 2: Year 3: Total:</p>



Mount Diablo Unified School District

	GRANT BUDGET		MATCH FROM MDUSD
2. Fringe/Benefits			
Fringe/Benefits Example: — Including medical, retirement, worker’s comp, etc.. <i>Calculation: 20% x Personnel Costs.</i>	Year 1:	\$59,976	Year 1: (b)(4)
	Year 2:	\$61,176	Year 2:
	Year 3:	\$62,399	Year 3:
	Total:	\$183,551	Total:
3. Travel			
Travel to the Office of Safe and Healthy Students National Conference —Funds for the Project Director and one additional staff member to attend the Office of Safe and Healthy Students National Conference in Washington, DC each year of the grant.. <i>Calculation: \$600 airfare x \$70 per diem x 3 + \$200 hotel x 2 nights x 2 staff</i>			
	Year 1:	\$2,420	Year 1:
	Year 2:	\$2,420	Year 2:
	Year 3:	\$2,420	Year 3:
	Total:	\$7,260	Total:
Travel to the Project Director’s Meeting —Funds for the Project Director to attend the Project Director’s Meeting in Washington, DC in year one of the grant only. <i>Calculation: \$600 airfare + \$70 per diem x 3 + \$200 hotel x 2 nights</i>			
	Year 1:	\$1,210	Year 1:
	Year 2:	\$0	Year 2:
	Year 3:	\$0	Year 3:
	Total:	\$1,210	Total:
5. Supplies			
Purchase Steps to Respect Curriculum —Purchase Steps to Respect curriculum and program materials. <i>Calculation: \$3,000</i>			
	Year 1:	\$3,000	Year 1:
	Year 2:	\$0	Year 2:
	Year 3:	\$0	Year 3:
	Total:	\$3,000	Total:
Supplies and materials — Purchase supplies and materials to support the youth development and PBIS programs and program administration. <i>Calculation: 6 schools x \$375 in Years 1 & 2 and \$215 in Year 3.</i>			
	Year 1:	\$2,241	Year 1:
	Year 2:	\$2,254	Year 2:
	Year 3:	\$1,288	Year 3:
	Total:	\$5,783	Total:
6. Consultants/Contracts			
Evaluation — Outside evaluator (Hatchuel Tabernik & Associates) to assist CAPE team in designing stakeholder surveys; develop evaluation plan and data collection timeline; assist with data collection and analysis; provide mid-year progress reports and year-end reports to MDUSD; and facilitate completion of required federal evaluation reports. <i>Calculation: \$125/hr x 160 hrs Year 1, 136 hours year 2 and 85 hours Year 3</i>			
	Year 1:	\$20,000	Year 1:
	Year 2:	\$17,000	Year 2:
	Year 3:	\$10,625	Year 3:
	Total:	\$47,625	Total:



Mount Diablo Unified School District

	GRANT BUDGET	MATCH FROM MDUSD
9. Total Direct Costs	Year 1: \$388,727	Year 1: (b)(4)
	Year 2: \$388,727	Year 2:
	Year 3: \$388,726	Year 3:
	Total: \$1,166,181	Total:
10. Indirect Costs		
Indirect Cost Rate — <i>Calculation: 2.90% (approved MDUSD indirect rate) × Direct Costs</i>	Year 1: \$11,273	Year 1:
	Year 2: \$11,273	Year 2:
	Year 3: \$11,273	Year 3:
	Total: \$33,819	Total:
12. Total Costs	Year 1: \$400,000	Year 1:
	Year 2: \$400,000	Year 2:
	Year 3: \$400,000	Year 3:
	Total: \$1,200,000	Total:

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

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

Name of Institution/Organization

Mount Diablo 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	299,880.00	305,878.00	311,995.00			917,753.00
2. Fringe Benefits	59,976.00	61,176.00	62,399.00			183,551.00
3. Travel	3,630.00	2,420.00	2,420.00			8,470.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	5,241.00	2,253.00	1,288.00			8,782.00
6. Contractual	20,000.00	17,000.00	10,625.00			47,625.00
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)	388,727.00	388,727.00	388,727.00			1,166,181.00
10. Indirect Costs*	11,273.00	11,273.00	11,273.00			33,819.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00			1,200,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 06/30/2013 To: 07/01/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 2.90 %.

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

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

Name of Institution/Organization Mount Diablo 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	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Mr.	First Name: James	Middle Name: C	Last Name: Wogan	Suffix:
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Address:

Street1:	1936 Carlotta Dr.
Street2:	
City:	Concord
County:	
State:	CA: California
Zip Code:	94519-1358
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(925) 682-8000 x3054	

Email Address:
Woganj@mdusd.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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