

**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 # S215E140099**

**Grants.gov Tracking#: GRANT11635874**

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

Closing Date: Apr 28, 2014

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/24/2014"/>	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="521550087"/>	* c. Organizational DUNS: <input type="text" value="0765308070000"/>
---	---

**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: <input type="text" value="707-253-3561"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* 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:**

The NVUSD RtI4 Program (Response to Intervention to the 4th Power) for Middle School is a multi-tiered system of mental and behavioral health supports for students.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,200,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,200,000.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Elizabeth Mathern</p>	<p>TITLE</p> <p>Asst. Superintendent of Instruction</p>
<p>APPLICANT ORGANIZATION</p> <p>Napa Valley Unified School District</p>	<p>DATE SUBMITTED</p> <p>04/24/2014</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

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

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Napa Valley Unified School District

\* Street 1: 2425 Jefferson Street Street 2: \_\_\_\_\_

\* City: Napa State: CA: California Zip: 94558

Congressional District, if known: 1

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

<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215
--	--

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: none Middle Name: \_\_\_\_\_

\* Last Name: none Suffix: \_\_\_\_\_

\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_

\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name: none Middle Name: \_\_\_\_\_

\* Last Name: none 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: Elizabeth Mathern

\* Name: Prefix \_\_\_\_\_ \* First Name: Elena Middle Name: \_\_\_\_\_  
\* Last Name: Toscano Suffix: \_\_\_\_\_

Title: Asst., Superintendent of Curriculum & Instruct Telephone No.: \_\_\_\_\_ Date: 04/24/2014

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

NVUSD.GEPA\_427.pdf

Add Attachment

Delete Attachment

View Attachment

The NVUSD Counseling Program will provide equitable access to students, teachers, parents and others with special needs. The program will not discriminate based on gender, race, national origin, color, disability, age or any other area. Potential barriers to successful implementation of a fair and equitable program have been addressed by the project design. The Counseling Program will:

1. Provide services to ALL students, regardless of their gender, race, color, disability, etc.;
2. Work to hire bilingual and bicultural mental health professionals, and coordinate services with community-based organizations that support students with special needs;
3. Coordinate with community and staff members to insure all non-English speaking and low-income students and families are given appropriate support;
4. Provide on-site support to serve students from families who have previously been unable to access services due to language, cost and transportation barriers;
5. Identify students for Tier 2 and Tier 3 services based on their individual need.

The program design will address potential barriers and evaluation of the program will continue to identify and resolve potential issues to insure accessibility and non-discrimination for the duration of the project.

## 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

Napa Valley Unified School District

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

Prefix: Ms. \* First Name: Elena Middle Name:

\* Last Name: Toscano Suffix:

\* Title: Asst. Superintendent of Instruction

\* SIGNATURE: Elizabeth Mathern

\* DATE: 04/24/2014

## 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:

Napa Valley Unified School District  
MIDDLE SCHOOL COUNSELING PROGRAM

<b>Project Abstract</b>
-------------------------

**The Napa Valley Unified School District's Rtl<sup>4</sup> Program** (Response to Intervention to the 4<sup>th</sup> Power) meets the *Absolute Grant Priority* by providing mental health professionals who will implement a multi-tiered system of mental and behavioral health supports for students. They will engage schools to create a positive, predictable school climate using four core areas: positive behavior interventions and supports, restorative practices, mental health (screening, targeted and coordinated services), and social emotional learning. Four middle schools (3,518 students) located in Napa, CA and American Canyon, CA will receive improved student to mental health professional ratios. Funds will add a 0.50 FTE School Psychologist to support students with social, emotional, and behavioral needs, a 0.50 FTE School Social Worker per site (2.0 FTE total), and a 0.50 FTE Project Director who will provide both grant and clinical oversight.

The Rtl<sup>4</sup> Program includes components which address improving the school setting related to student learning, safety, and health (*Competitive Preference Priority 1.a.*) and improving school safety, decreasing the incidence of harassment, bullying, violence, and substance use (*Priority 1.b.*). Using effective program components (Response to Intervention, Botvin's Life Skills Training, Second Step, Steps to Respect, BEST Behavior, Restorative Practices), the Rtl<sup>4</sup> Program will measure and increase mental health services, referrals to community agencies, school adjustment scores, social emotional skills, and the number of staff & students who report improvements in school climate. The program will measure and decrease classroom behavior disruption, the percentage of students with ten or more absences during a school year, and office disciplinary referrals, suspensions and expulsions.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

# Napa Valley Unified School District Middle School Counseling Program Narrative

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**The Napa Valley Unified School District's Rtl<sup>4</sup> Program** (Response to Intervention to the 4<sup>th</sup> Power) includes four components in a multi-tiered system of support.

1. Positive Behavior Interventions and Supports (PBIS) – BEST Behavior (Sprague & Golly, 2005, 2013)
2. Restorative Practices – Community Resolution (Lewis, 2009)
3. Mental Health – Screening, Targeted and Coordinated services.
4. Social Emotional Learning (SEL) – Botvin's Life Skills Training, Second Step (Committee for Children, 2002)

### **1. Need for Project**

Napa Valley is known for its beautiful vineyards and rich wine production; many come to Napa to relax and unwind from life's pressures. But the students and families targeted by the Rtl<sup>4</sup> Program come to the Napa Valley to work long hours at low wages in fields, hotels and restaurants; they rely on the tourism and agricultural industries for work, and are highly transitory. Demographics have changed rapidly as immigrant families have made Napa their permanent home.

Napa Valley Unified School District (NVUSD) serves 87% of the county's student population. Total enrollment in the district's 30 schools exceeds 18,000 students, and while currently 20% of students are English Language Learners, that percentage is rapidly increasing. More than half of the Kindergarten class are English learners (643 students), compared to only 83 students in 12<sup>th</sup> grade. The District is comprised predominantly of Hispanic/Latino students (51.8%), while White (32.2%) and Filipino students (5.9%) make up the second and third largest racial groups. Students eligible for Free or Reduced Price Lunches (FRPL) have increased from 33% to 43.4% since

2000; currently 48% of all students are classified as socioeconomically disadvantaged.

Local data shows that dysfunctional families and poor emotional management are the most prevalent child and adolescent mental health issues (Duerr, 2006).

Research shows that behavioral skill deficits negatively impact academic performance (Juvoven & Graham, 2001). Untreated child/adolescent mental illness results in “school failure, alcohol or other drug use, problems with relationships, violence and suicide”.

(Oliva & McCandless, 2001). The Rtl<sup>4</sup> Program will address these issues and:

- Increase student growth, performance and success (academic and personal)
- Improve school safety and climate
- Increase capacity of schools, families and community to address youth issues
- Improve coordination between mental health agencies and schools to address child/adolescent mental health needs

**A. Nature and magnitude of gaps or weaknesses to be addressed.**

School (From CA Dept of Education www.cde.ca.gov)	2012-13 Enrollment	Bilingual or non- English Speaking homes	Enrolled in Special Ed. programs	Free/Red uced Lunch
American Canyon Middle	980	30%	9%	35.8%
Harvest Middle	767	50%	11%	55.9%
Redwood Middle	991	49%	9%	48.6%
Silverado Middle	780	45%	10%	46.9%

Redwood, Silverado, Harvest and American Canyon Middle Schools will receive the Rtl<sup>4</sup> Program. District administrators screened all schools looking for high discipline referrals, high staff interest in the project, and low mental health professional ratios.

Next, they reviewed the remaining schools with high rates of discipline referrals, high numbers of students from low-income, non-English speaking families, high numbers of

at-risk students (academic performance, truancy, violence low levels of parent education), low Academic Performance Index/California State Testing Results and low measures of school climate and PBIS implementation. All selected middle schools selected are in Year 5 of state-mandated Program Improvement for failing to achieve academic growth.

Proficient/above on CST (CDE Report, <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> )	American Canyon	Harvest	Redwood	Silverado
Language Arts	58.1%	46.8%	56.0%	54.7%
Math	53.6%	39.9%	54.1%	53.8%

The Local Control Funding Formula process requires districts to create an 8 component Local Control & Accountability Plan (LCAP). NVUSD implemented a community-based planning process by conducting 15 separate meetings to gather input from parents, students, teachers, administrators and other key stakeholders. Feedback pertaining to the school climate component has indicated an overwhelming need for additional mental health services in schools, and agreed that School Social Workers are able to address key gaps in existing services. While previous grants allowed us to decrease suspensions and expulsions, stakeholders report a strong desire to address the issues of school climate and connectedness, particularly for at-risk students and their families.

Many of the district’s Non-English speaking families struggle with meeting basic needs including providing their families with food, clothing, and housing. While free and reduced lunch programs and other assistance programs help meet basic needs, emotional wellbeing continues to be a challenge for many students and families as a result of language barriers. The selected schools have large populations of non-English

speakers and therefore have a high need for on-site bilingual support. The minority populations in the county, particularly those from non-English speaking homes, are underrepresented in mental health service usage with only 14% of all services going to Latino children (Allen & Shea, 2007).

***Students are involved in behaviors and situations that make them high-risk***

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
American Canyon	980	1,041
Harvest	767	1,569
Redwood	991	803
Silverado	780	1,033
TOTAL	3,518	4,446

Selected schools have some of the highest discipline-referral rates in the district, and very low student to Mental Health professional ratios (see below). In accordance with the NVUSD Positive School Climate Policy, the district rarely suspends school students, yet these selected sites issued an unusually high number of suspensions (382) during the 2012-13 school year. Students self-report that they participate in bullying and violent behavior at school: “having hit or pushed someone while not playing around,” or “spread mean rumors or lies about someone.” Teachers and administrators report concerns about disrespect, aggression, and bullying. These disciplinary referrals illustrate the need for improved school climate and violence prevention.

The district struggles to meet the academic needs of students and stakeholders express that disruptive behavior in the classroom negatively impacts student achievement. In addition, truancy problems at selected schools are substantially worse than at other schools within the district (schools cite a total of 637 truancy letters in

2012-13). School officials see ongoing attendance problems and spend much time communicating with families about truancy issues, compared to the district-wide average. Additional mental health site-based services will not only reduce the discipline issues at selected schools and increase attendance, but also create a multi-tiered system to meet the needs of students who historically have been underserved.

Schools participating in the project	Students enrolled (Baseline) (2012-2013)	Number of Child-adolescent psychiatrist (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Other Qualified Mental Health Professional (Baseline) (2012-2013)
American Canyon	980	0	0.60	1.0	0	0.25
Harvest	767	0	0.60	1.0	0	0.10
Redwood	991	0	0.60	1.0	0	0.10
Silverado	780	0	0.60	1.0	0	0.25
TOTAL	3,518	0 FTE	2.4 FTE	4.0 FTE	0 FTE	0.70 FTE

Mental Health staff-to-student ratios do not meet the federal recommended guidelines. Though desperately needed, historically NVUSD has not been able to provide mental health services at the middle school level with the exception of school psychologists relegated to mandated special education assessment, and one school counselor per site who are often buried in discipline issues and other immediate needs of the school. The mental health professionals noted in the above chart spend their limited time responding to the biggest problems. Their reactive roles leave schools and teachers without access to prevention and early intervention services. This gap in services will be addressed by the addition of School Social Workers through this grant. While the district has limited resources to address student mental health needs, district leaders have decided that providing interventions is a non-negotiable priority and have

committed to focus on building capacity around services to leverage programming and develop ongoing (sustainable) infrastructure.

## 2. Quality of the Project Design

### **A. Linkages with other agencies and organizations.**

School Social Workers will collaborate with community organizations to provide resources and referral connections to ensure each program component is leveraged to maximum effectiveness. The district leadership has a longstanding reputation of embracing community partners and creating dynamic, leveraged programs and services for students. For example, Napa County Office of Education has partnered with the district to provide Botvin’s Life Skills Training (LST) curriculum to all middle school students through state prevention funding (see letter of support/collaboration from NCOE). Additionally, the district participates in an “Opening Doors” training series that gathers probation, nonprofit agencies, mental health workers, hospice, foster youth service and others to create a network of services. The Rtl<sup>4</sup> Program will formalize and expand the existing partnerships to create a strong and interlinked school based mental health program. District leadership has created a collaborative relationship with and often co-present at conferences with Jeffrey Sprague from the University of Oregon (letter attached). His insights and network of resources have helped formulate the proposed Rtl<sup>4</sup> Program, and he will continue to be a partner and resource.

The Local Control Funding Formula stakeholders identified these as the largest needs for community based services: Counseling services (individual, family & long term), health services, parent resources and education. The district will expand collaborative opportunities for services with:

- Family and individual counseling/Sliding Fee Scale: Napa County Mental Health Services, Parents CAN, COPE Family Center.
- Basic Family Needs: Cope Family Center, Puertas Abiertas, Community Action Napa Valley, American Canyon Family Center and other Family Centers.
- Health Services/Sliding Fee Scale: Napa County Public Health, Clinic Ole

The Rtl<sup>4</sup> Program Lead Team (Project Director, School Psychologist and School Social Workers) will develop a referral base with established community connections and a protocol for referring families to partner agencies. The Project Director will provide oversight, facilitate community connections and mentor sites as they begin implementation. The School Social Workers will work closely with community and public agencies providing relevant services, serving as a liaison between the school and the network of support available to children and families—a network that is not always easily accessible to the members of the community who most need support.

## **B. Meeting the needs of the target population**

While mental health services at the elementary level are essential, this grant seeks to meet the unique and intensive needs of middle school students. Adolescents are more prone to self-harm, suicide, substance use, aggression and other behaviors that can easily escalate without intervention. “Strengthening young people’s abilities to effectively solve difficulties that arise and their opportunities to participate in pro-social activities can significantly reduce the risk for violence. One strategy for addressing these individual risks is through universal, school-based violence prevention programs, which have been proven to reduce rates of aggression and violent behavior among students” (CDC, 2007). The Rtl<sup>4</sup> Program will employ a whole child approach, which

ensures that each student is safe, supported, engaged, and academically challenged. Program mental health staff will work with school teams to build capacity to foster protective factors and support positive youth development. The program will set the standard for comprehensive, sustainable supports in the area of social emotional and behavioral student success. The RtI<sup>4</sup> Program is designed to balance services to fill gaps and connect with students to address the identified priority needs in the following ways:

*Absolute Priority: Establish or expand Counseling Programs in elementary schools, secondary schools, or both.* Four middle schools will receive improved student to mental health professional ratios, and site services available will expand in scope, depth and knowledge. Student to Mental Health Professional Ratios will improve by adding a 0.50 FTE School Psychologist to support students with social, emotional, and behavioral needs, a 0.50 FTE School Social Worker per site (2.0 FTE total), and a 0.50 FTE Project Director who will provide both grant and clinical oversight.

*Competitive Preference Priority 1: Improving School Engagement, School Environment, School Safety and Improving Family and Community Engagement.* The RtI<sup>4</sup> Program components focus on a wrap-around approach: not only are peer groups, classrooms, teachers and parents encouraged to participate in different activities, but the program has a macro-level school-wide and community-wide support component as well. The program outcomes include decreased classroom behavior disruption and improved school climate. Indicated in the evaluation plan, there will be a 10% annual increase in the number of staff & students who report improvements in school climate. Additionally:

1.a Improve the school environment (student learning, safety, and health): Annually decrease the percentage of students with ten or more absences during a school year

1.b Improve school safety (harassment, bullying, violence, and substance use):

Annually decrease the number of office disciplinary referrals (ODRs); and reduce/sustain suspensions and expulsions, as measured from the baseline year.

The RtI<sup>4</sup> Program includes four components in three Tiers of Intervention which will integrate services for mental and behavioral health for all students as follows:

- Positive Behavior Interventions and Supports (PBIS) – BEST Behavior
- Restorative Practices – Community resolution
- Mental Health – Screening, Targeted and Coordinated services
- Social Emotional Learning (SEL) – Botvin’s Life Skills Training, Second Step.

The four components will cross over each of the three Tiers of the Response to Intervention Pyramid Model (Sprague, Cook, Sadler & Browning-Wright, 2008). The model indicates that all students will receive Tier 1 (universal) services. Students in need of additional supports will be assessed and triaged by a team, and provided with Tier 2 (targeted) or Tier 3 (intensive) services. Each school will have two teams to assist with identifying high risk students and creating intervention plans. The PBIS (Tier 1) Team will regularly review site behavioral errors using discipline data. In addition, each school’s Student Success Team (SST) (Tier 2 & 3) will assess and place students needing extra support into Tier 2 and 3 services. The RtI<sup>4</sup> Program Lead Team will participate in SST meetings in order to ensure each high risk student receives appropriate interventions and referrals. They will build, monitor, and adjust an integrated service model to meet the needs of students. Individual student monitoring tools will

include case management files, discipline records, attendance, grades, academic testing, teacher feedback, parent interviews and other data as needed.

Tier 1: Universal Intervention – Universal Tier 1 services will be provided to ALL 3,518 students through preventative programs, quality instruction and universal screening for mental health and school adjustment needs. The RtI<sup>4</sup> Program will provide targeted differentiated training to staff and teachers in PBIS, Restorative Practices, Social Emotional Learning (Botvin’s Life Skills Training, Second Step), and the use of an integrated service model for Mental and Behavioral Health. School Social Workers will receive training in an integrated system of mental and behavioral health and be oriented to the resources available through community health agencies. Additional clinical training and supervision for School Social Workers will include monthly training by professionals on topics such as child psychotropic medication, childhood mental illness, mindfulness, behavior support planning, anxiety, and needs for gifted learners.

*1.a. Positive Behavioral Supports and Interventions:* Tier 1 PBIS Implementation includes establishing school wide behavioral expectations, acknowledging positive behaviors, consistent and logical consequences, and data based planning. NVUSD is in the fifth year of PBIS implementation and the district has seen dramatic reduction in antisocial behavior, vandalism, aggression, and alcohol, tobacco and other drug use. PBIS Teams will be trained and coached to improve and deepen PBIS implementation. After school program staff will be invited to participate in ongoing PBIS training. Implementation fidelity of Tier 1 PBIS will be measured with the Team Implementation Checklist (TIC), School-wide Evaluation Tool (SET), and discipline data through the School wide Information System (SWIS, [www.swis.org](http://www.swis.org)).

*1.b. Restorative Practices:* will include classroom community building activities such as Classroom Circles and Restorative Chats. Teachers and administrators will be trained to improve understanding and use of Restorative Practices (Porter, 2007). Implementation fidelity of Tier 1 Restorative Practices will be measured through the California Healthy Kids Survey (CHKS), locally developed School Climate Surveys, and discipline data through School wide Information Systems (SWIS).

*1.c. Mental Health:* Tier 1 Mental Health services include prevention and wellness promotion along with Universal Mental Health Screening of all students through “Multiple Gating” into Tier 2 and 3 services. (see below) The Rtl<sup>4</sup> School Social Workers will provide oversight to the universal screening process, facilitate community connections and provide mentoring to sites as they begin implementation. Universal Screening tools include Teacher Nomination, the “Walker Screening Instrument” (WSI), and data collection including discipline (SWIS), academic grades, and attendance.

*1.d. Social Emotional Learning:* Tier 1 Social emotional Learning occurs in all classrooms for all students. Students receive Botvin’s Life Skills Training and/or Second Step which teach skills for learning, empathy, problem solving/impulse control, emotion management, and bullying prevention. Fidelity and outcomes will be measured with the California Healthy Kids Survey (CHKS), locally created School Climate Surveys, and SWIS.

Tier 2: Targeted Intervention – Targeted Tier 2 Interventions will be provided to approximately 527 (15%) students based upon specific needs identified through the universal screening process. Schools will be trained to implement a multiple gating system (Sprague, 2008) for referring a student into Tier 2 and 3 services. First, teachers

will assess all students in the class using the simple, evidence-based Teacher Nomination Form (GATE 1), to establish which students are exhibiting the soft, early signs of an underlying emotional and behavioral disability. Nominated students will then be reviewed by the teacher using the “Walker Screening Instrument” (WSI) (GATE 2), and provide subjective information to the Student Success Team (SST Team), in addition to discipline, academic and attendance data (GATE 3). Outside evaluators will score and submit the WSI to the SST to review data and determine Tier 2 or Tier 3 support needs. Students receiving Tier 2 and Tier 3 interventions will be progress-monitored on an ongoing basis by the SST and/or School Social Worker. For example, at Tier 2, students’ check in/check out point sheets will be reviewed twice per month to determine if intervention is successful or needs adjustment. However, if the student has not responded to the intervention, a referral may be made to the RtI4 Program school Psychologist for additional assessments and/or referral for more intensive Tier 3 services as needed. Homeless and foster youth will be monitored in conjunction with the student support liaison from the Napa County Office of Education in accordance with the law and policies for the Education for Homeless & Foster Children.

*2.a. Positive Behavioral Interventions and Supports:* Tier 2 supports for PBIS include conducting an informal functional behavior assessment and implementing behavior support plans; utilizing self-management tools (including check in/check out (CICO), point sheets, behavior contracts), and mentoring/buddies. Progress monitoring and effectiveness of these interventions will be measured through improvements on self-management systems, SWIS, WSI. Fidelity of interventions will be measured with the Monitoring Advanced Tiers Tool (MATT).

*2.b. Restorative Practices:* Tier 2 Restorative Practices include Classroom Conferencing and Response to Harm Circles. Teachers and school staff members will be trained in facilitating Restorative Practices activities. Effectiveness will be measured through California Healthy Kids Survey (CHKS), locally developed School Climate Surveys, and discipline records through SWIS.

*2.c. Mental Health:* Tier 2 Mental Health Services include group counseling and coordination of community based organization referrals. Groups will foster protective factors and support positive youth development, including social emotional and behavioral competence, bonding to the school community and create opportunities for prosocial involvement and norms (Catalano et al., 2004). Community partners (see Linkages section, above), such as Napa County Office of Education, Hospice and others will provide site-specific group and counseling support coordinated through the School Social Worker. Student progress will be monitored with the WSI, SWIS and pre/post intervention surveys.

*2.d. Social Emotional Learning:* Tier 2 Targeted small group instruction of Social Emotional Learning skills will be facilitated by School Social Workers using Botvin's Life Skills Training and Second Step as appropriate. All RtI<sup>4</sup> Program staff will coordinate with teachers and school administrators to build capacity around identified student needs. Effectiveness of these interventions will be measured with the WSI and SWIS.

Tier 3: Intensive Intervention- Intensive Tier 3 Services will be provided to approximately 176 (5%) students identified as very high-risk through the multiple gating process (see Tier 2 above). Students selected may also be assessed with measures as deemed appropriate including Child Depression Index and Connors ADHD scale.

*3.a. Positive Behavioral Interventions and Supports:* Tier 3 PBIS services under the direction of School Social Workers and/or the RtI4 Program's School Psychologist may include consultation with SST, formal functional behavior assessment (FBA), behavioral support planning (BSP); and alternative/special services. Further, the School Psychologist may provide individualized treatment planning, referrals to the Special Education department for assessment and Educationally Related Mental Health Services (ERMHS) counseling. Effectiveness of these interventions will be measured through SWIS and WSI. Fidelity of implementing Tier 3 interventions will be monitored through the MATT.

*3.b. Restorative Practices:* Intensive Tier 3 Restorative Practices include involving families and community members in repairing harm and restoring relationships after disciplinary incident. School staff and administrators will be trained in facilitating Family and Community Conferences in collaboration with the School Social Worker. Effectiveness of these interventions will be measured through SWIS.

*3.c. Mental Health:* Tier 3 Intensive Mental Health interventions include Individual counseling, crisis management, and intensive case management. Many students receiving Tier 3 services interface with multiple agencies including CPS, County Mental Health, family court, and legal systems which require case management to coordinate these entities to best serve the child. Effectiveness of these interventions will be measured with the WSI, SWIS, and individually administered assessments as clinically indicated (e.g. Child Depression Inventory, Connors ADHD Assessment, etc.).

*3.d. Social Emotional Learning:* Social Emotional interventions include individual social skills instruction using Botvin's Life Skills Training and Second Step and other

strategies as deemed appropriate by the School Social Worker. Effectiveness of these interventions will be measured with the WSI, SWIS, and individually administered assessments.

**C. Project reflects up-to-date knowledge from research and effective practice.**

The RtI<sup>4</sup> Program implements practical, evidence-based strategies to address the identified priority needs of students. Citations are listed *throughout the narrative* and are discussed as a primary factor in program design. The program is based on evidence that “Children who grow up antisocial are at risk for a host of long-term, negative developmental outcomes, including school dropout, vocational adjustment problems, drug and alcohol abuse, relationship problems, and higher mortality rates” (Walker & Ramsey, 1995). Early appearing behavior problems in a child's school career are the single best predictor of delinquency in adolescence, gang membership, and adult incarceration. (Zaroban, 2006)

Response to Intervention, Multiple Gating, PBIS, Botvin’s Life Skills Training, Second Step, self-management systems like CICO (Check in Check Out), and one-to-one, small group and family counseling are program components that are founded on evidence-based principles. Their combined effectiveness will impact academic achievement, discipline and classroom behavior issues, and associated issues such as social skills, family problems, violence and bullying. Research shows that schools are the de-facto mental health system for children and youth. While only 1 in 3 students with a mental health diagnosis ever receive treatment (1 in 10 among youth in poverty), over 70% of those receive mental health services at school (Farmer et al., 2003).

Furthermore, students who access these services on campus report greater school assets, connection to school, and improved classroom behavior.

The curricula included in the design are research-based, have been field-tested, and are aligned with the practices and needs of the school sites. BEST is based on more than 30 years of research and provides strategies designed to reduce classroom behavior problems and to create and sustain safe, positive learning environments for all students (Sprague & Golly, 2013). BEST is widely implemented both nationally and internationally. Botvin’s Life Skills Training curriculum teaches students drug resistance skills by strengthening personal and social skills. The program has positive impact on substance use prevention, refusal skills and normative beliefs, and violence and delinquency (NREPP, 2008). Second Step is also globally respected and used by more than 9 million children and 25,000 schools in 21 countries whose effectiveness has been validated by many large, rigorous studies. Outcomes include increased social competence (Holsen & Frey, 2008), reduced need for adult intervention in conflict resolution (Frey, Nolen, Edstrom, & Hirschstein, 2005), reduced anxiety and depression (Schick & Cierpka, 2005), and gains in pro-social skills and behavior (Edwards et al., 2005). (See letter of support from Rich Whittall, Counselor and Second Step Trainer of Trainers)

### **3. Quality of Management Plan**

#### **A. Management plan to achieve the objectives on time and within budget.**

NVUSD has extensive prior grant-funded project management experience that speaks to its ability to manage the program. The district has received numerous federal and state grants including the US Department of Education’s Elementary and

Secondary School Counseling Program grant (ESSCG) in 2008-11. While the data results from the 2008 ESSCG were spectacular at the four schools targeted in the grant (annual office disciplinary referrals dropped from 1,243 to 202, annual suspensions dropped from 293 to 20), the focus of the current program is to ensure that these 4 schools have a strong Tier 1 foundation from which to build and enhance Tier 2 and 3 interventions for high risk students including Restorative Practices.

The district has the interest and capacity to make similar large-scale gains in this new application. NVUSD is highly regarded for their grant management, and the district has approved the submission of this grant application through the Board, Cabinet and Administrative Office. The district has used various independent evaluators (such as Duerr Evaluation Resources) and will bid the consultant contract with the intent to receive a similar level of evaluation services for the program.

The RtI<sup>4</sup> Program Lead team will be implementing this project based on a 10-step Implementation model developed in NVUSD which was recognized for excellence at the recent National Association of School Psychologist Conference in Washington D.C. This plan includes: credible champions, a widely agreed upon vision, evidence based program selection, a business plan, an annual plan of professional development, a plan for scalability, program monitoring, communication/celebration, attention to return on investment, and a sustainability plan (see Dr. Stephen Perry's letter of support).

Upon funding, the Project Director (0.50 FTE) will hire, orient and convene staff and contractors along with collaborative partners to finalize plans for implementation of program. The Project Director will work with Laura Mooiman, M.S.W., Program Specialist for PBIS, and will train, coach, provide clinical supervision to all direct-service

staff, and oversee all program deliverables. The Project Director will coordinate program activities, plan for sustainability and serve as the liaison with the evaluation company.

School Psychologist (0.50 FTE ratio improves to 1:936) will lead Tier 3 Services at the RtI<sup>4</sup> Program schools. Duties will include participation in appropriate PBIS and SST meetings, conducting Functional Behavior Assessments (FBA) and developing Behavior Support Plans (BSP) for students, and fostering linkages to district programs and community agencies. In addition, direct student assessment and counseling services will be provided as part of the Tier 3 program design.

School Social Worker (2.0 FTE ratio improves to 1:1123) one half time Social Worker will be hired to provide coordination and direct services at each of the four school sites. Duties include participation on the SST and PBIS meetings, data collection and analysis, and individual and small group counseling. They will leverage community based services and partnerships, conduct student assessments, outreach to families, and provide district-wide and program-wide coordination.

Positive Behavioral Intervention & Support (PBIS) Teams at each school site will monitor Tier 1 services and ensure each school is fully implementing PBIS, Second Step and Life Skills. They will coordinate assessments on Tier 1 school-wide success (including the Team Implementation Checklist (TIC)). Student Success Teams (SST) at each school site will oversee the selection and placement of students into Tier 2 and Tier 3 services, coordinating with School Psychologist and School Social Worker program activities and working with the Project Director to ensure all program deliverables are met. The SST use assessment data to place students in appropriate interventions and will monitor their progress.

Teachers and administrators will support the RtI4 Program by implementing PBIS and SEL curriculum, and by participating on PBIS and SST Teams as appropriate. Trainers such as Jeffrey Sprague, creator of the BEST Behavior curriculum, may provide training and technical assistance to provide ongoing support and expertise. Daniel Peters, Ph.D., may collaborate with NVUSD to create a protocol for responding to twice-exceptional and students with anxiety (see letter of support from Daniel Peters). Restorative practices training and coaching is also included in the program budget to be delivered through an agency such as SEEDS Community Resolution Center. (Letters of Collaboration are attached)

Community partners are a key to program success. As discussed in Section 2.A., community linkages and partnerships with community-based counseling services are a valuable part of the RtI4 Program. Letters of collaboration demonstrate their investment in our schools and enthusiasm for the grant. Limited services and service infrastructure are key elements that currently prohibit youth from connecting to resources. Increased on-site mental health staffing, coordination of services with outside agencies, and focused effort to connect with all families, including those who are monolingual Spanish speakers will address the needs of our students. With after-school programs in place at each school site, the program is able to provide additional support and engage community partners outside classroom time.

<b>Task</b>	<b>Lead</b>	<b>Date</b>
Hire/assign staff, finalize program implementation plan, purchase curriculum, supplies	Project Director	Upon funding (10/2014)
Determine Evaluator and other consultants through RFP	Project Director, business office	11/2014
Develop and implement data collection protocols	Project Director, Evaluator	12/2014

Perform program assessments (pre surveys) using TIC, SET and MATT	Project Director, program staff, SST	12/2014, 9/2015, 9/2016
Monthly program meeting schedule established and implemented including staff meetings, SST biweekly meetings and monthly BEST meetings	Project Director, all program staff and consultants	12/2014
Program staff attend BEST and SST meetings at each school site to review student data and determine needs.	School Social Worker, Psychologist	12/2014 and ongoing
Communicate PBIS philosophy, practices, and procedures to parents on regular basis	Administrators, teachers, and after school program staff.	1/2015 and at the beginning of each new school year.
Assess students through WSI	School Social Workers and Teachers	1/2015, 5/2015 and 2 times per year thereafter (Sept/April)
Analysis of WSI, identification of students	Psychologist, evaluator, program staff and SST review and select students	2/2015, 2 times per year thereafter
Teacher and staff trainings on school climate, Rtl, PBIS, Second Step, Botvin's Life Skills & Restorative Practices	Rtl <sup>4</sup> Program Lead Team, administrators, classified/ certificated staff, SST members, after school staff	2/2015, 3 times per year thereafter
Facilitate full implementation of PBIS and Rtl at the school level and in the classrooms at all target sites	School Social Workers will work with all staff	6/2015
Placement/tracking of Tier 2 & 3 students in services	School Social Worker and SST	Monthly tracking
Perform program assessments (post surveys) using TIC, SET and MATT	Project Director, program staff, SST	6/2015, 6/2016, 6/2017
Provide TIC, SET, MATT, service data, suspension, referral, and other evaluation data to the evaluator for annual program report	Project Director, program staff, evaluator	By 6/2015 and annually thereafter, and submitted as collected

School mental health professionals should be culturally and linguistically competent, and sensitive to diversity issues (Mock, 2003). NVUSD has a long history of recruiting people from underrepresented communities and is an *Equal Opportunity Employer*. Diverse professional staff includes multi-racial, multi-cultural, and multi-lingual employees, graduates of family support and welfare programs, disabled

individuals, and more. Policies encourage: placing advertisements in Spanish-language publications; recruiting employees through Napa County's Migrant Education; recruiting employees through community groups serving non-native populations; networking with Nonprofit Coalition, Health & Human Services and other groups. District administrators proactively recruit teachers who reflect the student population by attending the CA Association of Bilingual Educators conference.

### **B. Ensuring feedback and continuous improvement in program operation.**

The RtI<sup>4</sup> Program will employ several levels of feedback to ensure that all decisions are informed and data-driven at each level of implementation. At the program administration level, RtI<sup>4</sup> Program will implement 3 key strategies that are essential to ensuring feedback and continuous improvement:

1) Regular opportunities for open communication, both formal and informal, among all stakeholders, with timely and reliable follow up. The Project Director will seek feedback from RtI<sup>4</sup> Program Lead Team, school and community partners through regularly scheduled meetings (bi-weekly with school social workers, quarterly with school and community partners), and by being a regular presence at all program sites. School Social Workers will have meetings with their school site PBIS Team, principal, teachers and staff. The Project Director will be responsible for ensuring follow-up and that the implementation of mid-course corrections happens in an effective manner.

2) Data collection that is efficient, timely and directly applicable to program improvement. Detailed in the evaluation section below, the quantitative and qualitative data collected is channeled back into the program for the purposes of continuous improvement and to ensure that programming decisions are informed by data. Most

importantly, 3) a fundamental commitment to self-reflection will allow mid-course corrections when needed and promote the ethic of continuous improvement.

To ensure data-based decision making at the student level and that each high-need student receives support to improve academics, behavior and social functioning, the SST and School Social Worker will monitor and adjust program services based on case management files, discipline records, attendance, grades, academic testing, teacher feedback, parent interviews and other data measures. When the student's needs cannot be met by the on-site counseling services provided, the Project Director will work with the school based team to identify community partners who may be able to provide additional supports, including county mental health services when appropriate.

<b>4. Quality of the Project Evaluation</b>
---

**A. Use of objective performance measures to assess grant outcomes.**

The evaluation plan focuses on both qualitative and quantitative measures to gather information regarding program implementation, operation, and outcomes. The evaluation subcontractor will conduct annual training sessions with school and grant staff regarding data collection and reporting protocol. During years two and three of the grant period, these training sessions will also be used to present and discuss the evaluation findings from the previous year. Data to be collected:

Program Objectives	Data Sources	Measures/Methods
<b><u>Overall Objectives</u></b>		
<b><u>GPRA 1:</u></b> Improve Mental Health Professional-to-student ratios	Director, Evaluator (FTE:Student data)	Track and report ratios annually
<b><u>GPRA 2:</u></b> Decrease office disciplinary referrals (ODRs)	Director, Evaluator (School	ODR data will be collected by school staff and forwarded to the evaluator who will analyze and report to the

	records, SWIS)	PBIS team at each site on an annual basis.
<b>Tier 1 Universal Strategy - PBIS Implementation</b>		
Monitor and adjust program fidelity	SST and PBIS Teams, Evaluator (TIC, SET)	Teachers will annually complete year-end surveys to document PBIS implementation; Teams will complete implementation checklists at the beginning and end of each year
Decrease behavioral errors: 1) the percentage of students with ten or more absences during a school year; 2) the number of office disciplinary referrals (ODRs); 3) the number of suspensions and expulsions, as measured from the baseline.	Director, Evaluator (School records Aeries, SWIS)	Project Director will provide data to the evaluator who will analyze and report by Tier at the end of each year.
Improve school climate & safety: 10% annual increase from the baseline in the number of staff & students who report improvements in school climate	Students (CHKS) School Staff (local survey)	Students and teachers will complete annual school climate surveys through the standardized California Healthy Kids Survey and locally created school climate survey.
Identify at-risk students: 100% of students enrolled in the targeted schools will be screened using a research validated system called "Multiple Gating" (Rtl and Behavior, J. Sprague, 2008).	Teachers, Evaluator (WSI)	All teachers will complete screening for all students using Multiple Gating with WSI assessments January 2015 and May 2015 of Year 1, and in September/October and April/May of Years 2 and 3.
Assess needs: students with most significant needs will be assessed by the SST and matched to a menu of Tier 2 or Tier 3 interventions.	SST (WSI, truancy, discipline, academic data)	Student Success Teams will meet regularly to review student needs using multiple data sources to place students in Tier 2 or Tier 3 services.
<b>Tier 2 Implementation</b>		
Assess the fidelity of implementation	Project staff, Evaluator(MA TT)	Program staff will annually complete year-end surveys to document Second Step implementation. SST Team will complete MATT twice per year to evaluate Tier 2 and 3 interventions.
Track Tier 2 services: A minimum of 10% of students will annually receive Second Step group, skills groups, CICO, mentoring, classroom behavioral consultation, coordination of physical and/or mental health	Program staff, Evaluator (Data records)	Program staff will track students served, types of services including frequency and duration, and forward to evaluator annually. The evaluator will work with the Project Director to develop tracking system

services counseling services		
Assess impact of Tier 2 implementation on student behavior: Beginning in Year 2, 65% of all students in will demonstrate annual improvements in school adjustment, social/emotional learning, behavior, academics.	Students (WSI and other measures based on student need)	SST will review WSI, discipline, academic and other core data for Tier 2 students, with supervision by grant mental health staff.
Assess impact of Tier 2 services on student behavior, social emotional functioning, and grades	Teachers (WSI)	All teachers will complete a second WSI at the end of grant year (April/May) to document annual impact of PBIS interventions. WSI data analyzed annually by Tier.
<b>Tier 3 - intensive mental health services</b>		
Assess fidelity evaluation	SST; Program staff; community-based providers (TIC, SET, MATT)	Staff and community partners will complete year-end surveys to document and describe referral processes and structure, communication, information sharing, and perceived success of services.
Track Tier 3 services: refer a minimum of 5% of students for Tier 3. Includes referral to intensive/community-based counseling and/or educationally-related mental health services, and case management.	Program staff, Evaluator (program data)	Program staff will track students served and/or referred, including the types of services and dosage, and forward to evaluator annually. The evaluator will work with the Program Director to develop a tracking protocol.
Assess impact of Tier 3 services on student behavior: Beginning in Year 2, 50% of students participating in Tier 3 will show improvements in social/emotional behavior.	Teachers, Social Worker, SST and Evaluator (WSI and other assessments, as needed)	School Social Worker will work with SST to continually monitor student growth, including use of additional assessments in identified areas of need. (i.e. Child Depression Inventory, Connors, etc)

**B. Performance feedback and assessment toward achieving intended outcomes.**

Evaluation reports will be prepared at two levels. First, on an annual basis, each school participating in the grant will receive a school-level report summarizing all the qualitative and quantitative data collect for the reporting period. Second, the evaluator

will prepare and submit a District Evaluation Report to NVUSD each year. This annual report will include a summary of all the qualitative and quantitative data collected for the year, providing feedback to program staff, school staff and administrators, the School Board, and to the funding agency. The report will assess the success and replicability of the program, and provide recommendations for both. In addition, the evaluator will assist in the preparation of the 524b report to be submitted to USDE annually.

At the end of each school year, program staff will “debrief” representatives from each school site, including grant mental health staff, principals, teachers and parents to discover, compare, and compile PBIS practices in the program. The formative evaluations will be primarily devoted to discussion of the following issues: What is the progress on the program components in terms of quality, relevance, and usefulness of program activities actually implemented? What aspects need improvement and/or change? What problems are anticipated in implementing the next component, and how will we overcome them? Findings will be incorporated in the program, thus creating a feedback loop, which repeats and generates continuous improvement.

The summative evaluation will establish the degree to which the outcome objectives have been met and will, therefore, assess the effectiveness of the program. The annual written summative evaluation, or performance report, will set forth the program’s performance in relation to achievement of the outcome objectives. The Evaluator will contribute to and assist with preparation of the performance report together with the Project Director and administrators from the participating schools.

## Other Attachment File(s)

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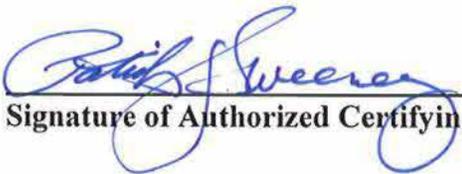
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## Program Specific Assurances

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

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

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

  
\_\_\_\_\_  
**Signature of Authorized Certifying Official**

*Superintendent*  
\_\_\_\_\_  
**Title**

*Napa Valley Unified School District*  
\_\_\_\_\_  
**Applicant Organization**

*4/17/14*  
\_\_\_\_\_  
**Date Submitted**

California Department of Education (<http://www.cde.ca.gov/fg/ac/co/icrate1314ltr.asp>)  
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CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

April 22, 2013

Dear County Chief Business Officials:

### **2013–14 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 2011–12 standardized account code structure (SACS) expenditure data and has finalized the approved indirect cost rates. The rates are for use, as allowable, with 2013–14 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 2013–14 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 Average Indirect Cost Rates**

The 2013–14 statewide average indirect cost rate for food service programs is 5.31%.

California Education Code (EC) section 38101(c) limits food service program indirect costs to amounts derived using the lesser of a school district's approved indirect rate or the statewide average indirect cost rate. Each district should compare this statewide average rate with their individual indirect cost rate to determine the lesser rate for use with this program. Please note that the statewide average rate for Adult Education is no longer calculated due to the flexibility provisions of ECSection 42605, currently in effect for fiscal years 2008–09 through 2014–15.

A listing showing the statewide average 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](mailto:sacsinfo@cde.ca.gov).

Sincerely,

Peggy O'Guin, Administrator  
Financial Accountability and Information Services

PR/Award # S215E140099

Page e43

Last Reviewed: Tuesday, April 23, 2013





Napa Valley Unified School District

ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS

Grant Application

OMB No. 1894-0006

CFDA Number: 84.215

**Letters of Support**

**Patrick J. Sweeney, Ed.D., Superintendent**

Napa Valley Unified School District

**Mike Thompson**

United States House of Representatives

**Jeffrey Sprague, Ph.D.**

Professor of Special Education and Director of the University of Oregon Institute on Violence and Destructive Behavior

**Stephen G. Smith MS, EC/ESE**

University of Oregon (Retired,)

PBIS and School Safety Consultant: Training, Implementation, and Evaluation.

**Alicia Rozum, Project Director-Mental Health**

California School-Based Health Alliance

**Dan Peters, Executive Director**

Summit Center

**Jeffrey Sloan, Executive Director**

SEEDS Community Resolution Center

**Maria Cisneros, President**

Napa County Hispanic Network

**Stephen R. Perry, Ph.D.**

Student Assistance Program Coordinator

American Canyon Schools

**Richard Whittall, M.A., M.Ed.**

Trainer, Coach – Social Emotional Learning Curriculums

**Dana Cope, NVUSD Teacher on Special Assignment**

NVUSD Advanced Learner Programs & Services (ALPS)

**Joelle Gallagher, Executive Director**  
Cope Family Center

**Julie McClure, Director**  
Napa County Office of Education

**Marlena Garcia, Executive Director**  
ParentsCAN

**Laura Mooiman**  
NVUSD Program Specialist for Positive Behavior Interventions and Supports

**Adriana Delgadillo**  
Big Brothers Big Sisters



**NAPA VALLEY UNIFIED SCHOOL DISTRICT**

Transforming lives by instilling 21<sup>st</sup> Century skills and inspiring lifelong learning in every student.

April 10, 2014

To Whom It May Concern:

As the Superintendent of the Napa Valley Unified School District (NVUSD), I want to add my support and commitment to the Napa Valley Unified School District application for a Federal Elementary and Secondary Counseling Grant. It is clear that this proposal is in line with our goals, and the high leverage actions that we are implementing to actualize our district vision. In particular, this grant supports our goal to provide behavioral and social emotional supports to all students who need them in our targeted schools. I am pleased that this grant will allow us to increase the mental health professionals in our schools. Further, the grant will allow us to expand our mental health team to include the expertise and therapeutic support provided by social workers.

I have come to understand that several years ago our district wrote and received a Federal Elementary Counseling Grant that was based on a Response to Intervention plan. Our successful grant implementation was fostered by partnerships with the grant lead team, our Special Education and Intervention staff, and the Napa County Office of Education. These partnerships allowed our district to move the grant premises to scale. Many of us have had experience with successful grants that provide a high level of service and then essentially disappear once the funding stops. Therefore, I was especially pleased to see that NVUSD had leveraged this grant as part of a district-wide approach to creating schools with positive school climates with direct instruction in social skills curriculum. Our district's positive behavior intervention support coach Laura Mooiman has led a phased in implementation plan to provide the foundation, or Tier 1, and 2<sup>nd</sup> Step supports in all of our elementary schools. Jeff Sprague has provided professional development and a compelling research base which has inspired our school leaders to pursue the solid implementation of Positive Behavioral Supports. This previous grant was a classic example of systemic change in the delivery of Tier 1 Behavioral/Social Emotional Supports. However, we recognize that we must continue to nurture our Tier 1 implementation, to revisit this foundation when there are changes in leadership, and to refine our practice to continue to strengthen this essential foundation.

Our district reality has included significant fiscal challenges that have made it incredibly difficult to provide more intensive supports to students who require the targeted or individual social skills and therapeutic supports in Tier 2 and Tier 3 of our model. This project will allow us to provide those services in our targeted schools. I am especially enthusiastic about the inclusion of Restorative Practices into this grant design as I believe that when a student makes a behavioral error that it is appropriate to support them to restore relationships and move forward. I also believe that this grant will provide our teachers and administrators with actionable strategies to implement Restorative Practices at a high level.

I am personally committed to supporting this project in whatever way I can. It is clear that the goals and services provided in this grant will support our district-wide goal to ensure that all students will attend a school with a positive, caring school climate. Further, students with more intensive needs will receive the therapeutic support that they need in order to feel safe at school and benefit from their education. I appreciate your support of our students.

Sincerely,

Patrick J. Sweeney, Ed.D.  
Superintendent

**Board of Education**

2425 Jefferson Street  
Napa, CA 94558  
(707) 253-3511  
(707) 253-3855 fax  
[www.nvusd.k12.ca.us](http://www.nvusd.k12.ca.us)

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Patrick J. Sweeney, Ed.D.  
*Superintendent*

MIKE THOMPSON

5TH DISTRICT, CALIFORNIA

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SUBCOMMITTEE ON HEALTH

SUBCOMMITTEE ON SOCIAL SECURITY

PERMANENT SELECT

COMMITTEE ON INTELLIGENCE

RANKING MEMBER, SUBCOMMITTEE ON TERRORISM,  
HUMAN INTELLIGENCE, ANALYSIS AND  
COUNTERINTELLIGENCE



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WASHINGTON, DC 20515

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VALLEJO, CA 94592  
(707) 645-1888

2300 COUNTY CENTER DRIVE, SUITE A100  
SANTA ROSA, CA 95403  
(707) 542-7182

CAPITOL OFFICE:  
231 CANNON HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-3311

WEB: <http://mikethompson.house.gov>

April 22, 2014

Laura Ryan, Ed.D.  
Director of Interventions, NVUSD  
2425 Jefferson Street  
Napa, CA 94558

Dear Dr. Ryan,

I am writing in support of the Napa Valley Unified School District (NVUSD) application for the Elementary and Secondary School Counseling Grant (ESSCG).

The proposed grant will first and foremost aid NVUSD to continue and refine implementation of the Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) programs, with the goal to provide improved services to their high need students. The implementation of PBIS and SEL six years ago had outstanding results as it dropped student suspension by 50% and expulsions by 78% at four of their target schools. The success of these programs drove their implementation in all 30 NVUSD schools impacting 18,000 students.

The results of these early intervention programs have proved to work and the continuation of them will ensure student success. The proposed grant will allow NVUSD to achieve their goal by providing behavior support to all students in need by implementing Restorative Practices to offer more intensive mental health counselling for students.

I am confident that NVUSD will continue to work diligently to meet the evolving needs of their students. This grant would be a powerful tool in accomplishing their worthy goals. Thank you for your consideration of their grant application and please let me know if I can provide you with any additional information.

Sincerely,

A handwritten signature in blue ink that reads "Mike Thompson".

MIKE THOMPSON  
Member of Congress

MT:ma

4/19/2014

Laura Ryan  
Napa Valley Unified School District  
2425 Jefferson Street  
Napa, California 94558

Re: Letter of Cooperation

Dear Ms. Ryan,

I am pleased to provide a letter of cooperation to serve as a subcontractor providing training and technical assistance to the Napa Valley Unified School District for the purposes of improving behavioral, mental health and academic outcomes for students and schools targeted by your excellent proposal.

I have carefully reviewed your proposal and understand that The RtI<sup>4</sup> Program includes four components in three Tiers of Intervention which will integrate services for mental and behavioral health for all students as follows:

- Positive Behavior Interventions and Supports (PBIS) – BEST Behavior
- Restorative Practices – SEEDS Community Resolution Center
- Mental Health – Screening, Targeted and Coordinated services
- Social Emotional Learning (SEL) – Second Step & Steps to Respect

I am a Professor of Special Education and Director of the University of Oregon Institute on Violence and Destructive Behavior. I direct federal, state and local research and demonstration projects related to positive behavior interventions and supports, response to intervention, youth violence prevention, alternative education, juvenile delinquency prevention and treatment, and school safety. My research activities encompass applied behavior analysis, positive behavior supports, and behavioral response to intervention, functional behavioral assessment, school safety, youth violence prevention, and juvenile delinquency prevention.

Best Behavior: Building Positive Behavior Supports in Schools is a standardized PBIS staff development curriculum based on principles and practices developed by the National Center on Positive Behavioral Interventions and Supports (an OSEP-funded research center) at the University of Oregon. Content areas include school wide, common areas, classroom management, individual student supports, and family supports and collaboration.

When the project is funded I agree to:

1. Support and provide targeted staff development and consultation related to the project components.

2. Provide consultation and training regarding Tier II and III supports and their integration with the other project components.

Our time and efforts spent working with NVUSD has been productive, constructive and inspirational. We look forward to working with the NVUSD in the future.

Sincerely,

(b)(6)

Jeffrey Sprague, Ph.D.  
1355 Ravenwood Drive  
Eugene, OR 97401

March 20, 2014  
Laura Mooiman, MSW  
Program Specialist for Positive Behavior Intervention & Support  
Napa Valley Unified School District  
2425 Jefferson Street  
Napa, CA 94558  
(707) 253-3444  
[www.nvusd.k12.ca.us/PBIS](http://www.nvusd.k12.ca.us/PBIS)

Dear Ms. Mooiman:

It is with pleasure that I write this letter in support for the Elementary and Secondary Counseling Grant being submitted to [name of funding agency and/or RFP, etc.] by the Napa Valley Unified School District (NVUSD).

Having collaborated with you and the NVUSD administration and staff members for over ten years in the areas of professional development, evidence-based program implementation and maintenance, and program research and evaluation I have repeatedly witnessed the profound extent of you and your district's commitment to the safe and effective education of all students. The NVUSD has consistently exhibited the effort to continually improve their service to students and community by the implementation of current best practices in the academic, social and emotional, and behavioral success of the students in their charge. I am constantly impressed by your efforts to connect schools, families, and community in insuring the well-being of the students. The professionalism of your administrative and school staff members, the deep and abiding sense of personal responsibility evidenced by all NVUSD staff, and the use of data to evaluate and make decisions has always been apparent to those working with you all.

I firmly believe that Elementary and Secondary Counseling Grant will be a great benefit in support of your efforts to insure the academic, social, emotional, and life-course success of all students. And not just NVUSD students, but because the NUVSD has always freely shared their knowledge and expertise in support of other districts, students in many neighboring districts will benefit from the lessons learned and the service deliveries developed as a result of this grant.

In conclusion, I fully support the efforts of the you and the NVUSD in seeking Elementary and Secondary Counseling Grant funding in support of your programs (list or mention whatever you are targeting with this grant's published goals and outcomes, etc.).

Most sincerely,

Stephen G. Smith MS, EC/ESE  
University of Oregon (Retired,)  
PBIS and School Safety Consultant: Training, Implementation, and Evaluation.  
Author: Systematic Supervision for Elementary, Middle, and High Schools



April 7, 2014  
Dr. Laura Ryan  
Administrator, Interventions  
Napa Valley Unified School District  
2425 Jefferson Street  
Napa, CA 94558

Dear Dr. Ryan:

It is with pleasure that I highly recommend the Elementary and Secondary Counseling Grant be awarded to the Napa Valley Unified School District (NVUSD).

In the few months that I have been collaborating with you and your district's Positive Behavior Intervention and Supports (PBIS) team, I have been impressed by your commitment to increasing access to mental health services and supports for all students. As a school social worker and mental health consultant, I appreciate working with district representatives who demonstrate strong leadership around and fidelity to the true PBIS model. Your district is a state leader in implementing evidence-based, universal, and positive climate supports and policies for every school. Furthermore, as recently noted in the *Napa Valley Register* by State Superintendent of Public Instruction Tom Torlakson, there was an 18.9 percent drop in suspensions and a 75.5 percent drop in expulsions within NVUSD. Your strong PBIS foundation will set the groundwork for implementing successful targeted and intensive interventions, including individual and group counseling services for at-risk students.

NVUSD's plan to hire school mental health staff, including school social workers, through the Elementary and Secondary Counseling Grant will benefit the most vulnerable students in your district. Students will be able to easily access prevention and early intervention services at school, where they spend a significant part of their day. Furthermore, connecting these students to school-based services will improve school and classroom climate, increase the capacity of teachers to respond to behavioral issues, and eliminate barriers to students' ability to learn due to mental health concerns.

In conclusion, I fully support the efforts of the NVUSD in seeking the Elementary and Secondary Counseling Grant. I am committed to continue to work with and support you in your efforts to expand mental health services for students.

Sincerely,

Alicia R. Rozum, MSW, PPSC  
Project Director, Mental Health  
California School-Based Health Alliance



# SUMMIT CENTER

Helping Every Child Reach New Heights

March 20, 2014

Dr. Patrick J. Sweeney  
Superintendent, Napa Valley Unified School District  
2425 Jefferson Street  
Napa, California 94558

Dear Dr. Sweeney,

RE: ELMENATARY AND SECONDARY COUNSLEING GRANT

I am writing to offer my support and collaboration for your elementary and secondary counseling grant. As a licensed psychologist who specializes in the well-being of children, adolescents, and their families, I have enjoyed our collaboration over the past several years providing consultation and training to your staff. Further, I have been impressed by the commitment of your staff to increase the well being of their students, as well as the desire to learn and implement best practice strategies.

Providing students counseling services reduces depression and anxiety, mitigates the impact of PTSD and violence, and increases learning, grades, and school attendance.

I am fully supportive of your grant and offer my collaborative services.

Best,

(b)(6)

Daniel B. Peters, Ph.D. PSY16823  
Executive Director, Licensed Psychologist



# SEEDS

Community Resolution Center

1968 San Pablo Avenue Berkeley, CA 94702 \* 510-548-2377 \* [www.seedsrc.org](http://www.seedsrc.org)

Laura Ryan, Ed.D,  
Napa Valley Unified School District  
2425 Jefferson Street  
Napa CA 94558

Dear Dr. Ryan,

With 30 years of experience in collaborative processes for resolving differences through mediation, promoting innovation in integrative conflict resolution, and advancing the use of restorative practices rather than punitive discipline in our schools, SEEDS has fostered collaboration, partnerships, cooperation and relationship cultivation, in families, neighborhoods, businesses and schools all across Contra Costa and Alameda Counties. We are thrilled at the possibility of expanding our work into Napa County. Our Restorative Justice team has successfully reduced suspension rates by 80% in the districts and schools where we have implemented our program. We are poised to continue our legacy of peaceful conflict resolution and make a significant impact in Napa Valley Unified School District through our SEEDS Restorative Justice in Schools training program. Our mission states: We cultivate common ground and help people resolve conflict in our diverse communities through mediation, facilitation, training and restorative justice.

We are proud to share our most recent accomplishments as they were reported to us by the Hayward Unified School District.

In summary, between September and December 2013 SEEDS Restorative Justice in Schools Initiative accomplished:

1. A 79-95% reduction in suspension rates in the HUSD Middle Schools where SEEDS RJ is implemented.
2. A 48-66% reduction in the loss of instructional days in the HUSD Middle Schools where SEEDS RJ is implemented.
3. The three SEEDS RJ middle schools saved a total of \$14,580 based in the first semester of instruction (ADA – Average Daily Attendance - approximately \$30/Student/Day)

That being said, SEEDS is in full support of your grant and the SEEDS Restorative Justice team is very interested in working with Napa Valley Unified School District by providing intensive and comprehensive, programmatic and practical/hands-on training in Restorative Justice practices. We look forward to working with you in creating restorative campuses.

Sincerely,

(b)(6)

(b)(6)

(b)(6)

Jeffrey T. Sloan, M.S., M.B.A.  
Executive Director



The mission of the NCHN is to establish collaborative relationships and advocate for cultural, educational and leadership opportunities for our Latino Community.

**BOARD OF DIRECTORS**

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**Gloria Curry**

April 11, 2014

To: Laura Ryan

From: Maria Cisneros, President  
Napa County Hispanic Network

Re: Federal Elementary & Secondary Counseling Grant

On behalf of the Napa County Hispanic Network Board (NCHN) of Directors, this letter is to offer support for your application Federal Elementary & Secondary Counseling Grant. The Napa Valley Unified School District serves over 18,000 students with many different needs. The NCHN is celebrating 31 years in promoting education in the Napa Valley. Education in many forms, from academics to mental/social services. Over the years, the Network has been a huge supporter of the school district in providing services for children and families with emotional concerns and mental health disabilities.

I currently serve as president of the NCHN Board but my day job is as a principal at Valley Oak High School. Valley Oak serves the districts most at-risk/at-promise youth. The school is structured around mental health services so that students are able to adjust and to re-engage with their learning. We could not do the work without our community partners and the school district in providing opportunities for our most at-risk to obtain services. In my positions, I have experience first-hand how valuable these services are to our students before they get too far behind or lost in the system. I believe that the proposed project will fill a huge gap in our schools.

As a former counselor, programs such as this one, meant the difference between an education and a school drop-out. Students and families want to feel connected to the school and to know that services are provided to them as needed. We all know that research shows that if students are connected one significant adult, they will stay in school. I know that I served that role for many students as a counselor, coach and now as a principal and active member in the community.

The NCHN is proud to support NVUSD's efforts in applying for the Federal Elementary & Secondary Counseling Grant. The services are of high importance in supporting students' social, emotional, behavioral needs.

Laura Ryan, Ed.D.  
Director of Interventions  
NVUSD  
2425 Jefferson Street  
Napa, CA 94558

Dear Dr. Ryan,

I write in enthusiastic support of your application for an Elementary and Secondary Counseling Grant. As co-presenter with you at the 2014 **National Association of School Psychologists** Conference, I am aware of the NVUSD's capacity to implement initiatives. As graphically displayed below, the ten step process of implementation is a useful guide to comprehensive and sustained implementation of any school initiative. I was pleased with our selection as one of twelve sessions that were selected by NASP president Sally Baas as President's Special Strand Sessions. This honor was all the more significant in view of the more than 1,100 sessions from which Dr. Baas has to choose. Our selection was further confirmation of the NVUSD's capacity to implement.

The NVUSD has successfully implemented PBIS, Read 180, System 44, iread, and many other programs; clearly the District has a special expertise. I am sure that whatever programs are part of the Elementary and Secondary School Counseling Grant will be successfully implemented (with fidelity) as well.

**Napa Valley Unified School District as PBIS Leader**  
Steve Perry, Ph.D. Laura Ryan, Ed.D. Laura Mooliman, MSW

Learn how our district of 15,000 students implemented PBIS programs which reduced suspensions by 50%, expulsions by 70%, and saved the District over \$250,000 annually. We also reduced our Specific Learning Disability population from 1,194 to 636 (53%). We will share the lessons we learned along the way, and also share our plans for the next part of the journey, building implementation of restorative practices.

**10 Steps to Sustainability**

1. **Credible Champions**
2. **A Vision**
3. **Evidence-Based Programs/Strategies**
4. **Behavioral Plan**
5. **Professional Development**
6. **Scalability**
7. **Monitor Implementation**
8. **Communication & Collaboration**
9. **System of Investment**
10. **Sustainability**

**NVUSD Behavior Pyramid**

- High Risk**
- At Risk**
- All**

Sincerely,

Stephen R. Perry, Ph.D.  
Student Assistance Program Coordinator  
American Canyon Schools

(b)(6)

Richard Whittall M.A., M.Ed

(b)(6)

April 15, 2014

Dr. Laura Ryan  
NVUSD Administrator of Interventions  
2425 Jefferson Street  
Napa, CA 94559

Dear Dr. Ryan;

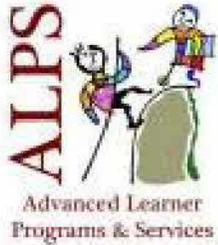
As a trainer and coach of social-emotional learning (SEL) curriculums, I'd like to thank you and NVUSD Leadership for your support of the implementation of *Second Step*, *Steps to Respect*, and other SEL programs. I've been trained as a trainer in SEL by Committee for Children, the developer of these programs cited above, and am currently in their cohort called *Second Step Leadership Institute*, which aims to improve implementation of SEL throughout the country.

NVUSD has made great strides in implementing SEL in every school throughout the District, and is now increasing fidelity of implementation on Tier One, and providing a framework for Tier Two use of SEL. I hope and expect that if the District receives the Elementary and Secondary School Counseling Grant, then the Tier Two interventions outlined in the grant will serve as a pilot for the rest of the District.

Given the District's success leveraging previous grants for sustainable program improvement, I expect that this grant would not only provide an opportunity to support key schools that are struggling to meet student needs, but eventually will assist every school in the District.

Regards,

Rich Whittall



**NAPA VALLEY UNIFIED SCHOOL DISTRICT**  
2425 Jefferson St., Room 113  
Napa, CA 94558  
(707) 253-3353

**Advanced Learner Programs & Services  
(A.L.P.S.)**

[www.nvUSD.k12.ca.us/alps](http://www.nvUSD.k12.ca.us/alps)

**Elena Toscano, M. Ed.**  
Asst. Superintendent  
Curriculum and Instruction

•  
**Dana Cope**  
ALPS Program Coordinator

•  
**Kelly Cliff**  
ALPS Program Support

April 16, 2014

Dr. Patrick J. Sweeney  
Superintendent, Napa Valley Unified School District  
2425 Jefferson Street  
Napa, California 94558

Dear Dr. Sweeney,

**RE: ELEMENTARY AND SECONDARY COUNSELING GRANT**

I am a NVUSD Teacher on Special Assignment supporting the needs of our advanced and twice-exceptional learners.

The term twice-exceptional (2e) refers to individuals who are both gifted and have a learning, emotional, behavioral, or social issue. This asynchrony, or uneven development, can cause extreme frustration, stress, and emotional or behavioral reactions. Some examples of exceptionalities include: Asperger's Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Obsessive-Compulsive Disorder, Dyslexia, Dysgraphia, Sensory Integration Disorder (SID), and Bipolar Disorder.

To complicate this further, students that are highly gifted often exhibit tendencies toward intensity, sensitivity and overexcitability. Overexcitabilities are inborn intensities indicating a heightened ability to respond to stimuli. The work of Kazimierz Dabrowski, a polish psychiatrist and psychologist, identified five areas of intensity: Psychomotor, Sensual, Intellectual, Imaginational, and Emotional. People possessing one or more of these overexcitabilities often experience the world in a different, stronger, and more intense manner. If we fail to understand their needs or if their needs are not met, twice-exceptional students can be at risk for academic underachievement, low self-esteem, social isolation, depression or suicide.

#### References

Dan Peters, Ph.D., Licensed Psychologist Co-Founder & Clinical Director Summit Center  
Susan Daniels, Ph.D., and Michael M. Piechowski, Ph.D. (2009). Living with Intensity. Tucson, Arizona  
Dabrowski, K & Piechowski, M.M. (1977). Theory of levels of emotional development (Vols.1 & 2).  
Oceanside, NY: Dabor Science. (Out of print)

I am in absolute support of this grant as it will allow us to meet the needs of all learners and offer my collaborative services toward making the goals of the Project RtI<sup>4</sup> grant a reality in our NVUSD schools.

With appreciation,

Dana Cope

NVUSD Teacher on Special Assignment  
Advanced Learner Programs and Services (ALPS)



April 18, 2014

Dr. Laura Ryan  
Administrator, Interventions  
Napa Valley Unified School District  
2425 Jefferson Street  
Napa, CA 94558

Dear Dr. Ryan:

It is my pleasure to offer our support for your application to the Federal Elementary & Secondary Counseling Grant Program. As the Executive Director of Cope Family Center, I have enjoyed our collaboration and partnership with the Napa Valley Unified School District over many years.

Cope Family Center makes it a priority to work with stakeholders to determine community need and to prioritize supports for unserved and underserved children. NVUSD and Cope often collaborate both at the level of individual families and at the program level.

An excellent example of NVUSD's collaborative spirit is the MHSA Prevention and Early Intervention grant (Prop 63), which allowed the District to create a Student Assistance Program in American Canyon. This program included partnerships with Cope, Health and Human Services, Aldea Children and Family Services, Napa Valley Hospice, American Canyon Family Resource Center, and other local social service centers to better serve families and students in American Canyon.

Also impressive, are the outcomes of the Positive Behavior Intervention (PBIS) and Support and Social Emotional Learning (SEL) programs, funded by a previous Elementary and Secondary School Counseling Grant (ESSCG) grant.

We look forward to the continuation of the excellent work provided by the District through these important programs. In addition, we remain committed to our collective goals of preventing mental illness and providing necessary treatment to vulnerable students and their families.

With kind regards,

(b)(6)

Joëlle Gallagher  
Executive Director

NAPA COUNTY OFFICE  
*of*  
*Education*  
COMMUNITY PROGRAMS

*Barbara G. Nemko, Ph.D.*  
*Superintendent*  
*(707) 253-6810*

April 18, 2014

*Julie McClure*  
*Director*  
*(707) 259-5979*

I am writing to express my enthusiastic endorsement of Napa Valley Unified School District's application for a US Department of Education School Counseling grant. If funded, this program will be immensely valuable to the students of Napa and the community as a whole.

*Sara Stich*  
*Assistant Director*  
*(707) 321-5061*

The Napa County Office of Education (NCOE) has worked closely with Napa Valley Unified School District (NVUSD) on a variety of programs over the years and has an extensive history of creating successful grant partnerships including the ASES/21<sup>st</sup> Century After School grants. As the manager of these after school grants, NCOE leads the Napa County After School Partnership that represents 17 after school programs. In a recent survey, this group outlined significant gaps in mental health services and agreed that the additional mental health support provided by this grant is in-line with community need.

*Chris Wedding*  
*Fiscal Manager*  
*(707) 259-5923*

NCOE has also been awarded the Tobacco Use Prevention & Education (TUPE) grant for fiscal years 2014-2017. The funds will provide a Prevention Coordinator to provide direct instruction of Botvin's LifeSkills Training to students at American Canyon, Harvest, Redwood and Silverado Middle Schools. Additionally, the program will provide teachers with training and coaching to use the curriculum in their classrooms. We are very supportive of the Elementary and Secondary School Counseling Program grant application that your district is submitting, and see a strong partnership through our role as trainer and partner to deliver the curriculum. Our project budget includes training time, curriculum and materials for each of the sites included in your grant.

As a longstanding partner with NVUSD and an experienced federal grant recipient, we will also continue to provide technical assistance upon request in grant management. We have great confidence in NVUSD's ability to run programs that are high-quality, rigorous and effective. The program staff is dedicated, thoughtful, and truly cares for the academic, social and emotional success and well-being of students.

Sincerely,

Julie McClure  
Director of Community Programs  
Napa County Office of Education



April 15, 2014

To: Laura Ryan, Director of Interventions  
Napa Valley Unified School District  
2425 Jefferson Street  
Napa, CA 94559

Dear Laura:

This letter is in support of your grant proposal to the Elementary and Secondary School Counseling Program. For over nine years, ParentsCAN has been partnering with Napa Valley Unified School District to support families of children and youth with behavioral concerns and mental health problems. The proposed project will not only continue to enhance positive outcomes for children but will meet the need for additional therapeutic services for students in our local schools.

As the local federally funded Community Parent Resource Center, ParentsCAN works with over 1,000 Napa County families of children with special needs. We often receive calls from parents of children who have behavioral problems. It is important to continue the efforts made to date in implementing Positive Behavioral Intervention Supports programs. Our agency has aligned our services to help parents understand these implemented practices and how they benefit their child.

The proposed grant will increase the capacity of targeted school by hiring social workers to provide small group and individual social skills and therapeutic services. This new staff will also provide families with essential referrals to connect them with needed supports and services, including ours. This is positive, pro-active approach to support children with behavioral needs and their families.

We look forward to continuing our long standing partnership in working with Napa Valley Unified School District.

Sincerely,

Marlena Garcia  
Executive Director, ParentsCAN



**NAPA VALLEY UNIFIED SCHOOL DISTRICT**

2425 Jefferson St., Napa, California, 94558

Patrick J. Sweeney, Ed.D.  
Superintendent

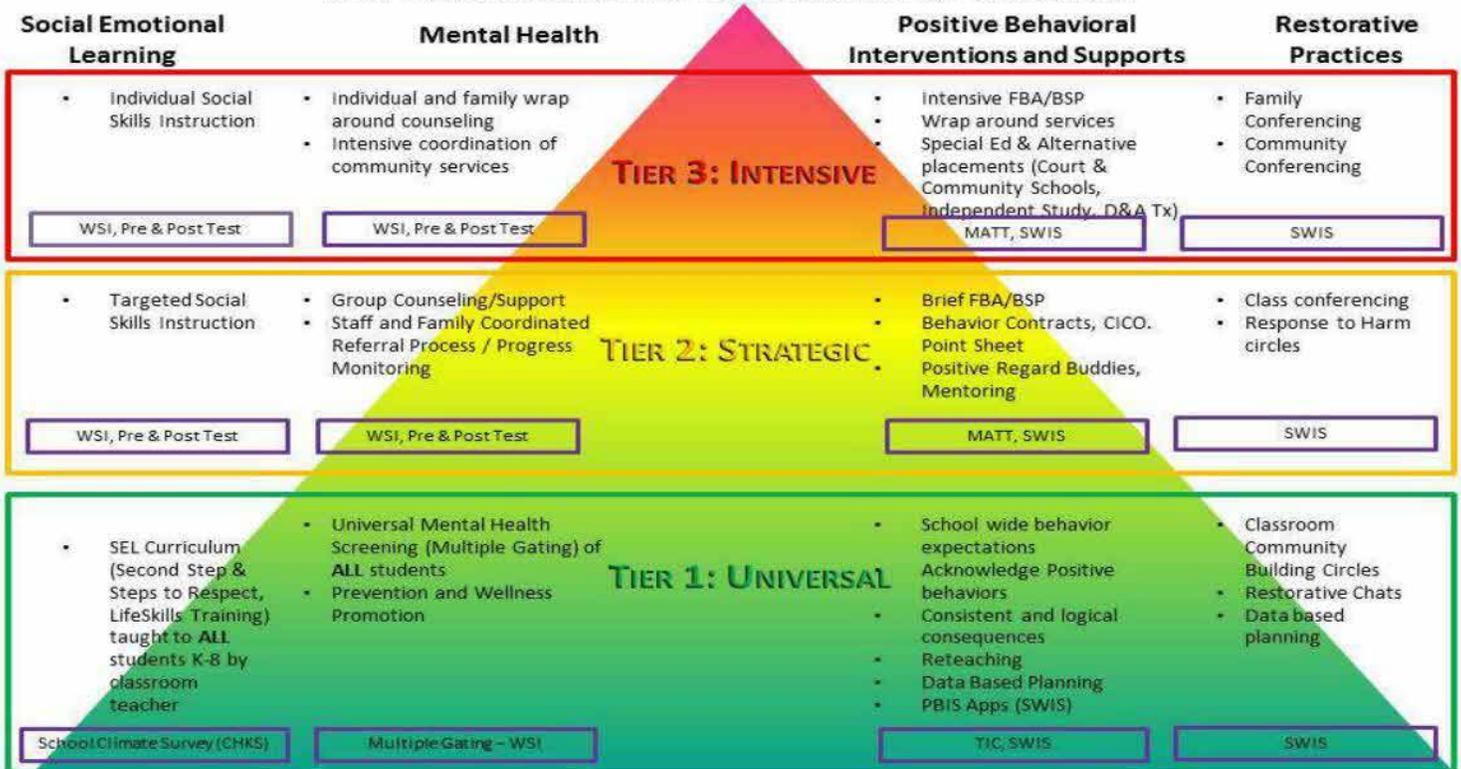
Laura Ryan, Ed. D  
Administrator for Interventions

April 17, 2014

Dear Dr. Ryan,

As the district PBIS Coach and member of the PBIS Leadership Team, I want to add my enthusiastic support to the Elementary and Secondary School Counseling Grant. This project will allow us to achieve our vision for an integrated model for mental and behavioral health based on the graphic below. **RtI<sup>4</sup>** Response to Intervention to the 4<sup>th</sup> Power includes FOUR components in all 3 Tiers of Intervention which will include Positive Behavior Interventions and Supports (PBIS), Restorative Practices, Mental Health, and Social Emotional Learning.

## RtI<sup>4</sup> NVUSD Integrated Services for Mental and Behavioral Health



Adapted from Illinois PBIS Network, 2014

Sincerely,

Laura Mooiman, MSW  
NVUSD Program Specialist for Positive Behavior Interventions and Supports 140099

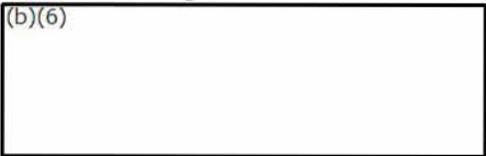
To Whom It May Concern:

As a Match Specialist/Bilingual Counselor for Big Brothers Big Sisters and former Juvenile Hall Counselor(correctional officer) I see the huge need of preventive services for a child. One of those services are school Counselors. School counselors are key players in helping our youth succeed not only academically but in there every day life obstacles. Counselors are not teachers nor parents and children often share things with them that they don't feel comfortable sharing with a parent or a teacher. It is very important for our youth to have a place to talk, a safety outlet. One or two counselors for an entire school are just not enough. Our youth should feel safe and feel like they have someone to go to in their schools without feeling like there will be repercussions for something that is said. I firmly believe that if there were more counselors in the schools we would see less of the acting out, dropping out of school and this attitude of giving up in general that we see a lot in our youth these days. Personally, I have worked with school counselor to recruit children for our mentoring program and it has been very helpful to have someone that works directly with the child. Counselors truly care about the well being of the youth they work with but I feel like they are split so thinly they cannot always do everything they would like to.

Sincerely,

Adriana Delgadillo

(b)(6)



Napa Valley Unified School District

ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS

Grant Application

OMB No. 1894-0006

CFDA Number: 84.215

**Individual Resumes**

**Laura Ryan Ed.D.**

Administrator, Interventions

**Stephen R. Perry, Ph.D.**

Student Assistance Program Coordinator

**Laura Mooiman**

NVUSD Program Specialist for Positive Behavior Interventions and Supports

**Richard Whittall, M.A., M.Ed.**

Trainer, Coach – Social Emotional Learning Curriculums

**Position Descriptions**

Project Director

School Psychologist

School Social Worker

Laura Ryan Ed.D.

(b)(6)

### EDUCATIONAL EXPERIENCE

- ◆ **B.S.** Human Development (Highest Honors)  
University of California, Davis, 1978
- ◆ **M.A.** Education  
University of California, Berkeley, 1988
- ◆ **Ed.D.** Educational Leadership  
University of LaVerne, 2000
- ◆ **Multi-Subjects Credential K-12**  
University of California, Berkeley  
1979 - Lifetime
- ◆ **CLAD Certificate**, 1998
- ◆ **Professional Clear Administrative Services Credential** University of LaVerne, 1999

### PROFESSIONAL EXPERIENCE

#### ◆ **Administrator, Interventions - 2006 - Present**

I was instrumental in creating this position within the Instructional Division. The primary goals are to support the teaching and learning of ALL students; reduce our Achievement Gap for English Learners and Special Education students, and create a bridge between the General Instruction and Special Education Departments. I am collaboratively leading a Response to Intervention (RTI) process that is consistent with No Child Left Behind, the reauthorized Special Education legislation (IDEIA), and the California Common Core Standards. To this end, I have co-lead the creation and/or implementation of RTI programs for Health Services, Positive Behavioral Intervention Supports, and Academic Interventions. I was the Project Director for our Federal Elementary Counseling Grant which was designed for four elementary schools. However, our project included a phased implementation for district-wide implementation of Positive Behavioral Supports and social skills curriculum. I am also leading the systemic district-wide implementation of the Read 180 Next Gen/LBook/System 44 reading intervention programs. Additional responsibilities include: Health Services, School Counselors, Supplemental Educational Services, STAR testing, ASES after school program liaison, and Foster/Homeless Youth.

#### ◆ **Director, Special Education – Napa Valley Unified - 2000 – 2006 (present)**

The Special Education Department serves students from kindergarten through age twenty-two. It includes a specialist staff that exceeds 150, and the largest number of instructional assistants in the District. A continuum of service is provided that includes a regionalized services component, Resource Specialist Programs, full-inclusion, Special Day Classes for Learning Handicapped and Severely Handicapped students, as well as Therapeutic programs for emotionally disturbed students. As Director I collaborated with a number of community agencies including Health and Human Services, ParentsCAN Advocates, Probation, and Child Protective Services. Responsibilities included staffing, evaluation, professional development, and systemic change in program services. In addition, I represented the district in mediation, due process hearings, and formal complaints.

#### ◆ **Learning Support Partner – Napa Valley Unified – 2003 – Present**

Several years ago the Napa Valley Unified School District instituted a process to provide increased and personal district level support to the schools. To this end, district level administrators serve a group of schools. My support has been individualized and has included consultation with regard to parental issues, student discipline, personnel concerns, compliance issues, data analysis, program development, and interfacing with charter schools.

#### ◆ **Learning Support Faculty – California State University Monterey Bay – 2002 - 2005**

I supported the learning of teachers who are serving our district based upon an internship through the CalStateTEACH program. My responsibilities included: professional development, intern supervision, distance learning, and evaluation based upon the California State Content Standards, Teacher Performance Assessments, and the California Standards for the Teaching Profession. This work allowed me to remain connected with the general education curriculum and teacher development during my tenure as the Special Education Director.

#### ◆ **Elementary School Principal – Napa Valley Unified -1995 - 2000**

I was the principal of Napa Junction Elementary located in American Canyon. This 500 member student body served a diverse population of pre-school through sixth grade students. Highlights of my tenure included the restructuring of our categorical

budget to create a computerized writing/multi-media program, the implementation of the Primary Intervention Program, and the creation of a comprehensive academic safety net that included a fully implemented Reading Recovery Program and a leveled reading program utilizing Language!

◆ **Resource Specialist – Antioch Unified - 1993-1995**

As a resource specialist I evaluated and instructed special needs students. I also collaborated with teachers in order to make the District Core Curricula accessible to my students. Understanding and implementing State and Federal legislation was an essential component of this work.

◆ **Graduate Student Instructor – University of California, Berkeley – 1992-1993**

This experience with the **Developmental Teacher Education Program** afforded me the opportunity to supervise student teachers with a variety of methods including clinical supervision, supervisory group sessions, and a form of peer coaching which utilized reflective journal writing. I also evaluated student performance, provided career counseling, and participated on the Admissions Committee, Dean’s Council, and the Alumni Association.

◆ **Classroom Teacher – Antioch Unified – 1979-1992**

I have accumulated 13 years of classroom teaching experience in the kindergarten and second grades. My teaching took place in both traditional and year round settings and included appreciable experience in Title 1 schools.

◆ **Mentor Teacher – Antioch Unified**

My responsibilities included providing teacher in-services, assisting teachers with the implementation of the Math and Language Arts Frameworks, as well as mentoring beginning teachers.

◆ **Negotiations – Napa Valley Unified**

- Previous member of the Napa Valley Association of Pupil Services Committee that negotiates with school psychologists and speech therapists.
- Past member of the Napa Valley Education Association/Napa Valley Unified School District Negotiations Committee.
- Past member of the Peer Assistance Review Joint Committee

◆ **Presenter**

- “Doing it Right the First Time: Special/General Education Partnerships” – National Title 1 Conference – 1/20/12
- “Cutting Edge Reading Programs that Work” - Special Education Network in Asia (SENIA) Thailand – 2/20/12
- “Special Education/General Education Partnerships & System 44: Spotlight on Napa Valley USD” Scholastic National Institute – 7/20/12
- “Implementing and Sustaining a District Wide Behavioral RTI Program” – California Association of School Psychologists – 3/20/12
- “Both sides of the Pyramid/Meeting the Needs of Every Kid–Every School–Every Day” National Title 1 Conference – 1/22/13
- “Investment Management: Improving Academic and Behavioral Outcomes and Reducing Costs” – 21<sup>st</sup> Annual Model Schools Conference – pending 7/3/13
- “Annual Plan of Professional Development for School Counselors” National Association School Counselors Association 7/1/2013
- “School Psychologist as PBIS Leaser”. National Association of School Psychologists.” 2/21/14

◆ **Curriculum – Napa County Curriculum & Instruction Administrator of the Year 2013**

◆ **Grant Implementation**

- Primary Intervention Program
- Second Century Scholars Academic Partnership Grant
- Health & Human Services Prevention, Education & Intervention Grant
- State of California Education Technology Grant
- Federal Elementary & Secondary Counseling Grant

**HONORS:**

- Napa County Hispanic Network Lifetime Achievement Award

## Stephen R. Perry, Ph.D.

(b)(6)

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### EDUCATION

#### **University of Michigan at Ann Arbor**

Ph.D., Education and Psychology 1985  
Ed.S., Education and Psychology 1978  
M.A., Psychology 1978

#### **Dartmouth College**

1973

A.B., Psychology, (Minors: Education and Environmental Studies)

### EMPLOYMENT HISTORY

#### **2004-present Site Supervisor of Special Programs Napa Valley Unified School District, Napa California**

*Responsible for supervision and evaluation of 20 special education teachers, two school psychologists, two speech therapists, and 16 Instructional Assistants. Responsible for interfacing with support agencies such as North Bay Regional Center, Behavioral Counseling and Research Center, Probation, Department of Rehabilitation, and the County Office of Education. Responsible for implementing NVUSD special education policies and procedures.*

#### **1996-2002 Counselor, Madison Elementary, Adrian, MI**

Counseled students, families and teachers. Organized and implemented school wide programs in healthy choices, character education, conflict resolution, and multicultural awareness and appreciation. Implemented Caring Council. Provided support to 6 special education teachers (EMI, EI, HI, POHI, and SLD) and various itinerant special education staff.

#### **1993-1996 Principal Dicken and Madison Elementaries, Adrian, MI**

Administered Elementary schools with enrollments of approximately 350 students each. Scores on state evaluations (MEAP) increased at both schools.

#### **1988-1993 Principal, Lakewood Center, Ann Arbor, MI**

Administered school for the severely emotionally impaired of Washtenaw County. Supervised staff of 48 and managed budget of over \$2 million. Recipient of the Golden Apple Award for exemplary achievement in administration.

**1986-1988 Regional Supervisor, Lenawee ISD, Adrian, MI**

Acting Special Education Director for four districts. Supervised 30 staff, including teacher consultants, psychologists, social workers, speech therapists, and other certified personnel. Direct responsibility for Maurice Spear Campus (juvenile detention), and Laura Haviland (day treatment) Programs.

**1979-1986 School Psychologist, Monroe County ISD, Monroe, MI.**

Diagnosed learning problems, interpreted psychological tests, counseled students, families, and teachers.

**1973-1974 Teacher, Cornish Elementary School, Cornish, N.H.**

Taught all subjects to all seventh grade students. Initiated and coached soccer and baseball teams, advised student council.

**SPECIALIZED SKILLS AND TRAINING**

Interpretation of assessment data  
IEP Facilitation  
Special Education Procedures and policies  
Interagency Cooperation  
Facilitation of Parent Groups

**PRESENTATIONS**

"Implementing and Sustaining a District Wide Behavioral RTI Program" – California Association of School Psychologists – 3/20/12  
"Both Sides of the Pyramid/Meeting the Needs of Every Kid–Every School–Every Day" - National Title 1 Conference – 1/22/13  
"School Psychologist as PBIS Leader" - National Association of School Psychologists." 2/21/14

**GRANT IMPLEMENTATION**

Federal Elementary & Secondary Counseling Grant  
Health & Human Services Prevention, Education & Intervention Grant

**ADDITIONAL INTERESTS**

Magic, balloon animals and juggling  
Sports  
Politics  
Environmental Protection

## LAURA CLEMENT MOOIMAN, LCSW

(b)(6)



### EDUCATION

1997-1999

**Masters in Social Work**, University of California at Los Angeles

- Clear Pupil Personnel Services Credential - California
- Licensed Clinical Social Worker - Colorado

1994-1996

**Bachelors in Psychology & Art minor**, University of California at Davis

- High Honors, Phi Beta Kappa Honor Society

### EDUCATION

Licensed Clinical Social Worker - Colorado

### RESEARCH & TEACHING

- Part Time Faculty, St. Mary's College of California, Kalmanovitz School of Education - Positive Behavior Support I & II
- Schoolwide Information Systems (SWIS) Facilitator
- Consultant for *Ongoing Positive Behavior Support for Teachers* NIH Grant - IRIS Educational Media and University of Oregon Institute on Violence & Destructive Behavior (2010-2011)
- Consultant for *Teacher IVES II* NIH Grant - IRIS Educational Media and University of Oregon Institute on Violence & Destructive Behavior (April 2010)
- Consultant for *Teen Coping* NIH Grant- IRIS Educational Media and University of Oregon Institute on Violence & Destructive Behavior (December 2010)
- Consultant for *Managing Middle School Classrooms* IES Grant- IRIS Educational Media and University of Oregon Institute on Violence & Destructive Behavior (2010)
- Advisory Board Member for *Student Self-Management System (SSMS)* IES Grant - IRIS Educational Media and University of Oregon Institute on Violence & Destructive Behavior (2010-2011)
- Grant Coordinator for *Systematic Supervision II – DVD Elementary School Training* NIH Study - IRIS Educational Media and University of Oregon Institute on Violence & Destructive Behavior
- Grant Coordinator for *National Institute on Child Health and Development: School Social Environments* NIH Study – Oregon Research Institute
- Guest lecturer Sacramento City College – English-Education Department: Tutoring Elementary Students in Reading (Fall 2010)
- Instructor for BTSA New Teacher Training NVUSD – Identifying and Supporting At-Risk Students: Managing Behavior in Special Populations

### PRESENTATIONS & CONFERENCES

- 2014 Northwest PBIS Conference, Portland OR, February 2014 with Dr. Jeffrey Sprague (University of Oregon, Institute on Violence and Destructive Behavior)
  - **From Restorative Justice to Restorative Discipline in Schools: Challenges and Opportunities**
- 2014 National NASP Conference (National Association of School Psychologists), Washington DC, February 2014 with Dr. Steve Perry and Dr. Laura Ryan
- 2013 Northern California Safe and Healthy Schools Conference, Berkeley CA, November 2013, with Napa Police Department and Napa County Office of Education
  - **Integrating a Tipline into your School Safety Plan to Address Bullying**
- 2013 School Social Worker Association of America National Conference, San Diego CA, March 2013, with Dr. Laura Ryan (Napa Valley Unified Schools Administrator for Interventions)

- **School Social Worker as PBIS Champion and District Change Agent**
- 2012 PBIS National Leadership Forum, Chicago IL, October 2012, with Dr. Jeffrey Sprague (University of Oregon, Institute on Violence and Destructive Behavior)
  - **From Restorative Justice to Restorative Discipline in Schools: Challenges and Opportunities**
- Association of California School Administrators (ACSA) Every Child Counts Symposium, Monterey CA, January 2013
  - **“Matching District Policy & Procedures to Research: PBIS, Reteaching, and Restorative Justice as the Only Options”**
- Association of Latino Administrators & Superintendents (ALAS) 8th Annual Summit on Hispanic Education, San Francisco CA, October 2011
  - Beyond the Gang Member Paradigm: Effective School Leadership for Latino Students

## **WORK HISTORY**

- 2010–present St. Mary’s College of California  
Faculty Member – Kalmanovitz School of Education
- Positive Behavior Support I & II (SPED-282A & B)
- 2009-present Napa Valley Unified School District  
**Program Specialist for Positive Behavior Interventions & Support, PBIS/BEST Coach**
- Coach all 30 NVUSD schools in Positive Behavior Interventions & Support (PBIS)
  - Conduct district training for teachers, administrators, and classified staff in positive behavior support (BEST), writing Behavior Support Plans, Classroom Management, and new teacher orientation
  - Contribute to decision making relative to the development of a continuum for district behavior interventions including Restorative Practices
  - Conduct mental health evaluation and develop functional behavior assessment for students at risk of out of school placements
  - Develop and implement classroom behavior management systems
  - Develop alternative education classrooms including those that serve emotionally disturbed and conduct disordered youth
  - Collaborate with community agencies including Mental Health, Probation, Child Protective Services, etc.
  - Participate on the district’s crisis management team
  - Train and support all school sites in SWIS (Schoolwide Information Systems)
- 2002- 2003 & 2007 – 2009 Boulder Valley School District  
**School Social Worker**
- Developed and evaluated behavior interventions and social skill training for self contained classrooms for preschoolers and school aged children with Autism
  - Provided school wide trainings on Child Abuse Reporting and Positive Behavior Supports implementation (PBS)
  - Provided individual and group therapy for students, completed social emotional portions of IEP
  - Provided support and counseling for elementary and high school classrooms for students classified as Emotionally Disturbed
  - Provided behavioral interventions, wrote Functional Behavior Assessments and Behavior Plans
  - Leader of Student Success Team, facilitate SST meetings with parents and staff to problem solve student concerns
- 2003- 2007 Brighton School District 27j  
**Special Education IEP Facilitator, School Social Worker**
- Mental Health Department Chair, mentor for new employees and field liaison for social work

- interns
  - Conducted new teacher trainings, trainings on PBS, child abuse, and behavioral interventions in the classroom
  - Provided individual and group therapy for students
  - Facilitated IEP meetings, completed social emotional portions of IEP
  - Administered BASC and ABAS –II evaluations
  - Lead District Behavior Team in district wide trainings for teachers working with students with challenging behaviors
- 2002 Boulder County Mental Health  
**Child Crisis Therapist**
- Evaluated suicidal and homicidal children for hospitalization
  - Assisted psychiatrist at Boulder county Detention Center for Med Clinic
  - Screened callers for intake to mental health center
- 2001- 2002 Adams County District 50  
**School Counselor *interim***
- Worked cooperatively with parents, students, staff
  - Coordinated *Care & Concern* meetings to address needs of struggling students and provide interventions
  - Performed conflict mediation & crisis management
  - Provided support for middle school classroom for students classified as Emotionally Disturbed
- 1999 -2001 Los Angeles Unified School District  
**School Social Worker, Pupil Services and Attendance Counselor**
- Provided individual, group, family therapy for students - grief, self-esteem, social skills
  - Provided case management services, home visits, & advocacy for students to improve attendance
  - Prepared cases for SARB
- 1999-1999 & 1997-1998 Department of Children & Family Services  
**Children’s Social Worker - Adoptions**
- Completed home study evaluations
  - Provided case management services for multi-cultural families
  - Conducted visits and emergency response investigations
  - Submitted court reports to Dependency Court
  - Co-facilitated group for sexually abused children
- 1998-1999 Poly High School, Long Beach, California  
**School Counseling/Social Work *Intern***
- Provided individual, group, family therapy for students
  - Performed conflict mediation, case management services, home visits, & advocacy for students
  - Sat on Student Success Team and IEP meetings
  - Completed bio-psycho-social assessments, treatment plans, and coordination plans
- 1996-1997 Yolo County Mental Health & Yolo County Probation  
**Social Work *Intern***
- Interfaced with mental health center and probation to increase services to juveniles
  - Provided case management, psychosocial assessments
  - Participated in multidisciplinary team (MDART) to reduce recidivism
- 1995-1997 Families First, Inc.  
**Activities Counselor, Director of Art Program, Art Teacher**
- Facilitated therapeutic art & physical activities for emotionally disturbed children
  - Directed art program for facility of 80 children ages 8-16, planned curriculum, taught art

# RICHARD L. WHITALL

## QUALIFICATIONS

### **Master of Science Degree, Counseling**

Oregon State University, Corvallis; June 2004

### **Master of Science Degree, Education: Special Studies**

Southern Oregon University, Ashland; June 1999

### **Bachelor of Arts Degree, Child Development cum laude,**

Humboldt State University, Arcata, California; June 1984

### **California Clear School Counseling (PPS) Credential, expires September 2013**

### **California Clear Multiple Subjects Teaching Credential, expires June 2013**

### **Oregon School Counseling License, Initial, expires December 2010**

### **Oregon Standard Teaching License, expires December 2012.**

## PROFESSIONAL EXPERIENCE

**School Counselor/Program Specialist**, Napa Valley Unified School District. Previous member of Lead Mental Health Team implementing federal Elementary and Secondary Counseling Grant; intervention specialist for 1100 students in two schools; PBS coach for both schools, monitoring effectiveness of program; plan and conduct social skills counseling groups; provide brief individual counseling; consult with teachers, parents and administrators; develop behavior plans; participate on RTI /SST teams and District BEST/PBS implementation cadre. January 2009 –2011.

### **Elementary School Counselor:**

- Napa Valley Unified School District, California: Elementary Counselor/Program Specialist, Napa Valley Unified School District. Currently member of District Lead BEST/PBIS team. District Program Specialist for implementing the Second Step Social Emotional Learning Curriculum in all elementary and middle schools. Also, elementary counselor for two schools. August 2011 - Present
- Fairfax County Public Schools, Virginia. Prevention/intervention specialist for 530-student school. Presented social skills activities to all classes; provided brief individual and group counseling; coordinated the school-wide Character Education program; consulted with teachers and parents; provided crisis planning and support; developed behavior plans; served as community liaison; created a high school peer mentoring program; supervised university counseling interns; and oversaw *Girl Power* after-school program. August 2004 – December 2008.
- Medford School District, Oregon. Prevention and intervention specialist for 520-student school. Presented guidance lessons to all classes; provided brief individual and group counseling; coordinated high school mentoring program; served as school Administrative Assistant; led SST and School Climate teams; served on Leadership Team. August 1997 to June 2001.

**High School Counselor**, Medford School District, Oregon. Provided direct counseling services to 6500 students; assisted with program planning, study skills, crisis management, etc; consulted with teachers and parents; facilitated student interventions and contracts; served as school military liaison; organized, proctored various assessments; provided career/college counseling. Aug. 2003 to June 2004.

### **Classroom Teacher:**

- Third Grade. Medford School District, Oregon. Planned, conducted and evaluated instruction for 33 students, including state work samples for math and writing. Implemented “four blocks” reading instruction methods, inquiry science units; Harcourt exploratory math. August 2001 to June 2003.
- Sixth Grade, Ashland Middle School, Oregon. Taught core subjects and environmental ed; was member of school curriculum and site planning focus team 1992-93.
- Second Grade, South Lake Tahoe. Taught all subjects, including art, music and P.E.; coached boy’s basketball; served as teacher rep on Parent-Teacher Team. 1988-89.

**Child Treatment Specialist**, Southern Oregon Child Treatment Center. Planned, implemented and evaluated therapeutic group activities for elementary-age children (ages 4 -11) with *severe emotional disturbances*. Designed long-term treatment plans, tracked progress, coordinated efforts of treatment team and education staff, and conducted summer education program. January 1990 to September 1992.

# RICHARD L. WHITALL

## OTHER CERTIFICATIONS

- Certified trainer of *Second Step* social skills curriculum
- Certified trainer of *BEST Behavior* / PBS
- Certified in *Nonviolent Crisis Intervention* (CPI)
- Certified as *Emergency Medical Technician* (EMT-B)

## RECENT TRAININGS AND PRESENTATIONS

Presentation: McPherson Parent University, *PBS: The Home-School Connection*. 10/30/09

Presentation: Napa District BEST cadre: *Second Step Social-emotional Curriculum: Improving Practice*. 11/4/09

Presentations: multiple staff meetings: *Interpreting Results from the Walker Survey Instrument*. '09-'10  
Class: *Conversational Spanish*. NVUSD Continuing Education. February-June, 2010

Training: Jeff Sprague, *PBS/ BEST Behavior - Training of Trainers*. May 6-7, October 19-20, 2009

Training: *Second Step* Training for Trainers. October 1-2, 2009

Training: *Nonviolent Crisis Intervention* (CPI). November 4 & 18, 2009

Training: *School-based Threat Assessment*. November 4, December 2, 2009

Training: *Interest-Based Problem Solving for District Leadership*. February 1 & 8, 2010

Training: *Listening to the Body: Understanding the Language of Stress-related Symptoms*, Feb. 17, 2010

Training: *Elementary School Gang Prevention - Training of Trainers*. March 3, 2010

## OTHER PROFESSIONAL EXPERIENCE

- International teaching experience, Australia, 1996-97
- Trained in and taught using *TRIBES* cooperative learning approach
- Trained in *Conflict Mediation* (40 hours)
- Trained in *Restorative Justice* techniques (16 hours)
- Chair, City Tree Commission, Ashland, Oregon. 1994-96, 1998-2003
- Youth Conservation Corps crewleader (three seasons)
- Former wildland firefighter and landscape contactor

## INTERESTS AND HOBBIES

- Gardening / landscaping
- Cycling / camping / kayaking
- Sustainable living / urban farming

## REFERENCES

Tamara Sanguinetti. Principal, McPherson Elementary, Napa. 707-253-3488

Laura Ryan. Napa Valley Schools Administrator. 707-253-3500, 925-408-0213

Janine Burt. Principal, Bel Aire Park Elementary, Napa. 707-253-3775

Kelly Hess. School Psychologist, Napa Valley Schools. 707-287-6426

Annette Almedina-Cabrera. Principal, Weyanoke Elementary, Alexandria VA 703-813-5402

841 Marina Drive Napa, CA 94559 . - 707.815.0656 . - rdwhitall@comcast.net

## Napa Valley Unified School District

### **JOB TITLE:**

Elementary/Secondary School Counseling Grant Project Director

### **DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES**

This position is responsible for implementation of the Elementary/Secondary School Counseling Grant which is an integrated, comprehensive, school-wide plan designed to create safe schools and promote healthy childhood development in students. This position is responsible for the successful implementation of selected school based curriculum at target schools, coordination of social work and grant psychologist services and coordination of other school based social, emotional, and behavioral based services.

### **SUPERVISOR:**

Director of Student Services

### **TYPICAL DUTIES**

Coordinate and provide guidance to support Teams at targeted schools. Teams include: social workers, psychologist parents, teachers, and administrators.

Work with schools to implement PBIS, Mental Health Services, Restorative Practices, and Social Emotional Learning with fidelity.

Provide support to teachers and administrators as necessary for successful implementation of curriculum.

Attend school, district, county, and community meetings as necessary to successfully implement the grant outcome objectives.

Assist in the development of publicity and public information related to the grant such as public information television programs, website information, letters to parents, advertising, back to school night information, and other forms of information dissemination.

Assist with program evaluation activities.

Assist with sustainability efforts including further grant writing, teaching skills required to keep curriculum at schools, etc.

**EDUCATION AND EXPERIENCE REQUIREMENT:** A Master's Degree in social work, psychology, counseling or a related field. Applicants must hold a valid California State Credential with the appropriate Pupil Personnel Services endorsement preferred. An Administrative Credential is required. A valid driver's license is required.

NAPA VALLEY UNIFIED SCHOOL DISTRICT

CERTIFICATED  
POSITION  
DESCRIPTION

CLASSIFICATION: Special Services

POSITION: School Psychologist

• • • PRIMARY FUNCTION

Based upon the training and skills of the school psychologist and upon the needs of the students and schools served, the psychologist is required to provide services to the Napa Valley Unified School District in several areas of professional endeavor.

Under the direction of the Administrator of Special Services and/or his designee, the school psychologist offers direct and consultant services to management and teacher staff as well as to children, parents and public and private community agencies in the task of generating educational environments which are of maximum benefit to students.

Specific functions of the school psychologist are outlined below:

- (1) Evaluation of students for placement in Special Education Programs.
- (2) Evaluation of students for consultation with parents and school community agency staff.
- (3) Preparation of psycho-educational case studies and maintenance of confidential case files including development of appropriate chronological entries representing case interventions and contacts.
- (4) Upon request, assist in program planning with management and teacher staff.
- (5) Consultation with management and teacher staff regarding personal, professional or program issues that impact students.
- (6) Short term counseling for individual students and families to meet the needs of referred children.
- (7) Referral of students and/or families to community public and private resources.
- (8) Provision of consultation to community agencies impacting on school - home environments.

- (9) Assist in liason between the Napa Valley Unified School District and community agencies and organizations.
- (10) Upon the request of the Administrator of Special Services, participate in district-wide planning or policy development committees.
- (11) Upon the request of the Administrator of Special Services, assist in the provision of in-service training.
- (12) Supervision of intern PPS workers.
- (13) Be available to assist in community education.
- (14) Other projects as may be assigned by the administrator or Special Services.

• • • QUALIFICATIONS:

Persons employed in this capacity must hold a Pupil Personnel Services Credential which allows that person to perform school psychological services.

8/80

# Napa Valley Unified School District

## School Social Worker

### POSITION DESCRIPTION

School Social Workers bring a mental health perspective to school sites and implement a wide variety of interventions to address barriers to learning and promote the healthy development of all students. School social workers offer their unique training and expertise to link mental health, behavior, environmental factors (e.g. family, classroom, school, and community), instruction, and learning. Safe and successful learning environments are fostered through collaboration among school staff and community-based service providers while also integrating existing initiatives in the school.

### JOB QUALIFICATIONS

- Hold a Masters of Social Work (MSW) degree from a CSWE accredited social work program
- Pupil Personnel Services (PPS) Credential with an endorsement in School Social Work by the California Commission for Teacher Credentialing
- Experience providing mental health therapy series or counseling and guidance support in a California school district, county office of education, or county mental health authority
- Experience in behavioral health including developing and monitoring behavioral support plans, treatment plans
- Support teachers in creating positive classroom environments including class wide management systems and developing interventions for individual students (e.g. point sheets, movement breaks, teaching replacement behaviors, etc.).
- Experience with Positive Behavior Interventions and Support (PBIS) and Restorative Practices in schools
- Experience providing training to parents, school district staff, and/or community based organizations
- Strong oral and written language skills
- Sensitive and responsive to a culturally and economically diverse population

### DESIRED QUALIFICATIONS

- Spanish speaking preferred
- Valid California Licensed Clinical Social Worker (LCSW) license preferred

### DUTIES AND RESPONSIBILITIES

- Build and facilitate effective student support structures, including a multi-tiered System of Student Mental Health Supports, Student Assistance Program and Student Success Team (SST)
- Provide classroom and student behavior support to teachers
- Help schools develop/enhance a positive school climate by participating on the site PBIS Team
- Provide mental health and crisis services to students and families
- Provide families with information and referral to a broad range of community organizations and resources
- Coordinate school-wide health awareness activities and events in collaboration with school staff

- Provide professional development to teachers, staff, and parents on topics including personal wellness, youth development, substance abuse prevention, and restorative practices
  - Supervise graduate interns in internships who provide therapeutic and social work services to students
  - Assess student and school site needs and develop innovative programs to address identified needs (i.e. mentoring programs, Gay Straight Alliance, etc.)
  - Facilitate Restorative Circles and Conferences, provide Restorative Practices Training to school staff
  - Work collaboratively with school site administrator, staff, psychologist, counselor, and parents and guardians regarding student mental health needs
- Performs all duties in adherence with all federal and state laws and regulations, and all district policies, rules, procedures and guidelines, and all bargaining unit agreements  
Attends job-related meetings and performs related duties as assigned

**WORK YEAR/SALARY**

195 days, NVUSD School Psychology Salary Schedule

Napa Valley Unified School District  
MIDDLE SCHOOL COUNSELING PROGRAM

<b>Bibliography</b>
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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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Napa Valley Unified School District

ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS

Grant Application

OMB No. 1894-0006

CFDA Number: 84.215

**Budget Narrative**

The project budget clearly ties to goals, objectives and activities. 100% of paid staff time and resources are committed to the project’s deliverables. As indicated in the project design, the Director and staff will deliver services to provide mental health programming that reduces disciplinary issues. The addition of new mental health staff will increase student Mental Health Professional ratios to align more closely with recommended rates. Training, travel and evaluation of the project will insure that the committed staff are appropriately delivering programming that meets the designed goals and objectives of the project. The administrative support does not exceed 4%. The Project Director will have a mental health background and the only administrative costs will be the limited time of the Program Director.

Please note that each budget category begins with a table of costs with the justification following that table.

**1. Personnel**

Position		Year 1	Year 2	Year 3	Cost
Program Director/Clinical Director*	(0.50 @ approx \$98,648)	\$ 49,324	\$ 50,804	\$ 52,328	\$ 152,456
Social Workers*	(2.0 @ \$75,000)	\$ 150,000	\$ 154,500	\$ 159,135	\$ 463,635
School Psychologist	(.5 @ \$75,000)*	\$ 37,500	\$ 38,625	\$ 39,784	\$ 115,909
Teacher Hourly Rate	100 - 300 X \$40/ hr.	\$ 12,000	\$ 12,000	\$ 4,000	\$ 28,000
Sub Time BEST, RP, Rtl	(\$112/day X 50 dys)	\$ 8,400	\$ 8,400	\$ 8,400	\$ 25,200
<i>Subtotal Personnel</i>		\$ 257,224	\$ 264,329	\$ 263,647	\$ 785,200

**Grant Personnel:** Grant Lead Team Personnel (Project Director, School Social Workers & School Psychologist) salaries are estimated and will be adjusted based on the candidate's placement on the salary schedule. Salaries have been adjusted by a 3% Cola for each of years 2 and 3.

**0.50 FTE Project Director** will provide grant and therapeutic over-site to ensure a solid implementation of the grant program, to ensure that grant mental health providers have the necessary training and support to meet program goals, and to ensure that students in Tier 2 and Tier 3 are receiving wrap around services as needed. The Project Director salary is based on the district Supervisor annual salary. The job category is funded at a district level administrative salary with 195 days included the contract. This will allow the Project Director 7 days outside the student/teacher schedule, at both the beginning and end of the year, to prepare and then bring closure to the annual grant requirements. The Project Director will be hired at .5 so the salary is prorated to be \$49,324 dollars.

**2.0 FTE School Social Workers (MSW)** (0.50 FTE Social Worker per site x 4 sites) will provide direct grant related therapeutic services at each site including direct student work, participating on BEST and SST teams, coordinating Wrap Around services. The Social Worker salary is based on the NVUSD salary schedule for an MSW with 5 years of service. Further, the contract is based on an 8 hour day. These positions are full time.

**0.50 FTE School Psychologist** will provide weekly Tier 3 and wrap around service guidance at each site. The school psychologist salary is based on a certified school psychologist with 5 years of service. This is salary will be prorated for a 0.50 FTE (1/2) contract.

**Teacher Hourly Rate:** Teachers will be compensated at the district negotiated summer school hourly rate in order to have time to participate in after school training and to complete necessary student screening paperwork including the Walker Survey Instrument. An annual allocation (300 hours during years 1 and 2, and 100 hours during year three) will be provided in order to provide teachers with from 3 hours to 1 hour respectively to complete necessary screening procedures and to receive mandatory after school training.

**Substitute Time:** An allocation of 75 days (18.75 days x 4 sites) at the district negotiated substitute rate (\$112 per day) will allow each site to release their BEST lead teams to meet for three days per year to create, implement and review their annual plan for grant implementation.

**TOTAL FEDERAL REQUEST: Personnel** **\$785,200**

**2. Fringe Benefits**

<i>(25% estimate for benefits including FICA, WC, UI, retirement, medical, dental, etc.)</i>	Year 1	Year 2	Year 3	Total
Program/Clinical Director	\$ 12,331	\$ 12,701	\$ 13,082	\$ 38,114
Social Worker x 2	\$ 37,500	\$ 38,625	\$ 39,784	\$ 115,909
Psych/Counselor (.5)	\$ 9,375	\$ 9,656	\$ 9,946	\$ 28,977
<i>(11.6% for teachers for after school &amp; subs includes mandatory benefits only)</i>				
Teachers Hourly Rate	\$ 1,392	\$ 1,392	\$ 464	\$ 3,248
Sub Time BEST	\$ 650	\$ 650	\$ 650	\$ 1,949
Sub Time Other	\$ 325	\$ 325	\$ 325	\$ 974
<b>Subtotal Benefits</b>	<b>\$ 61,572</b>	<b>\$ 63,349</b>	<b>\$ 64,250</b>	<b>\$ 189,171</b>

**Fringe Benefits:** Fringe Benefits have been calculated based on mandated and negotiated benefits packages offered by the school district. This package includes vision and life insurance, unemployment insurance worker’s compensation, and personal retirement. Benefits are based on 25% of the base pay formula for the grant

lead team personnel. Benefits for the Teacher Hourly Rate and Substitute Time are based on actual numbers from the district's approved salary schedule (11.60% of the hourly rate (\$40.00) and substitute rate \$112.00).

**TOTAL FEDERAL REQUEST: Fringe** **\$189,171**

**3. Travel**

**Grant Required Travel:** Funds include travel for the Project Director and one additional staff member to attend the Office of Safe and Healthy Students National Conference each year of the grant, including transportation, lodging for two nights and three days, and per diem costs. Funds also are included for the Project Director to attend the Project Director's Meeting in year one of the grant, including transportation, lodging for one night, and per diem costs. Both meetings are budgeted assuming the location of the meeting will be Washington, DC.

Year 1: Project Director Meeting in Washington DC. (\$1,200)

Years 1, 2 & 3: Office of Safe and Healthy Students National Conference. The grant requires 2 people attend each year (Project Director + 1 additional grant team member = \$3,600 x 3 years = \$10,800)

**TOTAL FEDERAL REQUEST: Travel** **\$12,000**

**4. Equipment**

**Equipment:** 1 stand-alone Lenovo M93z10AF computer will be purchased for grant lead team personnel at each school x 4 sites. Stand-alone computers are purchased because the district technology policy does not allow the district AERIES data base to be installed on lap top computers. The individual computer cost of \$1,030 x 4 (including tax and shipping) is a one-time expense in year 1.

**TOTAL FEDERAL REQUEST: Equipment** **\$4,120**

## 5. Supplies

Second Step Kits @ \$1829 plus other Second Step and Steps to Respect materials	\$ 4,688	\$ 399		\$ 5,087
BEST Behavior Books x 3 x \$98 – 1 per Grant Lead Team member	\$ 294	\$ 294	\$ 294	\$ 882
RTI and Behavior Guides x 3 x \$38 – 1 per grant lead team member	\$ 114			\$ 114
PBIS Apps PBIS Assessment Tool + CICO – annual fee	\$ 700	\$ 700	\$ 700	\$ 2,100
Materials and supplies for program staff	\$ 778	\$ 1,619	\$ 1,799	\$ 4,196
<b>Subtotal Books &amp; Supplies</b>	<b>\$ 6,574</b>	<b>\$ 3,012</b>	<b>\$ 2,793</b>	<b>\$ 12,379</b>

**Supplies:** Materials and supplies are needed for general operation of the project. The amount is decreased in years 2 and 3 of the grant based on startup costs to provide all sites with ample supplies for all program components and trainings.

**TOTAL FEDERAL REQUEST: Supplies**

**\$12,379**

## 6. Contract

Mental Health School Social Work Model Consultant	\$ 1,500	\$ 1,500	\$ 1,500	\$ 4,500
Clinical Psychologist Consultant	\$ 1,000	\$ 1,000	\$ 2,000	\$ 4,000
PBIS/BEST Consultant (\$2,000 day x 4 days and 7 days yr 2/3)	\$ 8,000	\$ 14,000	\$ 14,000	\$ 36,000
Additional contracted costs for PBIS/BEST/RP trainer travel	\$ 2,400	\$ 2,400	\$ 1,400	\$ 6,200
Restorative Practice Consultant (\$2,000 day x 7 days)	\$ 14,000	\$ 8,000	\$ 8,000	\$ 30,000
SEL Consultant	\$ 1,000	\$ 1,000	\$ 1,000	\$ 3,000
Evaluator Contract	\$ 20,000	\$ 20,000	\$ 20,000	\$ 60,000
<b>Subtotal Contractual</b>	<b>\$ 47,900</b>	<b>\$ 47,900</b>	<b>\$ 47,900</b>	<b>\$ 143,700</b>

**Contractual:** We will follow the procedures for procurement of contracts under 34 CFR Parts 74.4 - 74.48 and part 80.36. The per diem for consultants is based upon a \$2,000 per diem and a \$250 per hour formula). The evaluator contract is to be based on an

annual total of \$20,000 to be paid in two increments based upon invoice). Travel funds will be included for consultants that will be providing support with PBIS/BEST and restorative practices including air, parking, mileage, ground transportation and lodging.

**TOTAL FEDERAL REQUEST: Consultants** **\$143,700**

**7. Construction: None**

**8. Other: None**

**9. Total Direct Costs:**

	Year 1	Year 2	Year 3	Total
Total Direct Costs	\$ 382,190	\$ 382,190	\$ 382,190	\$ 1,146,570

**10. Indirect cost rate**

4.66% of Total Direct Costs (0.0466 x \$1,146,570) **\$53,430**

This expense is totaled using the California Department of Education approved indirect rate.

**BUDGET SUMMARY:**

Federal Request	Year 1	Year 2	Year 3	TOTAL
Personnel	\$ 257,224	\$ 264,329	\$ 263,647	\$ 785,200
Fringe Benefits	\$ 61,572	\$ 63,349	\$ 64,250	\$ 189,171
Travel	\$ 4,800	\$ 3,600	\$ 3,600	\$ 12,000
Equipment	\$ 4,120	\$ -	\$ -	\$ 4,120
Supplies	\$ 6,574	\$ 3,012	\$ 2,793	\$ 12,379
Contractual	\$ 47,900	\$ 47,900	\$ 47,900	\$ 143,700
Construction	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -
Total Direct Costs	\$ 382,190	\$ 382,190	\$ 382,190	\$ 1,146,570
Indirect Costs	\$ 17,810	\$ 17,810	\$ 17,810	\$ 53,430
TOTAL	\$ 400,000	\$ 400,000	\$ 400,000	\$ 1,200,000

**11. Training Stipends: None**

**12. TOTAL PROJECT COSTS**

**FEDERAL REQUEST** **\$1,200,000**

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

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

Name of Institution/Organization

Napa Valley 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	257,224.00	264,329.00	263,647.00			785,200.00
2. Fringe Benefits	61,572.00	63,349.00	64,250.00			189,171.00
3. Travel	4,800.00	3,600.00	3,600.00			12,000.00
4. Equipment	4,120.00	0.00	0.00			4,120.00
5. Supplies	6,574.00	3,012.00	2,793.00			12,379.00
6. Contractual	47,900.00	47,900.00	47,900.00			143,700.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	382,190.00	382,190.00	382,190.00			1,146,570.00
10. Indirect Costs*	17,810.00	17,810.00	17,810.00			53,430.00
11. Training Stipends						
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: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): California Department of Education

The Indirect Cost Rate is 4.66 %.

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

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

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

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Elena		Toscano	

Address:

Street1:	2425 Jefferson Street
Street2:	
City:	Napa
County:	
State:	CA: California
Zip Code:	94558
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
707-253-3561	

Email Address:

etoscano@nvusd.k12.ca.us
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**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) #: 

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No Provide Assurance #, if available: 

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

	Add Attachment	Delete Attachment	View Attachment
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