

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

CA

8. APPLICANT INFORMATION:

* a. Legal Name: Madera Unified School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):

35-2247260

* c. Organizational DUNS:

8297687820000

d. Address:

* Street1:

1902 Howard Road

Street2:

* City:

Madera

County/Parish:

Madera

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

93637-5123

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Dr.

* First Name:

Rebecca

Middle Name:

* Last Name:

Malmo

Suffix:

Title: Director, Student & Family Support Services

Organizational Affiliation:

Madera Unified School District

* Telephone Number:

559-675-4500

Fax Number:

* Email: rebeccamalmo@maderausd.org

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.184

CFDA Title:

School Safety National Activities (formerly, Safe and Drug-Free Schools and Communities-National Programs)

* 12. Funding Opportunity Number:

ED-GRANTS-061019-001

* Title:

Office of Elementary and Secondary Education (OESE): School Climate Transformation Grant Program:
Local Educational Agency Grants CFDA Number 84.184G

13. Competition Identification Number:

84-184G2019-1

Title:

School Climate Transformation/LEAs

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Sustaining Upgraded Culture and Climate through an Enhanced System of Supports (SUCCESS) Program

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

CA16

* b. Program/Project

CA16

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

10/01/2019

* b. End Date:

09/30/2024

18. Estimated Funding (\$):

* a. Federal

3,205,669.38

* b. Applicant

0.00

* c. State

0.00

* d. Local

0.00

* e. Other

0.00

* f. Program Income

0.00

* g. TOTAL

3,205,669.38

*** 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

07/16/2019

☐ 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:

Lorena

Middle Name:

* Last Name:

Rardin

Suffix:

* Title:

CAO Administrative Assistant

* Telephone Number:

559-657-4500

Fax Number:

* Email:

lorenarardin@maderausd.org

* Signature of Authorized Representative:

Completed by Grants.gov upon submission.

* Date Signed:

Completed by Grants.gov upon submission.

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Karen		DeOrion	

Address:

Street1:	1902 Howard Road
Street2:	
City:	Madera
County:	Madera
State:	CA: California
Zip Code:	93637-5123
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
559-675-4500	

Email Address:

karendeorian@maderausd.org

2. Novice Applicant:

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

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☒ Yes ☐ No

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

☒ Yes Provide Exemption(s) #: ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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

Exempt Research Narrative (MUSD).pdf

Add Attachment

Delete Attachment

View Attachment

The SUCCESS Program evaluation activities are exempt under the following definition: (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

1. These activities (focus groups, interviews, surveys, program observation) will be used to determine the effectiveness of the program to (i) increase the number of Madera Unified School District (MUSD) schools that implement all three PBIS tiers and SEL practices with fidelity; (ii) increase positive student behavioral outcomes among MUSD students, (iii) decrease racial and ethnic disproportionality in school discipline across MUSD schools; and (iv) improve school climate. The activities will occur with elementary students (ages 5 to 13), middle school students (ages 12 to 16), and high school students (ages 14 to 18) and relate only to each participant's views, opinions, and practices. Approximately 21,000 students per year will be included in these activities over the five-year grant period.

2. Results will be reported as 'group' data. Individual data will not be reported. Data will be used only for evaluation of this program.

3. Participation in the project evaluation is voluntary. All key participants (as defined above) will be encouraged to participate. All subjects at MUSD schools will have an equal chance to participate voluntarily in the study so that all school stakeholders are represented in the research. The only special criteria for inclusion in the study are that the subject attends an MUSD school. No screening measures or protocols will be employed to select participants. Subjects will be assured that their data will be held in strict confidence and will never be shared with anyone in such a way that any individual subject could be identified. Subjects will further be provided with the name and contact information of a member of the evaluation team if they have any questions about the research or their rights as a participant.

4. There are no known or suspected risks involved in the evaluation activities.

5. There are no known or suspected risks involved in the evaluation activities.

6. Results of research activities will be used (i) to ensure the program's efficacy, (ii) to ensure grantee accountability in use of federal funding; and (iii) to produce findings that are of interest to educational researchers, practitioners, and policymakers and that advance knowledge regarding program impacts on student outcomes and school climate.

7. All research involving human subjects will take place at Madera Unified School District schools.

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

Madera Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* SIGNATURE:

* DATE:

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Madera Unified School District"/> * Street 1: <input type="text" value="1902 Howard Road"/> Street 2: <input type="text"/> * City: <input type="text" value="Madera"/> State: <input type="text" value="CA: California"/> Zip: <input type="text" value="93637-5123"/> Congressional District, if known: <input type="text" value="CA16"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="School Safety National Activities (formerly, Safe and Drug-Free Schools and Communities-National Programs)"/> CFDA Number, if applicable: <input type="text" value="84.184"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="None"/> Middle Name <input type="text"/> * Last Name <input type="text" value="None"/> Suffix <input type="text"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="None"/> Middle Name <input type="text"/> * Last Name <input type="text" value="None"/> Suffix <input type="text"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/>		
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: <input type="text" value="Completed on submission to Grants.gov"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Lorena"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Rardin"/> Suffix <input type="text"/> Title: <input type="text" value="CAO Administrative Assistant"/> Telephone No.: <input type="text"/> Date: <input type="text" value="Completed on submission to Grants.gov"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Madera 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	346,212.00	351,812.00	357,524.00	363,350.24	369,293.00	1,788,191.24
2. Fringe Benefits	86,553.00	87,953.00	89,381.00	90,837.56	92,323.25	447,047.81
3. Travel	9,380.00	9,380.00	9,380.00	9,380.00	9,380.00	46,900.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	29,072.00	8,750.00	4,500.00	4,500.00	4,500.00	51,322.00
6. Contractual	246,127.00	126,127.00	126,127.00	126,127.00	126,127.00	750,635.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	717,344.00	584,022.00	586,912.00	594,194.80	601,623.25	3,084,096.05
10. Indirect Costs*	24,550.41	23,856.33	24,006.90	24,386.33	24,773.35	121,573.32
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	741,894.41	607,878.33	610,918.90	618,581.13	626,396.60	3,205,669.37

***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: 09/01/2019 To: 08/31/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 5.21%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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	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.
Madera Unified School District	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA Statement (MUSD).pdf

Add Attachment

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General Education Provisions Act (GEPA) Statement

Madera Unified School District (MUSD) serves approximately 21,000 students from the city of Madera, CA, and surrounding rural communities. More than 93% of MUSD students are minorities, 89% of students are Hispanic or Latino, and nearly one third (30.8%) of students are designated English Learners. Therefore, MUSD has extensive experience implementing policies and strategies that ensure equitable access to its special programs and interventions for these students and their families. The proposed SUCCESS Program includes several strategies that will reduce and eliminate equitable access barriers based on gender, race, national origin, color, disability, and age.

First, one of the primary reasons MUSD chose to implement PBIS districtwide was due to the body of research on the framework's impact on improving academic and behavioral outcomes among *all* students, including students with disabilities and students from underrepresented groups, as well as its potential to decrease racial and ethnic disproportionality in school discipline. As noted in numerous studies, racial and ethnic disproportionality in school suspensions and expulsions is a wide-scale problem (Skiba et al., 2011), with the discipline rates of students of color (particularly African-American, Hispanic, and Native American students) up to four times higher than that of White students (Balfanz, Byrnes, & Fox, 2015; Losen et al., 2015). Multiple studies have found that PBIS reduces the use of exclusionary discipline by school personnel (Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Waasdorp, & Leaf, 2012; Nelson, Martella, & Marchand-Martella, 2002) and reduces racial/ethnic disparities in exclusions (Gregory, Skiba, & Mediratta, 2017; Tobin & Vincent, 2011).

Second, PBIS professional development will specifically promote educational equity. As detailed in Narrative Section D.2, PBIS professional development across all three tiers will

include sessions on cultural responsiveness and leverage lessons and resources from *PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches*.

Third, in addition to selecting a multi-tiered system of supports framework with strong evidence for producing positive outcomes among underrepresented groups, MUSD's proposed overhaul of the district's data system will provide teachers and staff with more comprehensive data analytics and view of student academic and behavioral indicators/outcomes. Improved data analytics will streamline decision making processes, allowing MUSD to better serve students from *all* subgroups by identifying early warning signs, making timely referrals to interventions, and tracking intervention delivery and impacts. Improved data management capability combined with frequent assessment of PBIS implementation fidelity using the Tiered Fidelity Inventory and assessment of student and school outcomes using MUSD's Panorama Student Survey will enable the District MTSS-PBIS Leadership Team to make data-driven decisions regarding which schools and students require increased support and to direct resources to schools with the greatest need for improved PBIS implementation fidelity, student academic and behavioral outcomes, and school climate and culture.

Fourth, the SUCCESS Program's expansion and enhancement of social-emotional learning, evidence-based peer-to-peer prevention programs, and AOD prevention programming will also include strategies designed to ensure full inclusion among and benefits for students from underrepresented groups. For example, Safe School Ambassadors training and the new LGBTQ bullying prevention supplemental training will teach students how to foster safe, inclusive environments, and SSA Facilitators will be intentional to recruit teams of Ambassadors that reflect the composition of each school's student body.

Fifth, MUSD will ensure that the family members of all MUSD students have equal

access to proposed AOD prevention and intervention workshops and resources. As more than 30% of MUSD students are English Learners and many MUSD family and community members have limited English-language fluency, AOD prevention and intervention workshops and resources will be provided in English and Spanish to ensure the full participation of MUSD families with limited English-language proficiency.

Lastly, all SUCCESS Program activities will be held in Americans with Disabilities Act (ADA) compliant facilities.

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Completed on submission to Grants.gov	CAO Administrative Assistant
APPLICANT ORGANIZATION	DATE SUBMITTED
Madera Unified School District	Completed on submission to Grants.gov

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

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.]

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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:

Project Abstract

I. Project objectives and activities: Madera Unified School District's (MUSD) proposed Sustaining Upgaded Culture and Climate through an Enhanced System of Supports (SUCCESS) Program will improve, expand, and enhance MUSD's MTSS framework and build capacity to implement all three PBIS tiers with fidelity across all 26 MUSD schools, with the ultimate goals of improving MUSD students' academic and behavioral outcomes as well as the climate and culture of MUSD schools. In designing the SUCCESS Program, MUSD leaders and stakeholders were very intentional to develop strategies that build district- and school-level capacity to implement evidence-based practices within a multi-tiered behavior framework in order to fully *institutionalize* and *sustain* practices by the end of the five-year SCTG-LEA grant period and ensure the program's long-term impact. The SUCCESS Program will enable MUSD to implement six strategies and accomplish two goals that align with two SCTG-LEA absolute priorities and all three competitive preference priorities.

SUCCESS Program Goal 1 is to build MUSD's capacity to support all 26 MUSD schools in implementing PBIS and research-based social-emotional learning (SEL) programs with increased fidelity. MUSD will accomplish this goal by implementing three strategies: (1) increase district-level capacity and coordination to support school-level implementation of the PBIS framework and SEL programs aligned within a multi-tiered system of supports; (2) develop a custom data system that systematically captures each student's performance, intervention, and progress; facilitates universal and comprehensive screening; and leads to data-driven decision-making; and (3) provide ongoing high-quality professional development, coaching, coordination, and evaluation to build each MUSD school's local capacity to sustain and scale PBIS.

SUCCESS Program Goal 2 is to expand, enhance, and align evidence-based SEL programs and positive behavioral interventions and supports within MUSD's multi-tiered system of supports. MUSD will accomplish this goal by implementing three strategies: (1) enhance MUSD's district-wide SEL programming by adding new curricula and resources that address identified student behavioral and social-emotional learning needs; (2) expand and enhance MUSD's Safe School Ambassadors Program; and (3) implement new evidence-based alcohol and other drugs prevention trainings and resources across MUSD schools and communities.

II. Applicable priorities: The SUCCESS Program explicitly addresses Absolute Priority #1 and Absolute Priority #3 and proposes exceptional approaches to Competitive Preference Priority #1, Competitive Preference Priority #2, and Competitive Preference Priority #3.

III. Proposed project outcomes: The SUCCESS Program will produce four outcomes: (1) an increase in the number of MUSD schools that implement all three PBIS tiers and SEL programs with fidelity, as measured by Tiered Fidelity Inventory assessments; (2) an increase in positive student behavioral outcomes among MUSD students, as measured by increases in attendance, decreases in office discipline referrals, and decreases in suspensions and expulsions related to possession or use of alcohol and/or other drugs; (3) a decrease in racial and ethnic disproportionality in school discipline across MUSD schools, as measured by comparison of site-level disciplinary data among student subgroups; and (4) improvement to school climate, as measured by the annual results of MUSD's Panorama Student Survey (a school climate survey).

IV. Number of participants to be served: Each year, the program will serve approximately 21,000 MUSD students and an estimated 3,500 MUSD family and community members.

V. Number and location of proposed sites: The program will be implemented at all 26 MUSD schools, which are located in the city of Madera, CA, and surrounding rural communities.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

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A. Need for the Project

1. Nature and magnitude of student and school needs: Madera Unified School District

(MUSD) serves 21,000 students from Madera city and surrounding rural communities, some of which are more than 20 miles away from the city. The communities served by MUSD face a number of interconnected challenges. Extreme poverty: Madera's child poverty rate is a staggering 36.5%, and its per-capita income of \$15,524 is less than half the state average of \$35,046. Eighty-nine percent (89%) of MUSD students are socioeconomically disadvantaged. Limited English language proficiency and low levels of educational attainment: MUSD serves high percentages of Hispanic students (89.6%) and English Learners (30.8%). Many MUSD students are children of migrant workers who possess neither the English language skills nor educational backgrounds that foster active engagement in their children's education. Twenty-nine percent (29%) of Madera residents over the age of 25 do not possess a high school diploma or GED, and only 13% of residents over 25 hold a bachelor's degree. Madera County's illiteracy rate of 29% is the fourth highest among California's 58 counties. High levels of serious emotional disturbance (SED) and serious mental illness (SMI): According to a recent California Health Care Foundation study and a separate study published by the California Department of Health Care Services, Madera County has the highest percentage of youth with SED (8.18%) and the third highest percentage of adults with SMI (7.37%) among all California counties. The California Health Care Foundation study found that the prevalence of SED and SMI is significantly higher among lower-income families.

These community characteristics directly affect MUSD students and the schools charged with serving them, and MUSD students across all of the district's 26 schools demonstrate significant need for evidence-based school improvements that will positively impact students'

academic, social, emotional, and behavioral development. MUSD students at every grade level score far below the state average on the state’s English Language Arts (ELA) and Math standardized tests. According to the 2018–19 California Department of Education California School Dashboard, MUSD students scored 43.1 points below the ELA standard (compared to 6 points below standard among all students statewide) and 74.2 points below the Math standard (compared to 36.4 points below standard among all students statewide). In addition to low academic performance, MUSD suspension and expulsion rates significantly exceed the state averages. The district’s suspension rate of 6.7% is nearly double the state average of 3.5%, and its expulsion rate of 0.4% is five times the state average of 0.08%.

An analysis of the results of three comprehensive district-wide surveys, the California Healthy Kids Survey (CHKS), California School Climate Survey (CSCS), and Panorama Student Survey, demonstrates the severity of social, emotional, and behavioral issues among MUSD students and the need for major improvements in school climate and culture. The CHKS and CSCS are sponsored by the California Department of Education and meet federal Safe and Drug-Free Schools and Communities Act requirements. MUSD’s CHKS found that only 13% of secondary and 50% of elementary students feel safe at school all the time; 29% of secondary students report current alcohol or drug use, with 12% considering themselves to be a “current heavy drug user” and 11% reporting use of pills such as opioids to “get high”; 28% of secondary students report chronic sadness/hopelessness; and 20% of secondary students and 46% of elementary students report having been a victim of harassment or bullying. Further, only 11% of secondary students reported a high level of meaningful participation at school, and only 33% reported a high level of school connectedness. The CSCS asked MUSD teachers, administrators, and staff to identify “moderate or severe” problems at their school, and CSCS results highlighted

a number of problems to be addressed by the proposed program, including disruptive behavior (78% of respondents noted this as a moderate or severe problem); truancy (70%); gang activity (69%); alcohol and drug use (62%); bullying (61%); and physical fighting (57%). Notably, only 14% of MUSD teachers “strongly agreed” that their school was a “safe place for students.”

MUSD annually administers the Panorama Student Survey, which was developed by Harvard Graduate School of Education researchers to serve as a valid and reliable survey tool for measuring student perceptions of teaching and learning across 19 topics, including school climate, school safety, school belonging, and school engagement. MUSD’s 2018–19 Panorama Student Survey highlights significant needs in all of these areas. As detailed in the Table 1 overview of MUSD survey results among 6th–12th grade respondents (N=5,875), MUSD ranks in the bottom fifth quadrant among other districts nationally in the areas of school belonging, school climate, and school engagement. Further, the percentage of MUSD students who have positive perceptions of school belonging, school climate, school engagement, and school safety decreased by 2 to 3 percentage points from MUSD’s 2017–18 survey results, and students continue to report the highest level of need in the areas of school climate and school engagement.

Table 1: MUSD Panorama Student Survey Results: 6 th –12 th Grades (2018–19)			
Domain	Result	Change*	Percentile^
<u>School Belonging</u> : How much students feel that they are valued members of the school community	40%	-3	0–19
<u>School Climate</u> : Perceptions of the overall social and learning climate of the school	38%	-3	0–19
<u>School Engagement</u> : How attentive and invested students are in school	21%	-2	0–19

School Safety: Perceptions of student physical and psychological safety at school	52%	-3	20–39
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*Percentage point change from MUSD’s 2017–18 survey

^MUSD’s percentile compared to districts nationally (0–19, 20–39, 40–59, 60–79, or 80–100)

2. Nature and magnitude of gaps/weaknesses in services, infrastructure, and opportunities:

During the 2015–16 school year, MUSD leadership at the district and school levels engaged with families and community members to explore ways to better address the significant academic and socio-emotional needs of MUSD students and to improve school climate across MUSD schools.

This process included mapping community resources; documenting frameworks, programs, policies, and practices that had success in districts with similar characteristics; and engaging families and community members during Parent Resource Center workshops and meetings to develop Local Control Accountability Plan (LCAP) goals, actions, and expenditures that were likely to produce the best outcomes among MUSD students. Through this process, MUSD committed to establishing a district-wide multi-tiered system of supports (MTSS) framework and to building capacity to implement all Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) tiers with fidelity across all 26 MUSD schools. Prior to this district-wide commitment, five MUSD elementary schools had previously adopted a PBIS framework. However, due to administrative turnover and insufficient capacity and support, only two MUSD schools continued to implement PBIS by the 2015–16 school year.

Beginning with the 2016–17 LCAP, MUSD began investing in building its district-level capacity to implement MTSS and PBIS across all schools. The LCAP included the Action “Implementation of Professional Development Related to Improving School Safety and Climate,” which included the following strategies: “Implement multi-tiered system of supports

(MTSS) to enhance socio-emotional services for students in combination with increased positive behavior and student academic achievement” and “Implement PBIS through professional development and supports; add tools of measurement.” In addition to LCAP investments, MUSD secured two California Department of Education grants to support MTSS/PBIS implementation. The Student Support and Academic Enrichment (SSAE) Grant (2017–19) and Learning Communities for School Success Program (LCSSP) Grant (2017–19) have supplemented local investments and assisted MUSD in laying the groundwork for full MTSS/PBIS implementation, scale-up, and sustainment. Over the past two years, MUSD has made progress toward accomplishing LCAP, SSAE, and LCSSP goals for implementing MTSS/PBIS district-wide, which have included (1) forming district- and site-level leadership and implementation teams (District MTSS-PBIS Leadership Team [DLT], School-Based MTSS-PBIS Leadership Teams [SLTs], Behavior Support Teams [BSTs]), conducting an initial implementation feasibility study, and developing a PBIS Action Plan; (2) creating new district- and school-level positions (MTSS-PBIS Specialists, PBIS Site Leads) to build capacity and support for PBIS implementation; (3) providing California Technical Assistance Center on PBIS (CalTAC-PBIS) PBIS Tier I and Tier II exploration, installation, and initial implementation phase training to key MUSD PBIS leaders and implementers; (4) updating policies and procedures at the district and site levels (e.g., discipline policies) to align with PBIS best practices; and (5) integrating restorative justice practices and social-emotional learning (SEL) programming within the PBIS framework.

While MUSD has made progress toward implementing MTSS/PBIS at each of the district’s 26 schools, SSAE and LCSSP evaluation study results also highlighted several major weaknesses in district-level MTSS/PBIS infrastructure and capacity to provide adequate support to all MUSD schools, which has negatively impacted implementation at some MUSD schools.

As part of SSAE and LCSSP program evaluation, an external evaluator conducted annual fidelity of implementation studies across MUSD schools, which included assessing site-level fidelity of PBIS Tier I and Tier II implementation using the SWPBIS Tiered Fidelity Inventory (TFI), combined with feedback from student and teacher/staff focus groups and leadership team interviews. While TFI results varied by site, the evaluator highlighted several common weaknesses across the majority of schools. The most significant PBIS weaknesses across MUSD schools were related to discipline data, data-based decision-making, and fidelity data. While some MUSD schools use Aeries to track student discipline data, the evaluator found that MUSD does not have a uniform data system that allows the District MTSS-PBIS Leadership Team (DLT), School-Based MTSS-PBIS Leadership Teams (SLTs), and Behavior Support Teams (BSTs) to instantaneously access student data in user-friendly formats. In addition, even at schools that use Aeries to track discipline data, the evaluator found that many teachers and principals kept their own individual behavior logs, and SLTs and BSTs did not regularly review shared data to make decisions or appropriately track the success of Tier II interventions.

In addition to insufficient data-based decision-making, teachers and staff at many MUSD schools require more training and consistent coaching and follow-up support to implement PBIS and SEL strategies with fidelity. Evaluator-facilitated focus groups and interviews found that the percentage of MUSD teachers and staff who reported receiving adequate PBIS Tier I and Tier II initial training varied significantly by school site. At some sites, more than 75% of teachers and staff reported receiving adequate Tier I and Tier II training. However, at other sites, less than 20% of teachers and staff (including administrators) reported receiving adequate PBIS Tier I and Tier II training. Further, teachers and staff across nearly every school reported major deficits in the provision of follow-up coaching and support on PBIS and SEL practices. The evaluator noted

that insufficient training and coaching is likely the cause of several inconsistencies and deficits in fidelity of PBIS implementation across MUSD schools, including in the areas of behavioral expectations, classroom procedures, and student/family/community involvement.

In addition to documented weaknesses in PBIS Tier I and Tier II implementation, MUSD schools have yet to implement Tier III. Local LCAP investments supplemented by SSAE and LCSSP funding enabled MUSD to initiate PBIS Tier I implementation during the 2017–18 school year and PBIS Tier II implementation during the 2018–19 school year. MUSD’s PBIS Action Plan calls for the initial implementation of PBIS Tier III during the 2019–20 school year. However, both LCSSP funding and SSAE funding expire in the fall of 2019, and MUSD is struggling to identify adequate resources to support efforts to effectively implement Tier III and increase the fidelity of Tier I and II implementation. The importance of implementing all three PBIS Tiers with fidelity and enhancing evidence-based social-emotional learning programming throughout the district is highlighted by MUSD’s 2018–19 Student Risk Screening Scale (SRSS) results. The SRSS assessment is a universal screening tool that helps identify students who are at risk for externalizing and internalizing behavioral problems. As detailed in Table 2, 2018–19 SRSS results indicate that between 31% and 38% of MUSD students require secondary or tertiary intervention, and as high as 20% require Tier III intervention.

Table 2: MUSD Student Risk Screening Scale Results (2018–19)			
	Risk Category		
	Low	Moderate	High
Overall Externalizing	69.3%	21.6%	9.1%
Overall Internalizing	62.1%	18.4%	19.6%

B. Significance

1. Project to build local capacity to provide, improve, or expand services: The proposed Sustaining Upgaded Culture and Climate through an Enhanced System of Supports (SUCCESS) Program will address the needs described in Section A with the ultimate goals of improving MUSD students' academic and behavioral outcomes as well as the culture and climate of MUSD schools. In designing the SUCCESS Program, MUSD leaders and stakeholders were very intentional in developing strategies that build district- and school-level capacity to implement evidence-based practices within a multi-tiered behavior framework in order to fully *institutionalize* and *sustain* practices by the end of the five-year SCTG-LEA grant period and ensure the program's long-term impact. The SUCCESS Program will enable MUSD to implement six strategies and accomplish two goals aligned with two SCTG-LEA absolute priorities and three competitive priorities.

Goal 1: Build MUSD's capacity to support all 26 MUSD schools in implementing PBIS and research-based social emotional learning (SEL) programs with increased fidelity.

Strategy 1.1: Increase district-level capacity and coordination to support school-level implementation of the PBIS framework and SEL programs aligned within a multi-tiered system of supports. At the start of the program period, MUSD will establish two new full-time positions to coordinate all SUCCESS Program efforts and ensure all MUSD schools implement all three PBIS tiers and evidence-based SEL practices with a high level of fidelity. The Director of School Culture and Climate will serve as MUSD's administrative lead in overseeing district-wide implementation of evidence-based social-emotional learning and behavioral intervention systems and practices, which will include chairing the District MTSS-PBIS Leadership Team; coordinating district-wide professional development; reviewing and updating policies,

procedures, instructional practices, programs, curriculum, frameworks, and standards to ensure alignment with PBIS implementation goals; coordinating SEL programs and practices district-wide; frequently evaluating practices designed to improve school climate and culture and guiding the District MTSS-PBIS Leadership Team in continual quality improvement efforts; and securing ever-increasing buy-in from the MUSD community to sustain and scale PBIS and SEL efforts. The new PBIS Coordinator will collaborate with MUSD's three MTSS-PBIS Specialists to provide ongoing site-level PBIS training, coaching, technical assistance, and support to MUSD's 26 schools to ensure continual fidelity of PBIS implementation improvement. The PBIS Coordinator will collaborate closely with each School-Based MTSS-PBIS Leadership Team and Behavior Support Team to continuously monitor progress and build local capacity through training and coaching that address site-specific improvement areas identified through formal semiannual SWPBIS Tiered Fidelity Inventory assessments. By adding these two new positions to the District MTSS-PBIS Leadership Team, MUSD will have the increased capacity required to address identified deficiencies in district- and school-wide PBIS implementation and SEL programming and to institutionalize best practices and policies proven to improve school climate and culture.

Strategy 1.2: Develop a custom data system that systematically captures each student's performance, intervention, and progress; facilitates universal and comprehensive screening; and leads to data-driven decision-making. MUSD will implement a custom case management data system on the Salesforce platform that will consolidate existing inflexible systems, provide teachers and staff with more comprehensive data analytics and a 360-degree view of student academic and behavioral indicators/outcomes, streamline decision-making processes, track intervention delivery, and improve reporting. MUSD will contract with Yurgosky to develop the

new data system, which will include (1) facilitating workshops and in-depth analysis of existing data and data flow with MUSD staff to define the details of system requirements and functionality; (2) creating data system architecture, fields, and workflow and installing customized applications that enable MUSD to track key data points, such as academic and behavioral outcomes, office discipline referrals (ODRs), and interventions (date, type, dosage); (3) migrating data with MUSD staff and providing strategic guidance on mapping and data extraction; (4) creating comprehensive analytics (e.g., reports, views, dashboards, roll-up summaries, record-level analytics) that allow MUSD personnel to monitor and manage key interactions and view real-time data for analysis; and (5) providing MUSD staff with initial and ongoing training and technical assistance through a train-the-trainer model to build internal capacity and confidence in the effective use of the new system. The new data system will address MUSD's identified weaknesses in data-based decision-making and universal/comprehensive screening and allow teachers and staff to identify students in need of targeted and intensive interventions earlier, monitor intervention delivery more effectively, and better determine the impact of interventions on student academic and behavioral outcomes.

Strategy 1.3: Provide ongoing high-quality professional development, coaching, coordination, and evaluation to build each MUSD school's local capacity to sustain and scale PBIS. The SUCCESS Program will expand and enhance MUSD's initial implementation of district-wide PBIS professional development. These efforts will be led at the district level by the new Director of School Culture and Climate, the new PBIS Coordinator, and MUSD's existing three MTSS-PBIS Specialists, and this five-member team will support each MUSD school's School-Based MTSS-PBIS Leadership Team, Behavior Support Team, and PBIS Site Lead (see Professional Development Organizational Chart in Section D.2). MUSD will contract with the California

Technical Assistance Center on PBIS (CalTAC-PBIS) to provide training and consultation services that will build district capacity to implement PBIS as a multi-tiered system of supports following national blueprints. As detailed in Section A, select District MTSS-PBIS Leadership Team members have completed CalTAC PBIS's Tier I and Tier II initial implementation training, and the proposed SUCCESS Program training will extend these efforts by providing Tier I and Tier II full implementation and sustaining training as well as providing Tier III training, beginning with Tier III exploration, installation, and initial implementation phase training. The Director of School Culture and Climate, the PBIS Coordinator, and MUSD's three MTSS-PBIS Specialists will attend CalTAC-PBIS Leadership Academies, which covers all SWPBIS features outlined in the SWPBIS Tiered Fidelity Inventory. Following these trainings, this five-member team will disseminate lessons learned across all MUSD schools by collaborating closely with each school's PBIS Site Lead (N=26) to engage School-Based PBIS Leadership Teams and Behavior Support Teams in Communities of Practice. CalTAC-PBIS Facilitators will also collaborate with the MUSD PBIS Coordinator and MTSS-PBIS Specialists to co-lead three-day Positive Classroom Behavior Supports Academies, which will be attended by all MUSD Grade-Level Leads (N=216) from all MUSD schools. In addition to the training and consultation services provided by CalTAC-PBIS, the PBIS Coordinator and MTSS-PBIS Specialists will provide each school's PBIS Site Lead with monthly half-day trainings focused on supporting the PBIS Site Lead in building site-level capacity to improve fidelity of implementation weaknesses identified through TFI assessments. Each PBIS Site Lead will then share lessons learned with his or her school's respective School-Based PBIS Leadership Team and Behavior Support Team. Lastly, ongoing site-level PBIS implementation coaching, coordination, and evaluation will become a core component of each school's new early

dismissal/delayed start schedule, which will be implemented at all MUSD schools starting in the 2019–20 school year and provide all teachers from all MUSD schools with two 90-minute periods per week to engage in professional learning communities (PLCs) focused on discussing and developing high-quality lessons and evidence-based practices. The Director of School Culture and Climate, the PBIS Coordinator, and MTSS-PBIS Specialists will frequently provide targeted coaching and support during these 90-minute periods to address the site-specific weaknesses of schools struggling to implement PBIS and/or social emotional learning programs and practices with fidelity. (See Section D.2 for a more detailed description of proposed professional development.)

Goal 2: Expand, enhance, and align evidence-based social-emotional learning programs and positive behavioral interventions and supports within MUSD’s multi-tiered system of supports.

Strategy 2.1: Enhance MUSD’s district-wide social-emotional learning programming by adding new curricula and resources that address identified student behavioral and social-emotional learning needs. The SUCCESS Program will enable MUSD to purchase new evidence-based curriculum and resources that address specific school climate and student social-emotional learning needs identified through MUSD’s Panorama Student Survey results (see Section A). All social-emotional learning program curriculum selection, staff training, and implementation support will be overseen by the new Director of School Culture and Climate. First, MUSD will incorporate Steps to Respect at all elementary schools. After completing school-wide training, teachers will deliver 11 classroom lessons throughout the year on topics such as making friends, understanding and recognizing feelings, dealing with bullying, and developing social-emotional skills. Steps to Respect has demonstrated success in increasing positive social behavior, reducing

conduct problems, improving school climate, and improving social and emotional skill performance, among other positive student and school outcomes. (See Section C.1 for the research base of each proposed SEL program.)

Second, MUSD will implement several evidence-based Sandy Hook Promise programs and trainings district-wide, including Start with Hello, Signs of Suicide Prevention, and Safety Assessment and Intervention. These programs will build MUSD students' and employees' abilities to be more socially inclusive and connected to one another as well as to recognize warning signs of youth suicide and threatening behavior and to intervene before self-harm or violence occurs. Sandy Hook Promise's SAVE (Students Against Violence Everywhere) Promise Club will also be integrated into MUSD's existing Safe School Ambassadors Program (described below). All training and program materials will be provided free of charge by Sandy Hook Promise.

Third, MUSD will implement the Student Success Skills (SSS) and College/Career Success Skills (CCSS) programs at each MUSD high school. SSS provides five 45-minute classroom lessons that introduce students to strategies for better mastering regular curriculum, developing healthy habits, and fostering caring relationships among their peers and adults. CCSS is an extension of the SSS curriculum and prepares students to develop academic, social, and self-management skills necessary to meet 21st century college and career readiness demands. Both of these evidence-based programs are designed to help students develop key cognitive, social, and emotional skills, and several research studies have documented improved academic performance and improved social-emotional skills and attitudes among students who complete the programs. SSS and CCSS lessons will be incorporated into MUSD social science classes

(Tier I: Universal) and delivered as Tier II targeted interventions in MUSD high school after school programs.

Strategy 2.2: Expand and enhance MUSD's Safe School Ambassadors (SSA) Program. Safe

School Ambassadors is an evidence-based bystander education program that provides students with motivation, support, and intervention skills to prevent and stop bullying and harassment among their peers. The 2019–20 school year will be MUSD's fourth year of Safe School Ambassadors Program implementation at select MUSD school sites and grade levels, and MUSD will enhance and expand its SSA Program as part of the proposed SUCCESS Program.

Currently, MUSD has established SSA only at two comprehensive high schools and urban middle schools and only at the 7–12 grade levels. The SUCCESS Program will enable MUSD to expand the Safe School Ambassadors Program to the district's rural schools and alternative education sites and also add a sixth grade SSA Program at all participating sites. Through these expansion efforts, MUSD will recruit, train, and support 200 new Ambassadors per year. In addition to Safe School Ambassadors Program expansion, MUSD will integrate three new trainings for Ambassadors: (1) an LGBTQ bullying prevention program, as LGBTQ youth face additional obstacles of harassment, abuse, and violence; (2) an alcohol and other drugs (AOD) prevention program, as substance use and abuse continue to be core factors impacting MUSD students and school climate; and (3) Sandy Hook Promise's SAVE Promise Club, which will build Ambassadors' capacity to support their school site in implementing Sandy Hook Promise's school violence prevention programming. Utilizing the same evidence-based peer-to-peer prevention program (PPPP) model, Ambassadors will self-select to participate in one or more of the above supplemental trainings and ongoing coaching that provide them with the skills, tools, and support needed to prevent LGBTQ bullying; encourage peers to make healthy choices

regarding the use, misuse, and abuse of alcohol and other drugs (AODs); and identify and address peer violence and victimization.

Strategy 2.3: Implement new evidence-based alcohol and other drugs prevention trainings, activities, and resources across MUSD schools and communities. The Director of School Culture and Climate will collaborate with MUSD's school-based health centers (SBHCs), MUSD's two Alcohol and Other Drugs (AOD) Counselors, Madera County Public Health Department, and the Central Valley Opioid Safety Coalition to establish alcohol and other drugs prevention and education programming across all MUSD schools. The training curriculum and materials will be developed at the start of the SUCCESS Program and leverage existing evidence-based curricula and resources, such as Operation Prevention digital lessons that align with health and science standards and provide hands-on activities that introduce students to topics such as the science behind opioids and their impact on the brain and body, warning signs of use and abuse, and physiological and psychological risk factors. The Director of School Culture and Climate, MUSD AOD Counselors, and community health partners will deliver trainings during early dismissal/delayed start sessions, and lessons will then be integrated as units into select courses (depending on grade level). In order to engage MUSD families and community members in AOD prevention and education training and to connect families and community members with available resources, MUSD's nine Parent Resource Centers will develop and deliver AOD prevention and intervention workshops once per month, which will be delivered in English and Spanish to ensure the full participation of MUSD families with limited English-language proficiency.

C. Quality of the Project Design

1. Thorough, high-quality review of relevant literature: All core features and practices of the proposed SUCCESS Program are supported by educational and scientific research. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes. Research conducted over more than 40 years has established PBIS as an effective behavioral prevention and intervention system (Carr et al., 2002; Sugai et al., 2000). The PBIS framework follows a public health approach whereby school-wide strategies are complemented by targeted programs (Mrazek & Haggerty, 1994; O'Connell, Boat, & Warner, 2009), and numerous research studies have linked PBIS to increases in student academic achievement and positive school climate (Horner et al., 2009; Lewis-Palmer, Sugai, & Larson, 1999; Luiselli, Putnam, & Handler, 2001; Parr, Kidder, & Barrett, 2007; Putnam, Handler, & O'Leary-Zonarich, 2003; Wasilewski, Gifford, & Bonneau, 2008). MUSD's proposed systematic PBIS implementation will follow the recommendations and core features outlined in the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports' *PBIS Implementation Blueprint*, such as data-based decision-making, cultural and contextual relevance, universal and comprehensive screening, continuous progress monitoring, leadership team implementation and coordination, content expertise and fluency, continuum of evidence-based interventions, and implementation fidelity (OSEP Technical Assistance Center on PBIS, 2015), and the new case management data system will enable MUSD to effectively use data to make decisions, which is an essential element of an effective multi-tiered system of supports (Sugai & Horner, 2004). Further, the proposed professional development model will also align with *PBIS Implementation Blueprint* recommendations and leverage MUSD's existing

Communities of Practice/Professional Learning Communities, which constitute a professional learning model proven to support sustained, substantive school improvement (Dufour, 2008; Sparks, 2005).

In addition to establishing an evidence-based PBIS framework, data system, and professional development model, the SUCCESS Program will integrate several evidence-based social-emotional learning (SEL) practices within MUSD's PBIS multi-tiered system of supports. SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social and Emotional Learning, 2015). A growing body of research has documented benefits for students who participate in SEL in a range of areas, such as students' social-emotional skills; attitudes about self, school, and others; social interactions; emotional distress; alcohol and drug use; violence; truancy; bullying; conduct problems; and academic performance (Hawkins et al., 1997; Wang, Haertel, & Walberg, 1997; Wilson, Gottfredson, & Najaka, 2001; Zins, Weissberg, Wang, & Walberg, 2004). MUSD based its selection of Steps to Respect and Student Success Skills on research studies documenting these programs' impacts on student academic achievement and positive behavioral outcomes. One randomized control trial involving 2,940 students in 33 schools found that Steps to Respect increased positive social behavior, reduced conduct problems, improved school climate, and improved social and emotional skill performance (Brown, Low, Smith, & Haggerty, 2011). Student Success Skills is identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as a "SElect Program," a designation given to SEL programs that meet CASEL's highest criteria with respect to (1) overall design, (2) implementation, and (3)

research evaluations for program impact (CASEL, 2015). Several research studies employing rigorous research designs have documented Student Success Skills' impacts on students, including increased executive functioning skills, feelings of connectedness, pro-social behaviors, and academic achievement (Mariani, Webb, Villares, & Brigman, 2015; Lemberger, Selig, Bowers, & Rogers, 2015). Initial evaluation results of Sandy Hook Promise programming have also documented several positive outcomes among students who participated in trainings, including (1) more willingness to report warning signs; (2) higher confidence in ability to report warning signs; (3) better relationships with trusted adults; (4) improved perceptions of school safety; (5) improved attitudes toward schools; and (6) decreases in aggressive behaviors (Heinze, Hsieh, & Eisman, 2018).

The SUCCESS Program's proposed expansion and enhancement of Safe School Ambassadors and peer-to-peer prevention programming (PPPP) also have a strong evidence base, including the work of leading bullying prevention researchers. Safe School Ambassadors (SSA) is included in SAMHSA's National Registry of Evidence-based Programs and Practices. One multiyear evaluation found that SSA produced several statistically significant outcomes, including (1) increased rates of bullying intervention; (2) improved school climate among friends of Ambassadors, who also reported increased rates of bullying intervention incidents by peers; and (3) decreased suspension rates, which were 33% lower than pre-SSA rates at schools that implemented the program, while rates at closely matched control schools rose 10% during the same year (Pack, White, Raczynski, & Wang, 2011). Numerous research studies on peer-to-peer prevention programs have documented positive outcomes in attitudes toward and connectedness to school and peers, academic achievement, social skills, behavior, and student attitudes toward

illicit and antisocial behavior (Karcher, 2005; Westerman, 2002; Bowman & Myrick, 1987; Sheehan, DiCara, LeBailly, & Christoffel, 1999).

All alcohol and other drugs curriculum, resources, and training implemented will also have a strong evidence base. When developing training resources and curriculum, MUSD will leverage materials and follow the recommendations of SAMHSA's Evidence-Based Practices Resource Center, which provides information and tools to incorporate evidence-based practices into educational, clinical, and community settings as well as scientifically based resources for a broad range of audiences, including tool kits, resource guides, and other science-based resources. MUSD will also leverage Operation Prevention resources, which have been developed by content matter experts, practitioners, and policy makers from the DEA, National Institute on Drug Abuse (NIDA), Discovery Education, and SAMHSA's Center for Substance Abuse Prevention.

2. High-quality plan for project implementation: Table 3 below provides a detailed outline of SUCCESS Program implementation, which describes the key deliverables required to fully implement each strategy; provides an implementation timeline for each deliverable; and identifies the key personnel responsible for each deliverable.

Table 3: Project Implementation Timeline						
Goals, Strategies, and Key Deliverables	Timeline					Lead(s)*
	Year 1	Year 2	Year 3	Year 4	Year 5	
Goal 1: Build MUSD’s capacity to support all 26 MUSD schools in implementing PBIS and research-based social-emotional learning programs with increased fidelity						
Strategy 1.1: Increase district-level capacity and coordination to support school-level implementation of the PBIS framework and SEL programs aligned within a multi-tiered system of supports						
Hire Director of School Culture and Climate and PBIS Coordinator	Oct					EDSFSS
Hold monthly District MTSS-PBIS Leadership Team meetings to review and coordinate district-wide PBIS implementation	Ongoing (at least monthly)					DSCC, DLT
Frequently review and update policies, procedures, practices, programs, curriculum, and standards to ensure alignment with PBIS Action Plan implementation goals	Ongoing					DSCC

Oversee district-wide PBIS implementation in accordance with PBIS Action Plan and best practice recommendations from sources such as the <i>PBIS Implementation Blueprint</i>	Ongoing					DSCC, PC, MPS, DLT
Conduct formal semiannual assessments of site-level PBIS implementation across all MUSD schools using the SWPBIS Tiered Fidelity Inventory	Oct/Apr	Oct/Apr	Oct/Apr	Oct/Apr	Oct/Apr	DSCC, PC, MPS
Evaluate SUCCESS Program impacts, update the PBIS Action plan using evaluation results, and formally present findings to the DLT and other MUSD stakeholders	Sep	Sep	Sep	Sep	Sep	EE, DSCC
Frequently disseminate information regarding SUCCESS Program student and school impacts to secure increasing district, school, and community buy-in for sustained and scaled PBIS and SEL implementation	Ongoing					DSCC, PC, DLT
<u>Strategy 1.2:</u> Develop a custom data system that systematically captures each student’s performance, intervention, and progress; facilitates universal and comprehensive screening; and leads to data-driven decision-making.						

Set up work plan; facilitate workshops and in-depth documentation and analysis to identify the details of system requirements and ensure the system aligns with MUSD long-term goals; configure core Salesforce architecture with MUSD staff	Oct–Nov					Y
Customize Salesforce to support MUSD internal referrals, including the creation of fields, workflow, and code	Oct–Dec					Y
Install and customize data management applications, such as Case Notes (to document and manage confidential session notes), Pipeline (to track intervention type and current/historical stages), and Classes (to track and manage scheduling and attendance)	Nov– Dec					Y
Extract data from MUSD’s historical systems, transform data to fit new Salesforce architecture, migrate data	Nov–Jan					Y
Create comprehensive analytics—reports, views, dashboards, roll-up summaries, record-level analytics—to	Dec–Jan					Y

allow MUSD staff to monitor and manage key data points and interactions, easily pull reports, and provide real-time data for analysis and decision-making						
Provide comprehensive support via training sessions and customized training documentation/videos for MUSD staff to understand and effectively use the new data system	Oct–Jan	Refresher trainings and technical support (Ongoing as needed)				Y
<u>Strategy 1.3:</u> Provide ongoing high-quality professional development, coaching, coordination, and evaluation to build each MUSD school’s local capacity to sustain and scale PBIS						
Coordinate an annual schedule for professional development, including initial training and follow-up coaching and technical support, in coordination with School-Based MTSS-PBIS Leadership Teams	Oct/Aug	Aug	Aug	Aug	Aug	DSCC, PC, MPS, SLTs
Conduct CalTAC-PBIS Leadership Academies to build district-level capacity to provide site-level PBIS training and support	Nov/Mar	Nov/Mar	Nov/Mar	Nov/Mar	Nov/Mar	DSCC, PC, MPS, C/T

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Deliver three-day Positive Classroom Behavior Support Academies to all PBIS Site Leads and Grade-Level Leads	Jan–Feb Aug– Sep	Aug– Sep	Aug– Sep	Aug– Sep	Aug– Sep	PC, MPS, C/T
Provide each school’s PBIS Site Lead half-day trainings focused on supporting the PBIS Site Lead in building site-level capacity to improve fidelity of implementation weaknesses identified through TFI assessments	Ongoing (once per month)					PC, MPS, PSLs
Provide site-level and grade-specific PBIS training and support during early dismissal/delayed start PLCs, which will include review of student academic and behavioral outcome data, data-driven decision-making and Action Plan development, and training sessions that address site-level PBIS implementation needs	Ongoing (once per week)					PC, MPS, PSLs, GLLs
Deliver targeted coaching and technical assistance to all MUSD schools by engaging all School-Based MTSS-PBIS Leadership Team and Behavior Support Team members in	Ongoing (as request by SLTs and determined through TFI assessment)					PC, MPS, PSLs

Communities of Practice and addressing specific site-level training needs identified through TFI assessment						
Goal 2: Expand, enhance, and align evidence-based SEL programs and positive behavioral interventions and supports within MUSD’s multi-tiered system of supports						
<u>Strategy 2.1:</u> Enhance MUSD’s district-wide SEL programming by adding new curricula and resources that address identified student behavioral needs						
Purchase Steps to Respect curriculum and resources	Oct–Nov					DSCC
Deliver Steps to Respect initial training (Year 1) and refresher training (Years 2–5) to teachers and staff	Dec/Sep	Sep	Sep	Sep	Sep	DSCC
Incorporate Steps to Respect lessons into existing Second Steps programming and review implementation during select grade-level PLC meetings	Dec	Implementation reviewed after lesson delivery				DSCC, GLLs
Sign MOU with Sandy Hook Promise	Oct					DSCC
Formalize plan and calendar for delivering training at all 26 MUSD schools	Oct–Nov					DSCC
Roll out Sandy Hook Promise training across all schools	Nov–Jun	Refresher trainings, as necessary				DSCC, C/T

Purchase Student Success Skills (SSS) and College/Career Success Skills (CCSS) curriculum and resources	Oct–Nov					DSCC
Deliver SSS/CCSS initial training (Year 1) and refresher training (Years 2-5) to high school teachers who will deliver lessons	Dec	Sep	Sep	Sep	Sep	DSCC, GLLs
Incorporate SSS/CCSS lessons into MUSD social science classes (Tier I) and as a Tier II targeted intervention in MUSD high school after school programs	Dec/Sep	Sep	Sep	Sep	Sep	DSCC, GLLs
<u>Strategy 2.2:</u> Expand and enhance MUSD’s Safe School Ambassadors Program						
Review SSA introductory materials with new sites and grade levels to prepare for implementation	Oct–Nov					SSAD
Identify, recruit, and select students and adults to participate in SSA training	Nov– Dec	Aug– Sep	Aug– Sep	Aug– Sep	Aug– Sep	SSACs
Deliver SSA two-day training to assist students in developing observation, negotiation, intervention, and referral skills and to train SSA Facilitators to provide	Jan/Sep	Sep	Sep	Sep	Sep	SSAD, SSACs, C/T

Ambassadors with effective supervision, skill development, and support						
Deliver supplemental SSA trainings (two days) to Ambassadors interested in gaining specialized PPPP skills in LGBTQ bullying prevention and/or AOD prevention; Provide SAVE Promise Club training	Jan/Sep	Sep	Sep	Sep	Sep	SSAD, SSACs, C/T
Deliver follow-up coaching and resources (e.g., webinars, web-based tools) to Ambassadors and Adult Facilitators	Ongoing (monthly)					SSAD, SSACs, C/T
<u>Strategy 2.3:</u> Implement new evidence-based AOD prevention trainings, activities, and resources across MUSD schools and communities						
Convene to review available AOD prevention curriculum and resources, select evidence-based resources that best meet local needs, and develop age-appropriate AOD prevention curricular units	Nov–Jan					DSCC, ACs, SBHCs, CHPs
Secure board approval for new AOD curricular units	June					DSCC

Incorporate new AOD lessons into select MUSD curricula and train teachers delivering new lessons during early dismissal/delayed start sessions	Aug– Sep	Aug– Sep	Aug– Sep	Aug– Sep	Aug– Sep	DSCC, ACs, SBHCs, CHPs
Develop and deliver AOD prevention and intervention workshops at MUSD’s 9 Parent Resource Centers	Oct–June (one workshop per PRC per month)					DSCC, ACs, SBHCs, CHPs, PRCD

***DSCC** = Director of School Culture and Climate; **PC** = PBIS Coordinator; **MPS** = MTSS-PBIS Specialists (3); **EDSFSS** =

Executive Director of Student and Family Support Services; **PRCD** = Parent Resource Center Director; **SSAD** = SSA Director

(district-wide); **SSACs** = SSA Coordinators (one per school site); **PSLs** = PBIS Site Leads (one per school); **GLLs** = Grade-Level

Leads (one per grade level per school at elementary and middle schools; one per department at high schools); **ACs** = MUSD Alcohol

and Other Drugs Counselors (2); **SBHCs** = MUSD School-Based Health Centers; **CHPs** = Community Health Partners (e.g., Madera

County Public Health Department, Central Valley Opioid Safety Coalition); **C/T** = Consultants and Trainers (e.g., CalTAC-PBIS,

Sandy Hook Promise); **Y** = Yurgosky (technology company); **EE** = External Evaluator; **DLT** = District MTSS-PBIS Leadership

Team; **SLTs** = School-Based MTSS-PBIS Leadership Teams

While PBIS implementation is a district-wide initiative that involves MUSD leadership at every level, the proposed SUCCESS Program will be guided by a team of district- and site-level leaders who possess the experience and qualifications required to successfully fulfill their respective SUCCESS Program roles and responsibilities (see attached résumés).

The Director of School Culture and Climate, Karen DeOrian, will (1) lead MUSD in implementing the SUCCESS Program, including chairing monthly District MTSS-PBIS Leadership Team meetings to coordinate, monitor, and continuously improve district-wide PBIS implementation in accordance with MUSD's PBIS Action Plan and *PBIS Implementation Blueprint* and supporting all SUCCESS Program personnel in successfully fulfilling their program responsibilities; (2) review and update policies, procedures, instructional practices, programs, curricula, frameworks, and standards to ensure alignment with PBIS Action Plan implementation goals; (3) coordinate district-wide implementation of research-based social-emotional learning and positive behavioral interventions aligned within MUSD's multi-tiered system of supports, including procuring new resources, securing Board approval for new SEL curricula, leading SEL trainings, and evaluating the impacts of SEL programming; (4) collaborate with the external evaluator to assess and document SUCCESS Program impacts, update the PBIS Action Plan according to evaluation results, and formally present findings to MUSD leaders and stakeholders for the purpose of increasing program buy-in and long-term sustainability; and (5) serve as MUSD's liaison to the Office of Safe and Supportive Schools, including completing all fiscal and programmatic reporting. Ms. DeOrian will also serve as the Safe School Ambassadors Director. In this role, she will oversee the SUCCESS Program's proposed expansion of SSA into sixth grade and at MUSD rural schools and alternative sites as well as the enhancement of SSA's peer-to-peer prevention program model with new LGBTQ

bullying prevention training, AOD prevention training, and SAVE Promise Clubs. She will supervise and support site-level SSA Coordinators by (1) conducting site visits at new implementation sites to build local capacity and prepare for SSA implementation; (2) assisting sites to identify, recruit, and select students and adults to participate in SSA training; (3) coordinating SSA initial, refresher, and supplemental trainings; and (4) providing ongoing follow-up coaching, support, and technical assistance to SSA Coordinators, Adult Facilitators, and Ambassadors. Ms. DeOrian holds an M.A. in special education, an M.A. in curriculum and instruction, and a Clear Administrative Services Credential. She has more than 20 years of experience working in K–12 education, including as a Regional Special Education Instructional Manager and Resource Specialist coordinating teams and serving students requiring Tier II and Tier III intervention programs. She is currently MUSD’s Special Services Coordinator, in which role she oversees the development, implementation, and articulation of special education programs and services district-wide.

The PBIS Coordinator, Kinzie Fink-Thompson, will (1) collaborate closely with the Director of School Culture and Climate to monitor district-wide PBIS implementation and assist the Director in building district-level capacity to support site-level PBIS implementation; (2) oversee and coordinate MTSS-PBIS Specialists and collaborate with MTSS-PBIS Specialists to deliver site-level training, coaching, evaluation, and ongoing technical assistance and support to each of MUSD’s 26 PBIS implementation sites; and (3) administer Tiered Fidelity Inventory assessments, lead on-site training and coaching that address implementation weaknesses identified through TFI assessments, and support PBIS Site Leads in building site-level capacity to improve implementation. Ms. Fink-Thompson holds a master’s degree in educational leadership and has served in K–12 education for nearly two decades, including as a vice

principal, guidance instructional advisor, and secondary teacher. She currently serves as Madera High School's Vice Principal, in which role she oversees PBIS implementation, Tier I and II behavioral and academic interventions, character development, and restorative justice programming.

Three MTSS-PBIS Specialists, Dr. Corrie Nishikawa, Ka Vang, and Samuel Phillips, currently serve assigned MUSD schools and support schools with site-level PBIS implementation through the delivery of site-specific training, coaching, and technical assistance and support. Once the SUCCESS Program is launched and MUSD increases district-level capacity, MTSS-PBIS Specialists will work in conjunction with and report to the PBIS Coordinator. This structure will ensure all MUSD schools receive adequate training and ongoing coaching and support required to implement all PBIS tiers with increasing fidelity. Dr. Nishikawa holds a doctorate in school psychology and has served as a school psychologist, PBIS support team member and researcher, school crisis team member, crisis grief counselor, and RtI specialist. Ka Vang holds an M.S. in counseling and a Pupil Personnel Services (PPS) credential and has served as an elementary school counselor and MTSS/PBIS resource specialist. Samuel Phillips holds an M.S. in educational counseling and a PPS credential and has more than a decade of experience in the mental and behavioral health field.

One PBIS Site Lead per school will serve as the site-level leader in supporting school-wide PBIS implementation. All PBIS Site Leads will participate in monthly trainings focused on fidelity of implementation weaknesses identified through TFI assessments and designed to provide PBIS Site Leads with tools required to build site-level capacity to improve fidelity of implementation. PBIS Site Leads will provide site-specific PBIS training and support during early dismissal/delayed start PLC sessions, which will include review of student academic and

behavioral outcome data, data-driven decision-making and Action Plan development, and training sessions that address site-level PBIS implementation needs. Each school's PBIS Site Lead will have behavioral science expertise as well as experience working with high-needs students and leading professional learning (e.g., school psychologist, counselor).

Each Grade-Level Lead will provide grade-level-specific PBIS implementation support. Grade-Level Leads will complete CalTAC-PBIS's Positive Classroom Behavior Support Academies and collaborate with his or her school's PBIS Site Lead to ensure all teachers school-wide are employing PBIS practices with fidelity. Grade-Level Leads will also support the integration of new social-emotional learning programming. The Principal at each school will select Grade-Level Leads based on experience, qualifications, and demonstrated leadership skills.

The Parent Resource Center Director, David Hernandez, will coordinate monthly AOD prevention workshops at each of MUSD's nine Parent Resource Centers and ensure that MUSD families and community members are connected to available substance abuse prevention and intervention resources. Mr. Hernandez has more than 35 years of experience designing, organizing, and implementing educational and social service programs that have generated state recognition as well as more than 25 years of experience managing parent education and leadership programs. He has served as MUSD's Director of Community Services since 1997.

3. Appropriate methodological tools: The SUCCESS Program will leverage tools and resources provided through CalTAC-PBIS that will guide MUSD's PBIS implementation and reflect national blueprints for PBIS implementation, specifically the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports' *PBIS Implementation Blueprint* and the SWPBIS Tiered Fidelity Inventory (TFI). CalTAC-PBIS has developed three Tiered Fidelity

Inventory Crosswalks (one for each PBIS tier), which elaborate on TFI features and connect leadership and implementation teams with additional tools and resources related to TFI features (e.g., readings, webinars, tool kits). DLT members attending CalTAC-PBIS Leadership Academies will use TFI Crosswalks along with other CalTAC-PBIS resources during district- and site-level training and coaching. DLT and SLT members will also leverage resources available through the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports and the National Center on Safe Supportive Learning Environments. The PBIS Coordinator and MTSS-PBIS Specialists will use the TFI to assess fidelity of PBIS implementation at least twice per year. The new custom data system will specifically address MUSD's documented need to improve existing inflexible systems, provide teachers and staff with more comprehensive data analytics and a 360-degree view of student academic and behavioral indicators/outcomes, streamline decision-making processes, track intervention delivery, and improve reporting. MUSD leaders have conducted extensive research on available systems and providers and have determined Yurgosky's proposed customized data system using the Salesforce platform to be the most appropriate and cost-effective system for the district's MTSS/PBIS-specific data management, analysis, and reporting needs.

In addition to employing effective tools to build MUSD's capacity to scale and sustain PBIS district-wide, the SUCCESS Program will leverage evidence-based tools and resources to improve MUSD's social-emotional learning and youth risk behavior prevention programming. As detailed in Section C.1, all new social-emotional learning curricula to be implemented with the SUCCESS Program have a strong evidence base, and MUSD selected Steps to Respect and Student Success Skills curricula after reviewing research studies that documented increases in students' pro-social behaviors, feelings of connectedness, and academic achievement. MUSD

leadership also determined that Safe School Ambassadors programming and the new SSA LGBTQ bullying prevention and AOD prevention programming to be implemented as part of the SUCCESS Program provide the most appropriate tools for addressing MUSD's challenges related to bullying and substance abuse, particularly as these supplemental programs complement MUSD's existing peer-to-peer prevention programs. Proposed AOD prevention resources and tools will be leveraged from leading experts, such as SAMHSA's Evidence-Based Practices Resource Center, the National Institute on Drug Abuse, and the Central Valley Opioid Safety Coalition.

4. Exceptional approach to competition priorities: The SUCCESS Program will include evidence-based approaches to addressing two of the four SCTG-LEA absolute priorities and all three SCTG-LEA competitive priorities.

Absolute Priority #1: SUCCESS Program Strategies 1.1–1.3 represent exceptional approaches to developing, enhancing, and expanding an evidence-based multi-tiered system of supports for improving school climate. Strategy 1.1 will build district-level capacity and coordination to support school-level implementation of PBIS practices and social-emotional learning programs in a multi-tiered system of supports by establishing two new positions that will work to increase fidelity of PBIS implementation. Strategy 1.2 will address MUSD's need to provide administrators, teachers, and support staff with the ability to systematically capture student performance and progress and facilitate universal and comprehensive screening to engage in data-driven decision-making. Strategy 1.3 will provide high-quality training, coaching, coordination, and evaluation required to build each MUSD school's local capacity to sustain and scale PBIS with fidelity.

Absolute Priority #3: MUSD serves three Qualified Opportunity Zones (QOZs): Census Tracks

5.03, 5.06, and 8. Two MUSD elementary schools and one of the district's three comprehensive high schools are located in these QOZs, and these schools serve some of MUSD's communities of highest need. Approximately 95% of residents from these QOZs are minorities, and 92% of students from these QOZs are socioeconomically disadvantaged.

Competitive Priority #1: The proposed expansion and enhancement of MUSD's Safe School Ambassadors Program and evidence-based peer-to-peer prevention programs (SUCCESS Strategy 2.2) explicitly address Competitive Priority #1's call for projects that develop positive learning environments by promoting strong relationships among students and school personnel to help prevent bullying, violence, and disruptive actions.

Competitive Priority #2: Enhanced SEL programming (SUCCESS Strategy 2.1) will address Competitive Priority #2 by providing more students with opportunities to develop 21st century skills that prepare students to be informed, thoughtful, and productive individuals. MUSD based its selection of the proposed SEL programs on research documenting positive impacts on students' cognitive, social, and emotional skills development and improved academic performance.

Competitive Priority #3: SUCCESS Strategies 2.2 and 2.3 include several exceptional approaches to addressing Competitive Priority #3. New alcohol and other drugs (AOD) training will be integrated into MUSD's existing SSA Program to provide Ambassadors with resources and skills to promote healthy choices regarding the use, misuse, and abuse of AODs (including opioids). New AOD prevention curricular units developed in partnership with AOD Counselors, Madera County Public Health Department, and the Central Valley Opioid Safety Coalition will inform MUSD students of the dangers of substance abuse and leverage Operation Prevention resources. AOD prevention and intervention workshops will be delivered through Parent

Resource Centers to disseminate evidence-based AOD resources to MUSD families and community members.

D. Quality of the Project Services

1. Quality of strategies for ensuring equal access and treatment for members of

underrepresented groups: The SUCCESS Program is designed to ensure MUSD students and family members from underrepresented groups have equal access to and receive equal benefit from proposed program strategies. As detailed in Section A.1, the vast majority of MUSD students are members of one or more underrepresented groups—93.9% of students are minorities (89.6% Hispanic), 30.8% are English Learners, and 89% are socioeconomically disadvantaged. The primary reasons MUSD chose to implement PBIS district-wide include the body of research on the framework’s impact on improving academic and behavioral outcomes among *all* students, including students with disabilities and students from underrepresented groups, as well as its potential to decrease racial and ethnic disproportionality in school discipline. As noted in numerous studies, racial and ethnic disproportionality in school suspensions and expulsions is a wide-scale problem (Skiba et al., 2011), with the discipline rates of students of color (particularly African-American, Hispanic, and Native American students) up to four times higher than that of White students (Balfanz, Byrnes, & Fox, 2015; Losen et al., 2015). Sadly, MUSD disciplinary data supports these research findings. The MUSD African-American student suspension rate of 19.7% is nearly four times the White student suspension rate of 5.2%. Multiple studies have found that PBIS reduces the use of exclusionary discipline by school personnel (Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Waasdorp, & Leaf, 2012; Nelson, Martella, & Marchand-Martella, 2002) and reduces racial and ethnic disparities in exclusions (Gregory, Skiba, & Mediratta, 2017; Tobin & Vincent, 2011). Further, PBIS professional development will

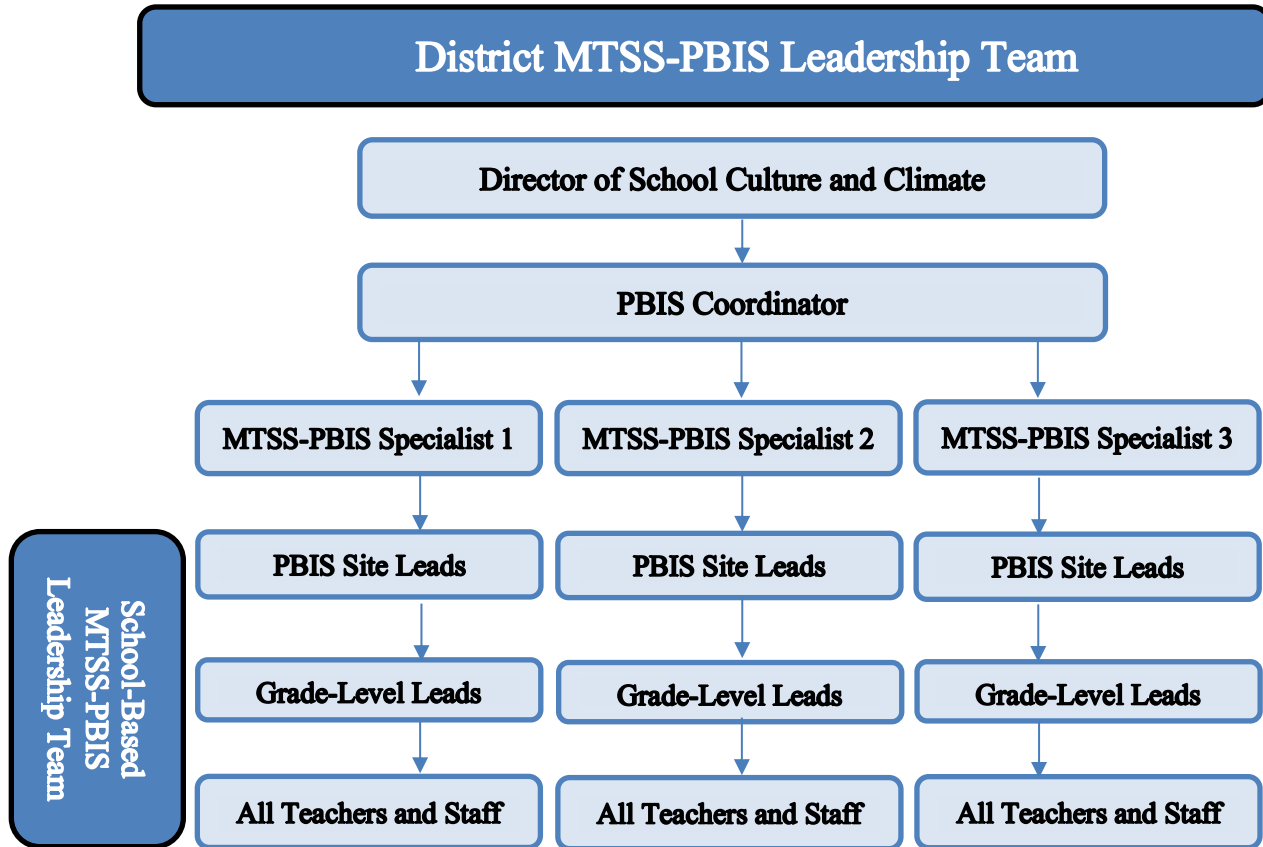
specifically promote educational equity. As detailed in Section D.2, PBIS professional development across all three tiers will include sessions on cultural responsiveness and leverage lessons and resources from PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches.

In addition to the multi-tiered system of supports framework with strong evidence for producing positive outcomes among underrepresented groups, MUSD's proposed overhaul of the district's data system will provide teachers and staff with more comprehensive data analytics and a broader view of student academic and behavioral indicators/outcomes. Improved data analytics will streamline decision-making processes, allowing MUSD to better serve students from *all* subgroups by identifying early warning signs, making timely referrals to interventions, and tracking intervention delivery and impacts. Improved data management capability, combined with frequent assessment of PBIS implementation fidelity using the Tiered Fidelity Inventory and assessment of student and school outcomes using MUSD's Panorama Student Surveys, will enable the District MTSS-PBIS Leadership Team to make data-driven decisions regarding which schools and students require increased support and to direct resources to schools with the greatest need for improved PBIS implementation fidelity, student academic and behavioral outcomes, and school climate and culture.

The SUCCESS Program's expansion and enhancement of social-emotional learning, evidence-based peer-to-peer prevention programs, and AOD prevention programming will also include strategies designed to ensure full inclusion of and benefits for students from underrepresented groups. For example, Safe School Ambassadors training and the new LGBTQ bullying prevention supplemental training will teach students how to foster safe, inclusive environments, and SSA Facilitators will be intentional to recruit teams of Ambassadors that

reflect the composition of each school's student body. Lastly, MUSD will ensure that the family members of all MUSD students have equal access to the proposed AOD prevention and intervention workshops and resources. As more than 30% of MUSD students are English Learners and many MUSD family and community members have limited English-language proficiency, MUSD will provide AOD prevention and intervention workshops and resources in English and Spanish to ensure the full participation of all MUSD families and community members.

2. Quality of professional development: MUSD recognizes that providing high-quality professional development and ongoing coaching, evaluation, technical assistance, and support is critical to ensuring that the PBIS framework and social-emotional learning practices are fully implemented with fidelity and sustained at all schools, and the SUCCESS Program will enhance MUSD's capacity to deliver professional development and ongoing support by (1) adding two new positions charged with coordinated district-wide professional development and (2) establishing a clearly defined structure for initial training and ongoing support. The program's professional development model will reflect best practice recommendations for delivering effective, sustained training and coaching, including (1) delivering training and professional development to teams; (2) coordinating training and on-site follow-up coaching; (3) leveraging content expertise, especially for Tier II and Tier III implementation; and (4) developing local training and coaching expertise so that PBIS implementation can be effectively sustained and scaled beyond the SCTG-LEA grant funding period. The Professional Development Organizational Chart below identifies the SUCCESS Program's organizational structure for the delivery of professional development and support.



The Director of School Culture and Climate, PBIS Coordinator, and MTSS-PBIS Specialists will serve on the District MTSS-PBIS Leadership Team, attend specialized CalTAC-PBIS training, and collaboratively provide training and support to all 26 MUSD schools. The Director of School Culture and Climate will lead district-wide training and support related to social-emotional learning programming (e.g., Steps to Respect, SSS/CCSS, Sandy Hook Promise, Safe School Ambassadors), and the PBIS Coordinator will lead training and support specific to PBIS implementation and will support MTSS-PBIS Specialists as well as provide targeted coaching and technical assistance to sites requiring intensive support. Each MTSS-PBIS Specialist will be assigned to specific schools, with two MTSS-PBIS Specialists assigned to MUSD K–8 and middle schools and one MTSS-PBIS Specialist assigned to MUSD high schools. One PBIS Site Lead per school will collaborate with the assigned MTSS-PBIS

Specialist to closely monitor and support site-level implementation. Grade-Level Leads (one per grade at the K–8 level and one per department at the high school level) will provide additional, grade-level-specific PBIS implementation support by leading weekly grade-level PLCs focused on review of student data and PBIS implementation efforts. This structure will facilitate a cost-effective train-the-trainer model of professional development and highly coordinated mechanism for (1) disseminating best practices through training and coaching, (2) monitoring fidelity of implementation, and (3) providing ongoing, targeted support and technical assistance to all schools.

MUSD will contract with the California Technical Assistance Center on PBIS (CalTAC-PBIS) to provide training and consultation services that will build district capacity to implement PBIS as a multi-tiered system of supports following national blueprints. CalTAC-PBIS’s training and resources will align with the SWPBIS Tiered Fidelity Inventory. In addition to covering each TFI feature (e.g., for Tier I, team composition; team operating procedures; behavioral expectations; teaching expectations; problem behavior definitions; discipline policies; professional development; classroom practices; feedback and acknowledgement; faculty involvement; student, faculty, and community involvement; discipline data; data-based decision-making; fidelity data; and annual evaluation), CalTAC-PBIS trainers will lead participants in exploring how each TFI feature relates to eight different domains: Behavior, Academics, Bullying Prevention, Cultural Responsiveness, Early Childhood, High School, Mental Health Integration, and Restorative Practices. Table 4 identifies the primary resources that CalTAC-PBIS trainers will use to explore each of these areas.

Table 4: Primary CalTAC-PBIS Training Resources	
Domain	Primary Resource
Behavior	School-wide PBIS Tiered Fidelity Inventory (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports)
Academics	Reading Tiered Fidelity Inventory, Elementary Level & Secondary Level
Bullying Prevention	Bully Prevention in Positive Behavior Support: Stop, Walk, Talk; Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect
Cultural Responsiveness	PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches
Early Childhood	Early Childhood for Early Elementary Years TFI Companion Guide and Early Childhood Program-Wide PBS Benchmarks of Quality
High School	Tiered Fidelity Inventory + Elaboration for High School
Mental Health Integration	ISF Action Planning Companion Guide to SWPBIS-Tiered Fidelity Inventory
Restorative Practices	Tiered Fidelity Inventory–Restorative Practices (TFI-RP): A Tool for Using Restorative Practices (RP) with Positive Behavioral Interventions and Supports (PBIS)

As part of the Student Support and Academic Enrichment (SSAE) Program discussed in Section A, select District MTSS-PBIS Leadership Team members have completed CalTAC-PBIS's Tier I and Tier II initial implementation training, and the proposed SUCCESS Program training will extend these efforts by providing Tier I and Tier II full implementation and sustaining training as well as Tier III training, beginning with Tier III exploration, installation, and initial implementation phase training. The Director of School Culture and Climate, PBIS

Coordinator, and MTSS-PBIS Specialists will attend CalTAC-PBIS Leadership Academies (2–3 days in the fall and spring). Following these trainings, the Director of School Culture and Climate, PBIS Coordinator, and MTSS-PBIS Specialists will disseminate lessons learned to all PBIS Site Leads, Grade-Level Leads, School-Based MTSS-PBIS Leadership Teams and Behavioral Support Teams, and, ultimately, to all personnel at all MUSD schools (see PD Organizational Chart above). CalTAC-PBIS Facilitators will also collaborate with the MUSD PBIS Coordinator and MTSS-PBIS Specialists to co-lead three-day Positive Classroom Behavior Supports Academies, which will be attended by all PBIS Site Leads (26) and Grade-Level Leads (216) from all MUSD schools. One Positive Classroom Behavior Supports Academy will be delivered to elementary and middle schools, and a separate Academy will be delivered to high schools.

In addition to CalTAC-PBIS–facilitated trainings, the PBIS Coordinator and MTSS-PBIS Specialists will lead monthly half-day trainings for each school’s PBIS Site Lead, which will focus on fidelity of implementation weaknesses identified through TFI assessments, share and discuss lessons learned from CalTAC-PBIS Leadership Academies and Positive Classroom Behavior Supports Academies, and support PBIS Site Leads in building site-level capacity to improve identified weaknesses. The PBIS Coordinator and MTSS-PBIS Specialists will leverage resources provided by CalTAC-PBIS as well as resources available through the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports and the National Center on Safe Supportive Learning Environments. Each PBIS Site Lead will then share lessons learned with his or her school’s Grade-Level Leads, School-Based MTSS-PBIS Leadership Team, and Behavior Support Team.

Ongoing site-level PBIS implementation coaching, coordination, and evaluation will become a core component of each school's new early dismissal/delayed start schedule, which will provide all teachers at all schools with two 90-minute periods per week to engage in professional learning communities (PLCs) focused on discussing and developing high-quality lessons and evidence-based practices. During one PLC per week, Grade-Level Leads will lead a session on PBIS implementation, which will include review of student academic and behavioral outcome data, data-driven decision-making and Action Plan development, and training that addresses site-level PBIS implementation needs. The Director of School Culture and Climate, PBIS Coordinator, and MTSS-PBIS Specialists will frequently provide targeted coaching and support during these 90-minute periods to address the site-specific weaknesses of schools struggling to implement PBIS and/or social-emotional learning programs and practices with fidelity.

E. Quality of the Project Evaluation

1. Evaluation plan: MUSD will contract with ERC to conduct an independent formative and summative evaluation of the SUCCESS Program. ERC is a consulting firm with more than 20 years of experience developing evaluation plans, conducting statistical analysis, constructing surveys, developing data management tools, and evaluating federal and state grant programs for K–12 institutions as well as institutions of higher education. ERC has evaluated numerous U.S. Department of Education grant programs, including the Carol M. White Physical Education Program, Elementary and Secondary School Counseling Program, Investing in Innovation (i3), Teacher Quality Partnership, and National Professional Development programs, among many others. ERC also has extensive experience specific to PBIS fidelity of implementation and outcome evaluation. ERC currently serves as the independent auditor for Los Angeles Unified

School District's SWPBIS implementation district-wide. In this role, ERC assesses the fidelity of PBIS implementation and student behavioral outcomes in the nation's second largest school district and submits formal and in-person reports to the LAUSD Board of Education to make recommendations related to PBIS implementation improvements. ERC also serves as the evaluator for MUSD's Student Support and Academic Enrichment Program and Learning Communities for School Success Program, which have laid the groundwork for the district's proposed SUCCESS Program-funded PBIS expansion and enhancement efforts. ERC's evaluation staff includes doctorate-level evaluators and individuals with expertise in educational research, statistical analysis, and database programming and management (see attached Statement of Qualifications).

The SUCCESS Program's evaluation plan will include two primary components: A formative evaluation (process evaluation) will determine the degree to which MUSD successfully completed all SUCCESS Program deliverables in accordance with the Project Implementation Timeline (see Table 3) and the level of PBIS fidelity of implementation in each MUSD school and district-wide. A summative evaluation (outcome evaluation) will determine the impact of the SUCCESS Program on MUSD students and schools. The evaluation plan will enable MUSD to (1) accurately report on its effectiveness in meeting all six SCTG-LEA Government Performance and Results Act (GPRA) performance measures; (2) continuously monitor progress and improve fidelity of implementation, student behavioral outcomes, and school climate; (3) disseminate to MUSD leaders and stakeholders results documenting SUCCESS Program impacts in order to secure increasing buy-in and continue to scale and sustain the district's PBIS framework and social-emotional learning programs; and (4) produce research findings that are of interest to educational researchers, practitioners, and policymakers

and that advance knowledge regarding the impacts of PBIS and SEL on student outcomes and school climate.

At the start of the program period, the evaluator will meet with the Director of School Culture and Climate to formalize a data management plan that aligns with the evaluation plan and identifies (1) how data will be collected, (2) when data will be collected, (3) who is responsible for collecting data, and (4) how data will be stored. Throughout the program period, the Director of School Culture and Climate will oversee all local data collection efforts, and the evaluator will provide support in these efforts.

The formative evaluation will answer two questions. To answer Formative Evaluation Question #1 (*To what degree has MUSD implemented each SUCCESS Program strategy in accordance with the Project Implementation Timeline?*), the evaluator will meet quarterly with the Director of School Culture and Climate to review evidence that documents the degree to which MUSD completed each major program activity/deliverable. This will include evaluator review of District MTSS-PBIS Leadership Team meeting agendas/minutes, PBIS training event schedules and attendance records, signed MOUs, PBIS Coordinator records of site-level PBIS coaching sessions, SEL curriculum purchase orders, revisions to policies and procedures, Board minutes for curriculum approval, and Parent Resource Center AOD prevention workshop resources and attendance rosters, among other evidence related to the completion of program deliverables (GPRA Measures #1 and #4). The evaluator will develop a rubric at the start of the program period that identifies the major deliverables of each program strategy; compare the evidence provided by the Director of School Culture and Climate each quarter against each stated deliverable; and rate each deliverable as (0) Not Completed, (1) Partially Completed, or (2) Fully Completed. For each deliverable listed on the rubric, the evaluator will provide a brief

narrative summarizing the supporting evidence used to determine each rating and provide recommendations on which strategies and deliverables MUSD should focus on improving. The Director of School Culture and Climate and evaluator will then share these quarterly reports during the subsequent District MTSS-PBIS Leadership Team meeting and lead the team in making program adjustments and redirecting resources based on evaluator recommendations.

To answer Formative Evaluation Question #2 (*To what degree has each MUSD school implemented each of the three PBIS tiers with fidelity?*), the evaluator will analyze the results of each school's completed SWPBIS Tiered Fidelity Inventory (TFI) and feedback from student and teacher/staff focus groups and leadership team interviews. The TFI serves as a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports. Each MUSD school's fidelity of PBIS implementation will be assessed with the TFI twice per year. In the fall of each year, the PBIS Coordinator will guide the School-Based MTSS-PBIS Leadership Team in completing the TFI. In the spring, the external evaluator will complete the TFI for each school by conducting site visit observations, facilitating student and teacher/staff focus groups, and conducting leadership team interviews. The use of both internal and external TFI assessments will increase the accuracy of TFI results while also providing the evaluator with insight regarding site-level perceptions of PBIS implementation fidelity. Upon completing external TFI assessments, the evaluator will produce an annual report on PBIS fidelity of implementation that rates each PBIS tier and feature as (0) Not Implemented (1) Partially Implemented, or (2) Fully Implemented. Results will be segregated by school and also provide the mean average rating for each feature across all MUSD schools. This will provide the District MTSS-PBIS Leadership Team with the information needed to determine not only fidelity of PBIS implementation at each

school (GPRA Measure #3) but also the implementation strengths and weaknesses shared across the district, which will allow MUSD to effectively identify schools requiring targeted assistance and to take corrective actions that address weaknesses in district-level capacity to support schools in implementing specific PBIS tiers and features.

The summative evaluation will answer three questions. In order to answer Summative Evaluation Question #1 (*What is the relationship between PBIS implementation fidelity and positive student behavioral outcomes at MUSD schools?*), the evaluator will employ a single-case design (SCD) to determine the causal relationship between PBIS implementation at various levels of fidelity and positive student behavioral outcomes over time. SCDs are adaptations of interrupted time-series designs that can provide rigorous experimental evaluation of intervention effects (Horner & Spaulding, 2012; Kratochwill, 1978; Kratochwill & Levin, 1992; Shadish, Cook, & Campbell, 2002). The evaluator determined a single-case design to be the most appropriate research design for the SUCCESS Program partly because of the fact that MUSD will be implementing PBIS and social-emotional learning interventions across *all* schools in the district, which limits the possibility of employing designs requiring control groups (e.g., quasi-experimental design). As described above, the evaluator will document the fidelity of PBIS implementation at each MUSD school and in each program year using the Tiered Fidelity Inventory. This will allow the evaluator to segregate and group schools by overall level of PBIS implementation fidelity. The evaluator will also collect annual student behavioral outcome data for each school by pulling data from the California Department of Education's California School Dashboard and MUSD's local data system to be developed as part of SUCCESS Program Strategy 1.2. This will enable the evaluator to determine the number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of

alcohol and other drugs (GPRA Measures #5 and #6) as well as other student behavioral outcomes, such as attendance and office discipline referrals. The evaluator will analyze and compare, by school, the relationship between fidelity of PBIS implementation and student behavioral outcomes. Hierarchical linear modeling will be used to account for school-level variables, with students nested within schools. One-, two-, three-, four-, and five-year effects will be measured over the life of the SUCCESS Program.

To answer Summative Evaluation Question #2 (*When implemented with fidelity, does PBIS reduce racial and ethnic disproportionality in school discipline?*), the evaluator will analyze MUSD school discipline data available through the California Department of Education's California School Dashboard and MUSD's local data system. At the end of each school year, the evaluator will assess the following data segregated by school and by student subgroup: (1) office discipline referrals; (2) suspensions (by type: violent incident; weapons possession; illicit drug related; defiance); and (3) expulsions (by type). The evaluator will then compare, by school, the fidelity of site-level PBIS implementation (as determined by TFI assessments) with site-level student disciplinary data segregated by student subgroup. Since the California Department of Education's data system provides historical school discipline data (including in years prior to MUSD's PBIS implementation), the evaluator will be able to access this historical data and better determine causal relation between PBIS implementation and racial/ethnic disparities in school discipline.

To answer Summative Evaluation Question #3 (*What impact does PBIS combined with SEL programming have on school climate?*), the evaluator will analyze the results each school's Panorama Student Survey, which is administered annually to all students across all MUSD schools. This survey tool was developed by researchers at the Harvard Graduate School of

Education and Panorama Education to serve as a valid and reliable survey tool for measuring student perceptions of teaching and learning across 19 topics, including school climate, school safety, school belonging, and school engagement. To ensure validity, developers used Gehlbach and Brinkworth's (2011) rigorous six-step design process: literature review, interviews and focus groups, synthesis of indicators, item (question) creation, expert review, and cognitive pretesting and interviewing. This design process builds evidence of content validity and substantive validity (Messick, 1995) into each survey scale from the outset of the design process and ensures each survey question adheres to the science of best survey design practices (Artino & Gehlbach, 2012). Two large-scale Panorama Student Survey administrations have subsequently established its validity, as determined through confirmatory factor analysis (Fabrigar, Wegener, MacCallum, & Strahan, 1999), and reliability, as determined by a coefficient alpha of 0.70 or greater for every scale (DeVellis, 2003). To determine the PBIS/SEL impact on school climate, the evaluator will annually compare the Panorama Student Survey results of each school with the school's survey results from prior years. Since MUSD first administered the Panorama Student Survey during the 2015–16 school year and administers the survey annually, the evaluator will have sufficient multiple baseline data points for comparison. By using annual school-level TFI results combined with annual Panorama Student Survey results related to student perceptions of school climate (including results in years preceding PBIS/SEL implementation), the evaluator will be able to produce findings that determine the relationship between PBIS/SEL implementation and school climate (GPRA Measure #2).

2. Performance feedback and periodic assessment of progress: As described above, the SUCCESS Program's formative evaluation includes multiple measures for frequently assessing fidelity of implementation, determining the strengths and weaknesses of activities, and providing

ongoing feedback useful for program monitoring, accountability, and improvement. Throughout the grant period, the evaluator will collaborate closely with the Director of School Culture and Climate to document progress toward meeting program goals and lead the District MTSS-PBIS Leadership Team in frequent program review and continuous quality improvement efforts. As highlighted by the evaluation plan for answering Formative Evaluation Questions #1 and #2, the evaluator will employ appropriate methods to document and report on the degree to which MUSD completes each major program deliverable and the degree to which MUSD schools are implementing PBIS with fidelity. The evaluator will produce quarterly reports that highlight progress in fulfilling each deliverable and provide recommendations on which strategies and deliverables MUSD should focus on improving. One District MTSS-PBIS Leadership Team meeting per quarter will focus on program evaluation. During this meeting, the Director of School Culture and Climate and evaluator will share quarterly evaluation reports and lead the team in making program adjustments and redirecting resources according to findings. Quarterly evaluation meetings will allow for adjustments to the activities, tasks, schedules, allocation of resources, and other management decisions and will provide an open forum for Leadership Team members to review activities to date, discuss ways to improve activities that are not meeting expectations, and revise upcoming activities in response to feedback. The evaluator will also present a formal written evaluation report at the end of each program year, which will include Tiered Fidelity Inventory results and annual summative evaluation findings. The evaluator will present year-end evaluation results during the final District MTSS-PBIS Leadership team each year, which will include commendations and program improvement recommendations for the subsequent program year.

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Year 1

1. Personnel	\$346,212.00
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1.0 FTE Director of School Culture and Climate	\$120,000.00
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Director of School Culture and Climate, Karen DeOrian, will (1) lead MUSD in implementing the SUCCESS Program, including chairing monthly District MTSS-PBIS Leadership Team meetings to coordinate, monitor, and continuously improve districtwide PBIS implementation in accordance with MUSD's PBIS Action Plan and *PBIS Implementation Blueprint* and supporting all SUCCESS Program personnel in successfully fulfilling their program responsibilities; (2) review and update policies, procedures, practices, programs, curriculum, and standards to ensure alignment with the PBIS Action Plan; (3) coordinate districtwide implementation of research-based SEL and positive behavior interventions aligned within MUSD's multi-tiered system of supports, including procuring new resources, securing Board approval for new SEL curricula, leading SEL trainings, and evaluating the impacts of SEL programming; (4) collaborate with the external evaluator to assess and document SUCCESS Program impacts, update the PBIS Action Plan based on evaluation results, and formally present findings to MUSD leaders and stakeholders for the purpose of increasing program buy-in and long-term sustainability; (5) serve as MUSD's liaison to the Office of Safe and Supportive Schools, including completing all fiscal and programmatic reporting. Ms. DeOrian will also serve as the Safe School Ambassadors Director. In this role, she will oversee the SUCCESS Program's proposed expansion of SSA into sixth grade and at MUSD rural schools and alternative sites as well as the enhancement of SSA's peer-to-peer prevention program model with new LGBTQ bullying prevention training, AOD prevention training, and SAVE Promise Clubs. She will supervise and support site-level SSA Coordinators by (1) conducting site visits at new implementation sites to build local capacity and prepare for SSA implementation; (2) assisting sites to identify, recruit, and select students and adults to participate in SSA training; (3) coordinating SSA initial, refresher, and supplemental trainings; and (4) providing ongoing follow-up coaching, support, and technical assistance to SSA Coordinators, Adult Facilitators, and Ambassadors.

Cost calculation: Base salary @ \$120,000.00 x 1.0 = \$120,000.00

1.0 FTE PBIS Coordinator	\$100,000.00
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PBIS Coordinator, Kinzie Fink-Thompson, will (1) collaborate closely with the Director of School Culture and Climate to monitor districtwide PBIS implementation and assist the Director in building district-level capacity to support site-level PBIS implementation; (2) oversee and coordinate MTSS-PBIS Specialists and collaborate with MTSS-PBIS Specialists to deliver site-level training, coaching, evaluation, and ongoing technical assistance and support to each of MUSD's 26 PBIS implementation sites; (3) administer TFI assessments, lead on-site training and coaching that addresses implementation weaknesses identified through TFI assessments, and support PBIS Site Leads in building site-level capacity to improve implementation.

Cost calculation: Base salary @ \$100,000.00 x 1.0 = \$100,000.00

1.0 FTE Administrative Assistant	\$60,000.00
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An Administrative Assistant will support the Director of Culture and Climate in completing SUCCESS Program administrative tasks, such as scheduling and booking program-related travel and program events (e.g., conferences, PBIS trainings), corresponding with stakeholders, monitoring and managing budgets, assisting with data collection and reporting, and disseminating program communications to stakeholders.

Cost calculation: Base salary @ \$60,000.00 x 1.0 = \$60,000.00

PBIS Site Lead Salary Stipends	\$39,312.00
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One PBIS Site Lead per school will serve as the site-level leader in supporting school-wide PBIS implementation. All PBIS Site Leads will participate in monthly trainings focused on fidelity of implementation weaknesses identified through TFI assessments and designed to provide PBIS Site Leads with tools required to build site-level capacity to improve fidelity of implementation. PBIS Site Leads will provide site-specific PBIS training and support during early dismissal/delayed start PLC sessions, which will include review of student academic and behavioral outcome data, data-driven decision making and action plan development, and training sessions that address site-level PBIS implementation needs.

Cost calculation: 26 PBIS Site Leads x 4 hours per month x 9 months x \$42/hour = \$39,312.00

Parent Resource Center Childcare Services	\$3,240.00
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MUSD has learned through prior Parent Resource Center events that the district must provide childcare services to ensure the full participation of all families and community members who wish to attend. The SUCCESS Program will provide childcare services during all AOD prevention and intervention workshops hosted at MUSD Parent Resource Centers.

Cost calculation: 9 Parent Resource Centers x 9 workshops x \$20/hour x 2 hours = \$3,240.00

Substitute Teachers	\$23,660.00
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Substitute teachers will provide release time for PBIS Site Leads to participate in PBIS training events throughout each year.

Cost calculation: 26 PIBS Site Leads x 7 days per year x \$130/day = \$23,660.00

2. Fringe Benefits	\$86,553.00
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Fringe Benefits	\$86,553.00
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MUSD's fringe benefit rate of 25% will be applied to all personnel salaries.

Cost calculation: Personnel base salaries @ \$346,212.00 x 0.25 = \$86,553.00

3. Travel	\$9,380.00
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Travel – OSSS SCT Project Directors Meeting	\$2,460.00
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The Director of School Culture and Climate and PBIS Coordinator will travel to attend the OSSS School Climate Transformation Project Directors Meeting each year.

Cost calculation: \$500 (estimated roundtrip transportation from Central California to DC) + \$502 (hotel @ GSA DC rate of \$251 per night x 2 nights) + \$228 (per diem @ GSA DC rate of \$76 per day x 3 days) = \$1,230 x 2 individuals = \$2,460.00

Travel – CalTAC-PBIS Leadership Academies	\$6,920.00
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The Director of School Culture and Climate, PBIS Coordinator, and three MTSS-PBIS Specialists will attend CalTAC-PBIS's Leadership Academies in Los Angeles, CA, which will cover all TFI PBIS features and build capacity to provide site-level PBIS training and support.

Cost calculation: \$400 (roundtrip transportation) + \$720 (hotel @ GSA L.A. rate of \$180 per night x 4 nights) + \$264 (per diem @ GSA L.A. rate of \$66 per day x 4 days) = \$1,384 x 5 individuals = \$6,920.00

4. Equipment	\$0.00
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5. Supplies	\$29,072.00
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Steps to Respect Curriculum	\$20,322.00
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MUSD will incorporate Steps to Respect at all elementary schools, and teachers will deliver 11 classroom lessons throughout the year on topics such as how to make friends, understanding and recognizing feelings, dealing with bullying, and developing social-emotional skills. Steps to Respect has demonstrated success in increasing positive social behavior, reducing conduct problems, improving climate, and improving social and emotional skill performance.

Cost calculation: \$1,016.10 per unit (Notebooks and Leadership Guides) x 20 units = \$20,322.00

Student Success Skills and College/Career Success Skills Curriculum	\$4,250.00
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MUSD will implement the Student Success Skills (SSS) and College/Career Success Skills (CCSS) programs at each MUSD high school. SSS provides five 45-minute classroom lessons that introduce students to strategies for better mastering regular curriculum, developing healthy habits, and fostering caring relationships. CCSS is an extension of the SSS curriculum and prepares students to develop academic, social, and self-management skills necessary to meet 21st century college and career readiness demands. SSS and CCSS lessons will be incorporated into

MUSD social science classes (Tier I: Universal) and delivered as Tier II targeted interventions in MUSD high school afterschool programs.

Cost calculation: 50 Classroom Manuals (25 SSS and 25 CCSS) x \$85.00 = \$4,250.00

Parent Resource Center AOD Resources	\$4,500.00
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In order to engage MUSD families and community members in AOD prevention and education training and to connect families and community members with available resources, MUSD's nine Parent Resource Centers will develop and deliver AOD prevention and intervention workshops once per month.

Cost calculation: Estimated PRC AOD resource costs @ \$500 x 9 PRCs = \$4,500.00

6. Contractual	\$246,127.00
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CalTAC-PBIS Training	\$46,127.00
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MUSD will contract with the California Technical Assistance Center on PBIS (CalTAC-PBIS) to provide training and consultation services that will build district capacity to implement PBIS as a multi-tiered system of supports following national blueprints. CalTAC-PBIS's training and support will include two annual 2-3-day Leadership Academies attended by District MTSS-PBIS Leadership Team members, three-day Positive Classroom Behavior Supports Academies attended by all PBIS Site Leads and Grade-Level Leads from all MUSD schools, and ongoing onsite support and technical assistance in facilitating site-level Communities of Practice.

Cost calculation: Contract service fee of \$46,127.00

Data Management System Development	\$120,000.00
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MUSD will contract with Yurgosky to develop the new data system, which will include (1) facilitating workshops and in-depth analysis of existing data and data flow with MUSD staff to define the details of system requirements and functionality; (2) creating data system architecture, fields, and workflow and installing customized applications that enable MUSD to track key data points, such as academic and behavioral outcomes, office discipline referrals, and interventions; (3) migrating data with MUSD staff and providing strategic guidance on mapping and data extraction; (4) creating comprehensive analytics (e.g., reports, views, dashboards) that allow MUSD personnel to monitor and manage key interactions and view real-time data for analysis; and (5) providing MUSD staff with training and technical assistance through a train-the-trainer model to build internal capacity and confidence in the effective use of the new system. The new data system will address MUSD's identified weaknesses in data-based decision making and universal/comprehensive screening and allow teachers and staff to identify students in need of targeted and intensive interventions earlier, more effectively monitor intervention delivery, and better determine the impact of interventions on student academic and behavioral outcomes.

Cost calculation: Contract service fee of \$120,000.00

Safe School Ambassadors Training	\$20,000.00
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MUSD will contract with Community Matters to provide trainings that expand and enhance MUSD's existing SSA Program. These efforts will enable MUSD to expand SSA to its rural schools and alternative education sites and also add a sixth grade SSA Program at all participating sites. Through these expansion efforts, MUSD will recruit, train, and support 200 new Ambassadors per year. Community Matters will also support MUSD in enhancing SSA by adding new trainings on LGBTQ bullying prevention and alcohol and other drugs prevention.

Cost calculation: Contract service fee of \$20,000.00

Program Evaluation	\$60,000.00
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MUSD will contract with ERC to serve as the External Evaluator and (1) design and implement the program evaluation, including the quasi-experimental research study; (2) collaborate with the Director of School Culture and Climate to implement and oversee a data collection and management plan that aligns with the research and evaluation plans; (3) assess PBIS fidelity of implementation across MUSD's 26 schools using the TFI combined with interviews of School-Based MTSS-PBIS Leadership Teams and Behavior Support Teams, as well as student focus groups and teacher/staff focus groups; (4) conduct pre-/post-testing; (5) conduct observations and interviews; (6) analyze data; (7) develop and present evaluation reports and make program improvement recommendations (8) develop and present formative and summative evaluation reports and research studies; and (9) collaborate with the Director of School Culture and Climate to prepare and submit evaluation reports to the Office of Safe and Supportive Schools.

Cost calculation: \$40,000 (Lead Evaluator @ \$800/day x 50 days) + \$20,000 (Research Associate @ \$500/day x 40 days) = \$60,000.00

7. Construction	\$0.00
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8. Other	\$0.00
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9. Total Direct Costs	\$717,344.00
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10. Indirect Costs	\$29,780.91
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Indirect Costs	\$24,550.41
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MUSD's Indirect Cost Rate of 5.21% (approved by the California Department of Education) will be applied to all direct costs except Contractual costs.

Cost calculation: Direct costs @ \$471,217.00 x 0.0521 = \$24,550.41

11. Training Stipends	\$0.00
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12. Total Costs	\$741,894.41
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Year 2

1. Personnel	\$351,812.00
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1.0 FTE Director of School Culture and Climate	\$122,400.00
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Director of School Culture and Climate, Karen DeOrian, will (1) lead MUSD in implementing the SUCCESS Program, including chairing monthly District MTSS-PBIS Leadership Team meetings to coordinate, monitor, and continuously improve districtwide PBIS implementation in accordance with MUSD's PBIS Action Plan and *PBIS Implementation Blueprint* and supporting all SUCCESS Program personnel in successfully fulfilling their program responsibilities; (2) review and update policies, procedures, practices, programs, curriculum, and standards to ensure alignment with the PBIS Action Plan; (3) coordinate districtwide implementation of research-based SEL and positive behavior interventions aligned within MUSD's multi-tiered system of supports, including procuring new resources, securing Board approval for new SEL curricula, leading SEL trainings, and evaluating the impacts of SEL programming; (4) collaborate with the external evaluator to assess and document SUCCESS Program impacts, update the PBIS Action Plan based on evaluation results, and formally present findings to MUSD leaders and stakeholders for the purpose of increasing program buy-in and long-term sustainability; (5) serve as MUSD's liaison to the Office of Safe and Supportive Schools, including completing all fiscal and programmatic reporting. Ms. DeOrian will also serve as the Safe School Ambassadors Director. In this role, she will oversee the SUCCESS Program's proposed expansion of SSA into sixth grade and at MUSD rural schools and alternative sites as well as the enhancement of SSA's peer-to-peer prevention program model with new LGBTQ bullying prevention training, AOD prevention training, and SAVE Promise Clubs. She will supervise and support site-level SSA Coordinators by (1) conducting site visits at new implementation sites to build local capacity and prepare for SSA implementation; (2) assisting sites to identify, recruit, and select students and adults to participate in SSA training; (3) coordinating SSA initial, refresher, and supplemental trainings; and (4) providing ongoing follow-up coaching, support, and technical assistance to SSA Coordinators, Adult Facilitators, and Ambassadors.

Cost calculation: Base salary @ \$122,400.00 x 1.0 = \$122,400.00

1.0 FTE PBIS Coordinator	\$102,000.00
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PBIS Coordinator, Kinzie Fink-Thompson, will (1) collaborate closely with the Director of School Culture and Climate to monitor districtwide PBIS implementation and assist the Director in building district-level capacity to support site-level PBIS implementation; (2) oversee and coordinate MTSS-PBIS Specialists and collaborate with MTSS-PBIS Specialists to deliver site-level training, coaching, evaluation, and ongoing technical assistance and support to each of MUSD's 26 PBIS implementation sites; (3) administer TFI assessments, lead on-site training and coaching that addresses implementation weaknesses identified through TFI assessments, and support PBIS Site Leads in building site-level capacity to improve implementation.

Cost calculation: Base salary @ \$102,000.00 x 1.0 = \$102,000.00

1.0 FTE Administrative Assistant	\$61,200.00
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An Administrative Assistant will support the Director of Culture and Climate in completing SUCCESS Program administrative tasks, such as scheduling and booking program-related travel and program events (e.g., conferences, PBIS trainings), corresponding with stakeholders, monitoring and managing budgets, assisting with data collection and reporting, and disseminating program communications to stakeholders.

Cost calculation: Base salary @ \$61,200.00 x 1.0 = \$61,200.00

PBIS Site Lead Salary Stipends	\$39,312.00
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One PBIS Site Lead per school will serve as the site-level leader in supporting school-wide PBIS implementation. All PBIS Site Leads will participate in monthly trainings focused on fidelity of implementation weaknesses identified through TFI assessments and designed to provide PBIS Site Leads with tools required to build site-level capacity to improve fidelity of implementation. PBIS Site Leads will provide site-specific PBIS training and support during early dismissal/delayed start PLC sessions, which will include review of student academic and behavioral outcome data, data-driven decision making and action plan development, and training sessions that address site-level PBIS implementation needs.

Cost calculation: 26 PBIS Site Leads x 4 hours per month x 9 months x \$42/hour = \$39,312.00

Parent Resource Center Childcare Services	\$3,240.00
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MUSD has learned through prior Parent Resource Center events that the district must provide childcare services to ensure the full participation of all families and community members who wish to attend. The SUCCESS Program will provide childcare services during all AOD prevention and intervention workshops hosted at MUSD Parent Resource Centers.

Cost calculation: 9 Parent Resource Centers x 9 workshops x \$20/hour x 2 hours = \$3,240.00

Substitute Teachers	\$23,660.00
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Substitute teachers will provide release time for PBIS Site Leads to participate in PBIS training events throughout each year.

Cost calculation: 26 PIBS Site Leads x 7 days per year x \$130/day = \$23,660.00

2. Fringe Benefits	\$87,953.00
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Fringe Benefits	\$87,953.00
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MUSD's fringe benefit rate of 25% will be applied to all personnel salaries.

Cost calculation: Personnel base salaries @ \$351,812.00 x 0.25 = \$87,953.00

3. Travel	\$9,380.00
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Travel – OSSS SCT Project Directors Meeting	\$2,460.00
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The Director of School Culture and Climate and PBIS Coordinator will travel to attend the OSSS School Climate Transformation Project Directors Meeting each year.

Cost calculation: \$500 (estimated roundtrip transportation from Central California to DC) + \$502 (hotel @ GSA DC rate of \$251 per night x 2 nights) + \$228 (per diem @ GSA DC rate of \$76 per day x 3 days) = \$1,230 x 2 individuals = \$2,460.00

Travel – CalTAC-PBIS Leadership Academies	\$6,920.00
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The Director of School Culture and Climate, PBIS Coordinator, and three MTSS-PBIS Specialists will attend CalTAC-PBIS's Leadership Academies in Los Angeles, CA, which will cover all TFI PBIS features and build capacity to provide site-level PBIS training and support.

Cost calculation: \$400 (roundtrip transportation) + \$720 (hotel @ GSA L.A. rate of \$180 per night x 4 nights) + \$264 (per diem @ GSA L.A. rate of \$66 per day x 4 days) = \$1,384 x 5 individuals = \$6,920.00

4. Equipment	\$0.00
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5. Supplies	\$8,750.00
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Student Success Skills and College/Career Success Skills Curriculum	\$4,250.00
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MUSD will implement the Student Success Skills (SSS) and College/Career Success Skills (CCSS) programs at each MUSD high school. SSS provides five 45-minute classroom lessons that introduce students to strategies for better mastering regular curriculum, developing healthy habits, and fostering caring relationships. CCSS is an extension of the SSS curriculum and prepares students to develop academic, social, and self-management skills necessary to meet 21st century college and career readiness demands. SSS and CCSS lessons will be incorporated into MUSD social science classes (Tier I: Universal) and delivered as Tier II targeted interventions in MUSD high school afterschool programs.

Cost calculation: 50 Classroom Manuals (25 SSS and 25 CCSS) x \$85.00 = \$4,250.00

Parent Resource Center AOD Resources	\$4,500.00
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In order to engage MUSD families and community members in AOD prevention and education training and to connect families and community members with available resources, MUSD's nine Parent Resource Centers will develop and deliver AOD prevention and intervention workshops once per month.

Cost calculation: Estimated PRC AOD resource costs @ \$500 x 9 PRCs = \$4,500.00

6. Contractual	\$126,127.00
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CalTAC-PBIS Training	\$46,127.00
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MUSD will contract with the California Technical Assistance Center on PBIS (CalTAC-PBIS) to provide training and consultation services that will build district capacity to implement PBIS as a multi-tiered system of supports following national blueprints. CalTAC-PBIS's training and support will include two annual 2-3-day Leadership Academies attended by District MTSS-PBIS Leadership Team members, three-day Positive Classroom Behavior Supports Academies attended by all PBIS Site Leads and Grade-Level Leads from all MUSD schools, and ongoing onsite support and technical assistance in facilitating site-level Communities of Practice.

Cost calculation: Contract service fee of \$46,127.00

Safe School Ambassadors Training	\$20,000.00
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MUSD will contract with Community Matters to provide trainings that expand and enhance MUSD's existing SSA Program. These efforts will enable MUSD to expand SSA to its rural schools and alternative education sites and also add a sixth grade SSA Program at all participating sites. Through these expansion efforts, MUSD will recruit, train, and support 200 new Ambassadors per year. Community Matters will also support MUSD in enhancing SSA by adding new trainings on LGBTQ bullying prevention and alcohol and other drugs prevention.

Cost calculation: Contract service fee of \$20,000.00

Program Evaluation	\$60,000.00
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MUSD will contract with ERC to serve as the External Evaluator and (1) design and implement the program evaluation, including the quasi-experimental research study; (2) collaborate with the Director of School Culture and Climate to implement and oversee a data collection and management plan that aligns with the research and evaluation plans; (3) assess PBIS fidelity of implementation across MUSD's 26 schools using the TFI combined with interviews of School-Based MTSS-PBIS Leadership Teams and Behavior Support Teams, as well as student focus groups and teacher/staff focus groups; (4) conduct pre-/post-testing; (5) conduct observations and interviews; (6) analyze data; (7) develop and present evaluation reports and make program improvement recommendations (8) develop and present formative and summative evaluation reports and research studies; and (9) collaborate with the Director of School Culture and Climate to prepare and submit evaluation reports to the Office of Safe and Supportive Schools.

Cost calculation: \$40,000 (Lead Evaluator @ \$800/day x 50 days) + \$20,000 (Research Associate @ \$500/day x 40 days) = \$60,000.00

7. Construction	\$0.00
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8. Other	\$0.00
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9. Total Direct Costs	\$584,022.00
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10. Indirect Costs	\$28,938.96
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Indirect Costs	\$23,856.33
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MUSD's Indirect Cost Rate of 5.21% (approved by the California Department of Education) will be applied to all direct costs except Contractual costs.

Cost calculation: Direct costs @ \$457,895.00 x 0.0521 = \$23,856.33

11. Training Stipends	\$0.00
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12. Total Costs	\$607,878.33
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Year 3

1. Personnel	\$357,524.00
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1.0 FTE Director of School Culture and Climate	\$124,848.00
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Director of School Culture and Climate , Karen DeOrian, will (1) lead MUSD in implementing the SUCCESS Program, including chairing monthly District MTSS-PBIS Leadership Team meetings to coordinate, monitor, and continuously improve districtwide PBIS implementation in accordance with MUSD's PBIS Action Plan and *PBIS Implementation Blueprint* and supporting all SUCCESS Program personnel in successfully fulfilling their program responsibilities; (2) review and update policies, procedures, practices, programs, curriculum, and standards to ensure alignment with the PBIS Action Plan; (3) coordinate districtwide implementation of research-based SEL and positive behavior interventions aligned within MUSD's multi-tiered system of supports, including procuring new resources, securing Board approval for new SEL curricula, leading SEL trainings, and evaluating the impacts of SEL programming; (4) collaborate with the external evaluator to assess and document SUCCESS Program impacts, update the PBIS Action Plan based on evaluation results, and formally present findings to MUSD leaders and stakeholders for the purpose of increasing program buy-in and long-term sustainability; (5) serve as MUSD's liaison to the Office of Safe and Supportive Schools, including completing all fiscal and programmatic reporting. Ms. DeOrian will also serve as the Safe School Ambassadors Director. In this role, she will oversee the SUCCESS Program's proposed expansion of SSA into sixth grade and at MUSD rural schools and alternative sites as well as the enhancement of SSA's peer-to-peer prevention program model with new LGBTQ bullying prevention training, AOD prevention training, and SAVE Promise Clubs. She will supervise and support site-level SSA Coordinators by (1) conducting site visits at new implementation sites to build local capacity and prepare for SSA implementation; (2) assisting sites to identify, recruit, and select students and adults to participate in SSA training; (3) coordinating SSA initial, refresher, and supplemental trainings; and (4) providing ongoing follow-up coaching, support, and technical assistance to SSA Coordinators, Adult Facilitators, and Ambassadors.

Cost calculation: Base salary @ \$124,848.00 x 1.0 = \$124,848.00

1.0 FTE PBIS Coordinator	\$104,040.00
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PBIS Coordinator, Kinzie Fink-Thompson, will (1) collaborate closely with the Director of School Culture and Climate to monitor districtwide PBIS implementation and assist the Director in building district-level capacity to support site-level PBIS implementation; (2) oversee and coordinate MTSS-PBIS Specialists and collaborate with MTSS-PBIS Specialists to deliver site-level training, coaching, evaluation, and ongoing technical assistance and support to each of MUSD's 26 PBIS implementation sites; (3) administer TFI assessments, lead on-site training and coaching that addresses implementation weaknesses identified through TFI assessments, and support PBIS Site Leads in building site-level capacity to improve implementation.

Cost calculation: Base salary @ \$104,040.00 x 1.0 = \$104,040.00

1.0 FTE Administrative Assistant	\$62,424.00
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An Administrative Assistant will support the Director of Culture and Climate in completing SUCCESS Program administrative tasks, such as scheduling and booking program-related travel and program events (e.g., conferences, PBIS trainings), corresponding with stakeholders, monitoring and managing budgets, assisting with data collection and reporting, and disseminating program communications to stakeholders.

Cost calculation: Base salary @ \$62,424.00 x 1.0 = \$62,424.00

PBIS Site Lead Salary Stipends	\$39,312.00
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One PBIS Site Lead per school will serve as the site-level leader in supporting school-wide PBIS implementation. All PBIS Site Leads will participate in monthly trainings focused on fidelity of implementation weaknesses identified through TFI assessments and designed to provide PBIS Site Leads with tools required to build site-level capacity to improve fidelity of implementation. PBIS Site Leads will provide site-specific PBIS training and support during early dismissal/delayed start PLC sessions, which will include review of student academic and behavioral outcome data, data-driven decision making and action plan development, and training sessions that address site-level PBIS implementation needs.

Cost calculation: 26 PBIS Site Leads x 4 hours per month x 9 months x \$42/hour = \$39,312.00

Parent Resource Center Childcare Services	\$3,240.00
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MUSD has learned through prior Parent Resource Center events that the district must provide childcare services to ensure the full participation of all families and community members who wish to attend. The SUCCESS Program will provide childcare services during all AOD prevention and intervention workshops hosted at MUSD Parent Resource Centers.

Cost calculation: 9 Parent Resource Centers x 9 workshops x \$20/hour x 2 hours = \$3,240.00

Substitute Teachers	\$23,660.00
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Substitute teachers will provide release time for PBIS Site Leads to participate in PBIS training events throughout each year.

Cost calculation: 26 PIBS Site Leads x 7 days per year x \$130/day = \$23,660.00

2. Fringe Benefits	\$89,381.00
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Fringe Benefits	\$89,381.00
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MUSD's fringe benefit rate of 25% will be applied to all personnel salaries.

Cost calculation: Personnel base salaries @ \$357,524.00 x 0.25 = \$89,381.00

3. Travel	\$9,380.00
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Travel – OSSS SCT Project Directors Meeting	\$2,460.00
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The Director of School Culture and Climate and PBIS Coordinator will travel to attend the OSSS School Climate Transformation Project Directors Meeting each year.

Cost calculation: \$500 (estimated roundtrip transportation from Central California to DC) + \$502 (hotel @ GSA DC rate of \$251 per night x 2 nights) + \$228 (per diem @ GSA DC rate of \$76 per day x 3 days) = \$1,230 x 2 individuals = \$2,460.00

Travel – CalTAC-PBIS Leadership Academies	\$6,920.00
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The Director of School Culture and Climate, PBIS Coordinator, and three MTSS-PBIS Specialists will attend CalTAC-PBIS's Leadership Academies in Los Angeles, CA, which will cover all TFI PBIS features and build capacity to provide site-level PBIS training and support.

Cost calculation: \$400 (roundtrip transportation) + \$720 (hotel @ GSA L.A. rate of \$180 per night x 4 nights) + \$264 (per diem @ GSA L.A. rate of \$66 per day x 4 days) = \$1,384 x 5 individuals = \$6,920.00

4. Equipment	\$0.00
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5. Supplies	\$4,500.00
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Parent Resource Center AOD Resources	\$4,500.00
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In order to engage MUSD families and community members in AOD prevention and education training and to connect families and community members with available resources, MUSD's nine Parent Resource Centers will develop and deliver AOD prevention and intervention workshops once per month.

Cost calculation: Estimated PRC AOD resource costs @ \$500 x 9 PRCs = \$4,500.00

6. Contractual	\$126,127.00
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CalTAC-PBIS Training	\$46,127.00
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MUSD will contract with the California Technical Assistance Center on PBIS (CalTAC-PBIS) to provide training and consultation services that will build district capacity to implement PBIS as a multi-tiered system of supports following national blueprints. CalTAC-PBIS's training and support will include two annual 2-3-day Leadership Academies attended by District MTSS-PBIS Leadership Team members, three-day Positive Classroom Behavior Supports Academies attended by all PBIS Site Leads and Grade-Level Leads from all MUSD schools, and ongoing onsite support and technical assistance in facilitating site-level Communities of Practice.

Cost calculation: Contract service fee of \$46,127.00

Safe School Ambassadors Training	\$20,000.00
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MUSD will contract with Community Matters to provide trainings that expand and enhance MUSD's existing SSA Program. These efforts will enable MUSD to expand SSA to its rural schools and alternative education sites and also add a sixth grade SSA Program at all participating sites. Through these expansion efforts, MUSD will recruit, train, and support 200 new Ambassadors per year. Community Matters will also support MUSD in enhancing SSA by adding new trainings on LGBTQ bullying prevention and alcohol and other drugs prevention.

Cost calculation: Contract service fee of \$20,000.00

Program Evaluation	\$60,000.00
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MUSD will contract with ERC to serve as the External Evaluator and (1) design and implement the program evaluation, including the quasi-experimental research study; (2) collaborate with the Director of School Culture and Climate to implement and oversee a data collection and management plan that aligns with the research and evaluation plans; (3) assess PBIS fidelity of implementation across MUSD's 26 schools using the TFI combined with interviews of School-Based MTSS-PBIS Leadership Teams and Behavior Support Teams, as well as student focus groups and teacher/staff focus groups; (4) conduct pre-/post-testing; (5) conduct observations and interviews; (6) analyze data; (7) develop and present evaluation reports and make program improvement recommendations (8) develop and present formative and summative evaluation reports and research studies; and (9) collaborate with the Director of School Culture and Climate to prepare and submit evaluation reports to the Office of Safe and Supportive Schools.

Cost calculation: \$40,000 (Lead Evaluator @ \$800/day x 50 days) + \$20,000 (Research Associate @ \$500/day x 40 days) = \$60,000.00

7. Construction	\$0.00
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8. Other	\$0.00
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9. Total Direct Costs	\$586,912.00
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10. Indirect Costs	\$29,121.61
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Indirect Costs	\$24,006.90
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MUSD's Indirect Cost Rate of 5.21% (approved by the California Department of Education) will be applied to all direct costs except Contractual costs.

Cost calculation: Direct costs @ \$460,785.00 x 0.0521 = \$24,006.90

11. Training Stipends	\$0.00
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12. Total Costs	\$610,918.90
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Year 4

1. Personnel	\$363,350.24
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1.0 FTE Director of School Culture and Climate	\$127,344.96
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Director of School Culture and Climate, Karen DeOrian, will (1) lead MUSD in implementing the SUCCESS Program, including chairing monthly District MTSS-PBIS Leadership Team meetings to coordinate, monitor, and continuously improve districtwide PBIS implementation in accordance with MUSD's PBIS Action Plan and *PBIS Implementation Blueprint* and supporting all SUCCESS Program personnel in successfully fulfilling their program responsibilities; (2) review and update policies, procedures, practices, programs, curriculum, and standards to ensure alignment with the PBIS Action Plan; (3) coordinate districtwide implementation of research-based SEL and positive behavior interventions aligned within MUSD's multi-tiered system of supports, including procuring new resources, securing Board approval for new SEL curricula, leading SEL trainings, and evaluating the impacts of SEL programming; (4) collaborate with the external evaluator to assess and document SUCCESS Program impacts, update the PBIS Action Plan based on evaluation results, and formally present findings to MUSD leaders and stakeholders for the purpose of increasing program buy-in and long-term sustainability; (5) serve as MUSD's liaison to the Office of Safe and Supportive Schools, including completing all fiscal and programmatic reporting. Ms. DeOrian will also serve as the Safe School Ambassadors Director. In this role, she will oversee the SUCCESS Program's proposed expansion of SSA into sixth grade and at MUSD rural schools and alternative sites as well as the enhancement of SSA's peer-to-peer prevention program model with new LGBTQ bullying prevention training, AOD prevention training, and SAVE Promise Clubs. She will supervise and support site-level SSA Coordinators by (1) conducting site visits at new implementation sites to build local capacity and prepare for SSA implementation; (2) assisting sites to identify, recruit, and select students and adults to participate in SSA training; (3) coordinating SSA initial, refresher, and supplemental trainings; and (4) providing ongoing follow-up coaching, support, and technical assistance to SSA Coordinators, Adult Facilitators, and Ambassadors.

Cost calculation: Base salary @ \$127,344.96 x 1.0 = \$127,344.96

1.0 FTE PBIS Coordinator	\$106,120.80
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PBIS Coordinator, Kinzie Fink-Thompson, will (1) collaborate closely with the Director of School Culture and Climate monitor districtwide PBIS implementation and assist the Director in building district-level capacity to support site-level PBIS implementation; (2) oversee and coordinate MTSS-PBIS Specialists and collaborate with MTSS-PBIS Specialists to deliver site-level training, coaching, evaluation, and ongoing technical assistance and support to each of MUSD's 26 PBIS implementation sites; (3) administer TFI assessments, lead on-site training and coaching that addresses implementation weaknesses identified through TFI assessments, and support PBIS Site Leads in building site-level capacity to improve implementation.

Cost calculation: Base salary @ \$106,120.80 x 1.0 = \$106,120.80

1.0 FTE Administrative Assistant	\$63,672.48
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An Administrative Assistant will support the Director of Culture and Climate in completing SUCCESS Program administrative tasks, such as scheduling and booking program-related travel and program events (e.g., conferences, PBIS trainings), corresponding with stakeholders, monitoring and managing budgets, assisting with data collection and reporting, and disseminating program communications to stakeholders.

Cost calculation: Base salary @ \$63,672.48 x 1.0 = \$63,672.48

PBIS Site Lead Salary Stipends	\$39,312.00
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One PBIS Site Lead per school will serve as the site-level leader in supporting school-wide PBIS implementation. All PBIS Site Leads will participate in monthly trainings focused on fidelity of implementation weaknesses identified through TFI assessments and designed to provide PBIS Site Leads with tools required to build site-level capacity to improve fidelity of implementation. PBIS Site Leads will provide site-specific PBIS training and support during early dismissal/delayed start PLC sessions, which will include review of student academic and behavioral outcome data, data-driven decision making and action plan development, and training sessions that address site-level PBIS implementation needs.

Cost calculation: 26 PBIS Site Leads x 4 hours per month x 9 months x \$42/hour = \$39,312.00

Parent Resource Center Childcare Services	\$3,240.00
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MUSD has learned through prior Parent Resource Center events that the district must provide childcare services to ensure the full participation of all families and community members who wish to attend. The SUCCESS Program will provide childcare services during all AOD prevention and intervention workshops hosted at MUSD Parent Resource Centers.

Cost calculation: 9 Parent Resource Centers x 9 workshops x \$20/hour x 2 hours = \$3,240.00

Substitute Teachers	\$23,660.00
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Substitute teachers will provide release time for PBIS Site Leads to participate in PBIS training events throughout each year.

Cost calculation: 26 PIBS Site Leads x 7 days per year x \$130/day = \$23,660.00

2. Fringe Benefits	\$90,837.56
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Fringe Benefits	\$90,837.56
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MUSD's fringe benefit rate of 25% will be applied to all personnel salaries.

Cost calculation: Personnel base salaries @ \$363,350.24 x 0.25 = \$90,837.56

3. Travel	\$9,380.00
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Travel – OSSS SCT Project Directors Meeting	\$2,460.00
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The Director of School Culture and Climate and PBIS Coordinator will travel to attend the OSSS School Climate Transformation Project Directors Meeting each year.

Cost calculation: \$500 (estimated roundtrip transportation from Central California to DC) + \$502 (hotel @ GSA DC rate of \$251 per night x 2 nights) + \$228 (per diem @ GSA DC rate of \$76 per day x 3 days) = \$1,230 x 2 individuals = \$2,460.00

Travel – CalTAC-PBIS Leadership Academies	\$6,920.00
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The Director of School Culture and Climate, PBIS Coordinator, and three MTSS-PBIS Specialists will attend CalTAC-PBIS's Leadership Academies in Los Angeles, CA, which will cover all TFI PBIS features and build capacity to provide site-level PBIS training and support.

Cost calculation: \$400 (roundtrip transportation) + \$720 (hotel @ GSA L.A. rate of \$180 per night x 4 nights) + \$264 (per diem @ GSA L.A. rate of \$66 per day x 4 days) = \$1,384 x 5 individuals = \$6,920.00

4. Equipment	\$0.00
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5. Supplies	\$4,500.00
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Parent Resource Center AOD Resources	\$4,500.00
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In order to engage MUSD families and community members in AOD prevention and education training and to connect families and community members with available resources, MUSD's nine Parent Resource Centers will develop and deliver AOD prevention and intervention workshops once per month.

Cost calculation: Estimated PRC AOD resource costs @ \$500 x 9 PRCs = \$4,500.00

6. Contractual	\$126,127.00
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CalTAC-PBIS Training	\$46,127.00
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MUSD will contract with the California Technical Assistance Center on PBIS (CalTAC-PBIS) to provide training and consultation services that will build district capacity to implement PBIS as a multi-tiered system of supports following national blueprints. CalTAC-PBIS's training and support will include two annual 2-3-day Leadership Academies attended by District MTSS-PBIS Leadership Team members, three-day Positive Classroom Behavior Supports Academies attended by all PBIS Site Leads and Grade-Level Leads from all MUSD schools, and ongoing onsite support and technical assistance in facilitating site-level Communities of Practice.

Cost calculation: Contract service fee of \$46,127.00

Safe School Ambassadors Training	\$20,000.00
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MUSD will contract with Community Matters to provide trainings that expand and enhance MUSD's existing SSA Program. These efforts will enable MUSD to expand SSA to its rural schools and alternative education sites and also add a sixth grade SSA Program at all participating sites. Through these expansion efforts, MUSD will recruit, train, and support 200 new Ambassadors per year. Community Matters will also support MUSD in enhancing SSA by adding new trainings on LGBTQ bullying prevention and alcohol and other drugs prevention.

Cost calculation: Contract service fee of \$20,000.00

Program Evaluation	\$60,000.00
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MUSD will contract with ERC to serve as the External Evaluator and (1) design and implement the program evaluation, including the quasi-experimental research study; (2) collaborate with the Director of School Culture and Climate to implement and oversee a data collection and management plan that aligns with the research and evaluation plans; (3) assess PBIS fidelity of implementation across MUSD's 26 schools using the TFI combined with interviews of School-Based MTSS-PBIS Leadership Teams and Behavior Support Teams, as well as student focus groups and teacher/staff focus groups; (4) conduct pre-/post-testing; (5) conduct observations and interviews; (6) analyze data; (7) develop and present evaluation reports and make program improvement recommendations (8) develop and present formative and summative evaluation reports and research studies; and (9) collaborate with the Director of School Culture and Climate to prepare and submit evaluation reports to the Office of Safe and Supportive Schools.

Cost calculation: \$40,000 (Lead Evaluator @ \$800/day x 50 days) + \$20,000 (Research Associate @ \$500/day x 40 days) = \$60,000.00

7. Construction	\$0.00
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8. Other	\$0.00
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9. Total Direct Costs	\$594,194.80
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10. Indirect Costs	\$29,581.88
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Indirect Costs	\$24,386.33
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MUSD's Indirect Cost Rate of 5.21% (approved by the California Department of Education) will be applied to all direct costs except Contractual costs.

Cost calculation: Direct costs @ \$468,067.80 x 0.0521 = \$24,386.33

11. Training Stipends	\$0.00
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12. Total Costs	\$618,581.13
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Year 5

1. Personnel	\$369,293.00
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1.0 FTE Director of School Culture and Climate	\$129,891.86
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Director of School Culture and Climate, Karen DeOrian, will (1) lead MUSD in implementing the SUCCESS Program, including chairing monthly District MTSS-PBIS Leadership Team meetings to coordinate, monitor, and continuously improve districtwide PBIS implementation in accordance with MUSD's PBIS Action Plan and *PBIS Implementation Blueprint* and supporting all SUCCESS Program personnel in successfully fulfilling their program responsibilities; (2) review and update policies, procedures, practices, programs, curriculum, and standards to ensure alignment with the PBIS Action Plan; (3) coordinate districtwide implementation of research-based SEL and positive behavior interventions aligned within MUSD's multi-tiered system of supports, including procuring new resources, securing Board approval for new SEL curricula, leading SEL trainings, and evaluating the impacts of SEL programming; (4) collaborate with the external evaluator to assess and document SUCCESS Program impacts, update the PBIS Action Plan based on evaluation results, and formally present findings to MUSD leaders and stakeholders for the purpose of increasing program buy-in and long-term sustainability; (5) serve as MUSD's liaison to the Office of Safe and Supportive Schools, including completing all fiscal and programmatic reporting. Ms. DeOrian will also serve as the Safe School Ambassadors Director. In this role, she will oversee the SUCCESS Program's proposed expansion of SSA into sixth grade and at MUSD rural schools and alternative sites as well as the enhancement of SSA's peer-to-peer prevention program model with new LGBTQ bullying prevention training, AOD prevention training, and SAVE Promise Clubs. She will supervise and support site-level SSA Coordinators by (1) conducting site visits at new implementation sites to build local capacity and prepare for SSA implementation; (2) assisting sites to identify, recruit, and select students and adults to participate in SSA training; (3) coordinating SSA initial, refresher, and supplemental trainings; and (4) providing ongoing follow-up coaching, support, and technical assistance to SSA Coordinators, Adult Facilitators, and Ambassadors.

Cost calculation: Base salary @ \$129,891.86 x 1.0 = \$129,891.86

1.0 FTE PBIS Coordinator	\$108,243.22
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PBIS Coordinator, Kinzie Fink-Thompson, will (1) collaborate closely with the Director of School Culture and Climate to monitor districtwide PBIS implementation and assist the Director in building district-level capacity to support site-level PBIS implementation; (2) oversee and coordinate MTSS-PBIS Specialists and collaborate with MTSS-PBIS Specialists to deliver site-level training, coaching, evaluation, and ongoing technical assistance and support to each of MUSD's 26 PBIS implementation sites; (3) administer TFI assessments, lead on-site training and coaching that addresses implementation weaknesses identified through TFI assessments, and support PBIS Site Leads in building site-level capacity to improve implementation.

Cost calculation: Base salary @ \$108,243.22 x 1.0 = \$108,243.22

1.0 FTE Administrative Assistant	\$64,945.93
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An Administrative Assistant will support the Director of Culture and Climate in completing SUCCESS Program administrative tasks, such as scheduling and booking program-related travel and program events (e.g., conferences, PBIS trainings), corresponding with stakeholders, monitoring and managing budgets, assisting with data collection and reporting, and disseminating program communications to stakeholders.

Cost calculation: Base salary @ \$64,945.93 x 1.0 = \$64,945.93

PBIS Site Lead Salary Stipends	\$39,312.00
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One PBIS Site Lead per school will serve as the site-level leader in supporting school-wide PBIS implementation. All PBIS Site Leads will participate in monthly trainings focused on fidelity of implementation weaknesses identified through TFI assessments and designed to provide PBIS Site Leads with tools required to build site-level capacity to improve fidelity of implementation. PBIS Site Leads will provide site-specific PBIS training and support during early dismissal/delayed start PLC sessions, which will include review of student academic and behavioral outcome data, data-driven decision making and action plan development, and training sessions that address site-level PBIS implementation needs.

Cost calculation: 26 PBIS Site Leads x 4 hours per month x 9 months x \$42/hour = \$39,312.00

Parent Resource Center Childcare Services	\$3,240.00
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MUSD has learned through prior Parent Resource Center events that the district must provide childcare services to ensure the full participation of all families and community members who wish to attend. The SUCCESS Program will provide childcare services during all AOD prevention and intervention workshops hosted at MUSD Parent Resource Centers.

Cost calculation: 9 Parent Resource Centers x 9 workshops x \$20/hour x 2 hours = \$3,240.00

Substitute Teachers	\$23,660.00
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Substitute teachers will provide release time for PBIS Site Leads to participate in PBIS training events throughout each year.

Cost calculation: 26 PIBS Site Leads x 7 days per year x \$130/day = \$23,660.00

2. Fringe Benefits	\$92,323.25
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Fringe Benefits	\$92,323.25
------------------------	--------------------

MUSD's fringe benefit rate of 25% will be applied to all personnel salaries.

Cost calculation: Personnel base salaries @ \$369,293.00 x 0.25 = \$92,323.25

3. Travel	\$9,380.00
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Travel – OSSS SCT Project Directors Meeting	\$2,460.00
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The Director of School Culture and Climate and PBIS Coordinator will travel to attend the OSSS School Climate Transformation Project Directors Meeting each year.

Cost calculation: \$500 (estimated roundtrip transportation from Central California to DC) + \$502 (hotel @ GSA DC rate of \$251 per night x 2 nights) + \$228 (per diem @ GSA DC rate of \$76 per day x 3 days) = \$1,230 x 2 individuals = \$2,460.00

Travel – CalTAC-PBIS Leadership Academies	\$6,920.00
--	-------------------

The Director of School Culture and Climate, PBIS Coordinator, and three MTSS-PBIS Specialists will attend CalTAC-PBIS's Leadership Academies in Los Angeles, CA, which will cover all TFI PBIS features and build capacity to provide site-level PBIS training and support.

Cost calculation: \$400 (roundtrip transportation) + \$720 (hotel @ GSA L.A. rate of \$180 per night x 4 nights) + \$264 (per diem @ GSA L.A. rate of \$66 per day x 4 days) = \$1,384 x 5 individuals = \$6,920.00

4. Equipment	\$0.00
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5. Supplies	\$4,500.00
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Parent Resource Center AOD Resources	\$4,500.00
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In order to engage MUSD families and community members in AOD prevention and education training and to connect families and community members with available resources, MUSD's nine Parent Resource Centers will develop and deliver AOD prevention and intervention workshops once per month.

Cost calculation: Estimated PRC AOD resource costs @ \$500 x 9 PRCs = \$4,500.00

6. Contractual	\$126,127.00
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CalTAC-PBIS Training	\$46,127.00
-----------------------------	--------------------

MUSD will contract with the California Technical Assistance Center on PBIS (CalTAC-PBIS) to provide training and consultation services that will build district capacity to implement PBIS as a multi-tiered system of supports following national blueprints. CalTAC-PBIS's training and support will include two annual 2-3-day Leadership Academies attended by District MTSS-PBIS Leadership Team members, three-day Positive Classroom Behavior Supports Academies attended by all PBIS Site Leads and Grade-Level Leads from all MUSD schools, and ongoing onsite support and technical assistance in facilitating site-level Communities of Practice.

Cost calculation: Contract service fee of \$46,127.00

Safe School Ambassadors Training	\$20,000.00
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MUSD will contract with Community Matters to provide trainings that expand and enhance MUSD's existing SSA Program. These efforts will enable MUSD to expand SSA to its rural schools and alternative education sites and also add a sixth grade SSA Program at all participating sites. Through these expansion efforts, MUSD will recruit, train, and support 200 new Ambassadors per year. Community Matters will also support MUSD in enhancing SSA by adding new trainings on LGBTQ bullying prevention and alcohol and other drugs prevention.

Cost calculation: Contract service fee of \$20,000.00

Program Evaluation	\$60,000.00
---------------------------	--------------------

MUSD will contract with ERC to serve as the External Evaluator and (1) design and implement the program evaluation, including the quasi-experimental research study; (2) collaborate with the Director of School Culture and Climate to implement and oversee a data collection and management plan that aligns with the research and evaluation plans; (3) assess PBIS fidelity of implementation across MUSD's 26 schools using the TFI combined with interviews of School-Based MTSS-PBIS Leadership Teams and Behavior Support Teams, as well as student focus groups and teacher/staff focus groups; (4) conduct pre-/post-testing; (5) conduct observations and interviews; (6) analyze data; (7) develop and present evaluation reports and make program improvement recommendations (8) develop and present formative and summative evaluation reports and research studies; and (9) collaborate with the Director of School Culture and Climate to prepare and submit evaluation reports to the Office of Safe and Supportive Schools.

Cost calculation: \$40,000 (Lead Evaluator @ \$800/day x 50 days) + \$20,000 (Research Associate @ \$500/day x 40 days) = \$60,000.00

7. Construction	\$0.00
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8. Other	\$0.00
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9. Total Direct Costs	\$601,623.26
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10. Indirect Costs	\$30,051.36
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Indirect Costs	\$24,773.35
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MUSD's Indirect Cost Rate of 5.21% (approved by the California Department of Education) will be applied to all direct costs except Contractual costs.

Cost calculation: Direct costs @ \$475,496.26 x 0.0521 = \$24,773.35

11. Training Stipends	\$0.00
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12. Total Costs	\$626,396.61
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Other Attachment File(s)

* Mandatory Other Attachment Filename:

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EXPERIENCED EDUCATOR

dedicated to ensuring all students receive individualized supports for maximum success

PROFESSIONAL OBJECTIVE: To obtain a management position where I can take an active role in decision-making, and help facilitate many positive outcomes for students, focusing on differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral and social success.

EDUCATION

- **Clear Administrative Services Credential**, Fresno County Office of Education, May 2017
 - **M.A., Special Education-** CSU, Fresno, Fresno, CA – Fall 2013
 - **Education Specialist Level II Credential –Mild/Moderate**, CSU, Fresno, Fresno, CA - May 2013
 - **Preliminary Administrative Services Credential**, CSU, Fresno, Fresno, CA – 2011
 - **Clear Multiple Subjects Teaching Credential**, National University, Fresno, CA– 2000
 - **M.A., Curriculum and Instruction**, emphasis in **Cross Cultural Education**, National University, Fresno, CA – 2000
 - **B.A., Liberal Studies**, CSU, Fresno, Fresno, CA – 1990
-

PROFESSIONAL EXPERIENCE

Department of Special Services, MUSD

July 2017– Present

1902 Howard Road, Madera, CA 93637 (559)675-4500 ext 259

Coordinator

Assist in the development and implementation of special education programs as assigned in compliance with District, State and Federal requirements.

- Assist with supervising the planning, organization, and administration of special education programs and services for the district.
- Coordinate interpretation-translation services.
- Articulate special services with other programs in the district and with other local agencies.
- Assist school site personnel in the hiring and evaluation of special education personnel.
- Serve as a representative of the district in the SELPA and other related groups.

Department of Special Education, FUSD

Aug 2015– July 2017

1301 M. Street, Fresno, CA 93721 (559)457-3220

Regional Instructional Manager

- Accountable for improving student achievement for all students in special education.
- Monitor classroom instruction as required for school improvement with site administrators.
- Work collaboratively with the Divisions of Curriculum & Instruction and School Support Services to develop effective instructional programs to meet the unique needs of individual students.
- Meet with District leaders, principals, families, teachers, other agencies and other personnel or groups to coordinate school improvement efforts, resolve issues and conflicts, share resources and ensure consistent implementation of effective practices District-wide; evaluate and enhance programs to align to District standards to improve student learning.
- Participate in the development of goals and objectives for assigned programs in support of educating students at a high level to achieve their personal best; make recommendations for changes and improvements; implement approved changes and monitor work activities to ensure compliance with applicable federal, State, and local laws, rules and regulations.
- Coordinate, prepare and conduct in-service training to families of special education students and site staff to ensure understanding of programs provided; provide information, educate and advise school site staff on trends and legal

issues; plan programs and coordinate curricular resources and staff development in support of professional learning; develop innovation of special methods and approaches to educate students at a high level; organize and conduct meetings; serve on intra-District and State committees.

- Provide assistance with curriculum and behavior management; consult with and advise teachers, psychologists, and administrators regarding problem-solving techniques and other related concerns.
- Supervise and evaluate the performance of assigned staff on a regular basis and provide constructive feedback to improve staff effectiveness; provide for training and development of employees in support of professional learning.
- Facilitate IEP meetings and pre-expulsionary hearings; schedule, review and discuss student progress; oversee differential assessment procedures.

Department of Special Education, FUSD

Aug 2014 – Present

1301 M. Street, Fresno, CA 93721 (559)457-3220

TSA – Curriculum & Instruction and Professional Learning

- Worked with SELPA Director and Professional Learning Team to plan and deliver teacher in-services in curriculum, instruction, IEP Goal and Objective Writing emphasizing access to State Standards at all levels.
- Provided IEP / SEIS training and on-going coaching via SEIS Camps
- Provided UDL access strategies to mild/moderate & mod/severe teachers
- Served as an instructor for the FUSD Column 5 Professional Learning courses
- Conducted trainings and in-services to FUSD's Transition to Teaching cohorts
- Maintained positive contacts with special education teachers and school personnel

Vinland Elementary School, FUSD

Aug 2011–Jun 2014

4666 N. Maple Avenue, Fresno, CA 937276 (559)248-7300

Resource Specialist-Mild/Moderate

- Service identified and non-identified students with exceptional needs in Tier 2 and Tier 3 intervention program.
- Work with principal and other staff on the Student Study Team (SST) to identify children needing extra support.
- Assist in the development of the child's Individual Educational Program(s) (IEP)
- Provide instruction as outlined in the IEP and evaluated student's progress and report to child's homeroom teacher and parents.
- Serve as a member of the School Site Council Team (SSC).
- Provide services and materials to other staff members
- Maintain positive contacts with other school personnel and parents

Easterby Elementary School, FUSD

Nov 2007 – Jun 2011

5211 E. Tulare Avenue, Fresno, CA 93727 (559)253-6440

5th-6th Grade Teacher

- Taught 5/6 combination or 6th grade self-contained classes
- Utilized multiple assessments in compliance with district and state requirements to inform instruction
- Used innovative methods and materials to produce effective learning experiences through the gradual release of practice, including cooperative learning, and differentiation

Highlighted Achievements

- Contributed to a significant increase in student performance on standardized testing
- Increased parental involvement by consulting with parents regularly
- Active team member of a professional learning community

Edison-Bethune Charter Academy

Aug 1999 – Nov 2007

1616 S. Fruit, Fresno, CA 93706 (559)457-2530

3rd-6th Grade Teacher

Career Education –ROP, CUSD

Aug 1998 – Jun 1999

1055 Fowler Ave, Clovis, CA 93712 (559)327-1000

Medical Manager Career Education Teacher

PROFESSIONAL AFFILIATIONS, VOLUNTEERISM AND PROFESSIONAL LEARNING

- NISL's Executive Development Program- May 2018-June 2019- A program designed to strengthen the leadership of both serving principals and aspiring leaders; proven to raise student achievement, the program can transform leadership and learning in schools.
- Second Step Leadership Institute, training for creating and supporting a successful systemic implementation of social-emotional learning curriculum; Committee for Children, June 12-14, 2019.
- PBIS Tier 2 Leadership Academy, Intensive Positive Behavior Support (IPBS) training as a continuum of Tier II evidenced-based interventions supporting students with behavioral challenges; CalTech, June 1-3, 2019.
- Digging Deeper Into MTSS Practices: What We Know About Reading, Mathematics and School Climate That is Trauma-Informed and Evidence-Based, Human Development Center, Louisiana State University Health Sciences Center, April 11th & 12th, 2019
- CA Step Up To MTSS (SUMS) Initiative, Cohort 3 October 2017-May 2018; member of a team developing, aligning, and improving academic and behavioral resources, programs, supports, and services utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.
- Certified Trainer for Edison Schools, Inc. for curricular programs: *Success for All*, *Everyday Math* and *Step Up to Writing*. Facilitated new teacher trainings curricular implementation trainings
- FUSD – Volunteer member of Grade Level Assessment of Standards 6th Grade English Language Arts summative assessment writing team 2009-2011.
- FUSD – Member of Single Standards Quiz formative assessment writing team for 5th grade English Language Arts 2011-2012.
- Safe & Civil School August 2013- 40 hours professional development in PBIS consulting, training, and coaching services designed to assist all K-12 school personnel in using research-based positive behavior support strategies to structure all school settings for success.
- PENT Cadre Member February 2015- California Positive Behavior Initiative designed to provide information and resources for educators striving to achieve high educational outcomes through the use of proactive positive strategies.
- Key2ED Facilitated IEP Certified - April 2017 – The design and delivery of special education IEP meeting facilitation workshops and programs. IEP Facilitation is a method of improving the IEP meeting process. It breaks down barriers, improves communication, reduces conflict, and puts the attention where it ought to be - back on the student's needs.

References listed below.

Kristen Boroski,
Director, Career & Technical Education, FUSD
Kristen.Boroski@fresnounified.org

(559) 248-7465 wk

Felicia Quarles-Tredwell
Principal, Gaston Middle School, FUSD
Felicia.Treadwell@fresnounified.org

(559) 457-3928 wk
(559) 970-1420 cell

Deeds Gill, MS, NCAP
School Psychologist, FUSD
deeds.gill@fresnounified.org

(559) 287-1634 cell
(559) 289-2759 cell

Letters of Recommendation will be furnished upon request.

KINZIE M. FINK-THOMPSON

kinziefink1@gmail.com
(559) 871-3015

CREDENTIALS

Administrative Clear Credential, 2014
Single Subject Teaching Credential English-CLAD Emphasis

EDUCATION

California State University, San Jose, August 2007-2009
Masters/Credential in Administration/Educational Leadership Completed May 2009

California State University, Fresno, June 2002-May 2003
Single Subject Credential Program, English

California State University, Fresno, January 2000-May 2002
Bachelor of Arts, English

Fresno City College, September 1997-December 1999
Associate of Arts, Liberal Arts

ADMINISTRATIVE EXPERIENCE

Vice Principal, Madera High School (July 2017-Present)

- Monitor assigned student cohort and counselors
- 504s/IEPs
- Tier I and II interventions behavior and academic
- Coordinate/facilitate PBIS, Drug Counseling, Student Advocates, and Restorative Justice
- Character Development
- Attendance/SARB/Truancies
- Assist with student discipline

Vice Principal/Learning Director, Firebaugh Middle School (July 2013-2017)

- SARB Coordinator-Site Administrator-Model SARB District 2017
- PBIS-Positive Behavior Intervention and Support Coordinator-Gold Model School 2017
- Discipline Coordinator
- 504 and SST Site Coordinator-Site Administrator
- Co-Facilitator of Staff and Parent meetings

Guidance Instructional Advisor/Vice Principal, Firebaugh High School (August 2012-June 2013)

- Oversee Instruction and Common Core Implementation
- Professional Development of Employees
- ERIA (Effective Reading Intervention Academy) Coordinator
- PBIS Administrator
- School Site Council Secretary

TEACHING EXPERIENCE

Chowchilla Union High School: Language Arts Department (August 2009-June 2012)

- English Teacher, Drama Teacher, Varsity Cheerleading & Competition Coach

Aptos High School: Language Arts Department (August 2003-June 2009)

- English Teacher, Link Crew Coordinator, Yearbook Advisor, English I Curriculum Coordinator

CORRIE NISHIKAWA, PH.D.

corrienish@gmail.com

(559) 974-0396

EDUCATION

- 2010-2016 University of California, Riverside (APA accredited & NASP approved)
M.A. School Psychology, 2013
Ph.D. School Psychology, 2016
- 2005-2009 University of California, Berkeley
B.A., Psychology, Honors; Minor, Anthropology

PROFESSIONAL ACTIVITIES

- 2015-Present School Psychologist, Madera Unified School District
- 2014-2015 Positive Behavior Interventions and Support Team Member (Researcher), Chemawa Middle School, Riverside Unified School District
- 2014-2015 School Crisis Team, Riverside Unified School District
11/13/14 Crisis Grief Counselor, Sierra Middle School, Riverside Unified School District
- 2014-2015 School Psychologist Intern, Riverside Unified School District
- 2011-2014 Response to Intervention Specialist, Riverside Unified School District
- 2009-2010 Preschool Aide, Riverview Elementary School, Clovis Unified School District
- 2006-2011 Administrative Assistant, Clark Reporting & Videoconferencing, Berkeley, CA,
2007 Fall Writer, The Brain Drain: Neuroscience for the People, UC Berkeley
- 2006 Spring Intern, Nikkei Student Union, University of California, Berkeley
- 2004-2006 Administrative Assistant, The Law Office of Michael C. Gong, Fresno, CA

TEACHING EXPERIENCE

- 2012, Spring John Adams Elementary School - Riverside Unified School District, Riverside, CA
Phonological Awareness & Vocabulary Intensive Intervention Instructor
- 2012, Winter University of California, Riverside, Riverside, CA
Education 254A: Cognitive Assessment (Graduate Student Teaching Assistant)
- 2011-2012 Leading Edge Learning Center, Chino, CA
Tutor
- 2011-2012 Bryn Mawr Elementary School - Redlands Unified School District, Loma Linda, CA
Social Skills Group Co-Coordinator
- 2011, Spring Highgrove Elementary School - Riverside Unified School District, Riverside, CA
Phonological Awareness & Vocabulary Intensive Intervention Instructor
- 2009-2010 Riverview Elementary School - Clovis Unified School District, Fresno, CA
Preschool Aide
- 2009-2011 Fort Washington Elementary School - Clovis Unified School District, Fresno, CA
Instructional Assistant
- 2008-2009 Young Women's Christian Association, Berkeley, CA
English in Action English Language Tutor
- 2009, Spring Saint Martin de Porres Elementary School, Oakland, CA
After School Program Tutor

Ka Bao Vang

585 W. Sierra ave. Fresno, CA 93704 | Cell: 559-301-3833 | email: kbv622@gmail.com

Professional Summary

My experience includes providing short term and long-term counseling services to adults, youths, and families. I have experience in providing career counseling, social/emotional counseling, and also provided academic advising. Throughout the years that I have worked with youth and families, I also had the opportunity to provide the following services: restorative practices intervention, case management services, crisis intervention and assessment, mental health diagnosis, and mental health treatment. My past experiences also include: teaching at the university level, planning and providing professional development presentation for staff, and large group presentations.

Education

2016	CSU Fresno Pupil Personnel Credential
2013	CSU Fresno MS -Counseling-Marriage and Family Therapy
2011	CSU Fresno BA in Psychology

Skills

- *Read, write, and speak Hmong fluently
- *Endorsed in Evidence based practice: Child Parent Psychotherapy
- *Great communication
- *Works well in a team
- *Efficient in leading individual/family/group counseling
- *Great interpersonal skills

Work Experience

Multitiered System of Supports Specialists, 12/3/2018-present

Ensuring that schools and staff have the resources to address the social-emotional, behavioral and academic needs of students as part of the MTSS framework. Facilitate positive school-wide culture and climate, and behavioral intervention strategies. Facilitate parent, teacher, administrator and community meetings to build knowledge around positive school climate and social-emotional learning support. Provide staff development and training specific to the areas of social emotional/behavioral health, restorative justice and positive school climate.

Elementary School Counselor, 08/16/2016-12/03/2018

Provide behavioral and social emotional counseling. Evaluates, recommends, links, and makes plans for pupils with social, academic, and emotional needs. Provide materials and curriculums for social emotional lessons. Supports school administration through emergency and crisis situations. Utilizes PBIS, Restorative Practice strategies and supports the school through student behavior managements.

Volunteer/Counselor, 08/2015 to 6/2016

Addams Elementary School – Fresno, CA

Supports school administration through emergency and crisis situations. Utilizes Restorative Practice strategies and supports the school through student behavior managements. Evaluates, recommends, links, and makes plans for pupils with social, academic, and emotional needs.

Provide mental health assessments, counseling, and case management services for at risk students.

Unlicensed Mental Health Clinician, 04/2015 to 08/2016 (also interned in 05/2013 to 12/2013)
Fresno County Behavioral Health - Children's Outpatient Program – Fresno, CA

Completes mental health assessments, developed treatment plans, provide mental health counseling, case management, and consultative services to professionals of other agencies. Prepares and writes case notes.

Intern/Counselor, 08/2013 to 01/2014 (also interned in 02/2009 to 12/2009)

Sanger High School – Sanger, CA

Offered career, academic, and college counseling for students and parents. Held academic/career workshops. Evaluates, recommends, links, and makes plans for pupils with social, academic, and emotional needs. Provide counseling, and case management services for at risk students.

Community Mental Health Clinician, 12/2014 to 04/2015

Mental Health Systems- Fresno Family Connections – Fresno, CA

Completes mental health assessments, developed treatment plans, provide mental health counseling, case management, and worked with court ordered cases. Prepares and writes case notes.

Facilitator, 04/2014 to 12/2014

EMQ Families First – Fresno, CA

Completes mental health assessments, developed treatment plans, provide mental health counseling, case management, and worked with court ordered cases. Prepares and writes case notes.

Volunteer/ Marriage and Family Therapist Trainee, 12/2012 to 10/2013

Fresno Center for New Americans – Fresno, CA

Served the Hmong population and offer services in Hmong. Conducted mental health assessments, developed treatment plans and plan of care. Provides crisis intervention services. Conducted individual, group, marital, family therapy, clinical case management, rehabilitation, and counseling sessions.

Teaching Assistant Multicultural Counseling, 01/2014-05/2014

CSU Fresno – Fresno, Ca

Prepared presentations and lectures regarding multicultural counseling theories. Assign groups and assignments to students to help assist in becoming aware of biases, prejudices, and process of intentional and unintentional oppression and discrimination. Challenge students to increase student's understanding of their own beliefs, feelings, attitudes and behavior toward different groups. Assist professor in running groups and classwork preparation.

Special Education Instructional Aide, 01/2014 to 04/2014 and 09/2011 to 01/2013

Central Unified School District – Fresno, CA

Provided one-on-one or small-group intervention. Collaborated with school teams to address social, emotional, and behavioral health supports in school improvement plans. Assisted in the development, implementation, and monitoring of Behavior Intervention.

Samuel Phillips

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phillipsse4@gmail.com

OBJECTIVES

To leverage my 10 + years in the mental health field in which I have provided individual and group counseling services, consultation, and advocacy on behalf of my clients, into a position with a district that values hard work and dedication.

EXPERIENCE

California Psychological Institute, Fresno, CA - Client Care Coordinator

October 2014 - PRESENT

- Maintain an active caseload and provide services as outlined under Case Manager Duties.
- Coordinate and participate in meetings between stakeholders at various agencies in order to address client's mental health needs.

California Psychological Institute, Fresno, CA- Lead Case Manager

February 2009 - October 2014

- Interview job candidates.
- Train new employees.
- Provide feedback to administrators on potential job candidates.
- Maintain an active caseload and provide services as outlined under Case Manager Duties.

California Psychological Institute, Fresno, CA - Case Manager

January 2005 - January 2009

- Provide individual and group counseling services to clientele.
- Advocate on behalf of clients in the academic setting.
- Consult with families and provide psycho-education on client's needs.
- Collaborate with mental health professionals, social workers, educators, and families to help address client's mental health needs.
- Contribute to weekly treatment team staffing, collaborating with colleagues to ensure strongest treatment plan for each client.
- Complete all documentation in a timely manner.

EDUCATION

National University - Master of Science. Educational Counseling with
PPS Credential (2018)

California State University Fresno - B.A. Sociology (2003)

Fresno City College - A.A. General Studies (2001)

References

Available upon request.

David Hernandez

120 Gable Way
Madera, California 93637
(559) 706-7741
davidhernandez00@yahoo.com

OBJECTIVE

To pursue an active, engaging and rewarding administrative leadership position with an innovative school system where I can put into practice my vast management and professional experience, business administration, curriculum and program development, community relations, grant writing and fiscal reporting abilities.

PROFILE

- 35 + years of experience designing, organizing and implementing educational and social service programs that have generated State recognition
- 25 + years of teaching and managing Parent Education and Leadership Programs
- Strong oral and written communication skills
- Extensive experience in working with private sector, government, community agencies and school systems
- Substantial experience in conducting oral presentations and working with media
- Proven ability to work independently and manage time effectively and efficiently
- Effective supervision of large numbers of staff and volunteers from diverse backgrounds and economic sectors

PROFESSIONAL STRENGTHS

- Leadership: able to engage and motivate residents, students, employees and community members and act as a liaison between different groups and individuals
- Responsibility: extensive experience in positions of responsibility, self-motivated, proven record of setting high goals and standards and attaining them with a high degree of success
- Organization: use time and resources effectively
- Bilingual/Biliterate: excellent communication skills in both English and Spanish

SPECIAL SKILLS

- Broad perspective of organizational leadership and program planning and development
 - Strong sense of individual responsibility and group dynamics and synergy
 - Ability to engage other in decision-making processes and delegate authority, duties and responsibilities
- Excellent interpersonal communication skills and the ability collaborate and support individuals from diverse cultural and socio-economic backgrounds

PROFESSIONAL EXPERIENCE

1997 – Present Madera Unified School District / Madera Adult School

Director of Community Services

- **Design, organize, implement and oversee multiple educational programs** that meet the life-long learning goals of learners in an adult school academic setting
- Supervise the Community Based English Tutoring (CBET) program to ensure full compliance, oversee multiple school sites, monitor program budget, recruit, train, supervise child facilitators, and monitor state mandated records; curriculum development; staff development. Overall goal is to provide English language instruction to English language learners. Predominantly low-income families
- Manage the Madera Adult School GED Testing Center. Supervise GED examiners, oversee three satellite testing sites and maintain compliance with state regulated test security
- Lead Community Education program of 50 + courses per semester and a countywide parent education and **leadership programs**

- Provide **managerial leadership** to support each staff to promote a positive school climate including such activities as effective life-long learning opportunities, parent involvement activities, **community outreach and student activities**
- Organize **district-wide and community activities** that support planning, **public relations, communication, team building**, and other activities as deemed appropriate

1990 – 1997 **Housing Authority of the City of Madera**
Housing Services Manager

- Plan, organize, oversee and responsible for the occupancy programs, eligibility functions, prevention education programs and project management activities of the Housing Authority of the City of Madera
- Administer occupancy program eligibility functions and project management activities of the Housing Services Department
- Design, organize and oversee a successful Family Self-Sufficiency Program. Family Self-Sufficiency is a program designed to help families who want financial freedom and independence from public assistance to get the education and job training they need for gainful employment to achieve self-sufficiency

1983 – 1990 **Madera County Community Action Agency**
Program Manager – Victim Services Department

- Design, implement, manage and **evaluate a countywide comprehensive victim service program** to fulfill the needs of the residents of Madera County
- Develop and **implement diversified victim programs**, including, but not limited to, Rape Crisis, Domestic Violence, Child Abuse Prevention and Intervention, **volunteer services and countywide events**
- Provide 24-hour crisis intervention services to victims of violent crimes and follow the intent of the various victim service grants to ensure the project's successful performance

EDUCATION

- B.A., Business Management - University of Phoenix
- Designated Subject Teaching Credential

COMMUNITY AND PROFESSIONAL INVOLVEMENT ACTIVITIES

- President, Madera County Schools Foundation – Madera Chapter
- Board of Director, More Opportunities for Resident Enrichment Services
- President, Director, Dollars for Scholars - Madera Chapter

SPECIAL ACHIEVEMENTS

- Certified GED Chief Examiner
- Nurturing Parent Program Instructor (15 years)
- Certified Public Housing Manager of a Nationally Recognized Program
- Crisis Intervention Counseling Certificate (1995)
- Leadership Development Program Certification through the Mexican American Legal Defense and Education Fund (**MALDEF**)

AWARDS/RECOGNITION

- Hispanic Chamber of Commerce – Distinguished Community Service Award, 1997
- Madera County Child Abuse Prevention Council – Child Advocate of the Year, October 1998
- Madera County Child Abuse Prevention Council – 20 Years of Service Award, 2005
- Organización en California de Lideres Campesinas, Inc. – Padrino Award, 2008

PRICE, STEPHEN

CEO and Lead Evaluator
Educational Resource Consultants
1177 East Shaw Avenue, Suite 114, Fresno, CA 93710
Phone: (559) 230-2103
Email: stephen@ercdata.com

Professional Preparation

California Lutheran University	Thousand Oaks, CA	Educational Leadership	Ed.D. 2015
California State University, Chico	Chico, CA	Psychological Science,	M.A. 2005
Golden Gate Seminary	Mill Valley, CA	Pastoral Care/Counseling	M.Div. 1998
University of California, Davis	Davis, CA	Psychology	B.A. 1993

Appointments

Educational Resource Consultants, CEO and Lead Evaluator, 1999 to present:

Program Evaluations

- **School Wide Positive Behavior Intervention System**, Los Angeles Unified School District. Implementation at more than 500 schools over five-year period. Includes fidelity of implementation and evaluation of school behavioral outcomes
- **Investing in Innovation (i3)**, California League of Middle Schools. Evaluation of effects of English Learner teacher professional development on teacher instructional practices and EL student achievement.
- **National Science Foundation GK-12 Program**, School of Engineering, University of California, Los Angeles. Evaluated changes in Engineering doctoral students' communication skills, following development and presentation of a series of lesson plans related to key dissertation concepts with high school students.
- **21st Century and ASES After School Programs**, Large-scale ongoing annual evaluation of after school programs in Los Angeles and San Diego Unified School Districts and Fresno County and San Diego County Offices of Education.
- **NASA MUREP Aerospace Academy**, Kremen School of Education, Fresno State. Evaluation of instructional quality demonstrated by STEM majors and future teachers following short-term training in STEM instruction.
- **California Math and Science Project**, Conducted statewide assessment of change in teacher content knowledge and instructional methods for 180 project teachers over three-year period.
- **California Math and Science Project**, External Evaluator, with emphasis on professional development, for six separate California School Districts.
- **Improving Teacher Quality**, Fresno Pacific University. Evaluation of effects of STEM teacher professional development on teacher content knowledge and instructional practices.
- **Gateway to College**, Validation of entry level examinations used in 35 community colleges across the US in the Gates-funded Gateway to College program.
- **CyberPatriot Cybersecurity Program**, Los Angeles Unified School District. Evaluation of student technology skills, academic achievement, and career goals, as a result of participating in the program.

Professional Participation

- Member of California Department of Education Research Committee for Expanded Learning Programs.
- State Evaluation Team, California Mathematics/Science Partnership Program, 2014-2016.
- Co-developer of *immerse.in*, an innovative center for virtual reality research and development.
- Presenter, American Evaluation Association, Academic Gains Among English Learners in Expanded Learning programs. Chicago, 2015.
- Presenter, National Afterschool Association, Evaluation Methodology in Expanded Learning Programs. Cited as "Exemplary Presenter." Atlanta, 2018.



Program Evaluation: Statement of Qualifications

July 2019

Qualifications and experience in research and evaluation

ERC is a consulting firm experienced in program development, evaluation and research for school districts, county offices of education, community colleges and universities. Evaluation and reporting experience includes programs funded through federal, state and private sources.

Current Work ERC is engaged as the Independent Auditor for **Los Angeles Unified's School Wide Positive Behavior Intervention System Implementation** district wide. This work includes surveys, site visits, focus groups, complaint follow up with parents, quarterly reports to the LAUSD Discipline Foundation Policy Task Force and annual formal and in-person reports to the school board, with recommendations related to changes/improvements in policy and program implementation. The firm also evaluates LAUSD's **21st CCLC ASSETS** program in 72 high schools, **Tobacco Use Prevention Education** at 43 middle and high schools, **Language in Action** (a high school after school program for English Learners), and **CyberPatriot**, a program that engages high school students in developing internet security skills. ERC organizes, coordinates and administers **LAUSD's California Healthy Kids Survey** on alternate years. As a sub-contractor with Public Works, ERC just completed assessment of teacher STEM content knowledge with 1,250 K-12 teachers statewide, across all funded **California Mathematics Science Partnership** programs, over a three-year period. ERC assists school districts in **Local Control Accountability Planning**, through surveying constituents, providing support in plan development, and a Web-based **LCAP Dashboard** to monitor progress on local district goals.

K-12 evaluation experience includes **English Learner Families for College**, an Invest in Innovation (i3) program funded through the U.S. Department of Education and conducted by the California League of Schools (CLS); **Improving Teacher Quality** with University of Redlands and Moreno Valley Unified School District, funded by California Department of Education; **National Professional Development** with California League of Schools and Kate Kinsella Associates, **School Leadership Development**, conducted by CLS with principals and district leadership in the Compton (CA) Unified School District; **Kings County CARES**, an early childhood quality initiative (Kings County Office of Education); **Common Core Implementation in Mathematics**, a Bechtel funded program in Sanger Unified School District; and **Learning Communities for School Success**, **Carol White Physical Education, Elementary and Secondary School Counseling** and **California Career Pathways Trust (CTE)** in Madera Unified School District. ERC evaluates **21st CCLC After School Programs** at more than 500 school sites, operated by Fresno, Tulare, Kings and San Diego county offices of education; and, Clovis, Los Angeles, Madera, San Diego, Sanger, Santa Ana, and Merced Union HS districts. ERC assists these programs in continual quality improvement.

ERC performed validation studies for Reading and Mathematics assessments used in the Gates Foundation-funded **Gateway to College** program at 35 community colleges throughout the U.S. ERC's lead evaluator served as ongoing Principal Investigator (PI) for the **NASA Pre-Service Teacher Institute** at the NASA/Ames Research Center in Mountain View, CA from 2004 through 2015 and the NASA Science Teacher Researcher Program in 2011. ERC staff is skilled and experienced in program evaluation that follows What Works Clearinghouse guidelines.

Qualifications, education, and experience of key evaluation personnel

Stephen Price, Ed.D., lead evaluator, is the project manager for evaluation. He writes grants and conducts program evaluations. Stephen is a University of California, Davis graduate with honors in Psychology, holds a Master of Science degree in Research Psychology and a doctorate in education. He is experienced in evaluation that includes: experimental and quasi-experimental designs; structural equation modeling; data analysis using a variety of software programs such as SPSS and STATA; survey construction; facilitation of focus groups; communication and interpretation of evaluation results for a broad spectrum of audiences; collaboration with project personnel, and report writing.

John Escalera, information technology director, designs, programs, and supports custom databases for ERC clients and administers databases for larger projects. He implements procedures allowing for the extraction, transforming and loading of student data for more than 50 school districts, 1,075 schools, and more than 1,000,000 students annually. John is skilled in a variety of programming languages and IOS Development. He developed ERC's online after school management system (After School Manager), used by more than 400 school sites. John has a Bachelor of Science degree in computer science and a Master of Science degree in Information Security.

Noelle Banuelos, earned her Ph.D. in Social Research Methodology at UCLA, with an emphasis in evaluation. She began her research and evaluation work in LAUSD, managing evaluations of professional development, adult ESL programs, and other curriculum-based initiatives. Her work focuses on promoting evaluation use, organizational learning, and informed decision-making. As an independent consultant, she has designed and implemented large scale federal evaluations of educational programs as well as smaller district and school-based evaluations. Recent work includes assessments of Head Start programs including parent engagement, item development for national assessments, and analysis and reporting for after school program evaluations.

Noel Price, qualitative evaluation specialist, heads school and classroom level research and evaluation. Noel is a Stanford University graduate in Public Policy, where he also earned a Master's degree in Sociology. Grounded in his own teaching experience that spans fourteen years from middle school science to high school advanced placement, he is well acquainted with the instructional challenges and opportunities facing schools and teachers. Noel assesses school and teacher effectiveness via classroom observation and use of highly developed rubrics that focus on school climate, communication effectiveness, lesson content, instructional delivery, teacher questioning, and student engagement.

Evaluation is supported by six other professionals and eight consultants, including a statistical analyst, a graphic illustrator, and a team of research analysts. Two staff are certified Dimensions of Success (DOS) evaluators, which ERC uses in STEM program evaluation. The ERC team is experienced in all phases of evaluation support to include custom database development; importing data and interfacing with student information management systems; on-line surveying; data collection, organization, management and analysis; publication layout and design; data display; Web site development; and report writing. Data is treated confidentially and stored on secure work stations in accordance with ERC's data security policy.

Contact: Steve Price, Ed.D.
(559) 230-2103

2019–20 Restricted Indirect Cost Rates for K–12 Local Educational Agencies (LEAs) – Five Year California Department of Education (CDE) - School Fiscal Services Division

Rates approved based on standardized account code structure expenditure data

As of April 2, 2019

C: County

CA: Common Administration

D: District

J: Joint Powers Agency

-- : Closed or LEA not yet operational

**Approved Rates. For use with state and federal programs, as allowable
in:**

County Code	LEA Code	Type	LEA Name	2015–16 (based on 2013–14 expenditure data)	2016–17 (based on 2014–15 expenditure data)	2017–18 (based on 2015–16 expenditure data)	2018–19 (based on 2016–17 expenditure data)	2019–20 (based on 2017–18 expenditure data)
20	10207	C	Madera County Superintendent	9.87%	9.53%	9.57%	9.65%	9.48%
20	65177	D	Alview-Dairyland Union Elementary	6.19%	6.48%	6.70%	7.75%	8.83%
20	65185	D	Bass Lake Joint Union Elementary	4.17%	6.21%	6.47%	5.33%	6.27%
20	65193	D	Chowchilla Elementary	5.27%	5.58%	6.70%	5.43%	4.42%
20	65201	D	Chowchilla Union High	5.71%	6.82%	7.36%	5.69%	6.77%
20	65243	D	Madera Unified	4.87%	5.38%	5.75%	6.32%	5.21%
20	65276	D	Raymond-Knowles Union Elementary	8.10%	7.90%	7.09%	9.08%	9.76%
20	75580	D	Golden Valley Unified	2.54%	8.58%	8.39%	4.71%	5.68%

Intergovernmental Review (SPOC List)

In 2018 the Federal Government will outlay approximately \$700 billion in grants to State and local governments. [Executive Order 12372](#), "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided below by clicking on the State name.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within a State that does not have a SPOC, you may send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in [Appendix IV of the Catalog of Federal Domestic Assistance](#).

*** SPOC List as of January 01, 2018 ***

ARIZONA

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CALIFORNIA

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DISTRICT OF COLUMBIA

Pat Henry
Office of Partnerships and Grant Services
441 4th Street, NW (Judiciary Square)
Suite 707 North
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Fax: None
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IOWA

Debra Scrowther

ARKANSAS

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DELAWARE

Valerie Luke
SPOC / Federal Aid Master Contact
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Office of Management and Budget
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FLORIDA

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KENTUCKY

Lee Nalley

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LOUISIANA

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MICHIGAN

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NEVADA

Office of Grant Procurement, Coordination and
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Single Point of Contact
406 East 2nd Street, First Floor
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NORTH DAKOTA

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SOUTH CAROLINA

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MARYLAND

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Resource Conservation & Management
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<http://planning.maryland.gov/OurWork/GrantResources.shtml>

MISSOURI

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Federal Assistance Clearinghouse
Office of Administration
Commissioner's Office
Capitol Building, Room 125
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NEW HAMPSHIRE

Michele Zydel
New Hampshire Office of Energy and Planning
Attn: Intergovernmental Review Process
Michele Zydel
107 Pleasant Street, Johnson Hall
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Michele.zydel@nh.gov

UTAH

Ken Matthews
Utah State Clearinghouse
Governor's Office of Planning and Budget Utah State Capitol
Complex
Suite E210, PO Box 142210

Columbia, South Carolina 29201
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WEST VIRGINIA

Mary Jo Thompson
Director, Community Development Division
West Virginia Development Office
Building 6, Room 553
Capitol Complex
Charleston, West Virginia 25305
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Fax: 304-558-3248
Mary.j.thompson@wv.gov

PUERTO RICO

Jose I. Marrero Rosado
Puerto Rico Planning Board
Federal Proposals Review Office
P.O. Box 9023228
San Juan, Puerto Rico 00902-3228
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Fax: 787-725-7066
Jmarrero@ogp.pr.gov
CC: Alexandria.ortiz@ogp.pr.gov

Salt Lake City, Utah 84114-2210
Telephone: (801) 538-1149
Fax: (801) 538-1547
stategrants@utah.gov

AMERICAN SAMOA

Mr. Jerome Ierome
Administrator, Office of Grants Oversight and Accountability
Coordinator, ASG High Risk Task Force
Office of the Governor
American Samoa Government (ASG)
A.P. Lutali Executive Office Building
American Samoa, 96799
Telephone: (684) 633-4116
Fax: (684) 633-2269
jerome.ierome@go.as.gov

VIRGIN ISLANDS

Nellon L. Bowry
Director, Office of Management
and Budget
#41 Norre Gade Emancipation Garden
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Saint Thomas, Virgin Islands 00802
Telephone: (340) 774-0750
Fax: None
nellon.bowry@omb.vi.gov

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to Hai_Tran@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the *Catalog of Federal Domestic Assistance* or CFDA (<http://www.cfda.gov>) and the Grants.gov website (<http://www.grants.gov>).