

ATTACHMENT A SECTION A. PROJECT INFORMATION

1. Project Name – Step Up!
2. Amount of Grant Funds Requested \$100,000

SECTION B. AGENCY INFORMATION

1. Agency Name and Contact Name School Board of Alachua County Everett Caudle	
2. Street Address 620 East University Avenue	3. Mailing Address
3. City Gainesville FL	5. Zip Code 32601
6. Area Code, Telephone Number & Extension of Contact Person 352-955-7605	7. Area Code and Fax Number 352-955-7619
8. Federal Identification Number	
9. Function (Check one) <input type="radio"/> Law Enforcement Agency <input type="radio"/> Local Education Agency <input type="radio"/> Other: _____	
10. Name of Fiscal Officer Scott Ward	11. Fiscal Officer’s Area Code, Telephone Number and Extension 352-955-7583
12. Name of Sub-grantee Agency if Applicable	
13. Mailing Address for Sub-grantee Agency if Applicable	

SECTION C. CERTIFICATION

I do hereby certify that all facts, figures, and representations made in the application are true and correct. Furthermore, all applicable statutes, terms, conditions, regulations, and procedures for project compliance and fiscal control will be implemented to ensure proper accountability of grant funds. I certify that the funds requested in this application will not supplant funds that would otherwise be used for the purposes set forth in this project. The filing of this application has been authorized by the contracting entity and I have been duly authorized to act as the representative of the agency in connection with this application. I also agree to follow all terms, conditions, and applicable federal and state statutes.

W. Daniel Boyd, Jr.
 Type Authorized Official’s Name

Superintendent
 Authorized Official’s Title

 Authorized Official’s Signature

 Date

Section D—Problem Recognition and Documentation:

There is ample evidence to support a need for a **Safe Schools and Students Program** in Alachua County Public Schools. Of the mid-sized counties, Alachua ranks second with a 2.81 percent student referral rate to the DJJ system. Statewide, the district is eighth overall in the rate of student referrals. According to data from the State's Attorney's Office, there were 2,377 juvenile offenses in the county in 2006. This represented an increase of 227 arrests when compared to data from 2005. A majority of offenders were male (72 percent) and black (67 percent.). Preventing youth delinquency through school-based programs that have a long-term effect on attitudes, student performance, and behavior is beneficial to not only the school system but also to those in the criminal justice system and community at large.

District staff has developed the **Step Up!** program to establish preventative interventions designed to reduce the upward trend in juvenile criminal activity. Data also supports a compelling need for services directed at high-risk youth who are in their pre- to early-teen years. According to the State Attorney's office, almost 82 percent of juvenile criminal referrals in Alachua County were for youngsters who are age fourteen or older. Goals of the program include a reduction in the number of first-time offenders. If the program is to be successful at reducing the high number of offenses by older teens, project design staff felt that youth in the middle-grade years (age 11-14) would be the best candidates for the initial year of operation.

According to DJJ data tables, a large portion of the Alachua County juvenile offenders live in several east Gainesville zip code zones. Student risk data from schools within this area also indicates strong program need. One school, Howard Bishop Middle School, ranks highest in the district for free and reduced lunch rate at just fewer than 56 percent and it has a minority population of 64 percent. The number of students who received disciplinary referrals at that school is very high (2,432 in 2005-2006). This school ranked highest in middle school suspension rate last year with 760 out-of-school suspensions. This is particularly alarming given that students are not removed from school for low-level offenses. Some of the "gateway" offenses recorded among the school's referrals, for example, includes drug possession (8 referrals), battery (48 referrals), threats or intimidation (44 referrals), major disorderly conduct (44 referrals), and fighting (176 referrals). As with county-wide trends in juvenile offenses, a disproportionate portion of discipline referrals were committed by black males. Data for school attendance that provides evidence of high risk is also salient. At least 90 students were referred for skipping school during the school year. Additionally, a significant number of students at Howard Bishop experience high rates of absenteeism. Seventeen percent of the student body missed more than twenty days of school during the 2006-2007 school year.

Unfortunately, there is a tremendous lack of resources in the schools for addressing the needs of students who are at risk for offending. In 2006-2007, for example, there were 862 students attending Howard Bishop. The school has a principal and two assistant principals to handle all aspects of administration, including discipline. The school's two guidance counselors each have a case load of over 430 students. With 2,432 discipline referrals last year, the dean's office processed on average nearly fourteen discipline referrals per day. This does not take into account the non-referred acts of misconduct. There are attendance officers who are assigned to provide support for truancy issues, but two officers cover forty-two district schools. Given these conditions, there is little room in the course of a given day for existing staff to adequately provide the kind of high-level, proactive support needed to address the issues of troubled youth.

Section E—Project Description:

The Alachua County school district envisions using the **Safe Schools and Students Program** funds to pilot the **Step Up!** program at Howard Bishop Middle school. This program is designed to be a positive, behavior intervention-driven course of action and not disciplinary in nature. The goal is to identify at least forty teen youth per semester who are at risk for delinquent behavior and to apply consistent and coordinated positive interventions designed to avert criminal behavior.

Overview: *Step Up!* will target troubled youth who live in zip code areas with a high frequency of referrals. The plan involves a comprehensive approach to treating the problem of delinquency and includes activities to deter inappropriate behavior, enhance student educational opportunity and performance, and improve motivation for school success. A key to the project's achievement lies in a focus on treating holistic needs of individual students whether they are academic, emotional, or related to the student's home environment. Special attention will be directed at establishing learning needs for each individual, providing resources necessary for addressing academic deficiencies, establishing relationships with faculty responsible for the day-to-day instruction, cultivating mentor relationships among program participants and community members, and providing students with career guidance and focus. Social competencies will be enhanced through student participation in two research-based social competency programs: *Second Step* and *Student Success Skills*. Additional attention will be focused on working with students' families in an effort to increase parental involvement and family commitment to preventing acts of delinquency. The program also includes an educational component designed to give teachers, school administrators, and other adults the tools needed to successfully handle the challenges of dealing with troubled youth while they are at school.

Focused Resources: As noted previously, few school-based resources exist to address the needs of students who develop habits and traits that lead to an encounter with law enforcement and the courts. School administration and teachers are faced with students whom they readily identify as having special needs and who would benefit from a more individualized approach, but there is a lack of manpower to facilitate interventions and coordinate services. To make matters worse, many of the students are from families where there is a lack of parenting skills needed to deal with challenging youth, and often these parents simply are unable to navigate requirements for acquiring outside services that would prove beneficial to their circumstances.

A key element of the proposed project is the designation of a "one-stop" school-based "Delinquency Intervention Specialist" to oversee coordination of interventions for an identified group of high-risk students and to become a "focused resource" for faculty, administration, and parents. This individual will be charged with providing tailored assistance to designated youth, coordinating services among various school and community-based agencies, providing counseling regarding home-related issues, and addressing issues that affect attendance, academic achievement, physical and mental health, or other key social/emotional needs. Specific activities conducted throughout the school year are to include the following:

- Identification, through school-based data and referral from law enforcement, specific middle school youth to receive intensive interventions.
- Establishing a personal relationship with students in order to recognize individualized needs, establish goals for attendance and academics, and to provide counseling and career guidance on a daily basis.
- Establish regular communication with teachers who work with the everyday instruction of identified students. Provide support, when necessary, to these teachers when dealing with difficulties in behavior, attendance, and academic performance.
- Identify sources for specific interventions and diversion services at the school level and within the community. Assist students and their families in accessing these resources.
- Make referrals to appropriate agencies, health services, etc., and coordinate meetings between the students, their families, teachers, school counselors, administration, and the agency representatives. Help assure students attend scheduled meetings and activities designed to ameliorate problems.
- Arrange for and supervise after-school tutoring and other activities designed to build academic skills and success in school.
- Conduct trainings and intervention programs with students. Key programs to be used by the *Step Up!* program include *Student Success Skills* and *Second Step Violence Prevention*. These are scientifically research-based programs with proven track records of success with high-risk youth.

- Work with school administration, law enforcement personnel, and—when necessary—the courts and DJJ to develop proactive measures designed to avert criminal activities.
- Identify mentors and cultivate mentor and student relationships.
- Work with partner agencies to coordinate after-school activities designed to enhance education, provide career experiences, and provide positive exposure to the community.

The *Step Up!* model draws inspiration from the success of many athletic coaches who target a star player for special attention. In high school and the college sports arena, many gifted players would not have the option of playing if they are found to be in trouble, academically or with the law. These athletes are provided specific tutoring and all types of support systems to head off problems before they surface. It is this spirit of proactive support that the district envisions creating to address the juvenile delinquency and referral rates at its schools.

Faculty/Staff Education: The ability of faculty and staff to deal with troubled youth in a manner that is both proactive and effective at avoiding conflict is an important element in reducing school-related acts of misconduct and criminal activity. Giving faculty and staff the tools for responding to difficult situations, through training and staff development activities, and providing resources for these individuals to tap will be an important aspect of the overall program design. Specific, research-based staff development activities will be implemented at the school level. Throughout the school year, teachers and staff will be provided training by district staff, outside agencies, and law enforcement on effective strategies for dealing with high-risk students. Alternatives to traditional discipline methods, such as suspension and expulsion, will be explored and implemented in order to both provide effective tools for educators faced with troubling situations and to avert placing students in unsupervised and unstructured settings where they are more likely to become involved with criminal elements and activity.

Law Enforcement as Proactive Support: Partner law enforcement agencies will serve a key role in this project. Both the Gainesville Police Department and the Alachua County Sheriff's Office are dedicated to providing support (see attached letters of commitment). Both agencies provide a School Resource Officer (SRO) program to the district, and there is an SRO in each school who is partially supported with district funds. The proposed program is designed to build on this arrangement by more closely involving the SRO in the relationship between the students, the Delinquency Intervention Specialist, and the school. The SRO will provide education and counseling from a law enforcement perspective to the students, will serve as a mentor to both the program and to individual students, and will serve as a conduit for information on potential criminal involvement by participants. Program design establishes a protocol whereby the SRO will maintain a positive, cooperative relationship with each student and work daily with the Delinquency Intervention Specialist to establish goals and objectives for preventing criminal acts. The SRO will also work with faculty at the school to provide education and counseling as it relates to dealing with troubled youth. Again, the program establishes a protocol for a positive, interactive relationship between law enforcement and the faculty and administration of each school that is designed to be proactive in nature. The overriding goal of this arrangement is to intervene, provide support where necessary, and to prevent criminal acts and ultimate arrest of youth.

Social/Emotional and Situational Interventions: An important element of the program includes identifying, acquiring, and providing intervention services designed to treat the needs of students that are not typically met in a school setting. These needs may be health-related, social/emotional, or involve family arrangements. Partner agencies, such as the Corner Drugstore and the Alachua County Crisis Center, have agreed to work with the district to help identify and, when needed, provide these interventions (see letters of support). Funds have been allocated in the budget to purchase services, when necessary, that will be appropriate to the treatment of individual students who may be in need of these options. The Delinquency Intervention Specialist will work with the partner agencies and other community resources to identify needs, obtain services, and coordinate activities involved in providing these services to needy students and their families. Providing the support and

follow-through needed to assure students receive needed interventions will be a major focus of the Delinquency Intervention Specialist's role.

Targeted, Individualized Academic Support: Success in school provides an additional assurance that students avoid criminal behavior. Research shows that students who have difficulty in school often become bored, exhibit poor behavior, and may eventually run afoul of the law. This project emphasizes providing appropriate academic support for struggling students. Daily contact with instructional staff will assure that the Delinquency Intervention Specialist is informed regarding classroom performance and academic challenges. An Academic Improvement Plan (AIP) will be developed for each student in the program who is performing below grade level on reading, writing, math, or science. The Delinquency Intervention Specialist will monitor each student's academic progress and will arrange after-school tutoring and academic support in order to address deficiencies. Funds have been allocated in the budget to provide one-on-one and small-group after school tutoring by certified teachers. Additional resources are directed at providing students with exposure to *Student Success Skills* and *Second Step Violence Prevention*. These research-based programs have been proven successful at raising student achievement and providing social competency skills need for success. The goal is to raise achievement in core subject areas, student performance on the Florida Comprehensive Assessment Test, and success and confidence in schoolwork in general.

Career Education: Additional enhancement to student educational opportunities may be accomplished through involving the program's students in the district's Career and Technical Education program. These programs are offered in several of the district's high schools and have proven to be very effective in motivating students to stay in school and to remain connected to their academic courses of study. Career counseling will be provided to each student, particularly those about to enter high school, and students will be given the opportunity to visit Career and Technical Academies and explore a variety of career choices through field trips to local business and industry. Special emphasis will be directed at providing students with viable and attainable options to the path to crime and delinquency taken by many frustrated high school students.

Family Involvement: Important to the success of any program that attempts to change youth behavior and attitudes is family involvement. Throughout the school year, parents will be involved in decisions about their children. The Delinquency Intervention Specialist will work with parents to establish clear and direct lines of communication and will endeavor to hold regular meetings with parents regarding progress. The goal is to create a cooperative agreement with each parent in which the Specialist is the "one-stop" contact. This is especially important in the middle school setting in which students often see a number of teachers throughout the day. As a result, the Specialist will play the role of student advocate for students involved in the program. He/she will work daily with all staff that directly impacts the student and relay information that is pertinent regarding academics, accomplishments, and behavior to parents. As with other aspects of the program, the goal is to streamline the process of home/school communication making it both a priority and a regular occurrence. In the end, it is expected that regular parental communication will result in improved attendance, better attitudes regarding home/school relations, and a significant reduction in acts of delinquency both in school and out.

Section F—Project Goals, Objectives, and Strategies:

The following **goals** are proposed as part of the *Step Up!* program:

- Identify and provide full program support to at least forty high-risk youth per semester.
- Improve academic performance of participating youth.
- Reduce rates of disciplinary referrals and absenteeism among participating youth.
- Improve parental involvement and communication with the school.
- Provide staff development and resources to school faculty and staff regarding troubled youth.
- Reduce juvenile delinquency among participating youth.

The following specific **measurable objectives** are proposed as a measure of program success:

Participation: At least forty youth will actively participate in program activities per semester. Student attendance at program activities and records of completion rates of program trainings and initiatives will be kept to document participation.

Academic Performance: At least 80 percent of participating youth will demonstrate improved academic performance through at least one of the following measures:

- Increase in performance by at least one level on the reading or math portion of FCAT when comparing program-participation-year data to the previous year.
- Increase in semester grade point average of at least .5 GPA when comparing program-participation semester to previous semester.

Behavior Improvement: At least 80 percent of participating youth will demonstrate improved behavior through at least one of the following:

- Demonstrate a decrease in the number discipline referrals when comparing program-participation semester to previous semester.
- Improve school attendance when comparing program semester to previous semester.

Parental Involvement: A parent conference will be documented with at least 90 percent of program participants per semester. Parent contact logs will document additional parent contacts via phone, e-mail, home visit, etc.

Staff Development: At least three trainings will be conducted with school staff per academic year. These trainings will be specific to addressing issues facing troubled youth and their success in school.

Reduction in Delinquency: At least 95 percent of participating youth will remain crime-free at least one year after completing the program. Additional evidence of improved social competencies among participants will be documented through the *Student Success Skills* materials used.

Part G—Collaborative Partners:

The following collaborative partners have agreed to provide support as outlined in the above Project Description and attached letters of support:

- Gainesville Police Department
- Alachua County Sherriff’s Office
- Corner Drug Store (CDS)
- Alachua County Crisis Center

Part H—Budget:

See budget sheet and narrative (next page). Proposed budget represents a \$1,200-per-youth-served cost for the program. This figure is extremely cost effective given the services provided and savings to the schools, criminal justice system, and community when youth do not offend.

Part I—Timeline:

January	February	Mar-May	June-July	August	Sept-Nov	December
<ul style="list-style-type: none"> • Hire Delinquency Intervention Specialist. • Set up spring inservice. • Identify & enroll students. 	<ul style="list-style-type: none"> • Teacher workshop. • Implement <i>Student Success Skills</i> and <i>Second Step Violence Prevention</i>. 	<ul style="list-style-type: none"> • Teacher workshop • Career & Technical Academy Trips 	<ul style="list-style-type: none"> • Data Analysis & Mid-Year Report 	<ul style="list-style-type: none"> • Teacher workshop • Identify & enroll students. 	<ul style="list-style-type: none"> • Teacher workshop. • Implement <i>Student Success Skills</i> and <i>Second Step Violence Prevention</i> 	<ul style="list-style-type: none"> • Career & Technical Academy Trips. • Data Analysis & Final Report

ATTACHMENT B

SAFE SCHOOLS AND STUDENTS PROGRAM BUDGET PROPOSAL

The project budget summary shall display program costs to be paid by the Department if the

	1	2	3	4	5
	Type of Expense	Budget - First year			
	Note: Attach a narrative by line item to explain the expense and source for budget item	Unit Cost		Number of Units	
		Amount	Unit		Total
1	Delinquency Intervention Specialist (DIS)			1.0	\$40,000
2	Benefits for DIS calculated at 19.15% + \$4,112 group insurance				\$11,772
3	Contracted Services – Consultants to provide staff training and counseling services for students				\$8,000
4	Teacher stipends for teacher involvement/tutoring- calculated at \$15/hr x 120hrs x 9 teachers (3 at each grade level) = \$16,200; teacher stipends for training workshops (poverty, dealing with difficult teens) – calculated at \$15/hr x 10 hrs (4 2.5-hr workshops) x 65 teachers = \$9,750				\$25,950
5	Benefits on stipends calculated at 19.15%				\$4,969
6	Office supplies for DIS				\$600
7	Field Trips to Career & Technical Academies				\$5,000
8	Computer for DIS to track/monitor program students				\$900
9	Cell phone for DIS – parent contact (1 yr contract, \$45/month)				\$600
10	Indirect Cost calculated at district Negotiated rate of 2.28% (not calculated on computer)				2,209
	TOTALS				\$100,000

project is funded. List all proposed budget line items.