

Board Meeting Agenda Item Executive Summary

Supt.'s Office Use Only

Board Meeting 4-21-09

Agenda Consent

Item No. F. 9.

Board Meeting Date:	April 21, 2009
Submitted By:	Everett Caudle
Item Description:	Safe Schools Healthy Students Grant

Purpose and Explanation:

An application has been submitted to the US Department of Education for a Safe Schools Healthy Students grant entitled **Project Secure**. The School Board of Alachua County met with key, mandatory community representatives to include the Department of Children and Families, the Department of Juvenile Justice, the Alachua County Sheriff's Office, and the Gainesville Police Department, as well as other community agencies and representatives from the community to discuss and create a comprehensive Safe Schools-Healthy Students (SS/HS) plan. The resulting proposal is designed to address mental health, social and emotional skills, early learning, substance abuse, and school safety and violence prevention among area youth. The project includes the following developed goals:

- *To reduce levels of disruption and physical violence in district schools and increase student pro-social skills.*
- *To decrease substance abuse among youth.*
- *To increase student engagement across all domains.*
- *To increase mental health services for students and families.*
- *To increase school readiness of children in their first five years of life.*

After discussing community needs and existing services, the project planning team identified a number of critical areas needing support and that would benefit from a comprehensive SS/SH project. Programs and initiatives that have been proposed to address the identified gaps and weaknesses and to achieve project goals includes:

- An "Outpost" center as an alternative to out-of-school suspensions for some students.
- Student Advocates in high-need schools to act as mentors and case managers for at-risk students.
- Community Liaisons to address family needs along a feeder-school pattern.
- Additional school psychologists to provide more school-based counseling services and improve identification of students experiencing social/emotional and mental health issues through an improved evaluation process
- Contracts with service providers to provide additional mental health services to students and families and to stand up additional after-school/summer programs in areas that lack access to community services such as west Gainesville and rural areas of the county
- Vocational summer tracks for students to acquire marketable skills to increase opportunities for employment

Requested annual funding for program activities is \$1,499,408.80. The grant may be renewed for a maximum of 4 years with a potential total funding for our district of \$5,997,635.20.

BUDGETARY IMPACT

Funding Source (Description): Federal **Amount: \$1,499,408.80**

Staff Attorney Review & Approval <i>(For Contracts Only)</i>	Date: _____ Initial: _____	ADDITIONAL INFORMATION Yes: _____ No: _____
--	-------------------------------	--

1. COMMUNITY ASSESSMENT

(1a) Individual, family, school, and community risk and protective factors that relate to the five SS/HS elements and that will be addressed by the project.

Alachua County is a unique mixture of urban and rural areas that, in itself, presents a diverse set of challenges to providing a continuum of social services to children and their families. According to population data from 2007, the total county population was 240,082 with 75% residing in urban areas and 25% in rural places (or 60,000+ people who do not have the same access to health care, mental health services, and other community support services.)

Poverty is also an issue for Alachua County. Many county residents lack the financial resources to take advantage of local services. Data from a 2004 report states that out of the total population, 24.7% of those under the age of 18 are living below the poverty line.¹

Approximately 47% of Alachua county students receive free and reduced lunches—the same as Duval County, a county with over three times Alachua’s population. Homeless rates have also risen. There were 1,631 men, women, and children without housing in the county, according to a 24-hour census survey on Jan. 27-28, 2009. This represents a 20 percent increase from the census taken in early 2008. Of the 1,631 counted as homeless, 546 were children under the age of 18.²

Alachua County, like many other counties in the state of Florida, has borne its share of cuts to programs and personnel due to economic factors, again affecting services offered to area children and families. Additionally, by November of 2008, the unemployment rate for Alachua County had risen to 4.9 percent from 2.9 percent just one year prior. Education has been affected as well. Last year, Florida was one of 19 states that had to cut funding for K-12 education.

¹ (City of Gainesville, Economic Development Department. [23 August 2004.](http://www.cityofgainesville.org/ecodev/common/docs/8-23-04ExhibitB-PeerCities.pdf)
[http://www.cityofgainesville.org/ecodev/common/docs/8-23-04ExhibitB-PeerCities.pdf.](http://www.cityofgainesville.org/ecodev/common/docs/8-23-04ExhibitB-PeerCities.pdf))

² Alachua County Coalition for the Homeless and Hungry Jan. 27-28, 2009

Alachua County Safe Schools Healthy Students Application – Project Secure

Alachua County took a series of budget cuts that translated to a reduction in personnel (for example, school psychologists) or to a sharing of personnel for non-essential subject areas (art, music, etc.). This means more stress for families who require more services and with less services being offered—particularly in the schools and through local non-profit agencies.

When the Safe Schools Healthy Students grant application was announced, the School Board of Alachua County asked local partner agencies and community members to come together to discuss the need for services to address risk factors identified through these focus group sessions. The response was swift and unanimous. In comparing community risk factors that each agency has been tracking, key partners echoed the same concerns as outlined in the table below:

Risk Factors	Related Elements				
<i>Individual</i>	E1	E2	E3	E4	E5
Early onset of aggression/violence	X	X	X	X	X
Lack of pro-social skills	X	X	X	X	X
Life stressors	X	X	X	X	X
Antisocial behavior and alienation/delinquent beliefs/general delinquency involvement	X	X	X	X	X
<i>Family</i>					
Family management problem/poor parent supervision and/or monitoring	X	X	X	X	X
Low parent education level/literacy	X		X	X	X
<i>School/Community</i>					
Truancy/frequent absences and tardies	X	X	X	X	X
Out of school suspensions	X	X	X		
Lack of transitioning support	X		X		X
Gang involvement	X	X	X		
Peer ATOD* use (alcohol, tobacco, & other drugs)	X	X	X		
Poverty	X	X	X	X	X
Lack of Access to programs and services (rural areas)	X	X	X	X	X

The Alachua County Safe Schools Healthy Students initiative, “**Project Secure,**” will address these risks by building a more comprehensive network of programs and services within area schools and centers while working in conjunction with local service providers and community partner personnel to establish resource and program support that would not be otherwise feasible or accessible under the current economic conditions of the nation, state, and county. This network will be built upon existing protective factors that include:

- Coordination of services with Juvenile Justice, Department of Children and Families, and Meridian (mental health care).
- An existing School Resource Officer service at all local middle and high schools provided by two law enforcement agencies—the Gainesville Police Department and the Alachua County Sheriff’s Office.
- Building additional partnerships with community service providers such as Corner Drug Store (a local family and behavioral health service treatment facility).
- Offering a variety of after school programs between the Alachua County school district, the City of Gainesville, and other community non-profit organizations such as Teen Zone, 21st Century Community Learning Centers, and Boys & Girls Clubs.
- A core management team from area partners who are willing to donate time and resources to address the risk factors that affect both children and their families in their community.

(1b) Student problem behaviors as they relate to the five elements.

The core management team partners’ focus-group meetings unearthed a number of student behaviors that were deemed key indicators of needs that have not been adequately addressed by existing community/school programs and services. These behaviors include

aggressiveness and lack of pro-social skills at early ages (including in early childhood programs), defiance issues that indicate a lack of engagement and connectivity to the community, excessive behavior referrals and attendance issues, substance abuse among middle school students, and depression and anxiety among area students.

Safety and Violence Prevention: Alachua County school district data for the first 100 days of school for the 2008-09 school year, show some disturbing numbers as outlined in the table below (August 18, 2008-February 2, 2009).

Event	Elementary	Middle	High
Unsafe Actions (compromises the safety of any individual – includes hitting, kicking, slapping...)	455	393	120
Battery	13	49	27
Fighting – serious altercation	49	95	52
Weapons Possession	3	7	7

Law enforcement personnel voiced concerns with violent behavior and time out of school. Students are suspended from school with nowhere to go but to stay home, often without parental supervision, or to wander the streets and get into more trouble. Gangs are a mounting concern for child and community safety. According to recent reports, there are at least 13 gangs in the county. Gang activity includes burglary, theft, auto theft, drugs sales, guns, and fighting and mostly occurs between 2 pm and 4 am. The age of gang members range from 12-25 where elementary kids roles are burglary and theft; middle school roles are fighting, drugs sales and burglary; and high school roles are fighting, drug sales, guns, and burglary.³

Alcohol, Tobacco & Other Drugs (ATOD): Marijuana and other illicit drug use among Alachua County high school students is significantly higher compared to other high school students in the state of Florida. Selling drugs is substantially higher for this age range as well. According to the

³ Information provided by Gainesville Police Department Gang Intervention Program

2008 Florida Youth Substance Abuse Survey (FYSAS), Alachua County high school students showed:

- Marijuana or Hashish use at 31.5% compared to 30.8% for the state
- Illicit drug use at 40% compared to 37.5% for the state
- Any illicit drug use, but no alcohol use at 3.7% compared to 3% for the state
- Selling drugs at 8.6% compared to 7.6% for the state

Alachua County school district referral data shows the same trend in high school drug involvement, and at the middle school level there is room to improve alcohol possession and/or use.

Behavior Referrals	Elementary	Middle	High
Drug Possession/Use (excluding alcohol)	0	4	32
Alcohol Possession/Use	0	12	8
Tobacco Possession/Use	1	3	22

Juvenile Justice data also relays a similar picture. When juvenile offenders were assessed upon entry into the system, 58% reported they had used drugs, 38% reported using alcohol, and 22% reported using Marijuana.

Behavioral, Social & Emotional Supports: The protective factors for middle school youth across all domains (community, family, school, peer, and individual) have seen a general increase since 2002, but at the high school level, protective factors are steadily weakening across the community and family domains. Community opportunities for pro-social involvement, family attachment, and family opportunities for pro-social involvement have seen a 10% drop from 2002 to 2008, according to FYSAS 2008 data. Risk factors such as low neighborhood attachment, community disorganization, high mobility, family conflicts, friends' delinquent

behavior, and favorable attitudes toward antisocial behavior have all risen for Alachua County high school youth since 2002.

Juvenile Justice assessment data for juvenile offenders entering (or re-entering) the system shows that 84% reported having antisocial peers, and 81% reported a suspension history at school. Their risk data indicated that juvenile offenders were likely to commit an offense if they lacked pro-social skills (25%), if they had a record of behavior referrals (24%), and how they chose to use free time (21%). This data dovetails with Alachua County school district data that reflects a growing problem among K-12 students that includes excessive behavior referrals and school absences:

Event	Elementary	Middle	High
Out of School Suspensions	322	558	798
Unexcused Tardiness *(middle/high not included, calculated by class period)	62,400	*N/A	*N/A
Unexcused Absences of 15 days or more	10	376	1,516
Bullying/Harassment	20	19	6
Defiant	177	305	768
Threat/Intimidation	8	58	29

Mental Health: According to recent studies, one in five children have some sort of mental, behavioral, or emotional problem, and one in ten may have a serious emotional problem. Among adolescents, one in eight may suffer from depression. Of all children and teens struggling with emotional and behavioral problems, a mere 30% receive any sort of intervention or treatment. The other 70% simply struggle through the pain of mental illness or emotional turmoil, doing their best to make it to adulthood. The most troubling fact is that these struggling teens often receive no counseling, therapy, or medical intervention, even though the National Institute of

Mental Health reports that studies show treatments of depression in children and adolescents can be effective.⁴

Brown University reported in 2002 that many parents simply do not recognize the symptoms of depression in their adolescent children. They found that even parents who have good communication with their children do not necessarily realize it when a child is depressed.⁵ Because parents often do not recognize the symptoms, schools are often the first to recognize and diagnose mental health issues.

According to 2006 Alachua County census data, there were 46,277 children under age of 18.⁶ Applying the statistics listed above, that equates to potentially 5,784 children suffering from depression and 4,627 children having a serious emotional problem. With that in mind, only 1,000 students in the school district have been identified for a section 504 accommodation plan, most of whom have a mental disorder. That means that over 75% of children in the school district may not have been identified for mental health services as captured by the schools.

Early Childhood Problem Behaviors: At the end of the 2008-09 school year, at least 131 kindergartners had been retained from being promoted to the first grade. That equates to roughly 7% of the entire kindergarten class. They were retained due to lack of social and behavior skills conducive to the first grade learning environment. Upon examination of the early learning component, Alachua County realized the issues stemmed from problems upstream, mainly in Head Start and Voluntary Pre School (VPK) communities (students and parents).

Head Start/VPK data for the current academic school year indicates that out of 640 children being served (240 3-year olds, 400 4-year olds), many children are already

⁴ “Depression Guide, Mental Health and Depression Statistics,” <http://www.depression-guide.com/depression-statistics.htm>

⁵ The Brown University Child and Adolescent Behavior Letter, Vol. 18, No 4, April 2002.

⁶ http://www.city-data.com/county/Alachua_County-FL.html

demonstrating a lack of social and emotional skills with bullying behavior or poor peer relations, anger outbursts, and lack of impulse control. There are 175 Head Start students (27% of the student population) who have been referred for behavior assessments, ESE evaluation, health, and attendance issues that have not been fully addressed to date. This does not include the 45 referral cases that have already been closed and resolved (another 7% of the population). A majority of these children are waiting for evaluations and screening that will measure school readiness and detect developmental delays.

In addition, deficient social and emotional skills among early learners point to a lack of parenting skills in the home. With a substantially high free and reduced lunch rate, poverty is a salient issue for the county, and this frequently translates to poor home environments where a parent or parents are focused on survival and not necessarily on insuring healthy child development. Another indicator of this is the foster care rate in our county. Our circuit removes 43.5 children per 1,000 whereas the state average is 30.9 children per 1,000. Parenting skills are sorely needed, and family involvement in a child's school environment continues to be one of the top struggles for school staff throughout the district.

(1c) Needs & Gaps Related to 5 Elements Not Addressed By Current Services.

Element One: Physical violence is noted in the schools with no consistent way of measuring school climate by students, parents, or staff. This produces serious “blind spots” when it comes to the district being able to focus efforts at specific schools, staff, and student bodies. There is also a lack of a consistent implementation of a violence prevention curriculum. Though the district does train staff on *Second Step* (a violence prevention program), there is no universal implementation of the program throughout the district, and certainly no targeted use of it in violence-ridden schools. Of even greater concern, Alachua County lacks community awareness

about increasing gang development in the county, particularly in the urban area of Gainesville. As a result, little is taught in the schools or among communities about the dangers associated with gang involvement and criminal activities, even though gang activity is on the rise.

Element Two: Alachua County already implements a substance abuse curriculum entitled *Too Good for Drugs* throughout the district. However, the district lacks in-school support for students tackling substance abuse issues. Students may be referred to substance abuse programs (inpatient and outpatient) with such local community partners as Meridian Behavioral Healthcare, Inc. and Corner Drug Store, but they seriously lack supports built into the school that will help them navigate the day-to-day struggles that arise from addiction and substance abuse. This is a specific but critical need.

Element Three: Alachua County has a serious problem in terms of student engagement across all domains—school, home, peers, and the community. This is reflected in the high numbers of students who are either absent, tardy, or have out-of-school suspensions. Currently, out-of-school suspension means a day, a week, or even longer spent hanging out at home or on the street, and quite often unsupervised due to working parents. This leads to increased exposure to negative influences, opportunities for gang involvement, and criminal activity. It also takes these students out of the social environment of school and exacerbates feelings of isolation from the norms of school. This is of particular concern among younger students (elementary and middle school). There is a need to provide an alternative to out-of-school suspension for those students who have had more than one out-of-school suspension where they will continue their education, receive remedial education assistance, and will be linked to community service providers who will come to the center and provide on-site counseling and services.

In addition, students need to be re-engaged to schools on-site. Alachua County schools really require a number of “Student Advocates” at the school level to serve as mentors who will be assigned a caseload of 20-30 students each (those who are most at-risk in terms of the 5 elements) and who will provide the presence of an adult in the student’s life to fuel the motivation and foster the development of life skills needed to overcome obstacles. The Student Advocates would be charged with providing tailored assistance to designated youth, acting as a mentor to students, 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.

Students need re-connection to their homes too. Alachua County recognizes the need for a limited number of “Community Liaisons” who will act as social workers along feeder school patterns. They will get to know entire families along the feeder schools by interacting with the Student Advocates and students as well as brokering community services with the parent(s).

Alachua County also identified a gap in transition support for students moving between elementary to middle school and middle to high school. There is a need to provide summer transition “camps” where students will get acclimated to their new environment and decrease the stress factors involved in entering a new system of classes, transitioning between classes, navigating the building and grounds and familiarizing themselves with faculty.

Many Alachua County students also lack access to after-school and summer programs where they might participate in positive activities and build pro-social skills at the same time, re-engaging with their communities. Rural areas and west Gainesville do not have access to such community cornerstones as Boys & Girls Clubs and have contacted the local Boys & Girls Club requesting clubs in their areas. West Gainesville has a critical need for a club because the area

has experienced a growth in poverty and low-income housing, significant crime and gang activity, and has a definite lack of access to a variety of basic community services.

The school district has always attempted to address gaps in summer programs through summer school and fee-supported enrichment programs. However, due to economic cuts to educational budgets, the Alachua County school district is currently discussing the possibility of eliminating all but mandatory summer programs. Students have little access to summer activities as it is. The City of Gainesville’s Parks and Recreation Department has attempted to respond to this need through a “Summer Heat Wave” sports event for area youth. But in spite of these efforts, many students were not able to attend due to limited resources and access. “Summer Heat Wave” was held in one location. There is a need to expand this to other areas and to provide transportation.

And, finally, students lack connectivity to their communities due to a lack of vocational training opportunities for youth. A survey of area businesses reveal that hiring local students is a challenge. They often lack the social skills and coping skills necessary for holding a job. Many would benefit from exposure to summer training and experience in an employment training program.

Element Four: Alachua County’s largest gap falls under element four. There is a significant lack of mental health workers to support the entire county, particularly in regards to serving children on-site at school. Alachua County has only 15 full-time school psychologists on staff. With just under 30,000 students in the district, this translates to approximately a 2,000:1 ratio. The National Association of School Psychologists (NASP) recommends a ratio of 1,000:1. This also correlates with information that shows the district likely identified less than 25% of those students who are statistically projected to be suffering from a serious emotional problem and

requiring greater access to mental health services. While the district currently contracts with an outside provider to supplement its staff of psychologist, that agency is providing less than seven people to cover all public schools for providing counseling and supplemental evaluations.

Horizon Center, the district center school for troubled and chronically defiant middle and high school youth, does not have dedicated on-site mental health support. Horizon Center supports an average of 126 students who require a higher-level of service than the district can currently support and who would greatly benefit from increased counseling and mental health services.

We know as well that many student struggles often originate in the home. This means that parents or guardians often are experiencing untreated mental health issues. There is a need to reach out to student families to connect them with accessible community resources that will meet their needs, and, therefore, the needs of their children.

Element Five: A significant number of pre-school age children have been identified as requiring developmental screenings and evaluations. There is currently one school psychologist working toward meeting the needs of at least 100 children in the district-operated Head Start program. Evaluations are backed up, are not being effectively processed, and students are not getting the services they need in time to promote and build school readiness skills. In addition, as reflected by foster care data, parents are in dire need of parenting skills development and modeling opportunities. There are two areas of town that have high number of child maltreatments and child victims. To address this need, the Partnership for Strong Families and DCF, along with the Alachua County Public Library and part of the Annie E. Casey Foundation, plan to open a Family Resource Center (FRC) in one of the two locations this May. The FRC will make many community services accessible in the most distressed neighborhoods where families may walk in

and get counseling, skills training, and a host of other services for free. There is a need for additional personnel and, possibly, a Case Manager to be associated with these sites to provide periodic family visitations and who will work with **Project Secure** Community Liaisons to connect students and families with local supports.

2. GOALS AND OBJECTIVES

(2a) Element Goals Linked to Identified Gaps.

The specific goals of Alachua County’s **Project Secure** initiative are:

Element One: Reduce levels of disruption and physical violence in district schools and increase student pro-social skills.

This goal aims to address the unacceptably high levels of violent behaviors and attitudes of students in the schools, at home, with peers, and in the community; and to address a huge gap in consistently measuring school climates.

Element Two: Decrease substance abuse among youth.

This goal aims to address the higher than state average ATOD usage and attitude problems; and to address the consistency in school usage of anti-ATOD programs and supports.

Element Three: Increase student engagement across all domains.

This goal aims to address the high numbers of students who are in danger of dropping out of school and who are at risk to commit juvenile offenses due to a lack of engagement with school, family, peers, and the community.

Element Four: Increase mental health services for students and families.

This global goal aims to address the lack of adequate mental health support to the schools and the lack of access to mental health personnel and services in certain geographic areas.

Element Five: Increase school readiness of children in their first five years of life.

This goal aims to address the need for timely evaluations of pre-school children, to build school readiness skills, to increase parent skills training and modeling opportunities, and to increase family involvement in children’s school programs.

(2b) Measurable Objectives Linked to Each of the Stated Goals.

Progress toward the **Project Secure** goals will be measured by several key objectives for each goal as follows:

Element One: In order to reduce the levels of disruption and physical violence in school and to increase pro-social skills, Alachua County has proposed the following objectives:

- Decrease the number of elementary students who have engaged in unsafe acts or actions 30% by spring 2013.
- Decrease the number of middle and high school students engaged in physical altercations at schools by 30% by spring of 2013
- Increase student awareness of the negative consequences of gang involvement in the County by 10% each year.
- Implement a district-wide school climate survey that will capture and show a decrease in the number of students who felt unsafe at school or on their way to or from school.

Element Two: In order to decrease substance abuse among youth, Alachua County has proposed the following objectives:

- Decrease the percentage of high school students using marijuana or hashish by .5% each year
- Decrease the percentage of high school students using drugs by 5% by 2013
- Decrease middle school referrals for alcohol possession and/or use by 10% each year

Alachua County Safe Schools Healthy Students Application – Project Secure

- Decrease high school referrals for tobacco possession and/or use by 10% each year
- Decrease the percentage of juvenile offenders reporting marijuana usage by 25% by 2013

Element Three: In order to increase student engagement across all domains, Alachua County has proposed the following objectives:

- Increase attendance rates at all grade levels by 30% by 2013.
- Decrease the number of out-of-school suspensions at all grade levels by 10% each year.
- Increase the number of students who report being more engaged at school, home, and in the community by 20% from year 1 to year 4.
- Increase the number of students who report feeling more connected to peers by 20% from year 1 to year 4.
- Decrease the number of advanced-age (twice-retained) students in the district by 30% by 2013.
- Decrease the percentage of juvenile offenders who report the use of free time as a primary risk factor for committing an offense by 10% by 2013.

Element Four: In order to increase mental health services for students and families, Alachua County has proposed the following objectives:

- Increase the number of students receiving mental health service by 30%.
- Increase the number of students referred to community mental health services by 20%.
- Increase the number of rural students served by mental health professionals by 20%.
- Increase the number of students receiving on-site mental health counseling and psychiatric evaluation and treatment at Horizon Center, an alternative education site for students who require behavior modification to 20% of the student population.
- Increase the number of student families receiving mental health services by 20% by 2013.

Element Five: In order to increase school readiness of children in their first five years of life, Alachua County has proposed the following objectives:

- Decrease the percentage of students retained in kindergarten by 3.5% by 2013.
- Increase the percentage of pre-school student Batelle evaluations to better identify children with developmental delays by 20% by 2013.
- Increase the number of parents trained in helping their child develop socially and emotionally by 10% each year.
- Increase the number of families involved in family activities by 5% each year.

3. PROJECT DESIGN

(3a) Activities, Curricula, Programs, and Services Addressing the Goals and Objectives.

Because **Project Secure** is designed to provide a comprehensive approach to supporting school safety and healthy students, many of our strategies cut across several of the elements—particularly the use of a Student Advocate, a Community Liaison, a Family Resource Case Manager, and the implementation of an Outpost Center (as defined below).

Element One: We will use three universal prevention activities and their associated activities to provide a foundation for achieving all our objectives related to maintaining a safe school environment and decreasing violent attitudes and behaviors:

- Implement a consistent, district-wide school climate survey to identify parent and student attitudes toward school, school staff, and peers. This will aid in targeting services to specific groups of students to prevent later eruptions of violent behavior and attitudes.
- School-wide implementation of *Second Step* violence prevention program.

Alachua County Safe Schools Healthy Students Application – Project Secure

- Work with local law enforcement to implement gang resistance education and awareness training in district schools.

In addition, the project will employ both early and intermediate interventions. Early intervention services will include:

- Employ a “Student Advocate” at the school level for schools with high numbers of at-risk students with violent behavior or attitudes.
- Employ a “Community Liaison” who will work with identified students and their families to address risk factors in the home environment and to build protective factors there.

Intensive intervention activities will include:

- Set up an Outpost Center as an alternative to out-of-school suspension program. The Outpost center will offer students with multiple out-of-school suspensions an academic center where they will continue their studies, will have access to remedial education, and have access to on-site community services that span the five elements. Students will be transported from their home schools to the site.

Element Two: Alachua County will implement broader strategies to decrease favorable attitude and use rates of ATOD. Universal prevention strategies will build on current district resources such as the *Too Good for Drugs* curriculum that is already in place, and existing community resources to include:

- Continued early identification of substance abuse problems and referral to treatment services for youth in schools and adults in clinics and other community settings.

Early intervention activities will include:

- Use a “Student Advocate” to reduce the length of time between onset of high risk behaviors and referral to appropriate, effective intervention activities;

Alachua County Safe Schools Healthy Students Application – Project Secure

- Use a “Community Liaison” to strengthen and expand the range of drug and alcohol intervention services available to youth and their families.

Intensive Intervention activities and services include:

- Set up an Outpost Center (Alternative to Out-of-School Suspension). This center will offer students with multiple out-of-school suspensions an academic center where they will continue their studies, will have access to remedial education, and have access to on-site community services that span the five elements.
- Refer students to mental health care through contracted service provider agreements.

Element Three: To increase student engagement across domains, Alachua County will provide the following universal prevention activities:

- The district will offer summer transition programs for 5th graders moving to middle school and for 8th graders promoted to a high school environment
- The district will provide a summer vocational program to equip at-risk students identified by this initiative with skills they can use for finding and maintaining a job.
- The initiative will fund contracted after-school and summer programs to referred youth at four high-need sites. These sites will specifically address the need to build protective factors in geographic areas riddled with crime, poverty, and/or lack of services to include the west side of Gainesville (32607/32608 zip code), and rural areas with no programs to include Archer, Newberry, High Springs, Alachua, Waldo, and Hawthorne.
- The City of Gainesville and local law enforcement will offer a “Summer Heat Wave” program to engage youth in sports activities, character building, and community engagement.

Early intervention services to include:

Alachua County Safe Schools Healthy Students Application – Project Secure

- Employ a “Student Advocate” at the school level for schools with high numbers of at-risk students who need to be re-engaged with school, family, peers and communities.
- Employ a “Community Liaison” who will work with identified students and their families to address risk factors in the home environment and to build protective factors there such as pro-social skills.
- Provide resources for two Family Resource Centers in Gainesville to provide further assistance to families on building pro-social skills and protective supports in the home. Students and their families may be referred to the FRC by the Student Advocate, the Community Liaison, Guidance staff, or by self-identification

Intensive Intervention activities and services include:

- Set up an Outpost Center to offer students with multiple out-of-school suspensions an academic center where they will continue their studies, will have access to remedial education, and have access to on-site community services that span the five elements.

Element Four: To increase access to supplemental mental health services for students and families. *These services go beyond, and do not supplant, element 3 school services and District obligations to provide IDEA.*

Universal prevention activities that Alachua County will implement:

- Hire additional psychological counselors to provide more mental health screenings and on-site counseling to students.
- Employ 2 psychology interns to assist school psychologists with mental health assessments, evaluations, and follow-up.
- Expand services with contracted mental health providers to furnish greater on-site counseling to students at the schools.

Early intervention services include:

- Employ a “Student Advocate” at the school level for schools with high numbers of at-risk students with violent behavior or attitudes. They will work with school counselors and staff to request specific counseling services for the student in school. They will also work with the Community Liaison to coordinate community social service resources for both the student and family.
- Employ a “Community Liaison” who will work with identified students and their families to address risk factors in the home environment and to build protective factors there. They will also work with the Student Advocate to coordinate community social service resources for both the student and family.
- Contract with supplemental providers to assist in developing two Family Resource Center locations. The Community Liaison may refer identified students and families to the FRC to have closer access to mental health services not provided directly at the school.

Intensive Intervention activities and services include:

- Set up an Outpost Center to offer students with multiple out-of-school suspensions an academic center where they will continue their studies, have access to remedial education, and have access to on-site community services that span the five elements.
- Coordinate and contract for immediate counseling services with local crisis centers for on-site and outpatient care at local providing agencies.

Element Five: To increase school readiness of children ages 0-5, **Project Secure** will undertake the following universal prevention activities:

- Kindergarten summer camp to acclimate pre-k students to an elementary school environment. This will be offered at the most high-need schools and will provide family involvement opportunities.

Early intervention services include:

- Provide an additional psychologist position dedicated to preschool evaluations for better identification of developmental delays and other issues in preschool age children.
- Provide resources for the creation of two different Family Resource Center locations where families with young children will be offered parent-skills training and modeling.

Intensive Intervention activities and services include:

- Continue to offer special education services provided by the Alachua County school district

(3b) Activities, Curricula, Programs, and Services are Evidence-based or Reflect Current Research and Effective Practice, and are appropriate for Target Populations.

Element One, Evidence and Best Practice: Programs implemented under Element One are designed to address the goals of reducing levels of physical violence and increasing student pro-social skills. The *Second Step* violence prevention program integrates academics with social and emotional learning. It is applicable for preschool through grade eight. The program focuses on teaching vital social skills, such as empathy, emotion management, problem solving, and cooperation. *Second Step* is a research-based program with approval for use on many federal program agency lists. Evidence gathered from educators using the program indicates reductions in discipline incidents, improvement in school climate, and improved responsibility and confidence among students.

The Gang Resistance Education and Training program (*G.R.E.A.T.*) was developed by the U.S. Marshal's Service to address delinquent behavior, youth violence, and gang membership. The program is a law-enforcement-instructed classroom curriculum that consists of four components: an elementary school program, a middle school curriculum, a summer program, and training for families. Each component is designed to help students avoid destructive behaviors

and prevent violence while developing a positive bond between law enforcement and youth. The instruction also reinforces cognitive, social, and self-esteem building lessons, promotes social bonding, and strengthens communities by strengthening individual families. The U.S. Marshals Service implemented the first *G.R.E.A.T.* project in 2004. Based on the demonstrated benefits and positive results of the pilot project, the U.S. Marshals Service received funding from the Bureau of Justice Assistance to implement *G.R.E.A.T.* programs on a national level.

Outpost, an alternative to out-of-school suspension program (AOSS), is based on successful programs that have been used throughout the country to mitigate the problems that are created when students are sent home from school. It is a program that recognizes that there are little benefits to the idle time and disconnections that are created when students are suspended from school and placed at home (frequently alone) for large periods of time. Educators and communities utilizing AOSS programs report improvements in academics and behavior among children participating in the program. Law enforcement and citizens from participating communities testify that AOSS programs reduce crime and maintain engagement in school.

Element 2, Evidence and Best Practice: The district currently utilizes a number of evidence-based programs to support reduction of alcohol, tobacco, and other drugs (ATOD). **Project Secure** proposes providing student advocate services and well as community service liaisons to expand the range of substance abuse intervention services available to youth and families.

Community liaison services are based on a concept developed across the nation whereby an individual liaison is assigned to high-need schools for the sole purpose of procuring social & community resources for school families, completing student and family needs assessments, and planning and implementing parent education and training. Additionally, liaisons will assist the schools in performance of their activities through the use of volunteers—including recruitment,

orientation, and coordination and scheduling of volunteers—who supplement school personnel resources. There is a wide body of support for the use of liaisons to provide direct and immediate interventions for students and their families and to support the effectiveness of liaisons in improving academic engagement and success of students.⁷

Element 3, Evidence and Best Practice: Goals of element three are to increase student engagement in school across all domains. **Project Secure** employs a number of evidence-based programs designed to improve academic achievement, build self-confidence, and improve connectivity between students and school.

The effectiveness of transitional programs for youth as they move from elementary to middle school and from middle school to high school is not disputed by education research. A number of school districts across the nation have adopted transition programs as key components in reducing drop-out rates and improving integration of students into school at the next level.⁸ Summer programs designed to improve academic performance and boost retention of material have been similarly shown to have positive effects on not only academic performance but on student behavior, increasing positive attitudes toward school and self, and in reducing delinquent behavior.⁹

Placing “Student Advocates” in schools to focus attention on the needs of the most at-risk population has also been demonstrated to provide improved success at transitions, reduce truancy and absenteeism, decrease tardiness, reduce behavioral issues, and improve the academic performance of troubled youngsters. A longitudinal study of a program employing a similar

⁷ See recent research by Johns Hopkins University in *The Journal of Educational Research* May/June 2008, Volume 101, Number 5, pp. 287-297

⁸ See <http://www.chccs.k12.nc.us/ISD/HighSchoolreform9thGrad.pdf> for a summary of research.

⁹ “Making the Most of Summer School: A Meta-Analytic and Narrative Review,” <http://www.nichcy.org/Research/Summaries/pages/Abstract78.aspx>

model reports substantial improvements across all domains.¹⁰ “Student Advocates” will oversee coordination of interventions for an identified group of high-risk students and become a “focused resource” for faculty, administration, and parents. This Advocate will be charged with providing one-to-one assistance to designated youth, coordinating services through the Community Liaisons and community-based agencies, providing counseling regarding home-related issues, and addressing issues that impact attendance, academic achievement, physical and mental health, or other key social/emotional needs.

Element 4, Evidence and Best Practice: Increasing access to mental health services is the primary goal of element four. The National Association of School Psychologists (NASP) recommends a student to psychologist ratio of 1,000:1.¹¹ However, the current ratio in the district is about twice that amount (2,000:1). Additional psychological councilors as well as psychology interns will be utilized to provide more one-on-one counseling in an effort to identify mental health problems early, increase access to high-quality mental health services for all students, and to improve coordination efforts among providers, students, and their families.

Local mental health services are provided through a number of community agencies and are coordinated by the Department of Children and Families. These agencies employ a variety of evidence-based clinical services as well as outpatient treatments and group and family counseling. Increasing engagement between agencies and students has been demonstrated in practice to reap rewards and provide great impact on student behavior and functioning in the school setting.

Element 5, Evidence and Best Practice: Increasing school readiness of pre-school age children is being addressed through transitional programs for incoming kindergartners, provision of

¹⁰ “Program Impacts: Check and Connect,” <http://ici.umn.edu/checkandconnect/impact/default.html>

¹¹ http://www.nasponline.org/about_sp/spratios.pdf and <http://www.nasponline.org/advocacy/personnelshortages.pdf>.

additional psychologist in order to better identify developmental delays, and through establishment of community partnerships and family resources centers to provide parents better access to resources.

Community partnerships are supported by the Child Care Action Campaign (CCAC), which recommends forging stronger partnerships between school districts and the community (particularly within low-income areas). Reports by the organization suggests such partnerships are one of the most effective means of improving the school readiness of young children as well as improving the readiness of schools for accepting the challenges presented by today's young children.¹²

4. EVALUATION

(4a) Program monitoring and process measures to assess quality and completeness of grant activities.

The Alachua County School District utilizes a number of local contract service providers for evaluation of its grants and programs. A contract will be negotiated with a provider to conduct evaluative services for **Project Secure**. The evaluator will be an integral part of the team responsible for developing ongoing data collection efforts, measuring progress, making recommendations for programmatic adjustments, and for keeping the project focused on the overall goals and objectives.

The evaluator and the **Project Secure** director will work closely together. Regular meetings with the director and participation in Core Team Management Meetings with grant partners will elicit information and insight regarding data collection procedures and results. The

¹² <http://www.naeyc.org/ece/research/partnering.asp>

evaluator will then be able to suggest data-driven adjustments to the project’s strategies and activities across all five elements.

Data collection will be conducted throughout the school year by **Project Secure** staff, and fidelity checks called for within the various evidence-based activities will be provided by the evaluator. The project director will work with the evaluation team to convey all data records to a location where evaluators can access the database for purposes of summarizing and analyzing process and outcome data.

The program staff and evaluator will collect data at the end of each semester and conduct analysis yearly. These analyses will aid in determining whether the comprehensive plan is producing its intended effects. Further, this data can be used to develop support for sustaining local efforts after the grant has ended.

Process measures to assess the quality and completeness of activities under each element will be gathered each semester by **Project Secure** staff and sent electronically to the evaluator, including:

Element One:

- The percentage of those students trained in gang awareness that report recognizing the negative consequences of gang involvement. (Climate survey, pre/post test)
- The number of elementary students who have engaged in unsafe acts or actions (district behavior referral data)
- The number of middle and high school students engaged in physical altercations at schools (district behavior referral data)

Alachua County Safe Schools Healthy Students Application – Project Secure

- The percentage of K-8 students receiving the *Second Step* program that report not being in a physical fight or involved in an unsafe act against another person at school. (district behavior event, pre/post test)

Element 2:

- The percentage of high school students using marijuana or hashish (subset of FYSAS data to be collected every year.)
- The percentage of high school students using drugs (subset of FYSAS data to be collected every year.)
- The percentage of middle school referrals for alcohol possession and/or use (district behavior referral data).
- The percentage of high school referrals for tobacco possession and/or use (district behavior referral data).
- The percentage of juvenile offenders reporting substance abuse (DJJ risk assessment data)

Element 3:

- The percentage of students with unexcused absences (district attendance data)
- The percentage of students with threatening behavior (district behavior referral data)
- The percentage of students with out-of-school suspensions (district behavior data)
- The number of students who report having a positive attitude about school (school climate survey)
- The number of students who report interest in community activities (summer program survey)
- The number of students who feel more positive about peers (school climate survey)

- The number of advanced age students in the district (district data)

Element 4:

- The number of students receiving school-based mental health service across the district by 30% (psychologist logs, evaluation referrals).
- The number of students referred to community mental health services by 20% (number of school referrals, local mental health provider data).
- The number of rural students served by mental health professionals in the school district by 20% by 2013 (psychologist logs, evaluation referrals).
- The number of students receiving on-site mental health counseling and psychiatric evaluation and treatment at Horizon Center, an alternative education site for students with behavior issues, to 20% of the student population (psychologist logs, records).
- The number of student families receiving mental health services by 20% by 2013 (Community Liaison referrals, Family Resource Center referrals).

Element 5:

- The number of district students retained in kindergarten (district retention rates).
- The percentage of pre-K students screened for developmental delays (Battelle evaluation requests)
- The number of families referred for parent counseling, parent skills development, and/or home visitation (Family Resource Center data, community liaison data)
- The number of families involved in school-based family activities (school sign in sheets, family events, parent conferences).

(4b) Outcome Measurements and their Links to Identified Objectives. Outcome measures, including GPRA performance measures, for each element of this Initiative will be gathered and analyzed yearly as follows:

Element 1:

GPRA 1.1 In the SS/HS schools, by spring 2013, decrease by 40% (10 % each year) the number of students who did not go to school on one or more days during the past 30 days because they felt unsafe at school or on their way to and from school as measured by the school climate survey. (Objectives 1.3 and 1.4)

GPRA 1.2 In the SS/HS schools, by spring 2013, decrease by 30% the number of students who have been in a physical fight on school property in the 12 months prior to the survey. (Objectives 1.1 and 1.2)

Indicator 1.3: Implement a district-wide school climate survey that will capture and show a decrease in the number of students who felt unsafe at school or on their way to school as measured by the school climate survey data. (Objective 1.1)

Indicator 1.4: Decrease the number of elementary students who have engaged in unsafe acts or actions 30%, by spring 2013, as measured by district behavior referral data. (Objective 1.2)

Indicator 1.5: Decrease the number of middle and high school students engaged in physical altercations at schools by 30%, by spring of 2013, as measured by district behavior referral data. (Objective 1.3)

Indicator 1.6: Increase student awareness of the negative consequences of gang involvement in the county by 10% each year as measured by district survey data. (Objective 1.4)

Element 2:

GPRA 2.1: Decrease the percentage of students who report using marijuana one or more times during the past 30 days by 10% (by 2.5% each year) by 2013 as measured by a subset of FYSAS data. (Objective 2.1)

GPRA 2.2: Decrease the percentage of students who reported having used alcohol on one or more of the past 30 days by 14% (3.5 % each year) by 2013 as measured by a subset of FYSAS data. (Objective 2.3)

Indicator 2.3: Decrease the percentage of high school students using marijuana or hashish by .5% each year (2% total) by 2013 as measured by a subset of FYSAS data. (Objective 2.1)

Indicator 2.4: Decrease the percentage of high school students using drugs by 5% by 2013 as measured by a subset of FYSAS data. (Objective 2.2)

Indicator 2.5: Decrease the percentage of middle school referrals for alcohol possession and/or use by 10% each year (40%) by 2013 as measured by district behavior data. (Objective 2.3)

Indicator 2.6: Decrease the percentage of high school referrals for tobacco possession and/or use by 10% each year (40%) by 2013 as measured by district behavior data. (Objective 2.4)

Indicator 2.7: Decrease the percentage of juvenile offenders reporting substance abuse (drugs, alcohol, and marijuana) by each category by 25% by 2013 as measured by DJJ risk assessment data. (Objective 2.5)

Element 3:

Indicator 3.1: By 2013 the targeted schools will increase the attendance rate by 30% (7.5% each year) as measured by the district attendance report data. (Objective 3.1)

Indicator 3.2: By 2013 decrease the number of out of school suspensions at all grade levels by 40% (10% each year) as captured by district behavior resolution data. (Objective 3.2)

Indicator 3.3: By 2013 increase the number of students who report being more engaged at school, home and in the community by 20% (5% each year) as captured by the school climate survey from the first complete standardized implementation the first year to the fourth year. (Objective 3.3)

Indicator 3.4: By 2013 increase the number of students who report being more connected to peers by 20% (5% each year) as captured by the school climate survey from the first complete standardized implementation the first year to the fourth year. (Objective 3.4)

Indicator 3.5: By 2013 decrease the number of advanced age students in the district by 30% (7.5% each year) as measured by district guidance data. (Objective 3.5)

Indicator 3.6: By 2013 decrease the percentage of juvenile offenders reporting use of free time as a primary risk factor for committing an offense by 10% (2.5% each year) as reported by DJJ PACT data. (Objective 3.6)

Element 4:

GPRA 4.1: Increase the percentage of students receiving school-based mental health services by 30% by 2013 as measured by psychologist logs and evaluation referrals. (Objective 4.1)

GPRA 4.2: Increase the percentage of student mental health referrals that result in mental health services being provided in the community by 20% by 2013 as measured by the number of school referrals and provider data. (Objective 4.2)

Indicator 4.3: Increase the number of rural students served by mental health professionals in the school district by 20% by 2013 as measured by psychologist logs and evaluation referrals. (Objective 4.3)

Indicator 4.4: Increase the number of students receiving on-site mental health counseling and psychiatric evaluation and treatment at Horizon Center, an alternative education site for students who require behavior modification to 20% of the student population as measured by psychologist logs and site records. (Objective 4.4)

Indicator 4.5: Increase the number of student families receiving mental health services by 20% by 2013 as measured by Community Liaison referrals and FRC referrals. (Objective 4.5)

Element 5:

Indicator 5.1: Decrease the percentage of students retained in kindergarten by 3.5% by 2013 as measured by district retention rate data. (Objective 5.1)

Indicator 5.2: Increase the percentage of pre-K student Battelle evaluations to better identify children with developmental delays by 20% by 2013 as measured by Battelle evaluation requests. (Objective 5.2)

Indicator 5.3: Increase the number of parents trained in helping their child develop socially and emotionally by 10% each year (40%) by 2013 as measured by FRC data and Community Liaison referral data. (Objective 5.3)

Indicator 5.4: Increase the number of families involved in school-based family activities by 5% each year as measured by school sign in-sheet. (Objective 5.4)

5. MANAGEMENT PLAN

(5a) A Strong Management Plan. The Core Management Team is comprised of three components:

1. The **Steering Committee** (SC) is comprised of the signatories to the MOA (or their designees). They will convene bi-annually for coordinating partner sustainability efforts in a way that will leverage existing strengths and funding streams. Committee members will also have the final decision-making ability in regards to any barriers or problems that are not resolved at the Core Management Team level. The **Project Secure** director will provide progress reports at these meetings.
2. The **Project Secure** director will manage and coordinate project services, activities and programs through coordination with the Steering Committee and the Community Advisory

Council. In addition, the SSHS Director will work with Element Oversight Teams who will be responsible for the day-to-day management of the project to achieve its objectives, and each committee chair reports to the **Project Secure** director. Their responsibilities and the related management plan/milestones are articulated in part (c) below.

3. The **Community Advisory Council** (CAC) consists of representatives from Alachua County youth and parents, youth-serving organizations, and the CACI will work with the **Project Secure** director and is responsible for providing input to the Core Management Team on project effectiveness as well as community issues that may require some project adjustments.

A full-time **Project Secure** director will be hired in accordance with EEO procedures. Because this initiative focuses on working with community partners to create an infrastructure that supports healthy social and emotional child development across school and community, the director will have the skills and experiences of a mental health professional, a community leader, and experience working in schools.

In addition to providing oversight to the project, the **Project Secure** director will also work closely with the Supervisor of the Project Development Department for the Alachua County school district. The Project Development Supervisor reports directly to the Deputy Superintendent for Curriculum and Instruction. This will ensure sustainability through integration of the SS/HS initiatives with the current educational infrastructure. Day-to-day oversight of the **Project Secure** director will be provided through regular communication with the Project Development Supervisor with general oversight provided by the SC.

(5b) Proven Preexisting Partnerships & Accomplishments.

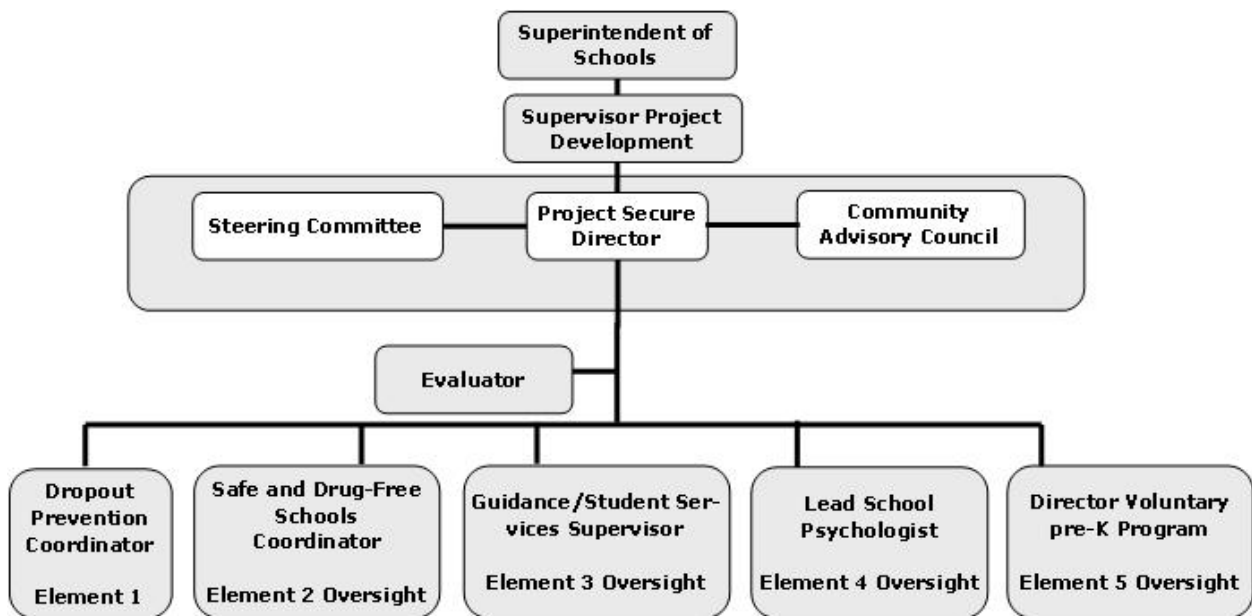
The School Board of Alachua County has preexisting partnerships with all the required partners of the SS/HS **Project Secure** initiative, including almost a 20-year partnership with the local law

enforcement (Sheriff’s Office and Police Department) that allowed the placement of 22 School Resource Officers and Deputies (SROs/SRDs) within the district at middle and high schools. The district also regularly works with and contracts services through the Department of Children and Families and with Meridian Behavioral Healthcare, Inc. in providing mental health counseling services and assessments. The Department of Juvenile Justice works closely with the school district, particularly with the Title I and Dropout Prevention Director, in providing transition support to offenders who are being re-introduced back into the school system.

Project Secure is structured in a manner that allows the district to strengthen and expand its pre-existing partnerships, while meeting all five SS/HS element goals with clearly defined responsibilities. The Steering Committee allows for this work to be institutionalized within and among the partners, and to plan for long-term sustainability.

(5c) Strong and Sufficient Core Management Team.

The organizational chart below outlines the structure for the project’s Core Management Team (CMT) plan.



This Core Management Team incorporates all required SS/HS Partners as well as the evaluation component, clearly identifying the element for which they have primary responsibility so that objectives can be reached on time and within budget.

In addition to working directly and individually with CMT members, the management plan and milestones call for the **Project Secure** director to work with the CMT Element Committee Chairs, which will meet:

- Weekly in the first 6 months Initiation Phase to coordinate orientation to project goals, clarify management processes, establish responsibilities and strategic plan, assist in partnership decision-making in the start-up phase, and assist in the hiring of staff and contracted service providers
- Twice monthly for the next 12 months' Early Implementation Phase to enable early and intense coordination across the elements, help with evaluation planning, share information and resources, address early barriers and management issues, and purchase materials and curriculum.
- Monthly during Later Implementation Phases with the Community Advisory Committee to assess progress, to offer advice and recommendations for program improvement, to provide recommendations consistent with best practices and ultimate SS/HS alignment to district policy review process, and to plan for sustainability of the SS/HS comprehensive plan.

CMT Element Committee Chair members will provide the day-to-day management of the SS/HS elements and will provide coordination and management oversight to all their respective activities and be responsible for compiling the process measures and outcome data in reports to the **Project Secure** director. Committees will be chaired and staffed as follows.

Alachua County Safe Schools Healthy Students Application – Project Secure

- The CMT Chair for Element One will be the school district’s Dropout Prevention Coordinator. He/she will chair a committee that includes local law enforcement representatives from both the Sheriff’s Office and the Police Department. Also on the committee will be other community stakeholders such as a top representative from Boys and Girls Club, the City of Gainesville Parks and Recreation Department, and other interested stakeholders.
- The CMT Chair for Element Two will be the school district’s Safe and Drug-Free Schools (*SDFS*) Program Coordinator. This person will chair a committee that will require a representative from Department of Juvenile Justice. Other community stakeholders such as Corner Drug Store, and Meridian Healthcare, Inc. will also sit on the committee.
- The CMT Chair for Element Three will be the school district’s Supervisor of Guidance Services/Student Services. Community stakeholders such as Corner Drug Store and Meridian Healthcare, Inc. will also sit on the committee.
- The CMT Chair for Element Four will be the school district’s Lead School Psychologist. This person will chair a committee that will require a representative from Department of Children and Families. Other community stakeholders such as Meridian Healthcare, Inc., Corner Drug Store, Partnership for Strong Families, and the CRISIS Center will also serve on the committee.
- The CMT Chair for Element 5 will be the school district’s Director for the Voluntary pre-K Program. Other community stakeholders such as Head Start, Partnership for Strong Families, and United Way will serve on the committee.

(5d) Engagement of and Contributions by Multiple & Diverse Community Sectors.

Multiple and diverse sectors of the community have participated successfully in providing input regarding this initiative, including:

- *Parent panel* which included parents who have had strong success and who have had strong barriers to getting their children's needs met. Parent mental health support staff attended and provided feedback as well.
- *Youth input*, through surveys and representation in community focus groups.
- *Staff surveys* in the school district, mental health agency, and juvenile justice agency with high return rates.
- *School Administrator focus group*, which included principals, assistant superintendent and superintendent, as well as department directors.
- *Community focus group*, which included youth, parents, early childhood educators, business leaders, religious organizations, day care providers, police, school nurse, city employees, city counsel member and board of education member, alcohol and drug treatment representative, and district staff.
- *Community work groups*, which included many of the above members working directly on defining goals and activities articulated in this SS/HS application.

The District will continue to engage multiple and diverse sectors of the community through a Community Advisory Committee (CAC) consisting of representatives from Alachua youth and parents, youth-serving organizations, and local businesses. The **Project Secure** director will work with the CAC to enable them to provide input to the Core Management Team.

(5e) Developing data systems to support decision making processes.

A data collection system will be implemented to track a significant range of data collected for the purpose of this grant initiative. In many cases, data is already tracked through current district data systems but may need to expand, if needed, to track new processes brought about by this initiative. As a part of coordinating the evaluation effort, the project evaluator will work closely with the district to coordinate data tracking for the purpose of this grant and will compile the data into a grant database. Data will be aggregated in a way that community partners can use it to analyze project success and to inform decision-making for coordinating programs and initiatives.

6. BUDGET

(6a) Reasonable budget and budget narrative correspond to project design.

This project design seeks to better reach a significant portion of the county population (youth, families, and community staff) through an array of programs, services, and activities that will create a more secure community as a whole. Much of the infrastructure exists in some form, but requires additional staff to reach a greater number of people and to address key community needs. The number of staff and costs are reasonable in relation to the numbers of students and parents to be reached, and the types of major systems changes that will have to be made, to reach our identified objectives.

Resources provided by the project will include the costs for required personnel and their fringe benefits. **Project Secure** requires a full-time director. Other personnel costs will include funding for school psychologists, community liaisons, and student advocate positions. At least two dropout prevention specialists will be employed to provide instruction in the Outpost

(Alternative to Out-of-School Suspension) Program. All district personnel costs are based on a negotiated and School Board of Alachua County approved salary and fringe benefits package.

The budget also provides for a variety of contracted services, including services for supplemental counseling and behavior management programs for students and families, counseling for mental health issues, and group and individual treatment for substance abuse. Contracted services will also be utilized to provide additional case management services, school resource officer/deputy services, and program evaluation. Contracted services costs are based on the respective organizations' fee structures and are subject to a cost-benefit analysis prior to contract negotiation.

All supplies, equipment, travel, and other related costs are directly related to the program's objectives and are necessary to project success. Purchases of all products and services will be in accordance with School Board of Alachua County purchasing policies, which are aligned to state and federal guidelines and requirements for purchasing. The School Board of Alachua County will develop contracts with all project partners and service providers that address purchasing and billing requirements of the program, meet documentation needs, and will assure alignment with all compliance requirements.

The financial and programmatic requirements of the project will be managed and overseen by the School Board of Alachua County Project Development Department (also responsible for directing the district's other major federal grant programs). All expenditures will be approved by the Supervisor of Project Development, within the district's accounting system, which is independently audited on an annual basis to assure appropriate and responsible use of funds. A detailed budget is attached to this proposal as Appendix item D.



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

OMB Control Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization
School Board of Alachua County

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	\$684,000.00	\$684,000.00	\$684,000.00	\$684,000.00		\$2,736,000.00
2. Fringe Benefits	\$197,179.00	\$197,179.00	\$197,179.00	\$197,179.00		\$788,716.00
3. Travel	\$10,480.80	\$10,480.80	\$10,480.80	\$10,480.80		\$41,923.20
4. Equipment	\$34,400.00	\$34,400.00	\$34,400.00	\$34,400.00		\$137,600.00
5. Supplies	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00		\$160,000.00
6. Contractual	\$375,760.00	\$375,760.00	\$375,760.00	\$375,760.00		\$1,503,040.00
7. Construction						
8. Other	\$75,000.00	\$75,000.00	\$75,000.00	\$75,000.00		\$300,000.00
9. Total Direct Costs (lines 1-8)	\$1,416,819.80	\$1,416,819.80	\$1,416,819.80	\$1,416,819.80		\$5,667,279.20
10. Indirect Costs*	\$52,589.00	\$52,589.00	\$52,589.00	\$52,589.00		\$210,356.00
11. Training Stipends	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00		\$120,000.00
12. Total Costs (lines 9-11)	\$1,499,408.80	\$1,499,408.80	\$1,499,408.80	\$1,499,408.80		\$5,997,635.20

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: **07/01/2008** To: **06/30/2009** (mm/dd/yyyy)

Approving Federal agency: ED ___ Other (please specify): _____

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

___ Is included in your approved Indirect Cost Rate Agreement? or **Complies with 34 CFR 76.564(c)(2)?**

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.
----------------------------------	---

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

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

SECTION C – BUDGET NARRATIVE (see instructions)

Instructions for ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED’s website at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. (2): If you checked “yes” in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check “Other,” specify the name of the Federal agency that issued the approved agreement. (3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.
2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
 - a. The specific costs or contributions by budget category;
 - b. The source of the costs or contributions; and
 - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED’s general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB cost principle circulars are available on OMB’s website at: <http://www.whitehouse.gov/omb/circulars/index.html>]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
 4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of “Training grants” (34 CFR 75.562) and grants under programs with “Supplement not Supplant” requirements (“Restricted Rate” programs) by a “modified total direct cost” (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.
- When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED’s website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.
- You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.
5. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

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. The valid OMB control number for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Project Secure - Year 4

Local Evaluation	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00	\$ 105,000.00
Contractual Subtotal	\$ 32,000.00	\$ 32,000.00	\$ 247,760.00	\$ 32,000.00	\$ 32,000.00	\$ 375,760.00
Other						
Registration fees (scholarships) for low-income students to attend after school and/or summer programs - \$50/student x 12 months x 75 students			\$ 45,000.00			\$ 45,000.00
Transportation for Outpost calculated @ 2.00 mile x 5,200 miles, \$25/hr for driver x 2hrs/day x 196 days x 2 drivers = \$19,600			\$ 30,000.00			\$ 30,000.00
Other Subtotal			\$ 75,000.00			\$ 75,000.00
Indirect Cost 3.74%	\$ 11,220.00	\$ 11,220.00	\$ 11,220.00	\$ 11,220.00	\$ 11,220.00	\$ 52,589.00
					Subtotal	\$ 1,469,408.80
Teacher stipends for summer transition program (pre-K to K) \$20/hr x 7.5 hrs/day x 5 days x 40 teachers					\$ 30,000.00	\$ 30,000.00
Total						1,499,408.80