

2016-2017 School year (Gang Grant)

	East	West	Highland	Glendale	Northwest	Totals
SUPPLIES: Examples include:	(100 students)	(50 students)	(25 students)	(100 students)	(100 students)	(375 students)
• Supplies for classroom lessons (oranges, Legos, cards, etc.) 10.00 per student	1000.00	500.00	250.00	1000.00	1000.00	3750.00
• Student incentives, awards, or acknowledgements (not just candy). 5.00 per student	500.00	250.00	125.00	500.00	500.00	1875.00
• TTT Books. 60.00	60.00	60.00	180.00 (3)	60.00	60.00	420.00
TOTAL SUPPLIES: Must be billed to 4262	1560.00	810.00	555.00	1560.00	1560.00	6,045.00
Professional Developments:						
• Consultant (100.00 stipend for 10 PD's):	1000.00	-	-	-	-	1,000.00
• Stipends for two teachers / counselors to attend 10 PD's (60.00 stipend for each PD 60x10=600.00 per person)	(2 teachers) 1200.00	(2 teachers) 1200.00	(2 teachers) 1200.00	(2 teachers) 1200.00	(2 teachers) 1200.00	6,000.00
TOTAL PD	2,200.00	1,200.00	1200.00	1,200.00	1,200.00	7,000.00
TOTAL Teacher Salary/Benefits	(2 periods) 34,000	(2 period) 25,000	(1 period) 16,000	(4 Periods) 40,000	(4 Periods) 55,000	170,000.00
CGF Advocate		20,000.00		20,000.00		40,000.00
TOTAL BUDGET	27,063.00	13,300.00		26,450.00	26,163.00	223,045.00
School Match: All FTE match – will not see any transaction of funds.	15,000 (1 Period)	12,000 (1 Period)	12,000 (1 period)	24,000 (2 Periods)	12,000 (1 Period)	75,000

Gang Prevention and Intervention Proposal

APPLICATION

April 6, 2016 Application to districts/charter schools.

May 1, 2017 **Application due.**

Submit plan electronically to:
Travis.cook@schools.utah.gov

Submit signed signature sheets by mail to:
Travis Cook, Student Advocacy Services
Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Submissions must be received no later than 5:00 p.m. on Friday, May 1, 2017.

May 2-23, 2017 Applications reviewed, approved.

June 2017 Award notice or application status provided to all applicants.

Contact Information:

Travis Cook (801) 538-7849
Stephanie Preston (801) 538-7711

travis.cook@schools.utah.gov
stephanie.preston@schools.utah.gov

Gang Prevention and Intervention 2016-2017 Proposal

Cover Sheet

NAME AND ADDRESS OF APPLICANT ORGANIZATION

Agency Name Salt Lake City School District		District # 36
Street Address 440 East 100 South		
City Salt Lake City	State Utah	Zip 84111

EXPENDITURE PERIOD (July 1, 2016 – June 30, 2017)

Beginning Date of Project July 1, 2016	Ending Date of Project June 30, 2017
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PROJECT DIRECTOR – Name & Title

Director Name Misty Suarez		Title Director, Student Services
Telephone 801-578-8202	Fax 801-578-2084	E-mail Address misty.suarez@slcschools.org

IMMEDIATE SUPERVISOR (Name of person to whom the Project Director reports)

Supervisor Name Larry Madden		Title Chief Operations Officer
Telephone 801-578-8344	Fax 801-578-2084	E-mail Address Larry.madden@slcschools.org

Amount Requested for Funding 214,582.00 / 223,598.00

FOR USOE USE ONLY

DATE RECEIVED: _____ DATE REVIEWED: _____ DATE AWARDED: _____

Program Assurances

The applicant hereby certifies to the State Superintendent of Public Instruction that:

- 1) The filing of this application has been authorized by the governing body of the applicant.
- 2) The grantee assures that funds will only be expended on eligible activities as outlined in this budget application. The grantee additionally assures that funding will not be used for sectarian instruction or religious worship.
- 3) The grantee assures that funds will be used only for financial obligations incurred during the grant period.
- 4) The grantee will operate in compliance with all federal rules, regulations, and state guidelines, maintaining effective control over, and accountability for all grant funds, property, and other assets or, if that is not feasible, will transfer title to the Utah State Office of Education – Gang Prevention and Intervention program. Grantees shall adequately safeguard all property and assets and shall assure that they are used solely for authorized Gang Prevention and Intervention Program purposes.
- 5) The grantee will submit an appropriately amended application prior to any material change greater than 10% affecting the purpose, administration, organization, budget, or operation of an approved project.
- 6) The grantee assures that receipts and expenditures of all funds associated with the Gang Prevention and Intervention program will be documented and accounted for, and available for review as required by the USOE.
- 7) The grantee assures that requests for reimbursement of state funds will be submitted at least three times during the school year to the Utah State Office of Education.
- 8) District and school administration understand and demonstrate support for the program. Administration maintains positive working relationships with custodial agencies, ensuring adequate educational opportunities for all students. Administration ensures that staff implements the goals, objectives, activities, prerequisites, enrollment guidelines and curriculum of the Gang Prevention and Intervention program.
- 9) The grantee assures that the program will:
 - a) Utilize qualified administrative personnel and instructional staff.
 - b) Provide access to guidance and counseling services.
 - c) Provide year-round instruction as feasible.
 - d) Provide educational services at a reasonable cost/benefit.
 - e) Develop effective recruitment and retention strategies.
 - f) Provide adequate ADA and 504 accessible facilities, equipment and materials meetings students' needs.
- 10) The grantee will prepare reports, containing such information as the State Superintendent of Public Instruction may reasonably require, to determine the extent to which funds have been effective in carrying out Gang Prevention and Intervention and legislative purposes and project objectives.
- 11) Each school district serving Gang Prevention and Intervention shall establish a local interagency advisory council which shall be responsible for advising member agencies concerning coordination of Gang Prevention and Intervention programs. Functions of the committee include, but are not limited to, annual program evaluation, long-range planning, and recommendations.
- 12) The grantee assures curriculum, instruction, and evaluation are based on state-approved standards and objectives.

Program Assurance (Continued)

- 13) The grantee assures that resources will be available, and a process established, to develop a Student Education Occupation Plan (SEOP), State Education Plan (SEP), or Individual Education Plan (IEP) for each student as necessary.
- 14) Proper equipment and adequate supplies are available to maintain and support the program.
- 15) Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.
- 16) Appropriate instructional materials are available to achieve the goals and objectives of the program.
- 17) Districts and institutions fulfill state and federal data collection and fiscal reporting requirements.
- 18) The grantee will comply with all civil rights regulations prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of race, color, national origin, sex, and disability.

The Chief Administrative Officer, Business Administrator, and Project Director certify that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that he/she will comply with all assurances noted above.

Signatures	DISTRICT SUPERINTENDENT	
	Name: Dr. McKell Withers	
	Signature:	Date: June 1, 2016
	BUSINESS ADMINISTRATOR	
	Name: Janet Roberts	
	Signature:	Date: June 1, 2016
	PROJECT DIRECTOR	
	Name: Misty Suarez	
	Signature:	Date: June 1, 2016

ABSTRACT – 5 POINTS

Provide a summary of the implementation for the proposed project. Include how this project enhances the district's Safe and Drug-Free Schools and Communities Comprehensive Plan in relationship to gang activities. Describe how the proposed project will provide for gang prevention and intervention both on and off school grounds.

The proposed project includes the implementation of Techniques for Tough Times (TTT) curriculum, supplies, and monthly training in secondary schools (East High, West High, Highland High, Glendale Middle and Northwest Middle), Choose Gang Free (CGF) curriculum at the elementary level and Choose Gang Free (CGF) Prevention Advocates (West High and Glendale) who will manage a caseload of referred students from targeted schools.

Techniques for Tough Times is an evidence-based program designed to benefit Tier 2 students who are gang-involved, potentially gang-involved, have exhibited violent behaviors, substance abuse issues, low grades, low self-esteem and/or have other at-risk profiles. This credit-bearing course, offered as a class period during the school day, focuses on teaching life skills and strategies to decrease risk in students. This program offers prevention strategies and protective factors that provide a safe place where students are empowered to problem-solve effectively, have the opportunity to become better school and community citizens, increase their self-esteem, and realize their leadership potential. It allows students to break down barriers created by race, ethnicity, and socio-economic status. TTT provides both academic and social support to students and helps students make connections to their schools and communities in a positive manner. This program has proven to provide an "anchor" which holds at-risk youth in school by teaching them the necessary skills to safely and successfully navigate the social and academic aspects of both school and community, thereby keeping our schools and communities safer. TTT will provide gang prevention and intervention both on and off school grounds through consistent and timely classroom education, intervention, and monitoring as well as home visits and parent meetings.

Salt Lake Area Gang Project's (SLAGP) Choose Gang Free (CGF) elementary prevention curriculum is for Tier 2 students in grades 4 – 6 and will be offered at no-cost to targeted elementary schools. SLAGP coordinator will provide training for teachers who will implement the program in their classrooms or in after-school programs. The CGF curriculum was created to help youth understand the consequences of joining a gang and how those consequences affect them and everyone around them. Youth will learn how to make choices that will help them make positive connections, succeed in school and at home, and live a life that is gang-free.

CGF Gang Prevention Advocates will utilize the evidence-based Phoenix Gang Intervention Program as the core curriculum and will work with high-risk youth (Tier 3) in grades 5-12 at targeted schools. CGF was developed based on the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) "Effective and Promising Programs" models and meant to be used as a part of a comprehensive gang initiative. Each Advocate will serve targeted youth by reducing their anti-social attitudes, behaviors and academic failure, as well as reducing their favorable attitudes about alcohol and other drugs use. The Advocates will also serve the targeted youth by increasing their pro-social involvement with family, community, school and peers as well as increasing their career readiness skills. In addition, Advocates will develop and coordinate family and service learning activities. Throughout the calendar year Advocates will provide intervention support for students and their families all year long, including summer months when students are not in school or on school grounds.

This proposed project will enhance the district's Safe and Drug-Free Schools and Communities Comprehensive Plan by creating a more systematic referral process within Salt Lake School District that involves community initiatives, partnerships, and provides specific, research-based prevention and intervention strategies in order to provide prevention/intervention services to a greater number of students.

STATEMENT OF NEED – 25 POINTS

The following three pages should adequately describe the need for funding of this proposal. The description must include the following:

- a. Brief general description of school/district population.
- b. Identify the specific target population focus.
- c. Using data from the previous three years describe and document the gang issues to be addressed.
- d. Identify relevant risk and protective factors the project will address (include data from most recent SHARP Survey, Annual District Incident Report, local law enforcement reports, and other data sources which demonstrate the need for funding).
- e. Describe intra-agency collaboration (working with other school/district at risk programs).
- f. Describe how this funding will “fill the gaps” in services.
- g. Describe how the matching funds and other funding resources will be utilized in this project.

a. Salt Lake City School District is rich in diversity. Some areas of the city feature multi-million dollar homes, while in other areas, over 90% of the children and families live in poverty. Our district serves approximately 25,000 students with over 80 different languages spoken in our schools. There are 36 schools in the district: 27 elementary schools, five middle schools, three high schools, and one alternative school. Ethnic minorities make up 58% of our students and the district serves a significant homeless and refugee population as well. Just over 26% of our students are English Language Learners (ELL). District-wide approximately 59% of students come from low-income families.

We celebrate this diversity and believe it adds value as students learn firsthand about other cultures. We are also aware that these same demographics allow for significant deficits in students' access and opportunities. Research indicates that family economic conditions (low-income) in early childhood have the greatest impact on achievement, which directly correlates to increased risk factors (See Appendix A).

b. The target population will be in schools which have high levels of student/community gang and/or criminal activity, low income, ELL population, and high percentages of ethnic minorities. The selection of students within those schools, will be based upon the Utah Multi-Tiered System of Support (UMTSS). The Tier 2 selected students are at risk for gang involvement. The Tier 3 selected students are currently gang involved. All of the schools chosen for these gang intervention and prevention programs have been targeted using data from the 2014 Salt Lake Area Gang-Related Statistics (See Appendix B).

Techniques for Tough Times Program will be offered at East High, Highland High, West High, Glendale and Northwest Middle Schools. The students selected to participate in this class are identified as Tier 2 through a specific referral process and are considered at risk for gang involvement. CGF elementary curriculum will be provided for Tier 2 students in Meadowlark, Escalante, North Star, Edison, Franklin, Mountain View and Jackson elementary schools. CGF Advocates will carry a caseload of 15-20 targeted high risk adolescents and their families and must meet the specified criteria for participation. Tier 3 students, identified as gang-involved will be selected at Glendale Middle School, West High School and Northwest Middle. It is evident that we must increase our efforts to prevent and intervene in student gang-related behavior by increasing the infrastructure of support for these students. As with all schools, it is our responsibility to ensure all students attend school in a positive, safe environment. The gang influence decreases our ability to provide such an environment.

The data from the previous school years that we are using to describe SLCSA's gang issues, violent student behavior, and drug and alcohol use come from a variety of sources. First, district suspension incidents (as reported to USOE) show there were 1,046 suspensions in the 2012-13 school year and 811 suspensions in the 2013-14 school year, totaling 1,857 suspensions for the two years. Suspension data from the 2011–12 school year is not available. The suspensions for the two school years above included 219 for weapons, 232 for drugs and alcohol, 320 for assault, and 64 for known gang involvement. The number of Safe School Incident hearings for each of the following three years are 96 for 2012-13, 121 for 2013-14, and 77 for 2014-15 (through April 27, 2015) totaling 294 hearings. In the aggregate for these years, the percentage of known gang-involved Safe School incidents was 19%.

We must also consider data collected from our Insight programs which are students in grades 7-12 who are referred to classes for drug and alcohol incidents and aggressive/violent behavior at school. The total number of students and parents who attended these programs for school years 2011-12, 2012-13, and 2013-14 was 606. We have also provided an Insight program for grades 4 - 6 specifically for students who are having difficulties due to anti-social behavior which may result in violence and/or drug and alcohol use. A total of 144 students and parents attended this grades 4 - 6 program for these three years. This data suggests a significant need for intervention and prevention programs within our district.

c. The data from the previous school years that we are using to describe SLCSA's gang issues, violent student behavior, and drug and alcohol use come from a variety of sources. First, district suspension incidents (as reported to USOE) show there were 1,046 suspensions in the 2012-13 school year and 811 suspensions in the 2013-14 school year, totaling 1,857 suspensions for the two years. Suspension data from the 2011–12 school year is not available. The suspensions for the two school years above included 219 for weapons, 232 for drugs and alcohol, 320 for assault, and 64 for known gang involvement. The number of Safe School Incident hearings for each of the following three years are 96 for 2012-13, 121 for 2013-14, and 77 for 2014-15 (through April 27, 2015) totaling 294 hearings. In the aggregate for these years, the percentage of known gang-involved Safe School incidents was 19%.

We must also consider data collected from our Insight programs which are students in grades 7-12 who are referred to classes

Statement of Need (continued)

According to the December 2014 Salt Lake Area Gang-Related Statistics, the Salt Lake City PD jurisdiction documented 41.4% of gang-related, non-graffiti crimes, which is greater than any other of the six jurisdictions in the Salt Lake area. According to these Salt Lake Area statistics, there are total of 1,764 known gang members, of which 74 are documented as juveniles. This brings great concern to our school district when considering the importance of gang intervention and prevention programs. The presence of gang members and/or violent crimes has a negative influence and impact on our schools as well as our communities. Often this influence requires school disciplinary interventions and/or law enforcement intervention. Gang-involved students have exhibited significant anti-social behaviors which disrupt the climate of the school, thereby reducing opportunities for learning. In looking specifically at "hot spots" for violent crimes in SLCS D, there are three areas of most concern. These areas embed the following schools – West High, Glendale and Northwest Middle, Meadowlark and Jackson Elementary. Therefore, these five schools would benefit from CGF Advocates. Gang issues which we will address in TTT and CGF include decreasing targeted students' anti-social behavior which may include disruptive behavior at school, violence, drug and alcohol use, academic failure, lack of goals for the future, and lack of involvement in both the community and school pro-social activities. We intend to increase these targeted students' pro-social behavior, academic achievement, career readiness, and their ability to access resources both within the school and the community.

d. As identified in the SLCS D's 2013 SHARP data, the relevant risk factors that this project will address and the associated percentages of youth at-risk are: low neighborhood attachment - 40%; laws and norms favorable to drug use - 33%; poor family management - 40%; family history of antisocial behavior - 37%; academic failure - 40%; low commitment to school - 38%; rebelliousness - 33%; interaction with antisocial peers - 33%; and, of course, gang involvement - 6%. All of these relevant risk factors in our districts' youth are significantly higher than those across Utah. 2013 SHARP data also identifies the relevant protective factors this project will address which include rewards and opportunities for pro-social involvement in the community, in the family, at school, and among peers. All of these relevant protective factors in our districts' youth are significantly lower than those across Utah. It is readily apparent from the above data that a significantly high number of our students, communities, and families (when compared across groups of other Utah students) need help in reducing anti-social behavior and increasing pro-social behavior and opportunities.

e. Intra-agency collaboration is an integral part of this proposal and the success of its programs. Collaborative efforts include: Safe School Hearing Committee, Equity Department to include refugee support and alternative language services, 57 school counselors, McKinney-Vento Liaison, Community Education after-school programs, Special Education Department, Truancy Prevention/Intervention, and the Curriculum department which is the process in which we ensure Prevention Dimensions is taught in schools. More specific collaboration includes the Salt Lake Peer Court Program wherein peer groups conduct court hearings using a restorative justice approach for youth who have committed offenses. Another significant collaborative effort is the Student Services Council within each one of our schools where teams determine tiered interventions for students.

f. Salt Lake has done a lot of work to identify the gaps in services provided to students and their families. Funding will enable us to incorporate a fluid, tiered prevention and intervention referral system district wide. Tier 3 intervention for students in grades 5-12 that will be provided by CGF Advocates will include monitoring in the summer months. Previous discontinued support for students/families over the summer has proven tenuous and has a significant impact on the progress students make during the school year. Funding will also allow us to provide additional Tier 2 TTT classes in existing schools and introduce this class at Highland and West High Schools. We will also provide a Tier 2 curriculum in elementary schools, which will also be used as part of the referral/intervention process.

g. Matching funds will be utilized to pay for a portion of the teachers' Full Time Equivalent (FTE) in each school as well as supplies needed for implementation. Funds will also assist in monthly professional development stipends, substitutes, and coaching/mentoring costs.

Statement of Need (continued)

GOALS, OBJECTIVES AND EVALUATION – 25 POINTS

(GOALS)	(STRATEGIES)	(TARGET GROUP)	(THEORY OF CHANGE)	(SHORT-TERM OUTCOMES)	(LONG-TERM IMPACTS)
<p>To address the level of this risk or protective factor:</p> <ul style="list-style-type: none"> • Reduce the favorable perception of alcohol and other drug use • Reduce anti-social attitudes and behaviors • Decrease academic failure • Increase participation in pro-social involvement • reduce gang involvement 	<p>The following program activities include:</p> <ul style="list-style-type: none"> • Provide hands-on curriculum taught during the day • CGF Curriculum • Academic monitoring and tutoring • Provide training on how to teach and manage at-risk students • CBT Programming and motivational interviewing • Participation in structured after school programs, family activities and community service-learning projects 	<p>For target group and this amount of time:</p> <ul style="list-style-type: none"> • TTT class will directly benefit 500 tier 2 students. • Approximately 50 minute classes at the middle school level and 90 minutes every other day at the high school level. • Ten lessons of CGF Elementary tier 2 Curriculum will be provided to at least seven of our most impacted schools at the fourth, fifth, and sixth grade levels. • CGF Advocates will directly benefit 100 tier 3 students and may benefit additional students depending on successful completion of program and newly qualifying students. 	<p>It is expected that this activity will lead to changes in these factors: _____ which will lead to the attainment of program goals.</p> <p>These three programs utilize activities which will increase knowledge to provide students with resources to be successful and behaviors to manage their academic success. When students participate in class using the TTT curriculum, they will connect with school and increase positive pro-social relationships with peers. When students feel a connection to their school, they will have the desire to attend on a regular basis. When students attend on a regular basis, they will increase their GPA, have fewer disciplinary referrals, pass more classes and have more opportunities for pro-social involvement. When student have positive school experiences, they will have less ATOD use, less truancy, less gang involvement, less criminal acting out behaviors and fewer drop-out issues.</p>	<p>We will know these changes have occurred if:</p> <ul style="list-style-type: none"> • Show an increased in communication and social skills. • Identify anti-social and pro-social behavior • Develop appropriate anger management skills • Develop healthy relationships with administration, teachers, counselors and peers • Develop new awareness of the harmful effects of drugs. • Learn how to mediate conflict in a productive manner. • Show an increase in self-worth • Show a decrease in administrative referrals • Identify greater opportunities in making college and career life choices • Identify methods to 	<p>We will know we are reaching our goals if:</p> <ul style="list-style-type: none"> • Students who participate in these programs will have: <ul style="list-style-type: none"> • Less participation in gang lifestyle and criminal behavior • A reduction in ATOD use • More attachment to school • Improved attendance • Reduce the drop-out rate • Increase GPA by .5% • Increased graduation rate

Goals, Objectives and Evaluation (continued)

(GOALS)	(STRATEGIES)	(TARGET GROUP)	(THEORY OF CHANGE)	(SHORT-TERM OUTCOMES)	(LONG-TERM IMPACTS)
<p>To address the level of this risk or protective factor:</p>	<p>The following program activities include:</p>	<p>For target group and this amount of time:</p>	<p>It is expected that this activity will lead to changes in these factors: _____ which will lead to the obtainment of program goals.</p>	<p>We will know these changes have occurred if:</p>	<p>We will know we are reaching our goals if:</p>
<p>EVALUATION QUESTIONS:</p> <ul style="list-style-type: none"> • Is the school climate improving? • Does faculty/law enforcement observe positive behavior change? • Are fewer students being referred for behavior violations? • Is GPA/attendance improving? • Do students 					
<p>MEASURES AND SOURCES:</p> <ul style="list-style-type: none"> • Student involvement in activities • Show reduction in anti-social behavior • Safe School Data • Graduation rate • GPA • Attendance • Anecdotal data • Training • Completion of program • Re-offenders 					

PROGRAM OPERATION AND ACTIVITIES – 30 POINTS

Describe the proposed project on the following three pages. This description should include the following:

- a. How project resources will utilize research-based programs or strategies and activities to meet the program goals,
- b. Description of staff roles and qualifications and how they are appropriate for the proposed program,
- c. Clear description of each interagency collaborator and their role in the project,
- d. Outline of case management system or process,
- e. Description of planned professional development,
- f. A plan of sustainability in future years, if this particular funding source is reduced and/or eliminated.

(INCLUDE AS ATTACHMENTS – FORM(S) FOR HOME VISITS OR PARENT CONTACTS AND CASE MANAGEMENT, AND IF DESIRED, RESEARCH BIBLIOGRAPHY.)

a. The Techniques for Tough Times curriculum is currently being evaluated and researched by the Professional Examination Service (Pro-Exam). 700 Students will be given the Tessera non-cognitive evaluation at a cost of 3.00 per student. Preliminary indicators show a strong correlation of increased perseverance, teamwork, empathy, emotional maturity, and integrity amongst TTT students. TTT provides a daily credit-bearing class for targeted students in grades 7 - 12 in the four targeted schools. The curriculum is taught by licensed and trained teachers who are provided professional development by the author(s) of the curriculum monthly. Teachers will also have an opportunity to participate in conferences that are directly related to gang prevention. Counselors will also participate in professional development and conference activities in order to support students enrolled in the class.

In general, TTT teaches self-esteem building, conflict resolution, respect for others, and responsibility for all actions. Specific hands-on activities used to address peer and individual risk and protective factors include anger management, social self-concept, healthy attitudes toward self and others, understanding aggression, persuasion, and prejudice, interpersonal skills, conflict resolution, mediation, substance abuse awareness, resiliency, and enhancement of communication skills. Students will be given the opportunity to practice pro-social strategies and experience pro-social activities in school, community, and family. Research clearly shows students who have been taught all of the above are far less likely to be involved in gang activity. It is anticipated that 500 students will benefit from the TTT Program.

The Salt Lake Area Gang Project has developed a gang prevention and intervention strategy, Choose Gang Free, which includes two primary facets. The first facet is the CGF elementary gang prevention curriculum which will be offered at seven targeted elementary schools. The SLAGP's CGF program coordinators will train the teachers of grades 4 - 6 and after-school program teachers about the CGF curriculum. The CGF curriculum helps youth understand the consequences of joining a gang and how those consequences affect not only them but everyone around them. CGF curriculum is designed to help students in grades 4 - 6 understand what a gang is, who can join, why students join, and how to avoid becoming involved. This curriculum includes ten lessons: peer pressure, graffiti, violence, gangs and family, gang tattoos, gangs and the police, alternatives to joining gangs, and making good choices now and in the future. The students will learn how to make positive connections with friends, family, school, and their community.

The second facet of CGF strategy is an intervention program for high-risk youth, ages 9-19, who are gang-involved. These youth will be referred by Juvenile Justice Services, Juvenile Court, Peer Court, Safe School Hearing Committee and the student services committee/administration at the targeted schools. Referrals will be considered for students who meet the criteria, but reside at a different school within the district. These youth will be served by five Advocates who will each manage a caseload of 15-20 youth and their families. All school-referred participants will remain in the program for a minimum of 12 weeks and will be released from the program upon successful completion of program requirements as determined through a post-assessment. Participants may continue to voluntarily participate in the program for up to 1 year. CGF Advocates will work 20 hours per week throughout the calendar year. During summer months the Advocates will engage in training and continue to monitor their caseload with the goal of keeping them engaged in pro-social activities in both family and community throughout the summer. This will also provide students support as they transition into a new school year.

CGF Advocates will utilize the research-based "What Works Principles" to develop an individualized case management plan that uses the Youth Assessment and Screening Instrument (YASI) and the Protective Risk Assessment (PRA) as the participant evaluation tool. The evidence-based program: the Phoenix New Freedom Program (for gang prevention and intervention), will be provided as the core curriculum for the Advocates to use with their caseloads. Included in this curriculum will be Cognitive Behavioral Training (CBT) and Motivational Interviewing strategies and techniques. The SLAGP's Gang Prevention Coordinator will oversee the daily operations of the program, hire, train and supervise the Advocates, as well as ensure proper implementation of the program protocol. The program goals for CGF caseload youth are to reduce anti-social attitudes and behaviors, increase participation in pro-social involvement in school, community and family, reduce favorable perceptions of drug and alcohol use, reduce academic failure, and increase career readiness skills for both participants and their family members. The CGF Advocacy program will provide strong inter-agency diversion, intervention, and re-entry strategies that will: 1) provide case management which is directed by research-based assessment tools 2) develop an individualized plan to address participants' needs 3) provide a comprehensive curriculum 4) provide ample opportunities for pro-social involvement with school, community and family, and 5) increase career readiness opportunities.

In May 2013, the Ogden CROSS Gang Program (Choose Gang Free is closely modeled after this program) underwent a Youth Criminogenic Inventory by the University of Utah's Criminal Justice Center. Preliminary Survey Results indicated positive

Program Operation and Activities (continued)

b. Leigh VandenAkker, the co-author of TTT Program, is a licensed teacher who is currently teaching the program full time at East High School. She holds a Master's Degree in Education with a Certificate in Criminology and Special Education, and holds a State Certification in Mediation and Conflict resolution. Ms. VandenAkker has provided training state-wide and has presented at several conferences regarding troubled youth, at-risk and gang involvement. Furthermore, Ms. VandenAkker, Utah's 2012 Teacher of the Year, was selected to present on a panel with Dr. Richard Roberts, the leading specialist in the research of non-cognitive skills and how it impacts academic success.

Three additional licensed teachers will be selected, trained and supported by Ms. VandenAkker through frequent communication, observations, and professional development. Our teachers will have an understanding of age appropriate behaviors, de-escalation techniques, advanced knowledge of gang intimidation tactics, substance abuse, and bullying. They will be a positive role model, who will be fully engaged and provide a positive learning environment for all students to feel safe, know they are valued and have a voice. It will be each teacher's role to implement the curriculum with fidelity and enthusiasm in each of their credit-bearing, year-long classes.

SLAGP Intervention and Prevention Coordinator, Kris Murphy has ten combined years working specifically in the field of Intervention and Prevention. She holds a BA in Psychology, holds a Family Life Educator Certificate, Social Services Worker License and is a Certified Gang Specialist. In addition, she has five combined years with Child Protective Services and Juvenile Probation and most recently, spent five years as the Ogden CROSS Gang Intervention Program Coordinator (See Appendix C). Five CGF Advocates will be hired, trained, supervised, and evaluated by the SLAGP Gang Prevention and Intervention Coordinator in collaboration with the SLCS's Student Services Department. All Advocates will have, at minimum, a bachelor's degree, preferably in social services, psychology, criminal justice or a related field and have at least 3 years of experience working with high-risk youth, preferably with those youth who are gang-involved. The coordinator will also be responsible for training teachers at the elementary level to ensure fidelity of curriculum implementation.

c. Our district has worked diligently with interagency collaborators in order to ensure a system that is fluid, efficient, and beneficial to our students. These relationships will also assist in the successful implementation of this proposal.

- The Salt Lake Area Gang Project will play an integral role in this project as their mission is to prevent, identify, and reduce gang activity in Salt Lake County through prevention, intervention and suppression of gang activity. Their main role is the coordination and implementation of CGF elementary gang prevention curriculum and Advocate program.
- The Juvenile Courts, Juvenile Justice System and Probation will also play a role in collaborating with this project by referring gang-involved youth to the CGF Advocacy program. Frequent communication between the Advocates and these agencies will be necessary to help best serve gang-involved youth while keeping students in school.
- The Salt Lake City Mayor's Gang Intervention Team (GIT) will work closely with the CGF Advocates and school district to ensure GIT Street Outreach Workers and the CGF Advocates work in tandem to serve gang-involved youth.
- Salt Lake City's Neighborworks/Youthworks will collaborate with CGF Advocates to help link gang-involved youth to pro-social work opportunities.
- Salt Lake City's Boys and Girls Clubs will also collaborate with the CGF Advocates and schools to provide pro-social activity for gang-involved youth both during the school year and in the summer months.
- The Department of Workforce Services LYFE program coordinator will collaborate with both Advocates and school counselors in order to refer gang-involved youth to this employment program.
- Our partnership with Valley Behavioral Health has provided 22 therapists in our schools. These therapists will provide mental health services to youth referred by CGF Advocates and Student Services Committees.
- Our relationship with Salt Lake Police Department has provided 8 School Resource Officers in our schools and has facilitated a SRO/School Administrator Best Practices Training.
- Over the last three years, we have worked collaboratively with Disproportionate Minority Contact's (DMC) to identify goals and implement a plan to eliminate the disproportionate representation of minority youth at all points of contact in the juvenile justice system.

d. Tier 2: TTT will be taught as a semester and/or year-long class in schools identified as "hot spots" and "highly impacted" areas. Referrals to this class will be made by administrators, teachers, school counselors, parents, peers, Valley Behavior Health therapists, CGF Advocates, and/or self-select. Consideration of enrolled students must mirror the demographics of the school. Students will be given pre/post assessments in order to identify baseline data which includes GPA, attendance, behavior, and non-cognitive skills. Assessment of students will be ongoing. Referrals may be made to CGF Advocates for additional intervention services.

Tier 2: Elementary CGF Curriculum will be taught in identified "hot spot" schools to 4-6 grade students. Referrals may be made to Advocates and/or TTT class for additional prevention and intervention services.

Tier 3: CGF Advocates will include four phases spanning over a period of six months. During this period, participants are involved in gang specific Cognitive Behavioral Training (CBT) and individual case management services twice per week. CGF will include the family to help develop environmental control strategies to decrease risk factors in the home.

Phase 1- Orientation: Overview of the program will be discussed with participants and families. Contributing factors will be identified and pre/post assessments will be administered to gather perceptions of gangs and pro-social behaviors. YASI and PRA will be utilized as participant evaluation tools.

Phase 2- Implementation: Individual meetings with CGF Advocates will take place weekly. Sessions include motivational

Program Operation and Activities (continued)

e. TTT will provide monthly professional development opportunities where teachers will engage in ongoing learning to successfully master skills necessary to teach this class. This will involve curriculum updates, enhancements to the program and student-centered outcomes to reinforce the likelihood of all students being successful. Teachers and counselors will also participate in pertinent trainings which may include Gang, Troubled Youth, or other suitable conferences.

CGF Elementary curriculum training and support will be provided to faculty and/or after school program staff in the "hot spot" areas. Additional training may be provided to any other area which may become an apparent need during the school year. Ongoing professional development will be provided as needed.

CGF Advocates will be trained in CBT and motivational interviewing skills training as well as the administration of PRA and YASI. They will also receive ongoing professional development regarding gangs.

f. Data-driven decision making is key within Salt Lake School District. It is evident that TTT is an evidence-based program that has directly benefited students who are gang involved or at-risk. In just one year data has shown the growth and positive change in students who were enrolled, subsequently leading to the increase in the number of TTT classes offered and the addition of the course in a middle school. With a comprehensive approach and partnerships, we expect TTT can be funded through FTE or School Improvement Plan monies at the school level. In addition, we hope to sustain CGF Advocate support through district resources.

Budget Summary

INSTRUCTIONS: In the spaces provided, detail proposed budget requests. It is not necessary to use all budget categories. Refer to the appendix for specific descriptions of budget categories. **(Up to 10% of grant may be used for: administration oversight, professional development and professional and technical services).**

BUDGET CATEGORY	GRANT REQUEST AMOUNT	EXPLANATION/DETAIL
A. SALARIES (100)	\$ 121,000.00	List, by name, each person paid a salary from this project on page 16 & 17. List by name, each person paid by local match amounts on page 18.
B. EMPLOYEE BENEFITS (200)	\$ 38,400.00	List, by name, each person receiving benefits from this project on page 16 & 17. List by name, each person paid by local match amounts on page 18.
TOTAL SALARIES AND BENEFITS	\$ 159,400.00	
C. PURCHASED PROFESSIONAL AND TECHNICAL SERVICES (300)	\$ 41,100.00	Professional Examination Services for Tessera Non-cognitive Skills Assessment System for 700 students (700 x 3.00 =2,100) to measure outcomes. Choose Gang Free Advocates (25 hours per week @ 15.00 per hour, 52 weeks=19,500. 2 Advocates - 39,000
D. PURCHASED PROPERTY SERVICES (400)		
E. OTHER PURCHASES (500)	\$ 9,000.00	<ul style="list-style-type: none"> •One Consultants: Leigh VandenAkker to provide 9 two-hour TTT trainings monthly to teachers/counselors (100.00 x 10 = 1,000.00) •10 stipends paid to teachers/counselors/staff for attendance at monthly two hour trainings (30.00 per hour) outside contract hours (60.00 x10=600.00 per person= 6,000.00) • 5 staff to attend Troubled Youth or Gang Conference (300 registration + 100 sub= 400.00 x 5 = 2,000.00)
F. TRAVEL (580)		

BUDGET SUMMARY (continued)

BUDGET CATEGORY	GRANT REQUEST AMOUNT	EXPLANATION/DETAIL
G. SUPPLIES AND MATERIALS AND PROPERTY LESS THAN \$5,000 PER ITEM (600)	\$ 9,375.00	Supplies for 350 Students within classrooms: • General supplies: notebooks, paper, dividers, pens, pencils, supply pouch, post-its etc. (10.00 per student = 5800.00) • Classroom lesson supplies: student books, hands-on lesson supplies (10.00 per student = 5800.00) • Student Incentives: rewards, acknowledgments (2.00 per student = 1160.00). • Teacher curriculum: 7 TTT books for teachers and counselors (100.00 per book = 700.00).
H. OTHER (800)		
I. TOTAL DIRECT COSTS (Lines A through H)	\$ 218,875.00	
J. INDIRECT COST	\$ 4,935.60	<p><u>02.3 %</u> (list the district charged percentage rate) Indirect Cost Rate Chart Use the "How to Figure Indirect Costs" formula if your program is charged indirect costs. This resource is found at: http://schools.utah.gov/adulted/DOCS/Directors/HowToFigureIndirectCosts.aspx If your district chooses to charge less than the agreed upon indirect cost rate, list cost rate above and insert notation below.</p>
K. PROPERTY (700) Note: Only items with an individual value of \$5,000 or greater are defined here.		
L. TOTAL (Lines I through K)	\$ 223,810.60	This total must match the Total Requested Budget on the Cover Sheet .

School SITES

Instructions: Fill out the following information for each school site you propose being involved with the Gang Prevention and Intervention program.

SCHOOL NAME AND CONTACT INFORMATION					
SCHOOL NAME: East High School					
SCHOOL ADDRESS:			CITY/STATE/ZIP:		
TELEPHONE #:			FAX #:		
SCHOOL INFORMATION					
NAME OF SCHOOL CONTACT			TITLE		
GRADE LEVELS AT SCHOOL			SCHOOL ENROLLMENT		
Type of Prevention Service Provided (Please provide estimated number of Students served in each of the following Prevention Services.)					
UNIVERSAL	# OF STUDENTS:	SELECTIVE	# OF STUDENTS:	INDICATED	# OF STUDENTS:
ESTIMATED EXPENDITURES AT THIS SCHOOL:			ESTIMATED PER PUPIL EXPENDITURE:		

SCHOOL NAME AND CONTACT INFORMATION					
SCHOOL NAME: West High School					
SCHOOL ADDRESS:			CITY/STATE/ZIP:		
TELEPHONE #:			FAX #:		
SCHOOL INFORMATION					
NAME OF SCHOOL CONTACT			TITLE		
GRADE LEVELS AT SCHOOL			SCHOOL ENROLLMENT		
Type of Prevention Service Provided (Please provide estimated number of Students served in each of the following Prevention Services.)					
UNIVERSAL	# OF STUDENTS:	SELECTIVE	# OF STUDENTS:	INDICATED	# OF STUDENTS:
ESTIMATED EXPENDITURES AT THIS SCHOOL:			ESTIMATED PER PUPIL EXPENDITURE:		

SCHOOL SITES (continued)

SCHOOL NAME AND CONTACT INFORMATION					
SCHOOL NAME:					
SCHOOL ADDRESS:			CITY/STATE/ZIP:		
TELEPHONE #:			FAX #:		
SCHOOL INFORMATION					
NAME OF SCHOOL CONTACT:			TITLE:		
GRADE LEVELS AT SCHOOL:			SCHOOL ENROLLMENT:		
Type of Prevention Service Provided (Please provide estimated number of Students served in each of the following Prevention Services.)					
UNIVERSAL	# OF STUDENTS:	SELECTIVE	# OF STUDENTS:	INDICATED	# OF STUDENTS:
ESTIMATED EXPENDITURES AT THIS SCHOOL:			ESTIMATED PER PUPIL EXPENDITURE:		

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NAME OF SCHOOL CONTACT:			TITLE:		
GRADE LEVELS AT SCHOOL:			SCHOOL ENROLLMENT:		
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ESTIMATED EXPENDITURES AT THIS SCHOOL:			ESTIMATED PER PUPIL EXPENDITURE:		

SCHOOL SITES (continued)

SCHOOL NAME AND CONTACT INFORMATION					
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UNIVERSAL	# OF STUDENTS:	SELECTIVE	# OF STUDENTS:	INDICATED	# OF STUDENTS:
ESTIMATED EXPENDITURES AT THIS SCHOOL:			ESTIMATED PER PUPIL EXPENDITURE:		

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GRADE LEVELS AT SCHOOL:			SCHOOL ENROLLMENT:		
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SCHOOL SITES (continued)

SCHOOL NAME AND CONTACT INFORMATION					
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SCHOOL SITES (continued)

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ESTIMATED EXPENDITURES AT THIS SCHOOL:			ESTIMATED PER PUPIL EXPENDITURE:		

SCHOOL SITES (continued)

SCHOOL NAME AND CONTACT INFORMATION					
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SCHOOL SITES (continued)

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ESTIMATED EXPENDITURES AT THIS SCHOOL:			ESTIMATED PER PUPIL EXPENDITURE:		

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SCHOOL SITES (continued)

SCHOOL NAME AND CONTACT INFORMATION					
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UNIVERSAL	# OF STUDENTS:	SELECTIVE	# OF STUDENTS:	INDICATED	# OF STUDENTS:
ESTIMATED EXPENDITURES AT THIS SCHOOL:			ESTIMATED PER PUPIL EXPENDITURE:		

APPENDIX

BUDGET CATEGORIES—DEFINED

LINE ITEM A (Salaries – 100)

Full or part-time salaries for project employees must be included in this grant application. This item should not include stipends paid to employees for work outside of their regular contract. Stipends are to be included in item C below. Calculations must be shown for salaries identified in this application. Director, coordinator, and clerical salaries not directly tied to classroom activities are considered administrative in nature.

LINE ITEM B (Employee Benefits – 200)

Employee benefits for project employees must be included in this application. Such employee benefits include state retirement, Social Security, local retirement, group insurance, industrial insurance, unemployment insurance, and any other employee benefits not classified above. Employee benefits related to stipends for teachers or other regular employees who work outside of their regular contract may be placed in this line item. Director, coordinator, and clerical salaries not directly tied to classroom activities are considered administrative in nature.

LINE ITEM C (Purchased Professional and Technical Services – 300)

This budget category includes those services which, by their nature, must be performed by persons with specialized knowledge, skills, or abilities. For providers (consultants) of such services, all travel, meals, lodging, honorarium/fees, materials, and related expenses are to be included in this category. Such consultants might also include staff of the applicant who might serve in this capacity during those times when they are not salaried employees of the grantee, including summers, weekends, holidays, or other non-contractual time. For each consultant provide name, anticipated consultant fees, number of contracted days of work, and purpose of proposed expenditures. Stipends paid to employees for work outside of their regular contract which may be instructional (professional development) or administrative depending on activity are to be defined here. Yearly program audits are also included in this item. Note: Some of these expenditures may be administrative in nature.

LINE ITEM D (Purchased Property Services – 400)

Applicants may receive funding support for variety of services rendered by organizations and personnel not on the payroll of the applicant pertaining to operation, maintenance, insurance, and rental property used by the applicant. Expenditures in this category include utility service, cleaning services, disposal services, snow plowing, custodial services, lawn care services, equipment repair, vehicle repair, rental of buildings, equipment, or vehicles, etc. Provide specific information about such anticipated costs. Note: These expenditures are administrative in nature.

LINE ITEM E (Other Purchases – 500)

This budget category includes all amounts paid for services rendered by organizations or personnel not on the payroll of the applicant other than Professional and Technical Services (300) or Property Services (400). Expenditures may include communications, advertising, printing and binding, property insurance, liability insurance, telephones, postage meter, etc. Provide specific information about all projected expenditures. Note: These expenditures are administrative in nature.

LINE ITEM F (Travel – 580)

This budget category includes travel of instructional staff to and from remote teaching sites and staff travel to required USOE director meetings.

LINE ITEM G (Supplies, Materials and Property with Itemized Value less than \$5,000 per Item)

Applicant may receive funding support for a variety of items of an expendable nature that are consumed, worn out, or have deteriorated with use. Items that lose their identity through fabrication or incorporation into different or more complex units or substances are also considered supply expenditures. Expenditures in this category include, but are not limited to, software, paper, writing tools, books, textbooks, manuals, reproduction costs, binders, classroom computer and printers, overhead projectors, audiovisual materials, courseware, assessment instruments, etc. Items to be purchased must be identified and detailed by quantity and cost per item. Note: Some of these expenditures may be administrative in nature.

LINE ITEM H (Other – 800)

This line item is seldom used, but it is included to use with the purchase of goods and services not otherwise classified above.

LINE ITEM I (Total Direct Costs)

Total of lines A through H.

LINE ITEM J (Indirect Costs)

School district indirect costs charged to the grant are calculated with the formula provided by the USOE – Adult Education Services. This resource is found on the Adult Education website under Directors/Coordinators→Grants→Resources or by following the link below.
<http://schools.utah.gov/adulted/directors/documents/grants/HowToFigureIndirectCosts.pdf>

LINE ITEM K (Property – 700)

Applicants may use funding for property acquisitions of \$5,000 or greater cost per item, leasing, and rentals if such transactions are clearly identified as essential to the operation of the program. Expenditures in this category include the purchase, lease, or rental of initial equipment, additional equipment, or replacement equipment \$5,000 or greater cost per item. Expenditures must be used solely for adult education services. These expenditures may be administrative in nature. All items in this category must be clearly explained and detailed in the Budget Summary Explanation.

UNALLOWABLE ITEMS:

- Alcoholic beverages
- Alumni activities
- Bad debts
- Entertainment
- Capital expenditures
- Cost of institution furnished automobiles that relates to personal use by employees
- Costs for defense and prosecution of criminal or civil proceedings, claims, appeals and patent infringements
- Fines and penalties resulting from violations of, or failure of the institution to comply with Federal, State and local or foreign laws and regulations
- Fund raising, solicitations, gifts, or investment costs
- GED[®] administration, including paying GED[®] Testing fees for students either before or after testing
- Goods or services for personal use
- Housing and personal living expenses
- Lobbying
- Membership costs
- Relocation costs incurred incident to recruitment of a new employee
- Salaries or expenses for school boards
- Scholarships and student aid costs

The above list is not meant to be all inclusive. Questions regarding possible unallowable expenses should be directed to the Utah Prevention Intervention Specialist. In the event that an application for funding contains these or other unallowable elements, the applicant will be contacted by the Utah State Office of Education with the intent to bring the application into compliance.