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ED 424

Application for Federal Education Assistance (ED 424)



U.S. Department of Education
Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

Applicant Information

1. Name and Address
Legal Name: Spokane School District #81
Address: 200 North Bernard

Organizational Unit

City: Spokane

State: WA County: Spokane ZIP Code + 4: 99201-9282

2. Applicant's D-U-N-S Number: (b)(2)

6. Novice Applicant Yes No

3. Applicant's T-I-N: [REDACTED]

7. Is the applicant delinquent on any Federal debt? Yes No
(If "Yes," attach an explanation.)

4. Catalog of Federal Domestic Assistance #: 84.118.414
Title: Safe Schools/Healthy Students

8. Type of Applicant (Enter appropriate letter in the box.) (B)

5. Project Director: Wendy Bleecker
Address: 200 North Bernard

- State
- Local
- Special District
- Indian Tribe
- Individual
- Independent School District
- Public College or University
- Private, Non-profit College or University
- Non-profit Organization
- Private, Profit-Making Organization

City: Spokane State: WA Zip code + 4: 99201-9282
Tel. #: 509.354.7248 Fax #: 509.354.5910
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K - Other (Specify):

Application Information

9. Type of Submission:
-PreApplication Application
-Construction Construction
-Non-Construction Non-Construction

12. Are any research activities involving human subjects planned at any time during the proposed project period?
 Yes (Go to 12a.) No (Go to item 13.)

10. Is application subject to review by Executive Order 12372 process?
 Yes (Date made available to the Executive Order 12372 process for review):
 No (If "No," check appropriate box below.)

12a. Are all the research activities proposed designated to be exempt from the regulations?
 Yes (Provide Exemption(s) #):
 No (Provide Assurance #):

Program is not covered by E.O. 12372.
 Program has not been selected by State for review.

13. Descriptive Title of Applicant's Project:
Spokane County Safe Schools/Healthy Students Initiative

11. Proposed Project Dates: 9/1/04 8/31/07
Start Date: End Date:

Estimated Funding

14a. Federal	\$ <u>2,931,908.00</u>
b. Applicant	\$ <u> .00</u>
c. State	\$ <u> .00</u>
d. Local	\$ <u> .00</u>
e. Other	\$ <u> .00</u>
f. Program Income	\$ <u> .00</u>
g. TOTAL	\$ <u>2,931,908.00</u>

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)
Dr. Brian L. Benzel
b. Title: Superintendent
c. Tel. #: 509, 354 7364 Fax #: 509, 354 5965
d. E-Mail Address: brianbz@spokaneschools.org
e. Signature of Authorized Representative: [Signature]
Date: 6/24/04

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Abstract

Spokane Safe Schools/Healthy Students Initiative

Spokane Public Schools is submitting this Spokane County Safe Schools/Healthy Students (SS/HS) Initiative on behalf of six school districts in partnership with the City of Spokane Police Department, Spokane County Sheriff's Office, Spokane County Regional Support Network and Spokane County Juvenile Court. The overarching goal of this initiative is to create a comprehensive county-wide safety system to strengthen and expand existing community partnerships and link to a broader range of community resources. The purpose of this increased capacity to provide comprehensive safety networks for children will be a) reduction in substance use/abuse, b) reduction in violence, c) improve school attendance, and d) increased mental health access and services for children and their families. The initiative will focus on each of the six elements to achieve each of its goals.

Performance indicators for the six elements of the initiative include:

- 1) increase law enforcement involvement in assisting communities to create a safe environment by providing training, security assessments, crisis preparedness, enhancing and updating the county youth crisis response protocol and hire a community-school resource liaison;

- 2) Reduce the incidence of youth violent and aggressive behaviors and reduce youth substance use in the school and community.
- 3) Increase and improve student and family access to and use of high quality mental health services.
- 4) Improve outreach and identification of children birth through age five and provide culturally responsive training to increase family access and engagement to high quality early childhood psychosocial and emotional development services.
- 5) Develop a community-wide infrastructure within and across districts to improve continued academic success, student engagement and positive youth development for all students.
- 6) Create and align community-wide policy standards regarding safe schools and communities that address student, parent, school and community needs. The Partnership performance indicator is Increased integration and collaboration of partners across all elements.

Key SS/HS activities and programs include establishment of comprehensive county-wide and district crisis management plans, integration of Rapid Safety Response Mapping, mentoring, comprehensive student assistance programs, truancy boards, connecting law enforcement between community and school, coordinated county training opportunities across elements, school based mental health services, parenting workshops, outreach and linking to early childcare and education programs, after school

programs uniting school and community based organizations, systemic bully/ harassment prevention, enhancement of alternative school programming, peer leadership advisory, and consolidation of school/agency advisory boards:

Additional community partners involved in this initiative include: RD Phillips Evaluation Services, Department Of Social and Health Services, Partners with Families, Family Services of Spokane, Spokane Mental Health, Lutheran Social Services, Deaconess Mental Health, Daybreak Youth Treatment, Healing Lodge of the Seven Nations, Excelsior Treatment Services, Treatment Alternatives, Association of Black Ministers, Martin Luther King Center, Spokane Indian Education Program, Native Project and Native American Youth Leadership, City of Spokane, Chamber of Commerce, Spokane Diversity Advisory Committee, Greater Spokane Substance Abuse Council, Cooperative Extension-Washington State University, Gonzaga University Service Learning, Whitworth College Service Learning, YMCA, YWCA, City/County Youth Department, City Parks and Recreation Department, Empowerment Inc., Washington State University City Science Lab, Big Brothers Big Sisters of the Inland Northwest, Girl Scouts, Spokane Regional Health District, Odyssey Youth Center, United Way and AmeriCorp USA.

Community Needs Assessment

(a) Extent to which specific gaps or weaknesses in services...

Spokane Public Schools (SPS) submits this proposal on behalf of itself and five other school districts in Spokane County: Cheney, Deer Park, Medical Lake, Nine Mile Falls and Riverside. While SPS serves an urban population, the remaining five districts are located in rural communities within the county. Approximately 43,300 K-12 students and 13,000 children age birth through five will be served. Spokane County is a business and trade center, serving a population of 414,000 and a 36-county rural region. Spokane is located on the eastern edge of Washington State and is the only major city in the area.

Spokane represents an urban center at its most diverse. There are over 28,000 farms in the area, 7 Native American tribes and a rapidly growing population of racial and ethnic diversity. In 1995, the county had approximately 30,479 residents who were members of an ethnic minority group. Between 1990 and 2000, the population of color in small towns in Spokane County increased by 40%, while the general population increased by 10% in the same period (US Census). Geographical barriers, as well as economic and political differences, isolate eastern Washington from the populated urban areas of Seattle and Olympia. As a result, the area's needs are overlooked and underserved.

Needs for this grant were determined by data gathered from a community-wide forum of stakeholders, partnership meetings, Washington Healthy Youth Survey, Spokane County Profile, Spokane County Collaborative Needs Assessment, Principles of Effectiveness (POE) planning, school improvement planning, school district demographic data and law enforcement and juvenile justice statistics. All schools involved in this initiative have made a commitment to participate in the statewide Healthy Youth Survey, administered every two years. Through the Spokane County Collaborative Needs Assessment Process, the following five community risk factors were identified: 1. Community laws and norms favorable to drug use; 2. Family management problems; 3. Extreme economic deprivation; 4. Early initiation of the problem behavior; and 5. Lack of commitment to school.

Additionally, the SS/HS community-wide forum of stakeholders and partnership meetings revealed the following four areas as gaps in infrastructure and services: 1. coordination and implementation of consistent county-wide change including consolidated and efficient provision of resources to children and families; 2. prevention of violent behavior and drug use; 3. promotion of positive mental health; and 4. improvement of student commitment to school and truancy.

A major weakness in the county that surfaced with each need and serves as a "screen" for this initiative is the disproportionate number of discipline referrals and juvenile court involvement among children of color. While the population of Spokane County is 91.4% Caucasian and 8.6% people of color, juvenile detention bookings for 2003 have been 79% Caucasian and 21% children of color. Within SPS, the largest district in the consortium, students of color make up 14% of the student population, but account for 26% of the students referred for discipline. Research indicates, "Educators lacking familiarity with multi-cultural perspectives often misunderstand student behavior and intention leading to misinterpretation of student behavior(Thornberry, 1996)."

Disproportionality concerns in Spokane County include: race and ethnicity, culture, poverty, gender vulnerabilities and sexual orientation. These vulnerable populations are more at risk for substance use, violence, suicide, dropout, low commitment to school and mental health issues.

Local economic data is largely below state averages.

Table One: Participating District Demographics

District	Student Count	% Free and Reduced	Drop Out Rate	Household Income-Median
Spokane Schools	32,384	46.4	5.1	\$32,705

Cheney	3,504	38.1	7.2	\$34,572
Nine Mile Falls	1,609	23.7	1.1	\$53,475
Medical Lake	2,347	28.3	1.6	\$40,451
Deer Park	1,888	61.1	4.1	\$39,318
Riverside	2,161	38.3	4.4	\$39,295
State		35.6	7.7	\$45,776

Community Identified Gap 1: Increased integration and

collaboration of partners and consolidation and efficient

provision of resources to children and families: Currently, the

desire for local organizing and collaboration around issues is

strong in Spokane County. Stakeholders who came together for

this grant application process were diverse and represented

membership from several long standing groups and coalitions.

Currently, local community-based organizations and groups

functioning in the county include: The Police Liaison Committee,

Social Service Network, three Drug/Alcohol Advisory Boards,

Tobacco Free Spokane County, the Gun Violence Advisory Group,

and the Youth Development Network.

There is much overlap in participants and agencies among

the groups. Many of the groups are working towards similar

prevention outcomes for youth but the current organizational

structure promotes issue silos and territorial guard over

resources. This initiative will look for new and engaging ways

to merge the pathways of these groups into a positive,

comprehensive approach for the development of safe and healthy youth.

In order to give voice to the students and families this grant will serve, youth leadership advisory boards, representing diverse youth, will be created at each participating high school through the student assistance program. Student participation will provide feedback to the partnership advisory board, identify issues of importance in their buildings and community, and create and implement social marketing campaigns in their school community. Additionally, parents or other caregivers will be active participants of the SS/HS Partnership.

Community Identified Gap 2: Prevention of violent behavior and drug use: Over 75% of all crimes committed in the county are related to methamphetamine production, distribution and use (Spokane Sheriff's office, 2003). Spokane County was 2nd in the state and Washington State 3rd in the nation for meth lab busts (Department of Ecology, 2002). Spokane has been designated a "high intensity drug trafficking area" by the Drug Enforcement Administration. Healthy Youth Survey data shown below in table 2, and highlights the need for a more coordinated effort in the community to provide for substance abuse and violence prevention.

Table Two: Substance Use, Bullying & Risk and Protective Factors in Spokane County (Healthy Youth Survey 2002)

Indicator	Grade			
	6	8	10	12
Past 30 day alcohol use	5%	20%	33%	44%
Past 30 day cigarette use	3%	10%	15%	21%
Past 30 day marijuana use	1%	9%	18%	23%
Bullied in the past 30 days	35%	26%	24%	13%
Early initiation of problem behavior	N/A	32%	37%	39%
Laws/Norms favorable to use	40%	34%	45%	45%
Low Commitment to school	41%	33%	37%	40%

The above data highlights the need for substance use and violence prevention interventions in the county. To address these needs research based curricula, Student Assistance Programs, a Violence Prevention Facilitator and Community-School Resource Liaison will collaborate to create a systematic and comprehensive approach to district and community policies, procedures, training and services.

To directly address substance use in students and educate families and the community, participating districts will implement the nine components of a comprehensive Student Assistance Program by a certified Student Assistance Specialist (SAS). This component expands the existing Prevention Intervention Services Program (PISP) with extensive and rigorous statewide evaluation. SPS will expand their SAS program to six

high schools, while the other 5 rural districts expand service in their current middle and high school programs.

Community Identified Gap 3: Promotion of positive mental health:

According to the Regional Service Network (RSN), Spokane County's mental health governing authority, only 15% of county youth who need mental health services are engaged in services. Through the provision of school-based mental health services, more families will have the ability to access assessments, referral and treatment. Currently, youth and families must meet certain Medicaid eligibility criteria to obtain assistance. The mental health services provided under this project will extend to children birth to grade 12 and their families to provide service regardless of Medicaid eligibility. Fifty-eight percent of children in Washington are enrolled in Medicaid, compared to 49% nationally. The RSN estimates that there are at least 500 non-Medicaid eligible children in the county in need of mental health services and many more families in need of prevention. An identified gap in this element is the need for consistent and focused ways to provide mental health services for non-Medicaid eligible families with available resources or generate additional resources, and move toward sustainability on the local and state level.

Community Identified Gap 4: Improving commitment to school and truancy: During the critical hours between 3:00 p.m. to 6:00

p.m. juvenile crime, sexual activity and substance use increase for youth (Spokane Regional Health District, 2002). One thousand potential learning hours are available during the school year while 4,200 potential learning hours are available outside of school. After school programs, providing safe and structured activities, have demonstrated increased school engagement and a reduction in problem behaviors (Miller, 2003). After school programming will be aligned with community goals and school improvement planning in 11 middle schools.

As of, April 2004, there were over 1,500 active truancy petitions in the county. There are no truancy officers working in Spokane County Juvenile Court and currently, schools do not have the capacity to fill this function. These students are in danger of dropping out of school and being involved in the criminal justice system. Approximately 38% of middle to high school students report low commitment to school (HYS 2002). Truancy boards and procedures will be established in each district with juvenile court, law enforcement partners and families to engage students back to school.

(b) Extent to which existing services, infrastructure..

Existing effective services to be enhanced include: consolidation from three Drug/Alcohol Advisory Boards to one, adult to peer mentoring program, parenting classes, Washington Drug-Free Youth clubs, Re-entry Alternative Program, after

school programs, student assistance program, computerized school mapping and Countywide Youth Crisis Response Protocol. Through this initiative, these programs will be strengthened, expanded and evaluated.

Three of the six districts provide some parenting classes during the school year. The partnership will bring together schools, RSN, local agencies, and researched based best practices to provide early parenting/family management classes using Strengthening Families, Nurturing Families and Parenting with Love and Logic.

SPS and ESD 101 have had an ongoing six-year partnership to provide an alternative educational setting for students in grades 7-8 who have been expelled from school for violence. This program allowed for re-entry back to the students home school. Due to the successful partnering of districts, tutoring and counseling resources, this initiative will allow for expansion to grades 9-10. Approximately 30 students each year completed and successfully reentered their school after completing all components of the program. About 40% of Re-entry students are children of color.

To improve safety on a systemic level, comprehensive county-wide and district crisis management plans will be established and rapid response mapping of elementary and middle

schools and comprehensive crisis preparedness plans will be completed.

(c) Extent to which applicant will serve the entire district...

The programs, services and activities in this initiative will serve all students in each of the participating districts birth through 12th grade and their families. Programs and activities were selected based on needs, gaps and weaknesses and target specific age appropriate populations. Activities will be available to all students, where appropriate, and specifically address the cultural and diverse backgrounds of the county. Services, training and other activities will be open countywide to nonparticipating districts and private schools and all positive outcomes will be shared as a model for further expansion, cohesion and positive results are established.

(d) Extent to which the target population is clearly identified..

The grant targets students, families and community members from the six districts identified in this proposal. Over 43,300 students, 17,320 families and 6,660 staff will be served by this initiative. The focus on youth of color, cultural differences, poverty and gender differences will be powerful as many agencies coordinate to combine resources and share responsibility aligned with project goals and performance indicators.

Goals, Objectives and Performance Indicators

(a) The extent to which goals, objectives and performance...

The four goals selected for this initiative are the Government Performance and Results Act (GPRA) Performance Indicators. Goals, objectives and performance indicators are:

Goal 1: Decrease the number of violent incidents at school and in the community. Objective 1.1: Create alternatives to prevent youth involvement in the criminal justice system.

Performance Indicator 1.1.1: Decrease the number of youth and youth of color detained in court by 10% per year. Performance indicator 1.1.2. Decrease 30 day report of students being bullied in 6th graders by 10% per year.

Goal 2: Decrease substance use. Objective 2.1: Increase youth and community understanding of the dangers of substance use. Performance indicator 2.1.1: Reduce 30 day substance use by 10% per year.

Goal 3: Improve school attendance. Objective 3.1: Increase community involvement in attendance issues. Performance indicator 3.1.1: Reduce truancy by 10% per year.

Goal 4: Increase mental health services to students and families. Objective 4.1: Improve school and community access to mental health services when needed. Performance indicator 4.1.1: Increase mental health services to children by 10% per year.

These goals were selected because they match the county's need to decrease violent behavior, bullying, and truancy and increase attendance and mental health services. All are aligned

with the outcomes desired for this project. Along with the performance indicators, the evaluation will collect and monitor data within each goal on youth of color, cultural differences, poverty and gender vulnerabilities.

(b) The extent to which the applicant includes at least one...

In addition to the programs four goals and performance indicators, the Partnership has created attainable and measurable performance indicators and outcomes for each of the six elements, as well as an indicator for the partnership. The following is a list of the six elements and the partnership performance indicators: **1. Safe school environment:** a) 100% of participating districts will be geo-mapped by Winter 2006. b) Each building will have a current collaborative crisis response plan by June 2007. c) Truancy will decrease by 10% per year. d) Truancy boards will be in place by Winter 2006. e) Drop out rate will decrease by 10% per year. **2. Alcohol and other drug and violence prevention and early intervention:** a) Reduce youth substance use in youth by 10% per year. b) Increase student's perception of harm of substance use by 10% per year for 6-12 students. c) Increased awareness by youth and adults of effects of violence on learning. d) Students will participate at district and county level prevention meetings. e) Existing SAS program will be expanded at the middle and high school levels. **3. School and community mental health prevention and treatment**

intervention services: a) Increase mental health services to children by 10% per year. b) Increase understanding of mental health issues in community and partners agencies from baseline. c) Increase in number of Medicaid ineligible youth and families served. **4. Early childhood psychosocial and emotional development programs:** a) Increase referrals of age birth - 5 to services from baseline. b) Increase the number of parents participating in parenting classes by 10% from baseline. c) Increase parental understanding of positive parenting and family management from baseline. d) Increase in number of childcare providers receiving support for children in their care. **5. Supporting and connecting schools and communities:** a) Increase community based organization participation in school activities from baseline. b) After School Advisory subcommittee will complete alignment of partner goals and outcomes. **6. Safe School Policies:** a) Interdisciplinary Policy Review subcommittee established by May 2005. b) 100% of districts will adopt safe and drug-free school policies and procedures. c) Student, family and community members will have understanding of current policies. d) Increase by 10% the number of parent, youth and community members participating on the Interdisciplinary Policy Review Committee. **7. Partnership:** a) Increase integration of 6 elements into daily routines of partners.

(c) The extent to which the goals and objectives ...

Activities, programs and curricula to be conducted under goal one include Violence Prevention Facilitator, restorative justice practices, mentoring, Community-School Resource Liaison, Re-entry Alternative Program, research based curricula for violence prevention, as listed in Project Design, parenting training and community training. Goal two encompasses student assistance program, mental health services, media literacy, research based substance prevention curricula and community training. Goal three includes truancy boards, after school programs and community training. Goal four includes school-based mental health services, Early Childhood Facilitator, community outreach and training, and development of strategies to improve eligibility for mental health services.

(d) The extent to which the applicant includes baseline data --

Baseline data for the performance indicators and project goals were chosen from consistent data that is reported or attainable on a regular basis. Data will be collected from Healthy Youth Survey, County Profile data, required school district reports, Data collection tools created through the SS/HS evaluation including informal partnership, parent and student surveys and focus sessions.

Project Design

(a) The extent to which the project design builds upon --

The Spokane County SS/HS Initiative design was created based on identified needs, gaps and weaknesses in services in conjunction with existing activities and strengths. The following four areas were identified as gaps in infrastructure and services: 1) coordination and implementation of consistent county-wide infrastructure change including consolidated and efficient provision of resources to children and families; 2) prevention of violent behavior and drug use; 3) promotion of positive mental health; 4) improvement of student commitment to school and attendance.

In discussions with community partners, priority was also placed on students of color, ethnic diversity, sexual diversity and economic distress. Many issues around bully/harassment and mental health affect these populations and county data reflects this concern by way of disproportionality in truancy, drop-out, criminal involvement and academic achievement rates. This comprehensive plan will include policy/procedural system changes for the districts and community.

(b) The extent to which the applicant can demonstrate that...

Curricula, programs and training chosen to reduce violent incidents include: Olweus Violence Prevention Program, Get Real About Violence, Aggression Replacement Training, Second Step, Functional Family Therapy, restorative justice practices and truancy boards. The researched-based and effective programs

selected to reduce substance use include: Project Alert, Life Skills, Mind Over Matter, Strengthening Families and comprehensive student assistance programs with certified staff. The researched-based programs listed above support the reduction of risk factors outlined in the needs assessment of this proposal and offer protective factors supporting student success.

The Spokane County SS/HS Initiative will provide comprehensive services to all children, families, teachers and providers in the participating county areas. Specifically included will be ethnically and culturally diverse populations and populations experiencing poverty. Due to a disproportionate number of students of color dropping out of school and involved in the criminal justice system, the SPS Diversity Advisory Committee is committed to encouraging the recruitment of community members of color for mentoring and supporting students, schools and programs and community committees in all districts.

All districts have committed to the activities listed in the project design. The differences among districts will involve selected research based curricula they adopt to meet the unique needs of their immediate community. For example, Deer Park and Riverside will adopt curricula which includes reducing chewing tobacco use along with cigarettes because their use rates are

higher in their farming communities. SPS will adopt Olweus Violence Prevention Program while Deer Park adopts Get Real About Violence.

(c) The extent to which the proposed short and long-term AND (d) The extent to which to proposed short and long-term.

Short term and long term strategies chosen promote healthy child development and school environments that are safe, disciplined and drug-free. In addition, the selected short and long term strategies allow for systemic development of infrastructure that builds organizational, community and individual capacity to sustain outcomes beyond the life of the grant as detailed below.

Short term strategies include: Student Assistance Programs, Re-entry Alternative program, Community-School Resource Liaison, Violence Prevention Facilitator, Early Childhood Facilitator and school-based mental health services.

Long term strategies include: unification of partner goals and outcomes related to children and families, community engagement in the strategies across all elements, combined coalitions/advisories, computerized mapping of elementary and middle schools, crisis preparedness plans, Youth Crisis response Protocol, truancy boards, restorative justice practices, Best Practice curricula, policy and procedures development, system of linkage and referral for children age birth - five, parenting

workshops and adopting a POE cycle of problem solving around community needs.

The local evaluator will facilitate institutionalization of a planning cycle described in the evaluation. This will be a developmental process in itself and will lead to sustainability by county partners and officials to address needs from a research-based orientation that focuses on safety outcomes for all students. Sustainability will be accomplished through strengthening and establishing relationships and having a shared understanding of identified issues, developing broad based community support around identified issues, educating key champions in business, government, faith and community based institutions, being proactive in the policy environment and adjusting to the changing social, economic and political trends within the community and institutionalizing a POE cycle of problem solving around district and county issues.

The county has demonstrated readiness to accomplish the goals and objectives of this initiative through its participation in numerous partnership meetings, forums and strategic planning. Sustainability of grant outcomes has been discussed with a commitment to maintaining personnel and continuing to improve changes being made. While preparing for this proposal, changes began occurring within the county.

(e) The extent to which the project design addresses the six..

Element I: Safe School Environment

Computerized mapping of physical facilities will be expanded to the middle and elementary school levels within participating districts. Instituting this service will facilitate the preparation, mitigation, response and recovery aspects related to crisis and emergencies in the school setting. Implementation includes review of current physical facilities by utilizing Crime Prevention through Environmental Design Practices. The result will be county level crisis management procedures with building level specifics.

To address the response the county takes to poor attendance, truancy and dropout, each district will develop youth truancy boards, which include restorative justice practices for re-entry back into school. The truancy board model will integrate The School Mediation Center Model (formerly Colorado School Mediation Project, 2002) and the 12 principles of effective boards. The Community-School Resource Liaison will work with Juvenile Court, law enforcement and the schools to implement truancy boards, develop a system of contact, referral and outreach to truant youth, coordinate updating of the Youth Crisis Response Protocol and coordinate community trainings.

Element II: Alcohol and Other Drugs and Violence Prevention and Early Intervention

The Spokane County Stakeholder Needs Assessment indicates a need to reduce substance use and violent behaviors within Spokane County schools and community. In response to the bullying problem, an anti-harassment/bully policy development plan was initiated in all six districts improving current staff and student understanding and awareness. Clear and supported policies were the first steps to reduce the problem and increase prosocial behaviors. To build on this requirement, each district will adopt a researched-based effective curriculum district-wide to address this issue. The Olweus Bully Prevention Program, Steps to Respect and Get Real About Violence are effective programs being reviewed and considered by districts. Each district is committed to addressing school violence systemically. It is imperative that this plan embrace parents, guardians and other community stakeholders in the support of the equity efforts of students and staff.

The programs suggested are proposed under the umbrella of the student assistance programs as recommended by the National Association of Student Assistance Professionals. This program will include the following nine components; 1. school board policies, 2. staff development, 3. program awareness, 4. internal referral process, 5. problem-solving team and case management, 6. student assistance program evaluation, 7. educational support groups, 8. cooperation and collaboration with community agencies

and resources, and 9. integration with other school-based programs. The SAS will take the lead on these activities, while organizing age-appropriate school and community-wide prevention activities for all youth and targeted activities for students referred to the program. Substance abuse curricula currently implemented/adopted include: Life Skills, Project Alert, Mind Over Matter, Keep a Clear Mind and Operation Aware.

Additionally, Student Assistance Specialists will develop Youth Advisory/Leadership teams in each high school, including diverse youth. The role of the peer-led team will be to develop a plan to raise awareness among themselves and peers in regards to the dangers and negative consequences in engaging in problem behaviors and substance use. The student leadership advisory teams will be trained and employ Social Marketing theory and practices as they raise awareness in their communities. Students will initiate special projects throughout the year. Washington Drug-Free Youth (WDFY) is an effective substance use prevention club, which is present in four of the six districts. Under this element, the WDFY clubs will be expanded to all districts, middle and high school buildings.

ESD 101 and SPS have developed a successful middle school model for youth suspended or expelled for violent behaviors. This program serves all students in the county and will be expanded to the high school level. Students are provided with

two hours of tutoring per day, Aggression Replacement Training, Project Alert, Functional Family Therapy, and substance use assessments and referral. Students work toward entry back into their home schools.

Element III: School and Community Mental Health Preventive and Treatment Intervention Services

The RSN is the governing mental health authority in Spokane County and will oversee mental health services through this initiative. They have current relationships with several diverse, local mental health agencies who will provide direct services that increase mental health service to all children and their families. The RSN will provide identification, referral and assessment of both Medicaid eligible and non-Medicaid eligible children. Additionally, they will provide prevention services as needed and provide training to the partnership that is culturally sensitive. The services to be provided will be: family, group, individual and high intensity treatment, intake and evaluation, rehabilitation case management, stabilization services and therapeutic psychoeducation.

The RSN will initiate and coordinate efforts with the partnership to create new solutions to the problem of underserved youth and families not eligible for Medicaid. Collaboratively, the partnership will work towards policy change that improves eligibility requirements for those seeking mental

health services. This will occur on the local and state level during this project. The RSN will assist in increasing the number of youth in vulnerable populations served throughout this project and be involved in training and outreach. The RSN will provide training to the community to better understand mental health issues.

Element IV: Early Childhood Psychosocial and Emotional Development Programs

Referring children, birth to age five and their families in need of mental health and support services can be problematic, since these children are not yet enrolled in the public school setting and are often unknown to many agencies. Although difficult to locate, early intervention is crucial in the development of healthy pro-social/psycho-emotional development in children and can prevent these young children from becoming victims of violence, child abuse, sexual abuse and trauma.

This proposal will link with the Department of Children and Family Services, Spokane Visiting Nurses Program, Families and Communities Together, ChildFind, local hospitals, day care providers and faith-based organizations to collaborate services and link referral processes in order to provide school based mental health services to all children and families in need throughout the county. The use of research-based parenting support programs such as; Parenting with Love and Logic,

Strengthening and Nurturing Families and other professional development to pre-school staff and parents will be coordinated through the Early Childhood Facilitator. Curricula and programs will address the needs of children and families of color, diverse ethnic backgrounds and poverty. Through partnership coordination, provided services will include crisis intervention, integrated therapy, parent/child bonding and family support services to foster health, social and emotional needs of young children. This design will include additional outreach to area preschools, childcare providers and early childhood education programs in the community to identify families in need. The expected outcome is effective process and procedures for outreach, referral and engagement of children, age birth - 5.

Element V: Supporting and Connecting Schools and Community

The community-wide Stakeholders Needs Assessment strongly indicates that access to youth within the school setting has been difficult for service providers. Creating an out-of-school time infrastructure to support youth will increase capacity for the delivery of services, programs and community resources. By co-locating services and referrals to services in the after school setting, traditional barriers to access needed supports will be greatly diminished. A partnership of community services, academic supports, enrichment activities, and mentoring will

support high-risk youth in negotiating the challenges associated with the middle school experience.

This proposal will provide access and coordination with numerous community based agencies in order to provide high quality programs and services for children during after school hours. Each school community will identify the strategies and partnerships necessary to promote culturally sensitive positive emotional health, pro-social skills and non-violent ways of resolving peer conflicts. Community-based partners, identified in the partnership section, will provide an array of enrichment activities designed to engage youth, develop protective factors and provide opportunities to connect and participate within the larger community. Learning opportunities will be closely aligned with the learning goals and objectives of each school site by offering homework help, tutoring and activities designed to enhance classroom lessons.

The after school programs will be aligned with community goals and efforts to serve youth. After school providers will work collaboratively to ensure the activities holistically reflect the developmental needs of children as well as exceed learning standards. This does not mean that after school programs duplicate what is happening during the school day. The after school programs will be a creation of new activities that are relevant, build on student interests, align with the

community and relate back to learning that takes place during school. During the first year of this program, schools and community partners will create agreements which outline operating principles, roles and responsibilities, communication, sharing resources and a commitment to parent involvement. Free rent space will be provided to community partners. The school and providers will coordinate program planning, curriculum and training. Schools and providers will align and implement a program which increases protective factors, involves families, and provides culturally relevant strategies. Through this process, the community assumes responsibility for improving school engagement, closing the achievement gap and identifying the after school program as a key strategy for the school improvement process.

Element VI: Safe School Policies

An interdisciplinary policy review subcommittee will examine, establish and monitor effective safe and drug-free school policies and procedures across districts and district-wide, and include community participation through the process. This comprehensive approach to policy development is essential for facilitating transition of highly mobile families from one district to another. The Project Director, with assistance from stakeholders, will develop a cross-system committee that includes parents, school staff and the larger community to

address and redefine policies and procedures, addressing: 1. clear standards for student behavior; 2. a discipline code, based on respect, that is widely understood by parents, teachers, and students; 3. penalties that are imposed fairly and equitably and are commensurate with the severity of the infraction and provide alternative interventions that teach positive behaviors; 4. zero tolerance for firearms on schools grounds and school sponsored events; 5. reintegration of students from the juvenile justice system; 6. management information systems for reporting and analyzing violent and non-criminal incidents; and 7. policies and procedures to ensure that parents and community agencies are welcome in schools and have free access to space and usage for youth development activities. Restorative justice practices and truancy boards will be infused into district procedures, as well as linkages to mental health, student assistance programs and law enforcement.

Partnership and Community Readiness

(a) The extent to which the applicant has demonstrated...

SPS has strong working relationships with ESD 101. ESD 101 is a regional education agency, funded in part by the state, to support the needs of districts, especially rural districts. SPS has a positive collaborative relationship with local mental health, law enforcement, juvenile justice and numerous youth support agencies. The Police Liaison Committee, established in

the late 1980's, is a partnership between SPS, local police and juvenile justice. This continuous alliance occurred through a need for communication and collaboration by these three agencies to ensure community and school safety. This committee has partnered to establish programs such as pedestrian safety, youth gang task forces, crisis response review and computer crime resolution through joint policy and procedure, training and program implementation. This partnership is seeking to expand to outlying districts in Spokane County while updating and enhancing existing guidelines and procedures.

For the past 10 years a social service network made up of mental health professionals, child welfare providers, social services organizations and SPS has been meeting in response to the murder of a 14 year old homeless child. This network meets for the purpose of coordinating social and mental health services, legislative advocacy, resource development and information sharing. Recent accomplishments include acquiring federal dollars to respond to the effects domestic violence on young children, decentralizing the protocol for child abuse reporting and influencing state legislators on child welfare.

The Drug/Alcohol Advisory Boards are made up of members from SPS, ESD 101, healthcare services, county prevention services, health and safety networks, local treatment agencies, private schools, faith-based organizations, law enforcement,

juvenile probation, students, business members, local youth development agencies, parents and students. This collaboration began over 10 years ago and meets on a quarterly basis to support efforts in providing safe and violence-free environments for children. Outcomes of this collaborative effort have included tobacco education and cessation programs, media violence training, improved drug/alcohol policy and procedures and drug prevention training. Approximately one year ago, this collaboration merged with ESD 101's drug/alcohol regional advisory committee and formed the partnership for this initiative.

Consolidating these groups under the umbrella of SS/HS Partnership with subcommittees working on specialized initiatives will enhance functioning and overall perspective on serving youth and families. An intentional partnership between law enforcement, mental health services, youth development organizations and schools will create the opportunity for these organizations to address problem behaviors in a pro-active manner.

(b) The extent in which the applicant will engage multiple...

In the development of the SS/HS project's strategic plan, SPS will enhance and integrate existing community committees and task force meetings. The focus will be on reducing issue silos and improve communication and teamwork. The following is a list

of community partners and their function in this project: City of Spokane will provide leadership and support; Greater Spokane Substance Abuse Council will provide organization and coordination of Washington Drug-Free Youth clubs, voluntary drug testing of members and training to after school program staff in Project Adventure classroom challenge activities and media literacy; Spokane Regional Health District will provide training workshops for staff, community partners, families and youth on special topics; Cooperative Extension-Washington State University, YMCA, YWCA, City/County Youth Department, City Parks and Recreation Department, Empowerment, Inc., Washington State University City Science Lab, Girl Scouts, United Way and AmeriCorp USA will provide engaging activities for youth involved in the after school programs; and Gonzaga University Service Learning, Whitworth College Service Learning, Big Brothers and Sisters will provide mentoring and tutoring.

A concentrated focus will be made to serve all families with programs that meet the needs of Spokane's children of color, ethnically diverse, and economically disadvantaged families. Additional diverse collaborations include representatives from the Black Minister's Association, Spokane Diversity Advisory Committee, Volunteer's of America Youth Homeless Shelter, NAACP and local diverse students and parents will provide activities during school and after school,

leadership, advisory and mentoring. The Odyssey Youth Center will serve as a referral resource and support for gay, lesbian, bisexual, transgender and questioning youth.

The following agencies are involved as a referral resource for assessment, diagnosis, treatment and aftercare to the Student Assistance Programs: Department of Social and Health Services, RSN, Treatment Alternatives, Daybreak Treatment Services, Healing Lodge of the Seven Nations, Native Project, and Excelsior. Caregivers, parents and youth will provide ongoing advisory and leadership at the decision-making level. Parents will be engaged in activities for each element. For example, parents and community members are required to be involved in the Student Assistance Program and have a role of participating in the adult advisory team. They will assist in the planning of programs and activities through the SS/HS Advisory Committee.

(c) The extent to which the applicant's memorandum of..

The SS/HS's memorandum of agreement with community partners reveals this project's mission statement and includes the project's goals and objectives, delineates the roles and responsibilities of each partner and states the expected process for information sharing. City of Spokane Police Department and Spokane County Sheriff's Office agree to participate in the school crisis management planning and mapping, improve

functioning between law enforcement agencies and provide consistent and efficient training opportunities county-wide. Spokane County Juvenile Court will work conjointly with the School-Community Resource Liaison to update and rejuvenate the County Youth Crisis Protocol, support truancy boards, expand the Re-entry Alternative Program, and engage in restorative justice practices. All partners agree to actively participate in required meetings, conferences and collaborations, support project staff and provide data for evaluation purposes in accordance with the project's objectives, performance indicators and the GPRA performance indicator (Attachment A).

(d) The extent to which the applicant's memorandum..

The SS/HS's Memorandum of Agreement between SPS and Spokane County's Local Mental Health Authority demonstrates the exceptional willingness of the public mental health authority to collaborate and provide administrative oversight of the mental health services of this project. The agreement describes a process for securing mental health providers and procedures to be used for referral, treatment and follow-up for children and adolescents with serious mental health problems. The following agencies will provide direct services: Partners with Families, Family Services of Spokane, Deaconess Mental Health, Spokane Mental Health and Lutheran Social Services. In addition, this agreement demonstrates evidence of a comprehensive integration

of mental health services within the school setting, coordination of services and resource sharing with mental health and other local social service providers by schools and other community-based programs (Attachment B).

Evaluation

(a) Extent to which applicant describes an appropriate design..

Several types of data will be collected. Process data will describe the means by which program goals and procedures have been implemented and provide clear descriptions of how and why the program has reached or failed to reach its target objectives. Implementation data will provide a basis for understanding program successes and formative needs. What has been done? To what extent has the program functioned as planned? Who has provided what services to whom, and when and how often? What needs have been met? What needs remain? Outcome data will describe project results and benefits to the students/families served and to the program stakeholders. What was accomplished relative to stated program goals? What attitude and behavior changes have occurred in students, their families and staff, and in relationships between various adults who have collaborated around the program?

Process and implementation data will be collected quarterly and reported semi-annually. Outcome data will be collected and report annually. Evaluation methods will include anonymous surveys

of participants in various programs or services for the purpose of collecting feedback data and empowering participants. Process data will be collected at monthly advisory team meetings and pre-post yearly for all partners. This will provide insight into supports needed for increased collaboration. Annual statistical data relative to rates of violence, attendance, service frequencies, etc. will be reviewed at the beginning of each year.

Instrumentation will include state and federal reporting forms; feedback surveys developed for specific events; and pre-post annual partner surveys developed during the start-up process. Special evaluation methodologies will help measure outcomes that are traditionally difficult to collect hard data on. Two of these methods and their target evaluation points are shown below:

Methodology	Target Information	Sample Indicators
Network Analysis	Measures extent to which various positions or strategies are becoming institutionalized	<ul style="list-style-type: none"> • changing roles of existing persons; • changing patterns of contact in problem solving
Ecological Mapping	Helps identify school and community resources for problem solving around project goals	<ul style="list-style-type: none"> • pre-existing support links • areas of need • complexity of support

functions

A single case study with replication design will form the basic evaluation design, utilizing each site as a single case study around commonly embedded program goals and evaluation objectives. Analysis of data will target understanding the relationships that may exist among variables impacting program success. Statistical significance, analysis of variance (ANOVA, MANOVA), and correlational analysis will be used to process quantitative data, and chi square proportions and descriptive statistics will be used with qualitative measurements. Reports will be produced semi-annually for formative purposes and annually for summative feedback purposes.

Data will be used to guide districts and partners as they implement planned activities. As seen below, each team or committee will be asked to learn to use a POE cycle to problem solve around program and element goals. The outcome of the cycle are measures that show the extent to which GPRA indicators are being met. Teams start with #1 and proceed to #8

1. Element Goals and Initiative Goals (GPRA indicators)
2. Needs from baseline needs assessment
3. Proposed Strategy, screened through a) evidence based practice; b) previous experience; c) identified measures; d) reliability/validity criteria; e) disproportionality
4. Implementation activities take place

5. Evaluator collects and provides formative feedback
6. Activities revised as necessary in light of feedback
7. Outcome measurements (GPRA indicators) from evaluator
8. Re-cycle summative information to new or revised strategy

Special precautions will be taken to ensure anonymity and confidentiality throughout this evaluation. Specialized training will be given to staff around this issue, and information collected as part of the evaluation will never be identified by name. Information collected through interviews or focus groups will be reviewed by participants before the end of the session. District, law enforcement, or mental health data used as part of the evaluation will be publicly reported data used in aggregate form.

(b) Extent to which local evaluator has adequate qualifications..

The Project will contract with Dr. Richard Phillips, an independent evaluation consultant, for the local evaluation. Dr. Phillips is an Associate Professor, Departments of Education and Social Work, Eastern Washington University, and a former teacher and school principal. Dr. Phillips currently evaluates projects funded by SAMHSA, Juvenile Justice, and multiple US Dept. of Ed projects. Dr. Phillips will collect and monitor effectiveness and conduct data related to individual districts to ensure access to summative data leading to interim and final

measurement of program and element goals, including any data required for national evaluation purposes.

(c) Extent to which applicant allocates appropriate resources...

This Spokane County Initiative has budgeted 7% of funds for the local evaluation. Dr. Phillips will lead the evaluation and assemble and train a team of evaluators to collaborate with various districts and partners to create baseline and on-going databases and to collect and utilize formative feedback as part of a continuous review cycle and assist with moving partners toward sustainability.

Program Management

(a) The extent to which the roles and responsibilities of key...

A full-time Project Director will be employed to provide leadership, management and support to local partnerships, evaluation and agencies executing the goals, objectives and strategies outlined in the proposal. The Project Director must possess grant management experience along with a master's level education and current experience in mental health, drug/alcohol and violence issues, and experience working with community agencies. Staff hired and employed to provide direct services to students and families will be certified in the specialized areas of service they are providing such as teaching, drug/alcohol and violence education, accounting, and early childhood.

ESD 101 will assist the Project Director in the communication and collaboration with county districts and provide assurance in information sharing, data collection, implementation of activities and coordination.

The Project Director will work with the project accounting technician and the district's accounting office to adequately monitor project subcontracts and maintain consistent records that clearly document the relevancy of project expenses and achievements. The program assistant will oversee management, training and data collection of staff providing direct services to children and families.

(b) The adequacy of the management plan to achieve the...

Implementation of this project will involve strict alignment and direction of the project's strategic plan and timeline. The Project Director will coordinate activities and services in a timely manner to achieve yearly outcomes. Although the timeline is designed to occur over a three-year period, the long-term goal is complete sustainability of the programs and positive outcomes. See attachment C for the detailed timeline.

(c) The adequacy of procedure of communicating and...

In addition to conducting monthly meetings of the partnership and support agencies the Project Director and assistant will conduct quarterly advisory meetings and site-

specific team meetings. The Project Director and assistant will also facilitate parent and community meetings, distribute annual evaluation reports and quarterly newsletters to students, families and the community, as well as maintain an interactive website accessible to all participating districts and agencies. The purpose of these communications will be to share information about program activities and successes and to solicit feedback regarding satisfaction with project activities, barriers to participation, unmet needs and gaps in service delivery and other concerns. The Project Director, assistant, evaluator and partnership team will use this information to ensure continuous effective programming and support sustainability.

Budget

(a) The extent to which the proposed budget and narrative...

SPS is requesting \$8,723,172 over a three-year period to implement a community-wide systems approach in promoting safe and drug-free communities and learning environments. The cost per student is estimated at \$67 based on services provided to approximately 43,300 school aged children who will benefit from universal prevention/intervention services. This cost per student does not include the families who will receive services and young children not yet enrolled in school, teachers and community providers. See the budget narrative (attachment D) for a detailed accounting of how funds will be spent each year.

(b) The extent to which the applicant demonstrates...

SPS maintains long-standing experience and an exemplary record of implementation and sustainability of federal and state grant funding. Spokane Public School's fiscal department is committed to maintaining strong fiscal compliance systems with sufficient internal controls. A long and extensive history of federal and state audits demonstrates the district's fiscal excellence and ability to comply with state and federal laws and regulations. Spokane Public School's fiscal department and personnel follow generally accepted accounting principles and state accounting mandates. The Board of Directors provides fiscal oversight and support. To monitor this project efficiently, a .5 FTE accounting assistant will be hired and assigned to operate the fiscal responsibilities of this project.

SPS will develop sub-contracts with project partners that address billing and reimbursement processes, documentation needs and compliance requirements. The Project Director will work closely with the assigned accounting personnel and will approve all expenditures made by project employees and partners, assuring that expenses are relevant and prudent for achieving the project's goals and objectives in each.

Attachment A
Memorandum of Agreement for Partners

Spokane County Safe Schools/Healthy Students Initiative

Memorandum of Partnership Agreement

I. Mission Statement

The Spokane County Safe Schools/Healthy Students Initiative will develop a comprehensive approach to strengthen current community partnerships and collaborate with a broader range of community partners. The focal point of this increased capacity will enhance, expand and create new services in order to reduce substance use, reduce violence, improve attendance and promote positive mental health in children with an intentional focus to reduce disproportionality in these areas for students of color, gender, diverse ethnicity, sexual diversity and poverty. The partnerships will integrate new and existing resources that increase positive youth development, involve families and community in children's education and create a safe learning environment for children to achieve their full potential.

II. Goals and Objectives of the Partnership

The overarching goal of the Spokane County Safe Schools/Healthy Students initiative is to create sustainable system-wide changes for the comprehensive, unbiased and integrated delivery of programs and services to prevent violent incidences, reduce substance use, increase attendance and promote the healthy

development of children. The partnership will improve understanding of each other's agency and services and establish operating guidelines and agreements. The partnership will also provide for the integration and efficient delivery of each of the six grant element's goals, services and activities.

Goals for the six elements of the initiative include:

- 1) Increase law enforcement involvement in assisting schools to create a safe environment by providing training, security assessments, crisis preparedness, enhancing and updating the county youth response protocol, reducing truancy and improving linkage with other law enforcement agencies and community partners and hire a Community-School Resource Liaison.
- 2) Reduce the incidence of bullying, harassment, hate crimes, violent behaviors and substance use in schools and community and increase education and awareness of difference and tolerance through the delivery of culturally appropriate research-based prevention strategies and curricula.
- 3) Improve student and family access to high quality mental health services, create a school-based system that ensures early identification of students and families and the provision of

prevention and early intervention services for all students needing mental health services.

4) Improve outreach and identification of children ages birth through five by enhancing community contacts including diverse communities and non traditional approaches, to improve readiness to learn, commitment to school and reduce family management problems. Provide culturally responsive training and workshops to increase family access and engagement to high quality early childhood psychosocial and emotional development services.

5) Develop a community-wide infrastructure within and across districts community-wide that promotes a systematic plan to improve continued academic learning, student engagement and foster positive youth development for all students during and after school with particular focus on vulnerable populations in safe and supportive learning environments.

6) Create comprehensive and consistent school policies and community-wide standards regarding safe schools and communities that address the needs of students, parents, schools and the community. Improve interagency collaboration and develop protocol which outlines roles and responsibilities of

participating agencies to promote positive youth development and seamless expectations for youth within the school and community.

The strategies and activities to reach the goals and objectives of the Spokane County Safe Schools/Healthy Students Initiative are set forth in this proposal and the participating partners have agreed to implement, manage and monitor the programs, services and activities described in this proposal in support of the goals and objectives.

III. Outcomes for the Partnership

The long-term outcomes established for the Spokane County Safe Schools/Healthy Students Initiative are related to the objectives of the six elements of the Initiative and include:

Element 1:

- a. Review and complete comprehensive building security assessments, crisis preparedness and response plans in all project buildings involved in this project by June, 2008.
- b. Complete school mapping in 100% of the project's elementary schools, middle schools and administrative buildings by June, 2008.
- c. Develop and provide comprehensive professional development for a minimum of 25% of school staff per year for three years, creating a safe and nurturing environment for all students.

- d. Establish a countywide Crisis Response Team by June, 2005.
- e. Establish a Community-School Resource Liaison whose primary responsibility is to coordinate efforts with project partners collaboratively and efficiently between school districts and community efforts, provide training and update the county youth crisis protocol by January, 2005.
- f. Reduce the number of short and long-term suspensions through implementation of restorative justice practices, bully prevention and student assistance programs by 10% per year for three years while monitoring disproportionality for students of color.
- g. Increase school attendance by 10% per year for three years through implementation of school-based community truancy intervention boards that will engage various diverse communities.

Element 2:

- a. Provide on-going community, parent and staff education and awareness through forums on the disproportionality of referrals of diverse students in relation to mental health, bullying/harassment, discipline actions, truancy and drop-out rates.
- b. Reduce the number of reported incidences of verbal aggression, bullying, intimidation and harassment, by 10% per

year and the number of reported physical violence including fights and assaults by 10% per year for the next three years.

c. Reduce student 30-day substance use of alcohol, tobacco and marijuana by 10% per year for three years while monitoring disproportionality trends to effectively intervene and reduce incidences within diverse populations.

d. Increase family utilization of community and school resources by providing knowledge, awareness, access of services and a point of contact through developing a diverse parent education network by June, 2006.

e. Provide on-going community education/forums on substance use, violence and mental health issues in youth by June, 2005.

f. Hire six Student Assistance Specialists by January, 2005.

Element 3:

a. Increase the number of students who receive comprehensive mental health services through school-based access, early screening, assessment, treatment and referral by 10% per year for three years.

b. Reduce the need for youth crisis response services by 5% per year for the next three years.

Element 4:

a. Increase the number of families with children ages birth through five who have access to high quality school and

community-based early childhood psychosocial and emotional development services by 10% per year for three years.

b. Provide information and outreach to community childcare providers, community centers, churches, ethnic communities and various other agencies including Department of Children and Family Services who serve children ages birth through five regarding access, referral and in-service information quarterly by June, 2006.

c. Provide on-going, culturally appropriate and research-based parent training and family management workshops in participating school districts.

Element 5:

a. Provide on-going professional development to school personnel on strength based, culturally appropriate restorative discipline practices, violence prevention and harassment/intimidation/bullying ensuring the integration of these concepts into classroom activities and after school programs by June, 2006.

b. Establish after school enrichment programs that reflect and value the diverse families that we serve by accessing community partners for resources in each middle school by June, 2005.

c. Create a cooperative agreement between all school districts and community agencies that allows for access to free facilities use by June, 2006.

d. Complete alignment of after school programs with community goals by September, 2005.

e. Involve youth and families in planning after school program activities throughout program implementation.

Element 6:

a. Establish a Community Policy Committee (CPC) to review and develop comprehensive and competent policies and procedures among community agencies for ensuring healthy student development in safe, disciplined, and drug free environments by June, 2005. The CPC membership will ensure diverse representation and voices from vulnerable populations and communities to successfully attain element goals and objectives.

IV. Information Sharing

The Project Director for the Spokane County Safe Schools/Healthy Students Initiative will be responsible for coordinating the communication and information sharing among the participation partners. Methods for sharing information will include monthly meetings of the Safe Schools/Healthy Students Partnership; quarterly meetings and budget reports to all partners; semi-annual Partnership-Community Forum and semi-annual Program Improvement meetings. Evaluation summaries and progress reports regarding program outcomes will be shared quarterly.

Note: Each Safe Schools/Healthy student's partner agrees to appoint one line staff and one agency manager to represent their agency/Organization at appropriate meetings.

V. Roles and Responsibilities of Each Partner

Law Enforcement Agencies

- Continued membership and active participation in the Spokane County Safe Schools/Healthy Students Initiative and future Spokane County collaboration.
- Continued membership and active participation in Spokane City/County Department of Emergency Management Disaster Committee.
- Support county-wide School Resource Officer Liaison position as outlined in this proposal.
- Work with Safe Schools/Healthy Students community partners and other agency partners in the delivery of law enforcement and related prevention activities.
- Conduct in school safety assessments (Crime Prevention through Environmental Design - CPSTED) and provide technical assistance in implementing physical school facility improvements and community safety awareness and school/staff preparedness plan

facility improvements and community safety awareness and school/staff preparedness plan.

- Collect and provide data necessary for evaluation of this proposal to the local evaluator(s).
- Collect and provide data related to the Government Performance and Results Act Performance Indicators established by the federal government.

Public Mental Health Agency

- Continued membership and active participation in the Spokane County Safe Schools/Healthy Students Initiative and future partnership collaboration.
- Provide oversight of all mental health services (on-site and off-site), supervision and monitoring of contractual personnel.
- Provide comprehensive and culturally appropriate mental health service at school sites including designated early childhood and alternative programs.
- Provide screening programs to detect mental health disorders.
- Collaborate with entities such as Department of Developmental Disabilities, Division of Child and Family Services, Juvenile Rehabilitation Administration and other family advocates developing a referral system and a network

of programs that respond to family's needs (includes but is not limited to social services, treatment agencies, other local mental health and child care services).

- Collect and provide data necessary for evaluation of this proposal to the local evaluator(s).
- Collect and provide data related to the Government Performance and Results Act Performance Indicators established by federal government.

Spokane Public Schools (LEA)

- Continued membership and active participation in the Spokane County Safe Schools/Healthy Students project and the future partnership collaboration.
- Provide administrative and fiscal management of this grant proposal.
- Coordinate activities as set forth in this proposal including execution of programs, while monitoring issues of disproportionality and the collection of data and evaluation.
- Collaborate with Safe Schools/Healthy Students partners in policy study and development of community-wide standard outlined in this proposal.

- Insure delivery of proposed services to all schools/students with an intentional focus on diverse student populations as outlined in this proposal.
- Provide space for services on-site.
- Work with Safe Schools/Healthy Students and community partners in the development and delivery of positive youth development activities.
- Coordinate culturally appropriate professional development for school staff and community partners as outlined in this proposal.
- Collect and provide data related to the Government Performance and Results Act Performance Indicators established by the federal government.

Educational Service District 101

- Continued membership and active participation in the Spokane County Safe Schools/Healthy Students project and initiative collaboration.
- Coordinate activities as set forth in this proposal including execution of programs, while monitoring issues of disproportionality and the collection of data and evaluation.

- Collaborate with Safe Schools/Healthy Students partners in policy study and development of the community-wide standards outlined in this proposal.
- Insure delivery of proposed services to all schools/students with an intentional focus on diverse student populations as outlined in this proposal.
- Provide space for services on-site.
- Work with Safe Schools/Healthy Students and community partners in the development and deliver of positive youth development activities.
- Collect and provide data related to the Government Performance and Results Act Performance Indicators established by the federal government.

School Districts

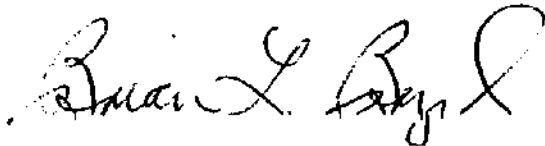
- Continued membership and active participation in the Spokane County Safe Schools/Healthy Students project and the future partnership collaboration.
- Provide space for services on-site.
- Work with Safe Schools/Healthy Students and community partners in the development and delivery of culturally responsive and positive youth development activities.

- Collaborate with Safe Schools/Healthy Students partners in policy study and school assessment as outlined in this proposal.
- Provide data necessary for evaluation of this proposal to the local evaluator(s).
- Provide data related to the Government Performance and Results Act Performance Indicators established by the federal government.

Juvenile Justice Agency

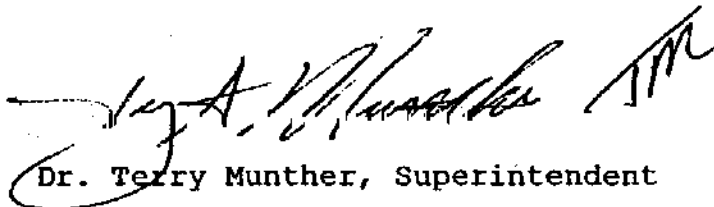
- Continued membership and active participation in the Spokane County Safe Schools/Healthy Students project and future Spokane County Initiative Collaboration.
- Work with Safe Schools/Healthy Students and community partners in the development and delivery of positive youth development and delivery of positive youth development activities.
- Collaborate with Safe Schools/Healthy Students partners in enhancing current truancy programs by co-creating and supporting a community truancy board program.
- Develop strategies for providing support and services to adjudicated youth returning to school.
- Collect and provide data necessary for evaluation of this proposal to the local evaluator(s).

- Provide data related to the Government Performance and Results Act Performance Indicators established by the federal government.



Dr. Brian L. Benzel, Superintendent

Spokane Public Schools



Dr. Terry Munther, Superintendent

Educational Service District 101



Kasey Kramer, Director

Community Services

Housing and Community Development



Michael Dunn, Superintendent

Cheney School District

Wayne Leonard

Wayne Leonard, Superintendent Designee

Deer Park School District

Pam Veltri

Pam Veltri, Superintendent

Medical Lake School District

Michael Green

Michael Green, Superintendent

Nine Mile Falls School District

Galen Hansen

Galen Hansen or Janet Kemp, Co-Superintendents

Riverside School District

Roger Bragdon

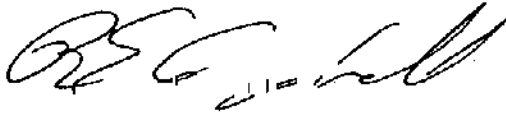
Roger Bragdon, Chief of Police

Spokane Police Department



Mark Sterk, Sheriff

Spokane County Sheriff's Department



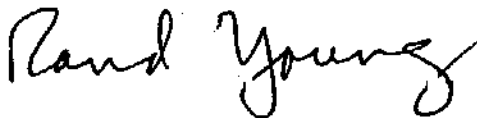
Interim Chief of Police

Cheney Police Department



Tony Harbolt, Chief of Police

Medical Lake Police Department



Rand Young, Court Director

Spokane County Juvenile Court

Attachment B
Memorandum of Mental Health Services

Spokane County Safe Schools/Healthy Students Initiative
Memorandum of Agreement for Mental Health Services

I. Mission Statement

This countywide project will develop a comprehensive approach to school safety and student well being by enhancing and strengthening community partnerships and linking safety to a broader range of community resources. At the same time, this project will directly address a major community-specific need; disproportionality of minority youth involved in the court system and school discipline processes.

By increasing the capacity of the county to provide a safe and healthy school environment, this project will 1) decrease the number of violent incidents at school and in the community, 2) decrease youth substance use 3) improve school attendance, and 4) increase access to mental health services for students and families. The initiative will focus on the following Performance Indicators of the 6 Elements to ensure a comprehensive approach:

- 1) Increase law enforcement and community involvement in assisting schools to create/maintain a safe environment.
- 2) Reduce the incidence of youth violent/aggressive behaviors and reduce youth substance use in the school and community.

prevention and early intervention services for all students in need of mental health services.

2) Improve student readiness to learn and commitment to school, reduce family management problems and increase family access to high quality early childhood psychosocial and emotional, services that are sensitive to cultural diversity.

I. Roles and Responsibility of Regional Support Network (RSN)

- The RSN will agree to provide administrative control and/or oversight of the delivery of mental health services for referred youth and their families.
- The RSN will assess youth for eligibility and access into services. Those youth meeting eligibility criteria will be served through RSN funding. Youth not eligible under RSN guidelines, will be served under funding from SS/HS proposal through contract with the RSN.
- Any community agency or partner may refer a child for mental health services. Referrals will be made directly to the mental health therapist working within each school site.

3) Increase and improve student and family access to and use of high quality mental health services.

4) Improve outreach and identification of children birth through age five and provide culturally responsive training to increase family access and engagement to high quality early childhood psychosocial and emotional development services.

5) Develop a community-wide infrastructure within and across districts to improve continued academic success, student engagement and positive youth development for all students.

6) Create and align community-wide policy standards regarding safe schools and communities that address student, parent, school and community needs.

Partnership Performance Indicator: Increased integration and collaboration of partners across all elements.

The goal of the partnership between Spokane Public Schools and The Regional Support Network (RSN) is to improve access to all students in need of mental health services and to improve the process for students to become eligible for mental health services.

1) Improve student and family access to high quality mental health services, create a school-based system that ensures early identification of students and families and the provision of

- Treatment and follow-up will be provided by the RSN contracted provider and will be determined based on the individual needs of the child and family.



Brian L. Benzel, Superintendent


Spokane Public Schools



Kasey Kramer, Director

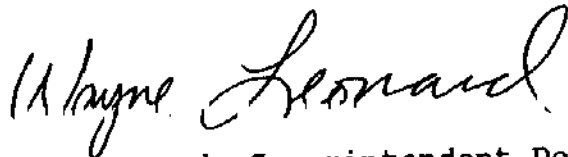
Community Services

Housing and Community Development



Michael Dunn, Superintendent

Cheney School District



Wayne Leonard, Superintendent Designee

Deer Park School District

Ralph Headlee
Superintendent designee
Pam Veltri, Superintendent

Medical Lake School District

Michael Green
~~Superintendent designee~~
~~Assistant Superintendent~~
Michael Green, Superintendent

Nine Mile Falls School District

Galen Hansen

Galen Hansen or Janet Kemp, Co-Superintendents

Riverside School District

Terry A. Munther
Dr. Terry A. Munther, Superintendent

Educational Service District 101

Attachment C
Organizational Structure/Timeline/Staffing Patterns

Spokane County Safe Schools/Health Students Collaborative Organizational Structure

Spokane Public Schools

SS/HS Project Director

Spokane County SS/HS Partnership

Local Evaluator
Dr. Richard Phillips

Student Leadership Advisory Teams

Parents

6 School District Superintendents

Spokane Police Department

Spokane County Sheriff's Department

Medical Lake Police Department

Cheney Police Department

Spokane County Regional Support Network

ESD 101's Project Coordinator

Spokane County Juvenile Court

Community Partners

County-wide Safe Schools/Healthy Students Outreach

Safe and Drug-Free Schools Policies and Procedures

Training and Workshops

Violence Prevention Facilitator

Community-School Resource Liaison

Early Childhood Facilitator

School Based Mental Health Services

Safe Schools/Healthy Students Programs/Activities

Truancy Boards

Crisis Planning

Student Assistance Program

Social Marketing

Research Based Curriculum

After School Programs

Re-Entry Program

Safe Schools and Healthy Students

Promotion of healthy child development and school environments that are safe, disciplined and drug-free.

Spokane County Safe Schools/Healthy Students Initiative

Timeline and Staffing Patterns

Objectives and Strategies	Staffing	Year One 2004-2005	Year Two 2005-2006	Year Three 2006-2007
Partnership Collaboration	Responsibilities			
Increase	1 FTE Project	Hire and orient	Adhere to	Monitor progress
integration and collaboration of all partners across the initiative goals and elements.	Director 1 FTE Project Assistant .5 FTE Accounting Technician	staff to project, institute contracts with key partners, Establish meeting schedules by November 2004	timelines, work with partnership team and evaluator to achieve outcomes and manage and monitor budget	toward outcomes, ensure budget expenditures are within parameters
SS/HS Advisory	Project Director	Initiate	Continue to	Continue

Committee and	Project	quarterly and	facilitate	quarterly and
SS/HS Partnership	Assistant	monthly	quarterly and	monthly
Meetings	Project Partners	meetings, review	monthly	meetings. Review
		operating	meetings. Review	goals,
		principals,	goals,	objectives and
		communication	objectives and	periodic
		procedures,	periodic	evaluation and
		goals,	evaluation and	adjust project
		objectives,	adjust project	direction as
		evaluation	direction as	needed.
		process and	needed.	Continue to
		requirements by	Continue to	integrate 6
		December 2004	integrate 6	elements into
			elements into	daily routines
			daily routines	of partners.
			of partners.	

Evaluation of Project Director Review objectives Implement Implement

partnership	Project	and performance	strategies and	strategies and
collaboration	Assistant	indicator of	evaluate	evaluate
	Project Partners	partnership and	effectiveness.	effectiveness.
	Evaluator	create additional	Make changes as	Work towards
		strategies by	necessary	sustainability
		December 2004		

Address	Project Director	Create strategies	Implement and	Evaluate and
disproportionality	Project	to generate	evaluate	adopt culturally
among youth of	Assistant	culturally	culturally	sensitive and
racial, ethnic,	ESD 101 Project	sensitive	sensitive and	responsible
gender and sexual	Coordinator	responsible	responsible	programs,
orientation	Project Partners	programs,	programs,	activities and
across all	Parents and	activities and	activities and	procedures
elements	Youth	procedures	procedures	

Element III: Safe school environment				
Expand state-wide	1 FTE Community	Implement school	Implement school	Finalize plans

safety mapping	School Resource	mapping and	and documents,
initiative to	Liaison hired	training of half	build into
elementary and	and trained by	of the elementary	county-wide
middle schools	January 2005	and middle	elementary and
	Project Director	schools	middle schools
	School Districts		plans
	Rapid Response		
	Mapping, Inc.		
Expand safety	Project Director	Create	Collaborative
review process	Project Partners	Collaborative	Safety Committee
from the district	ESD 101 Project	Safety Committee	develops
level to the	Coordinator	that assists	cohesive crisis
county level		districts in	procedures and
		development and	implementation
		implementation of plans	adjustments, as
		crisis planning	necessary

Develop and Implement	Project Director	Develop district-wide	Develop and	Finalize
Implement	ESD 101 Project	wide	evaluate	district-wide
District-wide	Coordinator	Collaborative	district-wide	Collaborative
Crisis Response	Community School	Crisis Response	Collaborative	Crisis Response
Plan	Resource Liaison	Plan	Crisis Response	Plan by June
	School Districts		Plan	2007
	Project Partners			
	Collaborative			
	Safety Committee			
Provide training	Project Director	Develop Truancy	Implement	Implement
and development of	Community-School	Boards by June	Truancy Boards.	Truancy Boards.
truancy boards and	Resource Liaison	2005. Develop	Adopt policies	Evaluate
restorative	School Districts	policies and	and procedures	effectiveness
justice practices	Spokane County	procedures by	by June 2006	and make changes
	Juvenile Court	June 2005		by June 2007
	Community			
	Volunteers			

ESD 101 Project

Coordinator

Project Director	Develop	Implement	Implement
Community-School	restorative	restorative	restorative
Resource Liaison	justice	justice	justice
School Districts	practices.	practices. Adopt	practices.
ESD 101 Project	Develop policies	policies and	Evaluate process
Coordinator	and procedures by	procedures by	and make changes
	June 2005	June 2006	by 2007

Elementary, Alcohol, and Other Drugs and Tobacco Prevention and Early Intervention

Establish and	8.5 FTE	Hire and train	Continue to	Continue to
enhance Student	Middle/High	Student	enhance Student	enhance Student
Assistance	School Student	Assistance	Assistance	Assistance
Programs in middle	Assistance	Specialists by	Programs is	Programs is
and high schools	Specialists	January 2005.	districts.	districts.
(SAS)	Establish and			
Project Director	enhance Student			

ESD 101 Project Assistance			
Coordinator	Programs is		
School Districts	districts.		
Evaluator			
Adopt research-	Project Director	Adopt and	Implement best
based substance	SAS's	Implement best	practice
use prevention	School Districts	practice	curricula
curricula	ESD 101 Project	curricula	
district-wide	Coordinator		
	Parents and		
	youth		
	Evaluator		
Youth Leadership	Project Director	Establish diverse	Continue Youth
Advisory	ESD 101 Project	high school Youth	Leadership
	Coordinator	Leadership	activities and
	SAS	Advisories in	recruitment.
	Youth	each district and	Expand and

Evaluator	provide Social	activities and	enhance WDFY and
Marketing	membership	membership	membership
Training by June			
2005. Expand WDFY			
clubs and recruit			
diverse members			
Establish High	2 FTE Certified	Hire and train	Implement high
School Reentry	teachers	Reentry staff by	school Reentry
Program	1.5 FTE	December 2004.	program for 30
Instructional	Assistants	Implement high	students.
Source One	Counseling	school Reentry	students.
Northeast	Washington	program for 30	students.
Treatment	Alternatives		

School districts

Spokane County

Juvenile Court

Violence

Prevention

Facilitator

Evaluator

Adopt and	1 FTE Violence	Hire and train	Continue to	Deliver and
implement research	Prevention	Violence	deliver	evaluate
based violence	Facilitator	Prevention	classroom best	effectiveness of
prevention	School districts	Facilitator by	practice	activities
curricula	ESD 101 Project	January 2005	curricula and	
district-wide	Coordinator		programs	
	Evaluator			
Establish school and community mental health services and treatment intervention services				
School based	Project Director	Establish school	Enhance and	Continue

mental health services
 ESD 101 Project based mental health services in each district
 expand school based mental health services
 evaluate effectiveness
 Coordinator
 Regional Support Network
 by March 2005
 School Districts

Project Director Inform staff on Inform staff and Inform staff and
 ESD 101 Project newly implemented community of community of
 Coordinator procedures for school based school based
 School Districts accessing mental services services
 School based health services
 mental health for children by
 providers March 2005

Provide prevention Project Director Provide training Provide training
 training to school Regional Support opportunities opportunities
 staff and in the Network regarding issues regarding issues
 community of mental health of mental health of mental health
 and children and children and children

Initiate and Project Director Form subcommittee Implement local Implement
 coordinate efforts Regional Support to create strategies to statewide
 in partnership to Network strategies for improve Medicaid strategies to
 create new ideas Project Partners state-wide system eligibility improve Medicaid
 to serve children change on requirement eligibility
 not eligible for Medicaid requirement
 Medicaid eligibility
 requirements

Element 4: Early Childhood Psychosocial and Emotional Development Program

Linkage and .5 FTE Preschool Hire and train Continue and Establish solid
 outreach between Facilitator Early Childhood expand identification
 schools and Community Facilitator by networking with and referral
 community agencies partners February 2005. community process to
 for children birth Establish network agencies, engage children,
 to 5 with community churches, birth through
 agencies, community five in mental
 churches, centers and health,

	community centers childcare	childcare and
	and childcare providers. Adopt educational providers. procedures	services.
	Develop	Evaluate
	procedures and	effectiveness
	referral process	and make changes
Research based	Preschool	Continue to
parenting training	Facilitator	provide training
and workshops.	School Districts	and workshops for
	Community	parents
	partners	
	Evaluator	
Provide staff	Preschool	Continue to
development	Facilitator	provide training
opportunities n	Project Director	and workshops for
early childhood		staff
issues		

Elementary Support and Connecting Schools and Communities

After school programs	Project Director	Hire and train	Continue	Continue
6 FTE After School	Specialists by December 2004.	Recruit and develop network	Enhance and increase diverse community	networking with community agencies and organizations.
School	ESD 101 Project	Coordinator	School Districts with community agencies and organizations to provided in increase	community partners, staffing to coordinate and
Specialists	Recruit and develop network	Community	agencies and organizations to provided in increase	community partners, staffing to coordinate and
ESD 101 Project	Recruit and develop network	Agencies	agencies and organizations to provided in increase	community partners, staffing to coordinate and
Coordinator	Recruit and develop network	Parents	agencies and organizations to provided in increase	community partners, staffing to coordinate and
School Districts with community	Recruit and develop network	Youth	agencies and organizations to provided in increase	community partners, staffing to coordinate and
agencies and organizations to provided in increase	Recruit and develop network	Evaluator	agencies and organizations to provided in increase	community partners, staffing to coordinate and
community partners, staffing to coordinate and	Recruit and develop network		agencies and organizations to provided in increase	community partners, staffing to coordinate and
community partners, staffing to coordinate and	Recruit and develop network		agencies and organizations to provided in increase	community partners, staffing to coordinate and
community partners, staffing to coordinate and	Recruit and develop network		agencies and organizations to provided in increase	community partners, staffing to coordinate and

Align after school Project Director Create After Develop Adopt procedures

programs with	After School	School Advisory	alignment	and process
community based	Specialists	subcommittee by	procedures and	
organizations	ESD 101 Project	May 2005 to	process	
goals and outcomes	Coordinator	integrate school		
	School Districts	learning goals		
	Community	with community		
	Agencies	needs, goals and		
	Evaluator	resources.		
[REDACTED SECTION]				
Interdisciplinary	Project Director	Establish	Recruit	Continue to
Policy Review	Project	Interdisciplinary	participation	recruit
subcommittee	Assistant	Policy Review		participation
	Community	Committee by May		
	partners	2005		
	Evaluator			
	Project Director	Review goals and	Develop and	Finalize school
	Project	objectives,	disseminate	policies and

Assistant	decide on group	community wide	procedures with
Project Partners	process and	safe school	district board
Parents	establish	policies and	approval
Youth	guidelines	procedures	
Community			
members			
Evaluator			

Attachment D
ED 524 Form and Budget Narratives



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

OMB Control Number: 1890-0004

Expiration Date: OMB Approved

Name of Institution/Organization
SPOKANE PUBLIC SCHOOLS

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	719,000	740,570	762,787			2,222,357
2. Fringe Benefits	205,200	211,358	217,697			634,255
3. Travel	9,150	9,150	9,150			27,450
4. Equipment	26,075	5,000	5,000			36,075
5. Supplies	15,000	15,000	15,000			45,000
6. Contractual	1,843,752	1,852,688	1,722,924			5,419,364
7. Construction	0	0	0			0
8. Other	11,850	11,850	11,850			35,550
9. Total Direct Costs (lines 1-8)	2,830,027	2,845,616	2,744,408			8,420,051
10. Indirect Costs	101,881	102,442	98,799			303,122
11. Training Stipends	0	0	0			0
12. Total Costs (lines 9-11)	2,931,908	2,948,058	2,843,207			8,723,173

Budget Narrative for Spokane County, Spokane Public Schools

Safe Schools/Healthy Students Project

Elements 1,2,5,6

Year 1

1. Personnel	\$643,000
Project Director - 1.0 FTE (based on \$65,000 per year)	\$ 32,500
Project Assistant - 1.0 FTE (based on \$32,000)	\$ 16,000
Accounting Technician - .50 FTE (based on \$30,000 per year)	\$ 7,500
6 Student Assistance Specialists - 1.0 FTE each (based on \$40,000 per year)	\$ 240,000
Violence Prevention Facilitator - 1.0 FTE (based on \$35,000 per year)	\$ 35,000
2 Certified Teachers - 1.0 FTE each (based on \$45,000 per year)	\$ 90,000
1.5 Instructional Assistants - 1.0 FTE each (based on \$20,000 per year)	\$ 30,000
6 After School Activity Specialists - 1.0 FTE each (based on \$32,000 per year)	\$ 192,000

The project director, project assistant and accounting technician salaries have been divided evenly between the two element budgets as their positions are related to overall project management. The project director will provide overall project oversight and grant management. The project assistant will provide overall project support and support to the project director and accounting technician. The accounting technician will be responsible for contract management.

The 6 full-time student assistance specialists will provide drug and alcohol prevention services within a student assistance program model to 6 high schools in Spokane Public School District.

The violence prevention facilitator will provide coordination and training of the violence prevention activities county-wide including: bullying, harassment, anti-social behavior and the relationship to disproportionality among community youth. The facilitator will align school and community efforts to address common goals and improve efficiency in services.

The 2 certified teachers and 1.5 instructional assistants will provide alternative school programming for high school students that have been expelled or suspended in Spokane County for violent issues.

The 6 afterschool activity specialists will provide coordination and oversight of afterschool programming at 6 middle schools in Spokane Public School District.

All salaries are based on similar classified and certified positions in the Spokane Public School District.

2. Fringe Benefits	\$185,025
Project Director - 1.0 FTE (based on 25% of salary)	\$ 8,125
Project Assistant - .50 FTE (based on 30% of salary)	\$ 4,800
Accounting Technician - .50 FTE (based on 30% of salary)	\$ 2,250
6 Student Assistance Specialists - 1.0 FTE each (based on 30% of salary)	\$ 72,000
Violence Prevention Facilitator - 1.0 FTE (based on 25% of salary)	\$ 8,750
2 Certified Teachers - 1.0 FTE each (based on 25% of salary)	\$ 22,500
1.5 Instructional Assistants - 1.0 FTE each (based on 30% of salary)	\$ 9,000
6 After School Activity Specialists - 1.0 FTE each (based on 30% of salary)	\$ 57,600

Spokane Public School District's policy sets fringe benefits at 25% of total salary for certified staff and 30% of total salary for classified staff. Costs cover retirement, fica, unemployment insurance, workers compensation and health insurance.

3. Travel	\$4,575
Travel for project director and 3 grant partners to attend a 3-day project grantee meeting in Washington, DC.	\$2,883
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 4 people	\$ 1,500
Hotel @ \$150 x 3 nights x 4 staff	\$ 900
Per diem @ \$51 x 4 days x 4 staff	\$ 408
Transportation (i.e., taxis, subway, or car rental)	\$ 75
Travel for project director and to attend two 3-day project meetings in Washington, DC.	\$1,442
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 1 staff x 2 trips	\$ 750
Hotel @ \$150 x 3 nights x 1 staff x 2 trips	\$ 450
Per diem @ \$51 x 4 days x 1 staff x 2 trips	\$ 204
Transportation (i.e., taxis, subway, or car rental) x 2 trips	\$ 38
Travel for project director to project sites at .375 per mile.	\$250

As required, the Spokane County SS/HS team (project director, local evaluator, law enforcement and mental health partners) will attend the national conference in Washington, DC each year. Additionally, the project director will attend two 3-day project meetings in Washington, DC. Local travel/mileage is based on the current Spokane Public School District rate. Travel costs have been divided evenly between the two element budgets as the project directors travel is related to overall project management.

4. Equipment	\$ 21,985
11 Computer/Monitors @ \$1,790.00 each	\$ 19,690
1 Laser printer @ \$700 each	\$ 350
9 Inkjet printer @ \$160 each	\$ 1,440

A computer/monitor will be purchased for the project director, project assistant, violence prevention facilitator, 2 certified teachers, 1 instructional assistant, and 6 student assistance specialists. The cost for the project director and project assistant will be split across both element budgets. A laser printer will be purchased for the project director and project assistant and costs will be split across both element budgets. An inkjet printer will be purchased for 6 student assistance specialists, 2 certified teachers and one instructional assistant.

5. Supplies	\$ 7,500
Office supplies - \$50 per month	\$ 600
Afterschool program supplies @ \$500 per site per year	\$ 3,000
Researched based curriculum	\$ 3,900

Office supplies (paper, toner, pens, staples, etc.), afterschool supplies and curriculum material costs are based on current usage rate for similar program size by Spokane Public School District.

6. Contractual **\$ 1,183,982**

A. Educational Service District 101 **\$ 698,354**

This contract will support services to the Cheney, Deer Park, Medical Lake, Nine Mile Falls and Riverside School Districts in Spokane County. A project coordinator (\$67,550 salary/benefits x .50 FTE = \$33,775), project assistant (\$41,564 salary/benefits x .50 FTE = \$20,782), five prevention/intervention specialists (\$50,204 salary/benefits x .50 FTE x 5 positions = \$125,510) will be hired. The project coordinator will provide project oversight, supervision and grant management for the 5 rural school districts in Spokane County. The project assistant will provide overall project support and support to the project director and prevention/intervention specialists. The prevention/intervention specialists will provide K-12 drug and alcohol prevention services within a student assistance program model in each of the 5 school districts. Salaries are based on similar positions with ESD 101. Total salary/benefits - \$180,067.

Funding will also be provided for the project coordinator to attend the 3-day project grantee meeting in Washington, DC (airfare \$750, hotel \$150 x 3 nights, per diem \$51 x 4 days, transportation \$38 = \$1,442) and two 3-day project meetings in Washington, DC (airfare \$750, hotel \$150 x 3 nights, per diem \$51 x 4 days, transportation \$38 x 2 trips = \$2,884). It is vital for the ESD project coordinator to attend these meetings with the Spokane Public Schools project director, as the project coordinator will be responsible for all aspects of oversight for the 5 rural school districts. Mileage will be provided for the project coordinator to each site and prevention/intervention specialists to project meetings/trainings at a rate of .375 per mile. Total travel - \$6,325.

Computer equipment (\$4,000) will be purchased for the project coordinator and 1 prevention/intervention specialist. Curriculum (\$6,400) and general supplies (\$300 per month) will be provided for each district-based prevention/intervention specialist. Total equipment and supplies - \$14,000.

Contractual services include contracts to each of the 5 school districts for middle school afterschool programs (5 sites x \$62,000 each = \$310,000), the county-wide community school resource liaison position (\$100,000) and Olweus Bully Prevention training (\$6,000 per training x 4 trainings = \$24,000). Total contractual - \$434,000.

Other costs include space rent for the project coordinator and project assistant (\$5,000), network services for project coordinator and project assistant (\$800), and photocopies, postage, fax use (\$500). Total other costs - \$6,300.

Indirect rate = \$57,662. This line-item is based upon a "pre-determined maximum restricted federal indirect cost rate of nine (9) percent," as provided in an agreement with ESD 101's cognizant agency, the Washington Office of the State Superintendent of Public Instruction (OSPI).

- | | | |
|--|---|-----------|
| B. Spokane County Regional Support Network | (see budget for Years 1- 3, Elements 3 & 4) | \$0 |
| C. Source One Counseling | (see budget for Years 1- 3, Elements 3 & 4) | \$0 |
| D. Northeast Washington Treatment Alternatives | | \$ 10,000 |

NEWTA will provide chemical dependency assessments, urine analysis and referrals for students participating in the Re-Entry alternative school programs. Assessments are \$208 per student x 40 students = \$8,320. The remaining \$1,680 will be available for random urine analysis.

E. Greater Spokane Substance Abuse Council \$ 19,286

GSSAC will hire a Washington Drug Free Youth coordinator (\$32,666 salary/benefits x .50 FTE = \$16,333) to support and recruit WDFY chapters in each project high school and middle school. A training day will be implemented to train WDFY members on drug/alcohol issues and projects they can implement in their schools (facility rental \$300, food \$350, supplies \$200, t-shirts \$600, salary for additional GSSAC staff \$280 = \$1,730). Funds will also be spent to provide prevention training to afterschool program staff in each of the 6 districts (\$21 per hour x 50 hours + 200 miles x .365 per mile + supplies \$100 = \$1,223.)

F. Rapid Response Mapping System \$ 128,000

Rapid response mapping will be done at 49 elementaries, 5 middle schools and 5 administration buildings. Costs are \$4,000 per elementary and \$6,000 per middle school and administration building. (49 elementaries x \$4,000 + 5 middle schools x \$6,000 + 5 administration buildings x \$6,000 = \$256,000) Costs include mapping of the schools as well as training for school and community partners. Half of the rapid response mapping will be completed in Year 1 and the remainder in Year 2.

G. After School Activities - 6 sites @ \$20,000 per site \$ 180,000

Each afterschool site will be provided with \$20,000 to enhance community activities and provide contract funds to various community agencies.

H. Evaluator Sub-Contract - Dr. Richard Phillips - 7% of grant total \$ 148,342

Dr. Phillips, the local evaluator, will serve as the lead evaluator for the Spokane County Safe Schools/Healthy Students project. Costs will total approximately 7% of the total grant award and will be prorated across the two separate element budgets.

7. Construction \$0

There are no funds requested for construction

8. Other \$ 7,925

1. Meeting expenses \$ 750

2. Network Services \$ 175

3. Staff training \$ 7,000

Meeting expenses will be used for SS/HS advisory and partnership meetings. Network services will be used for computer maintenance for Spokane Public School District staff. Training expenses will be for project staff, private school staff and project partners to attend training relevant to the SS/HS project.

9. Total Direct Costs \$ 2,053,992

10. Indirect Costs: @ 3.6% of Total Direct Costs \$ 73,944

This line-item is based upon the federally negotiated indirect cost rate of 3.6%.

11. Training stipends \$0

12. Total Costs (Year 1, Elements 1,2,5,6) \$ 2,127,936

Budget Narrative for Spokane County, Spokane Public Schools

Safe Schools/Healthy Students Project

Elements 1,2,5,6

Year 2

1. Personnel	\$662,290
Project Director - 1.0 FTE (based on \$66,950 per year)	\$ 33,475
Project Assistant - 1.0 FTE (based on \$32,960)	\$ 16,480
Accounting Technician - .50 FTE (based on \$30,900 per year)	\$ 7,725
6 Student Assistance Specialists - 1.0 FTE each (based on \$41,200 per year)	\$ 247,200
Violence Prevention Facilitator - 1.0 FTE (based on \$36,050 per year)	\$ 36,050
2 Certified Teachers - 1.0 FTE each (based on \$46,350 per year)	\$ 92,700
1.5 Instructional Assistants - 1.0 FTE each (based on \$20,600 per year)	\$ 30,900
6 After School Activity Specialists - 1.0 FTE each (based on \$32,960 per year)	\$ 197,760

The project director, project assistant and accounting technician salaries have been divided evenly between the two element budgets as their positions are related to overall project management. The project director will provide overall project oversight and grant management. The project assistant will provide overall project support and support to the project director and accounting technician. The accounting technician will be responsible for contract management.

The 6 full-time student assistance specialists will provide drug and alcohol prevention services within a student assistance program model to 6 high schools in Spokane Public School District.

The violence prevention facilitator will provide coordination and training of the violence prevention activities county-wide including: bullying, harassment, anti-social behavior and the relationship to disproportionality among community youth. The facilitator will align school and community efforts to address common goals and improve efficiency in services.

The 2 certified teachers and 1.5 instructional assistants will provide alternative school programming for high school students that have been expelled or suspended in Spokane County for violent issues.

The 6 afterschool activity specialists will provide coordination and oversight of afterschool programming at 6 middle schools in Spokane Public School District.

All salaries are based on similar classified and certified positions in the Spokane Public School District. A 3% increase has been provided for Year 2 to cover salary step increase and cost of living allowance.

2. Fringe Benefits	\$190,577
Project Director - 1.0 FTE (based on 25% of salary)	\$ 8,369
Project Assistant - .50 FTE (based on 30% of salary)	\$ 4,944
Accounting Technician - .50 FTE (based on 30% of salary)	\$ 2,318
6 Student Assistance Specialists - 1.0 FTE each (based on 30% of salary)	\$ 74,160
Violence Prevention Facilitator - 1.0 FTE (based on 25% of salary)	\$ 9,013
2 Certified Teachers - 1.0 FTE each (based on 25% of salary)	\$ 23,175
1.5 Instructional Assistants - 1.0 FTE each (based on 30% of salary)	\$ 9,270
6 After School Activity Specialists - 1.0 FTE each (based on 30% of salary)	\$ 59,328

Spokane Public School District's policy sets fringe benefits at 25% of total salary for certified staff and 30% of total salary for classified staff. Costs cover retirement, fica, unemployment insurance, workers compensation and health insurance. A 3% increase has been provided for Year 2 to cover step increase and cost of living allowance.

3. Travel	\$4,575
Travel for project director and 3 grant partners to attend a 3-day project grantee meeting in Washington, DC.	\$2,883
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 4 people	\$ 1,500
Hotel @ \$150 x 3 nights x 4 staff	\$ 900
Per diem @ \$51 x 4 days x 4 staff	\$ 408
Transportation (i.e., taxis, subway, or car rental)	\$ 75
Travel for project director and to attend two 3-day project meetings in Washington, DC.	\$1,442
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 1 staff x 2 trips	\$ 750
Hotel @ \$150 x 3 nights x 1 staff x 2 trips	\$ 450
Per diem @ \$51 x 4 days x 1 staff x 2 trips	\$ 204
Transportation (i.e., taxis, subway, or car rental) x 2 trips	\$ 38
Travel for project director to project sites at .375 per mile.	\$250

As required, the Spokane County SS/HS team (project director, local evaluator, law enforcement and mental health partners) will attend the national conference in Washington, DC each year. Additionally, the project director will attend two 3-day project meetings in Washington, DC. Local travel/mileage is based on the current Spokane Public School District rate. Travel costs have been divided evenly between the two element budgets as the project directors travel is related to overall project management.

4. Equipment **\$ 2,500**

\$2,500 is estimated for any equipment needs such as projector, scanner, etc. that might be needed for the project.

5. Supplies	\$ 7,500
Office supplies - \$50 per month	\$ 600
Afterschool program supplies @ \$500 per site per year	\$ 3,000
Researched based curriculum	\$ 3,900

Office supplies (paper, toner, pens, staples, etc.), afterschool supplies and curriculum material costs are based on current usage rate for similar program size by Spokane Public School District.

6. Contractual **\$ 1,192,709**

A. Educational Service District 101 **\$ 704,242**

This contract will support services to the Cheney, Deer Park, Medical Lake, Nine Mile Falls and Riverside School Districts in Spokane County. A project coordinator (\$69,576 salary/benefits x .50 FTE = \$34,788), project assistant (\$42,812 salary/benefits x .50 FTE = \$21,406), five prevention/intervention specialists (\$51,710 salary/benefits x .50 FTE x 5 positions = \$129,276) will be hired. The project coordinator will provide project oversight, supervision and grant management for the 5 rural school districts in Spokane County. The project assistant will provide overall project support and support to the project director and prevention/intervention specialists. The prevention/intervention specialists will provide K-12 drug and alcohol prevention services within a student assistance program model in each of the 5 school districts. Salaries are based on similar positions with ESD 101. Total salary/benefits - \$185,470. A 3% increase has been provided for Year 2 to cover salary step increase and cost of living allowance.

Funding will also be provided for the project coordinator to attend the 3-day project grantee meeting in Washington, DC (airfare \$750, hotel \$150 x 3 nights, per diem \$51 x 4 days, transportation \$38 = \$1,442) and two 3-day project meetings in Washington, DC (airfare \$750, hotel \$150 x 3 nights, per diem \$51 x 4 days, transportation \$38 x 2 trips = \$2,884). It is vital for the ESD project coordinator to attend these meetings with the Spokane Public Schools project director, as the project coordinator will be responsible for all aspects of oversight for the 5 rural school districts. Mileage will be provided for the project coordinator to each site and prevention/intervention specialists to project meetings/trainings at a rate of .375 per mile. Total travel - \$6,325.

Computer equipment (\$4,000) will be purchased for 2 prevention/intervention specialists. Curriculum (\$6,400) and general supplies (\$300 per month) will be provided for each district-based prevention/intervention specialist. Total equipment and supplies - \$14,000.

Contractual services include contracts to each of the 5 school districts for middle school afterschool programs (5 sites x \$62,000 each = \$310,000), the county-wide community school resource liaison position (\$100,000) and Olweus Bully Prevention training (\$6,000 per training x 4 trainings = \$24,000). Total contractual - \$434,000.

Other costs include space rent for the project coordinator and project assistant (\$5,000), network services for project coordinator and project assistant (\$800), and photocopies, postage, fax use (\$500). Total other costs - \$6,300.

Indirect rate = \$58,148. This line-item is based upon a "pre-determined maximum restricted federal indirect cost rate of nine (9) percent," as provided in an agreement with ESD 101's cognizant agency, the Washington Office of the State Superintendent of Public Instruction (OSPI).

B. Spokane County Regional Support Network (see budget for Years 1- 3, Elements 3 & 4) \$0

C. Source One Counseling (see budget for Years 1- 3, Elements 3 & 4) \$0

D. Northeast Washington Treatment Alternatives \$ 10,000

NEWTA will provide chemical dependency assessments, urine analysis and referrals for students participating in the Re-Entry alternative school programs. Assessments are \$208 per student x 40 students = \$8,320. The remaining \$1,680 will be available for random urine analysis.

E. Greater Spokane Substance Abuse Council \$ 19,735

GSSAC will hire a Washington Drug Free Youth coordinator (\$33,564 salary/benefits x .50 FTE = \$16,782) to support and recruit WDFY chapters in each project high school and middle school. A training day will be implemented to train WDFY members on drug/alcohol issues and projects they can implement in their schools (facility rental \$300, food \$350, supplies \$200, t-shirts \$600, salary for additional GSSAC staff \$280 = \$1,730). Funds will also be spent to provide prevention training to afterschool program staff in each of the 6 districts (\$21 per hour x 50 hours + 200 miles x .365 per mile + supplies \$100 = \$1,223.) A 3% increase has been provided for Year 2 to cover salary step increase and cost of living allowance.

F. Rapid Response Mapping System \$ 128,000

Rapid response mapping will be done at 49 elementaries, 5 middle schools and 5 administration buildings. Costs are \$4,000 per elementary and \$6,000 per middle school and administration building. (49 elementaries x \$4,000 + 5 middle schools x \$6,000 + 5 administration buildings x \$6,000 = \$256,000). Costs include mapping of the schools as well as training for school and community partners. Half of the rapid response mapping will be completed in Year 1 and the remainder in Year 2.

G. After School Activities - 6 sites @ \$20,000 per site	\$ 180,000
Each afterschool site will be provided with \$20,000 to enhance community activities and provide contract funds to various community agencies.	
H. Evaluator Sub-Contract - Dr. Richard Phillips - 7% of grant total	\$ 150,732
Dr. Phillips, the local evaluator, will serve as the lead evaluator for the Spokane County Safe Schools/Healthy Students project. Costs will total approximately 7% of the total grant award and will be prorated across the two separate element budgets.	
7. Construction	\$0
There are no funds requested for construction	
8. Other	\$ 7,925
1. Meeting expenses	\$ 750
2. Network Services	\$ 175
3. Staff training	\$ 7,000
Meeting expenses will be used for SS/HS advisory and partnership meetings. Network services will be used for computer maintenance for Spokane Public School District staff. Training expenses will be for project staff, private school staff and project partners to attend training relevant to the SS/HS project.	
9. Total Direct Costs	\$ 2,068,076
10. Indirect Costs: @ 3.6% of Total Direct Costs	\$ 74,451
This line-item is based upon the federally negotiated indirect cost rate of 3.6%.	
11. Training stipends	\$0
12. Total Costs (Year 2, Elements 1,2,5,6)	\$ 2,142,527

Budget Narrative for Spokane County, Spokane Public Schools

Safe Schools/Healthy Students Project

Elements 1,2,5,6

Year 3

1. Personnel	\$682,159
Project Director - 1.0 FTE (based on \$68,958 per year)	\$ 34,479
Project Assistant - 1.0 FTE (based on \$33,948)	\$ 16,974
Accounting Technician - .50 FTE (based on \$31,828 per year)	\$ 7,957
6 Student Assistance Specialists - 1.0 FTE each (based on \$42,436 per year)	\$ 254,616
Violence Prevention Facilitator - 1.0 FTE (based on \$37,132 per year)	\$ 37,132
2 Certified Teachers - 1.0 FTE each (based on \$47,741 per year)	\$ 95,481
1.5 Instructional Assistants - 1.0 FTE each (based on \$21,218 per year)	\$ 31,827
6 After School Activity Specialists - 1.0 FTE each (based on \$33,949 per year)	\$ 203,693

The project director, project assistant and accounting technician salaries have been divided evenly between the two element budgets as their positions are related to overall project management. The project director will provide overall project oversight and grant management. The project assistant will provide overall project support and support to the project director and accounting technician. The accounting technician will be responsible for contract management.

The 6 full-time student assistance specialists will provide drug and alcohol prevention services within a student assistance program model to 6 high schools in Spokane Public School District.

The violence prevention facilitator will provide coordination and training of the violence prevention activities county-wide including: bullying, harassment, anti-social behavior and the relationship to disproportionality among community youth. The facilitator will align school and community efforts to address common goals and improve efficiency in services.

The 2 certified teachers and 1.5 instructional assistants will provide alternative school programming for high school students that have been expelled or suspended in Spokane County for violent issues.

The 6 afterschool activity specialists will provide coordination and oversight of afterschool programming at 6 middle schools in Spokane Public School District.

All salaries are based on similar classified and certified positions in the Spokane Public School District. A 3% increase has been provided for Year 3 to cover salary step increase and cost of living allowance.

2. Fringe Benefits	\$196,293
Project Director - 1.0 FTE (based on 25% of salary)	\$ 8,620
Project Assistant - .50 FTE (based on 30% of salary)	\$ 5,092
Accounting Technician - .50 FTE (based on 30% of salary)	\$ 2,387
6 Student Assistance Specialists - 1.0 FTE each (based on 30% of salary)	\$ 76,385
Violence Prevention Facilitator - 1.0 FTE (based on 25% of salary)	\$ 9,283
2 Certified Teachers - 1.0 FTE each (based on 25% of salary)	\$ 23,870
1.5 Instructional Assistants - 1.0 FTE each (based on 30% of salary)	\$ 9,548
6 After School Activity Specialists - 1.0 FTE each (based on 30% of salary)	\$ 61,108

Spokane Public School District's policy sets fringe benefits at 25% of total salary for certified staff and 30% of total salary for classified staff. Costs cover retirement, fica, unemployment insurance, workers compensation and health insurance. A 3% increase has been provided for Year 3 to cover step increase and cost of living allowance.

3. Travel	\$4,575
Travel for project director and 3 grant partners to attend a 3-day project grantee meeting in Washington, DC.	\$2,883
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 4 people	\$ 1,500
Hotel @ \$150 x 3 nights x 4 staff	\$ 900
Per diem @ \$51 x 4 days x 4 staff	\$ 408
Transportation (i.e., taxis, subway, or car rental)	\$ 75
Travel for project director and to attend two 3-day project meetings in Washington, DC.	\$1,442
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 1 staff x 2 trips	\$ 750
Hotel @ \$150 x 3 nights x 1 staff x 2 trips	\$ 450
Per diem @ \$51 x 4 days x 1 staff x 2 trips	\$ 204
Transportation (i.e., taxis, subway, or car rental) x 2 trips	\$ 38
Travel for project director to project sites at .375 per mile.	\$250

As required, the Spokane County SS/HS team (project director, local evaluator, law enforcement and mental health partners) will attend the national conference in Washington, DC each year. Additionally, the project director will attend two 3-day project meetings in Washington, DC. Local travel/mileage is based on the current Spokane Public School District rate. Travel costs have been divided evenly between the two element budgets as the project directors travel is related to overall project management.

4. Equipment **\$ 2,500**

\$2,500 is estimated for any equipment needs such as projector, scanner, etc. that might be needed for the project.

5. Supplies	\$ 7,500
Office supplies - \$50 per month	\$ 600
Afterschool program supplies @ \$500 per site per year	\$ 3,000
Researched based curriculum	\$ 3,900

Office supplies (paper, toner, pens, staples, etc.), afterschool supplies and curriculum material costs are based on current usage rate for similar program size by Spokane Public School District.

6. Contractual	\$ 1,062,730
A. Educational Service District 101	\$ 710,307

This contract will support services to the Cheney, Deer Park, Medical Lake, Nine Mile Falls and Riverside School Districts in Spokane County. A project coordinator (\$71,662 salary/benefits x .50 FTE = \$35,831), project assistant (\$44,094 salary/benefits x .50 FTE = \$22,047), five prevention/intervention specialists (\$53,262 salary/benefits x .50 FTE x 5 positions = \$133,154) will be hired. The project coordinator will provide project oversight, supervision and grant management for the 5 rural school districts in Spokane County. The project assistant will provide overall project support and support to the project director and prevention/intervention specialists. The prevention/intervention specialists will provide K-12 drug and alcohol prevention services within a student assistance program model in each of the 5 school districts. Salaries are based on similar positions with ESD 101. Total salary/benefits - \$191,033. A 3% increase has been provided for Year 3 to cover salary step increase and cost of living allowance.

Funding will also be provided for the project coordinator to attend the 3-day project grantee meeting in Washington, DC (airfare \$750, hotel \$150 x 3 nights, per diem \$51 x 4 days, transportation \$38 = \$1,442) and two 3-day project meetings in Washington, DC (airfare \$750, hotel \$150 x 3 nights, per diem \$51 x 4 days, transportation \$38 x 2 trips = \$2,884). It is vital for the ESD project coordinator to attend these meetings with the Spokane Public Schools project director, as the project coordinator will be responsible for all aspects of oversight for the 5 rural school districts. Mileage will be provided for the project coordinator to each site and prevention/intervention specialists to project meetings/trainings at a rate of .375 per mile. Total travel - \$6,325.

Computer equipment (\$4,000) will be purchased for 2 prevention/intervention specialists. Curriculum (\$6,400) and general supplies (\$300 per month) will be provided for each district-based prevention/intervention specialist. Total equipment and supplies - \$14,000.

Contractual services include contracts to each of the 5 school districts for middle school afterschool programs (5 sites x \$62,000 each = \$310,000), the county-wide community school resource liaison position (\$100,000) and Olweus Bully Prevention training (\$6,000 per training x 4 trainings = \$24,000). Total contractual - \$434,000.

Other costs include space rent for the project coordinator and project assistant (\$5,000), network services for project coordinator and project assistant (\$800), and photocopies, postage, fax use (\$500). Total other costs - \$6,300.

Indirect rate = \$58,649. This line-item is based upon a "pre-determined maximum restricted federal indirect cost rate of nine (9) percent," as provided in an agreement with ESD 101's cognizant agency, the Washington Office of the State Superintendent of Public Instruction (OSPI).

B. Spokane County Regional Support Network	(see budget for Years 1- 3, Elements 3 & 4)	\$0
C. Source One Counseling	(see budget for Years 1- 3, Elements 3 & 4)	\$0
D. Northeast Washington Treatment Alternatives		\$ 10,000
NEWTA will provide chemical dependency assessments, urine analysis and referrals for students participating in the Re-Entry alternative school programs. Assessments are \$208 per student x 40 students = \$8,320. The remaining \$1,680 will be available for random urine analysis.		
E. Greater Spokane Substance Abuse Council		\$ 20,196

GSSAC will hire a Washington Drug Free Youth coordinator (\$34,486 salary/benefits x .50 FTE = \$17,243) to support and recruit WDFY chapters in each project high school and middle school. A training day will be implemented to train WDFY members on drug/alcohol issues and projects they can implement in their schools (facility rental \$300, food \$350, supplies \$200, t-shirts \$600, salary for additional GSSAC staff \$280 = \$1,730). Funds will also be spent to provide prevention training to afterschool program staff in each of the 6 districts (\$21 per hour x 50 hours + 200 miles x .365 per mile + supplies \$100 = \$1,223.)

F. Rapid Response Mapping System \$0

G. After School Activities - 6 sites @ \$20,000 per site \$ 180,000
 Each afterschool site will be provided with \$20,000 to enhance community activities and provide contract funds to various community agencies.

H. Evaluator Sub-Contract - Dr. Richard Phillips - 7% of grant total \$ 142,227
 Dr. Phillips, the local evaluator, will serve as the lead evaluator for the Spokane County Safe Schools/Healthy Students project. Costs will total approximately 7% of the total grant award and will be prorated across the two separate element budgets.

7. Construction \$0
 There are no funds requested for construction

8. Other \$ 7,925
 1. Meeting expenses \$ 750
 2. Network Services \$ 175
 3. Staff training \$ 7,000

Meeting expenses will be used for SS/HS advisory and partnership meetings. Network services will be used for computer maintenance for Spokane Public School District staff. Training expenses will be for project staff, private school staff and project partners to attend training relevant to the SS/HS project.

9. Total Direct Costs \$ 1,963,682

10. Indirect Costs: @ 3.6% of Total Direct Costs \$ 70,693
 This line-item is based upon the federally negotiated indirect cost rate of 3.6%.

11. Training stipends \$0

12. Total Costs (Year 3, Elements 1,2,5,6) \$ 2,034,375

Budget Narrative for Spokane County, Spokane Public Schools

Safe Schools/Healthy Students Project

Elements 3,4

Year 1

1. Personnel	\$76,000
Project Director - 1.0 FTE (based on \$65,000 per year)	\$ 32,500
Project Assistant - 1.0 FTE (based on \$32,000)	\$ 16,000
Accounting Technician - .50 FTE (based on \$30,000 per year)	\$ 7,500
Preschool Facilitator - .50 FTE (based on \$40,000 per year)	\$ 20,000

The project director, project assistant and accounting technician salaries have been divided evenly between the two element budgets as their positions are related to overall project management. The project director will provide overall project oversight and grant management. The project assistant will provide overall project support and support to the project director and accounting technician. The accounting technician will be responsible for contract management.

The preschool facilitator will be .5 FTE and provide outreach to families and linkage to early childcare and educational services county wide. The facilitator will provide training opportunities to parents, caregivers, childcare providers, mental health and other community partners.

All salaries are based on similar classified and certified positions in the Spokane Public School District.

2. Fringe Benefits	\$20,175
Project Director - 1.0 FTE (based on 25% of salary)	\$ 8,125
Project Assistant - .50 FTE (based on 30% of salary)	\$ 4,800
Accounting Technician - .50 FTE (based on 30% of salary)	\$ 2,250
Preschool Facilitator - .50 FTE (based on 25% of salary)	\$ 5,000

Spokane Public School District's policy sets fringe benefits at 25% of total salary for certified staff and 30% of total salary for classified staff. Costs cover retirement, fica, unemployment insurance, workers compensation and health insurance.

3. Travel	\$4,575
Travel for project director and 3 grant partners to attend a 3-day project grantee meeting in Washington, DC.	\$2,883
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 4 people	\$ 1,500
Hotel @ \$150 x 3 nights x 4 staff	\$ 900
Per diem @ \$51 x 4 days x 4 staff	\$ 408
Transportation (i.e., taxis, subway, or car rental)	\$ 75
Travel for project director and to attend two 3-day project meetings in Washington, DC.	\$1,442
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 1 staff x 2 trips	\$ 750
Hotel @ \$150 x 3 nights x 1 staff x 2 trips	\$ 450
Per diem @ \$51 x 4 days x 1 staff x 2 trips	\$ 204
Transportation (i.e., taxis, subway, or car rental) x 2 trips	\$ 38
Travel for project director to project sites at .375 per mile.	\$250

As required, the Spokane County SS/HS team (project director, local evaluator, law enforcement and mental health partners) will attend the national conference in Washington, DC each year. Additionally, the project director will attend two 3-day project meetings in Washington, DC. Local travel/mileage is based on the current Spokane Public School District rate. Travel costs have been divided evenly between the two element budgets as the project directors travel is related to overall project management.

4. Equipment	\$ 4,090
2 Computer/Monitors @ \$1,790.00 each	\$ 3,580
1 Laser printer @ \$700 each	\$ 350
1 Inkjet printer @ \$160 each	\$ 160

A computer/monitor will be purchased for the project director, project assistant, preschool facilitator. The cost for the project director and project assistant will be split across both element budgets. A laser printer will be purchased for the project director and project assistant and costs will be split across both element budgets. An inkjet printer will be purchased for the preschool facilitator.

5. Supplies	\$ 7,500
Office supplies - \$50 per month	\$ 600
Afterschool program supplies @ \$500 per site per year	\$ 3,000
Researched based curriculum	\$ 3,900

Office supplies (paper, toner, pens, staples, etc.), afterschool supplies and curriculum material costs are based on current usage rate for similar program size by Spokane Public School District.

6. Contractual **\$ 659,770**

A. Educational Service District 101	(see Years 1-3, Elements 1,2,5,6)	\$ -
B. Spokane County Regional Support Network		\$ 500,000

Regional Support Network (RSN) will improve access, the process for students and families to become eligible for mental health services, referral and provide school-based mental health services to all children and families in need of mental health services. Service for 250 students x \$2,000 each = \$500,000.

C. Source One Counseling		\$ 100,000
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Source One Counseling Group will provide Functional Family Therapy to students participating in the Re-Entry alternative school programs. Cost for the 12 session family program is \$2,500 per student/family x 40 student/families to be served = \$100,000.

D. Northeast Washington Treatment Alternatives	(see Years 1-3, Elements 1,2,5,6)	\$ -
E. Greater Spokane Substance Abuse Council	(see Years 1-3, Elements 1,2,5,6)	\$ -
F. Rapid Response Mapping System	(see Years 1&2, Elements 1,2,5,6)	\$ -
G. After School Activities - 6 sites @ \$20,000 per site	(see Years 1-3, Elements 1,2,5,6)	\$ -

H. Evaluator Sub-Contract - Dr. Richard Phillips - 7% of grant total	\$ 59,770
Dr. Phillips, the local evaluator, will serve as the lead evaluator for the Spokane County Safe Schools/Healthy Students project. Costs will total approximately 7% of the total grant award and will be prorated across the two separate element budgets.	
7. Construction	\$0
There are no funds requested for construction	
8. Other	\$ 3,925
1. Meeting expenses	\$ 750
2. Network Services	\$ 175
3. Staff training	\$ 3,000
Meeting expenses will be used for SS/HS advisory and partnership meetings. Network services will be used for computer maintenance for Spokane Public School District staff. Training expenses will be for project staff, private school staff and project partners to attend training relevant to the SS/HS project.	
9. Total Direct Costs	\$ 776,035
10. Indirect Costs: @ 3.6% of Total Direct Costs	\$ 27,937
This line-item is based upon the federally negotiated indirect cost rate of 3.6%.	
11. Training stipends	\$0
12. Total Costs (Year 1, Elements 3,4)	\$ 803,972

Budget Narrative for Spokane County, Spokane Public Schools

Safe Schools/Healthy Students Project

Elements 3,4

Year 2

1. Personnel	\$78,280
Project Director - 1.0 FTE (based on \$66,950 per year)	\$ 33,475
Project Assistant - 1.0 FTE (based on \$32,960)	\$ 16,480
Accounting Technician - .50 FTE (based on \$30,900 per year)	\$ 7,725
Preschool Facilitator - .50 FTE (based on \$41,200 per year)	\$ 20,600

The project director, project assistant and accounting technician salaries have been divided evenly between the two element budgets as their positions are related to overall project management. The project director will provide overall project oversight and grant management. The project assistant will provide overall project support and support to the project director and accounting technician. The accounting technician will be responsible for contract management.

The preschool facilitator will be .5 FTE and provide outreach to families and linkage to early childcare and educational services county wide. The facilitator will provide training opportunities to parents, caregivers, childcare providers, mental health and other community partners.

All salaries are based on similar classified and certified positions in the Spokane Public School District. A 3% increase has been provided for Year 2 to cover salary step increase and cost of living allowance.

2. Fringe Benefits	\$20,781
Project Director - 1.0 FTE (based on 25% of salary)	\$ 8,369
Project Assistant - .50 FTE (based on 30% of salary)	\$ 4,944
Accounting Technician - .50 FTE (based on 30% of salary)	\$ 2,318
Preschool Facilitator - .50 FTE (based on 25% of salary)	\$ 5,150

Spokane Public School District's policy sets fringe benefits at 25% of total salary for certified staff and 30% of total salary for classified staff. Costs cover retirement, fica, unemployment insurance, workers compensation and health insurance. A 3% increase has been provided for Year 2 to cover step increase and cost of living allowance.

3. Travel	\$4,575
Travel for project director and 3 grant partners to attend a 3-day project grantee meeting in Washington, DC.	\$2,883
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 4 people	\$ 1,500
Hotel @ \$150 x 3 nights x 4 staff	\$ 900
Per diem @ \$51 x 4 days x 4 staff	\$ 408
Transportation (i.e., taxis, subway, or car rental)	\$ 75
Travel for project director and to attend two 3-day project meetings in Washington, DC.	\$1,442
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 1 staff x 2 trips	\$ 750
Hotel @ \$150 x 3 nights x 1 staff x 2 trips	\$ 450

Per diem @ \$51 x 4 days x 1 staff x 2 trips	\$	204
Transportation (i.e., taxis, subway, or car rental) x 2 trips	\$	38
Travel for project director to project sites at .375 per mile.		\$250

As required, the Spokane County SS/HS team (project director, local evaluator, law enforcement and mental health partners) will attend the national conference in Washington, DC each year. Additionally, the project director will attend two 3-day project meetings in Washington, DC. Local travel/mileage is based on the current Spokane Public School District rate. Travel costs have been divided evenly between the two element budgets as the project directors travel is related to overall project management.

4. Equipment \$ 2,500

\$2,500 is estimated for any equipment needs such as projector, scanner, etc. that might be needed for the project.

5. Supplies	\$	7,500
Office supplies - \$50 per month	\$	600
Afterschool program supplies @ \$500 per site per year	\$	3,000
Researched based curriculum	\$	3,900

Office supplies (paper, toner, pens, staples, etc.), afterschool supplies and curriculum material costs are based on current usage rate for similar program size by Spokane Public School District.

6. Contractual \$ 659,979

A. Educational Service District 101	(see Years 1-3, Elements 1,2,5,6)	\$	-
B. Spokane County Regional Support Network		\$	500,000
Regional Support Network (RSN) will improve access, the process for students and families to become eligible for mental health services, referral and provide school-based mental health services to all children and families in need of mental health services. Service for 250 students x \$2,000 each = \$500,000.			
C. Source One Counseling		\$	100,000
Source One Counseling Group will provide Functional Family Therapy to students participating in the Re-Entry alternative school programs. Cost for the 12 session family program is \$2,500 per student/family x 40 student/families to be served = \$100,000.			
D. Northeast Washington Treatment Alternatives	(see Years 1-3, Elements 1,2,5,6)	\$	-
E. Greater Spokane Substance Abuse Council	(see Years 1-3, Elements 1,2,5,6)	\$	-
F. Rapid Response Mapping System	(see Years 1&2, Elements 1,2,5,6)	\$	-
G. After School Activities - 6 sites @ \$20,000 per site (see Years 1-3, Elements 1,2,5,6)		\$	-
H. Evaluator Sub-Contract - Dr. Richard Phillips - 7% of grant total		\$	59,979

Dr. Phillips, the local evaluator, will serve as the lead evaluator for the Spokane County Safe Schools/Healthy Students project. Costs will total approximately 7% of the total grant award and will be prorated across the two separate element budgets.

7. Construction	\$0
There are no funds requested for construction	
8. Other	\$ 3,925
1. Meeting expenses	\$ 750
2. Network Services	\$ 175
3. Staff training	\$ 3,000
Meeting expenses will be used for SS/HS advisory and partnership meetings. Network services will be used for computer maintenance for Spokane Public School District staff. Training expenses will be for project staff, private school staff and project partners to attend training relevant to the SS/HS project.	
9. Total Direct Costs	\$ 777,540
10. Indirect Costs: @ 3.6% of Total Direct Costs	\$ 27,991
This line-item is based upon the federally negotiated indirect cost rate of 3.6%.	
11. Training stipends	\$0
12. Total Costs (Year 2, Elements 3,4)	\$ 805,531

Budget Narrative for Spokane County, Spokane Public Schools

Safe Schools/Healthy Students Project

Elements 3,4

Year 3

1. Personnel	\$80,628
Project Director - 1.0 FTE (based on \$68,958 per year)	\$ 34,479
Project Assistant - 1.0 FTE (based on \$33,948)	\$ 16,974
Accounting Technician - .50 FTE (based on \$31,828 per year)	\$ 7,957
Preschool Facilitator - .50 FTE (based on \$42,436 per year)	\$ 21,218

The project director, project assistant and accounting technician salaries have been divided evenly between the two element budgets as their positions are related to overall project management. The project director will provide overall project oversight and grant management. The project assistant will provide overall project support and support to the project director and accounting technician. The accounting technician will be responsible for contract management.

The preschool facilitator will be .5 FTE and provide outreach to families and linkage to early childcare and educational services county wide. The facilitator will provide training opportunities to parents, caregivers, childcare providers, mental health and other community partners.

All salaries are based on similar classified and certified positions in the Spokane Public School District. A 3% increase has been provided for Year 3 to cover salary step increase and cost of living allowance.

2. Fringe Benefits	\$21,404
Project Director - 1.0 FTE (based on 25% of salary)	\$ 8,620
Project Assistant - .50 FTE (based on 30% of salary)	\$ 5,092
Accounting Technician - .50 FTE (based on 30% of salary)	\$ 2,387
Preschool Facilitator - .50 FTE (based on 25% of salary)	\$ 5,305

Spokane Public School District's policy sets fringe benefits at 25% of total salary for certified staff and 30% of total salary for classified staff. Costs cover retirement, fica, unemployment insurance, workers compensation and health insurance. A 3% increase has been provided for Year 3 to cover step increase and cost of living allowance.

3. Travel	\$4,575
Travel for project director and 3 grant partners to attend a 3-day project grantee meeting in Washington, DC.	\$2,883
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 4 people	\$ 1,500
Hotel @ \$150 x 3 nights x 4 staff	\$ 900
Per diem @ \$51 x 4 days x 4 staff	\$ 408
Transportation (i.e., taxis, subway, or car rental)	\$ 75
Travel for project director and to attend two 3-day project meetings in Washington, DC.	\$1,442
RT Coach Airfare from Spokane, WA to Washington, DC @ \$750 x 1 staff x 2 trips	\$ 750
Hotel @ \$150 x 3 nights x 1 staff x 2 trips	\$ 450

Per diem @ \$51 x 4 days x 1 staff x 2 trips	\$ 204
Transportation (i.e., taxis, subway, or car rental) x 2 trips	\$ 38
Travel for project director to project sites at .375 per mile.	\$250

As required, the Spokane County SS/HS team (project director, local evaluator, law enforcement and mental health partners) will attend the national conference in Washington, DC each year. Additionally, the project director will attend two 3-day project meetings in Washington, DC. Local travel/mileage is based on the current Spokane Public School District rate. Travel costs have been divided evenly between the two element budgets as the project directors travel is related to overall project management.

4. Equipment \$ 2,500

\$2,500 is estimated for any equipment needs such as projector, scanner, etc. that might be needed for the project.

5. Supplies	\$ 7,500
Office supplies - \$50 per month	\$ 600
Afterschool program supplies @ \$500 per site per year	\$ 3,000
Researched based curriculum	\$ 3,900

Office supplies (paper, toner, pens, staples, etc.), afterschool supplies and curriculum material costs are based on current usage rate for similar program size by Spokane Public School District.

6. Contractual \$ 660,194

A. Educational Service District 101 (see Years 1-3, Elements 1,2,5,6) \$ -

B. Spokane County Regional Support Network \$ 500,000
 Regional Support Network (RSN) will improve access, the process for students and families to become eligible for mental health services, referral and provide school-based mental health services to all children and families in need of mental health services. Service for 250 students x \$2,000 each = \$500,000.

C. Source One Counseling \$ 100,000
 Source One Counseling Group will provide Functional Family Therapy to students participating in the Re-Entry alternative school programs. Cost for the 12 session family program is \$2,500 per student/family x 40 student/families to be served = \$100,000.

D. Northeast Washington Treatment Alternatives (see Years 1-3, Elements 1,2,5,6) \$ -

E. Greater Spokane Substance Abuse Council (see Years 1-3, Elements 1,2,5,6) \$ -

F. Rapid Response Mapping System (see Years 1&2, Elements 1,2,5,6) \$ -

G. After School Activities - 6 sites @ \$20,000 per site (see Years 1-3, Elements 1,2,5,6) \$ -

H. Evaluator Sub-Contract - Dr. Richard Phillips - 7% of grant total	\$ 60,194
Dr. Phillips, the local evaluator, will serve as the lead evaluator for the Spokane County Safe Schools/Healthy Students project. Costs will total approximately 7% of the total grant award and will be prorated across the two separate element budgets.	
7. Construction	\$0
There are no funds requested for construction	
8. Other	\$ 3,925
1. Meeting expenses	\$ 750
2. Network Services	\$ 175
3. Staff training	\$ 3,000
Meeting expenses will be used for SS/HS advisory and partnership meetings. Network services will be used for computer maintenance for Spokane Public School District staff. Training expenses will be for project staff, private school staff and project partners to attend training relevant to the SS/HS project.	
9. Total Direct Costs	\$ 780,726
10. Indirect Costs: @ 3.6% of Total Direct Costs	\$ 28,106
This line-item is based upon the federally negotiated indirect cost rate of 3.6%.	
11. Training stipends	\$0
12. Total Costs (Year 3, Elements 3,4)	\$ 808,832

Attachment E
COPS Application

Not Applicable

Attachment F
Safe Schools/ Healthy Students Matrix

Spokane County Safe Schools/Healthy Students Matrix

Project Logic Model

Element 1 - Safe school environment

GOAL - Increase law enforcement and community involvement in assisting schools to create/maintain a safe environment.

Objective	Strategy	Performance Indicators	Sources of Data
------------------	-----------------	-------------------------------	------------------------

1. Expand state-wide safety mapping initiative to Elem. and Middle Schools	a. utilize state model to train staff and bring together regional and county fire, police and emergency management	a. 100% participating districts mapped by Winter 2006 b. Each building has a county collaborative crises response plan by June, 2007	District Crisis Plans; Mapping records; County and Regional safety meeting notes
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2. Expand safety review process district level	a. create collaborative safety committee with inclusion of community partners	a. Countywide Safety Committee assists in crisis planning, ongoing	District safety plans; county safety officer meeting agendas;
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b. each district has a District official meeting records
 county wide meeting
 schedule by March 2005

a. truancy will School attendance
 decrease by 10% per records; School
 year Board meeting
 b. truancy boards will notes; training
 be in place by winter dates set by model
 2006 program; school
 c. drop-out rates will drop-out records
 decrease by 10% per
 year

a. use an existing
 successful program as a
 development of model
 b. include non-traditional
 truancy boards and restorative options such as restorative
 and restorative justice
 justice practices

Element 2 Alcohol and Other Drug and Violence Prevention and Early Intervention Programs

Goal: Reduce the incidence of youth violent/aggressive behaviors and reduce youth substance use in the school and community.

Objective	Strategy	Performance Indicators	Sources of Data
1. Reduce	a. Adopt researched based	a. Reduce substance use	RMC Prevention

substance use curriculum district wide in youth by 10% per year Intervention Services Program

in youth

2. Improve a. Establish and enhance a. Increase student's Local valuation

understanding student assistance programs perception of harm of surveys;

of the dangers in all high schools and substance use by 10% Healthy Youth

of using middle schools per year for 6-12 Survey data

alcohol and students

other drugs

3. reduce a. Organize county wide a. Increased awareness parent, student

violent prevention activities

incidents in by youth and adults of surveys; reports of

schools effects of violence on school violence

learning.

b. Develop youth advisory/ b. Students will youth advisory

leadership teams in each district participate at district records; district meeting agenda; and county level meeting agenda; prevention meetings county meeting agendas

c. Existing MS program Re-entry enrollment will include HS records; completion students expelled for records; school re-violence entry records of students

Element 3 School and Community Mental Health Preventive and Treatment Intervention Services

Goal: Increase and improve student and family access to and use of high quality mental health services.

Objective	Strategy	Performance Indicators	Sources of Data
1. Increase mental health services to all	a. Establish school-based mental health services in all schools	a. Increase mental health services to children by 10% per	Regional Service Network data

	year	SS/HS Evaluation
children		
2. Improve school and community understanding of mental health issues	a. Provide prevention training to school staff and in the community	a. Increase understanding of mental health issues in community and partner agencies from baseline
3. Improve services to under-served youth and families	a. Initiate and coordinate efforts in partnership to create new ideas to serve children not eligible for Medicaid	a. Increase in # of Medicaid ineligible youth and families served

Element 4 Early Childhood Psychosocial and Emotional Development Programs

Goal: Improve outreach and identification of children birth through age five and provide culturally responsive training to increase family access and engagement to high quality early childhood psychosocial and emotional development services.

Objective	Strategy	Performance Indicators	Sources of Data
1. Increase	a. Coordinate existing	a. Increase referrals	SS/HS evaluation

access of services to reach out to all of birth through age 5 forms; agency
children birth families in county to services from service records
through age 5 baseline

to early
childcare and
education
2. Improve a. Provide parenting and a. Increase the number SS/HS evaluation
parents and family management classes of parents forms; pre/post
caregivers using researched based participating in data from curricula
understanding curricula parenting classes by
of positive 10% from baseline.
parenting and b. Increase parental
family understanding of
management positive parenting and
family management from
baseline

3. Provide a. Coordinate with county a. Increase in number Service provider

outreach to day/care officials to link of childcare providers records; childcare
 county pre- services with childcare receiving support for provider feedback
 schools, child providers and EC programs children in their care
 care providers including community centers
 and EC programs

Element 5 Supporting and Connecting Schools and Communities

Goal: Develop a community-wide infrastructure within and across districts to improve continued academic success, student engagement and positive youth development for all students.

Objective	Strategy	Performance Indicators	Sources of Data
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1. Improve integration and collaboration of services with schools and community	a. Provide a safe and structured environment for students to engage in community services both during and after school	a. Increase community based organization participation in school activities from baseline	SS/HS evaluation forms; After school program evaluations
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2. Align after school and community	a. Create After school	a. The After school	Alignment
-------------------------------------	------------------------	---------------------	-----------

school programs with community based organizations goal and outcomes	program advisory committee to work on alignment of goals and outcomes	advisory committee will complete alignment of partners goals and outcomes	documents; committee meeting minutes
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Element 6 Safe School Policies

Goal: Create and align community-wide policy standards regarding safe schools and communities that address student, parent, school and community needs.

Objective	Strategy	Performance Indicators	Sources of Data
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1. Establish and adopt safe and drug free policies and procedures district wide and across	a. Establish Interdisciplinary Policy Review Committee	a. Interdisciplinary Policy Review Committee established by May 2005	Updated policies in place; committee meeting minutes.
	b. Develop and disseminate community wide safe school policies and procedures	b. 100% of districts will adopted safe school policies and	School board meeting records

procedures

districts

- c. Recruit students, family and community members for Interdisciplinary Policy Review Committee.
- c. Student, family and community members will know policies school notices and training plans for parent/students

2. Increase family and community participation in policy and procedure development

- a. Recruit parent, youth and community members to participate on the Interdisciplinary Policy Review Committee
- a. Increase by 10% the number of parent, youth and community members participating on the Interdisciplinary Policy Review Committee

Spokane County Safe School/Healthy Students Partnership

Goal: Increased integration and collaboration of partners across all elements.

Objective	Strategy	Performance Indicators	Sources of Data
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1. Increase integration and collaboration of all partners across the goals and elements of the initiative

a. Monthly meetings by all integration and stakeholder and quarterly meetings by the Partnership Advisory Committee

a. Increase integration of 6 elements into daily routines of partners

forms; Partnership meeting minutes

Attachment G
Documentation for Federal Administrative Requirements



Search for Public School Districts

CCD Common Core of Data

District Information

[Search Results](#) [Modify Search](#) [About the Data](#) [Help](#)

District Name:
Spokane Sch Dist 81
[schools for this district](#)

County:
Spokane

County ID:
53063

Mailing Address:
200 N Bernard St
Spokane, WA 99201-0282

Physical Address:
200 N Bernard St
Spokane, WA 99201-0282

Phone:
(509) 354-7364

NCES District ID:
5308250

State District ID:
32081

District Details

[Show Less](#)

Characteristics

Grade Span: (grades PK - 12)
PK KG 1 2 3 4 5 6 7 8 9 10 11 12

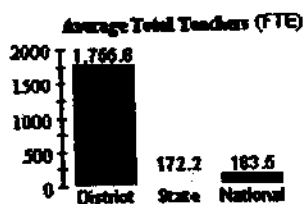
Type: Regular School District
Locale/Code: Mid-size Central City / 2
Status: No Boundary Change

Total Schools: 69
Total Students: 31,518
Classroom Teachers (FTE): 1,755.8
Student/Teacher Ratio: 18.0
Summer Migrant Students: N/A
ELL (formerly LEP) Students:
Students with IEPs: 3,830

Metro Status: MSA - Central City

CMSA/PMSA/MSA: **Supervisory Union #:** 000

Staff



Teachers (FTE)

Total:	1,755.8
Prekindergarten:	0.0
Kindergarten:	60.6
Elementary:	816.3
Secondary:	660.4
Ungraded:	218.5
Total Staff (FTE):	3,648.8

Other Staff (FTE)

Total:	1,893.0
Instructional Aides:	256.3
Instruc. Coordinators & Supervisors:	178.0
Total Guidance Counselors:	73.4
Elementary Guidance Counselors:	25.7
Secondary Guidance Counselors:	47.7
Librarians/Media Specialists:	31.7
Library/Media Support:	69.8
District Administrators:	48.5
District Administrative Support:	36.1
School Administrators:	77.0
School Administrative Support:	277.7
Student Support Services:	79.0
Other Support Services:	765.5

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

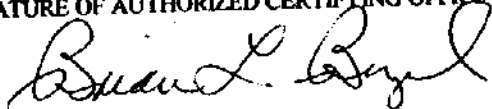
As the duly authorized representative of the applicant I certify that the applicant:

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

N/A

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL



APPLICANT ORGANIZATION

Spokane Public Schools

TITLE

Superintendent

DATE SUBMITTED

6/29/04

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A--The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (b)(1) from an

(c) Are not presently indicated for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B--Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--

A--The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide

notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3652, GSA Regional Office Building No. 2), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug-abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the title(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

Spokane School District No. 81

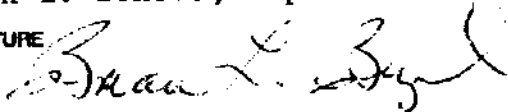
PR/AWARD NUMBER AND / OR PROJECT NAME

Safe Schools/Healthy Students

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Brian L. Benzel, Superintendent

SIGNATURE



DATE

1/2/16

ED 80-0013

12/88

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

- 1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
- 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- 3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- 4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
- 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled (Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions) without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

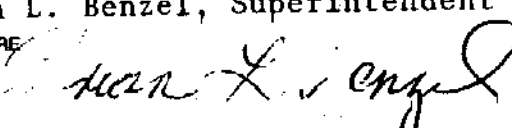
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Spokane School District No. 81	Safe Schools/Healthy Students
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Brian L. Benzel, Superintendent	
SIGNATURE	DATE
	6/29/04

ED 80-0014, 8/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action:

- a. contract
- b. grant
- c. cooperative agreement
- d. loan
- e. loan guarantee
- f. loan insurance

2. Status of Federal Action:

- a. bid/offer/application
- b. initial award
- c. post-award

3. Report Type:

- a. initial filing
- b. material change

For material change only:

Year _____ quarter _____

Date of last report _____

4. Name and Address of Reporting Entity:

Prime Subawardee
Tier _____ if known:

Spokane School District #81
200 North Bernard
Spokane, WA 99201-9282

Congressional District, if known:

6. Federal Department/Agency:
Department of Education
Department of Justice

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

Congressional District, if known:

7. Federal Program Name/Description:
Safe Schools/Healthy Students
CFDA Number, if applicable: _____

8. Federal Action Number, if known:

9. Award Amount, if known:

\$

10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):

N/A

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

(last name, first name, MI):

N/A

Signature: 

Print Name: Dr. Brian L. Benzel

Title: Superintendent

Telephone No.: (509) 354-7364 Date: 6/29/04

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Federal Identity

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

General Education Provisions Act (GEPA) Section 427

Statement

This grant targets assistance to undeserved populations in the urban and rural settings of Spokane County. This applicant, Spokane Public Schools, is required by district policies and by the laws of the State of Washington to provide equal access and opportunity for all students, employees and program beneficiaries. These mandates prohibit discrimination on the basis of gender, race, national origin, color, disability, and age. An integral part of Spokane Public Schools is the Equity Department and the Equity Resource Officer. The Equity Resource Officer has the responsibility to ensure district programs are accessible to all students and staff.

Accordingly, Spokane Public Schools pledges full compliance with the requirements of GEPA Section 427, ensuring equitable access to, and participation in, programs by persons with special needs and Section 504 of the rehabilitation Act.

Adherence to non-discrimination policies will be required of all community partners and agencies as well as any consultants or advisers retained during the life of the project. Non-discrimination language is a standard part of

all Spokane Public Schools and ESD 101 contracts and agreements.

To further ensure equitable access, the grant's promotional and outreach efforts will target a wide range of school staff, the staff of our community partners and also those of related agencies.

Statement Regarding the Equitable Participation of Private Schools

Spokane Public Schools met with a representative of each interested private school on June 24, 2004. All private schools were notified by mail of the meeting on June 15, 2004, and supplied information regarding the essence of the Safe Schools/Healthy Students Grant Proposal.

The overlaying mission and the goals of the proposal were discussed in detail in order to provide information concerning the depth of this proposal and it's capacity to create sustainable change.

There was discussion regarding the design and development of programs and activities during the proposal meeting and how these programs and activities would be accessible for private schools.

Consultation during the meeting also included discussion on how children's needs would be identified, types of services to be offered, when and by whom services would be provided and how and when decisions about delivery of services would be made. Information regarding data collection and evaluation of services and programs was also discussed.

Fiscal information regarding total funding amount requested for programs and activities within the proposal was also discussed and private school representatives were invited to

participate in committee and collaboration meetings that will be held throughout this proposal period and beyond.

Statement Regarding Maintenance of Effort

During the 2001/02 school year, the district total expenses of the district was \$236,900,438.46 with an FTE of 30,074.02. Therefore, the dollars per FTE was \$7,877.25.

In the 2002/03 school year, district total expenses were \$244,691,375.50 with an FTE of 29,865.32. Therefore the dollars per FTE was \$8,193.16. The above statistics show that the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.

Statement Regarding Intergovernmental Review

The State of Washington does not have a State Single Point of Contact listed on Appendix D: Contact Lists of the original grant application to indicate specificity and compliance with the state's process under Executive Order 12372. Spokane Public Schools has located the requirements through The Provisions of Executive Order 12372 of July 14, 1982 and agree to comply with these regulations.

**Statement Regarding Civil Rights and Inclusion of Adequate
Representation of Girls and Women and Race/Ethnic and Minority
Populations**

Spokane is experiencing an increase in the number of children of color, immigrant children and children living in poverty within our community. National and local research have found that there is great disparity amongst these special populations in regards to academic achievement, engagement, substance abuse, sexual activity, access to resources, discipline treatment and exposure to harassment and bullying. These disparities often result in disengagement from school and learning opportunities, early dropout and decreased graduation rates for this student population - with both academic and life skills lost.

This population is a central focus for proactive intervention and the development of strategies to address the above issues. Our community and partners have adopted a restorative justice approach as one strategy to address this population. In addition, the Equity Education Department is a key member and has inroads and relationships with diverse communities and members. Spokane Public School's Equity Department will work closely with the grant project director, community partners and families to ensure that programs and

activities are culturally responsive, meeting Spokane's diverse population's needs.

Confidentiality and Participant Protection

1. Protection from potential risks.

(a) There are no foreseeable physical risks from participating in this project. Adult participants will be asked to voluntarily join programs, apply for services, or to participate in a collaborative process. School pupils will be given instruction in any intervention program as a part of their normal school hours, and all students will receive the same instruction and assessment activities. Parents of students participating in after school hour programs will sign releases indicating their consent to use after school activities as part of grant evaluation protocols.

Medial, psychological, social, legal or other risks occasioned by this project are no greater than those risks posed by families voluntarily utilizing community services.

(b) Appropriate alternative treatments might arise as a result of professional intervention in this project. As necessary, participants will be referred to more intensive services as part of the professional interaction of community partners with children and families.

(c) Procedures to protect against risks include the voluntary nature of all program activities; established legal policies in place by all community and public school partners; compliance with FERPA rules concerning use of education information and

files, and training for all partners, including students and parents, in confidentiality considerations and rules.

(d) Protocols for professional intervention in unforeseen adverse effects will be established by the Steering Committee as it established communication links between program elements and partners. Existing protocols will serve as models, as all partners are currently serving children and families in the schools or community in some fashion.

2. Equitable selection of participants

(a) Participants for the project will be all community members, including children. A goal of this project is to learn to empower persons of diverse ethnic/cultural/social backgrounds to participate in community prevention programs. There is no target group for the project, but inclusion of diverse groups is a target theme and evaluation point for the collaboratives. No persons will be excluded. In school interventions, all students will participate equally and no students will be targeted over others.

(b), (c) Participants will be recruited for this project on an open basis. The goal is to bring community members together to increase youth safety and resiliency. Members of existing programs, who will make up the initial collaboration, will be given a charge of including the whole community into the process of increasing youth safety and well being. The evaluator will

assist the initial collaborative team in identifying ways to communicate the inclusive nature of this project to persons from a wide diversity of ethnic, cultural and social backgrounds.

Absence of Coercion

Participation in the collaboratives will be entirely voluntary. Services developed through the collaborative will be offered on a voluntary basis, and recipients of services may refuse or discontinue service at any time. Participants in the services will be invited to join in the collaborative process so as to become part of the decision making process even as they receive services. Students in the schools will be offered the intervention as part of their regular curriculum. Students will not be rewarded or punished for participation in the intervention. Data collection will be based on group data only, and groups will not be compared one with another.

3. Appropriate data collection

(a) Data collection for this project will be in aggregated form only; no individual outcome data will be collected or reported. Collaborative participant data will either be anonymous survey data or public data shared during focus groups. To protect persons in small groups where numbers are few, all survey data will be returned to the evaluator, and all data will be reported in aggregate form. Where number of diverse persons are so small as to constitute potential identification, persons of difference

will be empowered to volunteer their information publicly as part of the collaboration process. Data will be collected from standardized instruments used by various partners; school data will be publicly reported data such as truancy and violence rates; number of absences per semester or year; number of suspensions, etc. Observational tools will not be used as part of the project evaluation, other than to describe safety readiness status of individual buildings. Psychological assessments may be used by partners in the initiative as part of their interventions with individual children or families, but this will not become program data other than for number of persons served and type of services provided.

(b) Data will be collected from participants in the collaboratives, from persons who receive services from the collaboratives, and from students and teachers relative to the school intervention. The standardized questionnaire from the intervention program will serve as a major source of data; aggregated school data such as grades, attendance, and conduct will be correlated with the intervention outcome data to describe program effect. Other than voluntary feedback data from persons participating in various services or programs, all data will be collected from existing sources.

(c) A copy of a data summation form is included as an appendix. Partners will work with the evaluator to create other forms to summate data from their aspects of this initiative.

4. Privacy and Confidentiality

(a) Privacy and confidentiality will be assured through collecting only anonymous data or by collecting publicly volunteered data. The outcomes of the project target bringing diverse voices and peoples into the decision making process; participation will always be voluntary, and the present or absence of persons will constitute an important data source. Data will be collected by the evaluator or trained assistants reporting directly to the evaluator. Data will be housed in the evaluator's business office, and no site personnel will have access to data. All survey data will be anonymous, and precautions will be taken not to ask demographic data from groups so small that they can be easily identified as persons. School data will be collected in collaboration with school officials, and names will not be attached to the data. The unit of measurement in the school will be grade level or classroom or other consistent group of significant numbers. Data will be reported only on groups too large to identify individual members according to the responses.

Agencies that function within the collaboratives will maintain their existing codes of conduct and confidentiality, consent for services, and methods of reporting.

5. Adequate Consent Procedures:

(a) Participation in all collaborative activities will be voluntary. Potential service recipients will receive information that details the type of services available, the goals the services are designed to reach, and their ability to discontinue service at any time without question. Service recipients will be notified that voluntary feedback on the effectiveness of the services in reaching the stated goals will be asked but not required by those receiving services. Where services are held in public places, participant may be asked to voluntarily participate in a semi-public focus group to provide feedback data. Where services are provided in semi-public or private places, recipients will be asked to fill out surveys that will be mailed directly to the evaluator.

(b) A passive consent procedure will be used by all persons; since participation is voluntary, by attending they are consenting to being served. Collaboratives will include community representatives for diverse ethnic/cultural/social situations so that notification of available activities will not be dependent upon reading the written word or the English language. Written consent forms will not be required for any aspect of this

project; FERPA rules will govern the use of school data for the school intervention phase, and no confidential or sensitive information will be collected from adult participants.

Partnering agencies will follow established guidelines in obtaining written consent for those services that pose potential medical, psychological, legal, social, or other risks. There will be no individually identifiable information used in the project evaluation, and thus no persons will be excluded due to unwillingness to sign a consent form of any sort.

6. Risk/Benefit Discussion

There are no foreseeable risks involved in this project. The benefits of this project include increasing the participation of diverse community members in the decision making process of matters that are important to them. The importance is shown by their voluntary participation. Building the capacity of community members to participate will be done through voluntary means also. Students in the school intervention will participate on a classroom-wide or school-wide basis, and will face no risks outside of the normal school functions. Students participating in any after school functions will do so voluntarily and only voluntary feedback data relative to like or dislike of activities will be collected. This data will always be anonymous.

Statement Regarding Promoting Nonuse of Tobacco

Spokane Public Schools supports a smoke-free workplace and promotes the nonuse of all tobacco products. District Policy No. 9120 states that the district prohibits "the use of any and all tobacco products on all property owned or leased by the school district." District Procedure states for employees, "Failure to comply with Policy No. 9120 will be grounds for disciplinary action." It further states, "Persons other than students and employees violating this policy may have their permission to enter on and/or occupy the district's property summarily revoked by the administrator/designee in charge of the property."

The student procedure used to discipline students in use or possession of tobacco products supports prevention and education services for students and views tobacco use and possession as not only a discipline issue, but a health issue as well.

Statement Regarding Coordination of Mental Health Services

Spokane Public Schools had entered an agreement with the Regional Support Network (RSN), the local mental health authority as required under 501(d)(13)(B) of the Public Health Service Act. The focus of this coordination is to ensure communication, provide school-based services, reduce duplication, and facilitate continuity. A letter has been sent to the SSA that briefly describes the project. A copy of the letter is included in the appendix of the application, entitled Letter to SSA.

Student Services
200 North Bernard Street
Spokane, WA 99201-0282

phone (509) 354-7393
fax (509) 354-5910
www.spokaneschools.org



June 16, 2004

Karl Brimmer, Director
Mental Health Division
Department of Social and Health Services
P. O. Box 45320, 14th and Jefferson Streets
Olympia, WA 98504

Dear Mr. Brimmer:

Spokane Public Schools is applying for a Safe Schools/Healthy Students grant. Listed below are a draft of the Mission Statement and the Goals and Objectives for the grant.

Mission Statement:

The Spokane County Safe Schools/Healthy Students Initiative will develop a comprehensive approach to strengthen current community partnerships and collaborate with a broader range of community resources. The focus of this increased capacity will enhance and expand services in order to reduce substance abuse, reduce violence, improve attendance and promote positive mental health in children. The partnerships will focus resources that increase positive youth development, improve student learning, involve families and community in children's education, and create a safe learning environment for children to achieve their full potential.

Goals and Objectives

The overarching goal of the Spokane County Safe Schools/Healthy Students Initiative is to create system change for the comprehensive and integrated delivery of programs and services to prevent violence and substance abuse and promote the healthy development of children. Goals for the six elements of the Initiative include:

- 1) Increase law enforcement involvement in helping schools to create a safe environment by providing staff development, security assessments, crisis preparedness and enhancing links with other community law enforcement, community agencies and families.
- 2) Reduce the incidence of bullying, harassment, hate crimes, and violent assaults at each school, reduce student usage of drugs and alcohol and strengthen children, youth, and family involvement in school activities.
- 3) Improve student, family and school access to high quality mental health services, create a school-based system that ensures early identification of at-risk students and families and the provision of early prevention and intervention services.
- 4) Improve student readiness to learn and commitment to school, reduce family management problems, and increase family access to high quality early childhood psychosocial and emotional development services.
- 5) Develop an infrastructure within and across districts that promotes continued academic learning, student engagement, and fosters positive youth development in safe and supportive learning environments.
- 6) Create community-wide standards regarding safe schools and communities that address student, parent, and school responsibilities, interagency collaboration student mobility, positive disciplinary processes, and ongoing learning.

If you have any comments or recommendations regarding the grant, please contact the following, no later than 60 days after the deadline date of the application, which is July 9, 2004:

The Secretary
E.O. 12372-SFDA 84-184L
U. S. Department of Education, Room 6213
400 Maryland Avenue SW
Washington DC 20202-0125

Sincerely,



Wendy Bleecker, Coordinator
Student Services