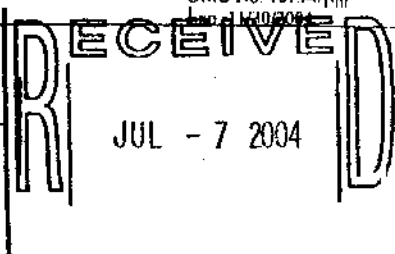


Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved OMB No. 1875-0106 Jan 1 2008



Applicant Information Organizational Unit

Name and Address Legal Name: Scotland County Schools

Address: 322 South Main Street

City Laurinburg

NC State

Scotland County

28352-3855 ZIP Code + 4

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

Applicant's T-I-N [Redacted]

Catalog of Federal Domestic Assistance #: 84.184L

Title: Safe Schools/Healthy Students

Project Director: Anne B. Crabbe

Address: Scotland County Schools, 322 S. Main Street

Laurinburg NC 28352-3855 City State Zip code + 4

Tel #: (910) 276-1138 Fax #: (910) 277-4310

E-Mail Address: acrabbe@scsnc.org

Application Information

Type of Submission:

- PreApplication -Application Construction Construction Non-Construction Non-Construction

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

Proposed Project Dates: 10/01/2004 Start Date: 6/30/2007 End Date:

Estimated Funding

Table with 2 columns: Category (Federal, Applicant, State, Local, Other, Program Income, TOTAL) and Amount (\$1,000,000.00)

Authorized Representative Information

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.

Authorized Representative (Please type or print name clearly.)

Dr. Shirley B. Prince

Title: Superintendent

Tel #: (910) 276-1138 Fax #: (910) 277-4310

E-Mail Address: sprince@scsnc.org

Signature of Authorized Representative: Shirley B. Prince

Date: 07/06/2004

- 6. Novice Applicant Yes No
7. Is the applicant delinquent on any Federal debt? Yes No
8. Type of Applicant (Enter appropriate letter in the box.) F

- A - State B - Local C - Special District D - Indian Tribe E - Individual F - Independent School District G - Public College or University H - Private, Non-profit College or University I - Non-profit Organization J - Private, Profit-Making Organization

K - Other (Specify):

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.)

12a. Are all the research activities proposed designated to be exempt from the regulations?

Yes (Provide Exemption(s) #): 1

No (Provide Assurance #):

13. Descriptive Title of Applicant's Project:

Scotland County Schools: Safe Schools/Healthy Students

**Safe Schools/Healthy Students Initiative
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**Scotland County Schools: Safe Schools/Healthy Students Project
Abstract**

With the Juvenile Crime Prevention Council (JCPC) as the partnering organization and Scotland County Schools (SCS) as the fiscal agent, this project will focus on the goal of *providing safe, nurturing and drug-free learning environments in order to prepare students and their family members with the skills and knowledge needed to live healthy and productive lives.* The objectives to support that goal are: 1) to increase graduation rates; 2) to reduce the youth involved in the juvenile justice system; 3) to reduce teen pregnancies; 4) to improve academic achievement; 5) to reduce substance abuse and violence; 6) to improve attendance; 7) to improve the knowledge of staff, families and partners; and 8) to improve partnership involvement.

The project will be a mosaic of existing and new programs, all of which contain practices that have been demonstrated by research to be effective in reducing delinquency. These programs include Scotland SCHOLARS, an after school program in all of the elementary and middle schools; Project TRUST, a structured daily program of cognitive behavior strategies for suspended and court ordered youth; Project LEAP, a mentoring, tutoring and parent training program for teen parents; Project STAY, a program for struggling high school students who mentor and tutor younger children in the after school program; Technology, which will implement surveillance cameras, initiate a student ID system, and initiate a computerized attendance system that contact parents of absent students; Requests for Proposals (RFPs), which will award funds to promising projects sponsored by local organizations; and Training, which will help students, staff, families, and partners become more effective in helping at risk youth.

Safe Schools/Healthy Students Initiative Application

COMMUNITY ASSESSMENT.

Background. Scotland County, a rural county¹ with 35,998 residents, is located in the southeastern part of North Carolina (NC) and is a very poor county. Classified as a Tier I County (Tier I being the most economically deprived and Tier V being the most economically affluent) by the NC Department of Commerce, Scotland County is also designated as a "low-wealth" county by the NC Department of Public Instruction (NCDPI). The United States Department of Agriculture rates Scotland County as a "severe need" county for Free and Reduced Lunch benefits (F/RL) for school children. Of the 3,562 students in grades K-5, 2,670 (74.96%) are receiving F/RL.²

Based on ten key indicators of child well-being, found in *Kids Count 2004 Data Book Online*, NC ranked 41st overall in 2001 among the 50 states. Those ten indicators include such things as percent low birth-weight babies; infant mortality rate; child death rate; teen birth rate; percent of teens who are high school dropouts; percent of children in poverty, etc.

The chart that follows compares Scotland County's data with that of NC. The figures for Scotland County are, in every instance, worse than those of the state. Realizing how low NC

¹ Scotland County Schools is coded as a Small Town/6 by NCES.

² SCS Child Nutrition: *Unit Demographic Report*, January 15, 2004.

ranks against the other states, the statistics for Scotland County take on an even more ominous complexion.³

Indicator	Year(s)	Scotland	NC	Difference
Children on Work First/TANF	2001	7.1%	3.7%	3.4%
Children on Food Stamps	2001	26.6%	12.7%	13.9%
Children in subsidized daycare	2001	52.9%	44.6%	8.3%
Children receiving Medicaid	2001	59.4%	35.5%	23.9%
Infant mortality	1996-00	12.6	9.1	3.5
Low birth-weight babies	2000	10.1%	8.8%	1.3%
Births to 15-19 year olds	2000	83.9	58.5	25.4
Child deaths, all causes	1996-00	42.3	33.6	8.7
High school completion rate	2000-01	43.8%	57.1%	13.3%
Youth in Juv Justice system	2000-01	67.6	39.2	28.4

In addition to poverty, Scotland County is struggling to overcome the detrimental effects of parental illiteracy; 40% of Scotland County adults over 25 do not have a high school diploma/GED, and 30% are unable to read a newspaper, complete an application, or do simple mathematical computations.⁴ While minority status does not equate to being at-risk, it can be a bar-

³ North Carolina Child Advocacy Institute, *The NC Children's Index 2002*.
www.ncchild.org.

⁴ United States Census Bureau, 1998.

rier if coupled with other risk factors.⁵ Minorities account for a high percentage of Scotland County Schools (SCS) students: 46.83% are black and 12.44% are Native American.⁶ The combination of high minority and high poverty places the county's children at an unusually high rate of risk.

a) Gaps and weaknesses in services, infrastructure, opportunities, and resources. Scotland County has consistently been among the NC counties with the highest rates of teen-age pregnancies. In 2000, Scotland ranked fifth (of 100 counties), and in 2001, 18th. The chart below compares the most recent state and county data.⁷ The numbers represent the number of pregnancies for every 1,000 girls. In both age groups (10-14 and 15-19), Scotland County substantially exceeds the state averages.

	1999		2000		2001	
	10-14	15-19	10-14	15-19	10-14	15-19
N Carolina	2.3	79.5	2.1	76.1	1.7	69.3
Scotland Cty	3.5	101.8	3.4	104.7	2.2	85.5

Scotland High School's (SHS) official drop-out rate of 5.54 (compared to 5.2 for NC)⁸ is very misleading; it does not account

⁵ Program Guidelines & Requirements. More at Four Initiative, Nov. 2001.

⁶ SCS Membership by Grade, Ethnicity, and Gender. May 4, 2004.

⁷ Adolescent Pregnancy Prevention Council of NC Report. www.appcnc.org.

⁸ NCDPI Accountability Report. www.ncpublicschools.org.

for the large number of students who enroll as freshmen - but leave school before graduating. The next chart presents a more accurate look at retention: the number of students who enroll each fall at each grade level, the number and percentage who actually graduate, and the number of ninth graders who leave school before graduation.⁹ Based on the figures for these three classes, there are currently 880 young people in the 18-21 age-range, who did not finish high school.

Class of	Fresh	Soph	Juniors	Seniors	# Grad	% Grad	# Leaving
2002	675	509	427	341	339	50.2%	336
2003	606	457	381	318	350	57.8%	256
2004	648	512	402	358	360	55.6%	288

The number of Scotland County youth (ages 10-17) involved with the juvenile justice system exceeded the state rate on every indicator in 2002-03, as noted in the following chart.¹⁰

Juv. Justice Indicator	County #	County Rate	NC #	NC Rate
Delinquent Complaints	292	65.43	39,629	43.22
Undisciplined Complaints	87	21.73	5,190	5.66
Delinquent Diversions	76	17.03	14,250	15.54
Undisciplined Diversions	12	2.69	2,293	2.50

⁹ SCS Principals' Monthly Reports, August 1998 through August 2003.

¹⁰ Statewide Index of Juvenile Justice Indicators for Fiscal Year 2002-2003

Delinquent Juveniles	208	46.61	25,237	27.53
Undisciplined Juveniles	97	21.73	5,032	5.49
Total Court Involved	305	68.34	30,269	33.01
Secure Detentions	118	26.44	8,394	9.15
Youth Development Center	9	2.02	570	.62
Total 10-17 year olds	4,463		916,848	

In addition to these problems, drugs and violence also play a negative role in the county, and gangs are gaining numbers and strength. Two secondary school principals addressed the Juvenile Crime Prevention Council (JCPC) in December 2003, about the growing negative presence of gangs.¹¹ Another principal sent letters to parents, noting the tell-tale signs of gangs. In 2003, there were 24 reported incidents of drugs and violence (12 for possession of a weapon; 9 for possession of a controlled substance; and 3 for an assault on school personnel) in the schools.¹² While these numbers may seem low, the frightening aspect is that they were not limited to secondary schools. Six of the incidents of possession of a weapon occurred in elementary schools. Principals and counselors believe that substance abuse is actually higher than reported, but staff members do not know what to look for - or what to do if they see it.

¹¹ JCPC Minutes, December 11, 2003.

¹² Annual Report on School Crime and Violence, NCDPI, September 2003.

In terms of attendance, Scotland County ranked 80 (of 117 school systems) in 2002-03, with an overall attendance rate of 94.71%. Based on a three year average (2000-2003), Scotland County ranked 66th with a rate of 94.9%.¹³ The middle and alternative schools are concerned about approximately 150 youngsters who are chronically absent or tardy. They and their parents are unaware of the importance of school attendance and the consequences of absenteeism. Middle school attendance policies are forgiving, while the high school policies are punitive (six unexcused absences a semester equals failure). The middle school policies and the lack of awareness of the seriousness of attendance create a problem when students enter high school.

Every school has a counselor, but the responsibilities of the counselors are so broad that little real counseling takes place. There is scant time for students with severe problems, such as *drug abuse and mental disorders*. Though the Mental Health Center does what it can, that agency is very limited and is being cut by a state restructuring plan. Kids with problems in Scotland County have limited resources to help them - before they have incurred serious damage to themselves or others.

Though the trend is improving, many Scotland County students are still *achieving academically below grade level*. The

¹³ ADA:ADM Ratios. NCDPI Division of School Business, 2003.

percentages of students in grades 3-8 performing below grade level in reading and math are presented in the chart below.¹⁴

	Reading	Math	Composite
2001-2002	27.4%	21.5%	33.7%
2002-2003	21.2%	13.3%	24.9%

In summary, the gaps and perceived reasons are as follows:

High Teen Pregnancy: low self-esteem; gangs; drugs; lack of structured, supervised activities after school; lack of positive adult role models; shortage of counselors/support.

Low Graduation/Retention Rates in High School: poor academic performance; high rate of teen pregnancy; variation in absence policies between middle and high schools; suspensions due to drugs, violence; gangs; lack of positive adult role models; shortage of counselors/support; peer pressure.

Youth in Juvenile Justice System: gangs; drugs; violence; lack of structured, supervised activities after school; lack of effective parenting and guidance; peer pressure; poor academic performance; shortage of counseling for drugs, mental problems.

Drugs and Violence: lack of structured, supervised activities after school; lack of effective parenting and guidance; peer pressure; poor academic performance; shortage of counseling and help; inadequate surveillance.

¹⁴ NCDPI Report of ABC Data for 2001-03. www.ncpublicschools.org

Absenteeism (particularly in middle grades): lenient policies at middle school; lack of respect for education; shortage of counselors and truancy officers; poor academic performance; drugs; gangs; peer pressure; inadequate surveillance.

b) Existing services, infrastructure, opportunities, and resources. Despite what may seem like overwhelming odds, many good things are taking place in Scotland County. A strong community and schools partnership already exists through the Juvenile Crime Prevention Council (JCPC), which is represented by all agencies that provide services for children/youth. The JCPC will serve as the formal SS/SH Partnership for this project. The Scotland County Partnership for Children (Smart Start), another very active partnership, focuses on young children. As a result of the collaborative efforts of these two partnerships, a number of programs and services for children and youth already exist, some of which will be expanded/continued by this project.

Because so many poor children enter kindergarten already behind their peers, SCS funds nine PreK classes for at-risk children. These nine classes, plus those provided by Head Start and private centers (assisted by Smart Start and subsidized by Social Services), currently provide early intervention for about 85% of the at-risk four-year olds in the county.

Smart Start also operates Project LEAP (Leadership and Education for Adolescent Parents) for 50 teen parents. With a re-

cord of 100% no-repeat pregnancies and 100% high school graduation, this program is making a difference. Lack of funding limits Project LEAP to reaching only about 25% of the eligible teens. Scotland SCHOLARS, SCS's after school program, operating in all of the schools, has been funded by a 21st Century Community Learning Centers grant. SCHOLARS has provided students with much needed academic assistance and a safe and nurturing environment during the high-risk time immediately following school. With the end of funding in June 2005, these programs will be cut back and/or eliminated, and many at-risk students will not have a safe and secure place to get the extra help they need. Project TRUST (Teaching and Reforming, Using Special Techniques), funded for the past three years by a grant from the Governor's Crime Commission and JCPC funds, serves students who have short and long-term suspensions from school and those assigned by the courts. The emphasis is on reversing the primary reason for the suspensions: negative behavior. As with the other programs, the need for Project TRUST exceeds its capacity to serve. Scotland County's Mental Health Center has been a big plus for troubled youth, but, like the other agencies and programs, it is understaffed, and many youngsters go underserved. SCS recently received a Reading First grant, targeting K-3 students in the five highest poverty schools. The grant will augment a strong effort by the school district to devote time, ef-

fort, and resources to having all children reading on grade level by the end of third grade. If this goal can be reached, many of the other problems will be solved or reduced. Project STAY (Strategies Targeting Achievement in Youth) serves about 50 high school students struggling with reading and math. Those that do well and show a high degree of responsibility are employed in the after school program as tutors and mentors for elementary students. Both older and younger students have benefited from this program, but the funding (from the Governor's Crime Commission) will end in June 2005. The Laurinburg Police Department employs a juvenile officer who works with students, families, and staff, but his jurisdiction is limited to six of the 15 schools, those within the city limits.

c) Service to the entire school district. The services provided by this project will reach children and youth attending all 15 schools (ten elementary, three middle, one high, and one alternative). It will also reach the next generation of students, beginning with newborns and toddlers, as well as students who have been suspended/expelled or are in the court system.

d) Target population. The students to be served include all who meet any of the following at-risk criteria, based on those used by the Governor's More at Four Initiative: Income (F/RL eligibility); Health Status (mental or physical problems); Parent Education (lacks high school diploma/GED); Parent Unemployment;

Family Composition (single parent with problems related to drugs, abuse, violence); Lack of Stable Housing; English Proficiency; and Minority Status (only considered if three or more of the other criteria are present).¹⁵ Three more criteria (Academic Non-Proficiency; Teen Parenthood; and Violence and/or Substance Abuse) will also be included. Using the income criterion alone, 5,294 youngsters (75% of the student population) will be eligible for services. About 500 more will be eligible, based on the other criteria. Including family members, babies of students, and all 606 SCS certified staff members (who will participate through direct contact with students or through training activities), the numbers increase significantly. It is estimated that approximately 8,000 individuals will be served by this project.

GOALS, OBJECTIVES, and PERFORMANCE INDICATORS

a) and b) **Relation of Goals, Objectives, and Performance Indicators to Data:** *The overarching goal of this project is to provide safe, nurturing, and drug-free learning environments in order to prepare students and their family members with the skills and knowledge needed to live healthy and productive lives.*

To achieve that goal, eight objectives have been established, with attainable/measurable performance indicators for each. The objectives and indicators are presented below; the indicators *italicized and underlined* are those that directly ad-

¹⁵ Program Guidelines and Requirements, More at Four Initiative, Nov. 2001.

dress one of the six elements of priority and the SS/HS Partnership; the numbers (in parentheses) identify the element.

Objective 1: To increase the **graduation/retention rate** by at least 10% per year; the indicators are that a) at least 10% more students will graduate each year; b) at least 20% more freshmen will enroll as sophomores the subsequent year; and c) at least 10% more sophomores will enroll as juniors the subsequent year.

Objective 2: To reduce the number of youth involved in the **juvenile justice system** by at least 10% per year; the indicators are that a) at least 10% more students will remain in school; b) at least 10% fewer students will be involved in the juvenile justice system; and c) *parenting skills of parents of at-risk youth will improve by at least 10% (4).*

Objective 3: To reduce the number of **teen pregnancies** by at least 10% per year; the indicators are that a) there will be 0% repeat pregnancies of participants; b) there will be at least 10% fewer teen pregnancies; and c) *parenting skills among parents of at-risk children will improve by at least 10% (4)*

Objective 4: To improve **academic achievement** by at least 10% per year; the indicators are that a) there will be an improvement of at least 10% on End-of-Grade (EOG) reading and math test scores; b) there will be at least 10% fewer students who are not promoted to the next grade; and c) *enrollment in after school programs will increase by at least 10% (5).*

Objective 5: To reduce **substance abuse and violence** by at least 10% per year; the indicators are that a) there will be at least 10% fewer suspensions due to drugs and violence (1, 2); b) there will be at least 10% fewer disciplinary referrals (1, 2); c) at least 20% more students will receive mental health prevention and intervention services (3); d) there will be a decrease of at least 20% of students testing positive for drugs (2); e) disruptions from outsiders will decrease by at least 10% (1); f) at least 50% more infants and young children will participate in activities to promote social and emotional growth (4); g) at least 50% more teen parents will participate in activities to help them be better parents (4); and h) the existing policy targeting bullying will be re-examined and refined (1, 6).

Objective 6: To improve **attendance** by at least 10% per year; the indicators are that a) at least 10% of the students prone to truancy will improve their attendance; and b) consistent attendance policies for the middle and high schools will be adopted (6).

Objective 7: To improve the **knowledge of staff, families, and partners** about issues related to safe schools by at least 25%; the indicators are that a) at least 25% more of the participants will recognize the signs of drugs, violence, abuse, and related issues (2); b) at least 25% more of the participants will know

what action to take to provide or get help (2); and c) 100% of the schools will have a Crisis Preparedness Plan (1).

Objective 8: To improve the amount of **partnership/community involvement** by at least 10%; the indicators are that a) attendance at JCPC meetings and activities will increase by at least 10% per year (SS/HS Partnership) and b) at least 90% of the JCPC members will be involved with this project (SS/HS Partnership).
c) **Activities to support the goals, objectives and indicators.**

In order to increase the graduation rate by at least 10% per year, the following activities will be provided: continue Scotland SCHOLARS' (after school program); double the enrollment in Project TRUST (for suspended and court appointed youth), adding a substance abuse counselor; provide attendance counselors at the middle and alternative schools; create and operate a Truancy Court; develop consistent attendance policies for middle and high schools; increase participation in Project LEAP (for teen parents); provide mental health counselor and services, specifically for children and adolescents.

In order to reduce the number of youth involved in the juvenile justice system, the following activities will be provided: continue Scotland SCHOLARS; double the enrollment in Project TRUST, adding a substance abuse counselor; provide attendance counselors at the middle and alternative schools; create and operate a Truancy Court; develop consistent attendance poli-

cies for middle and high schools; increase participation in Project LEAP; provide parenting classes for teen parents and parents of at-risk students; provide mental health counselor and services, specifically for children and adolescents.

In order to *reduce the number of teen pregnancies by at least 10% per year*, the following activities will be provided: continue Scotland SCHOLARS; double the enrollment in Project TRUST, adding a substance abuse counselor; provide attendance counselors at the middle schools; create and operate a Truancy Court; increase participation in Project LEAP by 50%; provide parenting classes for teen parents and parents of at-risk students; provide mental health counselor and services, specifically for children and adolescents.

In order to *improve academic achievement by at least 10% per year*, the following activities will be provided: continue Scotland SCHOLARS; provide attendance counselors at the middle and alternative schools; establish a Truancy Court; provide parenting classes for parents of at-risk students; provide mental health counselor and services, specifically for children and adolescents; increase participation in Project LEAP.

In order to *reduce drug use, child abuse, and violence by at least 10% per year*, the following activities will be provided: continue Scotland SCHOLARS; double the enrollment in Project TRUST, adding a substance abuse counselor; provide atten-

dance counselors at the middle and alternative schools; create and operate a Truancy Court; increase participation in Project LEAP; provide parenting classes for teen parents and parents of at-risk students; provide mental health counselor and services, specifically for children and adolescents; install School Messenger (attendance system that contacts parents of absent students) at all schools; install web cameras in middle and high schools to monitor public areas; provide student ID badges for all high school students; provide student identification system for law enforcement to check for intruders.

In order to *improve attendance by at least 10% per year*, the following activities will be provided: provide attendance counselors at the middle and alternative schools; institute Truancy Courts; develop consistent attendance policies for the middle and high schools; increase participation in Project LEAP by 50%; provide mental health counselor and services, specifically for children and adolescents; install School Messenger.

In order to *improve the knowledge of staff, families, and partners about issues related to safe schools by at least 25%*, the following activities will be provided: provide training sessions for staff, families and partners on how to identify, report, and get help for problems related to drugs, child abuse, violence, and mental health; develop/refine Crisis Preparedness Plans for all of the schools.

In order to involve at least 10% more of the partners, the following activities will be provided: adhere to JCPC attendance requirement (replacement of frequently absent members); assign all JCPC members to committees for each of the subprograms.

d) Baseline data and sources of data for periodic measurements of progress. The four required GPRA indicators for this project, the baseline data, and the sources of data for periodic measurements to determine if progress is being made are as follows:

Incidents of Violence: In 2003, 48 students took part in physical fights; 12 students brought a weapon to school; and 3 students assaulted school personnel. Source of Data: *School Crime and Violence Report* (annual report required by NCDPI).

Incidents of Substance Abuse: In 2002-03, 9 students were charged with possession of a controlled substance. Source of Data: *School Crime and Violence Report* (NCDPI).

School Attendance: In 2002-03, SCS ranked 80 (of 117 NC school systems) with a rate of 94.71%; for the three years of 2000-2003, SCS ranked 66th with a rate of 94.9%. Source of Data: *ADA:ADM Ratios Report 2001-2003*; NCDPI.

Mental Health Services: In 2003-04, 201 youth received therapy or counseling; 112 received case management; 194 were given screenings; and 47 were assessed and referred to anger management classes at the Scotland Accelerated Academy. A total

of 1,479 (duplicated count) of Scotland County youth, ages 0-21, received screening and/or intake services. Source of Data: Southeastern Regional Mental Health: Scotland Center.

PROJECT DESIGN

a) **Building upon needs.** The project design is a mosaic of many subprograms that address the needs and gaps described earlier in this proposal. Some parts of the mosaic are new; others are expansions or continuations of existing programs.

Project LEAP targets *Teen Pregnancy, Retention, Drugs and Violence, and Absenteeism*. It will be expanded by 50%, adding another 25 teen parents. Operated by Smart Start, Project LEAP focuses on helping teen parents be better parents, gain academic and life skills, graduate from high school, and go to college or enter a career. Project LEAP provides community mentors, an approach used by successful programs¹⁶ and documented by research¹⁷ as having positive effects on at-risk youth. It also provides group and individual counseling and a Parent Center with training on parenting skills, two more practices supported by research.¹⁸ Academic assistance and child care (so teens can at-

¹⁶ Murray, L.F. CASASTART, New York; Taylor, A. ACROSS AGES, Philadelphia, PA.

¹⁷ Jekielik, S. and others. *Child Trends Research Brief*, February 2002; Baldwin, J. and Garry, E.M. *Office of Juvenile Justice Bulletin*, 1997.

¹⁸ Reading, R.E. *Characteristics of Effective Treatments and Interventions for Juvenile Offenders*. Juvenile Forensic Evaluation Resource Center, 2000.

tend school) are also provided. Project LEAP boasts a 100% record of high school graduation - and no new pregnancies.

Scotland SCHOLARS targets *Teen Pregnancy, Retention, Drugs and Violence, Absenteeism, and Youth in Juvenile Justice System* by providing a safe and supervised learning environment in the elementary and middle schools during the hours after school.

Funded by a 21st Century Community Learning Centers grant, which ends in June 2005, SCHOLARS has served an average of 1,700 students a year during its tenure. These children, all of whom meet one or more of the at-risk criteria, made greater reading and math gains at every grade level than did non-SCHOLARS students.¹⁹ In April 2003, 981 SCHOLARS participants and 721 of their parents responded positively (at a rate of 92% or greater) on all items on questionnaires about SCHOLARS' impact on academics, behavior, attendance, respect, family involvement, etc.

(copies of questionnaires appear in Attachment H): Some funds have been raised to continue SCHOLARS beyond 2005, but more are needed if the program is not to be significantly reduced.

Project TRUST targets *Drugs and Violence, Absenteeism, and Youth in Juvenile Justice System* by providing a daily, structured, and supervised learning environment for youth, ages 10-17, who have been suspended or expelled from school or who have been court

¹⁹ Comparison of 2002 and 2003 NC EOG test scores.

ordered. The length of attendance for Project TRUST students ranges from three days to a full year. Cognitive-behavioral approaches (such as training in problem solving and social and interpersonal skills), used by several successful programs²⁰ and supported by research,²¹ are the primary strategies of Project TRUST. Long-term students also work on academics. Through this project, Project TRUST will be doubled, going from about 300 students a year to about 600. Additional staff will include a certified substance abuse counselor (since drug abuse is a major problem with the clientele of Project TRUST), a certified teacher, and two teaching assistants. Mentoring will also be expanded, as will another feature of Project TRUST: parenting classes. These classes, begun as a way to help Project TRUST youth and their families, have been increased to accommodate others, many of whom have had been assigned by the courts. Project STAY targets *Retention, Drugs and Violence*, and *Absenteeism* by providing extra help in reading and math for about 50

²⁰ Botvin, G. J. *LifeSkills Training*, Hartsdale, NY; Knoff, H.M. *Project ACHIEVE*, Tampa, FL; Geller, S.R. *AlsPals*, Richmond, VA; August, G.J. et al. *Early Risers*, Minneapolis, MN.

²¹ Farrington, D.P., Loeber, R. and others. *Study Group on SWJ Offenders*. Office of Juvenile Justice and Delinquency Prevention. www.ojjdp.ncjrs.org; Reading, R.E. *Characteristics of Effective Treatments and Interventions for Juvenile Offenders*. Juvenile Forensic Evaluation Resource Center, 2000.

struggling high school students. Project STAY students, who demonstrate responsibility and interest, are paid to work after school in Scotland SCHOLARS, where they mentor and tutor elementary children who are also struggling in reading and math. Carrying the responsibility of being a role model for younger children, Project STAY students have performed very well, helping the younger children and themselves grow academically, socially, and behaviorally. The grant funding this highly successful program ends in June 2005.

Attendance Counselors and Truancy Court target *Absenteeism, Drugs and Violence, Teen Pregnancy, and Retention*. An attendance counselor will be a hybrid of a truancy officer and a counselor, and one will be assigned to each middle and alternative school to work with students (and their families) who are chronically absent. They will emphasize the importance of attending school - and staying out of trouble. Rather than relying on punitive measures, the attendance counselors will use individual and group counseling (another strategy supported by research)²² to guide students. Each school will participate in a Truancy Court, modeled after Teen Court. Meeting monthly, the Truancy Court, made up of student lawyers and juries (but under the leadership of a real judge), will decide consequences in cases of students with excessive absenteeism.

Mental Health will target *Drugs and Violence, Retention, Youth in Juvenile Justice System, and Absenteeism*. Currently, Southeastern Regional Mental Health: Scotland Center (Mental Health Center) is limited by funding in the amount of help it can offer troubled youth. By adding another mental health counselor, assigned only to children and adolescents, the Center will be able to provide better preventive and intervention services for more students. Equipment to do more thorough assessments will also be added, and transportation will be provided for the clients, who, without a local public transportation system, are often unable to get to the center to receive the help they need.

Training will target *Teen Pregnancy, School Retention, Drugs and Violence, Absenteeism, and Youth in Juvenile Justice System* by helping staff, family members, and JCPC partners gain the knowledge and skills to make effective choices and provide effective leadership. Some training will be appropriate for all, while other sessions will address needs unique to a subprogram.

Technology will target *Absenteeism, Retention, and Drugs and Violence*. School attendance data will be entered each morning into *School Messenger*, a software program that collects the data and contacts parents of absent students, alerting them of the absence and how to access homework assignments. Parents of students who are absent without parental approval will quickly

²² Farrington, et al.

learn of the absence - and the importance of regular attendance. Six unexcused absences in a semester at the high school result in a failing grade, which often leads to dropping out. Early alerts may help prevent such failures. Other technology will be used for keeping schools safe and drug free. Web cameras will be placed in public areas of schools to check for drugs, violence, and activities that might be dangerous/harmful. A student ID badge system will be implemented at the high school to reduce the likelihood of outsiders disrupting or endangering staff and students. An ID system, entering student photos into a data base, will be available to law enforcement officers to help identify intruders.

Requests for Proposals (RFPs) for Local Agencies will target all of the identified areas. Money will be allocated each year to fund requests from local agencies, such as a church holding weekly after school activities; a mediation center offering conflict resolution classes for parents and kids; a child care center providing parenting classes; etc. The selection of funded projects will be based upon the proposal's likelihood of producing results supporting the eight objectives on pages 12-14. The JCPC Funding Committee will be responsible, with the assistance of the Project Director, for administering this subprogram.

b) Research and Evidence Based Practices. Understanding the importance of utilizing research and evidence-based practices to

get the greatest positive results, the NC Department of Juvenile Justice and Delinquency Prevention (NCDJJDP) will require (as of September 2004) JCPCs to use the Standardized Program Evaluation Protocol (SPEP) to select programs for JCPC funds.²³ SPEP is the result of the research of Lipsey and Howell,²⁴ whose team conducted meta-analyses on 556 research studies to ascertain which practices are most effective in preventing juvenile crime. Lipsey's findings are consistent with those of Lawrence W. Sherman and others,²⁵ who examined more than 500 research studies of crime prevention practices to determine what works, what doesn't, and what has promise.

SPEP identifies and prioritizes nine effective *prevention* practices and ten effective *intervention* practices; the only difference between the two lists is the order of prioritization and the addition of *Restitution* to the intervention list.

The subprograms of this project are based on the effective practices identified by SPEP. The chart below lists the practices in order of prevention effectiveness; the number in parentheses indicates the order of *intervention* effectiveness. An

²³ Scotland County's JCPC members were trained on SPEP on April 8, 2004.

²⁴ Lipsey, M.W. and Howell, J. *The Standardized Program Evaluation Protocol*. Pinehurst, NC: Presentation on SPEP by J. Howell, Sept. 2003.

²⁵ Sherman, L.W. et al. *Preventing Crime: What Works, What Doesn't, What's Promising*. Washington, DC: National Institute of Justice, July 1998.

"X" in the subprogram column indicates that the practice is used in the subprogram. The codes for subprograms are:

- 1. Project LEAP 2. Scotland SCHOLARS 3. Project TRUST
- 4. Project STAY 5. Attendance Counselors/Truancy Court
- 6. Mental Health 7. RFPs for Local Agencies

Practices	1	2	3	4	5	6	7
1. Parent Training/Counseling (4)	X	X	X		X	X	X
2. Interpersonal Skills Training (5)	X	X	X	X	X	X	X
3. Tutoring (2)	X	X	X	X			X
4. Group Counseling (8)	X	X	X	X	X	X	X
5. Drug/Alcohol Therapy/Counseling (6)	X		X		X	X	X
6. Employment Related (9)	X			X			X
7. Individual Counseling (7)	X	X	X	X	X	X	X
8. Mentoring (3)	X	X	X	X	X		X
9. Family Counseling (1)	X		X		X	X	X

Technology and Training were not included in the chart, because they do not provide direct services to youngsters.

A high percentage of students in Scotland County are black (46.83%) and Native American (12.44%). The percentage of minority students in the subprograms to be expanded/continued is, like the national trend, even higher. Of the 1,700 who participated in Scotland SCHOLARS during the 2003-04 school year, for

example, 70.5% were black, 9.3% were Native American, and 18.3% were white. Because of the high number of black youth in the programs, black adults will continue to be sought to work with and mentor the young people in the subprograms. Training on cultural diversity for all staff in all subprograms will also be provided, and all staff will strive to be sensitive to the cultural nuances of children/youth from minority backgrounds. However, based on recent research, which found that services need not be culturally tailored to be effective with minority youth,²⁶ the subprograms in this project will not radically alter services for different groups of participants.

With only 40 Limited English Proficient (LEP) students (of 7,058) in the school system, only a handful will participate in the project's subprograms. For those who do take part, the LEP staff from the school system will provide assistance.

c) **Healthy children and safe schools.** Long-term strategies for healthy child development and safe schools include programs such as Reading First and PreK classrooms, which prepare children with a sound reading foundation. Scotland SCHOLARS, Mental Health, and Training for staff/families are also long-term strategies. The other subprograms provide short-term strategies

²⁶ Wilson, S.J., Lipsey, M.W. and Soydan, H. Juvenile Delinquency Less Effective with Minority Youth than Majority Youth? A Meta-Analysis of Outcomes Research. *Research on Social Work Practice*. 13:1. Jan 2003, pp. 3-26.

for most children (long-term for a few) and will operate until children possess the basic academic/emotional/social skills and staff and families do a better job of nurturing children.

The subprograms in this proposal have the capacity to promote and provide children with healthy development in terms of intellectual, social, and emotional growth and/or to create a safe, disciplined, and drug free learning environment. The chart that follows indicates which subprograms address each targeted area. The subprograms are coded as follows:

- 1. Project LEAP 2. Scotland SCHOLARS 3. Project TRUST
- 4. Project STAY 5. Attendance Counselors/Truancy Court
- 6. Mental Health 7. RFPs for Local Agencies
- 8. Training 9. Technology

Targeted Area	1	2	3	4	5	6	7	8	9
Intellectual, academic growth	X	X	X	X	X		X	X	
Social growth	X	X	X	X	X	X	X	X	
Emotional, mental growth	X	X	X	X	X	X	X	X	
Safe environment	X	X	X	X	X	X	X	X	X
Disciplined environment	X	X	X	X	X	X	X	X	X
Drug/violence free environment	X	X	X	X	X	X	X	X	X

d) **Sustainability.** The first objective of this project is to increase the graduation/retention rate of students enrolled in SCS, and, directly or indirectly, all of the other objectives

support that objective. If these rates increase, so will the funding to support sustainability. For every student enrolled in SCS, the school district receives \$5,014 from the state of NC. If only half of the 288 students (who left school sometime after their enrollment as ninth graders in 2000) had been retained, there would have been an extra \$722,016 (144 x \$5,014) in the school coffers - almost enough to operate the subprograms described herein.

JCPC receives funds annually from the state to help finance programs to offset juvenile delinquency. Each year (except for the past few, which have been economic disasters for NC), this funding has increased. In the future, it is likely that JCPC funds will help support the project's subprograms which have demonstrated the greatest effectiveness. Other funds, such as those from the Governor's Crime Commission, will also be sought.

Scotland SCHOLARS, which serves hundreds of children each year in the after school programs, and the new Reading First Project for children in grades K-3 both focus on the improvement of reading skills. If, in fact, both of these programs produce the anticipated results (which SCHOLARS is already doing), the number of children who possess the academic skills (and the self confidence that usually accompanies academic achievement) will increase. Fewer children will turn to drugs, pregnancy, tru-

ancy, gangs, etc. for recognition and/or support, and there will be less need for some of the subprograms described herein.

Nine of the 25 JCPC members are appointees of the Scotland County Commissioners; thus, the commissioners have a strong stake in the activities of the JCPC. JCPC members will lobby the commissioners to provide funds to continue the subprograms found to be the most effective.

The Scotland County Education Foundation (SCEF) will provide some financial support. Recently created to raise funds for educational programs that are not supported by regular tax dollars, the SCEF will also provide an avenue of support.

e) Addressing the six elements. Each of the nine subprograms, either directly or indirectly, addresses one or more of the six elements that target the prevention of violence and drugs and the promotion of healthy childhood development. The relationship of the subprograms and the six elements is presented in the following chart. The subprograms are coded as follows:

- 1. Project LEAP 2. Scotland SCHOLARS 3. Project TRUST
- 4. Project STAY 5. Attendance Counselors/Truancy Court
- 6. Mental Health 7. RFPs for Local Agencies
- 8. Training 9. Technology

Element	1	2	3	4	5	6	7	8	9
Safe School Environment	X	X	X	X	X	X	X	X	X

Drug/Alcohol/Violence Programs	X	X	X	X	X	X	X	X	X
Mental Health (Prevent & Treat)	X		X			X	X	X	
Early Childhood	X		X				X	X	
Connect/Support Schools/Commun.	X	X	X	X	X	X	X	X	X
Safe School Policies		X	X	X	X			X	X

PARTNERSHIP and COMMUNITY READINESS

a) **Existence of an active partnership.** Scotland County's JCPC was established in 1998, the result of state legislation (Part 6 of Article 3C of Chapter 147 of the NC General Statutes). The legislation that created the county JCPCs also allocated a portion of state juvenile justice funds to local JCPCs to further the mission of the Juvenile Justice System. The programs that will receive JCPC funds in 2004-05 include Project TRUST, Teen Court, Family Alternatives, and Psychological Assessments. The purpose of JCPC, as stated in the Bylaws, is to "prevent juveniles who are at risk from becoming delinquent." The Council meets every other month, though special meetings are called as needed. Every Council member is a member of one of the six standing committees (Executive, Membership, Funding, Needs Assessment, Monitoring, and Public Awareness), whose meetings and activities are determined by the tasks to be accomplished. Copies of the current by-laws, a membership list, and a set of min-

utes from the August 14, 2003, meeting appear in Attachment H as evidence of the existence and activities of the JCPC.

b) **Community involvement.** The JCPC, which is the partnership under which this project will operate, has active representation from the following agencies/positions: SCS, District Attorney's office, County Manager's office, Sentencing Services, District Courts, Police Department, Mental Health Center, Scots for Youth (nonprofit community based organization), Parks and Recreation, Department of Social Services, DJJDP, Churches, Cooperative Extension Office, Sheriff's Office, Health Department, Guardian Ad Litem, Literacy Council, students, and parents. The board consists of 25 members, most of whom attend meetings regularly and are actively involved in committee and service projects related to the Council.

c) **Memorandum of Agreement for SS/HS partners.** Please see Attachment A.

d) **Memorandum of Agreement for Mental Health Services.** Please see Attachment B.

EVALUATION

a) **Evaluation Design.** (1) The evaluation design for this project includes both quantitative data (reading and math test scores, disciplinary referrals, suspensions for drugs and violence, attendance rates, retention rates, number of participants, frequency of meetings, number of graduates, number of

youth in juvenile justice system, number of teen pregnancies, number of students retained due to academic failure, enrollment figures, number of referrals to Mental Health, number of youth treated by Mental Health, number of students testing positive for drugs, disruptions at schools by outsiders, number of staff and community who receive training, number of partners who attend and participate in project-related activities, etc.) and qualitative data (surveys, interviews, observations, focus groups, minutes of meetings, policies, crisis plans, etc.). The information collected, analyzed, and reported will be used for two purposes: 1) to improve the quality of the services conducted via the various subprograms, and 2) to assess the impact of the various subprograms and the overall project.

(2) Data collection will be an ongoing process. Much of the quantitative types of data will be collected at specific intervals, such as the end of the semester or school year. Data that are collected for the purpose of improving the program (surveys, daily attendance, disciplinary referrals, etc.) will be collected throughout the year, and some daily (such as attendance). Data that are collected to determine the effectiveness of the program (graduation rates, reading and math test scores, attendance, enrollment, drugs and violence reports, etc.) will be collected at the end of the school year. (3) Evaluation methods will include (but not be limited to) NC End-of-Grade (EOG)

tests; graduation records; enrollment and attendance records; teen pregnancy data; violence and child abuse data; Mental Health records; drug testing data; law enforcement records; participation records; survey data; focus group data; interview data; documents on file; attendance records for training sessions; minutes of meetings; and official policies. Case studies will be used as a method of evaluation, particularly in situations that are of a treatment and/or intervention nature, such as those provided by Mental Health and Project TRUST. (4) It is anticipated that a survey will be developed to enable students, parents, and partnership members to have input into the project. Another survey to assess parenting knowledge and skills will also be developed early in the project. (5) The most common method to analyze quantitative data will be a comparison of baseline data with data gathered after a specific interval of time. Attendance, for example, will be compared from one year to the next or from one semester to the next to determine if the rate is improving for students involved in a subprogram. If it is not improving (assuming that attendance is one of the indicators of improvement), the staff will reexamine the program to try to determine where adjustments might be made to reach the desired outcome. With respect to qualitative data, comparisons will also be made of entry-level data with that of exit (or year-end) data. In addition, qualitative information will be

assessed to determine satisfaction with the program, gain suggestions for improvement, learn about the participants' application of new information/skills, discover additional needs for services and training, etc. (6) Reports of outcomes and results will be provided on an annual basis or as required by the funding agency. They will also be provided on a more informal basis at the JCPC meetings. Evaluation reports will be provided monthly to the subprograms to help assess progress, determine strengths and weaknesses, and adjust strategies.

(7) SCS is a Quality in the Classroom school district, which means that, among other things, personnel are accustomed to collecting and using data to make plans and adjust strategies to improve children's learning. The purposes of this project (promoting healthy childhood development and providing a safe learning environment by preventing violence and drug/alcohol abuse) are consistent with those SCS. Therefore, it will not be foreign, nor offensive, for staff of the various subprograms to use the data for strategic planning (which is ongoing), to measure the progress of their students, to adjust their strategies to meet the needs of the students, and to keep focused on the goals, which are compatible with those on which they are already focused. The Project Director and the directors of the subprograms will work closely to assess the progress of each subprogram and to work with staff to make appropriate adjustments.

(8) To support the SS/SH GPRA indicators, the Project Director, Project Evaluator, and other personnel will use data gathered from the following sources: **For Incidents of Violence:** The same data will be provided that are provided for the *School Crime and Violence Report*, a report required by the NCDPI, in which each incident of violence is required from each school and the district as a whole. These data are reported annually. **For Incidents of Drug Abuse:** The same data will be provided that are provided for the *School Crime and Violence Report*, a report required by the NCDPI, in which each incident of drug abuse is required from each school and the district as a whole. These data are reported annually. **For School Attendance:** The same data will be provided that are required by the NCDPI for its annual *ADA:ADM Ratios Report*. Principals provide monthly data on attendance, which will also be available. **For Mental Health Services:** Southeastern Regional Mental Health: Scotland Center will provide the required data on the children and adolescents served.

b) **Evaluator' qualifications.** Though no outside evaluator has been procured, the qualifications of that person(s) will be as follows: knowledge of and experience with education and/or the juvenile justice system (preferably both); knowledge of and experience with the assessment of projects focusing on children and youth; availability to work with the project at least four

days a month and more frequently at peak periods, such as the summer months when data will be analyzed, interpreted, and reported; a thorough knowledge of statistics and the application of same to educational programming; the ability to use data to interpret programmatic problems and make recommendations for adjustments; strong organizational skills; strong interpersonal skills; a strong concern for children and youth, particularly those from disadvantaged homes/environments; an ability to communicate clearly, concisely, and empathetically with children, staff, parents, and community members; strong writing skills; and a commitment to creating environments that are safe, supportive, and nurturing for children and youth.

c) **Appropriate allocation for evaluation.** The developers of this project have budgeted \$70,000 (7%) annually to pay for an outside evaluator. In addition, Dr. Anne Crabbe (SCS Special Projects Administrator), Mr. Ed Williams (SCS Testing Coordinator), the Project Director, and the directors of the subprograms will assist with the evaluation efforts.

PROGRAM MANAGEMENT

a) **Roles and Responsibilities.** A full-time Project Director will be hired to oversee and coordinate this project. S/he will oversee all of the subprograms, which will have their own directors, and will work closely with the Partnership, utilizing the JCPC members' knowledge and skills as they serve as an advisory

board to guide and support the project. S/he will be an employee of SCS and will report to the JCPC Executive Committee and the SCS Special Projects Administrator (who is also a member of the JCPC Executive Committee). The Project Director will be responsible for monitoring all of the subprograms to insure they are fulfilling their responsibilities; for issuing contracts to the subprograms: Scots for Youth for *Project TRUST*, Smart Start for *Project LEAP*, Southeastern Regional Mental Health: Scotland Center, and to local agencies who are awarded mini-grants. Two subprograms, *Scotland SCHOLARS* and *Project STAY*, will be under the auspices of SCS and will not need contracts. The Project Director will work closely with Mr. Jim O'Hern, SCS Director of Technology, to ensure that the technology items (*School Messenger*, the web cameras for each school, the student ID badge system, and the ID-palm pilot system) are purchased, installed, and operational. S/he will also oversee the hiring of the Project Evaluator, with whom s/he will work closely to collect data, develop reports, make recommendations, and guide adjustments. In addition, the Project Director will be responsible for determining staff development needs and coordinating training to fulfill those needs when they affect more than one subprogram. S/he will also work with the JCPC Funding Committee to advertise, review, and award mini-grants as part of the RFP subprogram. S/he will also be responsible for assuring that each program remains

focused on the goal and objectives of the project and that all activities and purchases are so directed. The Project Director will also act as the spokesperson for the project and will serve as the liaison between the JCPC and the subprograms.

The directors of the subprograms will continue in their roles: hiring staff, authorizing purchases and overseeing budgets, working with young people, assessing clientele, providing training for staff, and administering and overseeing their programs. In addition to their normal duties, they will provide baseline and ongoing data, as requested by the Project Director and Evaluator. They will work collaboratively with the Project Director in efforts to continually improve the services and outcomes. The directors of the subprograms will meet on a monthly basis with the Project Director to discuss issues, solve problems together, provide support and encouragement for one another, and look for ways to improve the overall project.

b) Timeline. A timeline, outlining the major activities and events of the project, is presented in Attachment C (as directed on page 36 of the application materials).

c) Communication and continuous improvements. At each of the JCPC meetings, recipients of JCPC funds are required by law to report on their programs: number of participants, gender and racial make-up of participants, activities provided, disposition of participants, etc. This practice will be continued, and all

of the subprogram directors of this project will make reports to the JCPC. In addition, the Project Director will overview progress, identify problems, request input from JCPC, etc. Since each JCPC member will be on a committee assigned to one of the subprograms, each JCPC member should be very well versed on at least one subprogram. Communication among all of the participants and between the staff will be ongoing and regular. Based on these conversations, as well as the monthly meetings of all of the directors of the subprograms and the Project Director, problems will be identified and solved before they can escalate, resources will be shared among the subprograms and partners, and suggestions for continuous improvements will be generated, discussed, and often implemented.

BUDGET.

a) **Justification of budget.** Please see the budget pages and the budget narratives in Attachment D on pages 60-76.

b) **Fiscal control and accurate accounting procedures.** Ms. Sharon Hales, the Director of Finance for SCS, will work closely with the Project Director to insure that all fiscal practices and procedures align with those required by SCS and the state of NC. Since NC is, in essence, a state school system, each LEA must adhere to state rules regarding curriculum, personnel, testing, and use of funds. Lack of adherence could lead to loss of funds. Therefore, Ms. Hales keeps herself and her staff

knowledgeable and current on the proper and legal use of state and federal funds. No funds may be encumbered without an approved request form signed by the project administrator, followed by a purchase order signed by the project administrator and Ms. Hales. No invoices are paid without the program administrator's signed verification of receipt of the invoiced merchandise/services. The same procedure is required for all travel expenses: requests, verified by a copy of the meeting/conference to be attended, must be submitted and signed by program administrators and Ms. Hales prior to any trip. This attention to detail has earned the SCS Finance Department several awards, as well as the respect of NCDPI and the SCS Board of Education. Financial audits are conducted annually, and the SCS Finance Department prides itself on its outstanding record.

Attachment A

Memorandum of Agreement for SS/HS Partners

The signatures that appear at the end of this document are presented as evidence of the willingness of each of the partnering agencies to support and participate in the Safe Schools/Healthy Students (SS/HS) Project.

The **mission** of the SS/HS Project is to prevent children and youth, particularly those who are at risk, from becoming delinquent.

The **goal** of the SS/HS Project is to provide safe, nurturing, and drug-free learning environments in order to prepare students and their family members with the skills and knowledge needed to live healthy and productive lives.

The **objectives** of the SS/HS Project are to:

1. Increase the graduation rate by at least 10% per year;
2. Reduce the number of youth involved in the juvenile justice system by at least 10% per year;
3. Reduce the number of teen pregnancies by at least 10% per year;
4. Improve academic achievement by at least 10% per year;
5. Reduce the incidents of substance abuse and violence by at least 10% per year;
6. Improve attendance by at least 10% per year;

7. Improve the knowledge of staff, families and partners about issues related to safe and healthy schools by at least 25% per year; and
8. Improve the amount of partnership involvement by at least 10% per year.

The **desired outcomes** of the SS/HS Project are that:

- More students will remain in school, graduate, and be prepared for college and/or careers;
- More students will behave in socially accepted ways;
- Fewer students will engage in criminal behavior;
- Fewer teens will become pregnant;
- More students will be proficient in reading and math;
- Fewer students will use drugs and alcohol;
- Fewer students will engage in violent behavior;
- More students will attend school with greater regularity;
- Staff, family members, and members of the community will be more knowledgeable about substance abuse, violence, and diversity issues;
- Parents and care givers of infants and children will be more knowledgeable and skilled about parenting; and
- Members of the JCPC partnership will be more involved in activities related to children and adolescents.

Communication: All of the partnering agencies of the SS/HS Project have representatives on the Juvenile Crime Prevention Council (JCPC), which will serve as the Partnering Organization. Information about the SS/HS Project and its subprograms will be shared at each of the every-other-month meetings of the JCPC. Each JCPC member will be assigned to a committee focusing on one of the subprograms of the SS/HS Project, and, as such, will be well versed on at least one of the subprograms. The JCPC will serve in an advisory capacity to the SS/HS Project; therefore, the members will not only receive information, but their ideas and advice will be actively sought. In order to keep all partners abreast of the progress and activities of the SS/HS Project, the Project Director will communicate at least twice a month with all partners via email, telephone, or mail, sending and receiving information.

The **roles and responsibilities** of each partner are as follows:

Scotland County Schools (SCS) will be responsible for serving as the fiscal agent for the SS/HS Project. As such, SCS will employ the Project Director and will be responsible for overseeing and monitoring the entire project. SCS will issue contracts to the partnering agencies; it will also provide facilities for and conduct activities related to the following subprograms of the SS/HS Project: Scotland SCHOLARS, Project

STAY, Attendance Counselors and Truancy Court, Technology, and Training.

Southeastern Regional Mental Health: Scotland Center will be responsible for screening, assessing, referring, and providing services for youth in need of mental health services.

The Laurinburg Police Department will continue to employ an officer whose sole responsibility is that of working with and for juveniles. The juvenile officer will work with students and their families in and out of schools and with staff of the schools and the juvenile justice system.

The Department of Juvenile Justice and Delinquency Prevention (DJJDP) will be responsible for identifying and recommending juveniles in need of services provided through the SS/HS Project. The DJJDP will also provide technical assistance and guidance to the JCPC.

Scots for Youth, a Community Based Non-Profit Organization, will be responsible for the management and delivery of services provided through Project TRUST.

The Partnership for Children and Families (Smart Start) will be responsible for the management and delivery of services provided through Project LEAP.

The Juvenile Crime Prevention Council (JCPC) will be responsible for serving as the partnering organization and the advisory council for the SS/HS Project.

As the authorized representative of my partnering agency, I affix my signature to this Memorandum of Agreement to document the willingness of my agency to support and participate in the SS/HS Project.

Shirley B. Prince
Superintendent,
Scotland County Schools

7/6/04
Date

Lee Wallace
Clinical Supervisor,
Southeastern Regional Mental Health: Scotland Center

6/30/04
Date

P. J. Maly
Chief of Police,
Laurinburg Police Department

6/30/04
Date

Roseann Deese
Chief Court Counselor,
Department of Juvenile Justice and Delinquency Prevention

7/2/04
Date

Anthony M. Mays
Executive Director,
Scots for Youth

6/30/04
Date

Ante Rijco-Meyer
Executive Director,
Partnership for Children and Families

6/30/04
Date

Cookie Fitzgerald
Chairperson,
Juvenile Crime Prevention Council

7-2-04
Date

Attachment B

Memorandum of Agreement SS/HS Project

The signatures that appear below are presented as evidence of the willingness of each of the partnering agencies, **Scotland County Schools** and **Southeastern Regional Mental Health: Scotland Center**, to support and participate in the Safe Schools/Healthy Students (SS/HS) Project.

Scotland County Schools (SCS) will serve as the fiscal agent for the SS/HS project and will be responsible for employing the Project Director, issuing contracts to partnering agencies, and operating the SS/HS subprograms under its auspices: **Scotland SCHOLARS**, **Project STAY**, **Attendance Counselors** and **Truancy Court**, **Technology**, and **Training**.

As one of the primary subprograms of the SS/HS Project, **Southeastern Regional Mental Health: Scotland Center (Mental Health)** will be responsible for providing administrative control and/or oversight of the delivery of all services related to mental health services. The following procedures will be used for referral, treatment, and follow-up of children and adolescents with serious mental health problems.

- Initial contact with Mental Health will be made through a phone call or site visit by the young person or by an adult responsible for the well-being of the child, such as the parent/primary care-giver. In perceived emergency situations when the parent/primary care-giver cannot be

reached, the call may be made by a school/program counselor, principal, assistant principal, or other responsible person.

- The Mental Health personnel receiving the initial contact will conduct a screening during the conversation to determine the urgency of the need; s/he will arrange an appointment within seven days, based on the determined urgency.
- If the initial contact has been made by school/program personnel on behalf of a child, that person will contact the child's parent/primary care-giver and advise them of the contact and ask him or her to contact Mental Health, confirm the appointment, and take the child for the scheduled appointment. If school personnel believe the situation is serious, but not of emergency status, s/he will contact the parent/care-giver (rather than Mental Health), inform him or her of the seriousness of the situation, and strongly recommend that s/he contact Mental Health to arrange an appointment for the child.
- If the appointment is not immediate, a Mental Health Center staff person, serving as a bridge, will contact the client and responsible adult during the time between the initial contact/screening and the scheduled appointment.

- During the initial appointment, a more thorough assessment of the client will be conducted to determine the appropriate services and treatment.
- Based on the assessment, Mental Health will give the client choices of available services providers, to include the Mental Health Center and local providers/agencies, such as a private psychiatrist, private psychologist, Department of Social Services, or Vocational Rehabilitation.
- During and following services provided by Mental Health, a Mental Health Center staff person will remain in contact with the client, providing follow-along and follow-up contact.
- If the client selects services provided by an agency other than Mental Health, a Mental Health Center staff person will remain in contact with the client until the referral is complete.

As the authorized representative of my partnering agency, I affix my signature to this Memorandum of Agreement to document the willingness of my agency to support and participate in the SS/HS Project.

Shirley B. Prince

Superintendent
Scotland County Schools

7/6/04
Date

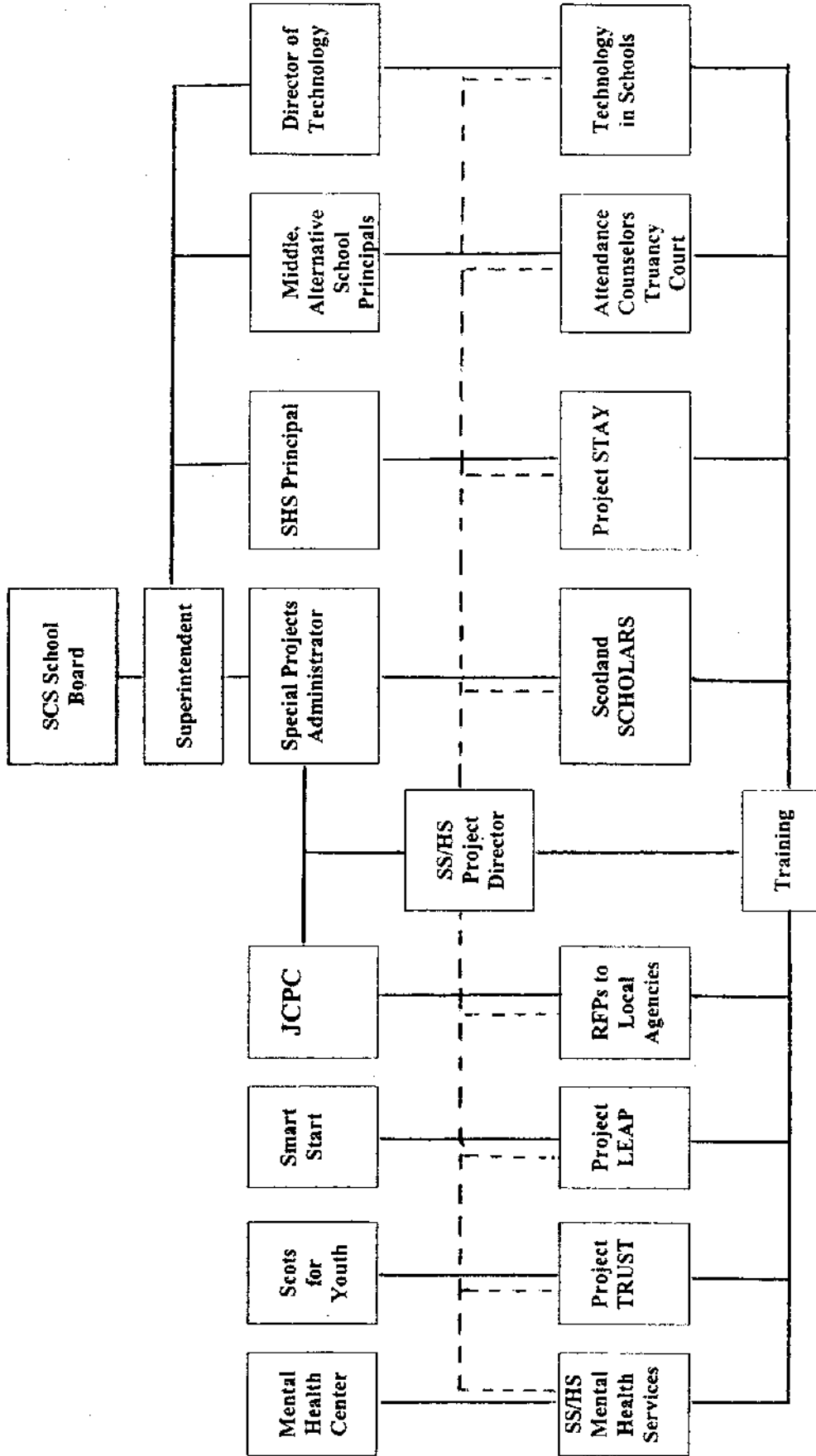
Lee Wallace

Clinical Supervisor
Southeastern Regional Mental Health: Scotland Center

6/30/04
Date

Attachment C

Safe Schools/Healthy Students Initiative Organizational Chart



Timeline of Major Events and Activities

The major events and activities are noted in the timeline that follows. The numbers in parentheses after each activity refer to the objective at which the activity is targeted. The objectives are coded as follows:

- | | |
|---------------------|------------------------------------|
| 1. Graduation Rates | 2. Kids in Juvenile Justice System |
| 3. Teen Pregnancies | 4. Academic Achievement |
| 5. Drugs & Violence | 6. Attendance |
| 7. Staff Knowledge | 8. Partnership Involvement |

First Year:

October:

- Advertise, screen, interview, and hire Project Director (1-8);
- Advertise, screen, interview, and hire Attendance Counselors for three middle schools and the Alternative Learning Academy (1-2, 4-6);
- Issue contracts to Mental Health; Smart Start (Project LEAP) (1-7);
- Create JCPC committees for each subprogram (8);
- Order technology (School Messenger, web cameras, palm pilots, Student ID system) (5-6);
- Advertise, screen, interview, and hire counselor for Mental Health (1-6);

- Order assessment technology for Mental Health (1-6);
- Arrange transportation for Mental Health (1-6);
- Recruit teen parents to expand Project LEAP (1-6);

November:

- Install technology (5-6);
- Train personnel on how to use technology (5-7);
- Implement technology (5-6);
- Identify and contract Outside Evaluator (1-8);
- Gather base-line and monthly data (1-8);
- Activate JCPC Funding Committee for RFPs (8);
- Advertise and promote RFPs (1-8);
- Assess and determine training needs (7);
- Identify and contract trainers and create training schedule (7);

November-June:

- Operate new and expanded subprograms (Mental Health services, Attendance Counselors, Project LEAP) (1-7);
- Advertise and conduct Parenting Classes (1-6);
- Collect data (1-8);
- Develop required and optional reports (1-8);
- Use data to make adjustments (1-8);
- Conduct regular meetings of JCPC (7-8);

- Present reports and updates to JCPC (7-8);
- Conduct JCPC committee activities related to project (7-8);
- Continue to operate ongoing programs (Project TRUST, Scotland SCHOLARS) (1-7);
- Develop and issue surveys (1-7);
- Develop and administer parenting questionnaires (1-6);
- Conduct interviews, focus groups (1-7);
- Observe subprograms (1-7);
- Conduct training workshops (7);
- Hold monthly meetings of directors of subprograms and Project Director (1-7);
- Attend required meetings and trainings (1-8).

December:

- Read, assess, and award proposals for the RFPs (1-6);
- Develop plans for Truancy Court for the middle and alternative schools (1-6).

January-June (in addition to the November-June activities):

- Operate programs awarded through the RFPs (1-6);
- Monitor progress of RFP programs (1-6);
- Monitor progress of subprograms (1-6);
- Operate Truancy Court for the middle and alternative schools (1-6);

- Publicize information about the program via local newspaper and radio(7-8);
- Collect data (1-8); and
- Use data to improve subprograms (1-8).

May:

- Administer year-end academic assessments (EOGs and EOCs) (4);
- Collect year-end data (attendance, violence, substance abuse, participation in workshops, etc.) (1-3,5-6).

June:

- Analyze data (1-8);
- Develop and deliver year-end reports (1-8);
- Plan for next year (1-8).

Second and Third Years:

Most of the activities of the First Year will be continued during the Second and Third Years. A major difference will be that the technology (purchased, installed, and implemented in the First Year) will already be in place and operational, needing only minor adjustments and attention. Another difference will be that two continuation subprograms, Project STAY and Scotland SCHOLARS, will receive funding from this project in the Second and Third Years. Since they are both

under the umbrella of SCS, no contracts will be need to be issued.

Staffing for Safe Schools/Healthy Students

Position(s)	Program/Subprogram	Responsibilities
Project Director	Total Project	Oversee and coordinate entire project; serve as liaison between JCPC and subprograms
Substance Abuse Counselor; Certified Teacher; 2 Teaching Assistants	Project TRUST	Work with suspended and court ordered youth in structured day program
Part-time Counselor Teacher; Students	Project LEAP	Work with teen parents
	Project STAY	Work with struggling high school students; students mentor and tutor younger kids
Part-time teachers	Scotland SCHOLARS	Tutor and work with students in after school programs
Four Attendance Counselors for four schools	Attendance Counselors; Truancy Court	Counsel and guide students with high truancy rates
Mental Health Counselor	Mental Health	Provide help for children and adolescents

Attachment D



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

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization: Scotland County 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.

**BUDGET 1 (Elements 1, 2, 5, 6) 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	140,504	382,004	382,004			904,512
2. Fringe Benefits	37,096	71,142	71,142			179,380
3. Travel	6,000	6,000	6,000			18,000
4. Equipment	230,000	0	0			0
5. Supplies	25,422	49,876	49,876			125,174
6. Contractual	306,000	254,000	254,000			814,000
7. Construction	0	0	0			0
8. Other						
9. Total Direct Costs (lines 1-8)	745,022	763,022	763,022			2,271,066
10. Indirect Costs @ 2.836%	21,129	21,639	21,639			64,407
11. Training Stipends						
12. Total Costs (lines 9-11)	766,151	784,661	784,661			2,335,473

Budget Narrative for Budget 1 (Elements 1, 2, 3, & 4)

Year 1.

Note: Approximately 80% of the combined budgets (\$766,151 of \$1,000,000 in the first year and \$784,6621 of \$1,000,000 in each of the second and third years) is included in Budget 1.

Therefore, items that are shared, such as the Project Director and Project Evaluator, have been prorated at 80% for Budget 1 and 20% for Budget 2 (Elements 3 & 4).

Personnel: \$140,504 has been budgeted for personnel. This amount includes \$48,104 (80% of the Project Director's salary of \$60,130). The salary is based on the NC pay scale for a teacher with 29 years of experience and a master's degree. The amount also includes four Attendance Counselors for the three middle schools and the alternative school at \$23,100 each (4 x \$23,100 = \$92,400). Though the Attendance Counselors will not be certified school personnel, their rate of pay is based on that of classified employees with experience and responsibilities beyond that of a teaching assistant.

Fringe Benefits: The \$37,096 budgeted for fringe benefits includes social security at 7.65% (7.65% x \$140,504 = \$10,749), retirement at 5.77% (5.77% x \$140,504 = \$8,107), and health insurance at \$3,800 each for five full-time employees plus 80% of the Project Director (4.8 x \$3,800 = \$18,240).

Travel: \$6,000 has been budgeted for travel. This amount includes \$1,000 for local and state travel for the Project Director and \$3,000 for the Project Director and two Project Partners for travel to the annual required conference/meeting at \$1,000 per person per trip. The Project Director will attend two additional conferences/meetings in the first year (2 x \$1,000 = \$2,000).

Equipment: \$230,000 has been budgeted for equipment for the first year. This amount includes \$20,000 for computers, laser jet printers and related equipment for Project TRUST (\$5,000), Project STAY (\$2,500), and four Attendance Counselors and the Project Director (\$12,500). The budgeted amount also includes \$100,000 for School Messenger, the software-technology program that will be installed in all of the 15 schools to alert parents of student absences, provide updates on school events, provide a homework hotline, recommend classes being offered for adults, etc. \$40,000 has been budgeted for web cameras to be installed in public areas of all 15 schools; \$20,000 has been budgeted for palm pilots and the software to implement the student identification system to assist enforcement; and \$50,000 has been budgeted for a student/staff ID system for Scotland High School.

Supplies. \$25,422 has been budgeted for supplies, which include \$12,000 for office furniture and supplies for each of the four

attendance counselors (4 x \$3,000 = \$12,000); \$3,422 for office furniture and supplies for the Project Director; and \$10,000 (\$2,500 per school) for supplies needed to implement and operate the Truancy Courts.

Contractual: \$306,000 has been budgeted for contracts for this project for the first year. \$56,000 (80% of \$70,000) has been budgeted for the Project Evaluator; the amount is in accordance with the recommendations in the grant application packet.

\$162,000 has been budgeted to Scots for Youth for Project TRUST and will pay for a substance abuse counselor (\$50,000 for salary and benefits), a certified teacher (\$50,000 for salary and benefits), two teaching assistants (\$20,000 x 2 = \$40,000 for salary and benefits), meals for students (\$12,000) and transportation for students (\$10,000). \$40,000 (80% of the total of \$50,000) has been budgeted for consultants and trainers who will work with staff members, families, and partners on issues such as cultural diversity, substance abuse, parenting skills, and violence. That figure is based on 40 consultants at \$1,000 per day. \$48,000 (80% of the total of \$60,000) has been budgeted in the first year for Requests for Proposals (RFPs) to fund smaller projects (an estimated 8 averaging \$6,000 each) from local agencies to operate projects in support of the objectives of this proposal.

Total Direct Costs: The total direct costs for the above budgeted items are \$745,022.

Indirect Costs: The indirect costs, based on the North Carolina Department of Instruction's recommended rate of 2.836%, come to \$21,129.

Total Costs: The total amount requested for this portion of the project for the first year is \$766,151.

Year 2.

Personnel. \$382,004 has been budgeted for personnel in the second year. This includes the following amounts for the following personnel: \$48,104 (80% of the \$60,130 salary) for the Project Director; \$92,400 for four Attendance Counselors (4 x \$23,100); \$36,000 for the Project STAY teacher (based on a teacher with 14 years of experience and a bachelor's degree); \$37,500 for Project STAY student salaries (6,250 hours at \$6.00 per hour); and \$168,000 for Scotland SCHOLARS teachers working at 13 schools (8,000 hours at \$21 per hour).

Benefits. \$71,142 has been budgeted for fringe benefits, to include social security at 7.65% ($\$382,004 \times 7.65\% = \$29,224$); retirement at 5.77% ($\$344,504$ [$\$382,004$ less the student's wages of $\$37,500$] $\times 5.77\% = \$19,878$); and health insurance at \$3,800 for five full-time employees and 80% of the Project Director ($5.8 \times \$3,800 = \$22,040$).

Travel: \$6,000 has been budgeted for travel. This amount includes \$1,000 for local and state travel for the Project Director and \$3,000 for the Project Director and two Project Partners for travel to the annual required meeting at \$1,000 per person per trip. The Project Director will attend two additional conferences in the second year (2 x \$1,000 = \$2,000).

Equipment. There are no funds budgeted for equipment in the second year.

Supplies. \$49,876 has been budgeted for supplies, to include \$5,000 to update and maintain the student identification system, \$10,000 for supplies for the four Truancy Courts (4 x \$2,500), and \$34,876 for Scotland SCHOLARS (at a cost of about \$20.50 for each of the 1,700 students in the program).

Contractual. \$254,000 has been budgeted for contracts for the second year. \$162,000 will go to support Project TRUST, and \$56,000 has been budgeted for the Project Evaluator (80% of the \$70,000, as recommended in the grant application packet). The amount budgeted for contracts also includes \$32,000 (80% of \$40,000) for contracts to local agencies for mini-grants to support the objectives of this project. An estimated five mini-grants at \$6,000-\$7,000 each will be awarded. Another \$4,000 (80% of \$5,000) has been budgeted for consultants and trainers (4 x \$1,000).

Total Direct Costs. The total direct costs of the above items are \$763,022.

Indirect Costs. The indirect costs of \$21,639 are based on the rate of 2.836% recommended by the North Carolina Department of Public Instruction ($\$763,022 \times 2.836\% = \$21,639$).

Total Costs. The total amount requested to fund this project in the second year is \$784,671.

Year 3. The costs for Year 3 are the same as Year 2.

Personnel. \$382,004 has been budgeted for personnel in the third year. This includes the following amounts for the following personnel: \$48,104 (80% of the \$60,130 salary) for the Project Director; \$92,400 for four Attendance Counselors (4 x \$23,100); \$36,000 for the Project STAY teacher; \$37,500 for Project STAY student salaries (6,250 hours at \$6.00 per hour); and \$168,000 for Scotland SCHOLARS teachers working at 13 schools (8,000 hours at \$21 per hour).

Benefits. \$71,142 has been budgeted for fringe benefits, to include social security at 7.65% ($\$382,004 \times 7.65\% = \$29,224$); retirement at 5.77% ($\$344,504$ [$\$382,004$ less the student's wages of \$37,500] $\times 5.77\% = \$19,878$); and health insurance at \$3,800 for five full-time employees plus 80% of the Project Director ($5.8 \times \$3,800 = \$22,040$).

Travel: \$6,000 has been budgeted for travel. This amount includes \$1,000 for local and state travel for the Project Director and \$3,000 for the Project Director and two Project Partners for travel to the annual required meeting at \$1,000 per person per trip. The Project Director will attend two additional conferences in the third year (2 x \$1,000 = \$2,000).

Equipment. There are no funds budgeted for equipment in the third year.

Supplies. \$49,876 has been budgeted for supplies, to include \$5,000 to update and maintain the student identification system, \$10,000 for supplies for the four Truancy Courts (4 x \$2,500), and \$34,876 for Scotland SCHOLARS (at a cost of about \$20.50 for each of the 1,700 students in the program).

Contractual. \$254,000 has been budgeted for contracts for the third year. \$162,000 will support Project TRUST, and \$56,000 has been budgeted for the Project Evaluator (80% of the \$70,000, as recommended in the grant application packet). The amount budgeted for contracts also includes \$32,000 (80% of \$40,000) for contracts to local agencies awarded mini-grants in support of the objectives of this project. An estimated five mini-grants will be awarded for \$6,000-\$7,000 each. Another \$4,000 (80% of \$5,000) has been budgeted for consultants and trainers (4 x \$1,000).

Total Direct Costs. The total direct costs of the above items are \$763,022.

Indirect Costs. The indirect costs of \$21,639 are based on the rate of 2.836% recommended by the North Carolina Department of Public Instruction ($\$763,022 \times 2.836\% = \$21,639$).

Total Costs. The total amount requested to fund this project in the third year is \$784,671.



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

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization: Scotland County 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 2 (Elements 3 & 4)

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	12,026	12,026	12,026			36,078
2. Fringe Benefits	2,374	2,374	2,374			7,122
3. Travel	2,000	2,000	2,000			6,000
4. Equipment	5,000	0	0			5,000
5. Supplies	0	0	0			0
6. Contractual	206,000	193,000	193,000			592,000
7. Construction	0	0	0			0
8. Other						
9. Total Direct Costs (lines 1-8)	227,400	209,400	209,400			646,200
10. Indirect Costs	6,449	5,939	5,939			18,327
11. Training Stipends						
12. Total Costs (lines 9-11)	233,849	215,339	215,339			664,527

Budget Narrative for Budget 2 (Elements 3 & 4)

Year 1.

Note: Approximately 20% (\$233,849 of \$1,000,000 in the first year and \$215,339 of \$1,000,000 in each of the two subsequent years) of the combined budgets is presented in Budget 2 for Elements 3 & 4. Therefore, whenever there are shared costs, such as the Project Director, 20% of the cost has been assigned to Budget 2 and 80% to Budget 1 (for Elements 1, 2, 5, and 6).

Personnel: \$12,026 has been budgeted for personnel. This amount represents 20% of the Project Director's salary of \$60,130, which is based on the NC pay scale for a teacher with 29 years of experience and a master's degree.

Fringe Benefits: The \$2,374 budgeted for fringe benefits includes social security at 7.65% ($7.65\% \times \$12,026 = \920), retirement at 5.77% ($5.77\% \times \$12,026 = \694), and 20% of health insurance at \$3,800 ($20\% \times \$3,800 = \760).

Travel: \$2,000 has been budgeted for travel. This amount includes \$1,000 each for two persons representing Mental Health and Early Childhood to travel to the annual required conference/meeting at \$1,000 per person per trip.

Equipment: \$5,000 has been budgeted for equipment for the first year. This amount includes \$2,500 for computers, laser jet printers and related equipment for Project LEAP and the same amount for Mental Health (\$2,500).

Contractual: \$206,000 has been budgeted for contracts for the first year. \$14,000 (20% of the total of \$70,000) has been budgeted for the Project Evaluator; that amount is in accordance with the recommendations provided in the grant application packet. \$100,000 has been budgeted to the Partnership for Children and Families for Project LEAP. The largest portion of this will go toward child care ($\$3,000 \times 25 \text{ children} = \$75,000$), and the remaining \$25,000 will pay for salary and benefits of an additional staff member to assist with Project LEAP and to oversee the Parenting Center and classes. \$10,000 (20% of the total of \$50,000) has been budgeted for consultants and trainers who will work with staff members, families, and partners on issues related to child abuse, parenting skills, and mental health. That figure is based on 10 consultants at \$1,000 per day. \$70,000 has been budgeted for Mental Health and will pay for a counselor specializing in children and adolescents (\$50,000 for salary and benefits), assessment equipment and software (\$10,000), and transportation for clients (\$10,000). \$12,000 (20% of the total of \$60,000 budgeted) has been budgeted in the first year for Requests for Proposals (RFPs) to fund smaller projects (an estimated 2 averaging \$6,000 each) from local agencies to operate projects which support the objectives of this proposal.

Total Direct Costs: The total direct costs for the above budgeted items are \$227,400.

Indirect Costs: The indirect costs, based on the North Carolina Department of Instruction's recommended rate of 2.836%, come to \$6,449.

Total Costs: The total amount requested for this portion of the project for the first year is \$233,849.

Year 2.

Personnel: \$12,026 has been budgeted for personnel. This amount represents 20% of the Project Director's salary of \$60,130, which is based on the NC pay scale for a teacher with 29 years of experience and a master's degree.

Fringe Benefits: The \$2,374 budgeted for fringe benefits includes social security at 7.65% ($7.65\% \times \$12,026 = \920), retirement at 5.77% ($5.77\% \times \$12,026 = \694), and 20% of health insurance at \$3,800 ($20\% \times \$3,800 = \760).

Travel: \$2,000 has been budgeted for travel. This amount includes \$1,000 each for two persons representing Mental Health and Early Childhood to travel to the annual required conference/meeting at \$1,000 per person per trip.

Equipment. There are no funds budgeted for equipment in the second year.

Contractual. \$193,000 has been budgeted for contracts for the second year. \$14,000 (20% of the total of \$70,000) has been budgeted for the Project Evaluator. The amount budgeted for contracts also includes contracts to the following agencies to manage and operate their programs: \$100,000 to the Partnership for Children and Families for Project LEAP (for child care and personnel to support Project LEAP and to operated the Parenting Center and provide training); \$70,000 to Mental Health (for counselor, assessment software and materials, and transportation), and \$8,000 (20% of the total of \$40,000) to local agencies awarded mini-grants based on the RFPs. Another \$1,000 (20% of the total of \$5,000) has been budgeted for consultants and trainers (1 x \$1,000).

Total Direct Costs. The total direct costs of the above items are \$209,400.

Indirect Costs. The indirect costs of \$5,939 are based on the rate of 2.836% recommended by the North Carolina Department of Public Instruction ($\$209,400 \times 2.836\% = \$5,939$).

Total Costs. The total amount requested to fund this project in the second year is \$215,339.

Year 3. The costs for Year 3 are the same as Year 2.

Personnel: \$12,026 has been budgeted for personnel. This amount represents 20% of the Project Director's salary of \$60,130, which is based on the NC pay scale for a teacher with 29 years of experience and a master's degree.

Fringe Benefits: The \$2,374 budgeted for fringe benefits includes social security at 7.65% ($7.65\% \times \$12,026 = \920), retirement at 5.77% ($5.77\% \times \$12,026 = \694), and 20% of health insurance at \$3,800 ($20\% \times \$3,800 = \760).

Travel: \$2,000 has been budgeted for travel. This amount includes \$1,000 each for two persons representing Mental Health and Early Childhood to travel to the annual required conference/meeting at \$1,000 per person per trip.

Equipment. There are no funds budgeted for equipment in the third year.

Contractual. \$193,000 has been budgeted for contracts for the third year. \$14,000 (20% of the total of \$70,000) has been budgeted for the Project Evaluator. The amount budgeted for contracts also includes contracts to the following agencies to manage and operate their programs: \$100,000 to the Partnership for Children and Families for Project LEAP (for child care and personnel to support Project LEAP and to operate the Parenting Center and provide training); \$70,000 to Mental Health (for counselor, assessment software and materials, and

transportation), and \$8,000 (20% of the total of \$40,000) to local agencies awarded mini-grants based on the RFPs. Another \$1,000 (20% of the total of \$5,000) has been budgeted for consultants and trainers (1 x \$1,000).

Total Direct Costs. The total direct costs of the above items are \$209,400.

Indirect Costs. The indirect costs of \$5,939 are based on the rate of 2.836% recommended by the North Carolina Department of Public Instruction ($\$209,400 \times 2.836\% = \$5,939$).

Total Costs. The total amount requested to fund this project in the second year is \$215,339.

Attachment E



322 South Main Street
Laurinburg, North Carolina 28352
(910) 276-1138 • fax (910) 277-4310

Scotland County Schools and its partnering agencies are not submitting a COPS application for funds to hire additional School Resource Officers (SROs).



Attachment F

Safe Schools/Healthy Students Matrix

Objectives (coded by numbers):

1. Increase graduation/retention rates
2. Reduce the number of youth involved in juvenile justice system
3. Reduce teen pregnancy
4. Improve academic achievement
5. Reduce substance abuse and violence
6. Improve attendance
7. Improve knowledge of staff, families, and partners
8. Improve partnership involvement

Element	Objectives	Subprogram	Activities	Performance Indicators
Safe School Environment	1-7	Technology Attend Counselors Truancy Court Project STAY Project TRUST Scot. SCHOLARS Mental Health	Surveillance Contact with Parents Mentoring After School Tutoring Ind. Counseling Group Counseling CBI Parenting Classes Work with Police	Reports of violence, substance abuse; School attendance; Disciplinary referrals; Suspensions; Program attendance; EOGs; Referrals, treatments; graduation/retention rates
Substance Abuse/Violence Prevention	1-8	Mental Health Scot. SCHOLARS Project TRUST Attend Counselors Truancy Court Project LEAP RFPs Technology	Surveillance Contact with Parents Mentoring After School Tutoring Ind. Counseling Group Counseling CBI Parenting Classes Work with Police	Referrals, treatments; Reports of violence, substance abuse; School attendance; Disciplinary referrals; Suspensions; Parenting skills; Drug tests
Mental Health Preventive & Treatment	1-5, 7	Mental Health Project TRUST Project LEAP	Contact with Parents Mentoring After School Tutoring Ind. Counseling Group Counseling CBI Parenting Classes	Referrals, treatments; Teen pregnancies; Suspensions; Disciplinary Referrals; Program attendance; graduation/retention

Early Childhood	1-8	Project LEAP Project TRUST RFPs Project STAY Attend Counselors Truancy Court	Contact with Parents Mentoring After School Tutoring Ind. Counseling Group Counseling CBI Parenting Classes	rates; Parenting skills School attendance; Program attendance; Parenting skills; EOGs
Schools and Communities	1-8	Mental Health Project TRUST Project LEAP RFPs Scot SCHOLARS Project STAY Truancy Court Attend Counselors	Contact with Parents Mentoring After School Tutoring Work with Police Ind. Counseling Group Counseling CBI Parenting Classes Surveillance	Referrals, treatments; School attendance; Program attendance; Community mentors; JCPC attendance; Partner involvement
Safe School Policies	1, 5-6	Attend Counselors Truancy Court Technology Scot SCHOLARS	Contact with Parents After School Tutoring Ind. Counseling Group Counseling CBI Crisis Plans Refine Policies, such as bullying, attendance, etc. Attendance Policies	Revised policies; New policies; Crisis Plans

Attachment G

Search for Public School Districts

CCD Common Core of Data

District Information

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

District Name: Scotland County Schools schools for this district	County: Scotland	County ID: 37165
Mailing Address: 322 S Main St Laurinburg, NC 28352-3855	Physical Address: 322 S Main St Laurinburg, NC 28352-3855	Phone: (910) 276-1138
NCES District ID: 3704200	State District ID: 830	

District Details

[Characteristics](#) [Staff](#) [High School Completers](#) [Fiscal](#) [Census](#) [Show All](#)

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

Type:	Regular School District
Locale/Code:	Small Town / 6
Status:	No Boundary Change
Total Schools:	15
Total Students:	7,080
Classroom Teachers (FTE):	538.0
Student/Teacher Ratio:	13.2
Summer Migrant Students:	70
ELL (formerly LEP) Students:	
Students with IEPs:	1,129

Metro Status: Non MSA - Does not serve an MSA	Supervisory Union #: 000
CMSA/PMSA/MSA:	

Source: CCD public school district data for the 2001-2002 school year.

Note: "N/A" means the data are not available or not applicable.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (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, AAudits 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

Shirley B. Prince

APPLICANT ORGANIZATION

Scotland County Schools

TITLE

Superintendent

DATE SUBMITTED

July 7, 2004

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

**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) Are not presently indicted 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 transaction (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;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an 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. 3), 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;

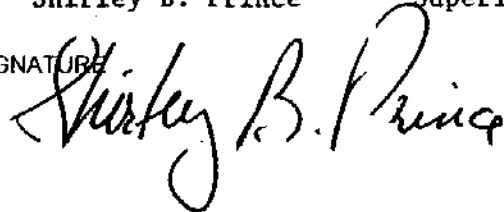
(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(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	PR/AWARD NUMBER AND / OR PROJECT NAME
Scotland County Schools	CFDA #84.184L Safe Schools/Healthy Students
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Shirley B. Prince Superintendent	
SIGNATURE	DATE
	July 6, 2004

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE 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. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**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.

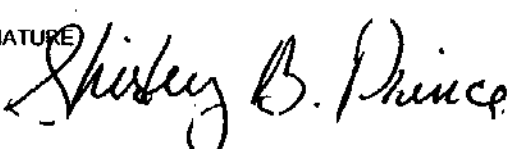
Instructions for Certification

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 A 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.

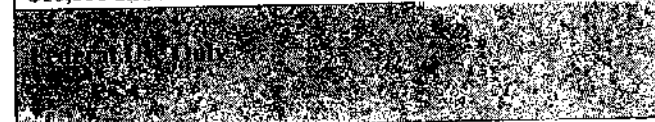
Certification

- (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	PRI/AWARD NUMBER AND/OR PROJECT NAME
Scotland County Schools	CFDA #84.184L Safe Schools/Healthy Students
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Shirley B. Prince Superintendent	
SIGNATURE	DATE
	July 6, 2004

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 <u>a</u> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application <u>a</u> b. initial award c. post-award	3. Report Type: a. initial filing <u>a</u> b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: <u>X</u> Prime _____ Subawardee Tier _____, if Known: Scotland County Schools 322 South Main Street Laurinburg, NC 28352 Congressional District, if known: 8	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: 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):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
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.	Signature: <u>Shirley B. Prince</u> Print Name: Shirley B. Prince Title: Superintendent Telephone No. 910 276-1138 Date: 7-06-04	
	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

NOT APPLICABLE



322 South Main Street
Laurinburg, North Carolina 28352
(910) 276-1138 • fax (910) 277 4310

**Scotland County Schools
Assurance of Compliance
The Department of Education's General Education Provisions Act (GEPA),
Section 427**

Scotland County Schools and the partnering agencies, named in this proposal, ensure equitable access to and participation in all of their programs, regardless of funding source, for students, families, staff and community members with special needs. No person may be excluded or impaired from participating in a project sponsored event or program because of gender, race, national origin, color, disability, or age. To accommodate individuals with physical disabilities, all facilities are equipped with ramps and, in the case of the high school, which has two floors, an elevator. All facilities are also wheelchair accessible in terms of door openings, restroom facilities, etc. Buses with wheelchair lifts are also available to transport students and personnel in wheelchairs.

Should students, parents, community members, or personnel participating in this project need special assistance or devices that do not already exist, provisions will be made to accommodate their needs. In the case of the schools, the principals of the schools will work in cooperation with the necessary individuals, such as the Associate Superintendent of Human Resources, the Director of Transportation, the Director of Maintenance, and the Director of Exceptional Children, to facilitate needed accommodations.



Equitable Participation of Private Schools

Students and staff members of private schools within Scotland County, to include Highlands Charter School, Laurinburg Charter School, and Scotland Christian Academy, will be provided equitable access to all programs and activities offered through the Safe Schools/Healthy Students Project.

The Project Director and personnel from Scotland County Schools will consult with the private school officials on matters such as the identification of children's needs; services to be offered; how and where the services will be provided; who will provide the services; how the services will be assessed and how the assessment results will be used to improve services; the amount of funds available for services; the size and scope of the services to be provided; how and when decisions about the delivery of services will be made; and provisions for contracted services.



SCOTLAND COUNTY Schools

322 South Main Street
Laurinburg, North Carolina 28352
(910) 276-1138 • fax (910) 277-4310


July 6, 2004

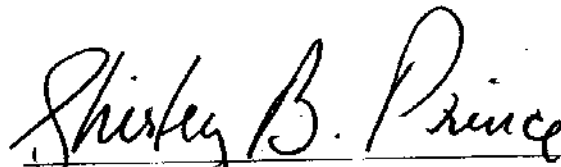
To whom it may concern:

In response to the request to show maintenance of effort, the following information regarding expenditures by the state and local governments is presented:

In 2002-03, Scotland County Schools' local expenditures were \$9,980,927, and the state expenditures were \$30,358,146 for a total aggregate expenditure of \$40,339,073.

In 2003-04, Scotland County Schools' local expenditures were \$10,106,945, and the state expenditures were \$29,806,419 for a total aggregate expenditure of \$39,913,364.

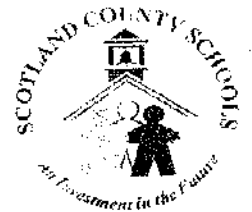

Elaine Stanley
Assistant Finance Officer,
Scotland County Schools


Shirley B. Prince,
Superintendent,
Scotland County Schools



Intergovernmental Review

North Carolina no longer participates in the process of governmental review and does not have a State Single Point of Contact. Therefore, Scotland County Schools will not submit a copy of this grant for review at the state level.





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Civil Rights and Inclusion of Adequate Representation of Girls and Women and Racial/Ethnic Minority Populations

Scotland County Schools and all partnering agencies of this project will be in compliance with all nondiscrimination requirements contained in various federal laws. The target population, children and youth who are at risk of academic failure and possible delinquency, will include boys and girls of all races and ethnic groups. The criteria for participation in program activities will be based on factors placing students at risk, such as: poverty, low parental education, substance abuse, poor academic performance, abusive/violent behavior, mental or physical health problems, teen pregnancy, lack of stable housing, abusive behavior of parents/primary care givers, etc.

The project's activities will be sensitive, appropriate, and competent to address the special requirements of racial/ethnic minority groups and/or girls and women included in the target population. The staff serving the students and their family members will be as representative as possible of the racial/ethnic make-up of the students being served.



Confidentiality and Participant Protection

Scotland County Schools and all partnering agencies of this project will develop and implement appropriate procedures to address confidentiality and other ethical issues pertinent to the protection of participants in the Safe Schools/Healthy Students Project. As a school system, Scotland County Schools already has procedures in place to respect and guard the privacy of each student and employee. The safeguards used by Scotland County Schools to protect the privacy of its students and staff will be extended to all subprograms, which will operate as part of this project.





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Prohibition of Use of Tobacco Products

Policy GAMA, adopted on February 15, 1994, by the Scotland County Board of Education, reads as follows:

Smoking (meaning inhaling, exhaling, burning or carrying any lighted cigar, cigarette, or other combustible tobacco product in any manner or in any form) and the use of any smokeless tobacco product (including, but not limited to, dipping snuff, chewing tobacco, or any other such use of a smokeless product in the mouth) is prohibited in any school building, on any school premises, on any school bus or in any building or other facility owned by the Scotland County Schools, with the following exception: outdoor athletic facilities of the Scotland County Schools during scheduled outdoor sporting events.



SCOTLAND COUNTY Schools

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(910) 276-1138 • fax (910) 277-4310

LETTER TO SSA

July 7, 2004

Dr. Richard J. Visingardi, Director
Division of Mental Health, Developmental Disabilities and Substance Abuse
Department of Health and Human Services
3001 Mail Service Center
Raleigh, NC 27699-3001

Dear Dr. Visingardi:

Enclosed please find a copy of a grant, which Scotland County Schools is submitting to the federal Departments of Education, Justice, and Health and Human Services. The proposal, if funded, will provide \$70,000 to Southeastern Regional Mental Health: Scotland Center. Those funds will be used to hire an extra person to work specifically with children and adolescents, to pay for assessment equipment and supplies, and to provide transportation for clients.

If you wish to make comments about the application, please direct those comments by September 9, 2004, to:

Division of Extramural Activities, Policy, and Review (DEAPR)
Substance Abuse and Mental Health Services Administration
ATTN: SSA CFDA #84-184L
Parklawn Building, Room 17-89
5600 Fishers Lane
Rockville, MD 20857

We would also appreciate hearing any comments or suggestions you might like to make about the project.

Sincerely,



Anne B. Crabbe, Ed.D.
Special Projects Administrator



Attachment H

Scotland SCHOLARS Student Questionnaire

I attend

School and am in the _____ grade.

Please respond to the following items, telling whether you think you are doing better, doing about the same, or doing worse than before you started attending Scotland SCHOLARS. Put a check in the box that best describes how well you are doing. Please be as honest as possible. Your answers will be grouped with the answers from other students, and no one will know who completed which form.

I am:	Doing Better	About the Same	Doing Worse
Attending school regularly.			
Getting to school on time.			
Getting my homework done on time.			
Getting my homework done correctly.			
Taking part in class discussions.			
Doing extra-credit work.			
Paying attention in class.			
Learning to read.			
Learning to do math.			
Learning to use computers.			
Showing respect for students and teachers.			
Getting along with other students.			
Getting along with teachers.			
Helping other people.			
Making new friends.			
Feeling good about myself.			
Behaving in class.			
Behaving on the bus.			
Behaving in the cafeteria.			
Behaving at home.			

What do you like **best** about SCHOLARS?

What do you like **least** about SCHOLARS?

Scotland SCHOLARS Parent Questionnaire

My child attends

School and is in the _____ grade.

Part I: Please respond to the following items, telling whether you think your child is doing better, doing about the same, or doing worse than before he or she started attending Scotland SCHOLARS. Put a check in the box that best describes how well you think he or she is doing. Please be as honest as possible in all of your responses. Your responses will be grouped with those from other parents, and no one will know who completed which form.

My child is:	Doing Better	About the Same	Doing Worse
Getting homework done on time.			
Attending school regularly.			
Learning to read.			
Learning to do math.			
Learning to use computers.			
Feeling good about him/herself.			
Making new friends.			
Showing respect for others.			

Part II: Please respond to the following items, telling how you are doing since your student started attending Scotland SCHOLARS. Check the box that best describes your activities.

I am:	Doing More	About the Same	Doing Less
Helping my child get to school on time.			
Asking my child about homework each day.			
Listening to my child read each day.			
Providing a quiet place at home for study.			
Attending parent-teacher conferences.			
Attending school events (performances, games, etc.).			
Volunteering to help at school.			
Contacting the school about my child's progress (grades, behavior, attendance, etc.).			

Part III: Please check "yes," "unsure," or "no" to the following statements.

	Yes	Unsure	No
I am more comfortable talking with my child's teachers.			
I believe the SCHOLARS Program is helping my child.			
If funding can be found to continue some parts of SCHOLARS after June 2004 (when the grant ends), I will be able to arrange transportation for my child to get home after the program.			
If funding cannot be found to continue SCHOLARS, (when the grant ends in June 2004), my child will have adult supervision immediately after school.			

Thank you for your input. We value your thoughts!

SCOTLAND COUNTY JUVENILE CRIME PREVENTION COUNCIL BYLAWS

ARTICLE I. GENERAL

Name and Authorization

The Name of this organization shall be the Scotland County Juvenile Crime Prevention Council (hereinafter referred to as JCPC). Its formation is as authorized by Part 6 of Article 3C of Chapter 147 of the North Carolina General Statutes.

Association Year

The JCPC shall operate on a fiscal year from July 1 to June 30.

ARTICLE II. MISSION STATEMENT

Purpose

The purpose of this organization is to prevent juveniles who are at risk from becoming delinquent.

ARTICLE III. MEMBERSHIP

Membership

The membership of the organization shall be as designated in N.C. Gen. Stat. 147-33.61(a), which reads as follows:

The Juvenile Crime Prevention Council shall consist of not more than 25 members and should include, if possible, the following:

1. The local school superintendent(s), or that person's designee(s);
2. A chief of police in the county;
3. The local sheriff, or that person's designee;
4. The district attorney, or that person's designee;
5. The chief court counselor, or that person's designee;
6. The director of the area mental health, development disabilities, and substance abuse authority, or that person's designee;
7. The director of the county department of social services, or consolidated human services agency, or that person's designee;
8. The county manager, or that person's designee;
9. A substance abuse professional;
10. A member of the faith community;
11. A county commissioner;
12. A person under the age of 21;
13. A juvenile defense attorney;
14. The chief district court judge, or a district court judge designated by the chief district court judge;

AMMENDMENT 1 TO ARTICLE 111

MEMBERSHIP

Section If a Council member has unexcused absences which constitute more than 25% of the board meetings in a calendar year which he or she is required to attend pursuant to his or her appointment, he or she is obligated to resign.

AMMENDMENT 1 TO ARTICLE

EXECUTIVE COMMITTEE

Section The elected officers of the Board, (Chairman, Vice-Chairman, Secretary), constitute the Executive Committee.

1. The Executive Committee is authorized to transact routine and ordinary business between meeting of the full Board. Actions taken by the Executive Committee are limited to less significant matters and do not require ratification by the Board. However, the Board may vote to reverse any decision, which it considers detrimental to the agency.
2. The Executive Committee shall report on the actions it takes between meetings at the next meeting of the full Board.

15. A member of the business community;
16. The local health director, or that person's designee;
17. A representative from the United Way or other nonprofit agency;
18. A representative of a local parks and recreation program; and
19. Up to seven members of the public to be appointed by the county board of commissioners.

The county board of commissioners shall modify the Council's membership as necessary to ensure that Council members reflect the racial and socioeconomic diversity of the community and to minimize potential conflicts of interest by members.

ARTICLE IV. AUTHORITY

Operational Authority

The JCPC shall operate and be governed in accordance with Part 6 of Article 3C of Chapter 147 of the North Carolina General Statutes and other applicable state law.

ARTICLE V. OFFICERS

Officers

The Officers of the JCPC shall be a Chairman and Vice-Chairman elected annually by the members of the Council as provided by N.C. Gen. Stat. 147-33.61(c). The Chairman shall preside over all JCPC meetings at which he or she is in attendance and shall perform such other task as is required by the Board. The Vice-Chairman shall fulfill the duties of the Chairman in the absence of the Chairman. In addition, the Chairman may appoint a Secretary (who may be a Council Member or staff member, not a member of the Council) for the purposes of taking minutes of the meetings and providing notice of meetings.

ARTICLE VI. MEETINGS

Meetings

The JCPC shall meet at least bi-monthly, or more often, if a meeting is called by the Chairman. A majority of the members present shall constitute a quorum. The place of the regular meetings shall be established by vote of the members of the JCPC. Special meetings of the JCPC shall be held at such places within Scotland County as the Chairman deems appropriate and publishes in the Notice of Special Meeting.

ARTICLE VII. MISCELLANEOUS

Compensation

Members of the JCPC shall receive no compensation.

Powers and Duties

Powers and duties of the JCPC shall be as provided for in N.C. Gen. Stat. 147-33.66.

Funding

Funding for the JCPC shall be as provided for in N.C. Gen. Stat. 147-33.67.

Vacancy

Appointments and removal for the members of the JCPC shall be as provided for in N.C. Gen. Stat. 147-33.62 and 147-33.63.

Legal Requirements

The activities of the JCPC shall be subject to the Public Finance Laws, the Public Records Laws and the Open Meeting Laws of the State of North Carolina.

ARTICLE VIII. AMMENDMENTS

These Bylaws may be amended by a Two-Thirds vote of the members of the JCPC and the approval of the Scotland County Board of Commissioners and the Director of the State Office of Juvenile Justice.

2004-05 Juvenile Crime Prevention Council Membership

Title	First Name	Last Name	Representing	Appointed by	Voting Member	Officer
Mr.	Jim	Barbee	Area Consultant, JCPC	JCPC	NO	
Mr.	Clay	Brooks	Students	JCPC		
Major	Billy	Campbell	Sheriff's Department	JCPC		ViceChair
Dr.	Anne	Crabbe	Scotland County Schools	County Commissioners		
Ms.	Rogena	Deese	Dept of Juv Justice, Del Prev	JCPC		
Pastor	Tom	Dendy	Faith Based Community	County Commissioners		
Ms.	Sharon	English	County Extension Office	County Commissioners		
Ms.	Laura	Horne	Scotland County Schools	County Commissioners	NO	
Ms.	Sarah	Hunter	JCPC Coordinator	JCPC		
Mr.	Johnny	Joseph	District Attorney's Office	JCPC		
Ms.	Beckie	Kimrell	Dept of Social Services	JCPC		
Ms.	Cookie	Littlefield	Dept of Juv Justice, Del Prev	JCPC		Chair
Mr.	Guy	McCook	Business	County Commissioners		
Ms.	Stephanie	McDonald	Health Department	JCPC		
Honorable	William	McLwain	District Court Judge	JCPC		
Ms.	Jean	Miller	Guardian Ad Litem	JCPC		
Ms.	Stephanie	Morroe	Scots for Youth (CBO)	County Commissioners		
Ms.	Shannon	Newton	Parks and Recreation	JCPC	NO	
Mr.	Lavem	Oxendine	Family Alternative	JCPC		
Mr.	Scott	Sauer	County Manager	JCPC		
Ms.	Farah	Sheppard	Teen Court	JCPC	NO	
Mr.	Rick	Singletary	Scotland County Schools	County Commissioners		
Mr.	Terry	Stanton	Project TRUST	JCPC	NO	
Ms.	Paulette	Stewart	Parents	County Commissioners		
Mr.	Lee	Wallace	Mental Health	JCPC		
Ms.	Janna	Wegner	Sentencing Services	JCPC		
Mr.	Darwin	Williams	Police Department	JCPC		
Dr.	Freddie	Williamson	Scotland County Schools	County Commissioners		
Mr.	Christopher	Wood	Attorney	JCPC		

Scotland County Juvenile Crime Prevention Council

The Right Program For The Right Child At The Right Time

The Juvenile Crime Prevention Council held a scheduled meeting August 14, 2003 at the AB Gibson Center, with the following in attendance:

Rogena Deese	Billy Campbell	Farrah Sheppard	Lec Wallace
Sarah Hunter	Laura Horne	Stephanie Monroe	Sharon English
Susan Ward	Terry Stanton	William McIlwain	Guy McCook
Al Blades	Pat Bush	Christopher Wood	Anne Crabbe*
Billie Edwards	Ayn Middleton	Janna Wegner	Rick Singletary*
Freddie Williamson	Jim Barbee	Catherine Pinkston	

* Signed in but not in attendance due to mandatory meeting held at the same time. Asked to be called into meeting should there be a voting issue.

- ❖ Rogena Deese informed the committee that Jean Miller, JCPC Chairperson, asked her to conduct the meeting in her absence.
- ❖ Invocation offered by Christopher Wood.
- ❖ Sharon English asked that everyone sign in, verify their email addresses and make sure they had a designee listed to attend in their absence. All future agendas and minutes will be sent via email with the exception of 2 members who do not have email addresses.

Program Reports:

- Terry Stanton with PALS Program: Written reports were provided. Terry informed the council that their name has changed to Project Trust and that the staff and students are now wearing uniforms. He and Stephanie Monroe recently observed the Project Pride Program in Asheboro and are modeling the program after theirs. Stephanie added that they plan to send a letter to all youth serving agencies to offer training September 15th, 16th and 17th on Cognitive Behavior Intervention. Training will be presented by Dr. Steve Prese and will be available on a first come, first serve basis. The training, requested by the Governor's Crime Commission, is very costly and their goal is to have someone become certified in an effort to help alleviate the cost factor. Parenting classes are also planned, once more youth become involved. With the shift of the program from the county to Scots for Youth, the need for bus transportation has been eliminated. The program can now use vans for transportation needs. They are also in the process of interviewing for a Substance Abuse Counselor.
- Stephanie Monroe with Scots For Youth: Verbal report. Current matches are 18. She recently attended a Governor's One-On-One Training in Asheboro. There were 14 youth that went to camp this summer and one youth that attended Outward Bound.
- Farrah Sheppard with Teen Court, Restitution, and Psychologicals: Written reports were provided. Farrah advised the council of her phone number change to 276-2117. She will begin recruiting for Teen Court in September and plans to hold teen attorney training in October. The 5th Annual Restitution Golf Tournament is scheduled for Wednesday, August 20th at Scotch Meadows Country Club. There are currently 15 teams registered. A motorcycle will be provided by Scotland Motors for a Hole in One. She noted that her referrals are now on-line and can be emailed to her. Farrah informed the council that the programs have tight budgets in their food and provisions line and suggested that only those that RSVP be provided lunch.
- Catherine Pinkston with SOS (Pate Gardner): Verbal report. A two-week camp entitled, "Light Houses" operated this summer with 40 youth participants. A trip was taken to the Outer Banks accompanied by 20 parents. They are working on their transportation issues and hopefully have come up with a solution.

Rogena:

- Everyone was asked to introduce themselves for the benefit of new members.
- Rogena asked for updates from members on activities and happenings in their departments and agencies:

- ❖ Laura Horne thanked the committee for their work in the area of gangs. A recent workshop, held at the high school during a teacher orientation session was very successful. A lot of useful information was shared with the staff on identifying gang activity.
- ❖ Freddie Williamson advised the council of another meeting addressing gangs scheduled for October 21 from 9 am – 11 am at the AB Gibson Building. Hank Schneider of the Justice Academy in Salemburg will be the presenter. In attendance will be principals, assistant principals and guidance counselors.
- ❖ Lee Wallace gave an update from Mental Health, noting that they are still in the midst of reform however, have received little direction and clarity from the state. He noted that by 2007 most services will be private.
- ❖ Sharon English shared that several youth from the Juvenile Services 4-H E Club attended summer camp, serving as both campers and junior counselors. The older youth have expressed interest in training for a summer job next year as a camp counselor. She also shared the positive impact their participation in the 4-H Program has made with the youth in developing skills, building self-esteem and confidence.
- ❖ Stephanie Monroe added that the new hours for Project Trust are Monday, Tuesday, Thursday and Friday 11 am – 6 pm. They plan to devote Wednesdays to address the substance abuse prevention portion of the program.
- ❖ Catherine Pinkston shared updates from the Gang Task Force. The middle school principals are asking for SRO's (School Resource Officers) to assist in dealing with problems at the middle school level. The group, who met 3 times this summer and are still faced with many challenges and concerns. Catherine asked that anyone who has ideas to please share them with her and she would forward them to the task force.

Jim Barbee:

- The state will be providing additional monies to 82 of the 100 counties (the remaining 18 counties have State funded Teen Courts and have already benefited) with a base amount of \$3000 and a percentage based on population. Scotland County will be one of the recipients, although at this time we do not know how much will be made available.
- On September 10th, 11th, and 12th an NCJSC (North Carolina Juvenile Services) Conference will be held at the Sheraton in Atlantic Beach. Jim noted that in the past the conference was not geared to service providers, however this year their voice was heard and the workshops are directed more to both providers and JCPC members. He recommended that the members take advantage of this training opportunity. He encouraged everyone to continue to work on career development, networking skills and JCPC training opportunities. He noted that as a rural county, we should "step out of the box" and look at other services in the state and learn from them.
- On September 25th, a Central Area Planning Conference/Workshop is being held at the Holiday Inn, Southern Pines. This conference is by invitation only, with 5 slots available per county. Jim noted that although you may not be one of the 5 selected to attend, that you still have an opportunity to give your suggestions and ideas at a Community Focus Session to be held at Pinecrest High School on September 26th from 6 pm to 9 pm. Secretary Swett will be available to the community to voice any input they may have about the department. The focus will be where we have been and where we are going. Jim noted that this is a new department and although there have been some recent issues, they have been addressed and they are now moving forward.
- A form will be sent via e-mail in the near future that Jim has asked be completed prior to our October 9th meeting. It will give him an opportunity to know how he can better assist us and what our needs are in the areas of training, information, etc.
- Jim addressed a question from Farrah Sheppard concerning the arrival of grant funds to the programs. The money will be sent September 15th, which will include payments for July, August and September. He asked that if anyone will experience a hardship with this payment schedule, to please contact him for assistance.
- Rogena noted that we have excellent support in our county that will go to bat for our programs and that the programs do not carry over balances, thus beginning with a zero balance yearly.

New Business:

- Next meeting will be at 1 pm, October 9th at the AB Gibson Center. Please RSVP to Sharon English at 277-2422.

Meeting adjourned

Respectfully Submitted
Sharon English
JCPC Council Secretary