

**Juvenile Delinquency Prevention
Subgrant Application Year 3**

Title II Formula Grant

South Dakota Department of Corrections

APPLICATION DUE: June 3, 2016

RECEIVED

JUN 03 2016

DEPT. OF CORRECTIONS

Completed original applications must be submitted and approved prior to purchase/use of project budget items.

Applicants with original signatures must be submitted and received by the Department of Corrections by the close of business on June 3, 2016. Faxed and emailed applications will not be accepted.

Submit complete applications to:

*Bridget Coppersmith
Juvenile Justice Specialist
Department of Corrections
3200 East Highway 34
Pierre, SD 57501-5070*

The application must include a brief and clear description of each component. It is important to follow all directions, provide complete information, and submit the materials in the order requested. If you need additional room to respond to the components, please attach additional sheets. Please note that all of these steps assist in evaluating the proposal.

SECTION 1. APPLICANT INFORMATION

Applicant: Avera St. Luke's Worthmore Addiction Services/Aberdeen Roundtable Coalition		
Address: Avera St. Luke's Worthmore Addiction Services 1206 South Main Street		
City/State/Zip: Aberdeen, SD 57401	Phone: 725-8276	Fax: 725-8199
Email: Christina.lloyd@k12.sd.us		(FEIN): 46-0224598
Project Director Name: Christina Lloyd, M.S. Ed., ACT		Title: Prevention Coordinator
Agency: Worthmore Addiction Services	Address: 1206 S. Main St.	
City/State/Zip: Aberdeen, SD 57401	Phone: 725-8276	Fax: 725-8199

Email: Christina.lloyd@k12.sd.us	
Select source from which the program model was cited: <input checked="" type="checkbox"/> OJJDP Model Program Guide <input checked="" type="checkbox"/> SAMHSA Model Program <input type="checkbox"/> Other (indicate source below with name)	
Please indicate the name of the evidence-based program implemented: Project SUCCESS & Positive Action	
Project Title:	Avera St. Luke's Worthmore Addiction Services School-Based Prevention Program- Project Success & Positive Action
Project Period:	July 1, 2016 – June 30, 2017

SECTION 2. PROJECT BUDGET

The Council of Juvenile Services will award or not award funding based the extent to which program design addresses a recognized need and whether the proposal is financially responsible and efficient. Funds will be paid through a reimbursement process for items specifically outlined and approved in the application.

Applicants may apply for a budget up to \$47,500.

Non-supplanting Requirements: Funds or other resources of the applicant normally devoted to programs and activities designed to meet the needs of criminal justice will not be diminished in any way as a result of a grant award of federal funds. The project for which assistance is being requested will be in addition to, and not a substitute for, criminal justice services previously provided without federal assistance.

A. Personnel	TOTAL
.75 FTE Employee Salary	\$29,484
<i>Employee Fringe Benefits</i>	\$4,500
TOTAL	\$33,984
B. Contracted Services	TOTAL
Becky Schuldt, Worthmore Addiction Services Avera St. Lukes	\$1,719
Jordan Palmer, Worthmore Addiction Services Avera St. Lukes	\$8,210
TOTAL	\$9,929

C. Travel and Per Diem	TOTAL
Mileage	\$130
Per Diem	\$32.00
TOTAL	\$162
D. Equipment	TOTAL
	TOTAL \$0
E. Operating Expenses	TOTAL
Coalition Expenditures & Supplies	\$3,425
TOTAL	\$3,425
Total Project Budget -- Combined totals for all columns	\$47,500

NOTE: If there is a change in the above budget, programs will need to request an amendment to their budget. All amendments must be requested in writing **prior to the expenditure of funds.**

SECTION 3. BUDGET NARRATIVE

In the space provided, explain the relationship between budgeted items listed in Section 2 and project activities. Include information (data and criteria) as to how you arrived at budget estimates. Discuss all items by category and in full.	
Personnel Narrative - Explain how the compensation and expenses were calculated, duties of the position, and any other information about personnel of the project. If proposed funding covers more than one position, you must identify the duties and estimated percent of time for duties that directly relate to the successful implementation of the program(s).	
Position #1:	Prevention Coordinator- Christina Lloyd, M.S. Ed., ACT
Justification for the position :	Coordination of project, implementation and evaluation of program.
If the position is existing staff , explain how duties associated with this award are outside the current scope of their position and a provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:	Christina Lloyd will be the primary staff facilitating the grant. Becky Schuldt and Jordan Palmer will be providing consulting services as well. While Christina's position already exists and has previously provided services to the grant, she will be able to continue in this capacity in the upcoming year with the help of consulting services from Becky and Jordan. During previous grant cycles, the scope of Christina's job duties included funding

	from multiple sources. Starting last funding cycle, Christina was able to bring Becky Schuldt in for consulting services, narrowing the scope of her job duties to provide more focus on this grant. In the upcoming year, one more staff at a part-time basis will be available to provide consulting services allowing for Christina to primarily focus her efforts on providing optimal facilitation of this grant.
Personnel Responsibilities & Duties <i>(must directly relate to the implementation of the program)</i>	
1. Implementation of Positive Action & Project SUCCESS in the schools	Estimated % Time 50%
2. Consultation with Mountain Plains Evaluation, LLC	10%
3. Administration of Grant	20%
4. Coalition Efforts	20%
Wage/Salary: \$29,484	.75 FTE Salary for the Prevention Coordinator is paid bi-weekly over a twelve month contract period.
Benefits:	Benefits for Prevention Coordinator include FICA, Workers Compensation, Unemployment, Liability, Paid Time Off (Vacation/Sick Leave), Health Insurance, Dental Insurance, Life Insurance and Retirement

Please attach additional sheets for more than two positions.

SECTION 3. BUDGET NARRATIVE CONTINUED

Contracted Services Narrative - Explain the consultant fees, consultant expenses, contracted services, the cost per service/per youth being served, how the cost for services was calculated, and the process that would be or has been conducted to select the consultant. <u>Contracted services fees cannot exceed \$650 per day.</u>	
Consultant #1:	Becky Schuldt, Avera St. Lukes Worthmore Addiction Services
Consultant Fees:	\$17.90 an hour. It is estimated we will bill for eight hours a month equaling \$143.20. \$1,718.40 for the year.
Contracted Service:	Becky will prep and facilitate groups twice a week. Four hours a week is allotted for preparation and facilitating groups.
Selection Process:	Becky has been selected as she is currently a prevention specialist for Avera St. Lukes Worthmore Addiction Services School-Based Prevention Program.
Consultant #2:	Jordan Palmer, Avera St. Luke's Worthmore Addiction Services
Consultant Fees:	\$21.38 an hour. It is estimated we will bill for 32 hours a month equaling \$684.16. \$8,209.92 for the year.
Contracted Service:	Jordan will prep and facilitate groups and classroom presentations once a week. 8 hours a week is allotted for preparation and implementation.
Selection Process:	Jordan has been selected as she is currently a prevention specialist for Avera St. Lukes Worthmore Addiction Services School-Based Prevention Program.

Travel and Per Diem Narrative – Explain the calculation of travel costs for travel <u>outside the home jurisdiction</u> , (travel must be calculated at current state rates (\$0.42 per mile and \$32 per diem)), how the expenses are directly related to the implementation of the project, and if out-of-state travel is anticipated, give particulars (i.e., location, state, dates, purpose, cost).	
Purpose of Travel:	Purpose for travel is for the annual training in Brookings, SD.
	$[310 \text{ miles}] \times \$0.42 = \$130.20$ $[1 \text{ Day of travel}] \times \$32.00 = \$32.00$
Equipment and Operating Expenses Narrative – Explain the supplies and equipment costs directly related to the implementation of the program or project. You must be specific regarding the items in which you intend to use federal funding. For example, a budget item of “office expenses” will not be accepted as these items must be detailed. You need to identify what you anticipate for office expenses and list each item and the estimated costs. Items not specifically outlined will not be eligible for reimbursement.	
Equipment – List nonexpendable items that are to be purchased and show how you calculated these costs. Nonexpendable equipment is tangible property having a useful life of more than 2 years.	
Operating Expenses – List items by type (office supplies, postage, training materials, copying paper, and expendable equipment) and show how you calculated these costs. Generally, supplies include any materials that are expendable or consumed during the course of the project.	
Secondary Drug Kit - \$450 (13) Secondary Drug Kit Refresher- \$2,275 1 hour webinar training on Drug Kit - \$300 Meeting & Office Supplies- \$300 (Flip chart paper, paper, markers, binders, binder dividers, paper clips, highlighters, small dry erase boards and markers for classroom presentations, pens and pencils.) Postage- \$100 (Materials to be sent to MPE and DOC)	

SECTION 4. UPDATED THREE-YEAR DELINQUENCY PREVENTION PALN

A. PROJECT ABSTRACT AND DEMONSTRATION OF CONTINUED NEED

The community of Aberdeen recognizes the continued need for youth delinquency prevention programming. The scope of the problem is not isolated and the need for systematic approaches and community collaboration to address problems our youth are facing has become increasingly obvious.

Through a community needs assessment under the planning grant period and further data collection has identified the need for prevention programming to address academic failure,

substance use and criminal behavior. The data shows the link between students using substances and being involved with law enforcement is much greater than those who don't use.

Avera St. Luke's Worthmore Addiction Services currently contracts with the Department of Social Services Community Behavioral Health Prevention Program through block grant dollars to address underage drinking only. With a limited scope, the school-based prevention program addresses underage drinking through education to the under age 18 populations and parents.

Current prevention efforts within the Aberdeen School District include implementation of the evidence-based programs Life Skills, Project Success and PRIME for Life. Current funding restraints prohibit full execution of Project Success. Through Juvenile Delinquency Prevention Subgrant funding, we are able to fully implement the groups of Project Success and utilize Positive Action.

Positive Action is an integrated and comprehensive program that is designed to improve academic achievement; school attendance; and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior. It is also designed to improve parent-child bonding, family cohesion, and family conflict. Positive Action has materials for schools, homes, and community agencies (Source: NREPP).

Worthmore Addition Services School-Based Prevention Program currently collaborates and has working relationships with multiple agencies that provide services to youth in our community. The school district is confident that the implementation of these programs would greatly impact the students and assist parents.

B. ORGANIZATIONAL READINESS

The Aberdeen Roundtable Coalition's existence serves to bring service providers, school administration, law enforcement and court services together to address current trends and programs available to best serve this population. Many agencies provide alternative programming including after school, mentor programs and youth centers. Priority of the coalition is to collaborate with agencies to provide the best services to youth in our community.

Our goal for year 2 was to implement Evidence-Based Programs, Positive Action & Project Success, in the Aberdeen School District to address juvenile delinquency. Our objectives were

- Utilize Positive Action and Project Success to address academic failure, truancy, criminal behavior and substance use among youth in the Aberdeen School District.
- Collaborate with school and other agencies to provide comprehensive services.
- Increase perception of harm of alcohol and drug use among Aberdeen area youth ages 12-20
- Decrease the percentage of community members who perceive alcohol and other drug use among youth ages 12-20 in the Aberdeen area to be a significant problem.

The Aberdeen Roundtable Coalition continues to meet once a month to discuss issues concerning youth in the community and projects conducted by agencies represented in the coalition.

The coalition implements several strategic planning activities in the local middle and high schools including LifeSkills training, and Project SUCCESS. The Aberdeen Roundtable Coalition also works to increase knowledge of the coalition in the community through Communities Mobilizing for Change on Alcohol and through meetings with other prevention professionals.

A Positive Action training was held in June of 2015. There was 1 prevention staff member as well as a youth residential case manager that was in attendance. It was my hopes that we would have an elementary school counselor also in attendance.

The Aberdeen Roundtable Coalition receives funding from three sources: the State of South Dakota, the city of Aberdeen, and the Aberdeen School District. The coalition has funding through the Partnership For Success (PFS) Grant of \$89,383 from the state and \$15,000 in funding from the city of Aberdeen and the Aberdeen School District. The School District also provides office space and phone use. Avera St. Luke's Hospital serves as the fiscal agent for the coalition and provides office space during the summer months.

Funding from all sources provides support for the following EBPs: Project Success, LifeSkills training, and PRIME for Life.

The Aberdeen Roundtable Coalition was established over twenty years ago and has worked collaboratively with law enforcement, courts, and schools to implement Project Success. The Coalition staff have implemented programming in coordination with state agencies within Aberdeen and is accustomed to cooperating with other agencies at the state and local level.

Coalition membership provides a cross-section of community members and stakeholders that serve the youth in our community. Structures are in place to maintain member attendance, meeting minutes and communication.

As indicated by the letters of support you we received in year 1 and 2, the Coalition as sought input and collaboration from law enforcement, courts, and the school system in preparation for implementing the proposed project. The Coalition intends to continue to build upon its experience in implementing evidence based prevention programs and to enhance its capacity to target prevention of youth delinquency through the project. The coalition is

accustom to data collection and tracking of project activities and has the capacity to report data to DOC as needed.

C. COMMUNITY READINESS

The Aberdeen Roundtable Coalition was established over twenty years ago and is comprised of community members from all sectors of the community. The Aberdeen Roundtable Coalition has actively worked throughout the community to address and support prevention of substance abuse and delinquency behavior through collaborative efforts with community partners, community awareness, and implementation of evidence based programs such as Project Success, LifeSkills, and PRIME for Life.

Results from the Juvenile Delinquency Prevention Community Survey taken in February 2014 by Aberdeen community members show the community stakeholders recognizes substance use and acceptance of drug and alcohol usage by youth are prevalent in the community. An updated community survey has not been administered since February 2014, although as I attend the Aberdeen Roundtable Coalition every month the concern for the youth in our community is prevalent as we see juvenile delinquency sustain. We are currently putting together a community survey and have collected data on certified teaching staff and their response to the program and needs of the students.

The Aberdeen Roundtable Coalition has received letters of support and commitment from the Aberdeen School District, Aberdeen Police Department, the Brown County Sheriff's Department, Brown County Court Services, and from the Department of Corrections Juvenile Corrections Office for the area in the first year. We maintain the support and commitment from these areas of the community in the past two years and will continue to seek support. The

Aberdeen Roundtable Coalition has worked collaboratively with the agencies mentioned above as well as other agencies over the years to implement awareness, prevention, and early intervention programming. Thus, the coalition will have the advantage of building and enhancing existing relationships in the implementation of delinquency prevention programming as opposed to establishing new relationships.

With this grant the project still intends to implement a delinquency prevention program targeting at-risk youth by augmenting Project Success with Positive Action to reach youth with a history of truancy or excessive absences, substance abuse violations, or are at-risk for academic failure.

Through coalition meetings I have kept the community members up to date in our progress with this project. I have maintained a working relationship with the juvenile justice system as I collaborate with juvenile probation and department of corrections on a weekly basis. The Aberdeen Public School system is very supportive of our efforts as they refer students to our program and show their efforts to maintain our presence in the schools. Our main efforts in the schools has been through individual sessions, this is something I would like to continue although I would like to find a better way to complete paperwork with the students as it was difficult to stay up to date. I still see some resistance when asking for paperwork to be filled out by the students.

This year we were able to implement a small group at New Beginnings Center, a residential youth facility. My staff spent on average 7 hours a month at NBC. This group had some pros and cons, it was great to get into NBC to start group as the kids are considered at-risk, but with that comes its own challenges. We have found that it was difficult to implement a “closed” group when there are individuals that enter and leave the program intermittently. Staff

changed most weeks and were in and out of the group causing disturbance, limited confidentiality and lack of free discussion among group members. Being in a residential treatment setting does cause some issues with implementing but the need for the material is there. In the coming year it will be imperative that there be a training for the NBC staff to know and understand how to fill out paperwork with the group members and expectations while supervising groups.

This year we will be operating with almost 1.6 FTE's, as I am full time and I have 2 staff that are both just over a quarter time. This will allow us to be present in the 6th grade classroom, New Beginnings Center, and the Strives classroom at Central High School.

D. ASSESSMENT OF DELINQUENCY RISK AND PROTECTIVE FACTORS

In the previous year data concerning youth in the city of Aberdeen was gathered from Pride Surveys, Law Enforcement sources, the Aberdeen School District, and from Community Sources. Special attention was given to data that addressed youth risk and protective factors. This data, along with the Community Perception Survey was used to identify important issues in the Aberdeen community related to juvenile delinquency. There has not been an updated PRIDE Survey within the schools, though this will be administered at the beginning of the 2015-2016 school year.

Characteristics of juveniles in the community

According to the 2010 census, an estimated 12.4% of the Aberdeen population is aged 10-19 years old with a total of 3,241 individuals. When looking at the Certified Staff Survey conducted at the end of the 2015-2016 school year there was a lot of support for the prevention program as well as showing need for the program. When asked how big of a problem do you

think youth alcohol/drug use is in your community, 33.33% stated it's a moderate problem and 63.25% stated it's a large or extreme problem. When asked if there is a need in my school for Worthmore Addiction Services Prevention Program, 66.38% stated they strongly agree.

Juvenile justice delinquency risk factors

The Coalition has also collected data from the Brown County Sheriff's Department, Crime in South Dakota Annual Reports, South Dakota Motor Vehicle Traffic Crash Summary Annual Reports. National, State, and regional data related to substance use consumption patterns was reviewed from the Youth Risk Behavior Survey and from the National Survey on Drug Use and Health. An analysis of the various data sources and the respective indicators follows.

According to the trend data compiled from the Crime in South Dakota annual report for 2011-2015, there was a slight decrease in drug and narcotic violations from 2011-2014, from 125 adult arrests in 2011 to 95 adult arrests in 2013, however from 2014-2015 the number of adults arrested more than doubled jumping from 95 to 199. There was also a decrease in the number of adults arrested for drug equipment violations from 2011-2014, from 29 arrests in 2011 to only 12 in 2014, however, this trend also reversed from 2014-2015 when the number of adult arrests more than quadrupled from 12 to 49. The number of adults arrested for DUI has decreased dramatically, from 257 in 2011 to 124 in 2013 to 81 in 2015. The number of adults arrested for liquor law violations in Aberdeen has shown inconsistency from 2011-2015. The number of adult arrests in 2011 was 212 which was followed up with a decrease to 182 in 2012. The following year the number of arrests jumped up to 222 in 2013, but since has shown some dramatic decline going down to 179 in 2014 and 149 in 2015.

Aberdeen Police Department Adults Arrests					
	2015	2014	2013	2012	2011
Drug/Narcotics Violations	199	95	113	120	125
Drug Equipment Violations	49	12	12	22	29
Driving Under the Influence	81	123	124	170	257
Liquor Law Violations	149	179	222	182	212

Source: Crime in South Dakota Report, 2011-2015 <http://dci.sd.gov/SAC/CrimeinSouthDakota.aspx>

The juvenile arrests trends parallel the adult arrest trends, with the number of drug/narcotic violation juvenile arrests decreasing from 2011-2014 followed by an increase from 2014-2015. In 2011, there were 21 juveniles' arrests on drug/narcotic violations. That number increased to 33 in 2012, but dropped back down to 19 juvenile arrests for drug/narcotic violations in 2013 and only 9 in 2014. This was followed by a significant increase to 30 in 2015. The number of liquor law violations showed no clear trend going from 1 in 2011 up to 5 in 2012 and after falling dropping to 1 in 2013 and 2 in 2014, it made another jump to 6 in 2015. Juvenile DUI arrests have remained low in Aberdeen, with only 2 arrests in 2011, and 1 in 2012 and 2013, and 0 in 2014 and 2015. However, there has been an increase in the number of juveniles arrested for liquor law violations since 2011, increasing from 18 juvenile arrests in 2011 to 23 juvenile arrests in 2015 with this number peaking at 29 juvenile arrests in 2013.

Aberdeen Police Department Juvenile Arrests					
	2015	2014	2013	2012	2011
Drug/Narcotics Violations	30	9	19	33	21
Drug Equipment Violations	6	2	1	5	1
Driving Under the Influence	0	0	1	1	2
Liquor Law Violations	23	6	29	14	18

Source: Crime in South Dakota Report, 2011-2015 <http://dci.sd.gov/SAC/CrimeinSouthDakota.aspx>

The Aberdeen School Based Coalition reviewed the Department of Public Safety Annual Traffic Crash Data Summary report for 2011-2014 and found that Region 3 had lower proportions of fatal crashes related to alcohol than South Dakota during 2011, 2013 and 2014, but higher than South Dakota in 2012. There were fewer alcohol-related fatalities per 100,000 people in Region 3 than South Dakota during 2011, 2012, 2013.

Proportion of Alcohol-Related Fatal Crashes				
	2011	2012	2013	2014
Region 3	24.0%	43.5%	17.6%	22.9%
South Dakota	29.7%	38.1%	30.6%	35.2%

Alcohol-Related Fatalities per 100,000				
	2011	2012	2013	2014
Region 3	4.1	5.6	3.0	4.0
South Dakota	4.5	6.4	5.0	5.5

Alcohol-Related Fatalities				
	2011	2012	2013	2014
Region 3	8	11	6	8
South Dakota	37	53	42	47

Alcohol-Related Fatal Crashes				
	2011	2012	2013	2014
Region 3	6	10	6	8
South Dakota	30	45	37	44

Total Fatal Crashes				
	2011	2012	2013	2014
Region 3	25	23	34	35
South Dakota	101	118	121	125

Population				
	2011	2012	2013	2014
Region 3	194,775	196,746	198,403	199,193
South Dakota	824,289	834,631	845,270	853,304

Source: South Dakota Motor Vehicle Traffic Crash Summaries

https://dps.sd.gov/enforcement/accident_records/Annual_Crash_Reports.aspx

Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2014

Source: U.S. Census Bureau, Population Division

After reviewing data from the 2008-2009 and 2014-2015 Pride Surveys, as well as taking into consideration juvenile arrest data from the community, the availability of alcohol and drugs to juveniles is a risk factor that must be prioritized. The availability of drugs was also identified in the community perception survey as the top risk factor for juveniles in the community.

The top individual risk factors identified by key leaders in the community perception survey were involvement with drugs, alcohol, or tobacco, and poor behavioral control. This is consistent with Pride Survey data regarding the correlation between students who exhibit violent or threatening behavior at school and those who use alcohol, tobacco, and other drugs.

When considering family risk factors, members of the community identified poor monitoring and supervision of children and the most important issue. This is consistent with truancy data from the Aberdeen School district and Pride Surveys, as well as the number of runaways identified by the Aberdeen Police Department.

Students most commonly reported using tobacco, alcohol, marijuana, or prescription drugs on the weekends (Table A.5, Appendix A). For alcohol, marijuana, and prescription drugs, most students used these substances at friends' houses (Table A.6, Appendix A). Prescription drugs were most commonly used at home. Tobacco, in 2008-2009, was mostly used "in a car," this trend remained the same in 2014-2015 for high school students, however, for middle school students it was mostly used "at friends' houses".

Juvenile Justice Protective Factors

Many protective factors are present in the Aberdeen community to address the top risk factors. Community activities such as scouts, recreational teams, and youth clubs, as well as attending church or synagogue provide safe alternative activities to alcohol and drug use.

The majority of students feel that their parents set clear rules for them and just over half of the students reported that they are punished when they break the rules. The protective factors of rule-setting and follow-through with punishment may correlate to the family risk factor of poor monitoring and supervision of children.

E. IDENTIFICATION OF AVAILABLE RESOURCES, GAPS, AND EVIDENCE-BASED PROGRAMS

The needs for the youth in our community remain the same. Youth substance abuse, truancy, and academic failure among our youth while promoting continued youth involvement in school activities, enhancing parent and youth interactions, and supporting youth's educational success. This presents an opportunity for the Aberdeen Roundtable Coalition to enhance and expand communication and service coordination among the key stakeholders of the School District, Police Department, Brown County Sheriff's Department, States Attorney's Office, Court Services, and the Department of Corrections Regional Juvenile Office.

Risk Factors Identified	Protective Factors Identified
<ul style="list-style-type: none">• Substance abuse• Truancy/absenteeism• Academic Failure	<ul style="list-style-type: none">• Enhance involvement in prosocial/school activities• Promote effective family interactions• Promote youth educational success

The Aberdeen Roundtable Coalition based on the review of the data and stakeholder responses matched the identified risk and protective factors with the available resources and capacity and with available programs from SAMHSA's NREPP and OJJDP Model Programs web-sites. The Aberdeen Roundtable Coalition is continuing to enhance the Project Success programming with Positive Action, a program curriculum that is designed to improve youth academics, behavior, and character. The coalition will continue to reach out to the community and families through Project Success to promote effective family interactions.

In addition the Coalition will enhance collaboration and identification efforts with law enforcement, the School District, Court Services, and the local Juvenile Corrections Agents to improve identification of students who present with substance abuse violations, truancy, and youth who are at-risk for academic failure. Once youth are identified the project will engage the youth into programming to address their needs by focusing on reducing risk factors and enhancing protective factors.

Positive Action and Project success will continue being implemented within the schools and community groups. This year under the DOC grant we were able to see 10 students, either individually or in a group setting. There are two more individuals that will begin their sessions in June. Based on the PRIDE survey we did see an overall decrease in 30-day use of alcohol and perception of harm went up. An area that needs some extra attention is marijuana as we are seeing a decrease in perception of harm.

F. STRATEGY FOR IMPLEMENTING EVIDENCE-BASED PROGRAMS

Positive Action and Project Success (EBP's being implemented) will work together to provide a comprehensive approach to juvenile delinquency prevention within the Aberdeen

schools. Elements of Project Success, including groups, will address the need of substance abuse prevention and early intervention. Positive Action will provide academic failure, truancy and other delinquent behavior programming. Implementing these EBP's together will continue to provide collaboration between schools and agencies to best service at-risk youth in our community.

Table 14: Strategy for implementing EBPs

GOAL 1 : Mobilizing Community Engagement in Juvenile Delinquency Prevention		
Action Steps	Person Responsible	Completion Date
1. Provide presentation to community stakeholders including Aberdeen Roundtable Coalition, CASSP and Aberdeen Schools	Christina Lloyd	September 1 st , 2016
2. Development and Implementation of Social Norms Campaign to educate parents & community of perceptions vs. reality	Christina Lloyd	June 30 th , 2017
3. Complete updated community perception survey	Christina Lloyd	June 30 th , 2017
4. Provide coalition with progress report	Christina Lloyd	June 30 th , 2017
GOAL 2 : Implementation of Positive Action		
Action Steps	Person Responsible	Completion Date
1. Purchase curriculum materials	Christina Lloyd	August 1 st , 2016
2. Training for prevention staff	Christina Lloyd	June 30 th , 2016
3. Provide brief training/presentation to school staff on referral process and implementation	Christina Lloyd	September 1 st , 2016
4. Coordinate and implement program in schools	Christina Lloyd	September 30 th , 2016
5. Develop an evaluation plan for curriculum fidelity	Christina Lloyd	September 30 th , 2016
6. Present evaluation of year three implementation to school district and coalition	Christina Lloyd	June 30 th , 2017
GOAL 3: Promote Aberdeen Roundtable Coalition		
Action Steps	Person Responsible	Completion Date
1. Revise Mission & Vision Statements	Christina Lloyd/Coalition	June 30 th , 2017
2. Disseminate information on purpose of coalition to community	Coalition	June 30 th , 2017
3. Research sustainability funding	Christina Lloyd	June 30 th , 2017

G. SUSTAINABILITY PLAN

Aberdeen Roundtable Coalition has addressed sustainability through conducting assessments on the capacity of the coalition. The agencies who participate in the Roundtable Coalition are very active and supportive of the school-based prevention program. The Public school district is also very supportive of the program and see the necessity to continue its presence. Avera St. Luke's Worthmore Addiction Services is the fiscal agent for the school-based prevention program and believe in the necessity of the program. The program has also been receiving grant funding through the Department Of Social Service. The coalition continues to seek funding opportunities to sustain the program.

H. PROJECT PERFORMANCE MEASURES AND EVALUATION

Performance measure reports will be required consistent with individual program goals, federal reporting requirements, and any information identified by the Council of Juvenile Services and the Department of Corrections. A cross-site program evaluation will be conducted through a contracted agency with the Department of Corrections to provide program-wide, juvenile specific data and results.

Through the structure of the program it will be protocol to gather appropriate information during the first session with an individual as well as group or classroom lessons. Following the completion of the program each student/client will fill out an evaluation to measure effectiveness of the program.

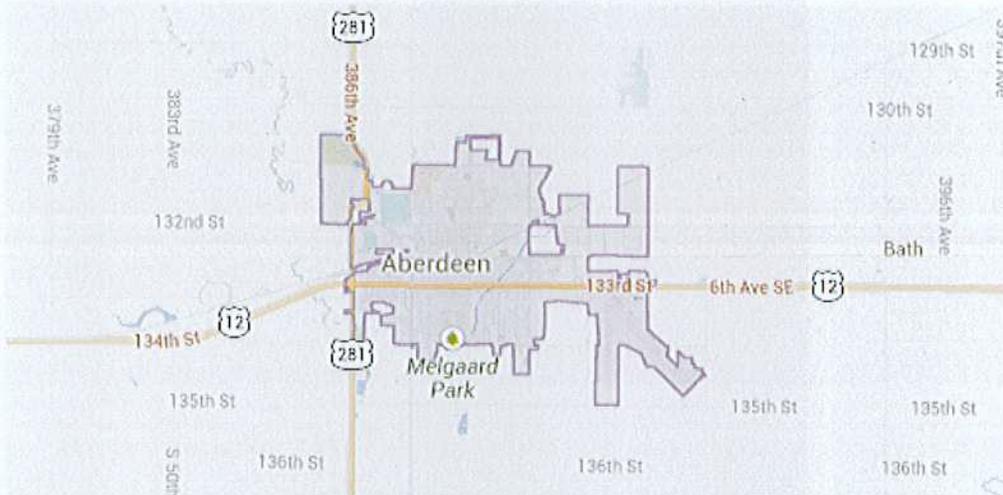
We were able to complete all required evaluation with each individual in the program. Here are a few questions from the student survey. When asked if the program provided help and support, 30% reported good, 50% reported excellent. 30% of the participants stated that the

program did a good with helping them understand the harm that can come from alcohol and drug use, while 60% reported the program did an excellent job. When rating the overall program 40% of the participants said it was good, while 50% said it was excellent. 20% of the participants somewhat agreed that the counselors where helpful, 70% agreed they were helpful. 70% of the participants felt they were being listened to. 70% agreed that the information presented was useful. When asked about making better choices, 60% agreed that the program helped them make better choices. 70% agreed that they felt comfortable with the program staff.

Overall Students were satisfied with the program and agreeing that the information is valuable, in the future it will be beneficial to have higher participant numbers.

I. DESCRIPTION OF PROGRAM GEOGRAPHIC BOUNDARIES

The project covers the city of Aberdeen in Brown County, South Dakota.



J. TARGET POPULATION

Juvenile Delinquency prevention programming within the Aberdeen school District will target at-risk youth that have been identified through school, court systems and other referral

agencies. Training will be provided to school staff and agencies on the referral process and services will be provided.

Target Population Details (Place an "X" in the box to the <i>left</i> of all those that apply)					
Race(s):		Offender Type(s):		Geography:	
X	American Indian/Alaskan Native	X	At-Risk Population (no prior offense)	X	Rural
X	Asian	X	First Time Offenders		Suburban
X	Black/African American	X	Repeat Offenders		Tribal
X	Hispanic or Latino (of any race)		Sex Offenders	X	Urban
X	Other Race		Status Offenders	Age:	
X	White/Caucasian		Violent Offenders	X	Under 11
Sex:		Referral Source:		X	12-13
X	Female	X	School	X	Court System
X	Male	X	State's Attorney	X	Other _____
				X	16 - 18

K. BUDGET

Refer to Sections 2 & 3

SECTION 6. SIGNATURE PAGE:

The officials who certify this document agree to adhere to all terms and conditions relating to this application. Duplication of responsibilities by one individual for any position listed below is NOT acceptable.

Original Signatures are Required				
Chief Executive Officer				
Name	Jan Patterson	Title	Chief Nursing Officer	
Address	305 S State St.	City/State/Zip	Aberdeen, SD 57401	
E-mail	janice.patterson@avera.org	Phone	622-5528	
		Fax	622-5057	
Signature	Jan Patterson		Date	6-2-16
B. Project Director				
Name	Christina Lloyd	Title	Prevention Coordinator	
Address	1206 S Main St.	City/State/Zip	Aberdeen, SD 57401	
E-mail	christina.lloyd@k12.sd.us	Phone	(605) 725-8276	
		Fax	725-8199	
Signature	Christina Lloyd		Date	6-2-16
C. Financial Officer				
Name	Julie Pfeifer	Title	Clinical Manager	
Address	1206 S. Main St.	City/State/Zip	Aberdeen, SD 57401	
E-mail	julie.pfeifer@avera.org	Phone	622-5800	
		Fax	622-5808	
Signature	Julie Pfeifer		Date	6-2-16
D. Other Official				
Name		Title		
Address		City/State/Zip		
E-mail		Phone	Fax	
Signature		Date		

Juvenile Delinquency Prevention Subgrant Application Year 3 RECEIVED

Title II Formula Grant

South Dakota Department of Corrections

APPLICATION DUE: June 3, 2016

JUN 01 2016

DEPT. OF CORRECTIONS

Completed original applications must be submitted and approved prior to purchase/use of project budget items.

Applicants with original signatures must be submitted and received by the Department of Corrections by the close of business on June 3, 2016. Faxed and emailed applications will not be accepted.

Submit complete applications to:

*Bridget Coppersmith
Juvenile Justice Specialist
Department of Corrections
3200 East Highway 34
Pierre, SD 57501-5070*

The application must include a brief and clear description of each component. It is important to follow all directions, provide complete information, and submit the materials in the order requested. If you need additional room to respond to the components, please attach additional sheets. Please note that all of these steps assist in evaluating the proposal.

SECTION 1. APPLICANT INFORMATION

Applicant: Watertown Healthy Youth Coalition/ Human Service Agency		
Address: PO Box 1030, 123 19 th St NE		
City/State/Zip: Watertown, SD 57201	Phone: 605-884-3518	Fax: 605-884-3522
Email: kellir@humanserviceagency.org	(FEIN): 46-0275247	
Project Director Name: Kelli Rumpza		Title: Prevention Specialist
Agency: Human Service Agency	Address: PO Box 1030, 123 19 th St NE	
City/State/Zip: Watertown, SD 57201	Phone: 605-884-3518	Fax: 605-884-3522
Email: kellir@humanserviceagency.org		
Select source from which the program model was cited:		
<input checked="" type="checkbox"/> OJJDP Model Program Guide <input checked="" type="checkbox"/> SAMHSA Model Program <input type="checkbox"/> Other (indicate source below with name)		
Please indicate the name of the evidence-based program implemented:		
Positive Action and Project SUCCESS		
Project Title:	School based prevention	
Project Period:	July 1, 2016 – June 30, 2017	

SECTION 2. PROJECT BUDGET

The Council of Juvenile Services will award or not award funding based the extent to which program design addresses a recognized need and whether the proposal is financially responsible and efficient. Funds will be paid through a reimbursement process for items specifically outlined and approved in the application.

Applicants may apply for a budget up to \$47,500.

Non-supplanting Requirements: Funds or other resources of the applicant normally devoted to programs and activities designed to meet the needs of criminal justice will not be diminished in any way as a result of a grant award of federal funds. The project for which assistance is being requested will be in addition to, and not a substitute for, criminal justice services previously provided without federal assistance.

A. Personnel	TOTAL
Project SUCCESS coordinators for middle and high school	\$ 33,150
Project Director	4,100
HSA Administrative Fee of 5% to manage grant financials	2,375
<i>Employee Fringe Benefits</i>	
TOTAL	\$ 44,450
B. Contracted Services	TOTAL
Mt Plains Evaluation – community survey	\$ 1,100
TOTAL	\$ 1,100
C. Travel and Per Diem	TOTAL
Travel to meetings requested by CJS includes mileage, motel and meal stipend	\$ 300
TOTAL	\$ 300
D. Equipment	TOTAL
N/A	\$
TOTAL	\$
E. Operating Expenses	TOTAL
Incentives for students and families for WMS and WHS	\$ 500
Resources, materials for school based program (Positive Action, Project SUCCESS)	1,000

Misc office operational expenses	450
TOTAL	\$ 1,950
Total Project Budget -- Combined totals for all columns	\$ 47,500

NOTE: If there is a change in the above budget, programs will need to request an amendment to their budget. All amendments must be requested in writing **prior to the expenditure of funds.**

SECTION 3. BUDGET NARRATIVE

In the space provided, explain the relationship between budgeted items listed in Section 2 and project activities. Include information (data and criteria) as to how you arrived at budget estimates. Discuss all items by category and in full.

Personnel Narrative - Explain how the compensation and expenses were calculated, duties of the position, and any other information about personnel of the project. If proposed funding covers more than one position, you must identify the duties and estimated percent of time for duties that directly relate to the successful implementation of the program(s).

Position #1: WHS Project SUCCESS Coordinator

Justification for the position :

We have seen over the last 2 years the impact this position has had with our students. Our WHS position has worked with 41 students under this grant. 12 are new to our school based programming this school year. Students were referred by staff, administrators, students or friends, family members or law enforcement. Relationships and collaboration with Teen Court, school district, community resources/services have grown and have shown how beneficial this position is in our high school. The Juvenile Justice Reinvestment Initiative (JJRI) is anticipated to bring about changes that could largely impact the school district. This position will be available and accessible to the students and their families for local community services.

If the position is **existing staff**, explain how duties associated with this award are **outside the current scope** of their position and provide a **plan** explaining how all duties associated with the position will continue to be provided and funded during this award:

Amount of time spent specifically on the DOC grant is documented on monthly contact sheets per the outlined job duties and activities for this grant. Funds then are allocated by the grant per percent of time spent on DOC grant activities. All documentation is kept on file.

Personnel Responsibilities & Duties <i>(must directly relate to the implementation of the program)</i>	Estimated % Time
1. Individual and group sessions with students; screenings, referrals and collaborating with community resources, court system, school administrators.	80%
2. Classroom, school and community presentations/trainings for students, staff, parents	10%
3. School-wide awareness efforts with Peer Helpers and/or other youth leadership, assisting with school policy and procedures and engaging youth in prosocial activities.	10%
4.	

Wage/Salary: 50% of the high school Project SUCCESS coordinator's salary of \$42,116 for the 2016-17 school year will be funded through this grant. This is a full time position 40 hours week, following the school district's calendar. Salary and benefits are set by the school district as this position qualifies the same salary formula as a teacher within the district. This position must have counselor's degree and/or hold a certification in Social Work, Prevention Specialist/Chemical Dependency. This position must go through training to implement the program.

Benefits: 50% of the benefits for this position will be funded through this grant. Benefits include social security, taxes, retirement (13.65%) for 12 months through the Watertown School District.

Position #2: WMS Project SUCCESS Coordinator	
Justification for the position :	This past school year, our WMS position worked with school administrators to implement Positive Action curriculum with students. Students were referred for academic/behavioral reasons by administration. There were 6 new referrals this school year. This year she went into the small teams (28 high risk students) and taught 23 lessons from PA curriculum. WMS position also helps students with physical needs to help them be functional and successful at school. Relationships and collaboration with community resources/services have grown and have shown how beneficial this position is in our middle school. The JJRI is anticipated to bring about changes that could largely impact the school district. This position will be available and accessible to the students and their families.
If the position is existing staff, explain how duties associated with this award are outside the current scope of their position and a provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:	Amount of time spent specifically on the DOC grant is documented on monthly contact sheets per the outlined job duties and activities for this grant. Funds then are allocated by the grant per percent of time spent on DOC grant activities. All documentation in kept on file.
Personnel Responsibilities & Duties (must directly relate to the implementation of the program)	
1. Individual and group sessions with students; screenings, referrals and collaborating with community resources, court system, school administrators.	Estimated % Time 50%
2. Classroom, school and community presentations/trainings for students, staff, parents	25%
3. School-wide awareness efforts with PEEPS and/or other youth leadership, assisting with school policy and procedures and engaging youth in prosocial activities.	25%
4	
Wage/Salary:	50% of the middle school Project SUCCESS coordinator's salary of \$24,176 for the 2016-17 school year will be funded through this grant. This is a full time position 35 hours week, following the school district's calendar. Salary and benefits are set by the school district as this position qualifies the same salary formula as a Teacher Assistant within the district. This position must have BS/BA degree with emphasis in Social Work, Sociology, Prevention or related field. This position must go through training to implement the program.
Benefits:	50% of the benefits for this position will be funded through this grant. Benefits include social security, taxes, retirement (13.65%) for 12 months through the Watertown School District.
Position #3: Project Director	
Justification for the position :	Project Director oversees the implementation of the school based programming. Time is spent doing administrative work and reports to make sure programming is effective and meeting with school coordinators, working on evaluation with Mt. Plains Evaluation, and communicating with the Project Manager in Pierre. Project Director facilitates the coalition meetings and works with the school district and community resources.
If the position is existing staff, explain how duties associated with this award are outside the current scope of their position and a provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:	Amount of time spent specifically on the DOC grant is documented on contact sheets and funds then are allocated by the grant per percent of time spent on DOC grant activities. All documentation is kept on file.
Personnel Responsibilities & Duties (must directly relate to the implementation of the program)	
1. Oversees the coordination and facilitation of programming at the middle and high school.	Estimated % Time 50%
2. Responsible for the reporting and documentation for the DOC grant	50%
3.	

4.	
Wage/Salary:	10% of the Project Director's salary of \$41,000 will be funded through this grant based on currently salary through the Human Service Agency from July 2016 – June 2017.
Benefits:	10% of the Project Director's taxes, social security, benefits (7.65%) for this position will be funded through this grant.
Position #4:	HSA Administrative Fee
Justification for the position :	Human Service Agency 5% administrative fee to manage grant financials. The time of fiscal department staff to prepare financials, set up spreadsheets, fill out and verify report is correct, receipt income, make adjustments, process purchase orders, match invoice and receipts, set up for payment, cut checks, mail out payments, etc.
If the position is existing staff , explain how duties associated with this award are outside the current scope of their position and a provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:	Amount of time spent specifically on the DOC grant is documented and funds then are allocated by the grant. All documentation is kept on file.
Personnel Responsibilities & Duties <i>(must directly relate to the implementation of the program)</i>	
1. Manage grant financials	Estimated % Time 100%
2.	
3.	
4	
Wage/Salary:	5% of the administrative fee is allocation of salary of staff with the time spent on grant financials as mentioned above through the Human Service Agency from July 2016 – June 2017.
Benefits:	

Please attach additional sheets for more than two positions.

SECTION 3. BUDGET NARRATIVE CONTINUED

Contracted Services Narrative - Explain the consultant fees, consultant expenses, contracted services, the cost per service/per youth being served, how the cost for services was calculated, and the process that would be or has been conducted to select the consultant. <u>Contracted services fees cannot exceed \$650 per day.</u>	
Consultant #1:	Mountain Plains Evaluation, LLC
Consultant Fees:	Up to \$55/hour for Mountain Plains as hourly fee set by Mountain Plains.
Contracted Service:	To provide assistance with the community survey that was created and administered in the Spring. Will need follow up assistance with interpretation of data and presentations of the findings to coalition and community members. This is a service above what Mountain Plains already provides for this grant.

Selection Process:	We are utilizing Mountain Plains since they are familiar with the work that we are doing and have reasonable fees.
Consultant #2:	
Consultant Fees:	
Contracted Service:	
Selection Process:	
Travel and Per Diem Narrative – Explain the calculation of travel costs for travel <u>outside the home jurisdiction</u> , (travel must be calculated at current state rates (\$0.42 per mile and \$32 per diem)), how the expenses are directly related to the implementation of the project, and if out-of-state travel is anticipated, give particulars (i.e., location, state, dates, purpose, cost).	
Purpose of Travel:	Meetings requested by CJS for program updates
$[380] \times \$0.42 = \160 $[2] \times \$32.00 = \64 (1 full day at \$32, then super the night before at \$15) 1 night motel budget \$93	
Equipment and Operating Expenses Narrative – Explain the supplies and equipment costs directly related to the implementation of the program or project. You must be specific regarding the items in which you intend to use federal funding. For example, a budget item of “office expenses” will not be accepted as these items must be detailed. You need to identify what you anticipate for office expenses and list each item and the estimated costs. Items not specifically outlined will not be eligible for reimbursement.	
Equipment – List nonexpendable items that are to be purchased and show how you calculated these costs. Nonexpendable equipment is tangible property having a useful life of more than 2 years.	
Operating Expenses – List items by type (office supplies, postage, training materials, copying paper, and expendable equipment) and show how you calculated these costs. Generally, supplies include any materials that are expendable or consumed during the course of the project.	
Purchase resources, supplies, curriculum and materials for individual, group or classroom lessons/presentations for Positive Action and Project SUCCESS curriculum. Estimated \$1,000.00 Motivational incentives for middle and high students and families that Project SUCCESS coordinators are meeting with individually or in group setting. Also used to assist with costs for identified youth who need assistance to be involved with activities. Examples include membership to community rec center, school activity tickets, membership to an organization/club, registration fee or equipment/material expenses to be involved in extra-curricular activity, etc. Project SUCCESS coordinators and Project Director will meet to determine need and a student plan will be developed to monitor involvement. Estimated \$500.00 Also day to day operational costs of printing, postage, copier and postage leases, phone, (cost varies based on usage); office space, utilities and maintenance allocated to this program by building square footage. Estimated \$450.00 Total amount requested for operating expenses is \$1,950.00	

SECTION 4. UPDATED THREE-YEAR DELINQUENCY PREVENTION PLAN

A. PROJECT ABSTRACT AND DEMONSTRATION OF CONTINUED NEED

The Watertown Healthy Youth Coalition (WHY) has been active for 18 years. The Watertown community is very supportive of the prevention efforts and respects the work of coalition. The focus of the coalition is to address the health and safety of the targeted population in regards to the consequences of at-risk behaviors.

The evidence based programs (EBPs) Project SUCCESS and Positive Action have impacted the norms and perceptions within the school population of grades 7-12, specifically targeting students who are identified as at-risk, and/or referred through school staff, DOC, Court Services, and/or family. These existing problems need to be addressed in order to promote healthy and positive youth development.

Data from the 2015 PRIDE survey shows overall use rates and at-risk behaviors are decreasing. The DOC funding will allow the coalition to continue its partnership with the Watertown School District to implement not only individual based programming, but also environmental which will reinforce that delinquent behaviors are not acceptable or the "norm" for this age group. These past two years of programming have shown to be impactful to our student population.

We have learned there is more work to be done with offering education, services, and resources to our students. For the 2016-17 school year, we are working to include *Positive Action* curriculum with Sophomore Language Arts and to continue with the Alternative Education programming. This expansion of prevention programming shows that the school district is very supportive of our efforts and that we need to continue with our school –based prevention and early intervention services.

B. ORGANIZATIONAL READINESS

The Watertown Healthy Youth (WHY) coalition is a well respected organization in the community. Members are active and represent a greater part of the community sectors. They are engaged during the monthly meetings and with the activities and programs the coalition organizes and/or oversees. There is a wealth of resources around the table and the information is shared from each member's respective organization at the meetings. The coalition's prevention efforts aim to serve those who work, reside and/or attend school within the Watertown community.

This past year, our coalition has gained new coalition members because of the work we have done. Our coalition is becoming more diverse. The coalition has local support and involvement from various organizations and businesses that assist with any programs, projects or activities WHY organizes. To ensure program success and sustainability, on-going training and capacity building are critical. The Project Director works diligently to make sure coalition members are kept aware of programming needs and to coordinate opportunities to stay educated. The coalition has been working to identify the risk and protective factors through law enforcement data/reports, community perception survey, and school reports and community meetings and interviews. This data gathering also provided the coalition an opportunity to assess the community's level of readiness to address the social issues and to prioritize our prevention efforts.

The coalition has been very supportive of our first two years of implementation of *Positive Action* and *Project SUCCESS* in our middle and high school. Both years involved planning and tweaking implementation – getting programming to fit into the school day, and what students would be part of the programming. At monthly meetings, time is given to our middle and high school coordinators to report on projects, number of students they are seeing,

and what social issues they are seeing/hearing. The knowledge, experience, data, and resources that are brought to the coalition table enable our prevention efforts to be effective. The coalition's efforts over the last 18 years have impacted juvenile behaviors effectively with the collaborative efforts of community partners and the implementation of data-driven programs and strategies. Based on these trends, the Watertown Healthy Youth coalition knows their efforts to raise awareness of the youth issues and concerns, about the risks involved with antisocial behaviors are making a difference in the Watertown community.

For year three, we will again be looking at how to make programming fit with changes with school schedules and changes with alternative education classes. But administration has seen the positive impact of our programming and the benefits of having school based positions available to their students and will make sure implementation continues. Also with year 3, the coalition will be collaborating with many community sectors, including the State Attorney's office in regards to changes involved with the Juvenile Justice Reinvestment Initiative.

C. COMMUNITY READINESS

Our community has people who see the importance of a high level of community commitment and feel it is the responsibility of the community and school to provide prevention. According to results from our 2014 Community Perception Survey, we have people in the Watertown community who want to assist with prevention efforts and feel prevention is necessary. Our community has a high level of community commitment and they feel it's the responsibility of the community and school to provide prevention. Community members want to see more education and awareness provided in the schools and for parents/adults in the community. Respondents said educating parents is the best way to prevent and/or decrease the number of youth who participate in high risk behaviors, along with implementing school based education/curriculum, increase enforcement (stricter consequences as well as providing accurate

and visible information on laws and consequences), and awareness campaigns focusing on social norms.

This data also illustrates that our community is ready to strengthen prevention efforts already in existence. It is important for the coalition to continue to collaborate with the school district, law enforcement, juvenile justice system and community to provide resources and services to our youth.

The coalition believes that because they have seen positive results of current prevention efforts, the community will support continuing our prevention efforts. The Watertown School District, Department of Corrections, Codington County State's Attorney office, Watertown Police Department and the Human Service Agency all included letters of commitment for our school based program – see **Attachment 1C**.

The first two years of implementation had its challenges and successes. At the middle school, the *Positive Action* curriculum was implemented as small group and individual sessions. Students were referred based on teacher and administrative observation. These identified students needed extra help in skills academically, socially, emotionally and behaviorally. Identified students participated during Directed Study time, and therefore missed no academic class as a result. Students met every other day and completed 20 lessons from the *Positive Action* curriculum. The primary focus of the foundation lessons was to work on making more positive choices by changing how they respond to situations. The goal was to learn to not just react to a situation but to choose a positive thought that would lead to a positive action and positive feeling. They also dealt with improving their self-concept by understanding the differences between impression, image and identity. They looked at factors that affect their self-concept, such as family, friends, school and life experiences. They set short-term and long-term

goals and at the end wrote about two dreams they have and what they could do to accomplish them. This was all part of the 20 foundational lessons. We did not do any supplemental lessons due to time limitation. Seventeen of the 19 students who were referred, completed the program in year 1. Year two, we continued with the individual lessons with 6 new student referrals. We found students were able to focus better 1-on-1 and sometimes students didn't have same directed study so small group sessions were less frequent. Year 2 the Project SUCCESS coordinator also went into the 7th and 8th grade Small Teams with 28 students and taught 23 lessons. Small Teams will be changing this next school year and so planning is taking place with administration and staff as to how Positive Action can continue to be implemented because of the need and benefits they saw this year. Physical needs for students and case management continues to grow and making sure students are getting the resources they need to continue thrive at school and plays a major role with Project SUCCESS as well as school wide awareness of youth social issues.

At the high school, case management continues to be focus of services that need to be provided. Year one, the high school *Project SUCCESS* coordinator met with 35 students, of which 17 were DOC referrals. Year two, there were 12 new referrals. Students on the high school case load are referred by school administration/staff, school violations, Out of School Suspension, behavioral issues, and family referrals. Individual sessions and small group sessions were held to work on skill building, goal-setting, handling situations with friends and family members, and entering school system. Year two of implementation we saw communication and relationships continue to improve between our school based program/school administration, with Teen Court, Court Services, JCA officers, and States Attorney's office. We identified that there needs to be more efficient communication and collaboration between our helping resources

within the school and probation officers; as well as helping resources within the community. Effective communication and follow through will play a strong role with implementation. Year two, we had an Alternative Education teacher trained in Positive Action and implemented a High School Kit with her students. Year three we hope to continue with the curriculum as well as trying to get into the Sophomore classes. The Project SUCCESS coordinator will also encourage students to get involved in prosocial activities like Peer Helpers and other activities, as well as to carry out school wide awareness of youth social issues.

Our *Project SUCCESS* coordinators are the “go to” people in the schools. Our Project SUCCESS coordinators are involved in school and community based meetings, planning groups and committees.

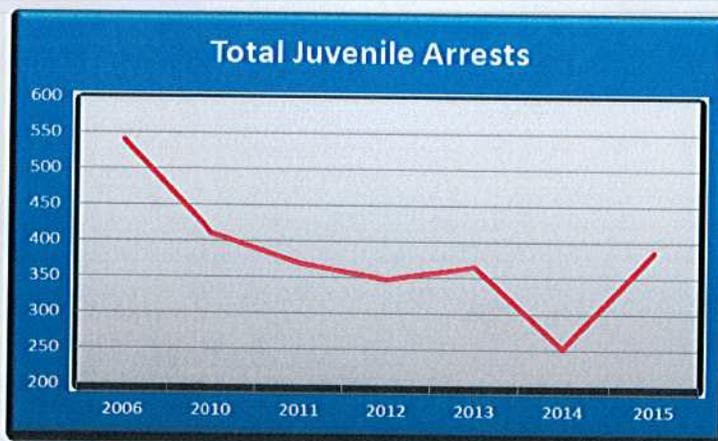
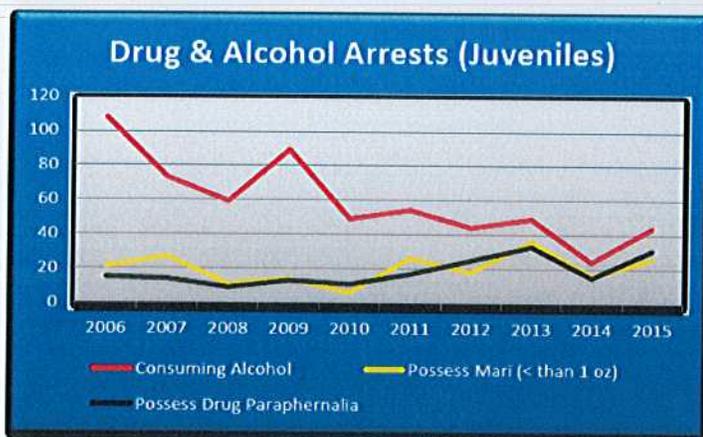
A working partnership with these key stakeholders is instrumental to effectively reduce juvenile delinquency in our community. We have regular attendance at our coalition meetings from the school district, Court Services, and DOC. Also, our school based programming needs to be a part of the of the Juvenile Justice Reinvestment Initiative efforts within our community in the upcoming year. We have been working with our local State Attorney’s office. Without these school based positions, the momentum gained on reducing juvenile delinquency in our community and school work will be lost.

D. ASSESSMENT OF DELINQUENCY RISK AND PROTECTIVE FACTORS

The Watertown Healthy Youth coalition collects local data pertinent to the youth in the Watertown area from various sources. The data is compared to the risk and protective factors from the PRIDE survey data from 2015, which is our most current data. What we collect annually is juvenile arrest data from the police department, behavioral problems identified within the school district, community perceptions survey, and data from Codington County Department of Corrections. This data assists the coalition in determining if we are impacting our priority

areas involving risk and protective factors. These data sources helped us to recognize the key issues which exist in the Watertown community in regards to delinquency behaviors.

According to the Watertown Police Department’s 2015 Annual Report (January – December), juvenile arrests have declined, especially from 2011 – 2014. Arrests did take a jump in 2015, which the increase was reflective with more shoplifting arrests. One major business in the community increased security, watching specifically for shoplifters. There was also an increase with tobacco citations and possession of drug paraphernalia. We feel enforcement was a major contributing factor in the increase with the juvenile arrests. According to the 2015 PRIDE survey administered to Watertown students in grades 7-12 in September 2015, 96.3% reported that they never have been arrested which has improved from 2013, which was 95.8%. The PRIDE survey also reflects that 30-day use of alcohol, tobacco and marijuana are on the decline; as well as other antisocial behaviors (see attachment D – 30 day & Other Antisocial).



Department of Corrections also provided us a table of youth ages and offenses who are currently in the Codington County DOC system (see attachment D for 2015 & 2016 tables). Year 1 and 2 offenses, Petty Theft remained the top offense, with Sexual contact with under 16 < 5 years age difference, Burglary 3rd and Ingesting an illegal substance. For Year 3 data, Sexual related offenses have become the top offense; followed by theft, burglary and criminal entry; and

then drug-related offenses. In 2013, there were 18 youth in the DOC system. The current DOC report there is twelve youth; and is all male. One-third is Native American and two-thirds are White juveniles. The ages remain consistent with 16 and 17 year olds being the highest violators, which is also reflective of our PRIDE survey data. Sophomore year is where we see the increase with students reporting more involvement with at-risk behaviors.

There has been a shift with the juvenile offenses, which may be reflective of the changes with the juvenile system and hopefully with our school based prevention efforts.

Reflectively, the coalition feels the risk and protective factors identified and prioritized from our previous years are still accurate with the 2015 data (**see attachment D for Risk and Protective factors table comparisons**). The coalition's priority areas will be focusing on the protective factors of *School Opportunities for Prosocial Involvement, Rewards for Prosocial Involvement* and *Interaction with Prosocial Peers*. We have seen steady increases in these protective factors (increases of 2 - 5 percentiles) and so the coalition feels we need to continue to focus on these areas because they are impacting our students' behaviors. The risk factors that the coalition will continue to focus on are *Community Transitions and Mobility, Low Commitment to School, and Academic Failure*. Overall, we have seen improvements with our selected risk factors especially with *Low Commitment to School*. That risk factor dropped from 54 percentile in 2013 to 39 percentile in 2015. *Community Transitions and Mobility* remained consistent from 2013 to 2015 and so we need to continue to address what safety and awareness pieces do we have in place during those critical transition times in 7th and 9th grade specifically.

Our priority is to continue to respond to youth delinquency through the implementation of *Project SUCCESS* and *Positive Action* at our middle and high school to address campus

situations involving antisocial behaviors/peers, truancy, disorderly-conduct, drug, alcohol and tobacco offenses.

E. IDENTIFICATION OF AVAILABLE RESOURCES, GAPS, AND EVIDENCE-BASED PROGRAMS

Local organizations and agencies need to continue to share resources and communicate the services and/or programs available to youth and families. We have strengthened the collaboration and communication between Dept of Corrections, Court Services, Teen Court and States Attorney's office, school-based Project Success coordinators and the community coalition.

One identified gap that needs to be continually addressed is keeping youth involved in prosocial activities as they get older. Overall, we have seen an increase with prosocial activities with our 7-12 grade students, but more work needs to be done to keep them engaged at high school. Students are seeing the rewards of being involved and having friends involved so we are hoping that continues. They are influenced by peers because of their need to "fit in" and to take risks. The coalition's goal is to address this gap by making as many resources available to families and youth by continuing to make them aware of healthy alternatives, such as programs and activities. Community sectors continue to increase the awareness and participation of youth and families in the services, programs and activities that engage and connect youth to people, places and activities. Using their peers or other adults to engage these students in school and community clubs, programs, and/or activities will deter them from negative behaviors. We know the programs exist in our community. The gap is getting the kids there to participate and become actively involved.

The coalition has also identified limited aftercare/support programs or groups for youth/young adults once they complete an intervention program. At the high school level, we are also seeing students who have co-existing issues such as Mental Health, Substance Use, and

Delinquent behaviors. There is definite need to expand school based services so more students can receive services. We hope with the outcomes of our current school-based programming that funds will become available not only to sustain current programming, but to expand to include another position to work with our students.

Working with the Juvenile Justice Reinvestment Initiative in our county will hopefully help fill some of these gaps. Being able to provide services and programming at school will address this issue and provide services the students need. We have seen the success of school-based interventions these past two years with our data, so we will continue to do what we are doing. Getting students connected to school and community resources, activities and programs is very instrumental piece with our Project SUCCESS coordinators.

There is limited prevention education for students' past 9th grade. Prevention education needs to be part of school curriculum as a requirement for high school students. We realize that finding class time for the upper grade levels to implement programming is a challenge, but the data indicates that it needs to be done. Aligning prevention curriculum to core content standards is an avenue to address this challenge. The plan for this next school year again is to implement *Positive Action* curriculum within 10th grade Language Arts classes. All sophomores must take a Language Arts class, and we have received permission from the Superintendent to put together lesson plans. We will be working with our high school guidance counselors with implementation. This past year we were not able to make this happen, but were able to organize a few awareness days where various local presenters came and presented to students on social issues. We will continue to work with our Alternative Education program at the high school to implement Positive Action. Case management is a big need at the high school, and the Project

SUCCESS coordinator will continue to provide individual and group sessions with students and connecting them with school and community resources.

At the middle school, we will continue with the same implementation plan as this past year. We feel that the individual lessons were impactful as well as going into the Small Teams (more at-risk students). Since the middle school is revamping classrooms next school year, Small teams will not exist but students will be in an Advisory class every day (a shortened time – 17 minutes) and the principal and Project SUCCESS coordinator are working on potential lesson plans to be taught throughout the year to certain Advisory classes. The principal reported that of the students participating in *Positive Action/Project SUCCESS* programming, had reduced or no office referrals.

Through the Juvenile Delinquency Subgrant funds, the Watertown Healthy Youth coalition will be able to maintain the programs in existence and allow the coalition to implement practices and policies in the school district to reduce and prevent juvenile delinquency behaviors. The coalition's priority areas to focus on improving the protective factors of *School Opportunities for Prosocial Involvement, Rewards for Prosocial Involvement and Interaction with Prosocial Peers*; and addressing the risk factors of *Community Transitions and Mobility, Low Commitment to School, and Academic Failure*. The coalition needs to assist with programming that will also address campus situations involving antisocial behaviors/peers, truancy, disorderly conduct, drug, alcohol and tobacco offenses.

The coalition feels that by continuing *Project SUCCESS* and *Positive Action* curriculum, which are programs listed on OJJDP Model Program Guide and SAMHSA's NREPP, with our students in grades 7-12 there will continue to be decreases not only with substance use, but also with other delinquent behaviors.

F. STRATEGY FOR IMPLEMENTING EVIDENCE-BASED PROGRAMS

The school based strategies of *Project SUCCESS* and *Positive Action* were chosen because of the risk factors that were identified at transition times for Watertown students, especially in grades 7-12. These school based efforts will also target the parent population, which is another strategy for the WHY coalition. Implementation of *Project SUCCESS* and *Positive Action* in the past 2 years have shown to be beneficial and successful. We hope to see delinquency behaviors decrease even more in Year 3 by using *Positive Action* curriculum with *Project SUCCESS*. The Juvenile Delinquency Grant would assist the coalition to provide funds for staff to carry out these two programs. The school district will assist with the day to day cost and resources for the staff. Both entities would continue to look for other funding sources (grants, local contributions, etc) to continue and strengthen the prevention efforts within the middle and high schools. With our school and community data, and the success that the coalition has had thus far with impacting outcomes, it is the hope that other grant opportunities and our school district would assist with sustaining our school-based programming after the 3-year funding cycle. Our partnerships with existing community service organizations would help provide day to day resources for students.

The Watertown School District currently supports other prevention programming like *Second Steps* and *DARE* at the elementary level. The school district is currently working with a community organization for a 1-1-1 mentoring program for high school students. The goal of this mentoring program is to help students be successful academically, as well as provide an opportunity to work with a local business partner. This effort involves a school staff member, student, and business partner. The school district also has active youth leadership programs lead by our Project SUCCESS coordinators. This Fall, the middle school SADD team will be

changing their name to PEEPS (Peers Educating and Encouraging Peers). The Project SUCCESS coordinator at the middle school felt the current name wasn't being received well by this age group, and wanted to continue to put a positive spin on the work they do. So the current members voted and PEEPs will start next Fall. The high school has Peer Helpers, which numbers grew this year and averaged about 25 students per meeting. These youth will be utilized to carry out the school-wide awareness and educational activities, which is another component of *Project SUCCESS*. The staff trained in implementing *Project SUCCESS* and *Positive Action* will follow the procedures of the mandatory monthly reporting, utilizing the screening tools and reporting documents required, and carry out all the required components of the programming to maintain fidelity.

As you can see, many pieces are in place in our school and community to help youth, but there is a need to have professional paid staff at both the middle and high school to provide delinquency prevention, education and early intervention services; as well as a liaison for students and parents with community resources, agencies and organizations. The prevention staff who implement *Project SUCCESS* and *Positive Action*, serve as a resource to students and families by connecting them to prosocial programs, activities, and people. The prevention staff/programming will also fill the gap of providing Support and Aftercare groups to teach students how to function in an environment after making a positive decision to change negative behaviors.

Also, if students are educated about the effects and consequences of delinquent behaviors and learn refusal and healthy coping skills; then they will learn to resist the pressures of these at-risk behaviors, which will decrease school office referrals and /or juvenile arrests.

School officials support and see the need to implement a school-wide prevention to focus on policy, awareness campaigns, and education. If students know there will be consistent consequences related to antisocial behaviors and that they will be held accountable for their actions, these behaviors will be deterred. It is the hope that students will see the benefits involved in prosocial activities and having prosocial friends. It all takes time, resources, and personnel to work with these youth. Collaborating with the Juvenile Justice Initiative will also be an important partnership for our school based programming.

Goal: To reduce the percentage of Watertown students in grades 7- 12 engaging in antisocial behaviors by June 30, 2017.

Objective 1: Increase the perception of parental disapproval of antisocial behaviors among Watertown students in grades 7-12 by 5% by June 30, 2017.

Activities	Timeline	Person Responsible
Interpret data results from community survey to develop and implement a plan of action to engage parents and staff in prevention efforts.	July 1, 2016 – June 30, 2017	Project Director and school district Coalition members
PSCs and/or Program Director will disseminate information and resources through presentations, meetings, trainings, and media venues to district staff, parents and community.	July 1, 2016 – June 30, 2017	Project Director, coalition members and school based staff

Objective 2: Decrease favorable attitudes toward antisocial behaviors among Watertown students in grades 7-12 by 5% by June 30, 2017.

Activities	Timeline	Person Responsible
Use data from PRIDE to continue to raise awareness with students in grades 7-12, track trend data, and share data to staff, students and community.	July 2016 — May 31, 2017	Project Director, school district Local evaluator Coalition members
Project Success coordinators (PSC) will implement Prevention Education series/ Positive Action curriculum for targeted populations in WMS & WHS.	August 1, 2016 – May 31, 2017	School based staff
PSCs will provide screenings and individual sessions. Will organize and facilitate small group sessions and refer students to community services/resources.	August 1, 2016 – May 31, 2017	School based staff
PSCs will coordinate services and programming with Alternative Ed program, school counselors, Court Services, Teen Court, Local Interagency	July 1, 2016 – June 30, 2017	Project Director, and school based staff local agencies

Team, States Attorney and DOC.		
Project Director and/or PSCs will work on policy that impacts delinquent behaviors.	July 1, 2016 – June 30, 2017	Project Director, and school based staff

Objective 3: Increase prosocial involvement and opportunities for Watertown students in grades 7-12 by 5% by June 30, 2017.

Activities	Timeline	Person Responsible
Collaborate resources so students can participate in school and/or community program/club/activity (such as activity ticket to school events, swimming pass, transportation, school clothing, dues, registration fees, etc.)	August 1, 2016 – May 31, 2017	Project Director, school based staff, community organizations
Update resource directory/booklet of all community and school clubs, organizations, activities for all students and their families.	July 1, 2016 – May 31, 2017	Project Director
WMS & WHS students will carry out school wide awareness projects through PEEPS/ Peer Helpers or other existing peer helper/leadership clubs (social norms campaigns – majority don't use or participate in antisocial behaviors).	September 1, 2016 – May 31, 2017	Project Director, and school based staff
Provide individual or group sessions on social skills development, critical thinking, healthy coping strategies, social interaction, etc to youth and families and to use motivational incentives.	August 1, 2016 – May 31, 2017	Project Director, and school based staff

The Project Director will also make sure staff receives on-going training as the need arises; and staff evaluations will be completed at least once a year with school administration and the Project Director. The coalition will also utilize the NE Prevention Resource Center located in Watertown for training opportunities. The PRC offers many regional and state trainings for prevention professionals and have many resource materials available. The Project Director will also work with Mountain Plains Evaluation to make sure programming is following the Project Performance Measures by completing required documentation and evaluation.

G. SUSTAINABILITY PLAN

The Watertown Healthy Youth Coalition (WHY) has been active for 18 years. The Watertown community is very supportive of the prevention efforts and respects the work of coalition because of the outcomes that come from our prevention efforts. The coalition has seen

steady increases in the priority protective factors over the last 2 years of implementation and we have seen improvements with our selected risk factors.

The coalition has proof of the success of school-based interventions through the data-driven outcomes collected by the Project Director over the past two years. The school district has also worked with the coalition over the past 2 years to make sure that programming was being carried out even with changes with classes and schedules. The coalition is confident that funding will be made available to continue our school-based prevention efforts. With our school and community data results, and the success that the coalition has had thus far with impacting outcomes, the coalition feels other grant opportunities will become available and that our school district will assist with sustaining our school-based programming after the 3-year funding cycle. Our partnerships with existing community service organizations over the years will step up and help provide funding if they want to see this programming continue – especially when they have seen the outcomes thus far.

The school district will continue with the day to day cost and resources for the staff. Our plan is that the school district will write at least one of the positions into their 2017-18 school budget. The school district has started a Whole Child committee, which both Project SUCCESS coordinators are involved in. This committee is looking at addressing mental health and social issues that may affect student learning and success, so with this committee the coalition hopes the school district sees the benefits and impacts of what school –based prevention programming does to influence the well-being of students.

Getting students connected to school and community resources, activities and programs is very instrumental piece with the engagement and success of our students.

H. PROJECT PERFORMANCE MEASURES AND EVALUATION

The Watertown Healthy Youth coalition always has included evaluation as a key component of their prevention efforts over the past 18 years. The Project Director has had years of experience of collecting data for reporting purposes to the state, and other stakeholders. Accountability is viable for programming to continue. The Project Director is able to collect data from many community resources, such as data from the Watertown Police Department, Department of Corrections, and the Watertown School District.

Our prevention efforts are data-driven. The evaluation design for the Watertown Healthy Youth Coalition school based program will provide a comprehensive procedure for answering important evaluation questions regarding the implementation, operation, and success of the coalition in reducing antisocial behaviors among Watertown youth. The evaluation will include process and outcomes evaluation tools that engage staff, community and coalition stakeholders in the evaluation procedures. The Watertown Healthy Youth Coalition has been working with Roland Loudenburg, M.P.H., ABD of Mountain Plains Evaluation, LLC to make sure we are collecting and providing measurable outcomes. The coalition utilizes the web-site created by Mountain Plains for us to access screening tools, pre/post surveys, and reporting documents. The Project SUCCESS coordinators complete monthly and quarterly reports.

As we are wrapping up this school year, we will be looking at short term and long term outcomes in regards to the juvenile specific data required and comparing it the data from the PRIDE survey and community survey. This allows the coalition to look at changes or shifts in trends in regards to at-risk behaviors and risk and protective factors among our students. The coalition also collects information from Court Services and our JCA officers on a quarterly basis to see if the students we are working with are offending and/or have re-offended. Collecting this data again 6 -12 months will show the impact of our prevention efforts.

I. DESCRIPTION OF PROGRAM GEOGRAPHIC BOUNDARIES

Watertown has a total area of 25.04 square miles. Located in the NE corner of the state along I-29 and US 212, Watertown is located in Codington county. Watertown is the 5th largest city in South Dakota with population of 21,803 residents. The Watertown School District enrollment is 3,940 students grades PreK – 12. Please see **Attachment I** for a map of the area that will be served.

J. TARGET POPULATION

Target Population Details (Place an "X" in the box to the <i>left</i> of all those that apply)							
Race(s):		Offender Type(s):			Geography:		
X	American Indian/Alaskan Native		At-Risk Population (no prior offense)			X	Rural
X	Asian		First Time Offenders				Suburban
X	Black/African American		Repeat Offenders				Tribal
X	Hispanic or Latino (of any race)		Sex Offenders				Urban
X	Other Race		Status Offenders			Age:	
X	White/Caucasian		Violent Offenders				Under 11
Sex:		Referral Source:			X	12-13	
X	Female	X	School	X	Court System	X	14-15
X	Male	X	State's Attorney	X	Other__family_____	X	16- 18

Our school based program will identify students in the middle and high school (grades 7-12) who are high risk due to poor academic performance, truancy, discipline problems, and school violations. Students can be referred by school staff, by a parent/family member, court system or school administration. It will be mandatory for students to be referred to the Project SUCCESS coordinator due to a school regulation violation. Project SUCCESS coordinator will also work closely with the alternative education programming where students are struggling academically for various reasons.

K. BUDGET

Please refer to Sections 2 and 3 of this grant application for the Budget and Budget Narrative.

SECTION 6. SIGNATURE PAGE:

The officials who certify this document agree to adhere to all terms and conditions relating to this application. Duplication of responsibilities by one individual for any position listed below is NOT acceptable.

Original Signatures are Required

Chief Executive Officer

Name Charles F. Sherman

Title CEO

Address PO Box 1030, 123 19th St NE

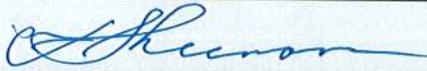
City/State/Zip Watertown, SD 57201

E-mail chucks@humanserviceagency.org

Phone 605-886-0123

Fax 605-884-4545

Signature



Date 5-27-2016

B. Project Director

Name Kelli Rumpza

Title Prevention Specialist

Address PO Box 1030, 123 19th St NE

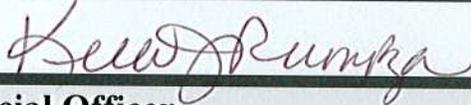
City/State/Zip Watertown, SD 57201

E-mail kellir@humanserviceagency.org

Phone 605-884-3518

Fax 605-884-3522

Signature



Date 5-27-2016

C. Financial Officer

Name Michelle Spies

Title Chief Financial Officer

Address PO Box 1030, 123 19th St NE

City/State/Zip Watertown, SD 57201

E-mail micelles@humanserviceagency.org

Phone 605-886-0123

Fax 605-884-4545

Signature



Date 5/31/16

D. Other Official

Name

Title

Address

City/State/Zip

E-mail

Phone

Fax

Signature

Date

Attachments for DOC application under Section 4 – Watertown Healthy Youth Coalition

C. Community Readiness

- Attachment C includes Letters of Support

D. Assessment of Delinquency Risk Factors and Protective Factors

- Attachment D includes graphs and charts of Watertown data

H. Description of Program Demographic Boundaries

- Attachment I includes map of Watertown School District

Attachment C. DOC application – Watertown Healthy Youth coalition

Letters of commitment include:

Codington County State's Attorney office

Department of Corrections – Juvenile Services

Human Service Agency

Watertown School District

Watertown Police Department

Office of
Codington County State's Attorney

14 – 1st Avenue Southeast
Watertown, South Dakota 57201

Phone 605-882-6276 Fax 605-882-5233

Patrick J. McCann, State's Attorney
pmccann@codington.org

Chad C. Nelson
Deputy State's Attorney
cnelson@codington.org

Thomas F. Burns
Deputy State's Attorney
tomburns@iw.net

Rebecca Morlock-Reeves
Deputy State's Attorney
rreeves@codington.org

Jan Steele
Victim/Witness Assistant
jsteele@codington.org

May 25, 2016

To: South Dakota Department of Corrections and the Council of Juvenile Services
Re: Letter of Support for Watertown Healthy Youth Coalition

The Codington County State's Attorney's Office would like to express its support of the prevention programs provided by the Watertown Healthy Youth Coalition through the use of funding from your agency.

We are fortunate to have collaborated with Watertown Healthy Youth in referrals for services and presentations educating the community about Juvenile Justice Reform. We have been successful in intervening with high-risk middle and high school students in our County due in large part to the services that are available for at risk youth in our community and the leadership provided by Watertown Healthy Youth.

If you have further questions please feel free to contact my office.

Sincerely,



Patrick J. McCann
Codington County State's Attorney



DEPARTMENT OF CORRECTIONS

Division Of Juvenile Corrections

2001 9th Ave SW Suite 400

Watertown, SD 57201-4034

Phone: (605) 882-5002

Fax: (605) 882-5369

May 19, 2016

SD Department of Corrections and the Council of Juvenile Services
3200 E Highway 34
Pierre, SD 57501-5070

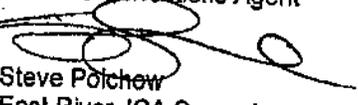
We would like to take the time to express our continued support of the Watertown Healthy Youth Coalition. The funding provided is enhancing our community through the school based and community efforts they are working toward.

At risk kids continue to be in need of learning opportunities, skill building and interaction through pro-social activities. The coalition provides these needed services throughout our community and we see the benefits. We have seen juvenile arrest rates decrease in our area because of the work the Watertown Healthy Youth Coalition provides. The use of evidenced based prevention services has and is proving to be of benefit to the community of Watertown and a benefit to the youth growing up in the Watertown area.

We would like to continue our support of the Watertown Healthy Youth Coalition and office and ask for your continued funding so we can collaborate with the coalition to help provide the preventative efforts in our community.

Sincerely,


Amber Nogelmeier
Juvenile Corrections Agent


Steve Polchow
East River JCA Supervisor

HUMAN
SERVICE
AGENCY



BEHAVIORAL HEALTH
HELPING PEOPLE ACHIEVE

May 23, 2016

SD Department of Corrections
Council of Juvenile Services

The Human Service Agency, which is the lead fiscal agency for the Watertown Healthy Youth coalition, supports the coalition's decision to reapply for Juvenile Delinquency Prevention Subgrant Year 3 to assist with their school-based prevention efforts within the Watertown School District.

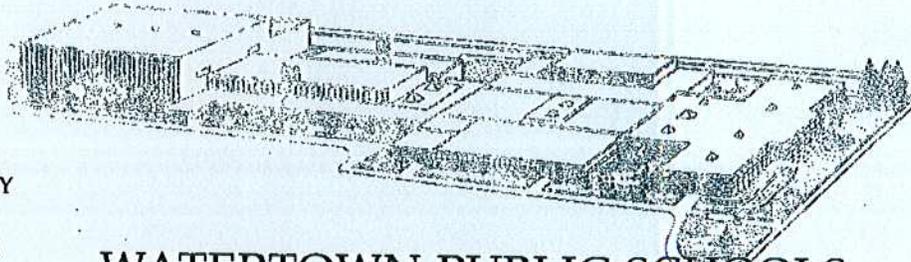
The agency will continue to provide fiscal management of the grant dollars if awarded to the coalition. The Project Director is very visible within the community and works hard to be recognized as a resource to various community programs, organizations and professionals. The Watertown Healthy Youth coalition has strong leadership among current coalition members and runs effective prevention programming.

The Project Director and coalition has carried out many successful and effective projects, programs, and activities over the past 18 years. The agency is confident they will continue do the same if awarded this grant.

We know prevention truly makes a difference in our community!

Sincerely,

Charles F. Sherman
CEO



DARRELL C. STACEY
Assistant Superintendent
P.O. Box 730
Watertown, SD 57201-0730

TELEPHONE
605-882-6312
FAX
605-882-6327

WATERTOWN PUBLIC SCHOOLS

May 18, 2016

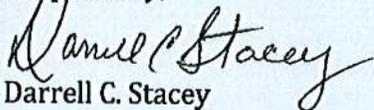
To: South Dakota Department of Corrections and the Council of Juvenile Services
Re: Letter of Support for Watertown Healthy Youth Coalition
for the Juvenile Delinquency Prevention Grant Application

The Watertown School District continues to partner with the Watertown Healthy Youth Coalition to implement delinquency prevention programs and activities. Funds under this program will be used to address delinquency risk factors in a school-based setting.

The Watertown School District and Community focus on the risk factors that influence our youth and know there is a need to provide delinquency prevention services to high-risk middle and high school students. We are eager to partner with the Watertown Healthy Youth coalition to carry out evidence based programming that will provide resources, learning opportunities, skill building, and provide more interaction with pro-social peers and school opportunities.

The extent of having staff to provide services for our high-risk students in the middle and high schools rely on the availability of funds, which this grant provides. This grant will continue to strengthen our prevention efforts, as well as provide much needed services for students. All students deserve opportunities to be successful, and funds from this grant will allow the Watertown School District and Watertown Healthy Youth coalition to reach out to more high-risk students who may not receive another opportunity.

Respectfully,


Darrell C. Stacey
Assistant Superintendent



Lee McPeek
CHIEF OF POLICE

WATERTOWN POLICE DEPARTMENT
128 North Maple Street
Watertown, SD 57201-3653



PHONE: (605) 882-6210
FAX: (605)882-6216

May 18th, 2016

SD Department of Corrections,
Council of Juvenile Services

I would like to express our continued support of the school based prevention program that the Watertown Healthy Youth Coalition is providing through the use of funding from your agency. This program fits right into the state's juvenile reform act. This program is essential to help keep our youth on track and give them a chance to succeed. This program continues to focus on providing juvenile prevention services to high-risk middle and high school students.

The Watertown Police Department has had a longstanding relationship with the Watertown Healthy Youth Coalition. Together, we have made significant strides toward our mutual goals of improving the lives of young people in the Watertown area.

This funding is helping us move further toward our goals. I can assure you that our organizations will continue to collaborate, develop and implement new and innovative prevention programs within the school setting. I would like to express my agency's full and complete support for the Watertown Healthy Youth Coalition and the school based prevention work they continue to do every day.

Sincerely,

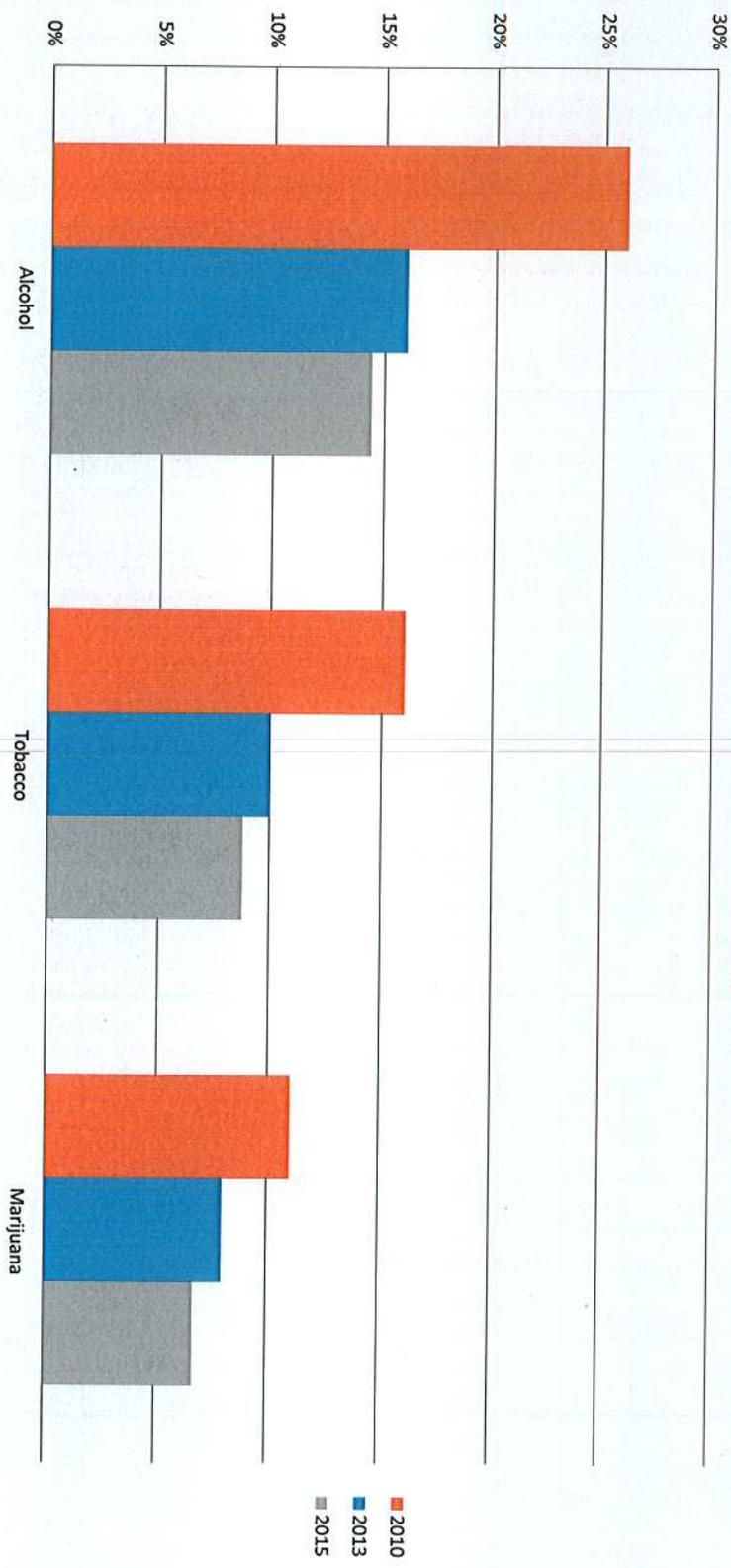
Lee McPeek
Chief of Police
Watertown Police Department

Attachment D. - Assessment of Delinquency Risk and Protective Factors – supporting data

Graphs and charts reflecting:

1. 30 day use
2. Other anti-social behaviors
3. DOC charts – Codington County data
4. Comparisons of Risk and Protective Factors

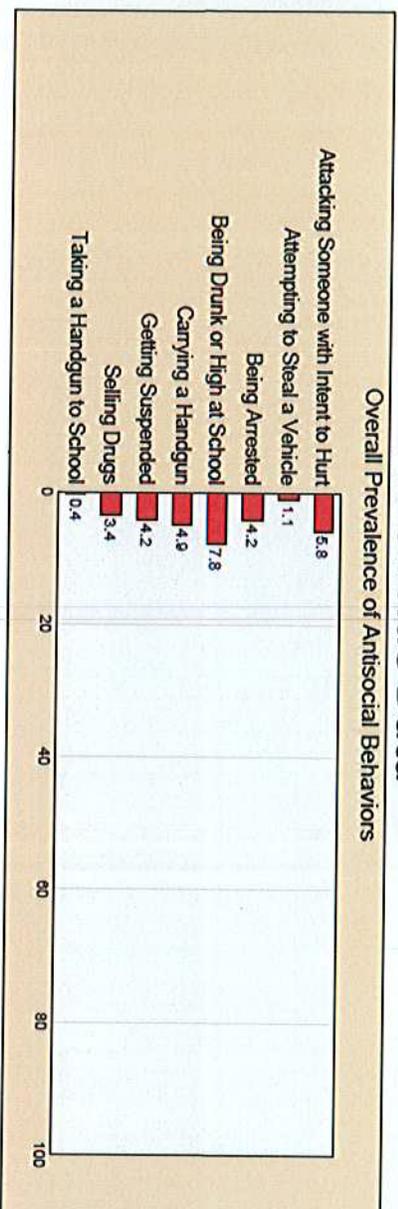
30 Day Use of Watertown students grades 7-12



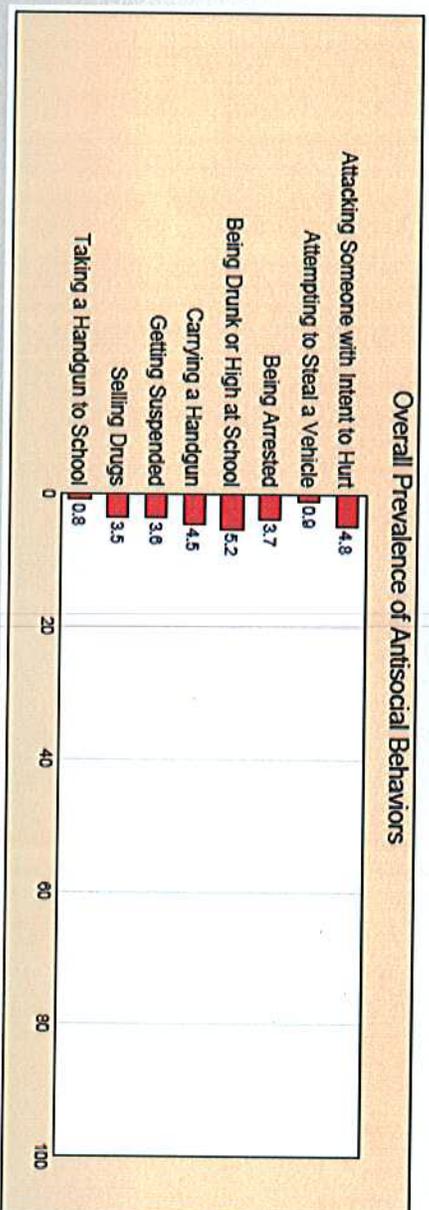
Source: Search Institute's Profile of Student Life survey administered to Watertown students grades 7-12, Fall 2010; PRIDE survey administered to Watertown students grades 7-12, Fall 2013, and Fall 2015.

Other Antisocial Behaviors: Overall Results

2013 Pride Data



2015 Pride Data



2015 Report from Department of Corrections

Codington County Youth	Female	Male	Total
Total	2	16	18
Native American	1	3	4
White	0	11	11
Age			
13	0	1	1
14	0	2	2
15	0	2	2
16	0	5	5
17	1	4	5
18	0	2	2
19	1	0	1
Sex. Contact w/ under 16 <5 Years Age	0	3	3
Burglary 3rd/Unlawful Entry-Unoccupied	0	2	2
Petty Theft	1	4	5
Possession of Drug Para	0	1	1
Possess of Marij <2 oz	0	1	1
Ingesting an illegal substance for the purpose of becoming intoxicated	1	1	2
Poss of controlled subst	0	1	1
Intentional Damage to Property	0	1	1
Unauthorized ingestion of a Scheduled Drug	0	1	1
Receipt of Stolen Property	0	1	1
Total			18

2016 Report from Department of Corrections

Codington Co, 12 all males

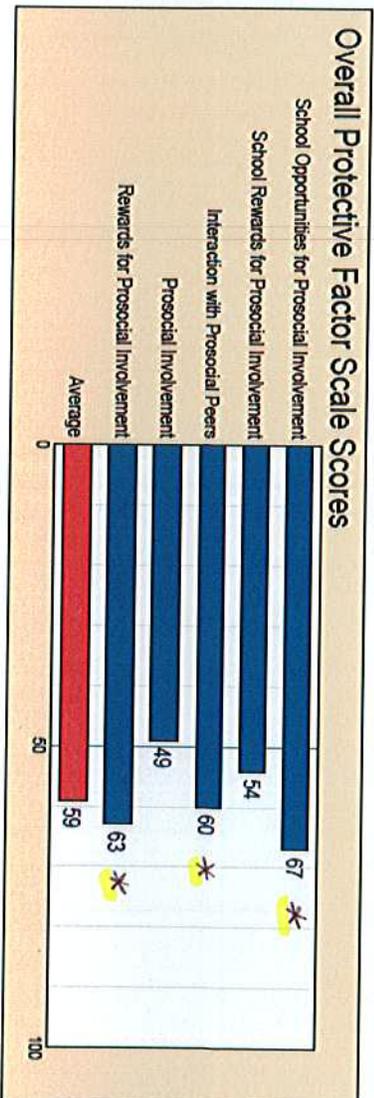
8 white
 4 native
 1, 18 year old
 4, 17 year olds
 4, 16 year olds
 2, 15 year olds
 1, 14 year old

BM – Sexual Contact
 CC – Criminal Entry
 BP – Grand Theft
 OP – Ingestion
 JP – Petty Theft
 DS – Ingestion
 NS – Ingestion
 KD – 2nd Degree Burg
 DJ – Sexual Exploitation
 HJ – Rape 1st
 SL – Rape 3rd
 DN – Sexual Contact

Comparisons across Risk and Protective Factors

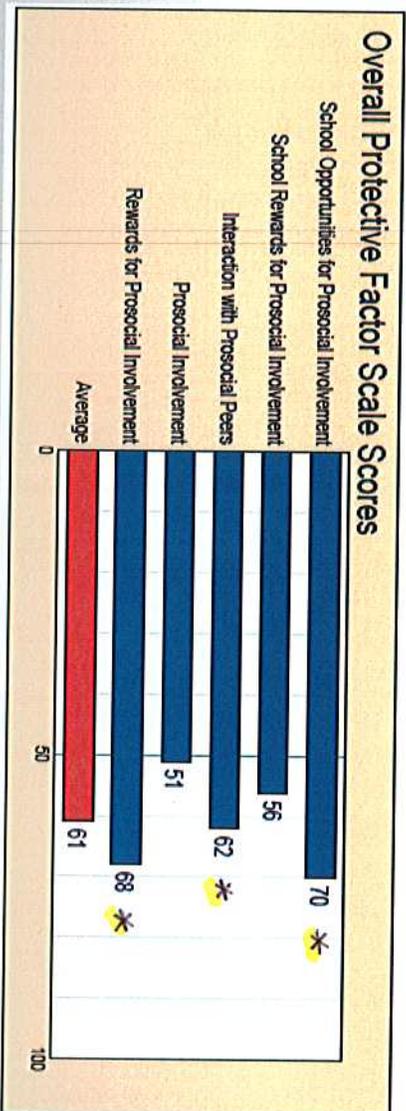
2013 Pride Data

- The average calculated score of 59 is 9 points higher than the normative average of 50.
- *Prosocial Involvement* was the lowest protective factor and the highest protective factor score was *School Opportunities for Prosocial Involvement*.



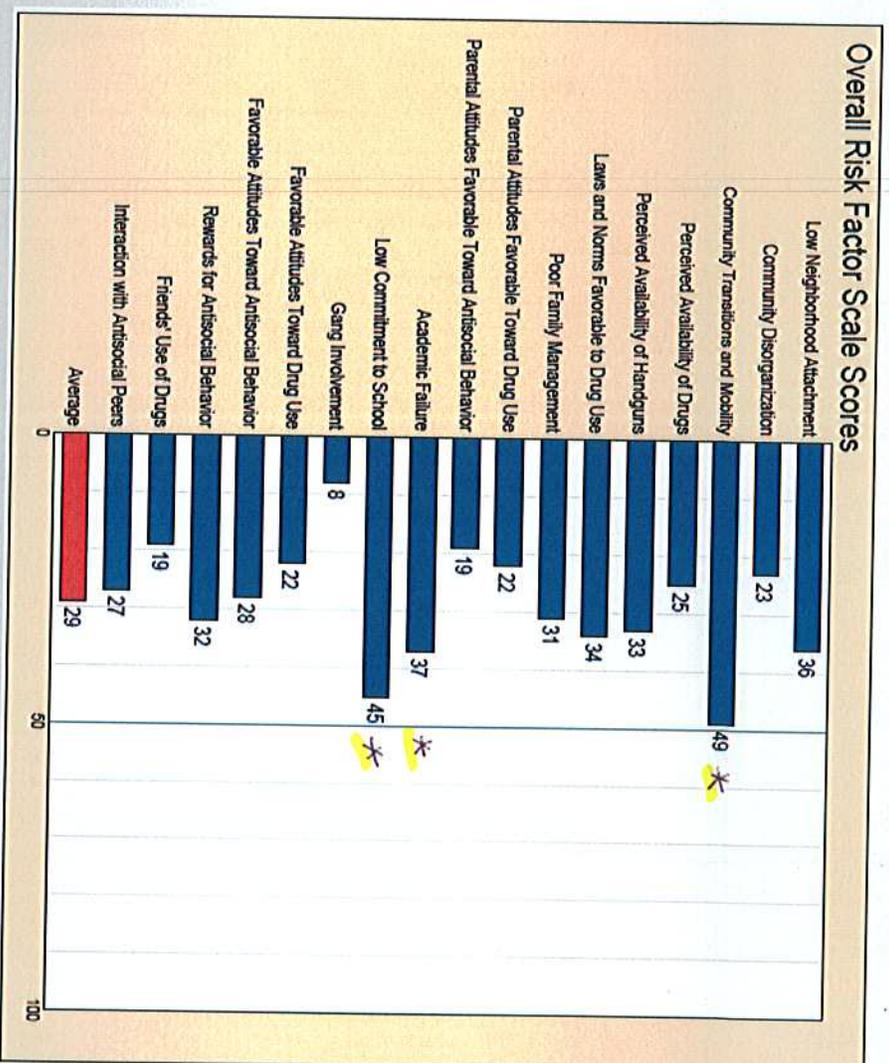
2015 Pride Data

- The average calculated score of 61 is 11 points higher than the normative average of 50.
- *Prosocial Involvement* was the lowest protective factor and the highest protective factor score was *School Opportunities for Prosocial Involvement*.



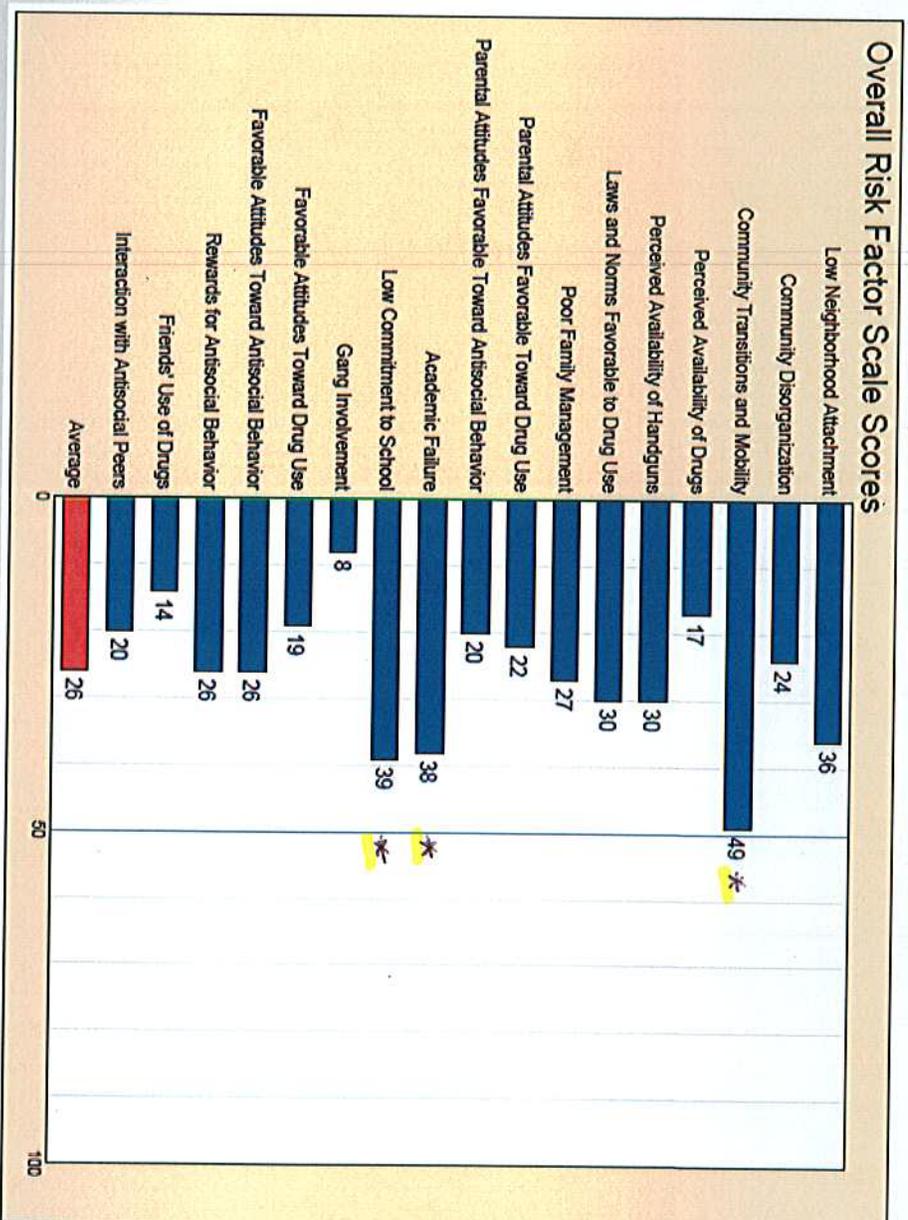
2013 Pride Overall Risk Factor Scale Scores

- The average calculated score of 29 is 21 points lower than the normative average of 50.
- The three highest risk factor scales were *Community Transitions and Mobility* (49), *Low Commitment to School* (45) & *Academic Failure* (37).
- The 3 lowest risk factor scales were *Gang Involvement* (8), *Friends' Use of Drugs* (19), & *Parental Attitudes Favorable Toward Antisocial Behavior* (19).



2015 Pride Overall Risk Factor Scale Scores

- The average calculated score of 26 is 24 points lower than the normative average of 50.
- The three highest risk factor scales were *Community Transitions and Mobility* (49), *Low Commitment to School* (39) & *Academic Failure* (38).
- The 3 lowest risk factor scales were *Gang Involvement* (8), *Friends' Use of Drugs* (14), & *Perceived Availability of Drugs* (17).



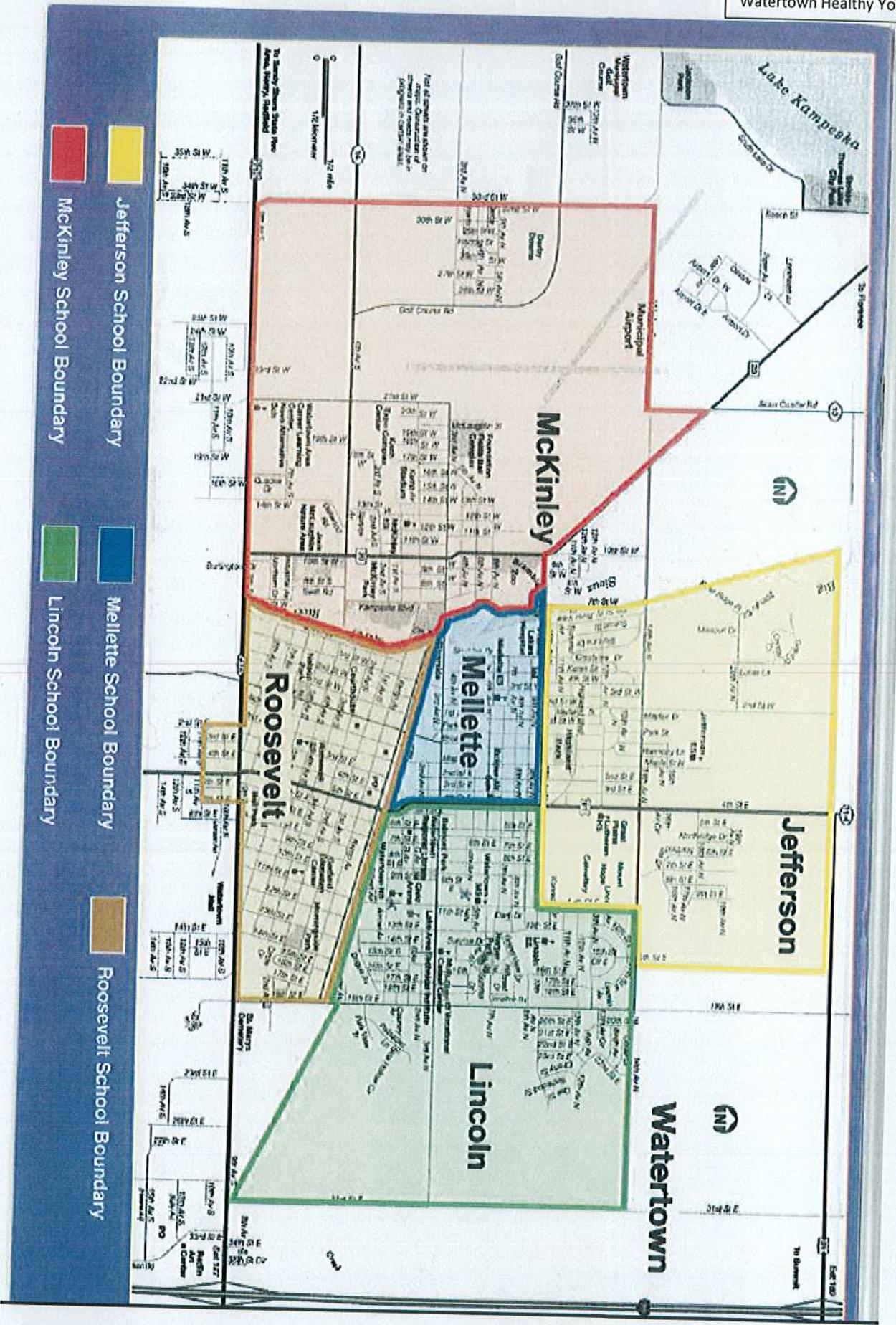
Protective Factor Scale Scores Reported by Surveyed Youth, by Grade

2013 Pride Data

	6th	7th	8th	9th	10th	11th	12th
School Domain							
School Opportunities for Prosocial Involvement *	-	63	72	79	61	63	58
School Rewards for Prosocial Involvement	-	40	55	60	59	57	54
Peer-Individual Domain							
Interaction with Prosocial Peers	*	70	71	61	55	47	46
Prosocial Involvement	-	50	48	56	50	47	40
Rewards for Prosocial Involvement	*	71	70	73	57	50	47
Average	-	59	63	66	56	53	49

2015 Pride Data

	6th	7th	8th	9th	10th	11th	12th
School Domain							
School Opportunities for Prosocial Involvement *	-	71	85	72	63	65	62
School Rewards for Prosocial Involvement	-	59	61	52	57	48	54
Peer-Individual Domain							
Interaction with Prosocial Peers	*	70	72	62	59	52	47
Prosocial Involvement	-	57	60	50	53	48	38
Rewards for Prosocial Involvement	*	76	82	71	65	57	47
Average	-	67	72	61	59	54	49



Juvenile Delinquency Prevention RECEIVED
Subgrant Application Year 3 JUN 01 2016
 Title II Formula Grant
South Dakota Department of Corrections DEPT. OF CORRECTIONS
APPLICATION DUE: June 3, 2016

Completed original applications must be submitted and approved prior to purchase/use of project budget items.

Applicants with original signatures must be submitted and received by the Department of Corrections by the close of business on June 3, 2016. Faxed and emailed applications will not be accepted. Submit complete applications to:

*Bridget Coppersmith
 Juvenile Justice Specialist
 Department of Corrections
 3200 East Highway 34
 Pierre, SD 57501-5070*

The application must include a brief and clear description of each component. It is important to follow all directions, provide complete information, and submit the materials in the order requested. If you need additional room to respond to the components, please attach additional sheets. Please note that all of these steps assist in evaluating the proposal.

SECTION 1. APPLICANT INFORMATION

Applicant: Action for the Betterment of the Community		
Address: 1807 Williams St. or PO Box 188		
City/State/Zip: Sturgis, SD 57785	Phone: 347-2991	Fax: 605-347-4944
Email: kgnhad@gmail.com		(FEIN): 31-1566039
Project Director Name: Kara Graveman		Title: Executive Director
Agency: ABC	Address: 1807 Williams St.	
City/State/Zip: Sturgis, SD 57785	Phone: 347-2991	Fax: 347-4944
Email: kgnhad@gmail.com		
Select source from which the program model was cited:		
<input checked="" type="checkbox"/> OJJDP Model Program Guide <input type="checkbox"/> SAMHSA Model Program <input type="checkbox"/> Other (indicate source below with name)		
Please indicate the name of the evidence-based program implemented:		
Project SUCCESS		
Project Title:	Scooper SUCCESS	
Project Period:	July 1, 2016 – June 30, 2017	

SECTION 3. BUDGET NARRATIVE

In the space provided, explain the relationship between budgeted items listed in Section 2 and project activities. Include information (data and criteria) as to how you arrived at budget estimates. Discuss all items by category and in full.

Personnel Narrative - Explain how the compensation and expenses were calculated, duties of the position, and any other information about personnel of the project. If proposed funding covers more than one position, you must identify the duties and estimated percent of time for duties that directly relate to the successful implementation of the program(s).

Position #1: **Project SUCCESS Specialist**

Justification for the position : The Scooper SUCCESS Specialist will be the main contact for services within the Meade 46-1 School district.

<p>If the position is existing staff, explain how duties associated with this award are outside the current scope of their position and a provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:</p>	<p>With the accreditation of ABC and its programs the hope is that this position will be sustained within the Meade 46-1 School District until the school believes the position is no longer necessary.</p>
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Personnel Responsibilities & Duties <i>(must directly relate to the implementation of the program)</i>	Estimated % Time
1. Classroom and school wide presentations	40%
2. School clubs; meetings, activities and follow through	5%
3. Parent contacts	10%
4. Community Coalition meeting	2%
5. Referrals for services	5%
6. Group services (new student groups, etc.) and follow up	30%
7. Consultation and training for school staff	5%
8. Community presentations	3%

Wage/Salary: \$12.00/hr

Benefits: Vacation, percentage of Health Insurance paid.

Position #2: **Licensed Addiction Counselor**

Justification for the position : The Licensed Addiction Counselor will complete assessment for youth involved in a substance related offense or referral within two business days. The counselor will come out to the appropriate school that the student was referred from and provide the service, type of the report and make the recommendation within two business days.

<p>If the position is existing staff, explain how duties associated with this award are outside the current scope of their position and a provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:</p>	<p>With the accreditation of ABC and its programs these services are reimbursable with the Title XIX, contract, self pay, or insurance payments for services.</p>
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Wage/Salary: \$500 a month based on # of assessments provided

Benefits: N/A

Position #2: **ABC finance officer**

Justification for the position :	The finance officer will complete all monthly billing to submit to the Department of Corrections. Prepare monthly documents/bill payments, and assist the Executive Director with fiscal management, as needed, to include profit and loss statements for the ABC board and core team to reconcile bank statements, and prepare tax/payroll.	
If the position is existing staff , explain how duties associated with this award are outside the current scope of their position and a provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:	With the accreditation of ABC and its programs these services are reimbursable with the Title XIX, contract, self pay, or insurance payments for services.	
Wage/Salary:	\$100/month	
Benefits:	N/A	
Position #2:	ABC Program Director	
Justification for the position :	Staff supervisor will meet weekly with program staff to ensure program is meeting fidelity; staff is following code of conduct and adhering to confidentiality. Staff trainer will train hired project staff in Project SUCCESS, Safe Dates, LifeSkills and bullying curriculum.	
If the position is existing staff , explain how duties associated with this award are outside the current scope of their position and a provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:	With the accreditation of ABC and its programs these services are reimbursable with the Title XIX, contract, self pay, or insurance payments for services.	
Wage/Salary:	\$500 a month	
Benefits:	N/A	
Benefits: \$6400.00		
<i>Employee Fringe Benefits to include insurance, FICA, SUTA, unemployment, insurance reimbursement etc. 20% agency rate</i>		

Please attach additional sheets for more than two positions.

SECTION 3. BUDGET NARRATIVE CONTINUED

Contracted Services Narrative - Explain the consultant fees, consultant expenses, contracted services, the cost per service/per youth being served, how the cost for services was calculated, and the process that would be or has been conducted to select the consultant. Contracted services fees cannot exceed \$650 per day.	
Consultant #1:	Mountain Plains Evaluation
Consultant Fees:	\$2,500
Contracted Service:	The evaluation team will provide process and outcomes evaluation to determine if project is meeting its goals and objectives and to contribute to continuous improvement of the project, will collect and analyze data as directed by DOC or partnering evaluator, prepare the semi-annual and annual evaluation reports and attend selected meetings to report findings of the evaluation.

Selection Process:	State approved.
Consultant #2:	
Consultant Fees:	
Contracted Service:	
Selection Process:	
Travel and Per Diem Narrative – Explain the calculation of travel costs for travel outside the home jurisdiction , (travel must be calculated at current state rates (\$0.42 per mile and \$32 per diem)), how the expenses are directly related to the implementation of the project, and if out-of-state travel is anticipated, give particulars (i.e., location, state, dates, purpose, cost).	
Purpose of Travel:	
$[Mileage] \times \$0.42 =$ $[Number\ of\ Travel\ Days\ for\ per\ diem] \times \$32.00 =$	
Purpose of Travel:	
$[Mileage] \times \$0.42 =$ $[Number\ of\ Travel\ Days\ for\ per\ diem] \times \$32.00 =$	
Equipment and Operating Expenses Narrative – Explain the supplies and equipment costs directly related to the implementation of the program or project. You must be specific regarding the items in which you intend to use federal funding. For example, a budget item of “office expenses” will not be accepted as these items must be detailed. You need to identify what you anticipate for office expenses and list each item and the estimated costs. Items not specifically outlined will not be eligible for reimbursement.	
Equipment – List nonexpendable items that are to be purchased and show how you calculated these costs. Nonexpendable equipment is tangible property having a useful life of more than 2 years.	
Operating Expenses – List items by type (office supplies, postage, training materials, copying paper, and expendable equipment) and show how you calculated these costs. Generally, supplies include any materials that are expendable or consumed during the course of the project.	

SECTION 4. UPDATED THREE-YEAR DELINQUENCY PREVENTION PLAN

Technical Requirements

Applications will be reviewed initially for compliance with technical requirements. Noncompliance with these requirements may result in the application being deemed non-responsive, and therefore, not acceptable to award.

1. The Updated Three-Year Delinquency Prevention Plan is limited to thirty (30) standard 8.5 x 11 pages with one inch margins, excluding attachments.
2. Proposals must be typewritten in 12-point Times New Roman font and must be double-spaced.
3. Applications must be bound using a binder clip. Do not staple or submit applications in three-ring binders.
4. Applications must be single sided, not duplexed.
5. Pages must be numbered sequentially.
6. The proposal must contain original signatures.

Please provide a description, in the order listed below, of each component requested. Clearly present each topic, separated by subject headings. The Updated Three-Year Delinquency Prevention Plan includes the following sections:

- A Project Abstract and Demonstration of Continued Need;
- B Organizational Readiness;
- C Community Readiness;
- D Assessment of Delinquency Risk and Protective Factors;
- E Identification of Available Resources, Gaps, and Evidence-Based Programs;
- F Strategy for Implementing Evidence-Based Programs;
- G Sustainability Plan
- H Project Performance Measures and Evaluation;
- I Description of Program Geographic Boundaries;
- J Target Population; and
- K Budget.

A. PROJECT ABSTRACT AND DEMONSTRATION OF CONTINUED NEED

With a combination of low population density, low-paying employment opportunities, high agribusiness employment, Meade County's estimated population as of 2010 is 25,434 or 7.3 people per square mile. It is the third largest county in land size in the United States (3,481 sq. mi.). According to the 2013 South Dakota Kids Count Factbook, the community reflects a single parent household population that has doubled over the last seven years. Data from the 2011 Community Needs Assessment states that 30.8 percent of the residents have a bachelor's degree or higher which is an increase from 18 percent in 2006. The Meade School District is the largest district in South Dakota, encompassing 3,122 square miles. The district includes one high school (Grades 9-12), one middle school (Grades 6-8), one elementary school with grades K-5, two with grades K-6 and five one room rural schools (Grades K-8). ABC Coalition works within the Meade School District, which includes most of Meade and a portion of Lawrence County. The total population served would be approximately 1300 students and their families.

ABC and Meade 46-1 School District has developed a very cohesive partnership in regards to providing prevention services to students and families. Because of the local risk factors unique to the Meade 46-1 School District and the Sturgis Community, ABC is looking to continue the Project SUCCESS prevention program at a cost of \$50,000. ABC would like to continue to provide prevention, intervention, and outpatient services to Meade 46-1 students in grades seventh through twelfth grade.

B. ORGANIZATIONAL READINESS

Outline your coalition's level of readiness to continue to implement juvenile delinquency prevention projects within your community. Describe your coalition's current response to your two years of implementation and explain what changes, if any, would need to take place in year three of implementation.

Mission Statement: Action for the Betterment of the Community (ABC) improves the quality of life for the Greater Sturgis Area by collaborating to reduce drug and alcohol use among youth, and address other social issues that may threaten the health and safety of our community and families. The ABC coalition serves the Sturgis community and surrounding areas in Meade County, South Dakota. Meade County, a very rural and remote county situated in West Central South Dakota, consists of 3,470 square miles.

ABC passionately and collaboratively enhances the greater Sturgis area's environment by addressing social problems and implementing strategies to solve them. Through proactive education and innovative programs that are tailored to the community, ABC is committed to creating a cohesive culture, which promotes healthy lifestyles. In particular, ABC raises awareness of behavioral and mental health issues while simultaneously mobilizing a multi-generational network of community and youth focused individuals and organizations. ABC supports and engages civic leaders, coalition members, and community members with the goal of forming a resourceful, sustainable and vital community. ABC is also a strong partner in the statewide effort to reduce and prevent drug and alcohol abuse.

Through the strategic planning process, ABC identified four critical goal categories and specific strategies, that when implemented efficiently, will create higher levels of achievement for ABC: Organizational Structure (Personnel, Board of Directors & Coalition), Sustainability (Fiscal and Human Capital), Programs and Services and Marketing and Public Relations. Under

each of these categories ABC coalition and board members identified three SMART goals and strategies (full strategic plan available upon request).

The implementation of the Scooper SUCCESS Prevention Program aligns perfectly with ABC's mission and goals. The program has been a huge success for ABC, but most importantly the program has met a huge gap in services needed for the youth and families in the greater Sturgis area. Through the program evaluation process, ABC does plan to make a few minor changes in the delivery of services. ABC does not plan to change the evidence based programs that were adopted in the first year. ABC is currently in the process of updating its strategic plan to include the Scooper SUCCESS and diversion services.

ABC has administered the Meade Schools Survey to youth in grades 6, 8, 10 and 12 for the last nine years. The survey assesses youth current and past alcohol, tobacco, drug use and other risky behaviors, as well as, perception of harm due to alcohol, tobacco, drug use and other risky behaviors. The survey data has helped ABC assess current risk and protective factors in the community and helped ABC identify gaps in programming needed to more effectively and efficiently reduce risk factors and increase protective factors for all juveniles. Mountain Plains Evaluation also currently has a contract to review ABC's Meade School survey and begin to correlate its programs with the school survey data.

In the 2015-2016 funding year, ABC was able to secure its intervention and outpatient counseling accreditation and also to become the court approved diversion program in Meade County. ABC is providing services in Belle Fourche.

C. COMMUNITY READINESS

Describe your community's ability to adopt your comprehensive juvenile delinquency prevention strategy through specifically describing the first two years of implementation and any changes that would need to occur in year three to best implement your chosen programs in cooperation with the following entities:

Community

ABC coalition has one of the strongest coalitions in the state. The ABC Coalition has a diversified cross-section of individuals as members. Those attending the meetings share varied perspectives, are positive, look for ways to make changes in their community, have a passion for improving the health and the well-being of the youth, listen to each other's ideas and input, and move forward in their decision making and implementation of activities.

The community's has supported the implementation of the Scooper SUCCESS program. With the help of coalition members, even parents have made referrals to the program. The programs has been advertised and highlighted in the local newspaper and through presentations to numerous community organizations in Sturgis, SD.

A lack of good paying jobs is viewed as the community's biggest problem with agreement by 91.35% of the respondents in the Black Hills Community Needs Assessment. Three-fourths of the respondents indicated that there was a lack of jobs in their community, causing them to seek employment in other communities. The number of children with both parents working has increased 4% for children ages 6-17 and 5% for children ages 6 and under over the last year.

According to the statistic 2014-2015 logs from the Sturgis Police Department, the top offenses for juveniles are drug/alcohol related (22), driving offenses (17), petty theft (9), and disorderly conduct (7). Total juvenile offenses in 2015 were 175. The number of juveniles from Meade County, committed to the South Dakota DOC went from 7 in 2014 to 8 in 2015, while the state decreased the number of commitments by 15%. The number of

juvenile offenses referred for adjudicatory actions went from 61 in 2014 to 36 in 2015, while the non-adjudicatory actions went from 12 in 2014 to 23 in 2015. The number of juveniles that are being referred to community resources in lieu of formal court proceedings has doubled.

Out of school activities/programs and childcare were both listed in the top ten most needed services in the community; literacy, truancy, dropout, bullying, and prevention were identified as educational concerns, with prevention rated as the highest area of educational concern. Child abuse and neglect at 66.6 percent ranked the highest area of concern for children and adolescent issues, with the lack of affordable youth activities (65.9 percent) and the lack of affordable childcare (64.8 percent) at a close second and third concern. In fact there were thirty-five students in Meade 46-1 School District that meet the homeless guidelines in 2014-2015. About half of the respondents report that they needed affordable youth arts and cultural programs in their community.

Judicial Services

Through numerous meetings with the Meade County States Attorney, 4th Circuit Judges, Probation Officers, Juvenile Corrections Agents, ABC has received full support of all four levels of diversion programs that have been implemented through the support of the grant. The Meade County Judge has identified ABC programs as court approved diversion programs. In fact, the judicial system has been so supportive, that ABC has received requests to expand services into the Butte County area, and the Executive Director had a meeting with Lead/Deadwood High School about expanding Project SUCCESS to the Lead/Deadwood School.

School System

The Meade 46-1 School District has fully supported the Scooper SUCCESS Program. Both the middle and high school has provided office space for staff. The school has provided classroom time for the universal prevention lessons. The school administration has been one of ABC's biggest referral sources. All athletes that have been caught with a drug or alcohol offense has been referred to and completed the diversion programs implemented by ABC.

D. ASSESSMENT OF DELINQUENCY RISK AND PROTECTIVE FACTORS

Include a summary of any additional or updated assessments that have been conducted in your community to assess the prevalence of delinquency risk factors and protective factors as well as any updated information on baseline data established through completing the following components.

1. Characteristics of juveniles in the community
2. Juvenile justice delinquency risk factors
 - a. Juveniles taken into custody in the community
 - b. Top offenses for juveniles
 - c. Provide data-driven research within the past 10 years to identify the top (2-5) delinquency risk factors and identify if they are related to the community, school, family, peers, individuals, or another source.
 - d. Prioritize the list of top delinquency risk factors and explain the process used to prioritize them.
 - e. Explain if the identified risk factors have changed from your previous year's findings.
3. Juvenile Justice Protective Factors
 - a. Provide data-driven research within past 10 years to describe protective factors and identify if they are related to the community, school, family, peers, individuals, or another source.
 - b. Which protective factors correlate with the identified top delinquency risk factors?
 - c. Explain if the identified protective factors have changed from your previous year's findings.

1. Characteristics of juveniles in the community

The second year of program implementation of the Scooper SUCCESS program directly served students in sixth through twelfth grade. The total population served in year one and two was approximately 2,000 students and their families.

The composition of Meade 46-1 School District population is predominantly white at 87.88 percent, followed by Native American at 3.4 percent and the third ethnicity is students who

identify themselves as more than one race. The age breakdown of the under twenty one population in Meade County is as follows: 7.7 percent fall in the age range of 0-12 years, 2.31 percent fall in the age range of 13-18 years and 2.9 percent fall in the age range of 19-21 years.

According to the Meade 46-1 School District annual report 2014-2015 total enrollment is 2,642 students with 467 students enrolled at Sturgis Williams Middle School (52 percent male and 48 percent female) and 676 students enrolled at Sturgis Brown High School (51 percent male and 49 percent female). The average ACT score is 21.8, with 58.5 percent graduating seniors planning to attend a college or university.

2. Juvenile justice delinquency risk factors

Data collected and reviewed by ABC and the core planning team includes the review of an annual youth risk survey administered annually to 6th, 8th, 10th and 12th grade students; yearly health department reports such as the South Dakota youth risk survey; data from South Dakota Kids Count Report; monthly police statistic logs from the Sturgis Police Department; Sturgis Community Perception annual survey results which was developed by the ABC coalition and board members; Community Norms Survey results, which was developed by the University of Wisconsin; Black Hills Community Needs Assessment results for 2008 and 2010 provided by United Way of the Black Hills; the Community Readiness Survey – TriEthnic results from 2011; Meade 46-1 Bullying Survey; and one hundred One on One interview results collected by the Youth Leadership Team from community members.

The baseline data collected from the research gave the core group a focal point for identifying juvenile delinquency risk and protective factors and programs that are currently in place, as well as gaps in services offered by other agencies or programs. Prevention services as a whole came up as an overwhelming gap in services. The gap in prevention services provided to

youth in the late middle school years and early high school years was identified as an area that the grant funds would address. The grant provided an opportunity for ABC and the Meade 46-1 School District to formally partner and provide juvenile delinquency prevention services to close the identified gap. Year two was very successful in solidifying this partnership, and looking at sustainability. The Meade 46-1 School District supported the Scooper SUCCESS program 100%. From the administrative level to the teacher level, the school welcomed the staff and programming that was implemented in years one and two.

a. Juveniles taken into custody

In 2015, of the Juveniles taken into custody, there were 36 adjudicated actions, which is a decrease from 61 adjudications in 2014. There were eight commitments to the Department of Corrections, which is an increase of one from 2014. There were fourteen referrals to drug and alcohol treatment programs in 2015, which is down from twenty-eight.

b. Top offenses for juveniles

According to the statistic 2015 logs from the Sturgis Police Department and the 2015 annual report, the top offenses for juveniles are speeding (24) seatbelt violations (12) which is up from (5) in 2013 possession of Marijuana (3) in 2015 which is down from (11) in 2014 Simple Assault (2) which is down from (12) in 2013 to (1) in 2015, Possession of Drug Paraphernalia is up from (9) in 2013 to (12) in 2014 and (5) in 2015.

Driving offenses are the most prevalent delinquent behavior in the town of Sturgis. These offenses include driver's license violations, vehicle equipment offenses and traffic offenses. The second most prevalent delinquent behavior is related to the use of alcohol the numbers for Minor in Consumption or possession of alcohol is down from (24) in 2013 to (10) in 2014, and (14) in 2015.

The third most prevalent delinquent behavior is assaults and disturbance of school. In 2013 there were 7 arrests for disturbance of school, in 2015 there were 0. Simple assaults in the 2014-year were 12, and are down to a single instance in 2016.

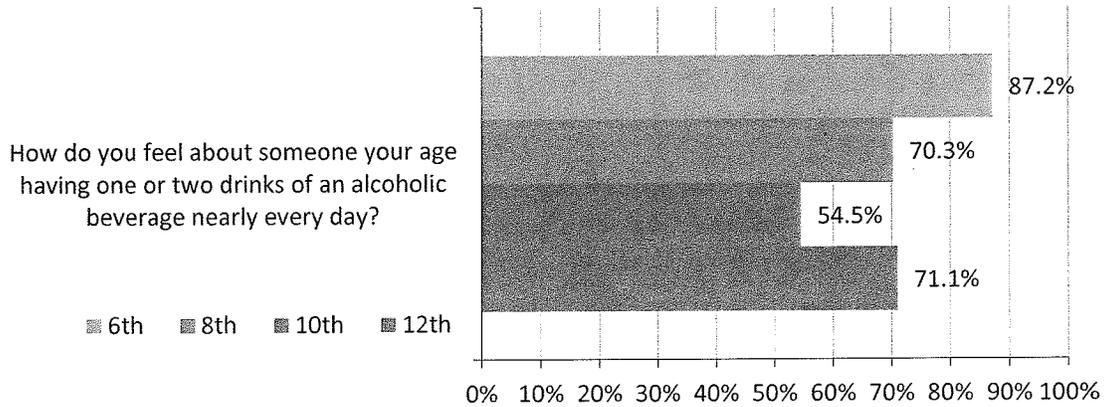
The fourth prevalent delinquent behavior is related to theft and possession of stolen property. There were a total of 19 juvenile arrests for theft or possession of stolen property in 2013 and there were 9 in the 2014-year, and 9 in 2015. In the 2014 Safe Drug and Gun Free Report there were four incidents regarding theft during the last school year.

Substance use and associated behaviors has remained a persistent problem facing the youth in Sturgis and Meade County. Data from the school survey has substantiated the need for change in student and community norms accepting of underage alcohol use and drinking.

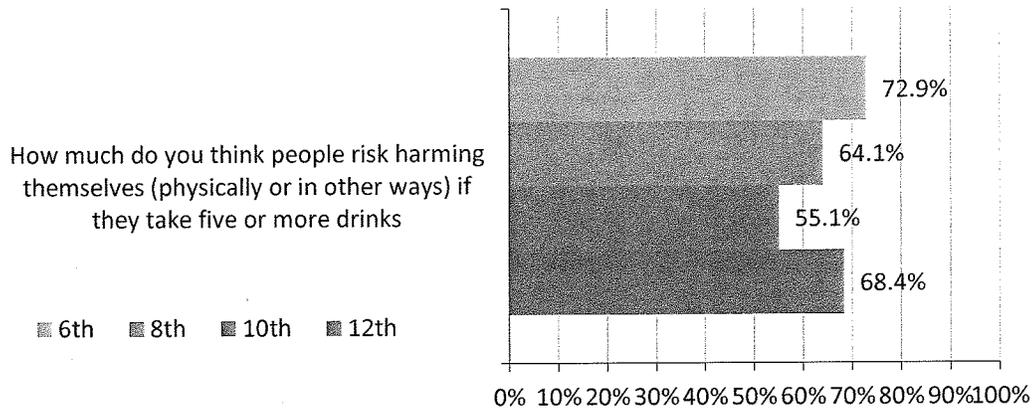
The ABC Coalition has collaborated with the Sturgis School District to administer the Meade School Survey to track student behaviors, perceptions of risk, and risk and protective factors. The ABC Coalition has also conducted community surveys to capture data on perceptions and norms related to health and substance use as part of the Black Hills Community Health Needs Assessment process and as part of an ongoing effort to understand community needs related to substance abuse prevention and the impact of substance abuse upon the community. The ABC Coalition has also collected data from the Sturgis Police Department and Meade County Sheriff's Department, Crime in South Dakota Annual Reports, South Dakota Motor Vehicle Traffic Crash Summary Annual Reports. National, State, and regional data related to substance use consumption patterns was reviewed from the Youth Risk Behavior Survey and from the National Survey on Drug Use and Health. An analysis of the various data sources and the respective indicators follows.

Perception of Risk of Harm from Alcohol Use

A majority of students “disapprove” or “strongly disapprove” regular alcohol use, one or two drinks of alcohol nearly every day.



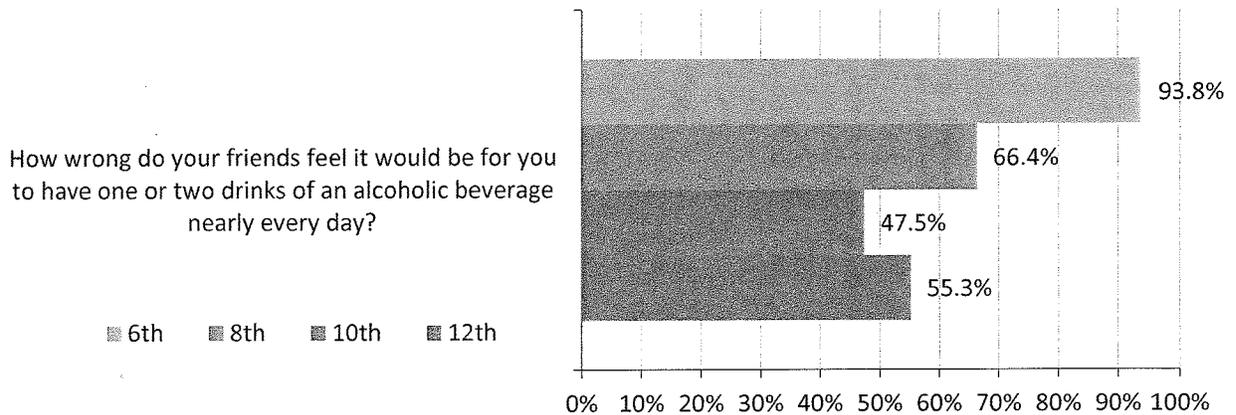
Perception of harm from binge drinking (5 or more drinks) was reported to be considered a “moderate” or “great risk” by over 50% of students.



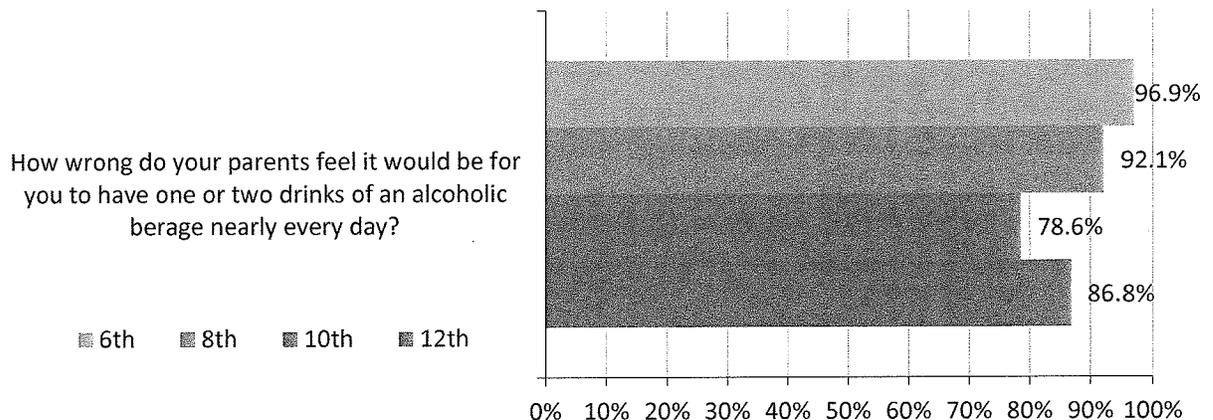
Peer Disapproval and Parental Disapproval of Alcohol Use

Youth are vulnerable to peer pressure and opinions. Youth’s perception of their friend’s opinions shapes and influences their own behavior. When asked about how wrong their friends

feel it would be for them to have one or two drinks nearly every day just over 65% of 6th and 8th grade students indicate their friends would feel it to be “wrong” or “very wrong”. The rate of perception of friend’s disapproval as student’s age, with approximately 50% of 10th and 12th grade respondents indicating their friends would feel regular alcohol use to be “wrong” or “very wrong”.



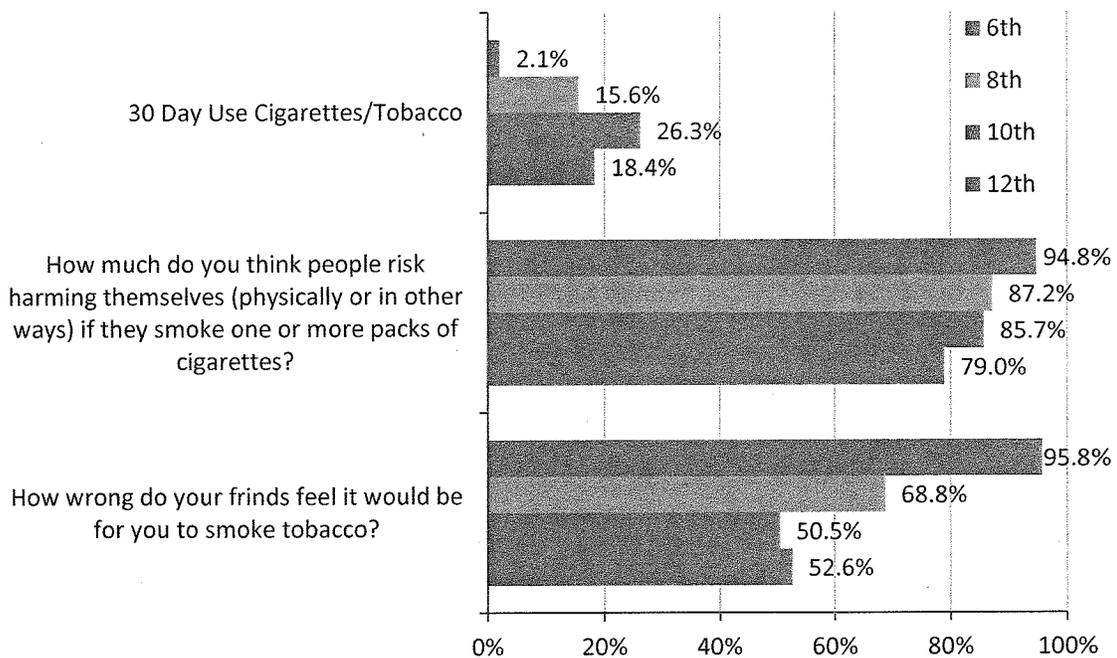
Parental opinions and disapproval of substance use along with students perception of risk and harm from alcohol and consumption behaviors is linked to alcohol use rates and consumption patterns. The more students perceive parental disapproval and risk of harm from alcohol use they are more likely to report lower alcohol consumption rates. Across all four grades surveyed in 2014, over 75% of students report their parents would feel it was “wrong” or “very wrong”.



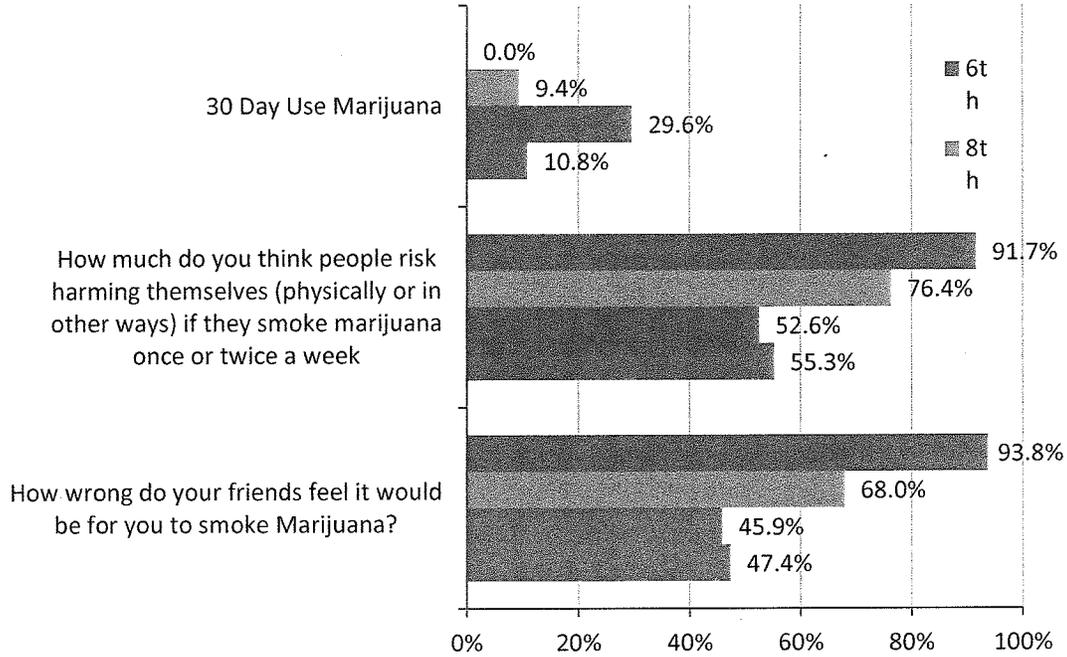
Other substances

The ABC Coalition is also monitoring students reported use of tobacco, marijuana, and prescription drugs. A particular concern is the low rate of perceived harm from marijuana use of approximately 45% for 10th and 12th grade students. A decreasing trend in student's perception of harm of marijuana use has occurred as more states across the country are legalizing the use of marijuana. This often translates to higher rates of usage of marijuana. Sophomores report a 30 day use marijuana rate of nearly 30% while seniors report a rate of 10.8%.

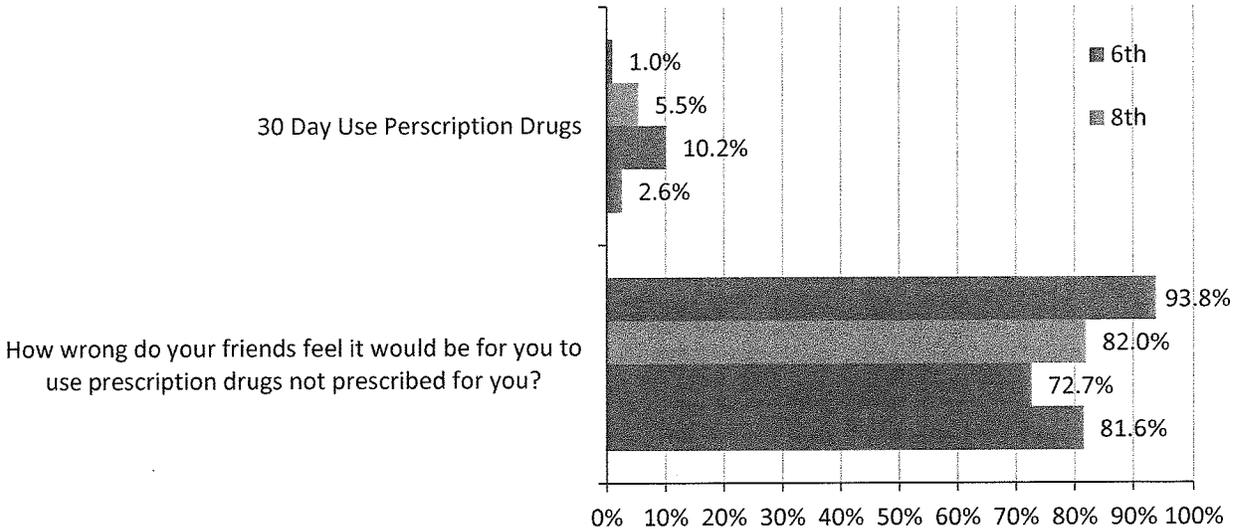
Tobacco Indicators



Marijuana Indicators



Prescription Drug Indicators

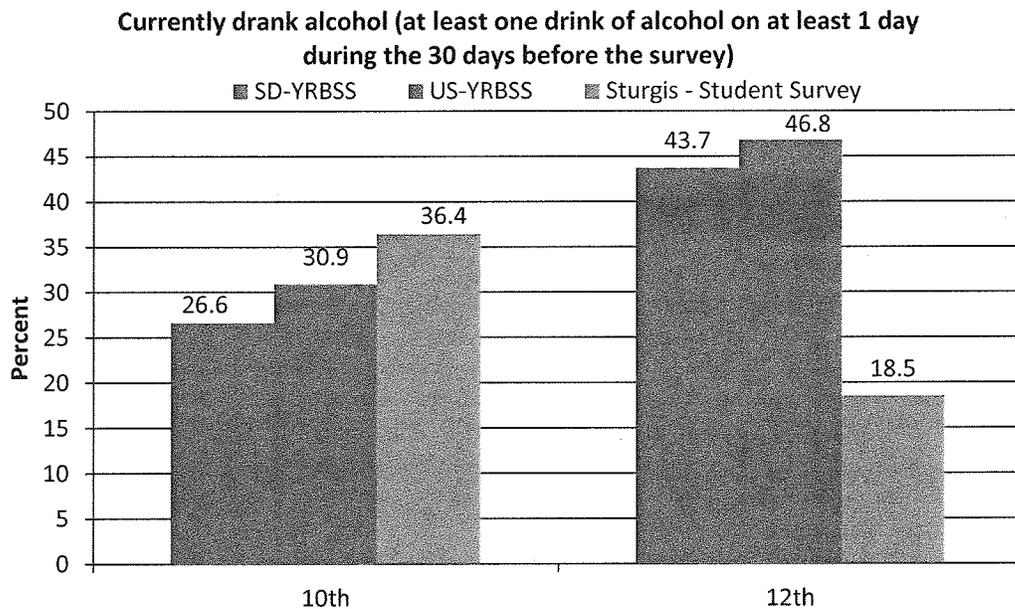


c. Provide data driven research within the past 10 years to identify the top (2-5) delinquency risk factors and identify if they are related to the community, school, family, peers, individuals, or other sources.

One of the top delinquency risk factor identified through the planning process is the use of drugs and alcohol by youth in the greater Sturgis area.

Alcohol Consumption Patterns

The reported 30-day alcohol use among high school students was higher than the state and national peer comparisons for 10th and 12th grade students reported in the 2013 Youth Risk Behavior Survey (YRBS). The 10th grade students reported rate of 36.4%, which is ten percentage points above the state average for their peers in the same grade. Seniors reported a low 30 days use rate substantially below the state and national averages.



Source: Meade School Survey 2014

Since the State’s YRBS hasn’t been updated to reflect the current usage, ABC was not able to put it in an updated comparison chart. However, forty six percent of 10th grade youth report drinking in the past 30 days and twenty three percent of 12th grade youth according to the 2016 Meade School Survey. According to the 100 One on One survey results, over 95 percent felt that there is a problem with drug and alcohol use by youth in the Sturgis community. This risk factor is related to school, community, individual and family.

A second risk factor identified is aggressive behavior by adolescents. According to the Meade 46-1 Bullying Survey, 16 percent of all middle school students feel unsafe or scared at school. Seventy percent of all middle school students admitted to being bullied, 15 percent of them said that they are called hurtful names and 13 percent said that they are being gossiped about or rumors are being spread about them on a daily basis. The most concerning part is that when asked whom they tell, 27.5 percent of them said they don't reach out to anyone. When students were asked about how often they see bullying happen, 85 percent said they saw bullying in the hallways and 40 percent said they saw it happening daily in the hallways. Twenty-eight percent of students said that they do nothing when they see bullying happen. In a survey by the National Institute of Child Health and Human Development, 1.7 million children (one in five) in grades six through ten admitted bullying their classmates. Left unchecked, according to experts, bullying attitudes and behaviors in children become more serious and more difficult to prevent and may be carried into adulthood where their potential dangerousness and consequences increase exponentially. Bullies face risks of escalating behavior, further emotional injury and punishment for harm to others unless their aggression is stopped. They are less likely to perform at full potential at school and more likely to engage in criminal behavior after leaving school. Students who bully in middle school have been found to be up to four times more likely to be involved in later criminal activity than those who do not bully. Children, who bully are more likely to get into fights, vandalize property and dropout of school. In a survey conducted by Newman, Carlson and Horne in 2004 and printed in the National School Counseling periodical, teachers report that they feel unprepared to recognize and handle the kinds of bullying that they encounter in the classroom and are more likely to overlook serious bullying behaviors or to

ignore behaviors they recognize. They feel inadequate or afraid to deal with the situations. This risk factor is related to school and individual.

Risk factors that fall in the family source include a high number of single parent families, family conflict and the increasing numbers of families qualifying for public assistance. The number of families receiving services has decreased from 29 to 21 in 2015. The number of households receiving Supplemental Nutrition Assistance has increased from 757 in 2011, to 816 in 2013, and is down to 761 in 2015. Thirty nine percent of all children in Meade County qualify for free and reduced lunches. It was also reported in the 2009-13 SD Kids Count Factbook that 27.2% of grandparents in Meade County are raising their grandchildren.

According to the 2011 Community Needs Assessment and the 2010 census data, 28.8 percent of the residents in Meade County have children under the age of 18. Twelve percent of children live with mother only, 4.2 percent live with father only. Fifty-four percent of the families report conflict and violence as a problem in the community. Forty-five percent of the families reported Internet safety as a problem in the household. An overwhelming 56 percent reported that an inability to manage credit cards, debt, etc. was a big concern for families in Meade County.

d. Prioritize the list of top delinquency risk factors and explain the process used to prioritize them.

The core group met and analyzed the data using the S.W.O.T. technique (Strengths, Weaknesses, Opportunities and Threats) to prioritize the top delinquency risk factors.

According to the data collected, the juvenile justice delinquency risk factors for the students in the greater Sturgis area would include; easy access to alcohol through both retail and social access, access to other drugs (primarily marijuana and prescription medication), driving offenses related to intoxication, low perception of harm in regards to alcohol use and abuse,

bullying and assault offenses, driving offenses, high number of students with disabilities, single parent households and below average test scores on state and national tests for high school students (ACT test scores and Dakota Step scores).

e. Explain if the identified risk factors have changed from your previous year's findings.

3. Juvenile Justice Protective Factors

The core group utilized the same data and process to identify juvenile delinquency protective factors as they did to identify the juvenile justice delinquency risk factors. The risk factors remain the same.

a. Provide data-driven research within past 10 years to describe protective factors and identify if they are related to the community, school, family, peers, individuals, or another source.

One of the protective factors regarding school is the availability of extracurricular activities. Sturgis Brown High School has thirteen sanctioned sports and five club sports. Two hundred eight females and 229 males participate in high school athletics and 257 females and 186 males participate in the fine art programs at the high school. Correlation between grade point average and student participation in extracurricular activities is much higher. In fact, students who participate in extracurricular activities have an average grade point average of 3.0 or B average.

Community protective factors include after school programs for students in Kindergarten through twelfth grade. The community satisfaction survey results indicate a 75.9 percent community satisfaction with local law enforcement efforts. The Sturgis Police Department has a strong partnership with ABC and is a strong representative of the ABC coalition.

The family protective factors identified by the planning group were parent's level of education, family dynamics and household income. According to the data from the 2011

Community Needs Assessment, 30.8 percent of the residence have a bachelors degree or higher which is up from 18 percent in 2005. Eighty-nine percent of the community members own their own homes and twenty three percent of the households report an annual income of \$76,000 or more.

The individual protective factors include positive friend groups, such as friends who don't use, friends who do well in school, youth who feel school is important, youth who generally do well in school and youth who have post secondary educational goals. According to Monitoring the Future Survey, another protective factor is students, who report religion is important, attend services regularly and attend youth groups.

b. Which protective factors correlate with the identified top delinquency risk factors?

Our top juvenile delinquency risk factors identified by the core group were the use of drugs and alcohol, aggressive behaviors and family stressors. The protective factors of school sanctioned extracurricular activities, community programming and the increase in family income and educational background are not sufficient. This leaves a gap in protective factors to address the identified risk factors.

c. Explain if the identified protective factors have changed from your previous year's findings.

We found that the identified protective factors remained the same as the previous year.

E. IDENTIFICATION OF AVAILABLE RESOURCES, GAPS, AND EVIDENCE-BASED PROGRAMS

Reassess the gaps in resources needed to address delinquency risk factors by identifying what existing delinquency risk factors they address.

Explain which top delinquency risk factors are not being addressed or could use more resources.

Identify gaps in protective factors or assets.

Explain if your evidence-based programs were successful in addressing the gaps in resources, needed protective factors, and if they assisted in data-driven decision making.

Explain if you plan to implement a different evidence-based program in year three to better address the gaps in resources, needed protective factors, better assist in data-driven decision making, or enhance sustainability efforts following the third year of available funding. (Preference will be given to coalitions implementing programs from OJJDP's Model Program Guide or a SAMHSA Model Program. If you are unable to find a program from these two sources that would address your gaps and needs, please explain which source you would use and why it is a more appropriate fit.)

The following resources for youth continue to be available in Sturgis: club sports through the Sturgis Community Center (football, soccer, basketball, baseball, wrestling, volleyball) to student's kindergarten through fifth grade. Sturgis also has a library that provides reading programs for elementary and tweens ages. Meade 46-1 school district offers sanctioned sports beginning in sixth grade up to twelfth. ABC has implemented an afterschool program for students in K-12 grade which addressed a core concern parents had regarding after school care for children in the last community needs assessment. After the non-funding of the 21st Century Community Learning Center grant in 2015 ABC was able to work with its partners to sustain and license the 3rd-8th grade program at the administrative offices which allowed ABC to continue to provide after school services to an identified gap.

With the support of the DOC Grant, ABC has implemented three diversion evidence based courses that utilize the TruThought, Prime for Life, Prime Solutions and Positive Action curriculums for juvenile first offenders and juveniles with drug, alcohol and other delinquent violations.

Using a review-of-reviews approach across 4 areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence), the planning committee identified the specific characteristics that were consistently associated with effective prevention programs: programs were comprehensive, included varied teaching methods, provided sufficient dosage, were theory driven, provided opportunities for positive relationships, were appropriately timed,

were sociocultural relevant, included outcome evaluation, and involved well-trained staff. The core group reviewed the following evidence based programs;

Program	Protective factors
Project SUCCESS	<ul style="list-style-type: none"> •Schoolwide activities and promotional materials to increase the perception of the harm of substance use, positively change social norms about substance use, and increase enforcement of and compliance with school policies and community laws. •A parent program that includes informational meetings, parent education, and the formation of a parent advisory committee. •Individual and group counseling, in which the Project SUCCESS counselors conduct time-limited counseling for youth following their participation in the PES and an individual assessment. Students and parents who require more intensive counseling, treatment, or other services are referred to appropriate agencies or practitioners in the community.
TruThought	Enhances problem solving skills and promotes effective communication with family members.
Positive Action	Skill based, comprehensive and pro social skills

The primary evidence based program that ABC will continue to use is the Project SUCCESS Program. The Project SUCCESS Program is a research-based program that builds on the findings of other successful prevention programs by using interventions that are effective in reducing risk factors and enhancing protective factors. The program targets risk factors such as pro-drug attitudes, early alcohol, tobacco and drug use, multiple family stress, school behavior problems, peer group use, peer pro-drug attitudes and peer pressure to use. The program enhances protective factors such as self-efficacy/sense of mastery, social competence, inter-generational family communications, positive parent-school relationships, school bonding, network of friends that do not participate in delinquent behaviors and positive peer relationships. The Project SUCCESS program is based on the following proven prevention principles; increasing perception of risk of harm, changing adolescents’ norms and expectations about substance use, building and enhancing social and resistance skills, changing community norms and values

regarding substance use, and fostering and enhancing resiliency and protective factors, especially in youth with high risk behaviors. The Project SUCCESS program uses a combination of interventions, which have been designed to address the unique needs of the alternative school population as well as regular secondary and middle schools. Program implementation involves both administrative and clinical strategies. The program components include the prevention education series, individual and group counseling, parent programs, referral and school wide awareness activities.

The Project SUCCESS Program provides a bridge between the school and the community. The program has high expectations for youth and helps the school and community work together to tackle the pro drug/alcohol use messages found in the community. The program encourages youth to participate in community activities by working with the ABC coalition and the Youth Leadership Team. The Project SUCCESS Prevention Specialist serves as a resource to students, teachers and parents and be a point of contact for referring youth and their families to other community resources. The Project SUCCESS Prevention Specialist will continue to work closely with school counselors and help develop protective factors by providing workshops and individual support to parents on topics such as communication, dangers of alcohol and drug use, bullying, conflict resolution, discipline techniques, positive bonding techniques, sharing of family responsibilities, lack of self control, school attendance, school failure, perception of harm and much more.

ABC is confident that the Project SUCCESS Program is addressing the lack of school based prevention programming's, which was the primary gap identified by the planning team. With the implementation of the Project SUCCESS Program, the team feels that students who have a need for substance use related services are being identified prior to the need for a referral to intensive

outpatient or inpatient services. The program encourages working with all students in a classroom setting as well as providing needed services to the youth who fall in the identified category. The partnership with the Certified School Counselors has made the referral system for program youth a positive step for referring youth to diversion and intervention services. The partnership between a community agency and the school system has allowed ABC to become the court approved diversion program for Meade County. The Project SUCCESS Prevention Specialist has been an advocate for all partners regarding juvenile delinquency issues in the greater Sturgis area.

F. STRATEGY FOR IMPLEMENTING EVIDENCE-BASED PROGRAMS

Describe your strategy for implementing the chosen evidence-based program in year three (including goals, objectives, and a timetable) for the following:

1. Mobilizing the community to assume responsibility for delinquency prevention through involving various sectors;
2. Obtaining resources to aid in implementing the chosen evidence-based program(s);
3. Coordinating the implementation of the chosen evidence-based program(s);
4. Ensuring the implementation of the chosen evidence-based program(s) is (are) with fidelity to the model (s); and
5. Implementing services in a school based setting from July 1, 2016 to June 30, 2017.

Strategy	Date	Responsible Party
Ongoing professional development or curriculum education. Presentation to the Meade 46-1 School board regarding any changes to the 16/17 Scooper SUCCESS program.	September 2016	Core group and Trained trainers
Ongoing presentations at middle and high school in-services regarding the program, what it offers and mailing of information to all parents in the Meade 46-1 who have students in the middle or high school.	August 2016	Core group and Meade 46-1 administration
Implementation of Project SUCCESS with monthly core group meetings and evaluation team meetings.	ongoing	Core group and staff
Provide yearly performance assessments and evaluation results to the school administration, ABC coalition and board and Meade 46-1 School Board	Yearly in Sept.	Project Staff

1. Mobilizing the community to assume responsibility for delinquency prevention through involving various sectors;

ABC will provide ongoing updates for the ABC Coalition on the Project SUCCESS Program. The coalition, which includes representation from all twelve sectors, will be involved in gathering and reviewing data regarding the changing community needs. Through parent meetings and community town hall presentations, ABC will continue to educate the community on the Project SUCCESS Programs successes as well as well as areas in need of improvement.

2. Obtaining resources to aid in implementing the chosen evidence-based program;

ABC provided training for Meade 46-1 Counselors in the summer of 2015, and purchased materials in the fall of 2015, which allowed for a sustainability plan for the universal curriculum. The school continued to provide time during teacher in-service to train teachers and other staff on the implementation of the Project SUCCESS Program. The school has agreed to continue to provide classroom time to provide prevention lessons to students in grades six through ten. ABC has strong partnerships with Sturgis Police Department, City of Sturgis, City Council and City personnel including the Mayor and the City Manager, Meade County Sheriff's Office, and the Meade County State's Attorney's Office. The above entities truly believe in the work that ABC does. ABC will convince these agencies to provide financial support for the Project SUCCESS program at the end of the grant period, through data and personal success stories. ABC expects a significant decrease in juvenile arrests, adjudications, need for court supervision and committals to the Department of Corrections. ABC is confident that the numbers of juveniles who need to be placed in Juvenile Detention Centers, Drug and Alcohol treatment facilities and/or correctional facilities will decrease significantly over the three year grant period, allowing

for funds previously used for placement of juveniles to be reallocated to support the continuation of the Project SUCCESS program.

G. SUSTAINABILITY PLAN

Explain how your implementation during the first two years has prepared for sustainability of the programs(s) and describe how the third and final year of funding will assist in providing sustainability after the award period has concluded.

ABC has worked hard to ensure sustainability in the Sturgis Scooper SUCCESS program. ABC is currently accredited by the Department of Social Services Community Behavioral Health in prevention, intervention, outpatient and intensive outpatient counseling services. They are approved to receive Title XIX and private insurance. ABC was also approved on May 26th for state contract money through DSS which allows ABC to provide services to families who do not qualify for Title XIX but are unable to “afford” services.

H. PROJECT PERFORMANCE MEASURES AND EVALUATION

Performance measure reports will be required consistent with individual program goals, federal reporting requirements, and any information identified by the Council of Juvenile Services and the Department of Corrections. A cross-site program evaluation will be conducted through a contracted agency with the Department of Corrections to provide program-wide, juvenile specific data and results.

The cost of the evaluation has been deducted from the total amount you are eligible to apply for and does not have to be represented in your budget.

For the purpose of this application, describe the following:

1. Plan to collect and provide juvenile specific information.
2. Plan to collect juvenile specific information following the completion of the program. (6 months – 12 months)

ABC will continue to collect the following data regarding Scooper SUCCESS Participants.

Each participant completes the Client intake form, Federal releases of information; Mountain Plains Evaluation, Meade 46-1 School District, and referral agency (Probation, DOC, parent, etc.), Mental Health Screening Form III, Fagerstrom Cigarette Tolerance test, CRAFFT, Family APGAR, DOC Pre-test and post-test. Once this information is collected, each youth participates

in the recommended service and their information is entered into the Juvenile Delinquency Prevention Website quarterly. To date, ABC has entered information on 128 youth who have participated in Scooper SUCCESS intervention/outpatient/diversion services, and ABC sends monthly reports of the universal Scooper SUCCESS contacts to the Department of Corrections contact.

New data resources since Scooper SUCCESS project was funded

Partner	Data provided
Meade County State’s Attorney	Juvenile information including adjudications referrals for services – complete with court ordered diversion program
SD Juvenile Services Center	Number of Meade County juveniles detained and number of days stayed – completed by email to JSC Commander Joe Gutierrez
Sturgis Regional Medical Clinic	Emergency Room admission statistical data regarding under 18 youth-completed

I. DESCRIPTION OF PROGRAM GEOGRAPHIC BOUNDARIES

ABC’s Scooper Success program will continue to serve Middle and High School students in the Meade 46-1 School District.

J. TARGET POPULATION

Provide an overview of the participants eligible for participation through using the table below and explain how participants will be considered “at risk” youth.

Target Population Details (Place an “X” in the box to the <i>left</i> of all those that apply)					
Race(s):		Offender Type(s):		Geography:	
x	American Indian/Alaskan Native	x	At-Risk Population (no prior offense)	x	Rural
	Asian	x	First Time Offenders		Suburban
	Black/African American	x	Repeat Offenders		Tribal
	Hispanic or Latino (of any race)		Sex Offenders		Urban
	Other Race	x	Status Offenders	Age:	
x	White/Caucasian		Violent Offenders	x	Under 11
Sex:		Referral Source:		x	12-13
x	Female	x	School	x	Court System
x	Male	x	State’s Attorney	x	Other ___ Parent ___
				x	16- 18

K. BUDGET

Application budget and narrative sections must be complete, practical, and up to \$47,500.

SECTION 6. SIGNATURE PAGE:

The officials who certify this document agree to adhere to all terms and conditions relating to this application. Duplication of responsibilities by one individual for any position listed below is NOT acceptable.

Original Signatures are Required

Chief Executive Officer

Name	<i>Kara Graveman</i> <i>Kara Graveman</i>	Title	<i>Executive Director</i>	
Address	<i>1807 Williams</i>	City/State/Zip	<i>Sturgis, SD 57785</i>	
E-mail	<i>kgravemad@gmail.com</i>	Phone	<i>605-347-2991</i>	Fax <i>347-4944</i>
Signature	<i>Kara Graveman</i>	Date	<i>5-31-10</i>	

B. Project Director

Name	<i>Dadra Avery</i>	Title	<i>Program Director</i>	
Address	<i>1807 Williams St.</i>	City/State/Zip	<i>Sturgis, SD 57785</i>	
E-mail	<i>dadra.avery@gmail.com</i>	Phone	<i>605-347-2991</i>	Fax <i>347-4944</i>
Signature	<i>Dadra Avery</i>	Date	<i>5-31-10</i>	

C. Financial Officer

Name	<i>Kathy Jensen</i>	Title	<i>Finance Officer</i>	
Address	<i>1807 Williams St.</i>	City/State/Zip	<i>Sturgis, SD 57785</i>	
E-mail	<i>kjinhad@gmail.com</i>	Phone	<i>605-347-2991</i>	Fax <i>347-4944</i>
Signature	<i>Kathy Jensen</i>	Date	<i>5-31-10</i>	

D. Other Official

Name	<i>Geody VanDewater</i>	Title	<i>Chief of Police</i>	
Address	<i>1400 main St.</i>	City/State/Zip	<i>Sturgis SD 57785</i>	
E-mail	<i>vandewater@sturgispolice.com</i>	Phone	<i>605-347-5071</i>	Fax <i>605-347-6828</i>
Signature	<i>Geody VanDewater</i>	Date	<i>5-31-10</i>	