



STATE OF VERMONT
JOINT FISCAL OFFICE

MEMORANDUM

To: James Reardon, Commissioner of Finance & Management
From: Nathan Lavery, Fiscal Analyst
Date: December 18, 2008
Subject: JFO #2358 & #2359

At the December 17, 2008 meeting of the Joint Fiscal Committee, the following grant requests were approved:

JFO #2358 — \$11,000 worth of #4 fuel oil from the Saputo Cheese Factory to Buildings & General Services (BGS). The net value of the grant, after the deduction of pumping and transportation costs, is \$8,000.
[JFO received 12/15/08]

JFO #2359 — \$679,705 grant from the Department of Justice (DOJ) to the Agency of Human Services – Department of Children and Families (DCF). These grant funds will be used to support 11 school and community programs to provide a variety of services and interventions to reduce risk factors for at-risk youth. These programs were identified by Senator Sanders for targeted funding by way of a federal earmark.
[JFO received 12/15/08]

In accordance with 32 V.S.A. §5, these grants were placed on the Joint Fiscal Committee agenda and subsequently approved by vote of the Committee. We ask that you inform the Secretary of Administration and your staff of this action.

cc: Gerald Myers, Commissioner
Robert Hofmann, Secretary
Stephen Dale, Commissioner



STATE OF VERMONT
JOINT FISCAL OFFICE

MEMORANDUM

To: Joint Fiscal Committee Members
From: Nathan Lavery, Fiscal Analyst
Date: December 16, 2008
Subject: Grant Requests

Please find attached the following request which the Joint Fiscal Office recently received from the Administration:

JFO #2359 — \$679,705 grant from the Department of Justice (DOJ) to the Agency of Human Services – Department of Children and Families (DCF). These grant funds will be used to support 11 school and community programs to provide a variety of services and interventions to reduce risk factors for at-risk youth. These programs were identified by Senator Sanders for targeted funding by way of a federal earmark.
[JFO received 12/15/08]

The Joint Fiscal Office has reviewed this submission and determined that all appropriate forms bearing the necessary approvals are in order.

The Department of Children and Families and Senator Sanders are requesting approval of state acceptance of this grant at the November 17, 2008 Joint Fiscal Committee meeting.

cc: James Reardon, Commissioner
Robert Hofmann, Secretary
Stephen Dale, Commissioner

JFO 2359



State of Vermont
 Department of Finance & Management
 109 State Street, Pavilion Building
 Montpelier, VT 05620-0401

Agency of Administration

[phone] 802-828-2376
 [fax] 802-828-2428

**STATE OF VERMONT
 FINANCE & MANAGEMENT GRANT REVIEW FORM**


Grant Summary:		DCF would like to accept a grant for \$679,705 from the U.S. Department of Justice, the Office of Juvenile Justice to support 11 school and community programs to provide a variety of services and interventions to reduce risk factors for at-risk youth.		
Date:		12/1/2008		
Department:		DCF		
Legal Title of Grant:		OJJDP FY 08 Earmarks Programs		
Federal Catalog #:		2008-JL-FX-0160		
Grant/Donor Name and Address:		Department of Justice, Office of Justice Programs, Office of Communications, Washington D.C. 20531		
Grant Period:	From:	5/1/2008	To:	4/30/2011
Grant/Donation		679,705		
	SFY 1	SFY 2	SFY 3	Comments
Grant Amount:	\$ 272,182	\$ 407,523	\$	
Position Information:	# Positions	Explanation/Comments		
	0			
Additional Comments:				
This project is supported under the Juvenile Justice and Delinquency Prevention Act of 2002, 42 USC 5665-5667				
Department of Finance & Management		<i>[Signature]</i> 12/1/08		(Initial)
Secretary of Administration		<i>[Signature]</i> 12/18/08		(Initial)
Sent To Joint Fiscal Office		12/15/08		Date

RECEIVED
 DEC 15 2008
 JOINT FISCAL OFFICE

Agency of Human Services
Office of the Secretary
103 South Main Street
Waterbury, VT 05671-0204
[phone] 802-241-2949
[fax] 802-241-1200

MEMORANDUM

TO: AA-1 Reviewers

FROM: Jim Giffin, Chief Financial Officer 

DATE: December 1, 2008

RE: AA-1 Resubmitted – Federal OJJDP FY08 Earmark Program

Attached is a resubmitted Form AA-1 by which the Department for Children and Families requests permission to accept a grant from the U.S. Department of Justice under the OJJDP FY08 Earmark Program.

The prior AA-1 form inadvertently checked “yes” in Box 11 indicating that there were personal services contract expenses to be paid as part of the federal grant. This corrected AA-1 checks “no” under Box 11 for personal services contracts – all expenses are either operating expenses (minimal) or grants.

REC'D DEC 2 2008

STATE OF VERMONT REQUEST FOR GRANT ACCEPTANCE (Form AA-1)

BASIC GRANT INFORMATION				
1. Agency:	Agency of Human Services			
2. Department:	Department for Children and Families			
3. Program:	OJJDP FY08 Earmark Programs			
4. Legal Title of Grant:	OJJDP FY08 Earmark Program			
5. Federal Catalog #:	16.541			
6. Grant/Donor Name and Address:	Dept. of Justice, Office of Justice Programs, Washington, DC			
7. Grant Period:	From:	5/1/2008	To:	4/30/2011
8. Purpose of Grant:	Support eleven school and community programs to provide a variety of services and interventions to reduce risk factors for at-risk youth.			
9. Impact on existing program if grant is not Accepted:	These programs were identified by Senator Sanders for targeted funding. Programs will not receive funds.			
10. BUDGET INFORMATION				
	SFY 1	SFY 2	SFY 3	Comments
Expenditures:	FY 09	FY 10	FY 11	
Personal Services	\$	\$	\$	
Operating Expenses	\$1,500	\$1,500	\$	
Grants	\$270,682	\$406,023	\$	
Total	\$272,182	\$407,523	\$	
Revenues:				
State Funds:	\$	\$	\$	
Cash	\$	\$	\$	
In-Kind	\$	\$	\$	
Federal Funds:	\$	\$	\$	
(Direct Costs)	\$272,182	\$407,523	\$	
(Statewide Indirect)	\$	\$	\$	
(Departmental Indirect)	\$	\$	\$	
Other Funds:	\$	\$	\$	
Grant (source)	\$	\$	\$	
Total	\$272,182	\$407,523	\$	
Appropriation No:	3440030000	Amount:	\$679,705	
			\$	
			\$	
			\$	
			\$	
			\$	
			\$	
		Total	\$679,705	

STATE OF VERMONT REQUEST FOR GRANT ACCEPTANCE

(Form AA-1)

PERSONAL SERVICE INFORMATION

11. Will monies from this grant be used to fund one or more Personal Service Contracts? Yes No
 If "Yes", appointing authority must initial here to indicate intent to follow current competitive bidding

Appointing Authority Name: _____ Agreed by: _____ (initial)

12. Limited Service Position Information:	# Positions	Title
Total Positions		

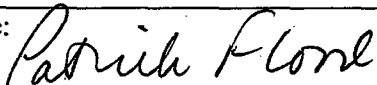
12a. Equipment and space for these positions: Is presently available. Can be obtained with available funds.

13. AUTHORIZATION AGENCY/DEPARTMENT

I certify that no funds have been expended or committed in anticipation of Joint Fiscal Committee Approval of this grant:

Signature:  Date: 12/1/08

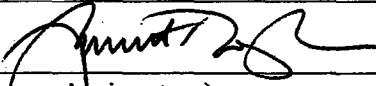
Title: Commissioner, DCF

Signature:  Date: 12/1/08

Title: Deputy Secretary AHS

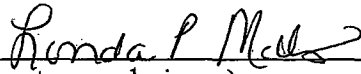
14. ACTION BY GOVERNOR

Check One Box: Accepted
 Rejected

(Governor's signature)  Date: 12/15/08

15. SECRETARY OF ADMINISTRATION

Check One Box: Request to JFO
 Information to JFO

(Secretary's signature or designee)  Date: 12/8/08

16. DOCUMENTATION REQUIRED

Required GRANT Documentation

- | | |
|---|---|
| <input checked="" type="checkbox"/> Request Memo
<input type="checkbox"/> Dept. project approval (if applicable)
<input checked="" type="checkbox"/> Notice of Award
<input checked="" type="checkbox"/> Grant Agreement
<input checked="" type="checkbox"/> Grant Budget | <input type="checkbox"/> Request Memo
<input type="checkbox"/> Dept. project approval (if applicable)
<input type="checkbox"/> Notice of Donation (if any)
<input type="checkbox"/> Grant (Project) Timeline (if applicable)
<input type="checkbox"/> Request for Extension (if applicable) |
|---|---|

End Form AA-1



Department of Justice
Office of Justice Programs
**Office of Juvenile Justice and
Delinquency Prevention**

Grant

PAGE 1 OF 2

1. RECIPIENT NAME AND ADDRESS (Including Zip Code) Vermont Agency of Human Services Planning Division 103 South Main Street Waterbury, VT 05671-2901		4. AWARD NUMBER: 2008-JL-FX-0160	
		5. PROJECT PERIOD: FROM 05/01/2008 TO 04/30/2011 BUDGET PERIOD: FROM 05/01/2008 TO 04/30/2011	
1A. GRANTEE IRS/VENDOR NO. 036001264		6. AWARD DATE 09/25/2008	7. ACTION Initial
		9. PREVIOUS AWARD AMOUNT \$ 0	
3. PROJECT TITLE OJJDP FY 2008 Earmarks Programs		10. AMOUNT OF THIS AWARD \$ 679,705	
		11. TOTAL AWARD \$ 679,705	
12. SPECIAL CONDITIONS THE ABOVE GRANT PROJECT IS APPROVED SUBJECT TO SUCH CONDITIONS OR LIMITATIONS AS ARE SET FORTH ON THE ATTACHED PAGE(S).			
13. STATUTORY AUTHORITY FOR GRANT This project is supported under Juvenile Justice and Delinquency Prevention Act of 2002, 42 USC 5665-5667			
15. METHOD OF PAYMENT: PAPRS			
AGENCY APPROVAL		GRANTEE ACCEPTANCE	
16. TYPED NAME AND TITLE OF APPROVING OFFICIAL Jeffrey L. Sedgwick Acting Assistant Attorney General		18. TYPED NAME AND TITLE OF AUTHORIZED GRANTEE OFFICIAL Kimberly Keiser Deputy Commissioner, CDD	
17. SIGNATURE OF APPROVING OFFICIAL <i>Jeffrey L. Sedgwick</i>		19. SIGNATURE OF AUTHORIZED RECIPIENT OFFICIAL <i>Kimberly Keiser</i>	19A. DATE 7/29/08
AGENCY USE ONLY			
20. ACCOUNTING CLASSIFICATION CODES FISCAL FUND BUD. DIV. YEAR CODE ACT. OFC. REG. SUB. POMS AMOUNT X F JL 70 00 00 679705		21. HLTGT1636	



Department of Justice
Office of Justice Programs
Office of Juvenile Justice and
Delinquency Prevention

AWARD CONTINUATION
SHEET
Grant

PAGE 2 OF 2

PROJECT NUMBER 2008-JL-FX-0160

AWARD DATE 09/25/2008

SPECIAL CONDITIONS

1. The recipient agrees to comply with the financial and administrative requirements set forth in the current edition of the Office of Justice Programs (OJP) Financial Guide.
2. The recipient acknowledges that failure to submit an acceptable Equal Employment Opportunity Plan (if recipient is required to submit one pursuant to 28 C.F.R. Section 42.302), that is approved by the Office for Civil Rights, is a violation of its Certified Assurances and may result in suspension or termination of funding, until such time as the recipient is in compliance.
3. The recipient agrees to comply with the organizational audit requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, as further described in the current edition of the OJP Financial Guide, Chapter 19.
4. Recipient understands and agrees that it cannot use any federal funds, either directly or indirectly, in support of the enactment, repeal, modification or adoption of any law, regulation or policy, at any level of government, without the express prior written approval of OJP.
5. The recipient agrees to submit quarterly financial status reports to the Office of Justice Programs using Standard Form SF 269A on the Internet at <https://grants.ojp.usdoj.gov>. These reports shall be submitted on-line not later than 45 days after the end of each calendar quarter. The final report shall be submitted not later than 90 days following the end of the grant period.
6. The recipient shall submit semiannual progress reports. Progress reports shall be submitted within 30 days after the end of the reporting periods, which are June 30 and December 31, for the life of the award. These reports will be submitted to the Office of Justice Programs, on line-through the Internet at <https://grants.ojp.usdoj.gov/>.
7. The recipient agrees to report data on the grantee's OJJDP-approved performance measures as part of the semi-annual categorical progress report. This data will be submitted on line at OJJDP's Performance Measures website (<http://ojjdp.ncjrs.gov/grantees/pm/index.html>) by July 31 and January 31 each year for the duration of the award. Once data entry is complete, the grantee will be able to create and download a "Performance Measures Data Report." This document is to be included as an attachment to the grantee's narrative categorical assistance progress report submitted on GMS for each reporting period.
8. No portion of these federal grant funds shall be used towards any part of the annual cash compensation of any employee of the grantee whose total annual cash compensation exceeds 110% of the maximum salary payable to a member of the Federal government's Senior Executive Service at an agency with a Certified SES Performance Appraisal System for that year.
9. No federal funds shall be used to pay for any part of air travel that includes business or first class seating except as authorized for government travel (as described in OMB Circular A-122) and authorized by the grant manager prior to booking such tickets.

KAK
9/29/08



Department of Justice

Office of Justice Programs

Office of Communications

Washington, D.C. 20531

GRANT NOTIFICATION

Grant Number: 2008-JL-FX-0160

Name/Address of Recipient: Vermont Agency of Human Services Planning Division
CBD 2 North
103 South Main Street

City, State, Zip: Waterbury, Vermont 05671-2901

Recipient Project Director/Contact:

Kimberly Keiser
Deputy Commissioner, CDD

Phone: (802) 241-2928

Title of Program: OJJDP FY 08 Earmarks Programs

Title of Project: OJJDP FY 08 Earmarks Programs

Amount of Award: \$679,705 Date of Award: 09/25/2008

Awarding Agency: Office of Juvenile Justice and Delinquency Prevention
Brecht Donoghue

Supplement: No

Statutory Authority for Program: Juvenile Justice and Delinquency Prevention Act of 2002, 42 USC 5665-5667

Impact/Focus: Discretionary CFDA Number: 16.541

Project Description:

Vermont's Department for Children and Families (DCF) seeks to help school age children and youth to improve their academic skills and confidence, complete their high school education, and develop a positive relationship to themselves and other community members, thereby reducing the likelihood that youth will engage in delinquent behaviors. To accomplish these goals, DCF will support eleven school and community projects for up to three years to provide a variety of services and interventions to develop protective factors and reduce risk factors in at-risk youth. DCF will track rates of school completion, measure of social-emotional health, and youth's success in making the transition from school to work. NCA/NCF

For more information about this grant, contact the Office of Justice Programs' Office of Communications at 202/307-0703.

VERMONT EARMARK GRANT

PROGRAM NARRATIVE

PROJECT ABSTRACT

Most Vermont youth are fairing well. However, a major area of continuing concern is the number of Vermont youth engaging in delinquent acts. In 2006, there were 1,400 delinquent dispositions. Of these offenses, 38% were property offenses, 25% were violent offenses, 16% were drug offenses, 13% were public order offenses, and the remaining 8% were comprised of motor vehicle and other offenses. Besides poverty, two of the major risk factors for delinquency are high school drop and failure to successfully transition from school to the workplace. Vermont's *The Next Generation Commission* recently reported that one-third of the students who graduate, leave school without the job skills to successfully enter the workforce. Vermont's Department for Children and Families seeks to help school age children and youth to improve their academic skills and confidence, complete their high school education, and develop a positive relationship to themselves and other community members, thereby reducing the likelihood that youth will engage in delinquent behaviors. DCF will support 11 school and community projects for up to three years to attain these goals. DCF will track rates of school completion, measure of social-emotional health, and success in making the transition from school to work.

STATEMENT OF PROBLEM

Vermont's Agency of Human Services (in which the Department for Children and Families is located) works to improve outcomes for the whole age range of Vermont's population. For school-age children and youth, these outcomes include: children succeeding in school, youth choosing healthy and responsible behaviors, and youth transitioning successfully to adulthood. Overall, Vermont fares moderately well on indicators of school achievement, healthy and responsible youth, and successful transition to adulthood. However, the term "moderately well" applies to average achievement. Not all Vermont young people are fairing as well as they should.

One of the major areas of continuing concern is the number of Vermont youth engaging in delinquent acts. Youth are considered delinquent when they have committed offenses that would be crimes if they were adults. In Vermont, family courts determine that a youth is delinquent. In 2006, there were 1,400 delinquent dispositions.¹ Of these offenses, 38% were property offenses, 25% were violent offenses, 16% were drug offenses, 13% were public order offenses, and the remaining 8% were comprised of motor vehicle and other offenses.² Delinquent youth are often placed in state custody; other delinquents are on probationary status with the State. In 2006, 358 Vermont delinquent youth were in the custody of the Department for Children and Families.³

All too often youth committing delinquent offenses can engage in additional offenses after they reach age 18 and their offenses are treated as adult crimes. The

¹ Vermont Agency of Human Services, Vermont Well-Being 2006, p. 126 (May, 2006)

² Vermont Center for Justice Research, Juvenile Justice Sourcebook: Delinquency and Criminal Dispositions in Vermont (2004)

³ Vermont Agency of Human Services, Vermont Well-Being 2006, p. 124 (May, 2006)

number of youth under age 22 in the custody of the Vermont Department of Corrections has increased from 124 in 1997 to 219 in 2007.⁴

Of course, the incidence of juvenile delinquency varies from one community to another in Vermont. However, when it does occur the prevalent risk factors tend to be similar. One prominent risk factor is poverty. Consider, Barre, Vermont. According to the 2007 Youth Risk Behavior Survey for Barre City, there was an alarming increase in cocaine and heroin use among 8th graders, physical fights on school property, and the number of students who did not go to school because they felt afraid. Heroin use among 8th graders is double the average state rate. The percent of students in grade 9 who smoked marijuana has increased. Barre City is the 3rd poorest community in Vermont, and there are twice as many children in children in poverty than anywhere else in the State. Families receiving food stamps are also more than double. Early onset of use, early and persistent anti-social behavior, extreme economic deprivation, low neighborhood attachment and family history of problem behaviors reduce the connection associated with their families and community.

Risk factors for delinquency other than poverty are also evident through Vermont. Academic failure is also viewed as “a gateway to delinquency.”⁵ Research indicates that youth having academic problems are at significantly greater risk for serious and violent delinquent acts.⁶ In “High Schools on the Move,” published in 2002, the Vermont Department of Education reported that 95% of incarcerated youth ages 16 to 22 do not have a high school diploma. Students in some Vermont elementary and schools are not

⁴ Vermont Department of Corrections, Facts and Figures FY 2007

⁵ Maguin, E., and R. Loeber. 1996 “Academic Performance and Delinquency.” In Michael Tonry (ed.) Crime and Justice: A Review of Research, vol. 20. Chicago, Illinois: University of Chicago Press

⁶ Catalano, R. F.; R. Loeber; and K.C. McKinney. 1999. School and Community Intervention to Prevent Serious and Violent Offending. Washington, D.C.: Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention Programs.

meeting the federal mandated requirements outlined in the No Child Left Behind Act. According to the Vermont Public School Dropout and High School Completion Report, Vermont's statewide cohort graduation rate for the class of 2006 was 85%. At least as significant, one-third of the students who graduate, leave school without the job skills to successfully enter the workforce, according to a December 2006 report by Vermont's *The Next Generation Commission*.

Students dropping out of high school put themselves at greater risk for juvenile delinquency. Students without a diploma are more likely to live in poverty (according to the U.S. Census Bureau), a risk factor for delinquency. Dropouts are at higher risk for criminal activity and a shortened life span due to crime.⁷ Over the next 25 to 30 years, the typical high school dropout will rely more heavily on public assistance (Food Stamps, welfare, housing subsidies, etc.), collect unemployment, require health care, and hospitalization while uninsured, utilize publicly subsidized child care, and is repeatedly involved with the criminal justice system including multiple incarcerations. Such an individual can easily cost the community more than half a million dollars over that time frame. These costs include the estimated \$10,000 to \$20,000 in foregone income tax revenues as a consequence of a pattern of low-wage jobs and sporadic employment. Finally, opportunity costs for Vermont's economy are significant. A growing slice of Vermont's consumer market (up to 25 percent) cannot contribute to home-grown economic growth because of virtually non-existent discretionary incomes. Not only do well-paying, future-oriented jobs remain unfilled causing employers to look elsewhere, but the next generation of Vermont enterprise is starved for talent and

⁷ Toppo, Greg, Lochner, L. & Moretti, E. (2001). 'The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports', National Bureau of Economic Research Working Paper, 8605, U.S. Census Bureau; Bureau of Labor Statistics.

customers. Most alarming, the dropout cycle is an enlarging spiral because having one or more parents without a high school diploma puts youth at ten times the risk of also dropping out.

Another risk factor facing some Vermont youth is the lack of sufficient adult role models and guidance. Between 64% and 70% of youth in Windham County report, on the Search's Youth Asset Development Survey, that they cannot identify one positive adult role model. Research indicates that almost any type of worthwhile work experience with an appropriate "mentor" makes an impact on the decisions that youths make in their lives while helping them to acquire new skills and resources.

What is Vermont doing to address these challenges for Vermont children and youth? Schools and community programs around the State are attempting to put into place protective factors that address risk factors leading to juvenile delinquency. Specifically, these activities are designed to ensure that youth are physically and emotionally healthy, have the confidence, discipline, and adult guidance necessary for them to complete their schooling, and are ready -- with necessary knowledge, skills, experience, and appropriate attitudes -- to transition from school to the workforce and to succeed in the short- and long-term. Overall, teenagers who graduate high school, have job skills, and feel connected to their community are less likely to engage in delinquent behavior.

The following are some examples of some school and community initiatives in Vermont.

- The Vermont Youth Conservation Corps presently partners with three local high schools: Mount Mansfield Union High School in Jericho, the Center for Technology in Essex, and Lamoille Union High School in Hyde Park and in the

fall of 2008 plans to expand its program to include Burlington/Winooski High School, Champlain Valley Union High School in Hinesburg, and Cabot/Woodstock High School. The driving force behind these partnerships focuses is the realization that conventional classroom instruction has proven ineffective at reaching at-risk students and who need a different model to succeed. The VYCC year round crews focus on at-risk students who exhibit marginal academic performance, below average high school completion rates, a high probability of dropping out, and who have very limited success transitioning to work or further education. The VYCC year round program enrolls 8-10 sophomores in high school as schools have identified this as the critical turning point for most students. The results to date: 91% of students (10 of 11) that were enrolled in the pilot year are re-enrolled in school, technical center, and are on track to graduate or have graduated. VYCC has graduated 4,300 young men and women since 1985, many of whom have gone on to leadership positions in non-traditional fields. The Vermont Department of Forests, Parks & Recreation, for example, will experience 50% of all staff retiring within the next 5-10 years. This turnover will create significant opportunities; opportunities that experienced and educated men and women will be able to take on after participating in a VYCC summer program.

- Highgate Elementary School (like other schools that been identified as being in need of improvement as defined in No Child Left Behind) provides a Summer School Support Program that is increasing in enrollment each year due to a high number of students (both regular education & special education students) who are in need of academic support throughout the summer vacation break to help

acquire the skills and confidence they need to stay in school (a protective factor in addressing the potential for juvenile delinquency). Students attend a two-hour instruction four-days each week for three weeks. This year the estimated number of youth that will be attending is around 115 students.

- The Crossroads After School Program provides extra school related programs such as after school enrichment classes and Homework Clubs for grades 2-6. Each year the entire staff provide time and assistance to the children that have a difficult time completing homework assignments since this is an important piece of how a student performs academically, but also it affects a child's self-esteem and self-worth and life long learning. Through programs like this one and others, youth in school can experience high academic achievement and actively engage in and feel attached to their schools, thereby lessening the likelihood that they will engage in delinquent behaviors.⁸

⁸ M.K. Johnson; R. Crosnoe; G.H. Elder. 2001. "Students' Attachment and Academic Engagement: the Role of Race and Ethnicity." *Sociology of Education* 74, 318-340.

IMPACT/OUTCOMES AND EVALUATION

GOALS

- (1) School age children and youth improve their physical and emotional health through increased opportunities for physical exercise.
- (2) School age children and youth improve their academic skills and increase their self-confidence, thereby enabling them to complete their high school education and develop positive relationships in their community.
- (3) Youth have the skills, experience, and positive attitude toward work that enables them to make a successful transition from school to work.

PROGRAM OBJECTIVES

Goal 1: School age children and youth improve their physical and emotional health through increased opportunities for physical exercise.

Objective 1.1: Increase opportunities where youth at risk can participate in health and fitness recreational activities that lead to positive interactions with peers and community leaders, while developing self confidence.

Performance Measure 1.1: Increased in number of youth at risk who participate in specific health and fitness recreational activities and amount of time that they are actively involved in health and fitness program activities.

Goal 2: School age children and youth improve their academic skills and increase their self-confidence, thereby enabling them to complete their high school education and develop positive relationships in their community.

Objective 2.1: Students will demonstrate competency in their academic skills and learning.

Performance Measure 2.1: Percentage of student exhibiting improved academic competencies as measured by standardized tests.

Objective 2.2: Youth will have more opportunities to become self-confident in their skills and participate more actively in positive ways in their community.

Performance Measure 2.2: Increase in number of youth participating in community service, service learning, mentoring, and leadership training programs.

Objective 2.3: Reduction in high drop out rates and completion of high school with age cohort or (re)enrollment in Work Based Learning at their high school or area technical school.

Performance Measure 2.3: Increase in rate of participating students earning their high school diploma with their age cohort.

Goal 3: Youth have the skills, experience, and positive attitude toward work that enables them to make a successful transition from school to work.

Objective 3.1: The principles and practices of a work-based learning model are implemented in four of the State's 12 labor market regions.

Performance Measures 3.1:

- Number of curriculum and training materials developed.
- Number of program/school staff trained in each of the four targeted regions.
- Number of new or adapted work-based program initiatives using the work-based learning model.

Objective 3.2: An increase number of youth exhibit work readiness skills and use those skills successfully in their performance on the job.

Performance Measure 3.2:

- On the job, students will document basic workplace educational competencies (e.g., comprehension, computation, and communication) on standardized reporting forms.
- Students will demonstrate improved punctuality, quality, and interpersonal skills.
- Students will document basic workplace soft-skill competencies (followership, team play, conflict resolution. etc.) on standardized measures.
- Students will articulate an increased connection to career and work satisfaction as expressed through structured interviews.
- Students will demonstrate improved team interaction as identified in structured group interviews with work teams.

Objective 3.3: More students will be prepared to seek employment in agriculture in Vermont once they complete high school and will fill the gap of shortage of farm labor that farmers are experiencing.

Performance Measure 3.3: Number of students who successfully transition from school to agricultural work with appropriate skills to fill current employment opportunities.

PROJECT/PROGRAM DESIGN AND IMPLEMENTATION

The Vermont Department for Children and Families will support work of 11 school and other community based programs to achieve the objectives outline above.

Goal 1: School age children and youth improve their physical and emotional health through increased opportunities for physical exercise.

Vermont Coalition of Teen Centers's (VCTC) Health and Fitness Initiative is a statewide program to promote healthy habits, attitudes and decisions in youth that contribute to the prevention of substance abuse and juvenile delinquency. The initiative will accomplish this by providing training, resources, and non-competitive standard-based funding for 30 teen centers to implement innovative health and fitness programs for teens. Studies show that connections to peers, teachers, family, and community members with healthy beliefs and clear standards helps protect youth from risk factors that lead to substance abuse and juvenile delinquency. VCTC will provide teen centers with two trainings related to youth health and fitness. The trainings will address innovative ways of increasing the physical activity level of teens, ways to integrate physical activity and wellness into ongoing teen center activities, and ways to encourage healthy eating habits. The VCTC expects that approximately 60 people will attend each training session. The VCTC has a successful track record of using sub-grants to involve teen centers in innovative health promotion activities. The VCTC, for example, administered a teen smoking cessation sub-grant program that involved hundreds of teens throughout Vermont. An important strategy in the sub-grant program will be involving teens! VCTC will require that teens be involved in planning and implementing the sub-grant activities.

Barre Department of Recreation Skate Board Camp will offer an opportunity for young people interested in skateboarding to get together with consultants, adult volunteers, and recreation department staff to plan and develop a skateboard program. Barre City is the 3rd poorest community in the state of Vermont and there are twice as many children in children in poverty than anywhere else in the state. Families receiving food stamps are also more than double. Early onset of use, early and persistent anti social behavior, extreme economic deprivation, low neighborhood attachment and family history of problem behaviors reduce the connection associated with their families and community. Barre Department of Recreation project is designed to reduce substance abuse and other risk behaviors and promote pro-social involvement among youth. Fifteen youth will work with a professional skate park designer for one week, planning and designing equipment. In the second week, youth will help professional carpenters construct equipment and prepare the space for use as a skate park. Each piece of equipment will be painted with anti-drug and anti-alcohol messages. In week three youth will design a program to engage their peers in a week of skateboarding, competition and education about alcohol and drug awareness with assistance from experts in each field. A professional trained in alcohol, tobacco, and other drug (ATOD) prevention will train participants and help create the education program. In week four youth from the community will be invited to participate in the skateboarding program. During the remainder of the summer the temporary skate park can be used as a public facility. Any participants will sign up to use the park, sign a waiver, and be provided with ATOD educational material.

Goal 2: School age children and youth improve their academic skills and increase their self-confidence, thereby enabling them to complete their high school education and develop positive relationships in their community.

Mt. Anthony Union High School's Quantum Leap Academic Mentor Program will increase by one the number of academic tutor-mentors, therefore increasing by 21 the number of students who can be served between 2008 and 2011. Academic tutor / mentors combine mentoring with tutoring before, after, or during school hours. Mentors help students with academic subjects they are struggling in, but also attend to other student needs that interfere with learning. This may involve helping students get necessary supports for a social problem (pregnancy, substance use, peer relationship issues, family issues, etc.) or may be something less complex like helping a student learn to negotiate with a teacher and look at what he/she wants for their futures. Mentoring on an intensive (i.e., every school day) basis helps students achieve improvements in school performance and reduces instances of antisocial behavior. The program is designed to pay close attention to school performance. Last year, a majority of the students in the program showed a significant improvement in their academics. In addition, more than half of the students showed a decrease in the number of discipline referrals made after connecting with their mentor. Students report that they have been able to carry over these improvements into their world outside of school. In addition, the Academic Mentoring program has had positive effects on the prevention of juvenile delinquency in its graduation rates. Although students chosen for the program are those who are at-risk of dropping out, a 2006 University of Vermont study showed that Mount Anthony's Academic Mentoring Program's drop-out rates were only slightly different from those of the regular school population.

The Common Ground Youth Center provides 30 hours of activities each week to youth and offers a safe place for teenagers to come during non-school hours in order to reduce the likelihood of juvenile delinquency, truancy, substance abuse, child abuse, and other socially destructive activities. Non-school hours represent the single largest block of time in the lives of American youth. Common Ground's work is based on research from the National Institute of out-of-school time, which shows that the most at risk time for youth is between 3:00pm and 6:00 pm, directly after school and before parents or guardians come home. Violent juvenile crimes triple between the hours of 3:00 pm and 8:00 pm and youth face the greatest risk of becoming victims of crimes during this period. Youth in Common Ground participate in 20-35 hours per week in constructive after school activities receive better grades, become more passive with their peers, and have better emotional attitudes. At the Center, youth can relax, play games, participate in service events, participate in "coffee house nights", do homework, receive mentoring, prepare for college, play guitar, and even attend educational conferences/workshops around the State. The Center's programs empower and educate youth and serves over 250 different youth per year. The program will be implemented by continuing to provide a safe place for youth to come during non-school hours that will provide structured and non-structured activities by competent staff. The target populations of this project are youth between 7th and 12th grade, with a focus on high school youth. The Center will provide a minimum of 50 community service projects per year.

Rutland Success, an extended day program, works with youth who are emotionally or behaviorally challenged. These are students that are most at-risk of dropping out of school and who (as research shows) are therefore more likely to

become incarcerated than their peers who do not drop out. The program will use the “Circle of Courage” model developed by Larry Brendtro, Martin Brokenleg, and Steven VanBockern. Students will attend this program 147 days for two-and-a-half hours per days beyond the school day and will participate in activities that help them to develop a sense of belonging, mastery, independence, and generosity. A licensed teacher who will also serve as the Program Coordinator/Instructor will implement this program. Students will be supervised during after-school hours when parents are at work and youth are more likely to get into trouble. Students will be given academic assistance, which will help them to be more successful in school and less likely to drop out. In addition, students will be exposed to activities that they can do with their free time to promote their physical, mental, and emotional health.

Highgate Elementary School, located in a rural Vermont setting with a blend of socio-economic households where many of the 330 Pre-K –6 grade students do not have opportunities outside of school to be exposed to activities that would enhance their lives academically, socially and emotionally, will provide enrichment opportunities for students. Teaching students the necessary skills to deal with disappointment, frustration, and anger along with safe, effective communication will produce an emotionally safe environment that will lessen the possibility of juvenile delinquency. Juvenile delinquency and violence will be reduced by building and working on healthy relationships, which focus around situations of power and control, issues of equality, and understanding boundaries that would involve self respect and that of others. Additionally, anger management techniques/strategies are emphasized. School based clinicians and after school programs will encourage and promote activities that will help to sustain healthy relationships, the use of self-control, and cooperation towards adults

and peers. These choices help students to choose life long activities that will promote healthy lifestyles. After school programs keep kids safe, help working families and inspire learning. They provide opportunities to help young people develop into successful adult. The school will take advantage of opportunities to acquire information on how children deal with physical and social stresses and challenges and on how they perform in the academic setting, on community-related roles in which children engage in extracurricular activities, and on the nature and extent of many sorts of peer and adult relationships. The school serves as the community center of Highgate and hosts the Crossroads After-School Program and many extra curricular and sport activities.

Goal 3: Youth have the skills, experience, and positive attitude toward work that enables them to make a successful transition from school to work.

Rutland Howe: School-to-Work Program is a component of the Alternative Education program and will help address juvenile delinquency by offering opportunities to students to be productive citizens by learning and practicing job skills. Students who spend time developing job skills and work at job sites are less likely to engage in inappropriate and illegal behavior. They will be better able to transition successfully to adulthood and function as a contributing member of their community. The incidence of juvenile delinquency can be reduced through programs designed to provide youth with social skills, job skills, enhance self esteem, and encourage the constructive use of discretionary time. The program will provide a para-educator job coach to coordinate work placements for at-risk students who need assistance in entering the work world.

The Vermont Youth Conservation Corps (VYCC), a leadership, education, and job training program with 23 years of experience working with at-risk youth, offers both

summer and year round employment and training opportunities to more than 5,000 youth from every county and over 170 individual towns in Vermont. VYCC's programs are specifically designed to engage at risk Vermont youth, including those demonstrating academic indifference, health and physical limitations; family dysfunction and lack of opportunity, at a time in their lives when they are most vulnerable to negative peer pressure. VYCC's experience has demonstrated that, when given the opportunity and structure, young people will learn and act on responsible choices and pursue productive activities (e.g., remaining in school to pursuing a technical career). Every Corps member is exposed to highly trained leaders, specific daily expectations around group and work behavior and a sense of community. Corps members receive daily reinforcement to take personal responsibility for their actions. Corps Members gain employment and life skills that help them to become confident and productive members of the workforce and their local communities. VYCC goals for 2008 and 2009 include enrolling 159 young people onto our year-round school crews, and enrolling 360 young people onto our summer Wilderness, Roving, Community, Parks and LEAP Crews.

Smokey House Center – Essential Principles and Practices of Work-based Learning Project is a proven work-based learning program that prevents truancy and dropping out by helping participants to be motivated to go to school and be successful in the classroom. Where the Department of Labor expects a 58% diploma rate for at-risk students, 80% of participants in Smokey House's work-based learning program completed high school and more than 25% have enrolled in post-secondary programs. Beyond engaging at-risk students in academic studies, work-based learning programs structure these students' after school time and summers with learning-rich activities,

thereby reducing their opportunities for, and inclination towards, delinquent behavior. Furthermore, research shows that caring relationships with adult role models and opportunities for meaningful contributions to their community (both essential elements of Smokey House's work-based learning model) increase youth resiliency to risk factors and mitigate delinquent behavior. Smokey House will develop training and supporting materials for youth practitioners and educators who will incorporate effective work-based learning into their programming and schools. These materials will be disseminated statewide through professional development workshops. Workshops will be offered through the 12 regional Workforce Investment Boards. The project seeks to see four regions incorporate the principles and practices of Smokey House Center's work-based learning model into their education programming.

Healthy City is a program of the Intervale Center, a 501(c)3 non-profit in Burlington, Vermont that served at-risk youth (ages 15-17). Every summer, 25 teens participate in an eight-week program, learning employment and life skills as they cultivate five acres of vegetables that are sold to the Burlington School District, the Chittenden Emergency Food Shelf, and to community members at Farmers' Markets. Through weekly themes, cooking classes, and field trips, participants learn about entrepreneurship, nutrition, and the benefits of healthy life choices. Healthy City helps to reduce the risk of juvenile delinquency by helping teens to increase their job skills, linking them with area supports such as the Vermont Department of Labor, and by offering workshops that address risky behaviors. Participants learn to see themselves and their abilities more positively and to recognize their role and potential impact on their community. The Healthy City program will create opportunities for second-year participants. It will hire seven returning youth and initiate Leadership Friday, a day just

for second-year students where they will have an hour-long agriculture lesson from our Farm Manager, a workshop with the Program Director related to business management and employment skills. Participants will be ambassadors of fresh produce and healthy lifestyles in their community, attending free Summer Lunch Sites and events at our non-profit partner organizations to implement the activities and taste tests they learned to run. They will also help to harvest and distribute 30,000 pounds of fresh produce free of charge to area non-profits serving teens including Spectrum Youth and Family Services, the Vermont Refugee Resettlement Program, and Sarah Holbrook Community Center.

Strolling of the Heifers will link farmers with 15 – 17 year-old students who are interested in learning the management skills necessary to run an agricultural operation in the Green Mountain State. This program will recruit from a population of at risk youths and juvenile delinquents in Windham County and will be effective in diverting youth from becoming or continue to be delinquents in Windham County (a county where between 64% and 70% of youth report, in the Search's Youth Asset Development Survey, that they cannot identify one positive adult role model. Strolling's goal is to create an apprentice opportunity for Vermont youth that will enable them to learn how to manage a farm. The program will match students and farmers. The program will provide a stipend to the host farm for working with the students and one to students. It will begin with 20 students the first year. Students will spend one week on various farming operations for a period of five weeks. After a series of interviews designed to match students and farmers the students will then engage in an intensive training program in farm safety and will learn some of the basics required to pursue a career in agriculture. Farmers, after receiving mentorship training, will monitor the students and provide helpful advice. If the students complete the training they will receive high

school elective credits for their participation through their sending schools. They will be able to practice their skills and demonstrate their knowledge to peers and future employers. This program is particularly effective in teaching leadership and personal development skills.

SMART

David Baker (Grants Administrator, Department for Children and Families/Child Development Division) has registered on SMART and is familiarizing himself with its capabilities.

CAPABILITIES/COMPETENCIES

In 2004, the Vermont Agency of Human Services underwent a major reorganization; new departments and divisions were created and consolidated to improve the coordination of the service delivery system and to be more responsive to Vermont's citizens.

As a result of this process, the Department for Children and Families (DCF) was created, and within it, the Child Development Division (CDD). The Department for Children and Families' mission is to promote the social, emotional, physical and economic well being and the safety of Vermont's children and families. This is done through the provision of protective, developmental, therapeutic, probation, economic, and other support services for children and families in partnership with schools, businesses, community leaders, service providers, families, and youths statewide.

CDD consolidated a number of programs and services from other departments in order to assure a coordinated and integrated statewide system of child development services that promotes and supports safe, accessible, quality services for Vermont's children and their families. CDD is headed by Kimberly Keiser, Deputy Commissioner.

The OJJDP FY 2008 Earmarks Program with DCF/Child Development Division will be administered by David Baker. He has 21 years of experience within the Agency of Human Services, working for most of those years as a program and grant administrator as well as policy and program analyst with various departments and offices of the Agency.

Child Development Division has responsibility for hundreds of grants to community organizations on an annual basis. CDD staff (including David Baker) are knowledgeable about granting or sub-granting state and federal funds to community organizations and monitoring the use of those funds.

BUDGETS FOR 11 FY 2008 VERMONT SCHOOL/COMMUNITY EARMARKS PROJECTS
Reduced Funding (5/30/2008)

	Personal	Fringe	Travel	Equipment	Supplies	Construction	Consultant	Other	Facilities	TOTAL
Barre Recreation	\$19,200	\$2,709	\$600	\$4,900	\$18,134	\$4,000	\$13,895			\$63,438
Mount Anthony High School							\$50,753			\$50,753
Healthy City (Burlington)	\$12,293				\$3,003			\$27,000		\$42,296
Highgate Elementary School							\$25,379			\$25,379
Rutland Howe Center	\$22,688	\$2,691								\$25,379
Rutland Success	\$27,930	\$2,137			\$7,996					\$38,063
Smokey House			\$2,000	\$4,500	\$4,500		\$47,640	\$9,030		\$67,670
Strolling of the Heifers	\$78,500		\$3,688		\$1,500		\$900			\$84,588
Common Ground	\$18,811	\$6,038						\$530		\$25,379

	Personnel	Print	Travel	Equipment	Supplies	Construction	Construction	Other	Interest	TOTAL
VT Coalition of Teen Centers	\$43,550	\$9,145	\$850		\$1,555			\$61,003	\$10,777	\$126,880
VT Youth Conservation Corps	\$92,080	\$20,453	\$4,981		\$4,106			\$5,260		\$126,880
TOTAL	\$315,052	\$43,173	\$12,119	\$9,400	\$40,794	\$4,000	\$138,567	\$102,823	\$10,777	\$676,705

OMB Approval No. 1121-0188
Expires 5-98 (Rev. 12/97)

Budget Detail Worksheet

Purpose: The Budget Detail Worksheet may be used as a guide to assist you in the preparation of the budget and budget narrative. You may submit the budget and budget narrative using this form or in the format of your choice (plain sheets, your own form, or a variation of this form). However, all required information (including the budget narrative) must be provided. Any category of expense not applicable to your budget may be deleted.

A. Personnel - List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization. Include a description of the responsibilities and duties of each position in relationship to fulfilling the project goals and objectives.

Name/Position

Computation

Cost

TOTAL _____

B. Fringe Benefits - Fringe benefits should be based on actual known costs or an approved negotiated rate by a Federal agency. Fringe benefits are for the personnel listed in budget category (A) and only for the percentage of time devoted to the project. Fringe benefits on overtime hours are limited to FICA, Workman's Compensation, and Unemployment Compensation.

Name/Position	Computation	Cost
----------------------	--------------------	-------------

TOTAL _____

Total Personnel & Fringe Benefits _____

C. Travel - Itemize travel expenses of project personnel by purpose (e.g., staff to training, field interviews, advisory group meeting, etc.). Show the basis of computation (e.g., six people to 3-day training at \$X airfare, \$X lodging, \$X subsistence). In training projects, travel and meals for trainees should be listed separately. Show the number of trainees and unit costs involved. Identify the location of travel. If unknown, indicate "location to be determined". Indicate source of Travel Policies applied, Applicant or Federal Travel Regulations.

<u>Purpose of Travel</u>	<u>Location</u>	<u>Item</u>	<u>Computation</u>	<u>Cost</u>
OJJDP Training Meeting	Washington, DC			
		Airfare: 2 attendees X \$705 per fare	=	\$1,410
		Hotel: 2 attendees X \$201 night X 3 nights	=	\$1,206
		Per diem: 2 attendees X \$64 X 3 days	=	\$ 384
			TOTAL	\$3,000

D. Equipment - List non-expendable items that are to be purchased. Expendable items should be included either in the "Supplies" category. Applicants should analyze the cost benefits of purchasing versus leasing equipment, especially high cost items and those subject to rapid technical advances. Rented or leased equipment costs should be listed in the "Contractual" category. Explain how the equipment is necessary for the success of the project. Attach a narrative describing the procurement method to be used.

Item	Computation	Cost
-------------	--------------------	-------------

TOTAL _____

E. Supplies - List items by type (office supplies, postage, training materials, copying paper, and other expendable items such as books, hand held tape recorders) and show the basis for computation. Generally, supplies include any materials that are expendable or consumed during the course of the project.

Supply Items	Computation	Cost
---------------------	--------------------	-------------

TOTAL _____

F. Construction - As a rule, construction costs are not allowable. In some cases, minor repairs or renovations may be allowable, but are limited to 10% of the award amount. Minor repairs and renovations should be classified in the "other" category. Consult with the program office before budgeting funds in this category.

Purpose	Description of Work	Cost
----------------	----------------------------	-------------

TOTAL _____

G. Consultants/Contracts - Indicate whether applicant's formal, written Procurement Policy or the Federal Acquisition Regulations are followed.

Consultant Fees: For each consultant enter the name, if known, service to be provided, hourly or daily fee (8-hour day), and estimated time on the project. Consultant fees in excess of \$450 per day require additional justification and prior approval from OJP.

Name of Consultant	Service Provided	Computation	Cost
--------------------	------------------	-------------	------

Subtotal _____

Consultant Expenses: List all expenses to be paid from the grant to the individual consultant in addition to their fees (i.e., travel, meals, lodging, etc.)

Item	Location	Computation	Cost
------	----------	-------------	------

Subtotal _____

Contracts: Provide a description of the product or services to be procured by contract and an estimate of the cost. Applicants are encouraged to promote free and open competition in awarding contracts. A separate justification must be provided for sole source contracts in excess of \$100,000.

Item	Cost
See attached budgets for 11 school and community FY 2008 OJJDP Earmarks Programs (funds to be sub-granted by Vermont Department for Children and Families from FY 2008 OJJDP Earmarks Program award)	\$676,705
Subtotal	\$676,705
TOTAL	\$676,705

H. Other Costs - List items (e.g., rent (arms length transition only), reproduction, telephone, janitorial or security services, and investigative or confidential funds) by major type and the basis of the computation. For example, provide the square footage and the cost per square foot for rent, and provide a monthly rental cost and how many months to rent.

Description	Computation	Cost
-------------	-------------	------

TOTAL _____

I. Indirect Costs - Indirect costs are allowed only if the applicant has a Federally approved indirect cost rate. A copy of the rate approval, (a fully executed, negotiated agreement), must be attached. If the applicant does not have an approved rate, one can be requested by contacting the applicant's cognizant Federal agency, which will review all documentation and approve a rate for the applicant organization, or if the applicant's accounting system permits, costs may be allocated in the direct costs categories.

Description	Computation	Cost
-------------	-------------	------

TOTAL _____

Budget Summary - When you have completed the budget worksheet, transfer the totals for each category to the spaces below. Compute the total direct costs and the total project costs. Indicate the amount of Federal requested and the amount of non-Federal funds that will support the project.

Budget Category	Amount	
A. Personnel		
B. Fringe Benefits		
C. Travel	\$3,000	
D. Equipment		
E. Supplies		
F. Construction		
G. Consultants/Contracts	\$676,705	<i>(no state employees)</i>
H. Other		
Total Direct Costs		
I. Indirect Costs		
TOTAL PROJECT COSTS	\$679,705	

Federal Request \$679,705

Non-Federal Amount \$0

State of Vermont
 Department of Finance & Management
 109 State Street, Pavilion Building
 Montpelier, VT 05620-0401

Agency of Administration

[phone] 802-828-2376
 [fax] 802-828-2428

STATE OF VERMONT
FINANCE & MANAGEMENT GRANT REVIEW FORM

Grant Summary:		DCF would like to accept a grant for \$679,705 from the U.S. Department of Justice, the Office of Juvenile Justice to support 11 school and community programs to provide a variety of services and interventions to reduce risk factors for at-risk youth.		
Date:		12/1/2008		
Department:		DCF		
Legal Title of Grant:		OJJDP FY 08 Earmarks Programs		
Federal Catalog #:		2008-JL-FX-0160		
Grant/Donor Name and Address:		Department of Justice, Office of Justice Programs, Office of Communications, Washington D.C. 20531		
Grant Period:	From:	5/1/2008	To:	4/30/2011
Grant/Donation		679,705		
		SFY 1	SFY 2	SFY 3
Grant Amount:		\$ 272,182	\$ 407,523	\$
				Comments
Position Information:	# Positions	Explanation/Comments		
	0			
Additional Comments:				
This project is supported under the Juvenile Justice and Delinquency Prevention Act of 2002, 42 USC 5665-5667				
Department of Finance & Management		[Signature]	(Initial)	
Secretary of Administration		[Signature]	(Initial)	
Sent To Joint Fiscal Office		12/15/08	Date	

RECEIVED

DEC 15 2008

JOINT FISCAL OFFICE

Agency of Human Services
Office of the Secretary
103 South Main Street
Waterbury, VT 05671-0204
[phone] 802-241-2949
[fax] 802-241-1200

MEMORANDUM

TO: AA-1 Reviewers

FROM: Jim Giffin, Chief Financial Officer 

DATE: December 1, 2008

RE: AA-1 Resubmitted – Federal OJJDP FY08 Earmark Program

Attached is a resubmitted Form AA-1 by which the Department for Children and Families requests permission to accept a grant from the U.S. Department of Justice under the OJJDP FY08 Earmark Program.

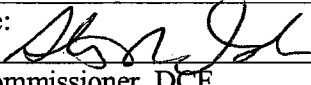
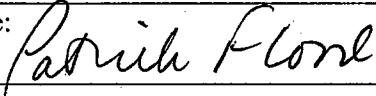
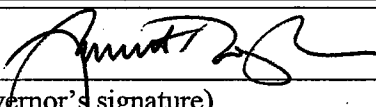

The prior AA-1 form inadvertently checked “yes” in Box 11 indicating that there were personal services contract expenses to be paid as part of the federal grant. This corrected AA-1 checks “no” under Box 11 for personal services contracts – all expenses are either operating expenses (minimal) or grants.

REC'D DEC 2 2008

STATE OF VERMONT REQUEST FOR GRANT ACCEPTANCE (Form AA-1)

BASIC GRANT INFORMATION				
1. Agency:		Agency of Human Services		
2. Department:		Department for Children and Families		
3. Program:		OJJDP FY08 Earmark Programs		
4. Legal Title of Grant:		OJJDP FY08 Earmark Program		
5. Federal Catalog #:		16.541		
6. Grant/Donor Name and Address: Dept. of Justice, Office of Justice Programs, Washington, DC				
7. Grant Period:		From: 5/1/2008	To: 4/30/2011	
8. Purpose of Grant: Support eleven school and community programs to provide a variety of services and interventions to reduce risk factors for at-risk youth.				
9. Impact on existing program if grant is not Accepted: These programs were identified by Senator Sanders for targeted funding. Programs will not receive funds.				
10. BUDGET INFORMATION				
	SFY 1	SFY 2	SFY 3	Comments
Expenditures:	FY 09	FY 10	FY 11	
Personal Services	\$	\$	\$	
Operating Expenses	\$1,500	\$1,500	\$	
Grants	\$270,682	\$406,023	\$	
Total	\$272,182	\$407,523	\$	
Revenues:				
State Funds:	\$	\$	\$	
Cash	\$	\$	\$	
In-Kind	\$	\$	\$	
Federal Funds:	\$	\$	\$	
(Direct Costs)	\$272,182	\$407,523	\$	
(Statewide Indirect)	\$	\$	\$	
(Departmental Indirect)	\$	\$	\$	
Other Funds:	\$	\$	\$	
Grant (source)	\$	\$	\$	
Total	\$272,182	\$407,523	\$	
Appropriation No:	3440030000	Amount:	\$679,705	
			\$	
			\$	
			\$	
			\$	
			\$	
			\$	
		Total	\$679,705	

STATE OF VERMONT REQUEST FOR GRANT ACCEPTANCE (Form AA-1)

PERSONAL SERVICE INFORMATION		
11. Will monies from this grant be used to fund one or more Personal Service Contracts? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", appointing authority must initial here to indicate intent to follow current competitive bidding Appointing Authority Name: _____ Agreed by: _____ (initial)		
12. Limited Service Position Information:	# Positions	Title
Total Positions		
12a. Equipment and space for these positions: <input type="checkbox"/> Is presently available. <input type="checkbox"/> Can be obtained with available funds.		
13. AUTHORIZATION AGENCY/DEPARTMENT		
I certify that no funds have been expended or committed in anticipation of Joint Fiscal Committee Approval of this grant:	Signature:  Title: Commissioner, DCF	Date: 12/11/08 ²⁶
	Signature:  ^{OK 9013} Title: Deputy Secretary AHS	Date: 12/11/08
14. ACTION BY GOVERNOR		
<input checked="" type="checkbox"/>	Check One Box: Accepted	 (Governor's signature)
<input type="checkbox"/>	Rejected	Date: 12/15/08
15. SECRETARY OF ADMINISTRATION		
<input type="checkbox"/>	Check One Box: Request to JFO	 (Secretary's signature or designee)
<input type="checkbox"/>	Information to JFO	Date: 12/8/08
16. DOCUMENTATION REQUIRED		
Required GRANT Documentation		
<input checked="" type="checkbox"/> Request Memo <input type="checkbox"/> Dept. project approval (if applicable) <input checked="" type="checkbox"/> Notice of Award <input checked="" type="checkbox"/> Grant Agreement <input checked="" type="checkbox"/> Grant Budget	<input type="checkbox"/> Request Memo <input type="checkbox"/> Dept. project approval (if applicable) <input type="checkbox"/> Notice of Donation (if any) <input type="checkbox"/> Grant (Project) Timeline (if applicable) <input type="checkbox"/> Request for Extension (if applicable)	

End Form AA-1



Department of Justice
Office of Justice Programs
**Office of Juvenile Justice and
Delinquency Prevention**

Grant

PAGE 1 OF 2

1. RECIPIENT NAME AND ADDRESS (Including Zip Code) Vermont Agency of Human Services Planning Division 103 South Main Street Waterbury, VT 05671-2901		4. AWARD NUMBER: 2008-JL-FX-0160																	
		5. PROJECT PERIOD: FROM 05/01/2008 TO 04/30/2011 BUDGET PERIOD: FROM 05/01/2008 TO 04/30/2011																	
1A. GRANTEE IRS/VENDOR NO. 036001264		6. AWARD DATE 09/25/2008	7. ACTION Initial																
		8. SUPPLEMENT NUMBER 00																	
		9. PREVIOUS AWARD AMOUNT \$ 0																	
3. PROJECT TITLE OJJDP FY 2008 Earmarks Programs		10. AMOUNT OF THIS AWARD \$ 679,705																	
		11. TOTAL AWARD \$ 679,705																	
12. SPECIAL CONDITIONS THE ABOVE GRANT PROJECT IS APPROVED SUBJECT TO SUCH CONDITIONS OR LIMITATIONS AS ARE SET FORTH ON THE ATTACHED PAGE(S).																			
13. STATUTORY AUTHORITY FOR GRANT This project is supported under Juvenile Justice and Delinquency Prevention Act of 2002, 42 USC 5665-5667																			
15. METHOD OF PAYMENT PAPRS																			
AGENCY APPROVAL		GRANTEE ACCEPTANCE																	
16. TYPED NAME AND TITLE OF APPROVING OFFICIAL Jeffrey L. Sedgwick Acting Assistant Attorney General		18. TYPED NAME AND TITLE OF AUTHORIZED GRANTEE OFFICIAL Kimberly Keiser Deputy Commissioner, CDD																	
17. SIGNATURE OF APPROVING OFFICIAL <i>Jeffrey L. Sedgwick</i>		19. SIGNATURE OF AUTHORIZED RECIPIENT OFFICIAL <i>Kimberly Keiser</i>	19A. DATE 9/29/08																
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OJP FORM 4000/2 (REV. 5-87) PREVIOUS EDITIONS ARE OBSOLETE.

OJP FORM 4000/2 (REV. 4-88)



Department of Justice
Office of Justice Programs
**Office of Juvenile Justice and
Delinquency Prevention**

**AWARD CONTINUATION
SHEET
Grant**

PAGE 2 OF 2

PROJECT NUMBER 2008-JL-FX-0160

AWARD DATE 09/25/2008

SPECIAL CONDITIONS

1. The recipient agrees to comply with the financial and administrative requirements set forth in the current edition of the Office of Justice Programs (OJP) Financial Guide.
2. The recipient acknowledges that failure to submit an acceptable Equal Employment Opportunity Plan (if recipient is required to submit one pursuant to 28 C.F.R. Section 42.302), that is approved by the Office for Civil Rights, is a violation of its Certified Assurances and may result in suspension or termination of funding, until such time as the recipient is in compliance.
3. The recipient agrees to comply with the organizational audit requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, as further described in the current edition of the OJP Financial Guide, Chapter 19.
4. Recipient understands and agrees that it cannot use any federal funds, either directly or indirectly, in support of the enactment, repeal, modification or adoption of any law, regulation or policy, at any level of government, without the express prior written approval of OJP.
5. The recipient agrees to submit quarterly financial status reports to the Office of Justice Programs using Standard Form SF 269A on the Internet at <https://grants.ojp.usdoj.gov>. These reports shall be submitted on-line not later than 45 days after the end of each calendar quarter. The final report shall be submitted not later than 90 days following the end of the grant period.
6. The recipient shall submit semiannual progress reports. Progress reports shall be submitted within 30 days after the end of the reporting periods, which are June 30 and December 31, for the life of the award. These reports will be submitted to the Office of Justice Programs, on line-through the Internet at <https://grants.ojp.usdoj.gov/>.
7. The recipient agrees to report data on the grantee's OJJDP-approved performance measures as part of the semi-annual categorical progress report. This data will be submitted on line at OJJDP's Performance Measures website (<http://ojjdp.ncjrs.gov/grantees/pm/index.html>) by July 31 and January 31 each year for the duration of the award. Once data entry is complete, the grantee will be able to create and download a "Performance Measures Data Report." This document is to be included as an attachment to the grantee's narrative categorical assistance progress report submitted on GMS for each reporting period.
8. No portion of these federal grant funds shall be used towards any part of the annual cash compensation of any employee of the grantee whose total annual cash compensation exceeds 110% of the maximum salary payable to a member of the Federal government's Senior Executive Service at an agency with a Certified SES Performance Appraisal System for that year.
9. No federal funds shall be used to pay for any part of air travel that includes business or first class seating except as authorized for government travel (as described in OMB Circular A-122) and authorized by the grant manager prior to booking such tickets.

RJK
9/29/08



Department of Justice

Office of Justice Programs

Office of Communications

Washington, D.C. 20531

GRANT NOTIFICATION

Grant Number: 2008-JL-FX-0160

Name Address of Recipient: Vermont Agency of Human Services Planning Division
CDD 2 North
103 South Main Street

City, State, Zip: Waterbury, Vermont 05671-2901

Recipient Project Director/Contact:

Kimberly Keiser
Deputy Commissioner, CDD

Phone: (802) 241-2928

Title of Program: OJJDP FY 08 Earmarks Programs

Title of Project: OJJDP FY 08 Earmarks Programs

Amount of Award: \$679,705 Date of Award: 09/25/2008

Awarding Agency: Office of Juvenile Justice and Delinquency Prevention
Brecht Donoghue

Supplement: No

Statutory Authority for Program: Juvenile Justice and Delinquency Prevention Act of 2002, 42 USC 5665-5667

Impact/Focus: Discretionary CFDA Number 16.541

Project Description:

Vermont's Department for Children and Families (DCF) seeks to help school-age children and youth to improve their academic skills and confidence, complete their high school education, and develop a positive relationship to themselves and other community members, thereby reducing the likelihood that youth will engage in delinquent behaviors. To accomplish these goals, DCF will support eleven school and community projects for up to three years to provide a variety of services and interventions to develop protective factors and reduce risk factors in at-risk youth. DCF will track rates of school completion, measure of social-emotional health, and youth's success in making the transition from school to work. NCA/NCF

For more information about this grant, contact the Office of Justice Programs' Office of Communications at 202/307-0703.

VERMONT EARMARK GRANT

PROGRAM NARRATIVE

PROJECT ABSTRACT

Most Vermont youth are fairing well. However, a major area of continuing concern is the number of Vermont youth engaging in delinquent acts. In 2006, there were 1,400 delinquent dispositions. Of these offenses, 38% were property offenses, 25% were violent offenses, 16% were drug offenses, 13% were public order offenses, and the remaining 8% were comprised of motor vehicle and other offenses. Besides poverty, two of the major risk factors for delinquency are high school drop and failure to successfully transition from school to the workplace. Vermont's *The Next Generation Commission* recently reported that one-third of the students who graduate, leave school without the job skills to successfully enter the workforce. Vermont's Department for Children and Families seeks to help school age children and youth to improve their academic skills and confidence, complete their high school education, and develop a positive relationship to themselves and other community members, thereby reducing the likelihood that youth will engage in delinquent behaviors. DCF will support 11 school and community projects for up to three years to attain these goals. DCF will track rates of school completion, measure of social-emotional health, and success in making the transition from school to work.

STATEMENT OF PROBLEM

Vermont's Agency of Human Services (in which the Department for Children and Families is located) works to improve outcomes for the whole age range of Vermont's population. For school-age children and youth, these outcomes include: children succeeding in school, youth choosing healthy and responsible behaviors, and youth transitioning successfully to adulthood. Overall, Vermont fairs moderately well on indicators of school achievement, healthy and responsible youth, and successful transition to adulthood. However, the term "moderately well" applies to average achievement. Not all Vermont young people are fairing as well as they should.

One of the major areas of continuing concern is the number of Vermont youth engaging in delinquent acts. Youth are considered delinquent when they have committed offenses that would be crimes if they were adults. In Vermont, family courts determine that a youth is delinquent. In 2006, there were 1,400 delinquent dispositions.¹ Of these offenses, 38% were property offenses, 25% were violent offenses, 16% were drug offenses, 13% were public order offenses, and the remaining 8% were comprised of motor vehicle and other offenses.² Delinquent youth are often placed in state custody; other delinquents are on probationary status with the State. In 2006, 358 Vermont delinquent youth were in the custody of the Department for Children and Families.³

All too often youth committing delinquent offenses can engage in additional offenses after they reach age 18 and their offenses are treated as adult crimes. The

¹ Vermont Agency of Human Services, Vermont Well-Being 2006, p. 126 (May, 2006)

² Vermont Center for Justice Research, Juvenile Justice Sourcebook: Delinquency and Criminal Dispositions in Vermont (2004)

³ Vermont Agency of Human Services, Vermont Well-Being 2006, p. 124 (May, 2006)

number of youth under age 22 in the custody of the Vermont Department of Corrections has increased from 124 in 1997 to 219 in 2007.⁴

Of course, the incidence of juvenile delinquency varies from one community to another in Vermont. However, when it does occur the prevalent risk factors tend to be similar. One prominent risk factor is poverty. Consider, Barre, Vermont. According to the 2007 Youth Risk Behavior Survey for Barre City, there was an alarming increase in cocaine and heroin use among 8th graders, physical fights on school property, and the number of students who did not go to school because they felt afraid. Heroin use among 8th graders is double the average state rate. The percent of students in grade 9 who smoked marijuana has increased. Barre City is the 3rd poorest community in Vermont, and there are twice as many children in children in poverty than anywhere else in the State. Families receiving food stamps are also more than double. Early onset of use, early and persistent anti-social behavior, extreme economic deprivation, low neighborhood attachment and family history of problem behaviors reduce the connection associated with their families and community.

Risk factors for delinquency other than poverty are also evident through Vermont. Academic failure is also viewed as “a gateway to delinquency.”⁵ Research indicates that youth having academic problems are at significantly greater risk for serious and violent delinquent acts.⁶ In “High Schools on the Move,” published in 2002, the Vermont Department of Education reported that 95% of incarcerated youth ages 16 to 22 do not have a high school diploma. Students in some Vermont elementary and schools are not

⁴ Vermont Department of Corrections, Facts and Figures FY 2007

⁵ Maguin, E., and R. Loeber. 1996 “Academic Performance and Delinquency.” In Michael Tonry (ed.) Crime and Justice: A Review of Research, vol. 20. Chicago, Illinois: University of Chicago Press

⁶ Catalano, R. F.; R. Loeber; and K.C. McKinney. 1999. School and Community Intervention to Prevent Serious and Violent Offending. Washington, D.C.: Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention Programs.

meeting the federal mandated requirements outlined in the No Child Left Behind Act. According to the Vermont Public School Dropout and High School Completion Report, Vermont's statewide cohort graduation rate for the class of 2006 was 85%. At least as significant, one-third of the students who graduate, leave school without the job skills to successfully enter the workforce, according to a December 2006 report by Vermont's *The Next Generation Commission*.

Students dropping out of high school put themselves at greater risk for juvenile delinquency. Students without a diploma are more likely to live in poverty (according to the U.S. Census Bureau), a risk factor for delinquency. Dropouts are at higher risk for criminal activity and a shortened life span due to crime.⁷ Over the next 25 to 30 years, the typical high school dropout will rely more heavily on public assistance (Food Stamps, welfare, housing subsidies, etc.), collect unemployment, require health care, and hospitalization while uninsured, utilize publicly subsidized child care, and is repeatedly involved with the criminal justice system including multiple incarcerations. Such an individual can easily cost the community more than half a million dollars over that time frame. These costs include the estimated \$10,000 to \$20,000 in foregone income tax revenues as a consequence of a pattern of low-wage jobs and sporadic employment. Finally, opportunity costs for Vermont's economy are significant. A growing slice of Vermont's consumer market (up to 25 percent) cannot contribute to home-grown economic growth because of virtually non-existent discretionary incomes. Not only do well-paying, future-oriented jobs remain unfilled causing employers to look elsewhere, but the next generation of Vermont enterprise is starved for talent and

⁷ Toppo, Greg, Lochner, L. & Moretti, E. (2001). 'The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports', National Bureau of Economic Research Working Paper, 8605, U.S. Census Bureau; Bureau of Labor Statistics.

customers. Most alarming, the dropout cycle is an enlarging spiral because having one or more parents without a high school diploma puts youth at ten times the risk of also dropping out.

Another risk factor facing some Vermont youth is the lack of sufficient adult role models and guidance. Between 64% and 70% of youth in Windham County report, on the Search's Youth Asset Development Survey, that they cannot identify one positive adult role model. Research indicates that almost any type of worthwhile work experience with an appropriate "mentor" makes an impact on the decisions that youths make in their lives while helping them to acquire new skills and resources.

What is Vermont doing to address these challenges for Vermont children and youth? Schools and community programs around the State are attempting to put into place protective factors that address risk factors leading to juvenile delinquency. Specifically, these activities are designed to ensure that youth are physically and emotionally healthy, have the confidence, discipline, and adult guidance necessary for them to complete their schooling, and are ready – with necessary knowledge, skills, experience, and appropriate attitudes -- to transition from school to the workforce and to succeed in the short- and long-term. Overall, teenagers who graduate high school, have job skills, and feel connected to their community are less likely to engage in delinquent behavior.

The following are some examples of some school and community initiatives in Vermont.

- The Vermont Youth Conservation Corps presently partners with three local high schools: Mount Mansfield Union High School in Jericho, the Center for Technology in Essex, and Lamoille Union High School in Hyde Park and in the

fall of 2008 plans to expand its program to include Burlington/Winooski High School, Champlain Valley Union High School in Hinesburg, and Cabot/Woodstock High School. The driving force behind these partnerships focuses is the realization that conventional classroom instruction has proven ineffective at reaching at-risk students and who need a different model to succeed. The VYCC year round crews focus on at-risk students who exhibit marginal academic performance, below average high school completion rates, a high probability of dropping out, and who have very limited success transitioning to work or further education. The VYCC year round program enrolls 8-10 sophomores in high school as schools have identified this as the critical turning point for most students. The results to date: 91% of students (10 of 11) that were enrolled in the pilot year are re-enrolled in school, technical center, and are on track to graduate or have graduated. VYCC has graduated 4,300 young men and women since 1985, many of whom have gone on to leadership positions in non-traditional fields. The Vermont Department of Forests, Parks & Recreation, for example, will experience 50% of all staff retiring within the next 5-10 years. This turnover will create significant opportunities; opportunities that experienced and educated men and women will be able to take on after participating in a VYCC summer program.

- Highgate Elementary School (like other schools that been identified as being in need of improvement as defined in No Child Left Behind) provides a Summer School Support Program that is increasing in enrollment each year due to a high number of students (both regular education & special education students) who are in need of academic support throughout the summer vacation break to help

acquire the skills and confidence they need to stay in school (a protective factor in addressing the potential for juvenile delinquency). Students attend a two-hour instruction four-days each week for three weeks. This year the estimated number of youth that will be attending is around 115 students.

- The Crossroads After School Program provides extra school related programs such as after school enrichment classes and Homework Clubs for grades 2-6. Each year the entire staff provide time and assistance to the children that have a difficult time completing homework assignments since this is an important piece of how a student performs academically, but also it affects a child's self-esteem and self-worth and life long learning. Through programs like this one and others, youth in school can experience high academic achievement and actively engage in and feel attached to their schools, thereby lessening the likelihood that they will engage in delinquent behaviors.⁸

⁸ M.K. Johnson; R. Crosnoe; G.H. Elder. 2001. "Students' Attachment and Academic Engagement: the Role of Race and Ethnicity." *Sociology of Education* 74, 318-340.

IMPACT/OUTCOMES AND EVALUATION

GOALS

- (1) School age children and youth improve their physical and emotional health through increased opportunities for physical exercise.
- (2) School age children and youth improve their academic skills and increase their self-confidence, thereby enabling them to complete their high school education and develop positive relationships in their community.
- (3) Youth have the skills, experience, and positive attitude toward work that enables them to make a successful transition from school to work.

PROGRAM OBJECTIVES

Goal 1: School age children and youth improve their physical and emotional health through increased opportunities for physical exercise.

Objective 1.1: Increase opportunities where youth at risk can participate in health and fitness recreational activities that lead to positive interactions with peers and community leaders, while developing self confidence.

Performance Measure 1.1: Increased in number of youth at risk who participate in specific health and fitness recreational activities and amount of time that they are actively involved in health and fitness program activities.

Goal 2: School age children and youth improve their academic skills and increase their self-confidence, thereby enabling them to complete their high school education and develop positive relationships in their community.

Objective 2.1: Students will demonstrate competency in their academic skills and learning.

Performance Measure 2.1: Percentage of student exhibiting improved academic competencies as measured by standardized tests.

Objective 2.2: Youth will have more opportunities to become self-confident in their skills and participate more actively in positive ways in their community.

Performance Measure 2.2: Increase in number of youth participating in community service, service learning, mentoring, and leadership training programs.

Objective 2.3: Reduction in high drop out rates and completion of high school with age cohort or (re)enrollment in Work Based Learning at their high school or area technical school.

Performance Measure 2.3: Increase in rate of participating students earning their high school diploma with their age cohort.

Goal 3: Youth have the skills, experience, and positive attitude toward work that enables them to make a successful transition from school to work.

Objective 3.1: The principles and practices of a work-based learning model are implemented in four of the State's 12 labor market regions.

Performance Measures 3.1:

- Number of curriculum and training materials developed.
- Number of program/school staff trained in each of the four targeted regions.
- Number of new or adapted work-based program initiatives using the work-based learning model.

Objective 3.2: An increase number of youth exhibit work readiness skills and use those skills successfully in their performance on the job.

Performance Measure 3.2:

- On the job, students will document basic workplace educational competencies (e.g., comprehension, computation, and communication) on standardized reporting forms.
- Students will demonstrate improved punctuality, quality, and interpersonal skills.
- Students will document basic workplace soft-skill competencies (followership, team play, conflict resolution. etc.) on standardized measures.
- Students will articulate an increased connection to career and work satisfaction as expressed through structured interviews.
- Students will demonstrate improved team interaction as identified in structured group interviews with work teams.

Objective 3.3: More students will be prepared to seek employment in agriculture in Vermont once they complete high school and will fill the gap of shortage of farm labor that farmers are experiencing.

Performance Measure 3.3: Number of students who successfully transition from school to agricultural work with appropriate skills to fill current employment opportunities.

PROJECT/PROGRAM DESIGN AND IMPLEMENTATION

The Vermont Department for Children and Families will support work of 11 school and other community based programs to achieve the objectives outline above.

Goal 1: School age children and youth improve their physical and emotional health through increased opportunities for physical exercise.

Vermont Coalition of Teen Centers's (VCTC) Health and Fitness Initiative is a statewide program to promote healthy habits, attitudes and decisions in youth that contribute to the prevention of substance abuse and juvenile delinquency. The initiative will accomplish this by providing training, resources, and non-competitive standard-based funding for 30 teen centers to implement innovative health and fitness programs for teens. Studies show that connections to peers, teachers, family, and community members with healthy beliefs and clear standards helps protect youth from risk factors that lead to substance abuse and juvenile delinquency. VCTC will provide teen centers with two trainings related to youth health and fitness. The trainings will address innovative ways of increasing the physical activity level of teens, ways to integrate physical activity and wellness into ongoing teen center activities, and ways to encourage healthy eating habits. The VCTC expects that approximately 60 people will attend each training session. The VCTC has a successful track record of using sub-grants to involve teen centers in innovative health promotion activities. The VCTC, for example, administered a teen smoking cessation sub-grant program that involved hundreds of teens throughout Vermont. An important strategy in the sub-grant program will be involving teens! VCTC will require that teens be involved in planning and implementing the sub-grant activities.

Barre Department of Recreation Skate Board Camp will offer an opportunity for young people interested in skateboarding to get together with consultants, adult volunteers, and recreation department staff to plan and develop a skateboard program. Barre City is the 3rd poorest community in the state of Vermont and there are twice as many children in children in poverty than anywhere else in the state. Families receiving food stamps are also more than double. Early onset of use, early and persistent anti social behavior, extreme economic deprivation, low neighborhood attachment and family history of problem behaviors reduce the connection associated with their families and community. Barre Department of Recreation project is designed to reduce substance abuse and other risk behaviors and promote pro-social involvement among youth. Fifteen youth will work with a professional skate park designer for one week, planning and designing equipment. In the second week, youth will help professional carpenters construct equipment and prepare the space for use as a skate park. Each piece of equipment will be painted with anti-drug and anti-alcohol messages. In week three youth will design a program to engage their peers in a week of skateboarding, competition and education about alcohol and drug awareness with assistance from experts in each field. A professional trained in alcohol, tobacco, and other drug (ATOD) prevention will train participants and help create the education program. In week four youth from the community will be invited to participate in the skateboarding program. During the remainder of the summer the temporary skate park can be used as a public facility. Any participants will sign up to use the park, sign a waiver, and be provided with ATOD educational material.

Goal 2: School age children and youth improve their academic skills and increase their self-confidence, thereby enabling them to complete their high school education and develop positive relationships in their community.

Mt. Anthony Union High School's Quantum Leap Academic Mentor Program will increase by one the number of academic tutor-mentors, therefore increasing by 21 the number of students who can be served between 2008 and 2011. Academic tutor / mentors combine mentoring with tutoring before, after, or during school hours. Mentors help students with academic subjects they are struggling in, but also attend to other student needs that interfere with learning. This may involve helping students get necessary supports for a social problem (pregnancy, substance use, peer relationship issues, family issues, etc.) or may be something less complex like helping a student learn to negotiate with a teacher and look at what he/she wants for their futures. Mentoring on an intensive (i.e., every school day) basis helps students achieve improvements in school performance and reduces instances of antisocial behavior. The program is designed to pay close attention to school performance. Last year, a majority of the students in the program showed a significant improvement in their academics. In addition, more than half of the students showed a decrease in the number of discipline referrals made after connecting with their mentor. Students report that they have been able to carry over these improvements into their world outside of school. In addition, the Academic Mentoring program has had positive effects on the prevention of juvenile delinquency in its graduation rates. Although students chosen for the program are those who are at-risk of dropping out, a 2006 University of Vermont study showed that Mount Anthony's Academic Mentoring Program's drop-out rates were only slightly different from those of the regular school population.

The Common Ground Youth Center provides 30 hours of activities each week to youth and offers a safe place for teenagers to come during non-school hours in order to reduce the likelihood of juvenile delinquency, truancy, substance abuse, child abuse, and other socially destructive activities. Non-school hours represent the single largest block of time in the lives of American youth. Common Ground's work is based on research from the National Institute of out-of-school time, which shows that the most at risk time for youth is between 3:00pm and 6:00 pm, directly after school and before parents or guardians come home. Violent juvenile crimes triple between the hours of 3:00 pm and 8:00 pm and youth face the greatest risk of becoming victims of crimes during this period. Youth in Common Ground participate in 20-35 hours per week in constructive after school activities receive better grades, become more passive with their peers, and have better emotional attitudes. At the Center, youth can relax, play games, participate in service events, participate in "coffee house nights", do homework, receive mentoring, prepare for college, play guitar, and even attend educational conferences/workshops around the State. The Center's programs empower and educate youth and serves over 250 different youth per year. The program will be implemented by continuing to provide a safe place for youth to come during non-school hours that will provide structured and non-structured activities by competent staff. The target populations of this project are youth between 7th and 12th grade, with a focus on high school youth. The Center will provide a minimum of 50 community service projects per year.

Rutland Success, an extended day program, works with youth who are emotionally or behaviorally challenged. These are students that are most at-risk of dropping out of school and who (as research shows) are therefore more likely to

become incarcerated than their peers who do not drop out. The program will use the “Circle of Courage” model developed by Larry Brendtro, Martin Brokenleg, and Steven VanBockern. Students will attend this program 147 days for two-and-a-half hours per days beyond the school day and will participate in activities that help them to develop a sense of belonging, mastery, independence, and generosity. A licensed teacher who will also serve as the Program Coordinator/Instructor will implement this program. Students will be supervised during after-school hours when parents are at work and youth are more likely to get into trouble. Students will be given academic assistance, which will help them to be more successful in school and less likely to drop out. In addition, students will be exposed to activities that they can do with their free time to promote their physical, mental, and emotional health.

Highgate Elementary School, located in a rural Vermont setting with a blend of socio-economic households where many of the 330 Pre-K –6 grade students do not have opportunities outside of school to be exposed to activities that would enhance their lives academically, socially and emotionally, will provide enrichment opportunities for students. Teaching students the necessary skills to deal with disappointment, frustration, and anger along with safe, effective communication will produce an emotionally safe environment that will lessen the possibility of juvenile delinquency. Juvenile delinquency and violence will be reduced by building and working on healthy relationships, which focus around situations of power and control, issues of equality, and understanding boundaries that would involve self respect and that of others. Additionally, anger management techniques/strategies are emphasized. School based clinicians and after school programs will encourage and promote activities that will help to sustain healthy relationships, the use of self-control, and cooperation towards adults

and peers. These choices help students to choose life long activities that will promote healthy lifestyles. After school programs keep kids safe, help working families and inspire learning. They provide opportunities to help young people develop into successful adult. The school will take advantage of opportunities to acquire information on how children deal with physical and social stresses and challenges and on how they perform in the academic setting, on community-related roles in which children engage in extracurricular activities, and on the nature and extent of many sorts of peer and adult relationships. The school serves as the community center of Highgate and hosts the Crossroads After-School Program and many extra curricular and sport activities.

Goal 3: Youth have the skills, experience, and positive attitude toward work that enables them to make a successful transition from school to work.

Rutland Howe: School-to-Work Program is a component of the Alternative Education program and will help address juvenile delinquency by offering opportunities to students to be productive citizens by learning and practicing job skills. Students who spend time developing job skills and work at job sites are less likely to engage in inappropriate and illegal behavior. They will be better able to transition successfully to adulthood and function as a contributing member of their community. The incidence of juvenile delinquency can be reduced through programs designed to provide youth with social skills, job skills, enhance self esteem, and encourage the constructive use of discretionary time. The program will provide a para-educator job coach to coordinate work placements for at-risk students who need assistance in entering the work world.

The Vermont Youth Conservation Corps (VYCC), a leadership, education, and job training program with 23 years of experience working with at-risk youth, offers both

summer and year round employment and training opportunities to more than 5,000 youth from every county and over 170 individual towns in Vermont. VYCC's programs are specifically designed to engage at risk Vermont youth, including those demonstrating academic indifference, health and physical limitations; family dysfunction and lack of opportunity, at a time in their lives when they are most vulnerable to negative peer pressure. VYCC's experience has demonstrated that, when given the opportunity and structure, young people will learn and act on responsible choices and pursue productive activities (e.g., remaining in school to pursuing a technical career). Every Corps member is exposed to highly trained leaders, specific daily expectations around group and work behavior and a sense of community. Corps members receive daily reinforcement to take personal responsibility for their actions. Corps Members gain employment and life skills that help them to become confident and productive members of the workforce and their local communities. VYCC goals for 2008 and 2009 include enrolling 159 young people onto our year-round school crews, and enrolling 360 young people onto our summer Wilderness, Roving, Community, Parks and LEAP Crews.

Smokey House Center – Essential Principles and Practices of Work-based Learning Project is a proven work-based learning program that prevents truancy and dropping out by helping participants to be motivated to go to school and be successful in the classroom. Where the Department of Labor expects a 58% diploma rate for at-risk students, 80% of participants in Smokey House's work-based learning program completed high school and more than 25% have enrolled in post-secondary programs. Beyond engaging at-risk students in academic studies, work-based learning programs structure these students' after school time and summers with learning-rich activities,

thereby reducing their opportunities for, and inclination towards, delinquent behavior. Furthermore, research shows that caring relationships with adult role models and opportunities for meaningful contributions to their community (both essential elements of Smokey House's work-based learning model) increase youth resiliency to risk factors and mitigate delinquent behavior. Smokey House will develop training and supporting materials for youth practitioners and educators who will incorporate effective work-based learning into their programming and schools. These materials will be disseminated statewide through professional development workshops. Workshops will be offered through the 12 regional Workforce Investment Boards. The project seeks to see four regions incorporate the principles and practices of Smokey House Center's work-based learning model into their education programming.

Healthy City is a program of the Intervale Center, a 501(c)3 non-profit in Burlington, Vermont that served at-risk youth (ages 15-17). Every summer, 25 teens participate in an eight-week program, learning employment and life skills as they cultivate five acres of vegetables that are sold to the Burlington School District, the Chittenden Emergency Food Shelf, and to community members at Farmers' Markets. Through weekly themes, cooking classes, and field trips, participants learn about entrepreneurship, nutrition, and the benefits of healthy life choices. Healthy City helps to reduce the risk of juvenile delinquency by helping teens to increase their job skills, linking them with area supports such as the Vermont Department of Labor, and by offering workshops that address risky behaviors. Participants learn to see themselves and their abilities more positively and to recognize their role and potential impact on their community. The Healthy City program will create opportunities for second-year participants. It will hire seven returning youth and initiate Leadership Friday, a day just

for second-year students where they will have an hour-long agriculture lesson from our Farm Manager, a workshop with the Program Director related to business management and employment skills. Participants will be ambassadors of fresh produce and healthy lifestyles in their community, attending free Summer Lunch Sites and events at our non-profit partner organizations to implement the activities and taste tests they learned to run. They will also help to harvest and distribute 30,000 pounds of fresh produce free of charge to area non-profits serving teens including Spectrum Youth and Family Services, the Vermont Refugee Resettlement Program, and Sarah Holbrook Community Center.

Strolling of the Heifers will link farmers with 15 – 17 year-old students who are interested in learning the management skills necessary to run an agricultural operation in the Green Mountain State. This program will recruit from a population of at risk youths and juvenile delinquents in Windham County and will be effective in diverting youth from becoming or continue to be delinquents in Windham County (a county where between 64% and 70% of youth report, in the Search's Youth Asset Development Survey, that they cannot identify one positive adult role model. Strolling's goal is to create an apprentice opportunity for Vermont youth that will enable them to learn how to manage a farm. The program will match students and farmers. The program will provide a stipend to the host farm for working with the students and one to students. It will begin with 20 students the first year. Students will spend one week on various farming operations for a period of five weeks. After a series of interviews designed to match students and farmers the students will then engage in an intensive training program in farm safety and will learn some of the basics required to pursue a career in agriculture. Farmers, after receiving mentorship training, will monitor the students and provide helpful advice. If the students complete the training they will receive high

school elective credits for their participation through their sending schools. They will be able to practice their skills and demonstrate their knowledge to peers and future employers. This program is particularly effective in teaching leadership and personal development skills.

SMART

David Baker (Grants Administrator, Department for Children and Families/Child Development Division) has registered on SMART and is familiarizing himself with its capabilities.

CAPABILITIES/COMPETENCIES

In 2004, the Vermont Agency of Human Services underwent a major reorganization; new departments and divisions were created and consolidated to improve the coordination of the service delivery system and to be more responsive to Vermont's citizens.

As a result of this process, the Department for Children and Families (DCF) was created, and within it, the Child Development Division (CDD). The Department for Children and Families' mission is to promote the social, emotional, physical and economic well being and the safety of Vermont's children and families. This is done through the provision of protective, developmental, therapeutic, probation, economic, and other support services for children and families in partnership with schools, businesses, community leaders, service providers, families, and youths statewide.

CDD consolidated a number of programs and services from other departments in order to assure a coordinated and integrated statewide system of child development services that promotes and supports safe, accessible, quality services for Vermont's children and their families. CDD is headed by Kimberly Keiser, Deputy Commissioner.

The OJJDP FY 2008 Earmarks Program with DCF/Child Development Division will be administered by David Baker. He has 21 years of experience within the Agency of Human Services, working for most of those years as a program and grant administrator as well as policy and program analyst with various departments and offices of the Agency.

Child Development Division has responsibility for hundreds of grants to community organizations on an annual basis. CDD staff (including David Baker) are knowledgeable about granting or sub-granting state and federal funds to community organizations and monitoring the use of those funds.

BUDGETS FOR 11 FY 2008 VERMONT SCHOOL/COMMUNITY EARMARKS PROJECTS
Reduced Funding (5/30/2008)

	Personnel	Fringe	Travel	Equipment	Supplies	Construction	Consultant	Other	Indirect	TOTAL
Barre Recreation	\$19,200	\$2,709	\$600	\$4,900	\$18,134	\$4,000	\$13,895			\$63,438
Mount Anthony High School							\$50,753			\$50,753
Healthy City (Burlington)	\$12,293				\$3,003			\$27,000		\$42,296
Highgate Elementary School							\$25,379			\$25,379
Rutland Howe Center	\$22,688	\$2,691								\$25,379
Rutland Success	\$27,930	\$2,137			\$7,996					\$38,063
Smokey House			\$2,000	\$4,500	\$4,500		\$47,640	\$9,030		\$67,670
Strolling of the Heifers	\$78,500		\$3,688		\$1,500		\$900			\$84,588
Common Ground	\$18,811	\$6,038						\$530		\$25,379

	Personnel	Fringe	Travel	Equipment	Supplies	Construction	Consultant	Other	Interest	TOTAL
VT Coalition of Teen Centers	\$43,550	\$9,145	\$850		\$1,555			\$61,003	\$10,777	\$126,880
VT Youth Conservation Corps	\$92,080	\$20,453	\$4,981		\$4,106			\$5,260		\$126,880
TOTAL	\$315,052	\$43,173	\$12,119	\$9,400	\$40,794	\$4,000	\$138,567	\$102,823	\$10,777	\$676,705

OMB Approval No. 1121-0188
Expires 5-98 (Rev. 12/97)

Budget Detail Worksheet

Purpose: The Budget Detail Worksheet may be used as a guide to assist you in the preparation of the budget and budget narrative. You may submit the budget and budget narrative using this form or in the format of your choice (plain sheets, your own form, or a variation of this form). However, all required information (including the budget narrative) must be provided. Any category of expense not applicable to your budget may be deleted.

A. Personnel - List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization. Include a description of the responsibilities and duties of each position in relationship to fulfilling the project goals and objectives.

Name/Position

Computation

Cost

TOTAL _____

B. Fringe Benefits - Fringe benefits should be based on actual known costs or an approved negotiated rate by a Federal agency. Fringe benefits are for the personnel listed in budget category (A) and only for the percentage of time devoted to the project. Fringe benefits on overtime hours are limited to FICA, Workman's Compensation, and Unemployment Compensation.

Name/Position	Computation	Cost
----------------------	--------------------	-------------

TOTAL _____

Total Personnel & Fringe Benefits _____

C. Travel - Itemize travel expenses of project personnel by purpose (e.g., staff to training, field interviews, advisory group meeting, etc.). Show the basis of computation (e.g., six people to 3-day training at \$X airfare, \$X lodging, \$X subsistence). In training projects, travel and meals for trainees should be listed separately. Show the number of trainees and unit costs involved. Identify the location of travel. If unknown, indicate "location to be determined". Indicate source of Travel Policies applied, Applicant or Federal Travel Regulations.

<u>Purpose of Travel</u>	<u>Location</u>	<u>Item</u>	<u>Computation</u>	<u>Cost</u>
OJJDP Training Meeting	Washington, DC			
		Airfare: 2 attendees X \$705 per fare	=	\$1,410
		Hotel: 2 attendees X \$201 night X 3 nights	=	\$1,206
		Per diem: 2 attendees X \$64 X 3 days	=	\$ 384
			TOTAL	\$3,000

D. Equipment - List non-expendable items that are to be purchased. Expendable items should be included either in the "Supplies" category. Applicants should analyze the cost benefits of purchasing versus leasing equipment, especially high cost items and those subject to rapid technical advances. Rented or leased equipment costs should be listed in the "Contractual" category. Explain how the equipment is necessary for the success of the project. Attach a narrative describing the procurement method to be used.

Item	Computation	Cost
-------------	--------------------	-------------

TOTAL _____

E. Supplies - List items by type (office supplies, postage, training materials, copying paper, and other expendable items such as books, hand held tape recorders) and show the basis for computation. Generally, supplies include any materials that are expendable or consumed during the course of the project.

Supply Items	Computation	Cost
--------------	-------------	------

TOTAL _____

F. Construction - As a rule, construction costs are not allowable. In some cases, minor repairs or renovations may be allowable, but are limited to 10% of the award amount. Minor repairs and renovations should be classified in the "other" category. Consult with the program office before budgeting funds in this category.

Purpose	Description of Work	Cost
---------	---------------------	------

TOTAL _____

G. Consultants/Contracts - Indicate whether applicant's formal, written Procurement Policy or the Federal Acquisition Regulations are followed.

Consultant Fees: For each consultant enter the name, if known, service to be provided, hourly or daily fee (8-hour day), and estimated time on the project. Consultant fees in excess of \$450 per day require additional justification and prior approval from OJP.

Name of Consultant	Service Provided	Computation	Cost
--------------------	------------------	-------------	------

Subtotal _____

Consultant Expenses: List all expenses to be paid from the grant to the individual consultant in addition to their fees (i.e., travel, meals, lodging, etc.)

Item	Location	Computation	Cost
------	----------	-------------	------

Subtotal _____

Contracts: Provide a description of the product or services to be procured by contract and an estimate of the cost. Applicants are encouraged to promote free and open competition in awarding contracts. A separate justification must be provided for sole source contracts in excess of \$100,000.

Item	Cost
See attached budgets for 11 school and community FY 2008 OJJDP Earmarks Programs (funds to be sub-granted by Vermont Department for Children and Families from FY 2008 OJJDP Earmarks Program award)	\$676,705
Subtotal	\$676,705
TOTAL	\$676,705

H. Other Costs - List items (e.g., rent (arms length transition only), reproduction, telephone, janitorial or security services, and investigative or confidential funds) by major type and the basis of the computation. For example, provide the square footage and the cost per square foot for rent, and provide a monthly rental cost and how many months to rent.

Description	Computation	Cost
-------------	-------------	------

TOTAL _____

I. Indirect Costs - Indirect costs are allowed only if the applicant has a Federally approved indirect cost rate. A copy of the rate approval, (a fully executed, negotiated agreement), must be attached. If the applicant does not have an approved rate, one can be requested by contacting the applicant's cognizant Federal agency, which will review all documentation and approve a rate for the applicant organization, or if the applicant's accounting system permits, costs may be allocated in the direct costs categories.

Description	Computation	Cost
-------------	-------------	------

TOTAL _____

Budget Summary - When you have completed the budget worksheet, transfer the totals for each category to the spaces below. Compute the total direct costs and the total project costs. Indicate the amount of Federal requested and the amount of non-Federal funds that will support the project.

Budget Category	Amount	
A. Personnel		
B. Fringe Benefits		
C. Travel	\$3,000	
D. Equipment		
E. Supplies		
F. Construction		
G. Consultants/Contracts	\$676,705	<i>(no state employees)</i>
H. Other		
Total Direct Costs		
I. Indirect Costs		
TOTAL PROJECT COSTS	\$679,705	

Federal Request \$679,705

Non-Federal Amount \$0

STATE OF VERMONT REQUEST FOR GRANT ACCEPTANCE (Form AA-1)

BASIC GRANT INFORMATION				
1. Agency:	Agency of Human Services			
2. Department:	Department for Children and Families			
3. Program:	OJJDP FY08 Earmark Programs			
4. Legal Title of Grant:	OJJDP FY08 Earmark Program			
5. Federal Catalog #:	16.541			
6. Grant/Donor Name and Address:	Dept. of Justice, Office of Justice Programs, Washington, DC			
7. Grant Period:	From:	5/1/2008	To:	4/30/2011
8. Purpose of Grant:	Support eleven school and community programs to provide a variety of services and interventions to reduce risk factors for at-risk youth.			
9. Impact on existing program if grant is not Accepted:	These programs were identified by Senator Sanders for targeted funding. Programs will not receive funds.			
10. BUDGET INFORMATION				
	SFY 1	SFY 2	SFY 3	Comments
Expenditures:	FY 09	FY 10	FY 11	
Personal Services	\$	\$	\$	
Operating Expenses	\$1,500	\$1,500	\$	
Grants	\$270,682	\$406,023	\$	
Total	\$272,182	\$407,523	\$	
Revenues:				
State Funds:	\$	\$	\$	
Cash	\$	\$	\$	
In-Kind	\$	\$	\$	
Federal Funds:	\$	\$	\$	
(Direct Costs)	\$272,182	\$407,523	\$	
(Statewide Indirect)	\$	\$	\$	
(Departmental Indirect)	\$	\$	\$	
Other Funds:	\$	\$	\$	
Grant (source)	\$	\$	\$	
Total	\$272,182	\$407,523	\$	
Appropriation No:	3440030000	Amount:	\$679,705	
			\$	
			\$	
			\$	
			\$	
			\$	
			\$	
		Total	\$679,705	

STATE OF VERMONT REQUEST FOR GRANT ACCEPTANCE

(Form AA-1)

PERSONAL SERVICE INFORMATION

11. Will monies from this grant be used to fund one or more Personal Service Contracts? Yes No
 If "Yes", appointing authority must initial here to indicate intent to follow current competitive bidding

Appointing Authority Name: _____ Agreed by: _____ (initial)

12. Limited Service Position Information:	# Positions	Title
Total Positions		

12a. Equipment and space for these positions: Is presently available. Can be obtained with available funds.

13. AUTHORIZATION AGENCY/DEPARTMENT

I certify that no funds have been expended or committed in anticipation of Joint Fiscal Committee Approval of this grant:	Signature: <i>[Signature]</i>	Date: <i>12/11/08</i>
	Title: Commissioner, DCF	
	Signature: <i>Patrick Flood</i>	Date: <i>12/11/08</i>
	Title: <i>Deputy Secretary AHS</i>	

14. ACTION BY GOVERNOR

<input checked="" type="checkbox"/>	Check One Box: Accepted		Date: <i>12/15/08</i>
<input type="checkbox"/>	Rejected	(Governor's signature)	Date: _____

15. SECRETARY OF ADMINISTRATION

<input type="checkbox"/>	Check One Box: Request to JFO		Date: <i>12/8/08</i>
<input type="checkbox"/>	Information to JFO	(Secretary's signature or designee)	Date: _____

16. DOCUMENTATION REQUIRED

Required GRANT Documentation

- | | |
|---|---|
| <input checked="" type="checkbox"/> Request Memo
<input type="checkbox"/> Dept. project approval (if applicable)
<input checked="" type="checkbox"/> Notice of Award
<input checked="" type="checkbox"/> Grant Agreement
<input checked="" type="checkbox"/> Grant Budget | <input type="checkbox"/> Request Memo
<input type="checkbox"/> Dept. project approval (if applicable)
<input type="checkbox"/> Notice of Donation (if any)
<input type="checkbox"/> Grant (Project) Timeline (if applicable)
<input type="checkbox"/> Request for Extension (if applicable) |
|---|---|

End Form AA-1





Department of Justice
Office of Justice Programs
**Office of Juvenile Justice and
Delinquency Prevention**

Grant

PAGE 1 OF 2

1. RECIPIENT NAME AND ADDRESS (Including Zip Code) Vermont Agency of Human Services Planning Division 103 South Main Street Waterbury, VT 05671-2901		4. AWARD NUMBER: 2008-JL-FX-0160	
		5. PROJECT PERIOD: FROM 05/01/2008 TO 04/30/2011 BUDGET PERIOD: FROM 05/01/2008 TO 04/30/2011	
1A. GRANTEE IRS/VENDOR NO. 036001264		6. AWARD DATE 09/25/2008	7. ACTION Initial
		8. SUPPLEMENT NUMBER 00	
		9. PREVIOUS AWARD AMOUNT \$ 0	
3. PROJECT TITLE OJJDP FY 2008 Earmarks Programs		10. AMOUNT OF THIS AWARD \$ 679,705	
		11. TOTAL AWARD \$ 679,705	
12. SPECIAL CONDITIONS THE ABOVE GRANT PROJECT IS APPROVED SUBJECT TO SUCH CONDITIONS OR LIMITATIONS AS ARE SET FORTH ON THE ATTACHED PAGE(S).			
13. STATUTORY AUTHORITY FOR GRANT This project is supported under Juvenile Justice and Delinquency Prevention Act of 2002, 42 USC 5665-5667			
15. METHOD OF PAYMENT: PAPRS			
AGENCY APPROVAL		GRANTEE ACCEPTANCE	
16. TYPED NAME AND TITLE OF APPROVING OFFICIAL Jeffrey L. Sedgwick Acting Assistant Attorney General		18. TYPED NAME AND TITLE OF AUTHORIZED GRANTEE OFFICIAL Kimberly Keiser Deputy Commissioner, CDD	
17. SIGNATURE OF APPROVING OFFICIAL <i>Jeffrey L. Sedgwick</i>		19. SIGNATURE OF AUTHORIZED RECIPIENT OFFICIAL <i>Kimberly Keiser</i>	19A. DATE 7/29/08
AGENCY USE ONLY			
20. ACCOUNTING CLASSIFICATION CODES FISCAL FUND BUD. DIV. YEAR CODE ACT. OFC. REG. SUB. POMS AMOUNT X F JL 70 00 00 679705		21. HLTGT1636	



Department of Justice
Office of Justice Programs
**Office of Juvenile Justice and
Delinquency Prevention**

**AWARD CONTINUATION
SHEET
Grant**

PAGE 2 OF 2

PROJECT NUMBER 2008-JL-FX-0160

AWARD DATE 09/25/2008

SPECIAL CONDITIONS

1. The recipient agrees to comply with the financial and administrative requirements set forth in the current edition of the Office of Justice Programs (OJP) Financial Guide.
2. The recipient acknowledges that failure to submit an acceptable Equal Employment Opportunity Plan (if recipient is required to submit one pursuant to 28 C.F.R. Section 42.302), that is approved by the Office for Civil Rights, is a violation of its Certified Assurances and may result in suspension or termination of funding, until such time as the recipient is in compliance.
3. The recipient agrees to comply with the organizational audit requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, as further described in the current edition of the OJP Financial Guide, Chapter 19.
4. Recipient understands and agrees that it cannot use any federal funds, either directly or indirectly, in support of the enactment, repeal, modification or adoption of any law, regulation or policy, at any level of government, without the express prior written approval of OJP.
5. The recipient agrees to submit quarterly financial status reports to the Office of Justice Programs using Standard Form SF 269A on the Internet at <https://grants.ojp.usdoj.gov>. These reports shall be submitted on-line not later than 45 days after the end of each calendar quarter. The final report shall be submitted not later than 90 days following the end of the grant period.
6. The recipient shall submit semiannual progress reports. Progress reports shall be submitted within 30 days after the end of the reporting periods, which are June 30 and December 31, for the life of the award. These reports will be submitted to the Office of Justice Programs, on line-through the Internet at <https://grants.ojp.usdoj.gov/>.
7. The recipient agrees to report data on the grantee's OJJDP-approved performance measures as part of the semi-annual categorical progress report. This data will be submitted on line at OJJDP's Performance Measures website (<http://ojjdp.ncjrs.gov/grantees/pm/index.html>) by July 31 and January 31 each year for the duration of the award. Once data entry is complete, the grantee will be able to create and download a "Performance Measures Data Report." This document is to be included as an attachment to the grantee's narrative categorical assistance progress report submitted on GMS for each reporting period.
8. No portion of these federal grant funds shall be used towards any part of the annual cash compensation of any employee of the grantee whose total annual cash compensation exceeds 110% of the maximum salary payable to a member of the Federal government's Senior Executive Service at an agency with a Certified SES Performance Appraisal System for that year.
9. No federal funds shall be used to pay for any part of air travel that includes business or first class seating except as authorized for government travel (as described in OMB Circular A-122) and authorized by the grant manager prior to booking such tickets.

RAK
9/29/08

VERMONT EARMARK GRANT

PROGRAM NARRATIVE

PROJECT ABSTRACT

Most Vermont youth are fairing well. However, a major area of continuing concern is the number of Vermont youth engaging in delinquent acts. In 2006, there were 1,400 delinquent dispositions. Of these offenses, 38% were property offenses, 25% were violent offenses, 16% were drug offenses, 13% were public order offenses, and the remaining 8% were comprised of motor vehicle and other offenses. Besides poverty, two of the major risk factors for delinquency are high school drop and failure to successfully transition from school to the workplace. Vermont's *The Next Generation Commission* recently reported that one-third of the students who graduate, leave school without the job skills to successfully enter the workforce. Vermont's Department for Children and Families seeks to help school age children and youth to improve their academic skills and confidence, complete their high school education, and develop a positive relationship to themselves and other community members, thereby reducing the likelihood that youth will engage in delinquent behaviors. DCF will support 11 school and community projects for up to three years to attain these goals. DCF will track rates of school completion, measure of social-emotional health, and success in making the transition from school to work.

STATEMENT OF PROBLEM

Vermont's Agency of Human Services (in which the Department for Children and Families is located) works to improve outcomes for the whole age range of Vermont's population. For school-age children and youth, these outcomes include: children succeeding in school, youth choosing healthy and responsible behaviors, and youth transitioning successfully to adulthood. Overall, Vermont fairs moderately well on indicators of school achievement, healthy and responsible youth, and successful transition to adulthood. However, the term "moderately well" applies to average achievement. Not all Vermont young people are fairing as well as they should.

One of the major areas of continuing concern is the number of Vermont youth engaging in delinquent acts. Youth are considered delinquent when they have committed offenses that would be crimes if they were adults. In Vermont, family courts determine that a youth is delinquent. In 2006, there were 1,400 delinquent dispositions.¹ Of these offenses, 38% were property offenses, 25% were violent offenses, 16% were drug offenses, 13% were public order offenses, and the remaining 8% were comprised of motor vehicle and other offenses.² Delinquent youth are often placed in state custody; other delinquents are on probationary status with the State. In 2006, 358 Vermont delinquent youth were in the custody of the Department for Children and Families.³

All too often youth committing delinquent offenses can engage in additional offenses after they reach age 18 and their offenses are treated as adult crimes. The

¹ Vermont Agency of Human Services, Vermont Well-Being 2006, p. 126 (May, 2006)

² Vermont Center for Justice Research, Juvenile Justice Sourcebook: Delinquency and Criminal Dispositions in Vermont (2004)

³ Vermont Agency of Human Services, Vermont Well-Being 2006, p. 124 (May, 2006)

number of youth under age 22 in the custody of the Vermont Department of Corrections has increased from 124 in 1997 to 219 in 2007.⁴

Of course, the incidence of juvenile delinquency varies from one community to another in Vermont. However, when it does occur the prevalent risk factors tend to be similar. One prominent risk factor is poverty. Consider, Barre, Vermont. According to the 2007 Youth Risk Behavior Survey for Barre City, there was an alarming increase in cocaine and heroin use among 8th graders, physical fights on school property, and the number of students who did not go to school because they felt afraid. Heroin use among 8th graders is double the average state rate. The percent of students in grade 9 who smoked marijuana has increased. Barre City is the 3rd poorest community in Vermont, and there are twice as many children in children in poverty than anywhere else in the State. Families receiving food stamps are also more than double. Early onset of use, early and persistent anti-social behavior, extreme economic deprivation, low neighborhood attachment and family history of problem behaviors reduce the connection associated with their families and community.

Risk factors for delinquency other than poverty are also evident through Vermont. Academic failure is also viewed as “a gateway to delinquency.”⁵ Research indicates that youth having academic problems are at significantly greater risk for serious and violent delinquent acts.⁶ In “High Schools on the Move,” published in 2002, the Vermont Department of Education reported that 95% of incarcerated youth ages 16 to 22 do not have a high school diploma. Students in some Vermont elementary and schools are not

⁴ Vermont Department of Corrections, Facts and Figures FY 2007

⁵ Maguin, E., and R. Loeber. 1996 “Academic Performance and Delinquency.” In Michael Tonry (ed.) Crime and Justice: A Review of Research, vol. 20. Chicago, Illinois: University of Chicago Press

⁶ Catalano, R. F.; R. Loeber; and K.C. McKinney. 1999. School and Community Intervention to Prevent Serious and Violent Offending. Washington, D.C.: Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention Programs.

meeting the federal mandated requirements outlined in the No Child Left Behind Act. According to the Vermont Public School Dropout and High School Completion Report, Vermont's statewide cohort graduation rate for the class of 2006 was 85%. At least as significant, one-third of the students who graduate, leave school without the job skills to successfully enter the workforce, according to a December 2006 report by Vermont's *The Next Generation Commission*.

Students dropping out of high school put themselves at greater risk for juvenile delinquency. Students without a diploma are more likely to live in poverty (according to the U.S. Census Bureau), a risk factor for delinquency. Dropouts are at higher risk for criminal activity and a shortened life span due to crime.⁷ Over the next 25 to 30 years, the typical high school dropout will rely more heavily on public assistance (Food Stamps, welfare, housing subsidies, etc.), collect unemployment, require health care, and hospitalization while uninsured, utilize publicly subsidized child care, and is repeatedly involved with the criminal justice system including multiple incarcerations. Such an individual can easily cost the community more than half a million dollars over that time frame. These costs include the estimated \$10,000 to \$20,000 in foregone income tax revenues as a consequence of a pattern of low-wage jobs and sporadic employment. Finally, opportunity costs for Vermont's economy are significant. A growing slice of Vermont's consumer market (up to 25 percent) cannot contribute to home-grown economic growth because of virtually non-existent discretionary incomes. Not only do well-paying, future-oriented jobs remain unfilled causing employers to look elsewhere, but the next generation of Vermont enterprise is starved for talent and

⁷ Toppo, Greg, Lochner, L. & Moretti, E. (2001). 'The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports', National Bureau of Economic Research Working Paper, 8605, U.S. Census Bureau; Bureau of Labor Statistics.

customers. Most alarming, the dropout cycle is an enlarging spiral because having one or more parents without a high school diploma puts youth at ten times the risk of also dropping out.

Another risk factor facing some Vermont youth is the lack of sufficient adult role models and guidance. Between 64% and 70% of youth in Windham County report, on the Search's Youth Asset Development Survey, that they cannot identify one positive adult role model. Research indicates that almost any type of worthwhile work experience with an appropriate "mentor" makes an impact on the decisions that youths make in their lives while helping them to acquire new skills and resources.

What is Vermont doing to address these challenges for Vermont children and youth? Schools and community programs around the State are attempting to put into place protective factors that address risk factors leading to juvenile delinquency. Specifically, these activities are designed to ensure that youth are physically and emotionally healthy, have the confidence, discipline, and adult guidance necessary for them to complete their schooling, and are ready – with necessary knowledge, skills, experience, and appropriate attitudes -- to transition from school to the workforce and to succeed in the short- and long-term. Overall, teenagers who graduate high school, have job skills, and feel connected to their community are less likely to engage in delinquent behavior.

The following are some examples of some school and community initiatives in Vermont.

- The Vermont Youth Conservation Corps presently partners with three local high schools: Mount Mansfield Union High School in Jericho, the Center for Technology in Essex, and Lamoille Union High School in Hyde Park and in the

fall of 2008 plans to expand its program to include Burlington/Winooski High School, Champlain Valley Union High School in Hinesburg, and Cabot/Woodstock High School. The driving force behind these partnerships focuses is the realization that conventional classroom instruction has proven ineffective at reaching at-risk students and who need a different model to succeed. The VYCC year round crews focus on at-risk students who exhibit marginal academic performance, below average high school completion rates, a high probability of dropping out, and who have very limited success transitioning to work or further education. The VYCC year round program enrolls 8-10 sophomores in high school as schools have identified this as the critical turning point for most students. The results to date: 91% of students (10 of 11) that were enrolled in the pilot year are re-enrolled in school, technical center, and are on track to graduate or have graduated. VYCC has graduated 4,300 young men and women since 1985, many of whom have gone on to leadership positions in non-traditional fields. The Vermont Department of Forests, Parks & Recreation, for example, will experience 50% of all staff retiring within the next 5-10 years. This turnover will create significant opportunities; opportunities that experienced and educated men and women will be able to take on after participating in a VYCC summer program.

- Highgate Elementary School (like other schools that been identified as being in need of improvement as defined in No Child Left Behind) provides a Summer School Support Program that is increasing in enrollment each year due to a high number of students (both regular education & special education students) who are in need of academic support throughout the summer vacation break to help

acquire the skills and confidence they need to stay in school (a protective factor in addressing the potential for juvenile delinquency). Students attend a two-hour instruction four-days each week for three weeks. This year the estimated number of youth that will be attending is around 115 students.

- The Crossroads After School Program provides extra school related programs such as after school enrichment classes and Homework Clubs for grades 2-6. Each year the entire staff provide time and assistance to the children that have a difficult time completing homework assignments since this is an important piece of how a student performs academically, but also it affects a child's self-esteem and self-worth and life long learning. Through programs like this one and others, youth in school can experience high academic achievement and actively engage in and feel attached to their schools, thereby lessening the likelihood that they will engage in delinquent behaviors.⁸

⁸ M.K. Johnson; R. Crosnoe; G.H. Elder. 2001. "Students' Attachment and Academic Engagement: the Role of Race and Ethnicity." *Sociology of Education* 74, 318-340.

IMPACT/OUTCOMES AND EVALUATION

GOALS

- (1) School age children and youth improve their physical and emotional health through increased opportunities for physical exercise.
- (2) School age children and youth improve their academic skills and increase their self-confidence, thereby enabling them to complete their high school education and develop positive relationships in their community.
- (3) Youth have the skills, experience, and positive attitude toward work that enables them to make a successful transition from school to work.

PROGRAM OBJECTIVES

Goal 1: School age children and youth improve their physical and emotional health through increased opportunities for physical exercise.

Objective 1.1: Increase opportunities where youth at risk can participate in health and fitness recreational activities that lead to positive interactions with peers and community leaders, while developing self confidence.

Performance Measure 1.1: Increased in number of youth at risk who participate in specific health and fitness recreational activities and amount of time that they are actively involved in health and fitness program activities.

Goal 2: School age children and youth improve their academic skills and increase their self-confidence, thereby enabling them to complete their high school education and develop positive relationships in their community.

Objective 2.1: Students will demonstrate competency in their academic skills and learning.

Performance Measure 2.1: Percentage of student exhibiting improved academic competencies as measured by standardized tests.

Objective 2.2: Youth will have more opportunities to become self-confident in their skills and participate more actively in positive ways in their community.

Performance Measure 2.2: Increase in number of youth participating in community service, service learning, mentoring, and leadership training programs.

Objective 2.3: Reduction in high drop out rates and completion of high school with age cohort or (re)enrollment in Work Based Learning at their high school or area technical school.

Performance Measure 2.3: Increase in rate of participating students earning their high school diploma with their age cohort.

Goal 3: Youth have the skills, experience, and positive attitude toward work that enables them to make a successful transition from school to work.

Objective 3.1: The principles and practices of a work-based learning model are implemented in four of the State's 12 labor market regions.

Performance Measures 3.1:

- Number of curriculum and training materials developed.
- Number of program/school staff trained in each of the four targeted regions.
- Number of new or adapted work-based program initiatives using the work-based learning model.

Objective 3.2: An increase number of youth exhibit work readiness skills and use those skills successfully in their performance on the job.

Performance Measure 3.2:

- On the job, students will document basic workplace educational competencies (e.g., comprehension, computation, and communication) on standardized reporting forms.
- Students will demonstrate improved punctuality, quality, and interpersonal skills.
- Students will document basic workplace soft-skill competencies (followership, team play, conflict resolution. etc.) on standardized measures.
- Students will articulate an increased connection to career and work satisfaction as expressed through structured interviews.
- Students will demonstrate improved team interaction as identified in structured group interviews with work teams.

Objective 3.3: More students will be prepared to seek employment in agriculture in Vermont once they complete high school and will fill the gap of shortage of farm labor that farmers are experiencing.

Performance Measure 3.3: Number of students who successfully transition from school to agricultural work with appropriate skills to fill current employment opportunities.

PROJECT/PROGRAM DESIGN AND IMPLEMENTATION

The Vermont Department for Children and Families will support work of 11 school and other community based programs to achieve the objectives outline above.

Goal 1: School age children and youth improve their physical and emotional health through increased opportunities for physical exercise.

Vermont Coalition of Teen Centers's (VCTC) Health and Fitness Initiative is a statewide program to promote healthy habits, attitudes and decisions in youth that contribute to the prevention of substance abuse and juvenile delinquency. The initiative will accomplish this by providing training, resources, and non-competitive standard-based funding for 30 teen centers to implement innovative health and fitness programs for teens. Studies show that connections to peers, teachers, family, and community members with healthy beliefs and clear standards helps protect youth from risk factors that lead to substance abuse and juvenile delinquency. VCTC will provide teen centers with two trainings related to youth health and fitness. The trainings will address innovative ways of increasing the physical activity level of teens, ways to integrate physical activity and wellness into ongoing teen center activities, and ways to encourage healthy eating habits. The VCTC expects that approximately 60 people will attend each training session. The VCTC has a successful track record of using sub-grants to involve teen centers in innovative health promotion activities. The VCTC, for example, administered a teen smoking cessation sub-grant program that involved hundreds of teens throughout Vermont. An important strategy in the sub-grant program will be involving teens! VCTC will require that teens be involved in planning and implementing the sub-grant activities.

Barre Department of Recreation Skate Board Camp will offer an opportunity for young people interested in skateboarding to get together with consultants, adult volunteers, and recreation department staff to plan and develop a skateboard program. Barre City is the 3rd poorest community in the state of Vermont and there are twice as many children in children in poverty than anywhere else in the state. Families receiving food stamps are also more than double. Early onset of use, early and persistent anti social behavior, extreme economic deprivation, low neighborhood attachment and family history of problem behaviors reduce the connection associated with their families and community. Barre Department of Recreation project is designed to reduce substance abuse and other risk behaviors and promote pro-social involvement among youth. Fifteen youth will work with a professional skate park designer for one week, planning and designing equipment. In the second week, youth will help professional carpenters construct equipment and prepare the space for use as a skate park. Each piece of equipment will be painted with anti-drug and anti-alcohol messages. In week three youth will design a program to engage their peers in a week of skateboarding, competition and education about alcohol and drug awareness with assistance from experts in each field. A professional trained in alcohol, tobacco, and other drug (ATOD) prevention will train participants and help create the education program. In week four youth from the community will be invited to participate in the skateboarding program. During the remainder of the summer the temporary skate park can be used as a public facility. Any participants will sign up to use the park, sign a waiver, and be provided with ATOD educational material.

Goal 2: School age children and youth improve their academic skills and increase their self-confidence, thereby enabling them to complete their high school education and develop positive relationships in their community.

Mt. Anthony Union High School's Quantum Leap Academic Mentor Program will increase by one the number of academic tutor-mentors, therefore increasing by 21 the number of students who can be served between 2008 and 2011. Academic tutor / mentors combine mentoring with tutoring before, after, or during school hours. Mentors help students with academic subjects they are struggling in, but also attend to other student needs that interfere with learning. This may involve helping students get necessary supports for a social problem (pregnancy, substance use, peer relationship issues, family issues, etc.) or may be something less complex like helping a student learn to negotiate with a teacher and look at what he/she wants for their futures. Mentoring on an intensive (i.e., every school day) basis helps students achieve improvements in school performance and reduces instances of antisocial behavior. The program is designed to pay close attention to school performance. Last year, a majority of the students in the program showed a significant improvement in their academics. In addition, more than half of the students showed a decrease in the number of discipline referrals made after connecting with their mentor. Students report that they have been able to carry over these improvements into their world outside of school. In addition, the Academic Mentoring program has had positive effects on the prevention of juvenile delinquency in its graduation rates. Although students chosen for the program are those who are at-risk of dropping out, a 2006 University of Vermont study showed that Mount Anthony's Academic Mentoring Program's drop-out rates were only slightly different from those of the regular school population.

The Common Ground Youth Center provides 30 hours of activities each week to youth and offers a safe place for teenagers to come during non-school hours in order to reduce the likelihood of juvenile delinquency, truancy, substance abuse, child abuse, and other socially destructive activities. Non-school hours represent the single largest block of time in the lives of American youth. Common Ground's work is based on research from the National Institute of out-of-school time, which shows that the most at risk time for youth is between 3:00pm and 6:00 pm, directly after school and before parents or guardians come home. Violent juvenile crimes triple between the hours of 3:00 pm and 8:00 pm and youth face the greatest risk of becoming victims of crimes during this period. Youth in Common Ground participate in 20-35 hours per week in constructive after school activities receive better grades, become more passive with their peers, and have better emotional attitudes. At the Center, youth can relax, play games, participate in service events, participate in "coffee house nights", do homework, receive mentoring, prepare for college, play guitar, and even attend educational conferences/workshops around the State. The Center's programs empower and educate youth and serves over 250 different youth per year. The program will be implemented by continuing to provide a safe place for youth to come during non-school hours that will provide structured and non-structured activities by competent staff. The target populations of this project are youth between 7th and 12th grade, with a focus on high school youth. The Center will provide a minimum of 50 community service projects per year.

Rutland Success, an extended day program, works with youth who are emotionally or behaviorally challenged. These are students that are most at-risk of dropping out of school and who (as research shows) are therefore more likely to

become incarcerated than their peers who do not drop out. The program will use the “Circle of Courage” model developed by Larry Brendtro, Martin Brokenleg, and Steven VanBockern. Students will attend this program 147 days for two-and-a-half hours per days beyond the school day and will participate in activities that help them to develop a sense of belonging, mastery, independence, and generosity. A licensed teacher who will also serve as the Program Coordinator/Instructor will implement this program. Students will be supervised during after-school hours when parents are at work and youth are more likely to get into trouble. Students will be given academic assistance, which will help them to be more successful in school and less likely to drop out. In addition, students will be exposed to activities that they can do with their free time to promote their physical, mental, and emotional health.

Highgate Elementary School, located in a rural Vermont setting with a blend of socio-economic households where many of the 330 Pre-K –6 grade students do not have opportunities outside of school to be exposed to activities that would enhance their lives academically, socially and emotionally, will provide enrichment opportunities for students. Teaching students the necessary skills to deal with disappointment, frustration, and anger along with safe, effective communication will produce an emotionally safe environment that will lesson the possibility of juvenile delinquency. Juvenile delinquency and violence will be reduced by building and working on healthy relationships, which focus around situations of power and control, issues of equality, and understanding boundaries that would involve self respect and that of others. Additionally, anger management techniques/strategies are emphasized. School based clinicians and after school programs will encourage and promote activities that will help to sustain healthy relationships, the use of self-control, and cooperation towards adults

and peers. These choices help students to choose life long activities that will promote healthy lifestyles. After school programs keep kids safe, help working families and inspire learning. They provide opportunities to help young people develop into successful adult. The school will take advantage of opportunities to acquire information on how children deal with physical and social stresses and challenges and on how they perform in the academic setting, on community-related roles in which children engage in extracurricular activities, and on the nature and extent of many sorts of peer and adult relationships. The school serves as the community center of Highgate and hosts the Crossroads After-School Program and many extra curricular and sport activities.

Goal 3: Youth have the skills, experience, and positive attitude toward work that enables them to make a successful transition from school to work.

Rutland Howe: School-to-Work Program is a component of the Alternative Education program and will help address juvenile delinquency by offering opportunities to students to be productive citizens by learning and practicing job skills. Students who spend time developing job skills and work at job sites are less likely to engage in inappropriate and illegal behavior. They will be better able to transition successfully to adulthood and function as a contributing member of their community. The incidence of juvenile delinquency can be reduced through programs designed to provide youth with social skills, job skills, enhance self esteem, and encourage the constructive use of discretionary time. The program will provide a para-educator job coach to coordinate work placements for at-risk students who need assistance in entering the work world.

The Vermont Youth Conservation Corps (VYCC), a leadership, education, and job training program with 23 years of experience working with at-risk youth, offers both

summer and year round employment and training opportunities to more than 5,000 youth from every county and over 170 individual towns in Vermont. VYCC's programs are specifically designed to engage at risk Vermont youth, including those demonstrating academic indifference, health and physical limitations, family dysfunction and lack of opportunity, at a time in their lives when they are most vulnerable to negative peer pressure. VYCC's experience has demonstrated that, when given the opportunity and structure, young people will learn and act on responsible choices and pursue productive activities (e.g., remaining in school to pursuing a technical career). Every Corps member is exposed to highly trained leaders, specific daily expectations around group and work behavior and a sense of community. Corps members receive daily reinforcement to take personal responsibility for their actions. Corps Members gain employment and life skills that help them to become confident and productive members of the workforce and their local communities. VYCC goals for 2008 and 2009 include enrolling 159 young people onto our year-round school crews, and enrolling 360 young people onto our summer Wilderness, Roving, Community, Parks and LEAP Crews.

Smokey House Center – Essential Principles and Practices of Work-based Learning Project is a proven work-based learning program that prevents truancy and dropping out by helping participants to be motivated to go to school and be successful in the classroom. Where the Department of Labor expects a 58% diploma rate for at-risk students, 80% of participants in Smokey House's work-based learning program completed high school and more than 25% have enrolled in post-secondary programs. Beyond engaging at-risk students in academic studies, work-based learning programs structure these students' after school time and summers with learning-rich activities,

thereby reducing their opportunities for, and inclination towards, delinquent behavior. Furthermore, research shows that caring relationships with adult role models and opportunities for meaningful contributions to their community (both essential elements of Smokey House's work-based learning model) increase youth resiliency to risk factors and mitigate delinquent behavior. Smokey House will develop training and supporting materials for youth practitioners and educators who will incorporate effective work-based learning into their programming and schools. These materials will be disseminated statewide through professional development workshops. Workshops will be offered through the 12 regional Workforce Investment Boards. The project seeks to see four regions incorporate the principles and practices of Smokey House Center's work-based learning model into their education programming.

Healthy City is a program of the Intervale Center, a 501(c)3 non-profit in Burlington, Vermont that served at-risk youth (ages 15-17). Every summer, 25 teens participate in an eight-week program, learning employment and life skills as they cultivate five acres of vegetables that are sold to the Burlington School District, the Chittenden Emergency Food Shelf, and to community members at Farmers' Markets. Through weekly themes, cooking classes, and field trips, participants learn about entrepreneurship, nutrition, and the benefits of healthy life choices. Healthy City helps to reduce the risk of juvenile delinquency by helping teens to increase their job skills, linking them with area supports such as the Vermont Department of Labor, and by offering workshops that address risky behaviors. Participants learn to see themselves and their abilities more positively and to recognize their role and potential impact on their community. The Healthy City program will create opportunities for second-year participants. It will hire seven returning youth and initiate Leadership Friday, a day just

for second-year students where they will have an hour-long agriculture lesson from our Farm Manager, a workshop with the Program Director related to business management and employment skills. Participants will be ambassadors of fresh produce and healthy lifestyles in their community, attending free Summer Lunch Sites and events at our non-profit partner organizations to implement the activities and taste tests they learned to run. They will also help to harvest and distribute 30,000 pounds of fresh produce free of charge to area non-profits serving teens including Spectrum Youth and Family Services, the Vermont Refugee Resettlement Program, and Sarah Holbrook Community Center.

Strolling of the Heifers will link farmers with 15 – 17 year-old students who are interested in learning the management skills necessary to run an agricultural operation in the Green Mountain State. This program will recruit from a population of at risk youths and juvenile delinquents in Windham County and will be effective in diverting youth from becoming or continue to be delinquents in Windham County (a county where between 64% and 70% of youth report, in the Search's Youth Asset Development Survey, that they cannot identify one positive adult role model. Strolling's goal is to create an apprentice opportunity for Vermont youth that will enable them to learn how to manage a farm. The program will match students and farmers. The program will provide a stipend to the host farm for working with the students and one to students. It will begin with 20 students the first year. Students will spend one week on various farming operations for a period of five weeks. After a series of interviews designed to match students and farmers the students will then engage in an intensive training program in farm safety and will learn some of the basics required to pursue a career in agriculture. Farmers, after receiving mentorship training, will monitor the students and provide helpful advice. If the students complete the training they will receive high

school elective credits for their participation through their sending schools. They will be able to practice their skills and demonstrate their knowledge to peers and future employers. This program is particularly effective in teaching leadership and personal development skills.

SMART

David Baker (Grants Administrator, Department for Children and Families/Child Development Division) has registered on SMART and is familiarizing himself with its capabilities.

CAPABILITIES/COMPETENCIES

In 2004, the Vermont Agency of Human Services underwent a major reorganization; new departments and divisions were created and consolidated to improve the coordination of the service delivery system and to be more responsive to Vermont's citizens.

As a result of this process, the Department for Children and Families (DCF) was created, and within it, the Child Development Division (CDD). The Department for Children and Families' mission is to promote the social, emotional, physical and economic well being and the safety of Vermont's children and families. This is done through the provision of protective, developmental, therapeutic, probation, economic, and other support services for children and families in partnership with schools, businesses, community leaders, service providers, families, and youths statewide.

CDD consolidated a number of programs and services from other departments in order to assure a coordinated and integrated statewide system of child development services that promotes and supports safe, accessible, quality services for Vermont's children and their families. CDD is headed by Kimberly Keiser, Deputy Commissioner.

The OJJDP FY 2008 Earmarks Program with DCF/Child Development Division will be administered by David Baker. He has 21 years of experience within the Agency of Human Services, working for most of those years as a program and grant administrator as well as policy and program analyst with various departments and offices of the Agency.

Child Development Division has responsibility for hundreds of grants to community organizations on an annual basis. CDD staff (including David Baker) are knowledgeable about granting or sub-granting state and federal funds to community organizations and monitoring the use of those funds.

BUDGETS FOR 11 FY 2008 VERMONT SCHOOL/COMMUNITY EARMARKS PROJECTS
Reduced Funding (5/30/2008)

	Personnel	Fringe	Travel	Equipment	Supplies	Construction	Consultant	Other	Indirect	TOTAL
Barre Recreation	\$19,200	\$2,709	\$600	\$4,900	\$18,134	\$4,000	\$13,895			\$63,438
Mount Anthony High School							\$50,753			\$50,753
Healthy City (Burlington)	\$12,293				\$3,003			\$27,000		\$42,296
Highgate Elementary School							\$25,379			\$25,379
Rutland Howe Center	\$22,688	\$2,691								\$25,379
Rutland Success	\$27,930	\$2,137			\$7,996					\$38,063
Smokey House			\$2,000	\$4,500	\$4,500		\$47,640	\$9,030		\$67,670
Strolling of the Heifers	\$78,500		\$3,688		\$1,500		\$900			\$84,588
Common Ground	\$18,811	\$6,038						\$530		\$25,379

	Personnel	Fringe	Travel	Equipment	Supplies	Construction	Consultant	Other	Indirect	TOTAL
VT Coalition of Teen Centers	\$43,550	\$9,145	\$850		\$1,555			\$61,003	\$10,777	\$126,880
VT Youth Conservation Corps	\$92,080	\$20,453	\$4,981		\$4,106			\$5,260		\$126,880
TOTAL	\$315,052	\$43,173	\$12,119	\$9,400	\$40,794	\$4,000	\$138,567	\$102,823	\$10,777	\$676,705

OMB Approval No. 1121-
0188
Expires 5-98 (Rev. 12/97)

Budget Detail Worksheet

Purpose: The Budget Detail Worksheet may be used as a guide to assist you in the preparation of the budget and budget narrative. You may submit the budget and budget narrative using this form or in the format of your choice (plain sheets, your own form, or a variation of this form). However, all required information (including the budget narrative) must be provided. Any category of expense not applicable to your budget may be deleted.

A. Personnel - List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization. Include a description of the responsibilities and duties of each position in relationship to fulfilling the project goals and objectives.

Name/Position

Computation

Cost

TOTAL _____

B. Fringe Benefits - Fringe benefits should be based on actual known costs or an approved negotiated rate by a Federal agency. Fringe benefits are for the personnel listed in budget category (A) and only for the percentage of time devoted to the project. Fringe benefits on overtime hours are limited to FICA, Workman's Compensation, and Unemployment Compensation.

Name/Position	Computation	Cost
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TOTAL _____

Total Personnel & Fringe Benefits _____

C. Travel - Itemize travel expenses of project personnel by purpose (e.g., staff to training, field interviews, advisory group meeting, etc.). Show the basis of computation (e.g., six people to 3-day training at \$X airfare, \$X lodging, \$X subsistence). In training projects, travel and meals for trainees should be listed separately. Show the number of trainees and unit costs involved. Identify the location of travel. If unknown, indicate "location to be determined". Indicate source of Travel Policies applied, Applicant or Federal Travel Regulations.

<u>Purpose of Travel</u>	<u>Location</u>	<u>Item</u>	<u>Computation</u>	<u>Cost</u>
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OJJDP Training Meeting	Washington, DC			
		Airfare: 2 attendees X \$705 per fare	=	\$1,410
		Hotel: 2 attendees X \$201 night X 3 nights	=	\$1,206
		Per diem: 2 attendees X \$64 X 3 days	=	\$ 384
			TOTAL	\$3,000

D. Equipment - List non-expendable items that are to be purchased. Expendable items should be included either in the "Supplies" category. Applicants should analyze the cost benefits of purchasing versus leasing equipment, especially high cost items and those subject to rapid technical advances. Rented or leased equipment costs should be listed in the "Contractual" category. Explain how the equipment is necessary for the success of the project. Attach a narrative describing the procurement method to be used.

Item	Computation	Cost
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TOTAL _____

E. Supplies - List items by type (office supplies, postage, training materials, copying paper, and other expendable items such as books, hand held tape recorders) and show the basis for computation. Generally, supplies include any materials that are expendable or consumed during the course of the project.

Supply Items	Computation	Cost
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TOTAL _____

F. Construction - As a rule, construction costs are not allowable. In some cases, minor repairs or renovations may be allowable, but are limited to 10% of the award amount. Minor repairs and renovations should be classified in the "other" category. Consult with the program office before budgeting funds in this category.

Purpose	Description of Work	Cost
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TOTAL _____



G. Consultants/Contracts - Indicate whether applicant's formal, written Procurement Policy or the Federal Acquisition Regulations are followed.

Consultant Fees: For each consultant enter the name, if known, service to be provided, hourly or daily fee (8-hour day), and estimated time on the project. Consultant fees in excess of \$450 per day require additional justification and prior approval from OJP.

Name of Consultant	Service Provided	Computation	Cost
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Subtotal _____

Consultant Expenses: List all expenses to be paid from the grant to the individual consultant in addition to their fees (i.e., travel, meals, lodging, etc.)

Item	Location	Computation	Cost
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Subtotal _____

Contracts: Provide a description of the product or services to be procured by contract and an estimate of the cost. Applicants are encouraged to promote free and open competition in awarding contracts. A separate justification must be provided for sole source contracts in excess of \$100,000.

Item	Cost
See attached budgets for 11 school and community FY 2008 OJJDP Earmarks Programs (funds to be sub-granted by Vermont Department for Children and Families from FY 2008 OJJDP Earmarks Program award)	\$676,705
Subtotal	\$676,705
TOTAL	\$676,705



H. Other Costs - List items (e.g., rent (arms length transition only), reproduction, telephone, janitorial or security services, and investigative or confidential funds) by major type and the basis of the computation. For example, provide the square footage and the cost per square foot for rent, and provide a monthly rental cost and how many months to rent.

Description	Computation	Cost
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TOTAL _____

I. Indirect Costs - Indirect costs are allowed only if the applicant has a Federally approved indirect cost rate. A copy of the rate approval, (a fully executed, negotiated agreement), must be attached. If the applicant does not have an approved rate, one can be requested by contacting the applicant's cognizant Federal agency, which will review all documentation and approve a rate for the applicant organization, or if the applicant's accounting system permits, costs may be allocated in the direct costs categories.

Description	Computation	Cost
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TOTAL _____

Budget Summary - When you have completed the budget worksheet, transfer the totals for each category to the spaces below. Compute the total direct costs and the total project costs. Indicate the amount of Federal requested and the amount of non-Federal funds that will support the project.

Budget Category	Amount	
A. Personnel		
B. Fringe Benefits		
C. Travel	\$3,000	
D. Equipment		
E. Supplies		
F. Construction		
G. Consultants/Contracts	\$676,705	(no state employees)
H. Other		
Total Direct Costs		
I. Indirect Costs		
TOTAL PROJECT COSTS	\$679,705	

Federal Request \$679,705

Non-Federal Amount \$0