

**Agency Name:** City of Seguin  
**Grant/App:** 3019601 **Start Date:** 9/1/2016 **End Date:** 8/31/2017

**Project Title:** Youth Engaged to Succeed (YES Project)  
**Status:** Application Pending Submission

### **Eligibility Information**

**Your organization's Texas Payee/Taxpayer ID Number:**  
742852393

**Application Eligibility Certify:**  
Created on:1/9/2016 2:56:59 PM By:Sheryl Sachtleben

### **Profile Information**

**Applicant Agency Name:** City of Seguin  
**Project Title:** Youth Engaged to Succeed (YES Project)  
**Division or Unit to Administer the Project:** Grant Administration  
**Address Line 1:** 205 N. River Street  
**Address Line 2:**  
**City/State/Zip:** Seguin Texas 78155  
**Start Date:** 9/1/2016  
**End Date:** 8/31/2017

**Regional Council of Governments(COG) within the Project's Impact Area:** Alamo Area Council of Governments

**Headquarter County:** Guadalupe

**Counties within Project's Impact Area:** I CAN NOT GET THE EGRANTS TO ENTER MY SELECTION---  
WORKING ON

#### **Grant Officials:**

##### **Authorized Official**

**User Name:** Douglas Faseler  
**Email:** dfaseler@seguintexas.gov  
**Address 1:** Post Office Box 591  
**Address 1:**  
**City:** Seguin, Texas 78156  
**Phone:** 830-401-2302 Other Phone:  
**Fax:** 830-401-2499  
**Title:** Mr.  
**Salutation:** Mr.  
**Position:** City Manager

##### **Project Director**

**User Name:** Twila Wood  
**Email:** twood@seguintexas.gov  
**Address 1:** 205 N River  
**Address 1:**  
**City:** Seguin, Texas 78155  
**Phone:** 830-401-2451 Other Phone:  
**Fax:**  
**Title:** Ms.  
**Salutation:** Ms.  
**Position:** Purchasing Manager/Grant Administrator

##### **Financial Official**

**User Name:** Susan Caddell  
**Email:** scaddell@seguintexas.gov  
**Address 1:** P.O. Box 591  
**Address 1:**  
**City:** Seguin, Texas 78156

**Phone:** 830-401-2450 Other Phone:  
**Fax:** 830-401-2499  
**Title:** Ms.  
**Salutation:** Ms.  
**Position:** Director of Finance

#### **Grant Writer**

**User Name:** Sheryl Sachtleben  
**Email:** seguinyouthservices@yahoo.com  
**Address 1:** 919 North Guadalupe Street  
**Address 1:**  
**City:** Seguin, Texas 78155  
**Phone:** 830-401-0717 Other Phone:  
**Fax:** 830-401-0785  
**Title:** Ms.  
**Salutation:** Ms.  
**Position:** Director

#### **Grant Vendor Information**

**Organization Type:** Unit of Local Government (City, Town, or Village)  
**Organization Option:** applying to provide juvenile prevention and / or intervention services  
**Applicant Agency's State Payee Identification Number (e.g., Federal Employer's Identification (FEI) Number or Vendor ID):** 742852393  
**Data Universal Numbering System (DUNS):** 848509402

#### **Narrative Information**

##### **Introduction**

Information related to this program is in the CJD funding announcements for the Juvenile Justice Local and Statewide Grant Programs.

#### **Section 1: Program-Specific Questions**

##### **Sustainment**

How many additional years, beyond this request, do you plan to request continuation funding?

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1) If three (3) years or fewer, provide a brief explanation of your sustainment plan, if it will be sustained; [if not to be sustained enter 'N/A']:

2) If more than three (3) years, explain the longer term sustainment plan or why other resources cannot be used to continue this project and why a sustainment strategy is not possible:

Our community is limited on the financial ability to initiate a social approach to delinquency prevention and academic success among high risk students in Seguin. This coordinated comprehensive project will need one full grant year to establish, organize and develop a program in our highest risk neighborhood. Our second year will focus on expanding the target group, and evaluating baseline data from both years. The third year, will focus on engaging political leaders and entities to become involved in program activities and through publication of success data, begin to obtain a cash match of 25%, with the continuous years channeling local funding to support the successful aspects of the program, to 50% and then 100%. The investment of at least three years of state funding is imperative to initiate and develop a program that can provide essential data to measure the program effectiveness in the area of delinquency prevention and academic success.

##### **I. Civil Rights Liaison**

A civil rights liaison who will serve as the grantee's civil rights point of contact and who will be responsible for ensuring that the grantee meets all applicable civil rights requirements must be designated. The designee will act as the grantee's liaison in civil rights matters with CJD and with the federal Office of Justice Programs.

Enter the Name of the Civil Rights Liaison:

Tammy Garcia

Enter the Address for the Civil Rights Liaison:

205 N. River Street Seguin, Texas 78155

Enter the Phone Number for the Civil Rights Liaison [(999) 999-9999 x9999]:

830-379-3212

### **Overall Certification**

Each applicant agency must certify to the specific requirements detailed above as well as all requirements within the CJD Funding [Local Announcement](#) or [Statewide Announcement](#), and CJD [Comprehensive Certification and Assurances](#) to be eligible for this program.

**I certify to all of the above requirements.**

### **Project Abstract :**

This project is designed to address and reduce risk factors that lead to delinquency and academic failure. This program will make a difference in students, families, schools, neighborhoods, and our community. This coordinated effort of valuable resources in our community will be engaged to target and serve our most at-risk youth population, as the Seguin YES Project will: 1) PROVIDE essential life skills training, 2) OFFER alternative education to suspended students, 3) ENGAGE youth at the first point of at-risk behaviors, 4) INCORPORATE a mental health component with family support services, and 5) TEACH viable vocational skills through community service projects and job placement.

### **Problem Statement :**

Our students in Seguin ISD are increasingly falling behind state levels in all of our educational subjects. Our community has been very proactive in reaching at-risk students to decrease juvenile referrals in Seguin, however, juvenile crime, substance abuse, violence, truancy and mental issues increase each year as students are not getting any educational assistance outside of school hours. We need a comprehensive program that will target these youth and provide services that will address the academic issues we face in our community.

### **Supporting Data :**

The Texas Education Agency data report for STAAR testing among 3rd-8th graders in Seguin ISD shows that 70% of these students passed the reading state tests, while only 64% passed the math, 58% passed writing, and 64% passed the science test. These four tests combined was at 32 points lower than the state average in the 2012-2013 school year. In 2013-2014, it increased to 38 points below state averages, with a 12 point below average difference in math requirements, 10 points in reading and writing, and 6 points in science. The scores from the 2014-2015 are not officially displayed on the TEA report, however, local reports indicate those scores dropped significantly last year. There are approximately 7,400 students in the Seguin ISD with one high school, one alternative high school, one disciplinary school, two middle schools, and eight elementary schools. Considering that 68% are low-income, 54% at-risk, .30% dropout each year, we have no social workers in our schools, and there are no social services on our campuses such as Communities in Schools or mentoring programs. While the district does offer dual credit, early college and some vocational opportunities, those students that are at-risk do not have a variety of hands-on choices during high school, and no opportunities on the middle school campuses. There has been an increase of students referred to the Alternative School and he had 400 students suspended for up to 3 days at a time last school year and have 369 students suspended for the first half of this year already. Guadalupe Juvenile Services Department received 611 referrals in 2015, and there were 124 students, ages 10-13, that were referred to probation. Our most significant data that supports this program to provide more extensive services to youth who are exhibiting signs of delinquent behavior, is that in 2013 there were 17 youth referred to Juvenile Services for a Class C offense, and last year there were 218 youth, in addition to those who received the 4,940 citations in Municipal Court Seguin Police Department 2015 records).

## **Project Approach & Activities:**

1) **PROVIDE ESSENTIAL LIFE SKILLS TRAINING:** A full-time Life Skills Coordinator will be hired in this grant to implement the Botvin's successful Life Skills training curriculum in each 6th grade class in the Seguin ISD the first year, and subsequent sessions for the same students in the 7th and 8th grade. This starting point will reach 600 students each year for the next three years, and will add a new group of 600 students each year that program funding is available. This curriculum is a documented effective tool in the prevention of substance abuse among those students who receive all three years of the designed program. This Life Skills Training Coordinator will conduct two weekly sessions in an afterschool program with a modified curriculum for 60 7th-9th grade students and the elementary curriculum for 60 3rd-5th graders. In addition, this coordinator will provide a 6-week course for Strengthening Families curriculum on Saturdays, with one weekly session of parent support services. 2) **OFFER ALTERNATIVE EDUCATIONAL PROGRAMS:** This project will contract with two certified teachers to provide tutoring and educational support for all 5th-9th grade students who are suspended from school. This academic program may be offered within the Alternative School, community library, or social service agency within the community. This component will be designed to offer school administrators an alternative to home suspensions which will eliminate a key avenue for youth to engage in delinquent conduct and decrease unsuccessful educational opportunity for this at-risk youth population. This will engage students and families in support services that will include a learning environment, but will also provide drug assessment and mental health screening to determine a continuum of services. These youth will complete life skills training, cooking classes, and will be involved in building wheelchair ramps for the disabled and play games with our elderly in residential housing as a component of the alternative educational program. In addition, teachers will be contracted to provide afterschool tutoring to students in the 3rd-8th grade who have failed a previous STAAR test in math or reading. 3) **ENGAGE YOUTH AT THE FIRST POINT OF AT-RISK BEHAVIORS:** This project will be the most unique prevention effort as targeted youth will be referred to the Seguin YES Project for exhibiting signs of delinquency, truancy, substance abuse, behavior problems, and below grade level academically. Youth who are referred to Juvenile Services, Municipal Court, and/or Truancy court will be participants in this program. These youth, ages 10-15, will be required to complete 20 hours of the YES Project consisting of 12 hours of Life Skills, and 8 hours of vocational and job training combined with community service, and will be encouraged to continue in prevention programs that are offered year-around. 4) **INCORPORATE A MENTAL HEALTH COMPONENT WITH FAMILY SUPPORT SERVICES:** A comprehensive effort to reduce delinquency and other at-risk behaviors among our youth, must include a mental health component and then proper services beyond referrals and screening. A licensed mental health professional will be contracted to provide weekly assessments, screenings, and testing of appropriate students in the YES Program, indicating that any student served through Life Skills, Alternative Education, tutoring/mentoring, or other prevention effort, will be provided this critical resource. More importantly, this caseworker will also provide counseling and support services for students and families. 5) **TEACH VIABLE VOCATIONAL SKILLS AND COMMUNITY SERVICE:** The YES Program will provide a vocational instructor to offer daily training programs that incorporate small engine repair, welding, basic construction, and computer skills from 5:00-8:00 . While these classes will teach vocational skills, the projects will benefit local nursing homes, disabled, veterans, and elderly residents of our community. Students will build things from flower pots to picnic tables, and wheelchair ramps to local gardens and donate their projects, while volunteering as community service opportunities as well. Each student will have an opportunity to build a project for Mother's Day to take home in May. The students will complete research projects on colleges, career opportunities and interests, current events and science projects. The Vocational Coordinator will arrange visits to local businesses, civic events, colleges, and social agencies to expose students to many options that are available to them as high school graduates.

## **Capacity & Capabilities:**

The City of Seguin initiated one of the State of Texas' first local delinquency prevention projects in 1995 with Title V Funding through the Criminal Justice Division. Since the implementation of Seguin Youth Services (SYS) as a city-wide project at that time, these efforts were coordinated and transferred as SYS was established as a non-profit entity, in 1998. The City of Seguin invested financial support for 20 years for the continuation of this effort, while the non-profit expanded services with grant and community support. Our community has invested in this neighborhood and school based prevention effort, with tremendous support from volunteers, businesses, churches and civic groups, and organizations. The Executive Director and Founder of Seguin Youth Services has 30 years experience providing comprehensive and effective programs for over 100 students each year. The City of Seguin, the applicant for this JJDP funding, does not have the staff, facilities, or experience to provide direct services to the targeted students, neighborhood, families, and schools. Seguin Youth Services currently provides on-campus prevention services, afterschool programs in our high-risk neighborhood, and works with local businesses essential to be effective in reducing juvenile delinquency and improving educational situations for these students. Although this funding source does not require cash or in-kind contributions, Seguin Youth Services will provide all facilities, as well as, additional support staff to ensure the proper implementation of the YES Project. The City of Seguin will contract, monitor, and oversee these grant funds to Seguin Youth Services to provide for program staff and expenses to meet each project activity included in this application.

## **Performance Management :**

The YES project will utilize pre and post tests associated with the Botvin's Life Skills Training program, Rainbow Days, and Texas A&M program evaluation resources. The goal of this program is to reduce juvenile delinquency which will be measured annually through Juvenile Services data for each participant. Each project activity entails an output for paths to reach this initial and long-term goal. The effectiveness of the educational program for suspended students will focus on the number of students served and how many of those students are either suspended or referred to Alternative School for continued disciplinary problems upon returning to regular campuses. The efforts of teachers who tutor students for STAARS testing will be measured by the individual scores of those students who participated in at least 75% of the program, with those scores being recorded for past and current independent scores. The students referred to the YES program as a result of being a first offender through Juvenile Services, truancy court, or municipal court will be measured primarily for the percentage of those who recommit offenses, and those who voluntarily attend and complete at least 20 hours of services in the YES program. The vocational portion of this project will focus on maintaining data on youth served, projects completed, and number of hours each student participated. This project identifies the need for continued funding, not only for funding purposes, but ever more so for evaluation purposes. Professionals in the field of delinquency prevention are aware that the real measure of outcomes for program services is in the next few years of each students' lives, not on the participation in a program for a given time. It can be measured among those who continue services vs. those who refuse, but also by measuring those who may have completed, if they commit an offense a year or two later. While implementing current efforts to reduce crime, substance abuse, truancy and academic failure, the real outcome is in the future and how long these efforts have an affect on the youth served. The outcome measures of the YES program will result in the improvement of individual STAARS scores, the elimination of suspended students referred to Alternative School, the participation of at-risk youth in afterschool vocational and social activities, and that program youth are not referred to Juvenile Services, truancy court, or Municipal court after being engaged in these positive programs that are being made available to them. Parents and students served in this project will complete pre and post evaluation tests offered through Texas A&M grant resources. All aspects of the grant will track participants, attendance in each program, family involvement, and juvenile referrals to measure program effectiveness.

## **Data Management:**

Each student will complete an intake assessment that will include a current report card and STAARS test history. Program staff will identify through Juvenile Services and the school district any referrals and/or disciplinary incidents. Each program participant will be entered into a grant specific spreadsheet with initial data, each grade report, any referrals for attendance or behavior issues, and participation in program components. They are required to sign in each day and their attendance will be recorded as participating completely, partially, or next to none in the data management program for each month.

## **Target Group :**

This program will serve students who live in Seguin, Texas and attend Seguin ISD, focusing on youth ages 10-17 that are identified as: 1-3rd-8th grade students who have failed any STAARS test (40 students) 2-7th-9th grade students who have committed and Class C, first juvenile offense, or truancy (40 referrals, 30 served) 3-6th-8th grade students who have been suspended from school (40 students) 4-7th-11th grade students who are interested in vocational training afterschool (30 students) 5-6th grade students at two middle schools (600 students) 6-Students in the Juvenile Detention Facility (50 students) 7-Students in the Alternative School - (60) students) 6-3rd-5th and 7th-9th grade students who participate in Life Skills Training in afterschool programs (80 students) 7-Parents who are involved in reading time with students in our STAAR program (20 parents) 8-Parents who attend Family Empowerment Trainings (20 parents) 9-Parents and older teens to utilize program opportunities to get their GED, ESL, Job Training, and jobs (15 participants) 10-Students who receive mental health screenings, assessments, and/or counseling (25 students)

## **Evidence-Based Practices:**

The Executive Director of Seguin Youth Services conducted years of research for her dissertation that was specific to identifying risk factors that lead to juvenile delinquency. The determination and identification of each risk factor must implement proactive factors that are designed to incorporate proactive services. The five risk factors of juvenile crime is the individual, the family/home, their schools and peers, their neighborhood and situations, and the community. All five risk factors can be measured based on each youths' amount of exposure to crimes and substance abuse. Evidence-based practices are implemented to interfere with the normal path if no intervention is in place, expect no change. Every aspect of this program is to utilize effective tools to interrupt the current path, identify primary risk factor for each participant and start proactive efforts to eliminate each risk. Botvins' Life Skill

curriculum is effective is they attend all three years, so that effort is going to reduce substance abuse. One-on-One teacher to student tutoring will eliminate school failures. Students self-esteem, peer pressure, and community investment will come with ROPES training, team-building, community service and community activities, and local educational field trips.

## Project Activities Information

### Reserved

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#### Selected Project Activities:

| ACTIVITY                            | PERCENTAGE: | DESCRIPTION  |
|-------------------------------------|-------------|--|
| Diversion                           | 20.00       | The YES Project will accept referrals from Juvenile, Municipal, and Truancy courts for first offenses and/or informal probation. This program estimates 40 youth to be referred and will offer prevention services through a variety of the project activities to divert these 40 youth from committing a future offense.  |
| Job Training                        | 10.00       | The daily afterschool vocational component of the YES Project will offer 40 13-17 year old students, an opportunity to learn welding, computer skills, basic small engine repair, and introduction to construction. All kids enjoy the hands on experience to the skills may help immediately or in the future. All youth in the job training will be registered with Texas Workforce Commission Youth Program for college assistance and job training. Program staff will assist students in understanding and registering for trade school opportunities in our local area and will take students to visit local businesses.   |
| Professional Therapy and Counseling | 10.00       | A Licensed Mental Health professional is contracted in this project to identify and meet the needs of those youth with mental instability. In every aspect of juvenile needs, the assistance of mental services is brought up and seems to be a gap in prevention efforts. The weekly presence of a mental therapist is a great asset in this project and well as a new approach to family support services, which may allow families in home case management situations through CPS, foster care, grandparents as parents, etc. can be referred and involved in this program with no other obligations.   |
| School Based Delinquency Prevention | 50.00       | Our schools have spent the last decade focusing on state testing and kids in their seats. Our students are so far behind academically, but our schools lack discipline and accountability, and teachers need an outside resource to train our students. The Botvin Life Skill Training Program is one of the highest rated effective curriculums that is offered in the 6th grade and then followed up with booster sessions in the 7th and 8th grade. Therefore, effective implementation of the LST requires a trained coordinator that can be in our classrooms every day for three years. In addition, this project incorporates the LST sessions in an afterschool prevention program for 3rd-5th graders and high schoolers, as well as, in our Juvenile Detention facility and Alternative School. We need to teach these skills of dealing with peer pressure, anger, conflicts, etc. to expect our students to properly handle situations. The alternative to suspension program that is included in this proposal, will be a major component to school-based prevention as those students with disciplinary issues at school will have an opportunity to respond to consequences without the increased risk of juvenile delinquency and academic failure that follows along with home suspensions. |
| Substance Abuse                     | 10.00       | Botvin's Life Skills Training sessions were developed to prevent substance abuse, and that is the measure that has proved this to be an effective tool in the area of prevention. Youth can submit to drug testing and the SASSI Drug Assessment in all aspect of the YES Project and will be provided mental health services through the grant as needed. This will be a valuable resource in targeting youth experiencing substance abuse and not yet engaged. However, this one stop prevention program will assist all youth and families for any needs within the home, including therapy, rehabilitations and other resources.   |

Objective Output Measures

| <b>OUTPUT MEASURE</b>  | <b>TARGET LEVEL</b> |
|--|---------------------|
| Average length of stay in job training program (in days).                    | 30                  |
| Number of program materials developed.                                       | 1                   |
| Number of program youth referred.  | 40                  |
| Number of program youth screened / assessed.                                 | 40                  |
| Number of program youth served.  | 30                  |
| Number of program youth with formal psychological / psychiatric evaluations. | 3                   |

Objective Outcome Measures

| <b>OUTCOME MEASURE</b>   | <b>TARGET LEVEL</b> |
|--|---------------------|
| Number of program youth completing program requirements.                   | 800                 |
| Number of program youth complying with aftercare plan.                     | 10                  |
| Number of program youth employed.  | 10                  |
| Number of program youth exhibiting a decrease in substance use.            | 20                  |
| Number of program youth exhibiting an improvement in family relationships. | 100                 |
| Number of program youth exhibiting an improvement in school attendance.    | 40                  |
| Number of program youth exhibiting an improvement in social competencies.  | 800                 |
| Number of program youth exhibiting an increase in obtaining a GED.         | 5                   |
| Number of program youth exhibiting desired change in substance use.        | 600                 |
| Number of program youth suspended from school.                             | 40                  |
| Number of program youth who offend or reoffend.                            | 10                  |
| Number of program youth exhibiting an increase in job skills.              | 30                  |
| Percent change in school-related discipline incidents.                     | 86                  |

## Budget Details Information

### Budget Information by Budget Line Item:

| CATEGORY                              | SUB CATEGORY  | DESCRIPTION   | CJD         | CASH MATCH | IN-KIND MATCH | GPI    | TOTAL       | UNIT/% |
|---------------------------------------|---|---|-------------|------------|---------------|--------|-------------|--------|
| Contractual and Professional Services | Curriculum Development and/or Implementation Services | Life Skill Training Coordinator \$20,000.00 annual salary with 15% payroll taxes \$22,000 to conduct life skills and family support groups. To work in alternative suspension program.  | \$22,000.00 | \$0.00     | \$0.00        | \$0.00 | \$22,000.00 | 0      |
| Contractual and Professional Services | Curriculum Development and/or Implementation Services | Program Coordinator \$20 for 20 hours x 52 weeks \$20,800 for all aspects of this program for intake, oversight, teaching classes, teaching/assisting vocational classes, program evaluation, and daily data entry. Recruitment of volunteers and support. Conducts on the on-campus prevention services. Full responsibility for program development and effectiveness, ordering all educational materials, proper training, building supplies. \$20,800 x 15 % \$22,880 | \$22,880.00 | \$0.00     | \$0.00        | \$0.00 | \$22,880.00 | 0      |
| Contractual and Professional Services | Educational Specialist and/or Teacher                 | Certified Teachers for alternative education for tutoring STAARS students and those suspended students at \$15 x 20 hours x 36 weeks for \$15,600 x 2 teachers = \$31,200 x .15% payroll taxes for TOTAL \$34,320   | \$34,320.00 | \$0.00     | \$0.00        | \$0.00 | \$34,320.00 | 0      |

|  |  |  |             |        |        |        |             |   |
|--|--|--|-------------|--------|--------|--------|-------------|---|
| Contractual and Professional Services  | Educational Specialist and/or Teacher              | Vocational Instructor \$15/hour for 15 hours a week \$225 x 52 weeks=\$11,700 with 15% payroll taxes TOTAL \$12,870  | \$12,870.00 | \$0.00 | \$0.00 | \$0.00 | \$12,870.00 | 0 |
| Indirect Costs                         | Indirect Costs - Approved Rate                     | 2% approved indirect costs for the administration of the grant   | \$2,173.00  | \$0.00 | \$0.00 | \$0.00 | \$2,173.00  | 0 |
| Supplies and Direct Operating Expenses | Office Supplies (e.g., paper, postage, calculator) | An estimated budget of \$100 per month will be used to provide teachers with basic classroom materials (the agency will provide all educational supplies, dry erase, school supplies, etc). This budget will allow teachers to request and obtain educational materials needed for students. | \$1,200.00  | \$0.00 | \$0.00 | \$0.00 | \$1,200.00  | 0 |
| Supplies and Direct Operating Expenses | Presentation and/or Training Supplies              | The purchase of the math and reading student workbooks at \$15 each per 40 students (\$30 each student) \$1200.00  | \$1,200.00  | \$0.00 | \$0.00 | \$0.00 | \$1,200.00  | 0 |
| Supplies and Direct Operating Expenses | Presentation and/or Training Supplies              | 800 Life Skills Training workbooks at \$10 each student \$8000.00  | \$8,000.00  | \$0.00 | \$0.00 | \$0.00 | \$8,000.00  | 0 |
| Supplies and Direct Operating Expenses | Presentation and/or Training Supplies              | The Vocational program will operate on a minimal budget for small projects for the first semester, and then will include the construction of four major projects with a budget of \$3,000.00.  | \$3,000.00  | \$0.00 | \$0.00 | \$0.00 | \$3,000.00  | 0 |
| Equipment                              | Shop or Classroom                                  | The applicant has welding  | \$1,000.00  | \$0.00 | \$0.00 | \$0.00 | \$1,000.00  | 1 |

|                                       |  |   |            |        |        |        |            |   |  |
|---------------------------------------|--|---|------------|--------|--------|--------|------------|---|--|
|                                       | Tools (e.g., welding equipment, hand tools, machine tools, measuring tools, etc.)          | equipment, basic hand, measuring, and machine tools, but will require welding supplies ( helmet, safety glasses, rods, and gloves) estimated at \$500. The youth will be taught some machine work utilizing a plasma cutter at a cost of \$500.00 |            |        |        |        |            |   |  |
| Contractual and Professional Services | Substance Abuse-Related Case Management, Counseling, Outpatient, and/or Treatment Services | Mental Health Professional estimated 4 hours per week at \$15.00/hour, \$60 x 36 weeks = \$2160   | \$2,160.00 | \$0.00 | \$0.00 | \$0.00 | \$2,160.00 | 0 |  |

## Budget Summary Information

### Budget Summary Information by Budget Category:

| CATEGORY                               | CJD         | CASH MATCH | IN-KIND MATCH | GPI    | TOTAL       |
|--|-------------|------------|---------------|--------|-------------|
| Contractual and Professional Services  | \$94,230.00 | \$0.00     | \$0.00        | \$0.00 | \$94,230.00 |
| Equipment                              | \$1,000.00  | \$0.00     | \$0.00        | \$0.00 | \$1,000.00  |
| Indirect Costs                         | \$2,173.00  | \$0.00     | \$0.00        | \$0.00 | \$2,173.00  |
| Supplies and Direct Operating Expenses | \$13,400.00 | \$0.00     | \$0.00        | \$0.00 | \$13,400.00 |

### Budget Grand Total Information:

| CJD          | CASH MATCH | IN-KIND MATCH | GPI    | TOTAL        |
|--------------|------------|---------------|--------|--------------|
| \$110,803.00 | \$0.00     | \$0.00        | \$0.00 | \$110,803.00 |

