

AGREEMENT

THIS AGREEMENT, made and entered into on this ____ day of _____, 2014, by and between **LEXINGTON-FAYETTE URBAN COUNTY GOVERNMENT**, an urban county government pursuant to KRS Chapter 67A, and located at 200 East Main Street, Lexington, Fayette County, Kentucky 40507 (hereinafter referred to as "GOVERNMENT"), and **BOARD OF EDUCATION OF FAYETTE COUNTY, KENTUCKY** (hereinafter referred to as "CONTRACTOR").

WHEREAS, GOVERNMENT, has been awarded federal funds from the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance on behalf of the United States Attorney Eastern District of Kentucky for implementation of the 2009 Project Safe Neighborhood project (Grant # 2011-GP-BX-0027);

WHEREAS, GOVERNMENT has been certified as fiscal agent for the herein described project;

WHEREAS, GOVERNMENT has issued Request for Proposals #15-2012 for provision of services that will reduce violence in schools and prevent youth participation in gang activities;

WHEREAS, CONTRACTOR has submitted a proposal for continuation of the Motivated All Day Everyday (M.A.D.E.) a gang-prevention and positive behavior instruction program targeted at students twelve to fourteen years old ;

WHEREAS, the Project Safe Neighborhoods Advisory Committee has selected the CONTRACTOR to perform the herein described service;

WHEREAS, the GOVERNMENT'S responsibility for ensuring compliance with all grant requirements necessitates a written agreement with the CONTRACTOR;

NOW, THEREFORE, in consideration of the foregoing and mutually agreed upon promises, conditions, and covenants hereinafter set forth, pursuant to grant requirements, the parties hereto agree as follows:

I. SCOPE OF SERVICES

A. Scope of Work

CONTRACTOR agrees to provide the services as submitted in its proposal submitted in response to RFP #15-2012. A description of these services is attached as Exhibit A.

CONTRACTOR agrees to coordinate work with the United States Attorney Eastern District of Kentucky and the Project Safe Neighborhood Task Force.

B. Reporting

The CONTRACTOR shall be responsible for submission of a semiannual progress report to the GOVERNMENT. The CONTRACTOR shall prepare semiannual progress reports that include narrative on the progress made in accomplishing the Scope of Work. Semiannual progress reports are due fifteen days after the end of the reporting periods, which are June 30 and December 31, for the life of the award.

C. Performance Monitoring

The GOVERNMENT may monitor the performance of the CONTRACTOR under the terms of the Agreement. Substandard performance as determined by the GOVERNMENT shall constitute noncompliance with the Agreement. If action to correct such substandard performance is not taken by the CONTRACTOR within a reasonable period of time after being notified by the

GOVERNMENT, Agreement suspension or termination procedures will be initiated.

II. TIME OF PERFORMANCE

The term of this Agreement shall be July 1, 2013, through June 30, 2014.

III. USE OF FEDERAL FUNDS

Federal funds from the Bureau of Justice Assistance/Office of Justice Programs/ U.S. Department of Justice in the amount of \$20,000 is available to provide for costs as described in the CONTRACTOR'S approved budget-Exhibit A.

IV. PAYMENT

It is expressly agreed and understood that the maximum amount to be paid by the GOVERNMENT under this Agreement shall not exceed \$20,000. The CONTRACTOR shall invoice the GOVERNMENT monthly for the reimbursement of actual expenditures incurred. CONTRACTOR'S invoice must be for the expenses in the approved budget. CONTRACTOR'S invoice must include copies of payroll registers and signed timesheets for personnel costs, and copies of all other invoices for goods and services.. CONTRACTOR must provide documentation of the costs of all fringe benefits for which it is requesting reimbursement.

V. NOTICES

All notices hereunder shall be sufficiently given and shall be deemed given when delivered or mailed by certified mail, postage prepaid, return receipt requested, to the parties at their respective addresses as first set out herein.

VI. ADMINISTRATIVE REQUIREMENTS

A. Financial Management

The CONTRACTOR agrees to administer its program in accordance with the guidelines in the OJP Financial Guide, OMB Circular A-102 "Grants and Cooperative Agreements with State and Local Governments," OMB Circular A-87 "Cost Principles for State, Local, and Indian Tribal Governments,," and OMB Circular A-133 "Audits of States, Local Governments and Non-Profit Institutions." All regulations are made a part of this Agreement by reference.

B. Documentation and Record-Keeping

1. Records to be Maintained

The CONTRACTOR shall maintain all records required by the federal regulations specified in the OJP Financial Guide, OMB Circulars, and the Terms and Conditions of the Grant Award. Such records shall include but not be limited to:

- a. Records providing a full description of each activity undertaken;
- b. Financial records as required by the OJP Financial Guide.

2. Retention

In accordance with regulations, the CONTRACTOR shall retain all records pertinent to expenditures incurred under this Agreement for a period of three (3) years after the termination of all activities funded under this Agreement. Records of non-expendable property acquired with funds under this Agreement shall be retained for three (3) years after final disposition of such property. Notwithstanding the above, if there is litigation, claims, audits,

negotiations or other actions that involve any of the records cited and that have started before the expiration of the three-year period, then such records must be retained until completion of the actions and resolution of all issues, or the expiration of the three-year period, whichever occurs later.

3. Close-outs

The CONTRACTOR'S obligation to the GOVERNMENT shall not end until all close-out requirements are completed. Activities during this close-out period shall include, but are not limited to: making final payments, disposing of program assets (including the return of all unused materials, equipment, unspent cash advances, program income balances, and accounts receivable to the GOVERNMENT) and determining the custodianship of records.

4. Audits and Inspections

All CONTRACTOR records with respect to any matters covered by this Agreement shall be made available to the GOVERNMENT, grantor agency, their designees or the federal government, at any time during normal business hours, as often as the GOVERNMENT or grantor agency deems necessary, to audit, examine, and make excerpts or transcripts of all relevant data. Any deficiencies noted in audit reports must be fully cleared by the CONTRACTOR within 30 days after receipt by the CONTRACTOR. Failure of the CONTRACTOR to comply with the above audit requirements will constitute a violation of this Agreement and may result in the withholding of the future payments. The CONTRACTOR hereby agrees to have an annual agency audit conducted in accordance with current GOVERNMENT policy concerning CONTRACTOR audits and, as applicable, OMB Circular A-133. Copy of Audit shall be submitted to the GOVERNMENT within 30 days of completion.

C. Procurement

The CONTRACTOR shall procure all materials, property, or services in accordance with the requirements of the OJP Financial Guide and OMB Circular A-110.

VII. PERSONNEL AND PARTICIPANT CONDITIONS

A. Civil Rights

1. Compliance

The CONTRACTOR agrees to comply with Title VI of the Civil Rights Act of 1964 as amended, Title VIII of the Civil Rights Act of 1968, as amended, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, Executive Order 11063, and with Executive Order 11246 as amended by Executive Order 11375 and as supplemented in Department of Labor regulations (41 CFR chapter 60).

The CONTRACTOR agrees that no person shall on the ground of race, color, creed, religion, sex, age, handicap, disability, ancestry, national origin, marital status, familial status, or any other basis prohibited by applicable law be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity funded under this agreement.

2. Nondiscrimination

The CONTRACTOR agrees to comply with Title VII of the Civil Rights Act of 1964 as amended. The CONTRACTOR will not discriminate against any employee or applicant for employment because of race, color, creed, religion, ancestry, national origin, sex, disability or other handicap, age, marital/familial status, or status with regard to public assistance. The CONTRACTOR will take affirmative action to insure that all employment practices are free from such discrimination. Such employment practices include but are not limited to the following: hiring, upgrading, demotion, transfer, recruitment, advertising, layoff, termination, rates of pay or other forms of compensation, and selection of training, including apprenticeship. The CONTRACTOR agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the contracting agency setting forth the provisions of this nondiscrimination clause.

3. Section 504

The CONTRACTOR agrees to comply with any federal regulations issued pursuant to compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 706), which prohibits discrimination against the handicapped in any federally assisted program.

B. Affirmative Action

1. Approved Plan

The CONTRACTOR agrees that it shall be committed to carry out pursuant to the GOVERNMENT'S specifications an Affirmative Action Program in keeping with the principles as provided in President's Executive Order 11246 of September 24, 1965. The GOVERNMENT shall provide Affirmative Action guidelines to the CONTRACTOR to assist in the formulation of such program.

2. W/MBE

The CONTRACTOR will use its best efforts to afford minority- and women-owned business enterprises the maximum practicable opportunity to participate in the performance of this Agreement. As used in this Agreement, the term "minority and female business enterprise" means a business at least fifty-one (51) percent owned and controlled by minority group members or women. For the purpose of this definition, "minority group members" are African-Americans, Spanish-speaking, Spanish surnamed or Spanish-heritage Americans, Asian-Americans, and American Indians. The CONTRACTOR may rely on written representations by businesses regarding their status as minority and female business enterprises in lieu of an independent investigation.

3. EEO/AA Statement

The CONTRACTOR will, in all solicitations or advertisements for employees placed or on behalf of the CONTRACTOR, state that it is an Equal Opportunity or Affirmative Action employer.

4. Subcontract Provisions

The CONTRACTOR will include the provisions of Paragraphs VII A, Civil Rights, and B, Affirmative Action, in every subcontract or purchase order, specifically or by reference, so that such provisions will be binding upon each of its own subcontractors. CONTRACTOR shall also obtain written

certification from all its subcontractors that they are in compliance with Executive Order 12549 on Debarment and Suspension.

C. Privacy

CONTRACTOR agrees to comply with all confidentiality requirements of 42 U.S.C. section 3789g and 28 C.F.R. Part 22 that are applicable to collection, use, and revelation of data or information. CONTRACTOR further agrees to submit a Privacy Certificate that is in accord with requirements of 28 C.F.R. Part 22 and, in particular, section 22.23.

VIII. GENERAL CONDITIONS

- A. The CONTRACTOR agrees to comply with the requirements of OJP Financial Guide and also agrees to comply with all other applicable federal, state, and local laws, regulations, and policies governing the operation of hereindescribed grant-supported services.
- B. The CONTRACTOR agrees to defend, indemnify, and hold harmless GOVERNMENT from any and all losses or claims of whatever kind, that are in any way incidental to, or connected with, or that arise or alleged to have arisen, directly or indirectly, in whole or in part, from the execution, performance, or breach of this agreement by CONTRACTOR, including any environmental problems, including, without limitation, soil and/or water contamination, and remedial investigations and feasibility studies thereof, which exist at or prior to the agreement commencement date, regardless of when such losses or claims are made or incurred. This indemnity agreement shall in no way be limited by any financial responsibility, or loss control requirements below, and shall survive the termination of this agreement;

For the purposes of this Indemnity Provision:

1. The word "defend" includes, but is not limited to, investigating, handling, responding to, resisting, providing a defense for, and defending claims, at CONTRACTOR'S expense, using attorneys approved in writing by GOVERNMENT, which approval shall not be unreasonably withheld.
 2. The word "claims" includes, but is not limited to, claims, demands, liens, suits, notices of violation from Governmental agencies, and other causes of action of whatever kind.
 3. The word "losses" includes, but is not limited to: attorney fees and expenses; costs of litigation; court or administrative costs; judgments; fines; penalties; interest; all environmental cleanups and remediation costs of whatever kind; and any liability arising from death, injury, or damage of any kind, to any person, including employees and agents of CONTRACTOR and GOVERNMENT, and damage to, or destruction of, any property, including the property of GOVERNMENT.
- C. The CONTRACTOR shall provide Workers' Compensation insurance coverage for all its employees involved in the performance of this Agreement.
- D. This Agreement, or any part hereof, may be amended from time to time hereafter only in writing executed by the GOVERNMENT and the CONTRACTOR.

E. This Agreement, in accordance with 28 CFR 66.43 can be terminated if CONTRACTOR fails to comply with any term of the award. This Agreement may be terminated for convenience in accordance with 28 CFR 66.44 upon written notice by the GOVERNMENT.

F. GOVERNMENT and the CONTRACTOR each binds himself and his partners, successors, executors, administrators, assigns, and legal representatives of such other party, in respect to all covenants, agreements, and obligations of the Agreement.

G. Prohibited Activity

The CONTRACTOR is prohibited from using funds provided herein or personnel employed in the administration of the program for political activities, sectarian or religious activities, lobbying, political patronage, and nepotism activities.

H. Drug Free Workplace

The CONTRACTOR shall administer a policy designed to ensure that the CONTRACTOR is free from the illegal use, possession, or distribution of drugs or alcohol by its employees and beneficiaries.

I. Assignability

The CONTRACTOR shall not assign or transfer any interest in this Agreement without the prior written consent of the GOVERNMENT thereto; provided, however, that claims for money due or to become due to the GOVERNMENT under this Agreement may be assigned to a bank, trust company, or other financial institution without such approval. Notice of any such assignment or transfer shall be furnished promptly to the GOVERNMENT.

J. Subcontracts

a. Approvals

The CONTRACTOR shall not enter into any subcontracts with any agency or individual in the performance of this Agreement without the written consent of the GOVERNMENT prior to the execution of such agreement.

b. Monitoring

The CONTRACTOR will monitor all subcontracted services on a regular basis to assure compliance with this Agreement. Results of monitoring efforts shall be summarized in written reports and supported with documented evidence of follow-up actions taken to correct areas of noncompliance.

c. Content

The CONTRACTOR shall cause all of the provisions of this Agreement in its entirety to be included in and made a part of any subcontract executed in the performance of this Agreement.

d. Selection Process

The CONTRACTOR shall undertake to insure that all subcontracts let in the performance of this Agreement shall be awarded on a fair and open competition basis. Executed copies of all subcontracts shall be forwarded to the Grantee along with documentation concerning the selection process.

K. Hatch Act

The CONTRACTOR agrees that no funds provided, nor personnel employed under this Agreement, shall be in any way or to any extent engaged in the conduct of political activities in violation of Chapter 15 of Title V United States Code.

L. Conflict of Interest

The CONTRACTOR agrees to abide by the provisions of 45 CFR 74.42 with respect to conflicts of interest, and covenants that it will maintain written standards of conduct governing the performance of its employees engaged in the administration of this Agreement.

M. Lobbying

The CONTRACTOR hereby certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of it, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, it will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. It will require that the language of paragraph (d) of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all contractors shall certify and disclose accordingly; and
- d. Lobbying Certification - Paragraph d

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

N. Copyright

If this Agreement results in any copyrightable material or inventions, the GOVERNMENT and/or grantor agency reserves the right to royalty-free, non-exclusive and irrevocable license to reproduce, publish or otherwise use and to authorize others to use, the work or materials for government purposes.

O. Religious Organization

The CONTRACTOR agrees that funds provided under this Agreement will not be used for religious activities, to promote religious interests, or for the benefit of a religious organization in accordance with federal regulations.

P. Suspension and Debarment

The CONTRACTOR certifies, in accordance with Executive Order 12549 (Debarment and Suspension February 18, 1986) that to the best of its knowledge and belief, that it, its principals, and its subcontractors:

Are not presently debarred, suspended, proposed for debarment, declared negligible, or voluntarily excluded from covered transactions or contract by and Federal department or agency for noncompliance with the Federal Labor Standards, Title VI of the Civil Rights Act of 1964 as amended, Executive Order 11246 as amended or any other federal law;

- a. Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- b. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (a) of this certification; and
- c. Have not within a three-year period preceding this proposal had one or more public (Federal, State, or local) transactions or contracts terminated for cause or default.

IN WITNESS WHEREOF, the parties executed this Agreement the day, month, and year above written.

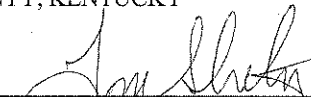

LEXINGTON-FAYETTE URBAN COUNTY
GOVERNMENT

Jim Gray, Mayor

ATTEST:

Clerk of Urban County Council

BOARD OF EDUCATION OF FAYETTE
COUNTY, KENTUCKY

BY:  
Authorized Signature

Tom Shetton
Printed Name

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Project Safe Neighborhoods Grant
Fayette County Public Schools
2011-GP-BX-0027
2013-2014 School Year

ORIGINAL NARRATIVE:

Funding is requested for the Fayette County Public Schools' continuation of the Motivated All Day Everyday (M.A.D.E.) program, a local adaption of the Peers Organized to Support Student Excellence (P.O.S.S.E.) program, developed by Ossco Bolton. The M.A.D.E. program teaches gang identification and awareness; warning signs for teachers and parents; conflict resolution and violence prevention; and diverse aspects of self-actualization. Program data indicate positive impacts on participating students.

M.A.D.E. (Motivated All Day Everyday) is a gang-prevention and positive behavior instruction program targeted at students twelve to fourteen years old. Research shows many gang initiations and formal criminal behavior begins in middle school.

The program consists of a number of activities, with two primary components, mentoring and counseling. Mentors, many of them volunteers, meet with these students, along with school counselors, in weekly, two-hour group meetings led by Mr. Quincy Murdock, Behavioral Intervention Specialist at the Academy. (The mentors are never alone with students; all meetings occur within a group context.) Budget is as follows:

\$15,800 Urban League for services of a Gang Prevention Specialist

\$4,200 Student Transportation for educational/team-building field trips

The Fayette County Public School (FCPS) District and the Martin Luther King (MLK) Academy for Excellence are requesting full funding (\$20,000) from the Lexington-Fayette Urban County Government under the United States Department of Justice's Project Safe Neighborhood program (2011-GP-BX-0027) to continue the school-based gang prevention mentoring program,

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a local adaption of the Peers Organized to Support Student Excellence (P.O.S.S.E.) program, developed by Ossco Bolton. It teaches gang identification and awareness; warning signs for teachers and parents; conflict resolution and violence prevention; and diverse aspects of spirituality and self-actualization. Program data indicate positive impacts on participating students.

The MLK Academy school-based gang intervention program meets with targeted students on a weekly basis at Bryan Station, Winburn, Leestown, & Crawford Middle Schools and at Tates Creek & Bryan Station High Schools. The program focuses its curriculum and small group therapy sessions on gang-prevention, violence prevention, community crisis response, and positive behavior instruction which initially targeted students twelve to fourteen years old. Due to demand and matriculation of students it has expanded to provide continuing support to students through their high school years. Research shows many gang initiations and formal criminal behavior begin in middle school. The Office of Juvenile Justice and Delinquency Prevention provides the following research regarding middle-school aged youth in regards to gang membership.

These programs need to address the risk factors for gang membership by providing protective factors in order to strengthen a youth's resilience toward gang involvement. Second, because youths who join gangs tend to possess a great need for "belonging" at about age 13, join 6 months later, and have criminal records by the time they are 14, research indicates that programs have a window of opportunity for when effective prevention is best used. This "underscores the need for effective gang-resistance education programs and other primary and secondary prevention and intervention initiatives directed at preteens, especially those prone to delinquent and violent behavior" (Huff, 1998).

(<http://www.ojjdp.gov/mpg/progTypesGangPrevention.aspx>)

The Social Development Research Group conducted longitudinal investigations of school connectedness and school bonding as effective ways to “promote healthy development and to prevent problem behaviors” (Catalano, Haggerty, Oesterle, et al, 2004). School-based gang

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intervention programs are very successful because they are the one place where current and potential gang members congregate and are in a safety zone. School-based gang intervention programs help to curb the stem of violence not only during the school day but in the community as well.

The program has proven to be successful in working with local students in both the school setting and in the *Educational Safe Houses* program. [The *Educational Safe Houses* is an out-of-school-time academic/enrichment/social program that provides safe, supervised, gang-free, drug-free and violence-free out-of-school environments and is funded via 21st Century Community Learning Centers grants (U.S. Dept of Education)] Program data from 2010-11 indicate positive impacts on participating students. According to school data, participating students experienced an increase in GPA each of the four quarters of the year, with the average first quarter GPA being 2.17 and the average fourth quarter GPA being 2.49. It is important to note that student attendance and behaviors during the 2009-2010 school were similar to those in the 2010-2011 school year. This suggests that targeted students did not increase their previous negative school behaviors, which typically escalates as these high risk students age and become more likely to participate in gang activity and associated negative behaviors. The evaluation of the 2012-13 program, examining academic, attendance, and behavioral data is in process.

The critical components of this request are mentoring and counseling. MLK Academy contracts with the Lexington Urban League to provide a **gang-prevention specialist** to assist with the group therapy sessions held during the school day. The gang-prevention specialist, is a former Crips gang member, and has an essential role in the program (*please reference his vita at the end of this document*). This former gang member is able to relate to the issues young people are facing and works to persuade them to take advantage of positive opportunities that

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will give them a future outside of gang life. He has a unique insight into gang recruitment, composition, and criminal activities and is able to provide an authentic version of the dangers of gang life; due to his prior gang involvement, he has a high level of credibility with students. Having successfully left the Crips, he is invested in the local community, knowledgeable about its culture and issues that escalate violence and gang activity, and has an intimate knowledge of local/regional gang culture. He works closely with Quincy Murdock, Clinical Social Worker (CSW) employed by the MLK Academy/FCPS District to implement the program's holistic curriculum (developed by the CSW) that addresses the reasons, glorification, and criminal activities of the gang culture. His intimate knowledge of neighborhood and community dynamics, local gang signs and affiliations, and the people in the gang hierarchy is critical in conducting school and community-based mediations and tailoring group sessions to address gang- and suspected gang-related community incidents.

The Clinical Social Worker provides supervision, mental health counseling and crisis response. In addition, a partnership with the Fayette County Attorney's Office provides personnel to present a law enforcement viewpoint to complement the perspective of former gang members. (All meetings occur within a group context, there are no one-on-one interactions.) The gang and community violence intervention program is in great demand by school administrators and students. Much of its strength lies in the multiple perspectives provided for students and the credibility of the adults implementing the program.

The program staff (**gang-prevention specialist**, law enforcement, and the school-based Clinical Social Worker) are accessible and have developed relationships with targeted students, allowing them to be effective in assisting with school mediations, crisis response during and out-of-school time, behavioral, and academic interventions in addition to the weekly group sessions.

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For example, the Clinical Social Worker and the **gang-prevention specialist** provide crisis response sessions when gang- and suspected gang-related violence and death occur in the community to help prevent retaliation. In addition to implementing the curriculum, the staff members provide training to high school participants to promote conflict resolution, provide interventions to help students stay away from gang activity/gang violence, and promote awareness of the negative influences within pop culture and the media. Program staff members also work with participating high school students to provide leadership training to middle school students involved in the program as a way to promote a positive and well organized peer group.

During the 2012-2013 school years, 106 hour-long sessions were held, serving over 120 unique students, with an annual average of 10 contacts per student (sign-in sheets document each student attendance at each session). The program is successful with stabilizing school behaviors, violence, and improving grades of participating students, which gives students more educational and career options. Due to the success of the program and the continued interest from parents, school administration, the program plans to continue during the 2013-2014 school year pending full award approval.

Students and staff from the Urban League will participate in a **Leadership and Team Building Retreat** held at the local Bluegrass Christian Camp. While owned by a faith-based organization, the facility is used by many local and regional secular, civic, and governmental organizations for leadership and team building retreats. **No religious activities take place during the Leadership and Team Building Retreat.** Camp personnel provide support to the program staff by assisting with activities, using the Camp's equipment and facilities, and by serving as chaperones for the Retreat.

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In November 2010, President Obama signed the Executive Order *Fundamental Principles and Policymaking Criteria for Partnerships with Faith-Based and Other Neighborhood Organizations*. Section 2 (g) is relevant to this proposal:

(g) Faith-based organizations should be eligible to compete for Federal financial assistance used to support social service programs and to participate fully in the social service programs supported with Federal financial assistance without impairing their independence, autonomy, expression outside the programs in question, or religious character.

Accordingly, a faith-based organization that applies for, or participates in, a social service program supported with Federal financial assistance may retain its independence and may continue to carry out its mission, including the definition, development, practice, and expression of its religious beliefs, **provided that it does not use direct Federal financial assistance that it receives (including through a prime award or sub-award) to support or engage in any explicitly religious activities (including activities that involve overt religious content such as worship, religious instruction, or proselytization), or in any other manner prohibited by law.** Among other things, faith-based organizations that receive Federal financial assistance may use their facilities to provide social services supported with Federal financial assistance, without removing or altering religious art, icons, scriptures, or other symbols from these facilities. In addition, a faith-based organization that applies for, or participates in, a social service program supported with Federal financial assistance may retain religious terms in its name, select its board members on a religious basis, and include religious references in its organization's mission statements and other chartering or governing documents.

Students involved in gang activity are often promising leaders and need positive opportunities and training to channel this innate leadership ability away from gang membership. Program participants participate in team building, trust exercises, and high/low ropes courses in a rural, outdoor setting. Students are engaged in positive activities outside of their familiar urban surrounding for an experience at the retreat.

In the intimate atmosphere of the Leadership and Team Building Retreat, discussions with the participating students focus on what it means to mature as a man and challenge these young men to rise above their circumstances. Program staff members, including local law

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enforcement, the School Clinical Social Worker, school Principals, and the gang-prevention specialist help destroy relational barriers common to students as a result of their gang membership or affiliation (budding or actual). The intense schedule of challenge activities and time with positive mentors challenge and encourage participants to make positive decisions in their schools and communities. Camp personnel collaborate with program staff to reinforce the violence/gang intervention curriculum that is being taught in the weekly sessions. Participants are partnered with trained male mentors, including ones from the school system, the Lexington Urban League, the local police department and Fayette County Attorney's Office during every minute of the retreat. The leadership and team building training, conducted alongside law enforcement, helps to build relationships and trust amongst the entire group and helps to build an alliance between young people and the police. The different encounters in the challenge courses provide valuable life training that is impossible to replicate in any classroom. There is time built into the schedule to challenge the participants to higher leadership and team building skills, which will help bond the students together and build a positive peer group. The teambuilding and leadership training is paramount to creating young people who have the courage, strength, and ability to withstand gang recruitment and participation. The Leadership and Team Building Retreat experience is an effective intervention to instill confidence in these young men and help them to reject the gang life. The goal is that each middle school student will have the opportunity to participate in leadership and team building activities at the retreat.

Leadership and Team Building Retreats Sample Agenda

9:00: Arrive at Camp
9:00-9:45: Introductions and ICE Breakers
9:45: Low Ropes Team Building Exercises
10:15: The Octagon with police department

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12:30: Mentoring Session
1:30: Leadership & Team Obstacle Course
2:45: Depart Camp

Low Ropes is a series of ground-level problem-solving initiatives in the woods designed to encourage creative thinking, productive communication, and building trust with others. Program participants are encouraged to write down their thoughts of how the low course went and express their thought about teamwork, communication, and trust.

The Octagon, which is included in Low Ropes Course is when participants get inside the octagon-shaped zone and use an activity ball to try to get the other participants out. It's very popular with youth groups and children and promotes teambuilding, collaboration, and communication skills.

The Low Ropes, Octagon, and Team Obstacle Course are tied to the following KY Core Academic Standards:

KY Core Academic Standards (2010) areas: KY Core Academic Standards areas: Personal Wellness: Primary-High School: 2.31, 2.32, 4.1, 4.4, 5.1, 5.4; Writing Standards: Primary-Intermediate #5.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

4.1 Students effectively use interpersonal skills.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5. Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

Writing Standards:

Primary-Intermediate

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen

The **Muhammad Ali Center** is an interactive, state-of-the-art museum and educational center dedicated to his legacy and cultural impact in the heart of his home town. High School participants will visit the Ali Center to learn about one of the world's most inspiring figures and his inspirational story. The center has exhibits that showcase the core values of Ali's life, including: respect, confidence, conviction, dedication, and giving.

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The Center provides a number of educational programs for its curriculum-based guided tours. Information from the Center's website (<http://alicenter.org/>) provides the following information:

These interactive field trip experiences are aligned with Kentucky and Indiana Core Content Standards and are developed for specific grade levels. During a visit, groups will receive 45 to 60 minutes of classroom instruction and 60 minutes of activities and exploration of the Muhammad Ali Center's exhibits. In addition, we offer pre- and post-visit lessons and teacher resources.

High School Students [as a part of the Center's Civics Curriculum guided tour]:

- Will explore Muhammad Ali's six core values and will learn how each applies to their lives.
- Can identify rights and responsibilities of American citizens.
- Will leave with the knowledge and tools to be responsible citizens of their communities, states, nation and the world.
- Kentucky Core Content-Social Studies: SS-HS-1.1.2, SS-HS-1.3.2, SS-HS-1.3.3

The core values at the Ali Center mirror the program's curriculum and will reinforce the core values of nonviolence, social justice, and humanitarianism which are age appropriate topics for discussion at the high school level. It is the goal of the program that each high school student would visit the Muhammad Ali Center, with targeted classroom discussion that explores the themes above in more detail.

Budget

The FCPS District and the MLK Academy requests that the \$20,000 in funds as outlined in the original Project Safe Neighborhoods Grant RFP 15-2012 be awarded so that the school-based gang intervention program can continue to steer targeted youth away from gang membership while promoting school connectedness, academic achievement, and good behavioral choices. Funds will be utilized to continue the contract with the Urban League to provide the **gang-prevention specialist** (the former gang member), provide the Leadership and Team

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Building Retreat, and provide an educational field trip to the Muhammad Ali Center. Detailed budgets for these activities follow.

*Please note: The original narrative regarding contracting with the Urban League to train mentors was partially incorrect; it should state that the district will contract with the Urban League to provide the services of the **gang-prevention specialist** (the former gang member who has credibility with the targeted students).*

Project Safe Neighborhoods Budget

Urban League gang-prevention specialist :	\$15,800
Leadership and Team Building Retreat Trips (3)	\$3400
Muhammad Ali Center Educational Field Trip	\$800
Total	\$20,000

BUDGET DETAIL

Urban League **Gang-prevention specialist**:

	Hours worked by contracted Mentor	Number of sessions held	Projected number of students (duplicated)	Projected monthly budget for Project Safe Neighborhoods Grant
September	80	24	200	\$2000
October	75	21	175	\$1875
November	70	20	160	\$1750
December	45	12	115	\$1125
January	90	27	225	\$2250
February	80	24	200	\$2000
March	80	24	200	\$2000
April	65	18	150	\$1625
May	47	12	115	\$1175
Total	630	158	1540	\$15,800

The District pays the Urban League \$25 per hour for the services of the **gang-prevention specialist**. The Urban League pays the **gang-prevention specialist** \$20 per hour and retains the additional \$5 per hour to pay for ongoing supervision of the **gang-prevention specialist**.

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Leadership & Team Building Retreats

Date	Participating school / Number of students	Cost per unit	Total Cost
September 27, 2013	Winburn Middle 25 students	\$40 per student	\$1000
October 25, 2013	Leestown Middle 20 students	\$40 per student	\$800
November 15, 2013	Crawford and Bryan Station Middle 20 students	\$40 per student	\$800
Roundtrip bus transportation for three trips - provided using school buses through the Fayette County Public School District's Department of Transportation. Cost includes bus mileage fee and cost of driver. FCPS Transportation Cost Calculations: \$27.00 an hour for a driver (calculated at an average overtime rate). \$2.00 per mile charge for the school bus includes cost of fuel.		\$266 per trip	\$800
Total for facility use fees and roundtrip transportation			\$3400
The \$40 per student cost covers the cost of the Camp's staff working with students, food, and use of camp facilities including the high/low ropes leadership building equipment, as well as liability insurance for the camp. NO religious activities are held during the retreat.			

Muhammad Ali Center Educational Field Trip

Tates Creek and Bryan Station 40 students at \$5.00 per student Admission Fee	\$200
Roundtrip bus transportation from Lexington, KY to Louisville, KY - provided using school buses through the Fayette County Public School District's Department of Transportation. Cost includes bus mileage fee and cost of driver. FCPS Transportation Cost Calculations: \$27.00 an hour for a driver (calculated at an average overtime rate). \$2.00 per mile charge for the school bus includes cost of fuel.	\$600
Muhammad Ali Center Trip Total	\$800

Gang Prevention Mentoring Curriculum

Sessions meet weekly for one hour: sign-in sheets document each student attendance at each session.

Week 1: Breakdown, Phase 1---Tombstone Exercise

Objectives: Students will learn techniques for expressing and processing emotions. This exercise helps students deal with emotions in a therapeutic manner in lieu of seeking out gang membership to develop community. After the exercise is completed, the students all realize that they are emotional about someone/something. The exercise promotes trust, openness, and safety amongst group members.

Activity: Students pick a person that they really love and put that person's name on the board. Go through each student and have them list the names before the activity is started. Facilitators/program staff members ask students several leading questions to encourage students to tell positive attributes about that person verbally. Facilitators draw a tombstone around the name. The facilitator tells the student that the person is at UK hospital and they have been in a tragic accident. The facilitator tells the student to speak to the loved one like they only have five minutes to live. The students will talk about their feelings, regrets, grudges, etc. Program staff members / mentors may need to coach student through expression of feelings and help draw out emotions. The program staff facilitates a discussion where students discuss their feelings in a group setting. Erase the tombstone and draw a heart around the name to show that the person is still alive and that you love her/him. Encourage students to make positive decisions and action to show the person in the heart how much they are cared about.

Week 2: Breakdown, Phase 1---Releasing Hostages Exercise

Objective: Students will learn techniques for releasing anger, hostility, and grudges. Students learn conflict resolution skills that help to deter gang membership.

Activity: Students participate in an exercise where they discuss the meaning of a hostage. The mentor can discuss and highlight historical hostage situations. The mentor facilitates a discussion about what it takes to keep a hostage alive, i.e. food, water, energy, etc. Program staff members make a parallel about how anger can take people hostage using culturally appropriate/pop culture examples. They then ask the students if they are angry at anyone or anything. Encourage each student to participate on a general level, no specifics. Program staff members facilitate a conversation amongst students about how much energy is being wasted when you let anger take you hostage. By releasing the anger, you free up energy for positive action.

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Week 3: Breakdown, Phase 1—Circle Exercise

Objective: Students will learn how their behavior affects others.

Activity: Students participate in the circle exercise. They draw a circle on a piece of paper and start listing people who are in their inner circle, i.e. friends, family, classmates that love you. Program staff members facilitate a discussion where each student has an opportunity to talk about how their positive and/or negative behavior impacts people in their inner circle. Program staff members draw parallels between this exercise and the first two exercises. Premise—Love is an action word and your positive behavior demonstrates it. Show your loved ones your feelings instead of just telling them. Students learn the destructive path of gang activity as they begin to understand how each violent action in a community is related.

Week 4: Breakdown, Phase 1—Masking

Objective: Help students understand how the mask they wear controls their actions and thoughts. Students gain insight into how they view themselves and how this view influences their decisions. Learn that how others view them affects their adult life, i.e. jobs, etc. Helps students understand that the mask they wear influences their current and past decisions. This activity helps students to identify with their own identity and self-worth to deter them from taking on the identity of a gang member.

Activity: Show video clips of persons in pop culture where they are wearing a mask. For example, discuss the phenomenon of Guccimane, Snoop Dog, etc. Have students get dictionaries and look up the word chameleon and write the definition on a piece of paper. Discuss how the chameleon is wearing a mask necessary for survival and reasons it is removed. Relate the concept of masking to how students put on a mask to hide feelings/emotions both in public/private and to maintain social survival.

Week 5: Breakdown, Phase 1-Labels

Objective: Have students recognize the labels society places on them and the labels they place on themselves. This activity helps students to be aware of gang signs/symbols/labels and learn to break free from gang identification.

Activity: Show Christian Moore's video, Tear off the labels. Discuss the labels that society places upon people at face value. Have students to point out labels and stereotypes amongst themselves. Have students to open up cans of soup with labels and without. Students will learn that you cannot tell what is inside of a can or person until the item is opened.

Discuss labels of tattoos, sagging, facial markings, language vs. suits, ties, hairstyle, and language

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Week 6: Breakdown, Intro to Rational Behavior Therapy

Objective: Teach students how to use logic and make rational vs. irrational decisions. This activity helps students to better understand the irrational nature of gang affiliation and lifestyle. The activity also promotes a discussion in which students learn about consequences and personal responsibility for their actions, which is in conflict with gang life.

Activity: Program staff members discuss how life is based on everything you learn in Kindergarten—the ABCs. For example, students will act out a scenario where they bump into each other in the hallway and a camera captures the event. Program staff members discuss the ABC's, which are the basics of cognitive behavior therapy. The A is an activating event, use camera metaphor to discuss how if an argument was taking place, ask students what a camera would capture, i.e. event and body language and how the body language portrays anger and frustration. The camera would capture two students bumping into one another—shows an unbiased view of event. The B is Belief/feelings/emotions. Ask student to recognize that the individual's belief, emotions shape the event. Use examples of bumping into someone at a club vs. someone bumping into a person at the mall and have the student perception of each, get into male vs. female. For example, students would be asked why the student bumped into them. Responses are opinions and not wrong. C is for consequences. Students have to be reminded that each action has a consequence—positive or negative based on their belief.

Week 7: Build Up, Leadership: Follow the Leader

Objective: To help members recognize and understand the concept of being a leader and leading one's self. This exercise emphasizes the positive leadership traits to be developed by students in contrast to the negative leadership displayed by gangs. This activity also discusses how to be a good leader, but also how to build positive leadership traits. The importance of following positive people and not have listening negative influences. Students will learn that leadership is also about whom "YOU-the student" choose to follow.

Activity: Program staff members will pass out circles from week 3. Students will be asked to review their circle and list who the leader is in their household and in their personal life. Have students choose two leaders (one staff, one student) and ask the student which group leader they would like to follow, student or staff. Student leader will assemble group and have students follow along with hands on shoulders. Student leader will walk silently to predetermined location and back. Students must follow student leader exactly in this exercise—no deviation allowed.

The staff leader will get blindfolded and walk backwards with students following along with hands on shoulders. The students will follow the leader and go where the blindfolded mentor leads them. This exercise demonstrates how you can follow a leader with a plan or follow a leader without one. The exercise shows how dangerous and confusing it is to follow a leader with no plan versus following a leader with predetermined goals.

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Ask the students what is the point of the exercise. Facilitate discussion based on their responses. Also, media clips can be used to facilitate discussion if needed, i.e., *Remember the Titans* leadership scene.

Introduce the concept of community volunteerism and leadership. Have members discuss ways they can volunteer and make a difference in their community. Brainstorm ways that students can get involved to strengthen their community. Discuss leadership award that will be distributed in week 11.

Have students discuss formal vs. informal ways for students to get involved and make a difference in their community.

Week 8, Build Up, Teambuilding

Objective: Students will understand the importance of working within a team and relying on others for support.

Activity: Leadership and Team Building Retreat held in conjunction with the Fayette County Attorney's Office and the Lexington Police Department's CLEAR (Gang) Unit. A series of ground level problem-solving initiatives are designed to be addressed through teamwork and support. The leadership training is effective in creating a positive opportunity in which to display our young men's innate leadership ability. This opportunity allows the students to shine in a positive way instead of using their skills within the context of a gang, which is a negative display of leadership. The tasks are concrete, and the group is normally quite aware of their progress. While the problems themselves are non-consequential, the process and outcome of the group's work provides material for debriefing, or reflecting on "the way we do things." Issues of how your group communicates, identifies and solves problems, makes decisions, and manages conflict can be addressed in a setting that provides excellent opportunities for application to your workplace, church, school or agency.

Week 9, Build Up, Teambuilding

Objective: Students discuss the Leadership and Team Building Retreat and reflect on the way that it facilitated communication and elect group leaders.

Activity: Group leaders are elected based on attendance, grades, behavior, and performance at challenge course. The purpose of the group leader is to encourage fellow students and serves as a spokesperson for group to school administration. Leader will represent students on district wide steering committee and/or school student council (if permitted by school principal).

Have students to discuss community leaders that they would to emulate. Along with mentors, students will create an action plan on how to recruit the leader to share their leadership style/skills with the group.

Mentors will moderate the choice of community leader and help create the action plan.

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Week 10, Build Up, Community Leadership

Objective: Students create a written action plan to recruit a community leader

Activity: Using a lesson plan from the world renowned Freedom Writers Program, have students develop a written action plan designed to recruit a leader for a group presentation. Community leader will present on leadership traits, skills, and the importance of goal setting. Program staff members will help students choose appropriate leader.

Week 11, Build Up, Reflect

Objective: Students will receive leadership awards. Activity: Reflect on semester and how the program has impacted the lives of participating students.

Current Volunteer Mentors

Quincy Murdock , Fayette County Public Schools (Master's in Social Work)

Logan Avritt, Urban League (see attached resume)

P.G. Peebles, Executive Director, Lexington-Fayette County Urban League (college degree)

Larry Roberts, Attorney-at-Law, Fayette County Attorney's Office (law degree)

Gerald Gibson, Gang-Prevention Specialist, Fayette County Attorney's Office (GED)

Todd Phillips, Police Sergeant, LFUCG Division of Police Clear Unit

IPTM Basic Gang Investigations, IPTM Advanced Gang Investigations, Frank Patron's Gang Expert Certification, Advanced Officer Survival, Basic Investigations, Graffiti Identification Expert, Police Cyclists, PSN Anti-Gang Training, Spanish Emersion Program, Patrol Rifle School, Police Instructor Course, Situational Leadership, KLEC Instructor, Basic Patrol Narcotics, K-9 Deployment, Cult and Subculture Identification, Basic Gang Investigations. High School Diploma

Corey Doane, Police Officer, LFUCG Division of Police Clear Unit

Police Cyclist Course, Spanish Immersion Program I & II, Intro to Search Warrants, PSN Anti-Gang Training, ABC Investigator, Gang Expert Certification, IPTM Gang Investigations (College Degree)

Bob Terry, Police Officer, LFUCG Division of Police Clear Unit

ABC Investigator, FBI Basic Evidence Collection Training, Police Cyclist, Spanish Immersion Program Part I, PSN Anti-Gang Training, FTO Academy, KLEC Instructor, Gang Expert Certification, IPTM Gang Investigations, LAPD Gang Investigators Course, Patrol Rifle, High School Diploma