

**GRAND COUNTY GRANT CONTRACT**

**GRAND COUNTY SCHOOL DISTRICT  
STUDENT CAREER AND SUCCESS CENTER**

1. **CONTRACTING PARTIES:** This contract is between GRAND COUNTY, referred to as the County, and the following Grantee:

Grand County School District  
Attn: Cari Caylor-Student Career and Success Center  
264 South 400 East  
Moab, UT 84532  
Federal Tax ID: 87-6000493  
Legal Status of Contractor: Government-School District

ENTITY Contact Person: Cari Caylor  
Title: Director of Career and Technical  
Education  
Phone #: 435-259-8567  
Email: caylorc@grandschools.org

COUNTY Contact Person: August Granath  
Title: Economic Development Department  
Director  
Phone #: 435-259-1340  
Email: agranath@grandcountyutah.ne

2. **GENERAL PURPOSE OF CONTRACT:** The purpose of this contract is to provide an agreement between Grand County and the Grantee to provide services, to those Grand County students who qualify, through the Student Career and Success Center (SCSC).The SCSC will offer an alternative, career, and life skills-centered pathway to high school graduation in the Grand County School District to support those students whose formal education has been interrupted by internal/external and life-challenging circumstances and to mitigate the increasing dropout rate experienced by Grand County School District.
3. **AUTHORITY:** This contract is entered into pursuant to the County’s authority to administer funds under Title 17 of Utah Code and the above-referenced approvals of the Grand County Commission.
4. **CONTRACT PERIOD:** June 20, 2023 through June 30, 2024
5. **CONTRACT AMOUNT:** The County awards and the Grantee accepts a one-time grant award of two-hundred and twenty-one thousand, five hundred dollars (\$221,500.00) to be paid in one lump sum upon execution of the contract.
6. **REPORTING:**  
Grand County School District representatives will provide an progress and financial report to the Grand County Economic Development committee and the Grand County Commission no later than June 30, 2024.
7. **ATTACHMENTS INCLUDED AND MADE PART OF THIS CONTRACT:**

Attachment A – Standard Terms and Conditions for Grants by Government Entities  
Attachment B – Scope of Work  
Attachment C - Original Proposal

**8. DOCUMENTS INCORPORATED BY REFERENCE BUT NOT ATTACHED:**  
All governmental laws, regulations, or actions applicable to the grant authorized by this contract.

**9. CONTRACT EXECUTION:**  
Each person signing this contract represents and warrants that he/she is duly authorized and has legal capacity to execute and deliver this contract and bind the parties hereto. Each signatory represents and warrants to the other that the execution and delivery of the contract and the performance of each party’s obligations hereunder have been duly authorized and that the contract is a valid and legal contract binding on the parties and enforceable in accordance with its terms. This contract is not fully executed until all parties have signed this contract.

**BY SIGNING THIS CONTRACT, THE GRANTEE HEREBY ACKNOWLEDGES THAT THE GRANTEE HAS READ, UNDERSTOOD, AND AGREES TO ITS TERMS AND CONDITIONS.**

Grand County School District

\_\_\_\_\_  
Name: Taryn Kay  
Date: June 20,2023  
Title: Superintendent Grand County School District

GRAND COUNTY UTAH

ATTEST

\_\_\_\_\_  
Jacques Hadler                                  Date:  
Chair, Grand County Commission

\_\_\_\_\_  
Name:                                                  Date:  
Title:

ATTEST

\_\_\_\_\_  
Gabriel Woytek                                  Date:  
Grand County Clerk/Auditor

## Attachment A: Standard Terms and Conditions for Grants by Government Entities

1. **GOVERNING LAW AND VENUE:** This Contract shall be governed by the laws, rules, and regulations of Grand County and the State of Utah. Any action or proceeding arising from this Contract shall be brought in a court of competent jurisdiction in the State of Utah. Venue shall be in the Moab District Court.
2. **LAWS AND REGULATIONS:** At all times during this Contract, Grantee and all acts performed under this Contract will comply with all applicable federal and State constitutions, laws, rules, codes, orders, and regulations, including applicable licensure and certification requirements.
3. **RECORDS ADMINISTRATION:** Grantee shall maintain or supervise the maintenance of all records, receipts and any other documentation necessary to properly account for payments made by the County to Grantee under this Contract, pursuant to the American Rescue Plan Act. These records shall be retained by Grantee for at least three (3) years after final payment, or until all audits initiated within the 3 years have been completed, whichever is later. Grantee agrees to allow, at no additional cost, auditors and/or County staff to access to all records necessary to account for the Contract Amount received by Grantee as a result of this Contract.
4. **INDEPENDENT CAPACITY:** Grantee, in the performance of this Contract, shall act in an independent capacity and not as officers or employees or agents of the County.
5. **INDEMNITY:** The actions taken hereunder by Grantee are at Grantee's risk exclusively. Grantee herewith agrees to indemnify, defend, and hold the County, its agents and officials, harmless from any action, claim, demand, damage, loss, expense, cost, or tax that may arise out of or as a result of this Grant or clean-up and rebuilding after the August 20, 2022 flood. This Section shall survive expiration or termination of this Contract. Further, nothing in this Contract shall be construed as a waiver by the County of any rights, limits, protections or defenses provided by the Utah Governmental Immunity Act (Utah Code § 63G-7-101 et seq.). Nor shall this Contract be construed, with respect to third parties, as a waiver of any governmental immunity to which a party to this Contract is otherwise entitled. Subject to and consistent with the Act, each party will be responsible for its own actions or negligence and will defend against any claims or lawsuit brought against it. There are no indemnity obligations between these parties.
6. **EMPLOYMENT PRACTICES:** Grantee agrees to abide by federal and State employment laws, including: (i) Title VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e) which prohibits discrimination against any employee or applicant for employment or any applicant or recipient of services, on the basis of race, religion, color, or national origin; (ii) Executive Order No. 11246, as amended, which prohibits discrimination on the basis of sex; (iii) 45 CFR 90 which prohibits discrimination on the basis of age; (iv) Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990 which prohibits discrimination on the basis of disabilities; and (v) Utah's Executive Order, dated December 13, 2006, which prohibits unlawful harassment in the workplace. Grantee further agrees to abide by any other laws, regulations, or orders that prohibit the discrimination of any kind by any of Grantee's employees.
7. **AMENDMENTS:** This Contract may only be amended by the mutual written agreement of the parties, which amendment will be attached to this Contract.
8. **WORKERS COMPENSATION INSURANCE:** Grantee shall maintain during the term of this Contract, workers' compensation insurance for all its employees, as required by law.
9. **PUBLIC INFORMATION:** Grantee agrees that this Contract and invoices will be public records in accordance with the State of Utah's Government Records Access and Management Act (GRAMA). Grantee gives the County express permission to make copies of this Contract, related documents, and invoices in accordance with GRAMA.

10. **ASSIGNMENT:** Grantee may not assign, sell, transfer, subcontract or sublet rights, or delegate any right or obligation under this Contract, in whole or in part.
11. **WAIVER:** A waiver of any right, power, or privilege shall not be construed as a waiver of any subsequent right, power, or privilege.
12. **SEVERABILITY:** The invalidity or unenforceability of any provision, term, or condition of this Contract shall not affect the validity or enforceability of any other provision, term, or condition of this Contract, which shall remain in full force and effect.
13. **ENTIRE AGREEMENT:** This Contract constitutes the entire agreement between the parties and supersedes any and all other prior and contemporaneous agreements and understandings between the parties, whether oral or written.

## **Attachment B: Scope of Work**

**The overall cost to run the program is \$392,500.00 Grand County School District is contributing \$171,000 to, \$100,000 of new funding and \$71,000 of existing in-kind funding to support the program. The following reflects \$221,500, the amount requested to support the remaining costs of the program.**

- 1. Deliverable 1: Staff**
  - a. Detail 1: Teaching Staff: \$135,000.00
  - b. Detail 2: Support Staff: \$ 46,500.00
- 2. Deliverable 2: Space**
  - a. Detail 1: Building Rental: \$25,000.00
- 3. Deliverable 3: Materials**
  - a. Detail 1: Supplies, Furniture, and Teaching Materials: \$5,000.00
- 4. Training**
  - a. Detail 1: Teacher Training and Instructional Curriculum: \$10,000.00

**Total provided by Grand : \$221,500.00**

## Attachment C: Original Proposal



# GRAND COUNTY HIGH SCHOOL

608 South 400 East, Moab, Utah  
84532

• Phone: (435) 259-8931 • Fax: (435)  
259-4191

<https://gchs.grandschools.org/>



## Proposal for GCSD-CTE Student Career and Success Center

**Purpose:** The purpose of this proposal is to offer an alternative, career, and life skills-centered pathway to high school graduation options in the Grand County School District to support those students whose formal education has been interrupted by internal/external and life-challenging circumstances. This process would provide Tier 3 success and support with a career and post-secondary training emphasis for students struggling to acquire their educational goals within the current school system.

The primary student population will be those students who have experienced interruptions to their formal education and are most at risk for dropout from high school, referral to the courts and the Juvenile Justice System, or Division of Children and Family Services involvement. Many young adult students in Grand County are experiencing or enduring the residual effects of many of life's most difficult challenges such as parenting, family responsibilities, socioeconomic pressures, the immigration process, and other social/emotional issues that take a student's focus and motivation out of the classroom. This might include students who may be pregnant or parenting (siblings or their own children); multi-language learners; school-age students working toward a high school diploma; severely under-credited students based on age; students who have social, emotional or behavioral concerns; or students who need a flexible program to accommodate work or other obligations.

**Necessity and Evidence of Support:** According to the US Department of Health and Human Services Office of Disease Prevention and Health Promotion, Social Determinants of Health - such as where a person is born, lives, plays, or participates in worship - can have a wide effect on long term health outcomes as well as impact other quality of life

outcomes and risks. Social determinants of health may include but are not limited to housing, access to medical care, educational access and quality, social services and supports within a community, access to food, access to recreational activities, clean air and water, protection from noise pollution, and well-developed language and literacy skills can all have an impact on person's well being and quality of life.

<https://www.cdc.gov/about/sdoh/index.html>

The Grand County School District-Student Career and Success Center (GCSD-SCSC) would focus on the social determinant of educational access by providing a program that will supply specific support for students who are struggling to meet the academic goal of high school graduation while also creating a structure for students to pursue future career success. The Community Prevention Services Task Force recommends one way to support students who are not finishing high school is with high school completion programs. According to the Community Prevention and Services Task Force, such programs combined with specific learning objectives such as career exploration and social-emotional skills training will lead to higher graduation rates, leading to better health outcomes.

<https://health.gov/healthypeople/objectives-and-data/browse-objectives/education-access-and-quality>

### **Specific Concerns for Grand County School District:**

1. Grand County High School graduation rates have been declining since 2014.
2. Counselors and administrators have identified 12-20 students per grade level from 7-12 grades who are presently at risk of, have dropped out, or are on their way to dropping out from Grand County School District.
3. On a district level, this looks like an economic loss of \$281,276 in WPU revenue annually, and this is on the low end. This figure is based on the 2023 SY WPU value for the state of Utah and is on the loss of approximately 12 students per graduating class (which is on the low end) for 7-12 grades. This does not include those who are identified as potentially credit deficient, who will participate in the credit recovery program at the high school, in an effort to ensure minimum credit requirements are met and students can successfully graduate.

### **Specific Goals of the GCSD-SCSC Program:**

1. The primary goal of this program would be to provide the opportunity and structure for students to experience educational success and participate in future educational or career planning.
2. An additional goal is to provide time and attention to the personalized needs of the target population in a setting that provides the flexibility to create a structure and process that allows the program to meet the unique needs of each student.
3. Another goal is to provide a structure for employment-integrated and behavioral studies into graduation plans to incorporate effective employment and workplace skills into student education.

**1 through 5-Year Goals:** The program will have 1, 3, and 5-year service goals including age ranges and the number of students served.

**Goals Year 1:** Establish facilities, processes, and procedures for students in grades 9-12. The target goal for student service will be 25 students who successfully make progress to meet the goal of high school graduation. Evaluate program strengths and weaknesses and determine processes and procedures for the next two school years.

**Goals Years 2 and 3:** Continue to assess and update facilities, processes, and procedures for students in grades 8-12+. The target goal for student service will be 35-40 students who successfully make progress to meet the goal of high school graduation. Evaluate program strengths and weaknesses and determine processes and procedures for the next two school years.

**Goals Years 4 and 5:** Continue to assess and update facilities, processes, and procedures for students in grades 6-12+. The target goal for student service will be 50-60 students who successfully make progress to meet the goal of high school graduation. Evaluate program strengths and weaknesses and determine processes and procedures for the future.

**Benefit to students and GCSD:** The GCSD-SCSC is a targeted avenue to meet **Tier 3** student needs for students between the ages of 10 to 19. The Student Career and Success Center will provide **Tier 3** academic, behavioral, and attendance intervention for students with the potential to demonstrate and assess student growth in academics, post-secondary training or career readiness, and school participation in a non-traditional manner/setting.



The Student Career and Success Center will allow for consideration of non-standard measurements of growth related to specific areas of progress during the student(s) time in this setting.

**Criteria for participation (one or more of the following): Add specifics for criteria for qualification.**

- Out of sequence with cohort graduation requirements that cannot be addressed in a traditional/regular school setting.
- Life-altering situations that require a flexible educational setting (teen parenting, homelessness, accommodating for work necessities and/or family obligations).
- Perpetually disruptive behavioral students who are so severely interrupting the general education setting that it is prohibiting them and others from acquiring their education.

The emphasis of the SCSC would be to provide a space and structure for students who are struggling to obtain the necessary high school credit with an emphasis on career or post-secondary training opportunities. The GCSD Student Career and Success Center (GCSD-SCSC) could be a path to a diploma (the Utah diploma requires 24 total HS credits) or would include the opportunity for students to reintegrate back into GCSD school programs (GCSD or the GCHS diploma both require additional HS credits) upon recommendation from and meeting successful gains within the GCSD-SCSC process.

Students will complete coursework through competency-based common formative assessments based on essential elements of education determined by departmental PLCs from Grand County High School, MLHMS and HMK standards-based assessments and grading, and/or project-based learning opportunities, and/or through Edgenuity; an online system of educational acquisition, and/or other resources that might more appropriately support specific populations. Students who qualify, or effectively meet specific programmatic objectives will have the opportunity to participate on the GCHS campus in Career and Technical Education courses and/or other courses on the GCHS main campus or at their respective home campuses.

The Student Career and Success Center would enhance our collective ability to address the graduation completion index, dropout rate, chronic absenteeism, and chronically disruptive student issues through alternative programming and the opportunity for our students to be successful and obtain meaningful employment.

**How many students will this impact?**

Grand County High School and Middle school counselors identified students at risk of dropout based on student performance and credit acquisition. The table below summarizes this information:

Grade	Students who dropped out or are 3+ credits behind in the 2023 SY	Students who are 1-3 credits behind in 2023 SY	Total students at risk of not graduating.
12	12	7	19
11	10	13	23
10	19	11	30
9	13	4	17
8th graders do not earn credit, so these numbers are based on low achievement report 1st term 2023, a predictor of potential future success or failure.	15	14	29
7th graders do not earn credit, so these numbers are based on low achievement report 1st term 2023.	0	5	5
6th graders do not earn credit, so these numbers are	1	12	13

based on low achievement report 1st term 2023.			
Totals:	70	66	136

**How do we quantify who qualifies to participate in this program?**

The primary student population will be those students who have experienced interruptions to their formal education and are most at risk for dropout from high school, referral to the courts, and the Juvenile Justice System, or Division of Children and Family Services involvement. Within the table above, there are 70 students who would presently qualify to attend based on credit deficiency. The additional 66 students would be better served within their current school community participating in the school based interventions created to support student success, such as the Credit Recovery program at the high school. These students are being monitored by student based support teams (SBST) and interventions within their current schools. The Dean of Students would work with the director and administrative teams within each school to establish a process of intervention, tracking and referral. The Dean of Students under the guidance of the program director and in conjunction with other experts within the school system, ie. counselors and administrators, would establish an enrollment and continuing education process to focus on increasing student achievement and success.

**Look at the concept of school within a school vs separate school:**

There are two options we can pursue. One is to proceed as a school within a school and the other is to establish a stand alone school and program. For the first year, the SCSC would operate as a school within the high school and as the process, programs and funding are established, this part of the process would be considered carefully to determine which is the best course of action.

**GCSD-Student Career and Success Center:** The faculty and staff of GCSD Student Career and Success Center recognize that each student who enters the school is an individual with a name, a family, unique abilities, personal desires, and specific needs. Treating each student individually with respect, and nourishing their creativity, GCSD-SCSC will be a haven and supportive atmosphere for the learning of nontraditional students. The rules and policies of GCSD-SCSC are designed to build student

responsibility by making students accountable for their work and actions, ultimately taking charge of their own learning and future success. The focus at GCSD-SCSC is on career exploration and development, student learning, and the success of students.

While GCSD-Student Career and Success Center is an alternative to the traditional school setting, is not an “easy way out”, nor is it diluted learning, but rather it is a better way to educate nontraditional students. To the GCSD-SCSC staff and faculty, fairness is not to provide the same experience for every student, but to provide equality for each student according to their individual needs. In order to foster responsibility, self-esteem, and learning, GCSD-Student Career and Success Center works toward these objectives:

- Creating an environment where success is possible and probable for all students.
- Creating a safe, secure and non-threatening environment for learning, especially for those students who are not at grade level.
- Raising student skills to the appropriate grade level or above in each subject area.
- Teaching individuals rather than stereotyped students.
- Knowing students well, building rapport with them, and respecting them as individuals.
- Working as a unified staff for the progress and development of individual students.
- Working to meet individual needs and tailoring the curriculum to each student.
- Providing a variety of different learning methods and applicable, practical, curriculum.
- Having the students develop ideas, skills, and concepts as a foundation for future learning.
- Promoting learning for continual growth, academically, emotionally, physically, and socially.
- Working with the community to be a good neighbor and to provide for the needs of its youth.
- Instilling in students a curiosity for life, a love of lifelong learning, and the desire to continue their education, whether formally or informally, throughout their lives.

<b>School Culture</b>
<b>Focus on the Whole Student:</b> Students will focus on career, personal, social, emotional, and academic development. Many programs also provide or make available services students may need to be successful in the school setting.
<b>Warm, Caring Relationships:</b> Warm, caring relationships with the teacher are a central part of the school culture. Similar relationships are also fostered among students in order to create a supportive peer culture.

**Expanded Teacher Roles:** Teachers act not only as teachers, but also as advisors, mentors, and counselors.

**Sense of Community:** The program strives to create a sense of community among teachers, staff, and students that fosters the relationships described above as well as student affiliation with the school.

**High Student Expectations:** Teachers have high expectations for students, but these expectations are flexible, allowing for change according to student needs.

**Organizational Structure:** Organizational structure is properly supported to meet the needs of the students as well as the teaching and support staff for the facility.

**Small Size:** To facilitate the personal attention necessary to foster a sense of community in the alternative school, both school and session enrollment is small. Ideally, the student/adult ratio should be 8:1 at any given time with an enrollment maximum of 12 students at a time, with a block schedule of time (8-10 am; 10:15 am-12:15 pm; 1 pm-3 pm) at GCSD-SCSC. Student attendance time(s) would be based on student needs and ability to perform.

**School Counseling and School-Based Therapy:** Counseling and school-based therapy programs are an integral part of the curriculum. They are not limited to academic issues, but help students deal with problems and events both in school and in their daily lives.

**Safe Environment:** The GCSD-SCSC will have a structured school environment and strict behavioral expectations that are clear to students and staff. Discipline is administered in a fair and consistent manner based on individual student needs.

**Separation from Traditional School:** Programs achieve separation by establishing themselves in a different location entirely.

**Curriculum and Instruction:** Will be based on several different criteria based on individual student needs, but may include: project-based learning, standards-based learning, online learning, direct instruction on social-emotional development as well as career-based skills. Project-based learning would include participation in a CTE School Store model that will include forging relationships with the traditional school based CTE teachers and students to garner CTE developed and manufactured products that could be sold both in person or online promoting entrepreneurship, accounting, web development, math, language arts and several other content areas within CTE.

**Academic Innovation:** Programs give the teacher flexibility in designing strategies and methods that will work for each student. Specific strategies include individual learning, cooperative learning, competency-based learning, team teaching, peer tutoring, or teaching multiple intelligences.

Curriculum varies, ranging from programs that emphasize basic skills to those that focus more on personal and career development and behavior.

**System-wide Features:** The student emphasis will be on success today and tomorrow. Students will focus on SMART goals that address student-based desires as they relate to their goals for educationally-based acquisition.

**School Linked Services:** Parental involvement, community involvement, and access to basic health and social services are important features in many programs.

**Educational Philosophy at GCSD Student Success Center:** Based on the theory that all students can learn if provided with the right educational environment, our program strives to meet students' needs in order to help them succeed. Our **Tier 3** program provides the best option for students' success within an exceptional setting that focuses on success today for success tomorrow.

**Staffing Implications:** Given the Tier 3 needs of the target population, the GCSD administration strongly recommends the following positions to help direct the operations at the CGHS-Student Success Center:

Position	Status	Budgetary Impacts	Budget Amount	Total	Funding Source
<b>Director of SCSC</b>	1 Half-time Administrator-Director of SCSC	50% SCSC Director	\$50,000.00 Salary \$15,000.00 *Benefits 30% of estimated salary. Plus half of Insurance-\$6,000.00	\$71,000.00	Career and Technical Education (CTE)
<b>Dean of Students/Lead SCSC Teacher</b>	Position needs to be created	1 Full-time Dean of Students (Split between MLHMS 25% and SCSC 75%) to assist	\$60,000 Salary (teacher baseline plus	\$100,000.00	Utah Prime CTE District- 75% (\$75,000)

		with carrying out the mission of the program and work with schools as student advocates for behavioral and academic transitions. Manage relations with GCHS through the MTSS/referral process. Work with the MLHMS principal to support students with an emphasis on improving student outcomes.	\$10,000 DoS stipend) \$18,000 *Benefits 30% of estimated salary + insurance- \$12,000		GCS-D-MLHMS SCC 25% (\$25,500)
<b>Teacher/ Student Advocate</b>	Position needs to be created	1 Full-Time Teacher to assist with carrying out the program's mission and work as a student advocate for behavioral and academic transitions and credit acquisition.	\$60,000.00 Salary \$18,000.00 *Benefits + Insurance \$12,000	\$90,000.00	Utah Prime CTE District
<b>Internship Teacher</b>	Career Pathway Coordinator/ Internship Teacher	\$0-No extra charge-Position currently exists at GCHS	\$0	\$0	N/A
<b>VISTA- Program Capacity Building</b>	Secured through the VISTA Grant for 2024 SY	VISTA will work to secure funding and manage the capacity building for programmatic sustainability. VISTA will also work as a programmatic liaison to assist with program	\$4,000.00	\$4,000.00	District or privately acquired funding (Last year we applied to and received funding from 100 Women Who Care to support this

		development across and throughout the schools.			position and we could ask this group again)
<b>School-Based Therapists</b>	Existing within each school	Since these are GCSD students, who would be attending based on a referral from a GCSD school within the district, the team would collaborate to establish a process for services with existing school-based therapists.	\$0	\$0	N/A
<b>MLL or SPED Supports</b>	Existing within each school	Since these are GCSD students, who would be attending based on a referral from a GCSD school within the district, the team would collaborate to establish a process for accommodations and services.	\$0	\$0	N/A
<b>Parent Liaison/ Administrative Support</b>	Position needs to be created	Position would support all staff to ensure communication and support between the school and family/outside entities, wrap-around services, purchase acquisition, accounting, and public interaction.	\$35,000.00 Salary \$10,500.00 *Benefits + Insurance \$12,000	\$57,500.00	District Supported
<b>Building Rental</b>	Two classrooms and two offices are	Rental Costs \$30,000 Annually (Yr 1)			Funding sources might include: Utah Prime



	secured at the Community Resource Campus located at the site of the previous city offices/USU campus	GCS D Funds GCHS Funds  (MLHMS Funds HMK-would be negotiated into the future.)	\$24,000.00 0  \$6,000.00	\$30,000.00	CTE GCS D School Community Councils School or program Based Budgets
<b>Other costs</b>	These might include: Furniture Internet Computers Chromebooks Screens or Whiteboards Office Supplies Paper Pencil Supplies Sanitary Supplies	It is anticipated that most of these items can be acquired from existing sources since there is some of this stuff in storage and these are existing GCS D students. Those things that cannot be acquired will have to be purchased.	\$10,000.00 0	\$10,000.00	GCS D or school sites or maybe YIC or other programmatic support
<b>Food Services</b>	Breakfast and Lunch for students	It is anticipated that most of these costs are covered by the school nutrition program and existing supports and services.	\$0	\$0	N/A
<b>Instruction, Curriculum, and Teacher Training</b>	Curriculum and training to support educational goals	Edgenuity EDynamic Learning Teacher Training	\$2,500.00 \$12,500.00 0 \$15,000.00 0	\$30,000.00	Utah Prime CTE District
<b>Total:</b>	<b>Total Budget for Program: \$392,500</b>	<b>Total Requested from GCS D (facilities, staff, technology and food</b>	\$100,000.00 0	<b>Total from Alt. Sources</b>	\$221,500.00

	(minus \$71,000 for the CTE Director-covered for 24 SY) \$321,500	services):			
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**How are we going to sustain this budget?** Students who served with the SCSC would generate regular WPU income. This income would not take away from existing WPU because the students being served by the program would be those who are currently dropping out of high school, therefore as a district, we are currently losing that income for those students. The Utah Prime funding source would be one time, competitive grant money up to about \$100,000 and would need to be spent in the fiscal year 2024, if we applied and qualified. CTE funding would be one time, competitive grant money up to about \$100,000 with the option to establish an additional CTE program within the SCSC which would then qualify the SCSC for its own CTE add on funding, or to establish the alternative school as a subsidiary of the existing CTE program (CTE bylaws will allow CTE to support 1 alternative program within each district).

**Location and Logistics:** The GCSD-SCSC will be located at the Community Resource Campus in downtown Moab along Pack Creek, the former site of the USU campus. This placement will allow GCSD to effectively utilize staffing from the current GCSD campus. Some staff would be in both locations removing the need to duplicate services. The school would be added to the FY24 budget.

**Tasks and Timeline:**

Task	Anticipated Date	Date Completed
GCSD School Based Leadership Meetings and Collaboration	2022 – Present	Ongoing

Meetings with GCSD Administration	2022 – Present	Ongoing
Curriculum and Instructional Planning: Admin, counselors and teacher teams	Fall 2023	Ongoing
Information item Presented to the Board Work Session	April 2023	April 2023
Potential Action Item for the School Board	April 2023	April 2023
Recruit, Hire and/or Relocate Staff	Spring 2023	Ongoing
On Board SCSC Staff/Staff Training and Prep for Operations	August 2023	Ongoing
School Begins: Student Referral to Student Career and Success Center	September 2023	September 2023
Collaborate with Transportation	Spring 2023	Ongoing
Collaborate with Food Service	Spring 2023	Ongoing

<p>Meet with Maintenance - Existing Furniture - Move to GCSD-SCSC</p>	<p>Spring 2023</p>	<p>Ongoing</p>
<p>Things that need to happen with the SCSC Dream Team:</p> <ul style="list-style-type: none"> <li>● Establish referral process</li> <li>● Establish processes for credit acquisition</li> <li>● Establish processes for HS completion vs school reentry</li> </ul>	<p>August 2023</p> <p>August 2023</p> <p>August 2023</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>