



**Regular Meeting**  
**Economic Development Advisory Board**  
Held at the Grand County Commission Chambers  
125 E Center Street  
Moab, Utah 84532

**AGENDA**  
**May 24, 2023**

**Zoom And Youtube Meeting Information**

Join Zoom Meeting:

<https://us02web.zoom.us/j/89815394356?pwd=MIormwzlwziz1bmszv1mzbxofgydz09>

Call-In: 669-900-6833

Meeting ID: 898 1539 4356

Passcode: 384971

**Call To Order**

**Opening Items**

- Welcome
  - Introductions
  - Conflicts Of Interest, Disclosures, Ex-Parte Communication
  - Citizens To Be Heard
  - Presentations, If Any
- Review Of Rural County Grand And Economic Diversification TRT Expenditure Timelines | August Granath, Economic Development Department Director

**Discussion And Action Items**

**A. Approval Of April 26, 2023 EDAB Meeting Minutes**

Est. 3:10-3:15 PM | 5 Mins

**B. Update On Economic Development Strategic Plan RFP Process**

Est. 3:15-3:30 PM | 15 Mins

- **Clarification Of Process**
- **Role Of EDAB Going Forward**
- **Report From Selection Committee**

### **C. Review Of Proposed Expenditures Of Economic Diversification TRT Dollars**

Est. 3:30-4:45 PM | 1 Hr 15 Mins

- **Review Of Survey Results | Noelle Gignoux, Grand County Planning And Zoning Department**
- **Presentations By Representatives Of Proposed Projects**
- **Consideration Of Next Steps**

### **D. Consideration Of Future Agenda Items**

Est. 4:45-5:00 PM | 15 Mins

## **Adjourn**

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At the Grand County Commission meetings/hearings and other Grand County Boards, Commissions, or Committees any citizen, property owner, or public official may be heard on any agenda subject. The number of persons heard and the time allowed for each individual maybe limited at the sole discretion of the Chair. On matters set for public hearings there is a three-minute time limit per person to allow maximum public participation. Upon being recognized by the Chair, please advance to the microphone, state your full name and address, whom you represent, and the subject matter. No person shall interrupt legislative proceedings.

Requests for inclusion on an agenda and supporting documentation must be received by 5:00 PM on the Wednesday prior to a regular Commission Meeting and forty-eight (48) hours prior to any Special Commission Meeting. **Information relative to these meetings/hearings may be obtained at the Grand County Commission's Office, 125 East Center Street, Moab, Utah; (435)259-1346.**



## REGULAR MEETING ECONOMIC DEVELOPMENT ADVISORY BOARD (EDAB)

Held at the City of Moab Conference Center  
217 E Center Street  
Moab, Utah 84532

[Screen Recording](#) | [Room Recording](#)

### MINUTES

April 26th, 2023 | 3:00pm

**\*\*Time stamps correspond to the video\*\***

**Members in Attendance** August Granath, Forrest Rodgers, Trisha Hedin, Chris Wilson, Noelle Gignoux (appointed to represent Elissa Martin), Mary McGann, Shalee Bryant, Jazmine Duncan

**Members in Attendance Remotely** Melisa Jeffers, Carly Castle, Karen Guzman-Newton Huseyin Deniz,,, Kelly Thornton,

**Members not in Attendance** Emily Campbell

**Also Present** Ben Alter (Grand County Economic Development (GCED)), Brian Hunnings (Red Cliffs Lodge & Foundation; appointed to represent Jenny Gleason as a member of the Moab Area Travel Council Advisory Board (TCAB)), Chris Baird (Grand County Strategic Development Director), Bega Metzner (Moab to Monument Valley Film Commission (MMVFC))

#### Welcome

00:00:00

#### Introductions

00:00:25

#### Conflicts of interest, disclosures, ex-parte communication

00:04:20 - None at this time

#### Citizens to -be- heard

00:04:35 - None at this time

#### Presentations, if any

00:04:40 - None at this time

#### Discussion and Action Items:

##### A. Approval Of February 22 And March 29 EDAB Meeting Minutes

00:06:45

Karen made a motion to approve of the minutes as read by Forrest. Meghan seconded the motion. No discussion. **Passed unanimously.**

##### B. Prioritization Of Balance Of Remaining TRT Diversification And Rural County Grant Funds

- Review Of Remaining Balances

{Attached “21/22/23 Economic Diversification Calculations,” “FY23 RCG Status,”  
“Proposed Diversification Spending”}

00:09:00

August and Chris Baird discussed their efforts to determine available TRT diversification dollars based on previous years’ trends. August reviewed remaining Rural County Grant FY23 funds. August and Chris Baird discussed proposed expenditures for the remainder of 2023’s TRT diversification dollars. Melisa asked about the county’s ability to cut diversification checks within the timeline laid out. Chris shared the county’s latest date at which it could cover diversification checks. Melisa asked where TRT diversification dollars go post June 30, 2023, and Chris Baird responded that remaining funds would move to the TRT tourism promotion budget. August reviewed proposals in the “Proposed Diversification Spending” slide deck. Meghan discussed the Wildcat Microloan Fund in detail. August continued his review. Jazmine discussed the need for a commercial kitchen and a co-working space with marketing and media production capacity. Meghan agreed that these were projects that would immediately help local businesses and entrepreneurs. Karen and Trisha asked clarifying questions about the kitchen space at the new Utah State University campus in Moab (USU Moab). Forrest questioned if funds could be spent on other Grand County departments. Chris Baird stated his preference to provide TRT diversification dollars directly to business owners. Karen and Melisa discussed improving current county facilities and how to effectively help businesses. Meghan discussed her work with local businesses. August and Forrest discussed the need to collect board member input as the Economic Development Department (EDD) aimed to publish a community-facing survey within the week in order to collect public comment on the proposed expenditures. Melisa stated that the list was not as helpful as program proposals, noting her inability to predict any economic diversification impact of any programs. August discussed his vision for the survey.

- **Review Of Proposed "Workforce Housing Support" Expenditures For May 24 Recommendation**

{Attached ““Workforce Housing Support” Expenditure Proposals”}

00:44:45

Mary joined the meeting in person. Chris Wilson reviewed the attached document and his recent work with the board. Board members asked clarifying questions. Chris Baird provided context on the proposal of impact fee grants. Jazmine, Noelle, and Mary discussed the county’s alternative dwelling overlay (ADO). August, Noelle, and Chris Baird discussed the support for impact fee offsets for affordable housing projects. Board members discussed workforce housing development. Mary proposed the consideration of a low- or no-interest revolving loan program for developers of affordable housing in Grand County, with some board members voicing an interest in the proposed program. August and Forrest discussed next steps for the EDD and board members.

### **C. Review Of Economic Development Strategic Plan RFQ**

- **Report From Moab Area Travel Council Advisory Board (TCAB) Chair Jenny Gleason**

01:02:00

Forrest discussed the previous TCAB meeting he had attended and the discussion around the EDD strategic planning process. Brian discussed TCAB's review of the request for proposals (RFP) and the board's primary objectives.

- **Review Of Definitions, Vision, And Goals As Described In RFP Section IV, Subsection 3, Letter A, Numerals I And II**
- **Review Of Economic Development And Diversification Definitions**

01:05:20

August discussed the process and timeline for the RFP process. Forrest further discussed this process. Chris Baird provided clarifying information on the planning process. Board members asked clarifying questions. August discussed his goals for the planning process. Board members discussed the planning process. At Forrest's invitation, Melisa discussed ways to improve the RFP and planning processes within the scope of "regenerative tourism."

#### **D. Consideration Of Future Agenda Items**

01:39:10

Forrest reviewed expectations for the May 2023 EDAB meeting.

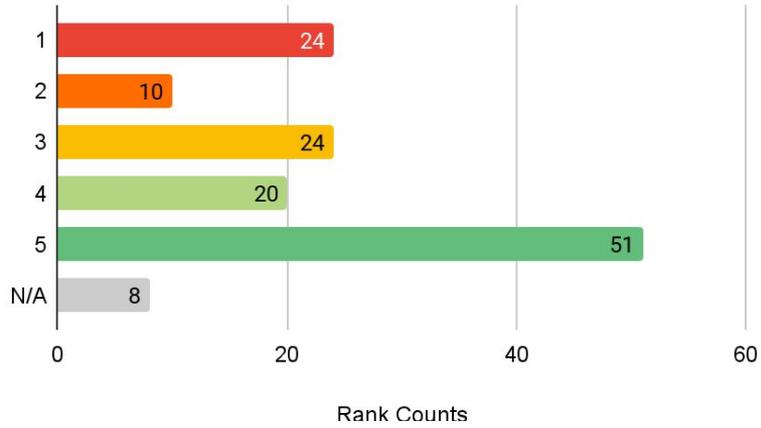
At 01:41:56, Forrest adjourned the meeting.

# TRT Economic Diversification Survey Results

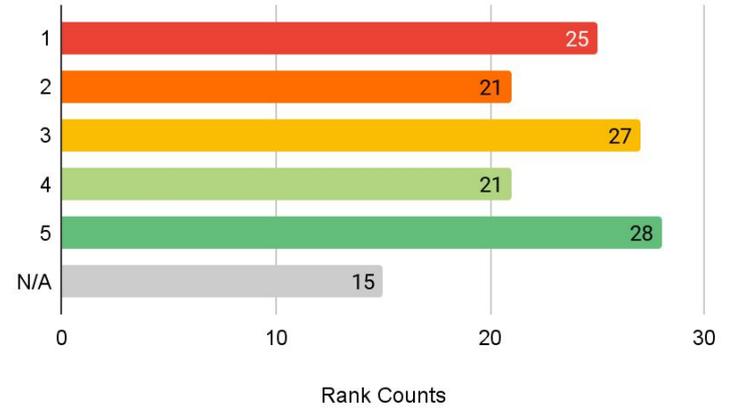
May 4th - May 17th

**137 total responses**

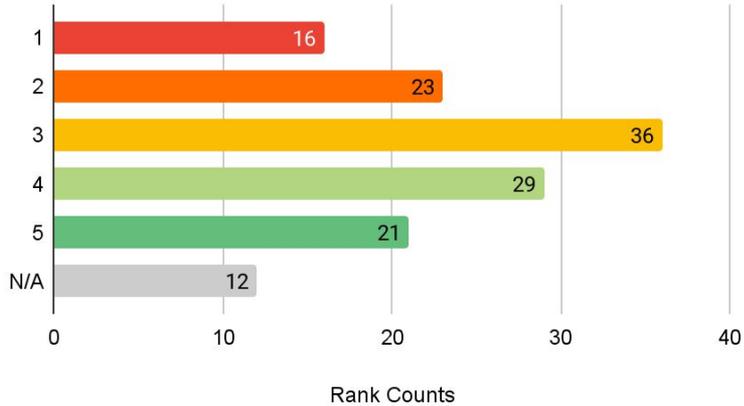
### Moab Community Resource Center



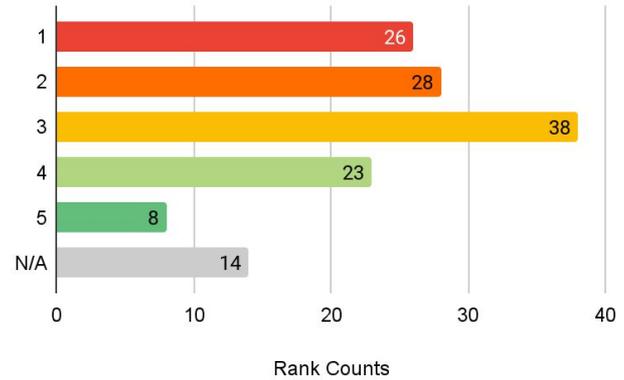
### Revolving Loan Fund administered by



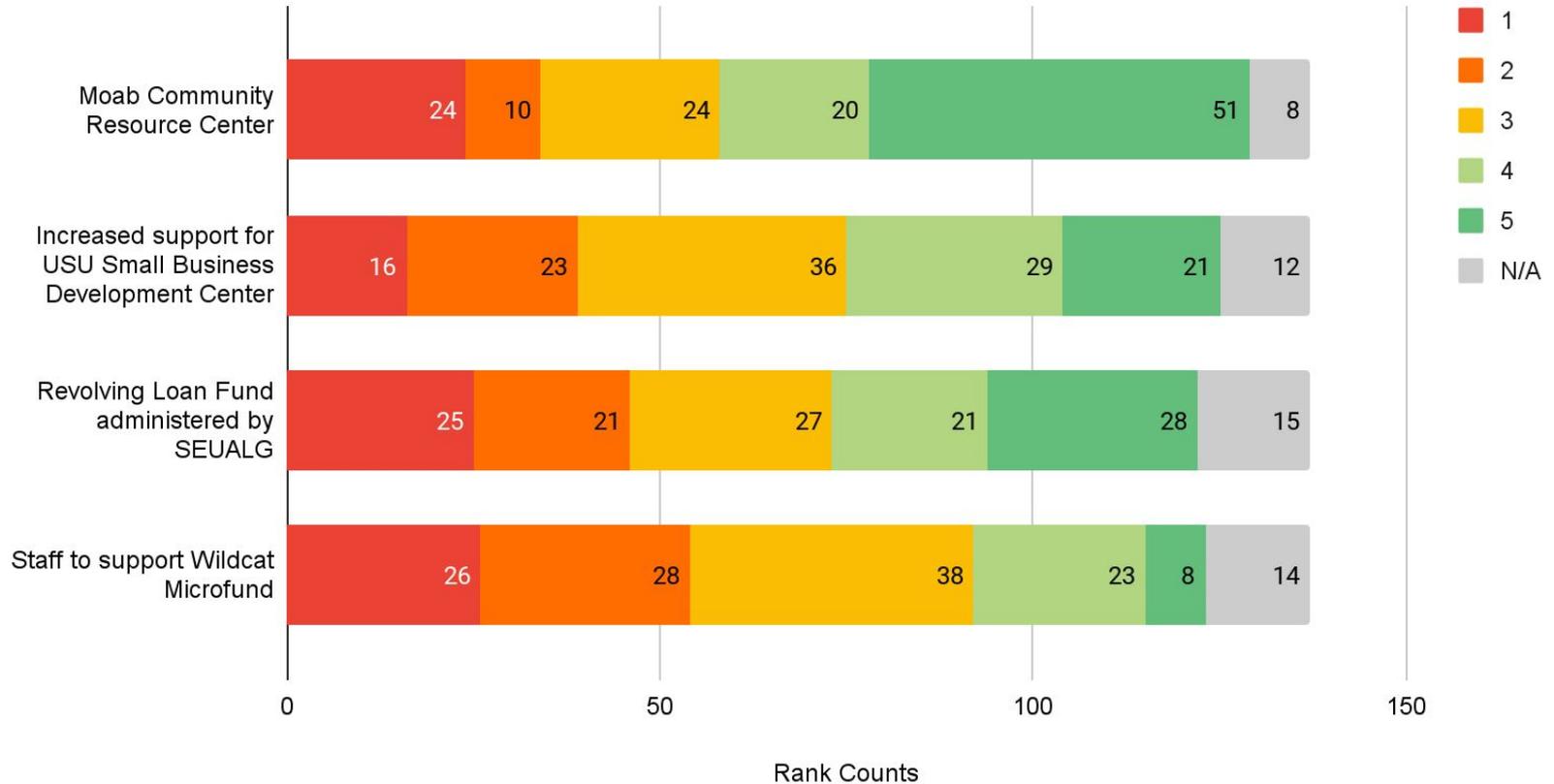
### Increased support for USU Small Business



### Staff to support Wildcat Microfund



## TRT Economic Diversification Survey Results



# Additional Proposed Projects

- Grand County Student Career and Success Center
- Moab Community Gardens
- Seekhaven
- Wabi Sabi
- Westside Woodworks Expansion
- Moab Community Childcare
- Arroyo Crossing Childcare and Commercial Space
- Redtail Air
- Grand County Arts Administrator
- Housing



## Proposed Expenditures of Economic Diversification TRT Dollars

Grand County Economic Development Advisory Board

5.24.23

Prepared by EDD Staff

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### Proposals Included in the Initial Public Survey

- **Moab Free Health Clinic / Moab Community Resource Center Education, Workforce, and Entrepreneurship Proposal**
  - Total Requested: \$532,416
  - Proposal in Separate Document
- **USU Moab Small Business Development Center**
  - Currently funded for \$300,000 to cover a full time staff over three years.
  - Additional funding would extend the term of the existing contract at a rate of \$100,000/year.
  - Alternatively, additional funding could be allocated to support part time staff to increase participation in the Wildcat MicroFund in our area.
- **Small Business Rotating Loan Fund**
  - The Southeast Utah Association of Local Governments (SEUALG) runs a Rotating Loan Fund throughout the four county area of Carbon, Emery, Grand, and San Juan.

- Any amount of money could be placed into a rotating loan fund for small businesses located in Grand County and administered by the SEUALG for a small fee. As businesses pay back their loans, that capital would be available for future business loans in our community.

### **Projects Submitted via Initial Public Survey w/ Follow Up from EDD Staff**

- **Grand County School District - Career and Technical Education Student Career and Success Center**
  - Total Requested: \$221,500
  - Proposal in Separate Document
- **Moab Community Childcare - Capital Fund for New In-Home Daycares**
  - Total Requested: \$50,000
  - Proposal in Separate Document
- **Wabi Sabi - Contribution Towards Securing A Future Building**
  - Total Requested: \$100,000
  - Wabi Sabi puts roughly \$200k per year back into the community helping lower income and homeless families and donating their profits to other non-profits. Wabi Sabi is needing to find a permanent home that they can buy and build. They are needing funding to help purchase and build/remodel. They have good cash flow to maintain a space, but not enough to buy a build. Fundraising efforts have already begun, and the budget for purchasing a building or land is \$1 million dollars. They are looking for a match donation from this diversification grant of \$100,000. They will match this from their own balance sheet. Wabi is not a tourist based business and supports our community in a way that no other place can or does. They want to continue serving the Moab community but need help to do so.
- **Wabi Sabi - Creation of a Community Foundation**
  - Total Requested: \$25,000
  - Wabi is working on creating a Community Foundation. The intent behind the foundation would be to act as an umbrella to bring as many of the local non-profits under it in order to limit duplications of efforts and roles. ie. one Human Resources Department, one It Department, a Pooled benefits package, one fundraising effort. They have buy-in from multiple non-profits and directors

and support from the community to do so. The next step is hiring an attorney to assist us in writing bylaws and what the guidelines will specifically be for the non-profits under this umbrella. They feel this can assist with having less employees support these non-profits, so as to allow those employees to potentially serve other areas of our community which is much needed. They also feel that this will support non-profits that may have an important mission, but perhaps not the cash flow to maintain themselves. They are needing funding of \$25,000 to fund the creation of a board, bylaws, program specifics etc.

- **Seekhaven - Incentives/Direct Aid for Financial Literacy Participants**

- Total Requested: \$20,000
- Proposal in Separate Document

- **Seekhaven - Childcare Payments**

- Total Requested: \$20,000
- Proposal in Separate Document

- **Seekhaven - Expansion of Seekhaven's Campus**

- Total Requested: \$129,980
- Proposal in Separate Document

- **Redtail Air - Charter Service to SLC**

- Total Requested: \$95,000
- Summary of Request (complete proposal in separate document):
  - SkyWest Airlines recently announced the end of regularly scheduled commercial air service to Salt Lake City, leaving Grand County residents without any air service to SLC. Redtail Air, a Moab based FAA licensed part 135 air carrier, proposes a twice-weekly round-trip air service from Canyonlands Regional Airport (CNY) to Salt Lake City International Airport (SLC) for a minimum of one year, with the support of a grant from Grand County. Redtail Air has been flying in Southeastern Utah for over 40 years, and we feel we are well-positioned with aircraft and highly experienced pilots to offer this air service to the residents of Grand County.

- **Moab Arts Council - Arts Administrator**

- Total Requested: \$60,000-80,000

- Summary of Request:

- To make Grand County/Moab an art destination will take an assertive effort. For example, for years we talked about having a USU extension, but nothing happened, until Grand County and the City of Moab decided to budget money for the infrastructure. Now we have a USU campus. Arches, Dead Horse Point and Canyonlands all have artists in residence, Moab hosts two art festivals, Moab Plein Air Festival, Music Festival , Art Trails, Art Walks and a Classical and Folk Music Festival. We have a strong base to make Grand County/Moab an Art Destination. We need an administrator to coordinate and build on the art that is already here. A salary for such a position would be between \$60,000 and \$80,000.

## **Moab Community Resource Center: Education, Workforce, and Entrepreneurship Proposal**

In line with Governor Cox's priority to address social determinants of health (SDOHs), the Moab Free Health Clinic purchased the former USU-Moab Campus in March 2022 for \$4 million with the goal of developing it into a hub to address social determinants of health (SDOHs) for Grand County's underserved populations. SDOHs can be grouped into five domains: economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context (Healthy People 2030). A number of critical community organizations are located on the campus, which include: the Moab Free Health Clinic, Active Re-Entry, Moab Area Community Land Trust, Utah Foster Care, Grand County Public Library Teen Center, Science Moab, Rim to Rim Restoration, Uranium Watch, Arches Education Center, Friends of Arches and Canyonlands Parks, Moab Solutions, Kyle Dern Psychology, Nancy Anderson Counseling, and the Multicultural Counseling Center. Additionally, the Grand County Public School District's new Student Success Center will move onto the campus in August 2023. These partners will empower underserved individuals to meaningfully improve their lives and ultimately contribute to our local workforce. We are fostering a diverse mix of industries that can withstand an array of economic shocks.

The campus currently requires infrastructure improvements in order to add more organizations and continue developments. In the South Building, we plan to pilot a two-year skills training and entrepreneur makerspace. This will require the addition of restrooms (\$150,000), finishing out the space with drywall, paint, lighting, etc. (\$59,000), and covering the space rental for the two-year pilot (\$22,176). The only makerspace program currently located in Grand County is the library's tween/teen makerspace cart, which is being relocated to the Grand County Public Library Teen Center on the campus. We would like expand upon this idea with an entire space dedicated to helping adult entrepreneurs. Freelancing individuals have already approached us and expressed need for space in town. The South Building also requires roof replacement (\$62,000), exterior paint (\$8,000), and an additional fire exit (\$10,000) in order to accommodate future partnerships to bring workforce and Early Head Start services onto the campus. For the overall campus, we are seeking funds for a parking pavement improvement (\$30,000). Once improved, we would like to move forward with plans to house Moab Area Transit's vehicles and Moab Community Cycles' bicycle storage.

To complement the makerspace, we plan to have a three-year pilot for a shared office space in the West Building for entrepreneurship organizations, including the Women's Business Center of Utah. As noted in Grand County's Economic Diversification Action Plan, "the county has a number of residents that are entrepreneurial by nature and, especially in the outdoor equipment arena, there likely exist local individuals or small companies that may just need office or warehouse space where they can develop their ideas or an easy-to-understand start-up loan." The funds would cover the cost share of \$12,240 for the three-year period.

For the West Building, which currently houses a majority of our partners, we also seek funding to make the necessary preparations for Grand County Public School District's Student Success Center to co-locate on the campus. We need to replace the roof on the West Building as fourteen organizations depend upon this building. This roof replacement (\$121,000) will also allow us to leverage clean energies funding from the Rocky Mountain Blue Sky Program, which goes in line

with economic development that supports a sustainable Grand County. The Clinic and Resource Center secured approximately \$480,000 from funders in order to make the facility 100% solar-powered. This will translate to a decrease in operational expenses, resulting in more funds for program expansion. The project also includes two solar batteries that can provide backup power in cases of public emergencies. The community is only as strong as it is resilient against external factors. The Resource Center will provide that backup plan for the community at large.

The Clinic and Community Resource Center are also interested in planning for future housing development (1,800+ square feet) on the southwest parcel of our property. The economic diversification funds would contribute to Pack Creek mitigation engineering (\$15,000), property and flood level surveys (\$23,000), and architectural drawings (\$20,000). We have the opportunity to have three stories of housing if the necessary steps are taken in terms of flood mitigation and planning. The funding will also enable us to better leverage other workforce and economic diversification funding from foundation and governmental sources. Many funders require completed preliminary work before committing to housing projects. The Clinic has already leveraged the \$100,000 STAR Business Grant funding to secure over \$1 million in renovation funds for the campus and plan to leverage this additional economic diversification funding for more projects.

Thank you for your support of the Clinic and the Moab Community Resource Center. We are dedicated to promoting economic diversification through this project and plan to provide the community with resources that support a sustainable, livable, and resilient community.

<b>Moab Community Resource Center</b>			
<b>Economic Diversification- Education, Workforce, and Entrepreneurship Partnership</b>			
<b>South Building</b>	Necessary site preparation for future economic and educational/training expansion and leverage for other workforce and economic diversification funding		
	Roof	\$62,000.00	
	Exterior paint	\$8,000.00	
	Fire Exit	\$10,000.00	
	<b>TOTAL</b>	<b>\$80,000.00</b>	
	Shared workskills training and entrepreneur makerspace (2-year pilot)		
	Restrooms (plus hazmat decontamination shower)	\$150,000.00	
	Finished space	\$59,000.00	
	Space rental	\$22,176.00	
			\$231,176.00
	<b>TOTAL</b>		<b>\$311,176.00</b>
<b>West Building</b>	Necessary preparation for Grand County School District "Student Success Center" co-location on campus and leverage clean energies funding		
	Roof	\$121,000.00	
			\$121,000.00
	Shared office space for entrepreneurship organizations (i.e. Women's Business Center of Utah) (3-year pilot)		
		\$12,240.00	
	Space Rental		\$12,240.00
	<b>TOTAL</b>		<b>\$133,240.00</b>
<b>Southwest Parcel</b>	Necessary preparation for future housing development (1,800 sq ft+) and leverage for other economic diversification funding		
	Pack Creek Mitigation Engineering	\$15,000.00	
	Property and Flood Level Surveys	\$23,000.00	
	Architectural Drawings	\$20,000.00	
	<b>TOTAL</b>	<b>\$58,000.00</b>	
<b>Overall Campus</b>	Necessary improvements to house more programs and organizations (i.e. Moab Area Transit, Moab Community Cycles)		
	Parking Pavement Improvements	\$30,000	
	<b>TOTAL</b>	<b>\$30,000</b>	
	<b>GRAND TOTAL</b>	<b>\$532,416.00</b>	



# 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.



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<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.

Dr. Todd Thompson  
Principal

Mrs. Alanna Simmons-Cameron  
Assistant Principal

Mrs. Cari Caylor  
CTE Director

To educate all students in a safe, supportive, challenging environment where they can learn to be responsible citizens and lifelong learners



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**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.

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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	15	14	29

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Assistant Principal

Mrs. Cari Caylor  
CTE Director

To educate all students in a safe, supportive, challenging environment where they can learn to be responsible citizens and lifelong learners



# GRAND COUNTY HIGH SCHOOL

608 South 400 East, Moab, Utah 84532

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on low achievement report 1st term 2023, a predictor of potential future success or failure.			
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 based on low achievement report 1st term 2023.	1	12	13
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.

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## 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.

**GCS-D-Student Career and Success Center:** The faculty and staff of GCS-D 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, GCS-D-SCSC will be a haven and supportive atmosphere for the learning of nontraditional students. The rules and policies of GCS-D-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 GCS-D-SCSC is on career exploration and development, student learning, and the success of students.

While GCS-D-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 GCS-D-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, GCS-D-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.

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- 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.

## School Culture

**Focus on the Whole Student:** 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.

**Warm, Caring Relationships:** 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.

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**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:

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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 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.	\$60,000 Salary (teacher baseline plus \$10,000 DoS stipend) \$18,000 *Benefits 30% of estimated salary + insurance-\$12,000	\$100,000.00	Utah Prime CTE District- 75% (\$75,000) 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	\$60,000.00 Salary \$18,000.00	\$90,000.00	Utah Prime CTE District

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		and work as a student advocate for behavioral and academic transitions and credit acquisition.	*Benefits + Insurance \$12,000		
<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 development across and throughout the schools.	\$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 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	\$0	\$0	N/A

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		referral from a GCSD school within the district, the team would collaborate to establish a process for accommodations and services.			
<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 secured at the Community Resource Campus located at the site of the previous city offices/USU campus	Rental Costs \$30,000 Annually (Yr 1)  GCSD Funds GCHS Funds  (MLHMS Funds HMK-would be negotiated into the future.)	\$24,000.00 \$6,000.00	\$30,000.00	Funding sources might include: Utah Prime CTE GCSD School Community Councils School or program Based Budgets
<b>Other costs</b>	These might include: Furniture Internet Computers Chromebooks Screens or	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 GCSD	\$10,000.00	\$10,000.00	GCSD or school sites or maybe YIC or other programmatic support

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	Whiteboards Office Supplies Paper Pencil Supplies Sanitary Supplies	students. Those things that cannot be acquired will have to be purchased.			
<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 \$15,000.00	\$30,000.00	Utah Prime CTE District
<b>Total:</b>	<b>Total Budget for Program: \$392,500 (minus \$71,000 for the CTE Director-covered for 24 SY) \$321,500</b>	<b>Total Requested from GCSD (facilities, staff, technology and food services):</b>	\$100,000.00	<b>Total from Alt. Sources</b>	\$221,500.00

**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

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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

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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
Meet with Maintenance - Existing Furniture - Move to GCSD-SCSC	Spring 2023	Ongoing
Things that need to happen with the SCSC Dream Team:	August 2023	Ongoing
● Establish referral process	August 2023	Ongoing
● Establish processes for credit acquisition	August 2023	Ongoing

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<ul style="list-style-type: none"><li>• Establish processes for HS completion vs school reentry</li></ul>		
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5/19/2023

Rob Walker - Board Chair  
860-965-8606  
info@moabchildcare.org

Dear EDAB Members,

Economic diversification is a type of economic development that supports a sustainable, liveable, resilient Grand County. We think increasing our community's access to affordable, high-quality childcare fits squarely into this definition.

As you all know from our prior reports, Grand County desperately needs more affordable, high-quality childcare. The latest tidbit illustrating this is that we have 22 children on our waitlist for our infant care center alone. Building new centers is the obvious answer however it is expensive to the point of being cost prohibitive. A new 1,500 square foot manufactured commercial building costs nearly \$300,000. A stick-built building costs \$500,000. This excludes the cost of site work, furnishings or the land. Even when complete, such a building is only able to serve 20 children or so max. Grand County conservatively needs another 200 plus childcare spots so that would theoretically require \$3-5 million in building costs and perhaps another \$3-5 million in land costs.

Thankfully, there is a much more cost-effective way to increase capacity: supporting the creation of in-home daycare centers. Grand County already has a handful of these. As long as two caregivers are present, and it meets other relatively simple criteria, 16 children (including up to 6 infants) can be served in a home. We estimate the cost to convert a home into a daycare center is around \$25,000, often less. This means the cost to create an in-home daycare is 3%-10% the cost to create a commercial center!

What's the catch? Well, you have to find someone who wants to start a daycare in their home. There are several barriers to doing this. First off, \$25,000 in start-up costs isn't a trivial expense for a family. Also, there is a significant amount of paperwork required to obtain a childcare license. In addition, it's hard to find and retain qualified caregivers.

Through providing subsidized on-demand staffing support, we believe our Helping Hands service goes a long way to making it easier to start and operate an in-home daycare. We are also well equipped to help with the confusing licensing process. We'd like to do even more to help encourage people to start daycares: we'd like to cover all of their start-up costs.

As such, we are requesting \$50,000 to create a capital fund to support the creation of new in-home daycares in Grand County. We believe this amount will result in as many as 32 incremental full-time childcare spots. To be clear, this will not happen overnight. It may take a year or two to fully spend these funds. However, it's clear that without these funds, the creation

of new in-home daycares is much less likely. For a small amount of money we can make a big impact on dozens of families, their children, and local businesses who need workers.

How will we ensure the money is used appropriately? Our organization will directly purchase all childcare equipment and/or pay contractors for site work. We will further reduce counterparty risk by targeting a new daycare for an initial enrollment of just 8 children. This means we only have to buy half the expected equipment and materials to get it off the ground. If a potential provider decides to quit the process, we will repossess the equipment and/or bill them for any permanent items that arguably increase the value of their home, such as a fence. We will work both with people who rent their homes and people who own their homes. There are several successful in-home daycares in Grand County operated in rented homes. With that said, we will not pay for the creation of any permanent structure in a rented home.

In conclusion, adequate childcare availability is a prerequisite for economic growth across all industries. We hope you agree that supporting the creation of more in-home daycare facilities is a highly cost-effective way to support the liveability and resiliency of our community. Thank you for your support and consideration.

## **Appendix**

### **Proposed Use of Funds**

We believe \$50,000 will cover the start-up costs of two in-home daycare centers with a capacity of 32 children combined.

Cost breakdown for a new in-home daycare:

- Equipment/materials = \$600 per child (industry standard rule of thumb) or \$9,600 per location
- Fencing = \$5,000-\$10,000
- Playground equipment = \$2,500-\$5,000
- Consulting support from Moab Community Childcare = 50-100 hours x \$25/hr = \$1,250-\$2,500

Total = \$18,350 - \$27,100 (for capacity of 16)

Total = \$13,550 - \$22,300 (for capacity of 8)



# Seekhaven

Family Crisis & Resource Center  
81 N 300 E | P.O. Box 729  
Moab, Utah 84532  
435-259-2229

May 19, 2023

Economic Development Advisory Board  
Grand County, Utah

Advisors,

Economic abuse is a form of domestic violence in which an abuser controls a survivor's ability to acquire, use, and maintain resources. Research shows that in 28-33% of intimate partner homicides, the incident was the first act of physical violence, meaning that economic abuse is an indicator of lethality (Maryland Network to End Domestic Violence). This demonstrates the importance of economic justice and aid for victims of domestic abuse.

Programs like Seekhaven work with victims of abuse to not only leave unsafe situations, but to rebuild their lives and accomplish personal goals. Oftentimes, these goals include re-entering the workforce or finding a higher paying job to compensate for the lost income from their former partner. For mothers, this often means finding childcare in order to find and maintain gainful employment. These goals not only improve the outcomes for themselves and their children, but also support the economic health of the community. Seekhaven aims to not only intervene, but to prevent sexual and domestic violence through supporting economic justice efforts. According to the CDC, risk factors for both violence perpetration and victimization include families experiencing high levels of economic stress. Alternatively, protective factors include:

- Families where caregivers have steady employment
- Communities where families have access to economic and financial help
- Communities where families have access to nurturing and safe childcare

Seekhaven is eager to support these efforts, and requests funding for three projects, as follows:

## 1) Incentives/Direct Aid for Financial Literacy Participants

Between 2018 and 2020, Seekhaven facilitated the Purple Purse Curriculum, created by the Allstate Foundation. The Allstate Foundation is an "...educational resource has been designed to help domestic violence survivors achieve financial independence and rebuild their lives. The curriculum covers a variety of important financial topics including budgeting, managing debt and improving credit and has been proven to help survivors move from short-term safety to long-term security." (<https://allstatefoundation.org>). The program was terminated due to lack of funding.

Given that the majority of clients engaged with Seekhaven are in crisis and experiencing acute trauma, it is common that they struggle to prioritize superfluous activities, such as skill building courses. For this reason, financial incentives are an effective and vital component of successful programming. Additionally, incentives provide an immediate opportunity to build developed skills.

Seekhaven will provide 5 modules covering the following topics: 1) Understanding Financial Abuse, 2) Learning Financial Fundamentals, 3) Mastering Credit Basics, 4) Building Financial Foundations, and 5) Long-Term Planning. Seekhaven requests \$20,000 and aims to provide up to \$200 in aid per month for four months to 25 individuals. Incentives/aid will be provided in either the form of match savings OR debt payment/credit repair. With these projected amounts, **Seekhaven aims to serve 25 individuals.**

## 2) Childcare Payments

Limited childcare slots and funding for childcare is a considerable barrier to survivors of domestic violence and sexual assault in obtaining and maintaining gainful employment. While childcare subsidy programs exist through the Department of Workforce Services, many individuals are not eligible for aid due to eligibility restrictions or must first find employment before receiving aid. Additionally, applying for aid takes time and other resources individuals in crisis often do not have. Despite the available aid programs, Seekhaven continues to receive financial requests for childcare, especially to bridge application periods and times of acute crisis.

Seekhaven requests \$20,000 to **support approximately 20 childcare payments.**

## 3) The Expansion of Seekhaven's Campus

Since 1990, Seekhaven has operated a small 8 bed shelter. In 2022, Seekhaven provided 110 shelter stays (increased from 68 in 2017). Sadly in 2022, due to capacity restraints, 20 people were turned away and 25 were asked to leave before they found a sustainable long term solution. Seekhaven has slowly worked towards an expansion project to meet the growing demands for service. Excitingly, we are currently under contract to purchase a property neighboring our resource center. While the exact use of the house is undetermined, the acquisition will support our overall expansion goals, which include 1) the development of a small childcare program for Seekhaven clients and shelter residents, and 2) an increase of shelter beds to serve more individuals.

The house in which we are currently under contract is selling for \$649,900. Seekhaven has offered the asking price and aims to provide a down payment of 20%. Seekhaven is in the process of applying for a commercial lending option, but has been asked to demonstrate support from local government and/or the community to secure the loan. **Seekhaven requests the amount equal to the projected down payment (\$129,980) to secure the commercial loan and to purchase the neighboring property to support our expansion efforts.**

# Redtail Air

## Salt Lake City Air Service Proposal

Redtail Air, Inc., a Moab based FAA licensed part 135 air carrier, proposes a twice weekly round-trip air service from Canyonlands Regional Airport (CNY) to Salt Lake City International Airport (SLC) for a minimum of one year with the support of a grant from Grand County. Below are the details of this proposal.

### Air Service Details

- Days of Service: Every Tuesday and Thursday (weather permitting)
- Depart from CNY at 9:00 am / Arrive at SLC 10:00 am
- Depart from SLC at 5:00 pm / Arrive at CNY 6:00 pm
- Service to begin: October 1, 2023 or sooner if SkyWest terminates service to SLC

### SLC drop-off / pick-up location

- Atlantic Aviation FBO located at SLC airport (369 N 2370 W)
- Redtail currently uses Atlantic Aviation for its Saturday morning airlift service to SLC for Rocky Mountaineer. From the Atlantic Aviation FBO building, passengers can take a shuttle to the main terminal (the shuttle service is provided free of charge by Atlantic Aviation) or take a taxi, Uber, or Lyft to their city destination.

### Airfare

- \$150 one-way / \$300 round-trip
- Redtail will guarantee not to raise this airfare for a period of one year from the date of service inception.

### Reservations

- Passengers will be able to book flights directly at [www.flyredtail.com](http://www.flyredtail.com).

### Aircraft Details

- For this flight, Redtail will fly a 9-passenger turboprop Quest Kodiak 100. The Kodiak 100 is a thoroughly modern aircraft with advanced avionics. The aircraft is manufactured in the United States and meets the very latest FAA standards. Redtail has three Kodiak 100 aircraft in its fleet.

### Insurance

- Redtail Air maintains passenger liability insurance coverage that far exceeds FAA requirements

### Marketing

- Redtail will use paid ads to promote this air service on Google Ads, Instagram and Facebook. We will also use more traditional advertising such as local newspapers (Moab Sun News, and Times-Independent) and local radio.
- Redtail will use its own Facebook, Instagram pages to promote the air service.
- Redtail will create a webpage on its website [www.flyredtail.com](http://www.flyredtail.com) to promote this air service.

- Redtail will promote this air service through the Moab Area Chamber of Commerce and with local business leaders who may use this air service.

#### **Amount of Proposed Grant**

- Redtail will guarantee two-day a week service to SLC (weather permitting) for a period of not less than one year for a grant from Grand County in the amount of \$95,000. Please note that this grant only covers a portion of the actual operating expenses for this air service.

#### **Benefits of SLC Air Service**

- Regularly scheduled air service is a driver of economic growth and diversification.
- Maintain air service to SLC for Grand County residents who rely on air service for medical or business purposes.
- Cost and time savings for Grand County residents flying to SLC. Rather than driving to Grand Junction to fly to SLC, or using Contour Air to fly to Phoenix and then to SLC residents will be able to fly directly to SLC.
- Passengers can arrive 20 – 30 minutes before their flight. No TSA screening required.

#### **About Redtail Air**

- Incorporated in October, 1978 as a FAA part 135 air-carrier
- In 2022 Redtail flew over 1,100 flights, with over 6,000 passengers.
- Redtail offers scenic, river shuttle, helicopter, and charter air service. We flew 147 charter flights in 2022, primarily to airports in Utah, Colorado, and Arizona.
- Redtail Air currently employs 29 people, 9 of which are pilots.
- Own and manage the FBO at CNY (Redtail Jet Center)
- Reliability – Redtail maintains its aircraft with a team of certified aircraft mechanics employed by Redtail at CNY. Because of this, Redtail rarely, if ever, must cancel a flight due to aircraft availability.