

**Safe and Drug-Free Schools and Communities State Grant Program
Title IV, Part A of the “No Child Left Behind Act of 2001”
P.L. 107-110**

2008-09 Application Guide for School Districts

Note: This Application Guide replaces previous guidance documents from the NH Department of Education and is based on the Non-regulatory Guidance for operating Safe and Drug-Free Schools State Grant Programs issued by the US Department of Education in January, 2004.

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Introduction

This guide is designed to assist school districts with the 2008-09 application process for federal funds available through the Safe and Drug-Free Schools State Grant Program, Title IV of the “No Child Left Behind Act of 2001”. The guide, based on the US Department of Education Non-regulatory Guidance for operating Safe and Drug-Free Schools State Grant Programs replaces previous guidance documents issued by the NH Department of Education.

The Safe and Drug-Free Schools State Grant Program provides federal assistance to schools for programs that (1) prevent violence in and around schools; (2) prevent the illegal use of alcohol, tobacco, and drugs; (3) involve parents and communities; and (4) are coordinated with related Federal, State, and local activities. The State Grant Program supports Goal 4 of the “No Child Left Behind Act of 2001, to ensure that *“all students will be educated in learning environments that are safe, drug-free, and conducive to learning”*.

By law, at least eighty percent of a state’s grant award is distributed to school districts. The remainder may be reserved by Governors for distribution to community-based prevention programs. For information regarding the Governor’s Safe and Drug-Free Schools and Communities Program, contact the NH Department of Health and Human Services, Bureau of Prevention Services, at (603) 271-5898.

Materials Needed to Complete the Application

The application for Safe and Drug-Free Schools funds is Title IV of a larger consolidated application through which funds for several grant programs under the “No Child Left Behind Act” may be obtained. The consolidated application is available on the NH Department of Education web site at www.ed.state.nh.us.

The following materials will be needed to complete the Title IV section and will be available on the Department’s web site:

- Consolidated application (entire document) OR Common Pages section plus the Title IV section of the application
- Title IV Application Guide
- Title IV Allocations
- List of Eligible Nonpublic Schools

*If submitting the Title IV section of the application separately from other sections, be sure to complete and include the “Common Pages” containing nonpublic school participation forms and other required information.

Single or Consortium Applications

School districts may submit an application individually or may pool their resources and form a consortium with other districts. The district or SAU serving as the fiscal agent submits one consortium application and OBM Form 1 on behalf of the participating districts.

Title IV Allocations – Reading the Allocation Table

Each school district's allocation is calculated according to a required formula, with sixty percent of the allocation based on the amount of Title I, Part A funding the district received the previous fiscal year, and forty percent based on the number of public and nonpublic school students enrolled within the district. The allocation table lists the public and nonpublic school enrollment, per-pupil allocation, and total allocation for each eligible school district in the State.

To calculate the amount in each district available for use by the nonpublic schools, multiply the enrollment number by the per-pupil amount. If the nonpublic school enrollment column is "0", the public school may apply for the total allocation.

Nonpublic School Information

If the nonpublic school enrollment column is greater than "0", refer to the list of eligible nonpublic schools for contact and enrollment information about each school. Each eligible school must be notified by the district of their available allocation, multiplying the number of nonpublic students by the per-pupil amount. The legislation prohibits funds from being allocated directly to the nonpublic schools; the school district must serve as fiscal agent.

Each nonpublic school must complete the participation form included in the Common Pages section of the Consolidated Grant Application. For those wishing to participate, the district grant manager provides the necessary application materials and submits completed applications for review to the NH Department of Education.

Starting Date – When are Funds Available?

In accordance with federal regulations, the start date of a grant application can be no earlier than the date the application is received by the State Department of Education. When completing the OBM Form 1, select a start date that is several days after the date the application is mailed. Please note that applications received prior to July 1, 2008 can request a start date no earlier than July 1, 2008.

Timetable for Application Review

Applicants should allow 30 days for the review process, starting from the date the application was received by the State Department of Education. The district grant manager will be notified by the State Department of Education of any revisions or additional information needed to bring the application to approval status.

Notification of Approval

Once the application is approved and the **previous year's evaluation is received and approved**, an OBM Form 2 is mailed to the Superintendent of schools, with a copy also mailed to the designated Project Manager. The Form 2 establishes a federal project number, reflects the approved budget, and officially starts the project.

Important Information Regarding Administrative or Indirect Costs

Only **two percent** of the allocation may be used for indirect costs even if the district's negotiated indirect cost rate with the Department is greater than two percent. This restriction is required by Section 4114 (a) (2) of the legislation and is referenced on Page 4 of the Title IV Non-Regulatory Guidance. Up to five percent of the total allocation may be used for administrative costs.

What would be considered administrative costs?

Items such as salary for the grant manager to develop the application travel to required meetings, and complete required reports would be considered administrative costs.

What would be considered indirect costs?

Indirect costs are overhead costs that are not attributable to any one grant program, and are generally costs associated with the billing and financial reporting of the grant conducted by the central office bookkeeper. Indirect costs might also include utilities, office supplies, office space, and office equipment.

What would be considered direct program costs?

Compensation for providing a direct service such as serving as a peer mediation program advisor, representing the district in community coalition activities, facilitating advisory council meetings, and conducting program evaluation activities, would be considered direct program costs and would not be subject to the two percent restriction.

Requests to use funds for such compensation must include

- A description of the work or duties to be conducted
- An assurance that the work is outside of the employee's contract with the district
- The estimated number of hours the employee will work on this activity
- The hourly fee to be paid in accordance with the fee schedule established by district policy.

Please note that payment to the employee for such extra work must be processed through the district payroll system, together with any applicable taxes or benefits. Please be sure to code such expenditures properly when completing the OBM Form 1.

The Title IV Application – Linked to the “Principles of Effectiveness”

The sections of the Title IV application are linked to the “Principles of Effectiveness”, a logic model of prevention planning required by the law to ensure accountability for results. The Principles of Effectiveness require applications to be

- Principle I based on an assessment of objective data regarding the incidence of violence and illegal drug use in the schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program)
- Principle II based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment
- Principle III based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use
- Principle IV based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, assets; or other variables in schools and communities identified through scientifically based research; and
- Principle V based on meaningful and ongoing consultation with and input from parents in the development of the application and administration of the programs or activities.

Completing the Title IV Application

Section I Consultation with Stakeholders **Guiding Question: Who must be involved and how?**

A local educational agency, shall, at the initial stages of design and development of its application, provide for timely and meaningful consultation with parents, teachers and other staff, students, community-based organizations, and others with relevant expertise in drug and violence prevention. Section 4114 (c) (A) (D)

In responding to the “consultation” portion of Section 1, applicants must

- (1) clearly describe how the following stakeholders were represented in the development of the application:
 - school personnel from each school within the district, even if the final decisions regarding use of grant funds do not address the needs of each school;
 - parents who are not school personnel;
 - community members or organizations with expertise, data, or resources in adolescent drug and violence prevention, such as law enforcement, community or county mental health providers, youth organizations, family resource centers, hospitals, parent organizations, or community anti-drug coalitions.
- (2) clearly describe how consultation with the above-referenced groups was and will be “...timely, meaningful, and ongoing”, including
 - how consultation occurred during the initial stages of the application process;
 - how stakeholders were notified of the opportunity to participate; and
 - how the process was not a one-time event to satisfy the requirements of the grant.

Section I Public Notice **Guiding Question: How do we inform the public about our application?**

An application ... shall contain a description of the mechanisms used to provide effective notice to the community of an intention to submit an application under this subpart...Section 4114(d)(5)

Members of the public who were not part of the consultation process must be notified of the applicant’s intention to submit a Safe and Drug-Free Schools application. This portion of Section I must provide a clear description of

- the mechanism and process for informing the public that an application for funds is being submitted to the State Department of Education
- how and where the application will be available for public review

Completing the Title IV Application

Section I Needs Assessment

Guiding Questions: Which problem areas are priorities?

Which risk and protective factors are most closely associated with these problem areas?

“...programs and activities supported by Safe and Drug-Free Schools funds must be selected on the basis of an assessment of objective data.... Data should provide ...an understanding of the incidence of violence, such as serious discipline problems, that disrupt the learning environment within each school, as well as data indicating the prevalence of tobacco, alcohol, or other drug use by students, or the types of student problems associated with drug use, that are risk factors affecting student achievement.” Section 4115(a)

In completing this portion of Section I, the applicant must clearly describe

- the most serious problems in the schools served by the district that are resulting from violent or disruptive behavior, or are related to tobacco, alcohol or other drugs
- which of the problems have been identified as priorities for the purpose of this grant application
- how such problems interfere with providing a safe and drug-free learning environment
- the types of data and sources of data used to identify the problems (please note that the response to this question must provide evidence that the applicant relied primarily on the use of objective data)

Must the needs assessment include problems pertaining to both drug use and violence?

Yes. The law requires a discussion of both areas. While you may ultimately choose, at the end of the needs assessment process, to focus exclusively on one problem area, the decision to do so should be made at the end of the process, not at the beginning.

May subjective data be included in the needs assessment?

In contrast to objective data, subjective data can be influenced by personal opinion. Examples include results of focus groups or interviews, or non-scientific surveys. While subjective data is informative and can be included, a needs assessment based heavily on subjective data will not have the baseline data needed to develop performance measures (measurable objectives) as required by the Principles of Effectiveness. Therefore, the needs assessment should rely primarily on objective data so that progress in addressing problem areas can be measured.

What is meant by the requirement to use “objective data”?

“Objective data” is concrete information not influenced by personal opinion. Suggested sources of objective data reasonably available to a school district include:

- incidences of bullying reported to the principal in accordance with RSA 193-F

- the total number of disciplinary actions in each school served by the district, including an analysis that will help pinpoint the most problematic issues and numbers of students actually involved. For example, if 650 suspensions occurred during the school year, break the number down into more informative parts so to better understand the types of violations that occurred, with what frequency and age groups the violations occurred, and how many students were actually involved.
- referrals to law enforcement for each school in the district, including an analysis of the types of referrals made, such as firearm or other weapon violations, assaults, drug possession, or other actions requiring referral to law enforcement
- law enforcement data pertaining to juvenile crime rates during after-school hours
- law enforcement data pertaining to availability of drugs in the communities served by the district, and the types of drugs readily available
- student survey results from a local, valid and reliable survey instrument, if available, to determine the number of students engaged in binge drinking, marijuana or tobacco use, and age of first use.

Must objective data be local, or may state-level or national data be used?

State or national data is helpful for examining trends, or for comparison with local objective data. For example, local Youth Risk Behavior Survey results can be compared with state or national Youth Risk Behavior Survey results. However, the use of state or national data alone will not provide the baseline data needed to develop performance measures as required by the Principles of Effectiveness.

Data Analysis

Analysis and discussion with stakeholders about the data collected can help determine

- what drugs are used in the area;
- whether drugs are used by many students or if their use is concentrated in a more limited segment of the population;
- whether particular drugs are used more by some age groups over others;
- the type, severity, and frequency of disciplinary problems in each school
- the number of students with multiple disciplinary infractions
- the number of students who meet the criteria of “latchkey” children
- the amount of juvenile crime during the after-school hours
- the risk and protective factors related to each problem

What are “Risk and Protective” Factors?

Studies over the past two decades have tried to determine the origins and pathways of problem behavior – how the problem begins and how it progresses. Factors associated with greater potential of problem behavior are called “risk” factors and those associated with reduced potential for problem behavior are called “protective” factors. Risk and protective factors are not equally weighted; the impact of each is dependent on the individual’s phase of development. The most crucial risk factors, by domain, include

Environmental and Community

- chaotic home environments, particularly in which parents abuse substances;
- ineffective parenting strategies;
- tolerance or ambivalence within the community towards alcohol and other drug use
- the availability of drugs within the community
- students who have unstructured, unsupervised time after school (latchkey)

Individual

- very shy or aggressive behavior, especially in early grades
- failure or difficulty in school performance
- poor social coping skills
- social exclusion
- age of first use of illegal substances
- current use of illegal substances
- affiliation with drug-using peers

School-Related

- rates of vandalism
- frequency of disciplinary problems disrupting the learning environment
- drug policy violations
- inconsistent implementation of discipline policies and reporting protocols
- inconsistent training of staff in classroom management/safety practices
- inconsistent modeling of pro-social behaviors by adults
- transitions between schools (elementary to middle, middle to high school, etc)

Certain “protective” factors identified through research can help guard against risk behavior. As with risk factors, protective factors are not equally weighted and vary depending upon the stage of the student’s development. Protective factors that school-based efforts can focus on include:

- strengthening the bond between and among family members
- strengthening the bond between the student, family, and the school
- a strong, structured, ongoing relationship with a significant adult
- parental monitoring and clear rules of conduct
- success in school performance
- adoption of conventional norms about drug use and violence (teaching skills that promote positive behavior and reinforcing such behavior)
- consistent enforcement of school policies
- consistent modeling by school staff of pro-social behaviors

(excerpts with permission from Preventing Drug Use Among Children and Adolescents, A Research-Based Guide, National Institute on Drug Abuse, 1997)

Identifying the risk and protective factors associated with a problem can provide greater insight into what contributes to a problem and what might be done to improve it.

Completing the Title IV Application

Section II Proposed Programs, Strategies and Activities

Guiding Question: What programs, strategies or activities are most likely to be successful in helping us make the improvements we have set forth in our performance measures?

For a program to meet the principles of effectiveness, such program or activity shall be based on scientifically-based research that provides evidence that the program to be used will reduce violence and illegal drug use. A local education agency may apply to the State for a waiver of this requirement in order to implement innovative programs or activities that demonstrate a “substantial likelihood of success”. Section 4115 (a)

What is the definition of “scientifically based research”?

Title IX, Part A, Section 9101(37) of the “No Child Left Behind Act” defines scientifically based research as research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that –

- employs systematic, empirical methods that draw on observation or experiment;
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- relies on measurement or observational method that provide reliable and valid data across evaluators and observers, and across studies by the same or different investigators;
- is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

How can I find scientifically based research programs?

The US Department of Education does not plan to issue a definitive “list” of programs that satisfy this requirement. Rather, an application must, as a whole, meet the standards of the Principles of Effectiveness, and in particular, the programs or activities selected must demonstrate effectiveness, through scientifically-based research, in preventing or reducing youth drug use and violence, or research-based factors that contribute to such problems.

Applicants are encouraged to review the list of programs found in this Application Guide, as they meet the following criteria: (1) they meet the definition of scientifically-based research, (2) each is categorized as exemplary or promising by one or more federal agencies, and (3) the nature of each activity is within one or more authorized activity areas for the use of Safe and Drug-Free Schools funds.

Applicants are not limited to the programs described in this Guide and may submit requests for other programs, providing that the request includes evidence that such programs also meet these criteria. A list of helpful web-based resources for identifying research-based programs is included at the end of this Guide.

Programs, Strategies, or Activities Not Needing a Waiver Request

Programs and strategies that currently meet the federal criteria for effectiveness and therefore would not be subject to a waiver request are:

- Exemplary and promising programs listed in this guide
- Programs not listed in this guide which the applicant can demonstrate have been recognized as exemplary or promising by one or more federal agencies (US Department of Education, Justice, or Health and Human Services), and that are within a Title IV authorized activity area
- Education and training programs for parents and community members that follow best practices and are consistent with the principles of effectiveness
- Education and training programs for school personnel that follow best practices and are consistent with the principles of effectiveness

Education and training for parents and community members in a content area authorized within Title IV does not require a waiver request, provided that the Program Description is consistent with the Principles of Effectiveness and focuses on accomplishing a specific performance measure (or measures). In other words, if the performance measure is to reduce the number of bullying incidents by 20% from 25 to 20, the program description must discuss the design and content of a program for parents or community members that will likely contribute to the district's efforts to reduce bullying. What parental attitudes, knowledge or beliefs about bullying will the program focus on that might be considered risk factors that could be reduced by providing training? Be sure to include this level of specificity in the Program Description, as well as identifying the target population, and the knowledge or skills you anticipate the participants will acquire by engaging in the activity.

Education and training for school personnel in a content area authorized within Title IV does not require a waiver request, provided that the Program Description is consistent with the Principles of Effectiveness and focuses on accomplishing a specific performance measure (or measures). Please be sure to use the following guidelines for a request to use funds for professional development:

- The strategy or program must be designed to address a specific performance measure or measures (in other words, if the performance measure is to reduce the number of bullying incidents by 20% from 25 to 20, the program description must show how the strategy is designed to help achieve this result). What attitudes, knowledge or beliefs about bullying might be considered risk factors that training could help address? Be sure to include this level of specificity in your description, as well as evidence that

- the training is not a “one-shot” activity
- the knowledge or skills you anticipate staff will acquire by the end of the activity are clearly described

***Writing a Program Description
(for Programs Not Subject to a Waiver Request)***

For programs, strategies, or activities not needing a waiver request, the program description must include

- the name of the program, strategy, or activity and the name of the school or schools where the program is located
- the performance measure or measures the program or activity will address
- the rationale for the program, including how it is designed and why it is expected to be successful in accomplishing the improvements described in the performance measures
- a discussion of the most significant risk and/or protective factors the program or strategy is designed to target
- a detailed description of the implementation plan, including a description of how the program will be carried out, the personnel to be involved, the intended audience or target population, the time frame for conducting the program or activity, etc.
- a detailed description of all costs associated with carrying out the program or strategy; this narrative should match the budget to be submitted on the OBM Form 1
- a discussion of the evaluation plan that describes both the methodology (pre/post evaluation at a minimum expected), as well as content (the knowledge, skills, attitudes, or behavior the pre/post evaluation will measure), or other evaluation methods as appropriate that will help determine the extent to which the amount and type of change projected in the performance measure has occurred.

Untested Programs, Strategies, or Activities

Consistent with Section 4115(a)(3) of the Title IV legislation, applicants may request a waiver of the requirement to implement programs that are scientifically based. The legislation stipulates that such waiver requests demonstrate that the untested programs or activities have a “substantial likelihood of success” in helping the district achieve the progress described in the performance measures.

Writing a Waiver Request

If submitting a waiver request in Section III, the description of the proposed program, strategy, or activity must include

- the name of the program, strategy, or activity and the name of the school or schools where the program is located

- the performance measure or measures the program or activity will address
- the rationale for the program, including how it is designed and why it is expected to be successful in accomplishing the improvements described in the performance measures
- a discussion of the most significant risk and/or protective factors the program or strategy is designed to target
- a detailed description of the implementation plan, including a description of how the program will be carried out, the personnel to be involved, the intended audience or target population, the time frame for conducting the program or activity, etc.
- a detailed description of all costs associated with carrying out the program or strategy
- evidence of the program's "likelihood of success", including
 - a description of the prevention research and principles the program is based upon;
 - a description of the results achieved from previous implementation of the activity or program in a setting similar to the one you are proposing, together with a description of the rigor of evaluation conducted to determine such results; or
 - if the program has not yet been rigorously evaluated, a description of the plan and timeline for doing so.

Completing the Title IV Application

Section III Goals and Performance Measures

Guiding Questions:

***What changes or improvements in our priority needs do we want to make over time?
How much and what type of improvements is reasonable to expect within the next school year?***

Adopting Goal 4 of the “No Child Left Behind Act”

The purpose of Safe and Drug-Free Schools funds is to support Goal 4 of the “No Child Left Behind Act of 2001”, “**All students will be educated in learning environments that are safe, drug-free, and conducive to learning**”. Applicants are required to adopt this goal and develop performance measures for each priority need or problem that relates to it. Additional goals and performance measures may be included in the application, depending on the nature of the problems identified through the needs assessment.

Writing Additional Goals

As with Goal 4, goals are broad statements describing optimal conditions or outcomes to be achieved over time. Please keep this in mind if developing goals in addition to Goal 4.

Writing Performance Measures

The Non-regulatory Guidance defines a performance measure as “...one that permits a quantitative assessment of progress” and has a quantifiable outcome”. A performance measure

- describes the amount and type of change or improvement to be made to a problem, or a risk or protective factor related to the problem
- identifies the baseline from which progress can be counted or measured
- has a time frame for when action will begin and end (is short-term)
- is realistic and achievable
- may be implementation oriented and outcome oriented

Be sure the performance measures contain the elements referenced above, and that you develop outcome measures in addition to implementation measures.

Implementation or Process Measure (example) - by June 2008, 10 students with multiple offenses will participate in an intervention program. (This measure is focused on the number of program participants, but it doesn't describe the expected outcomes, such as changes in knowledge, skills, attitudes, or behaviors, the participants are expected to gain from participating).

Outcome Measure (example) - the number of students with multiple offenses for disruptive behavior at XYZ school will decline by 20% from 30 in June 2007 to 24 by June 2008 (This measure projects a specific outcome in behavior change in a one-year period and can be measured)

Completing the Title IV Application

Section IV Assessing and Reporting Progress

Programs or activities funded under Title IV shall undergo a periodic evaluation to assess progress towards reducing violence and illegal drug use. The results shall be used to refine, improve, and strengthen the programs and performance measures, and shall be made available to the public upon request, with public notice of such availability provided. Section 4115 (a) (2)

Assessing Progress

Evaluation methods should be selected that are appropriate and feasible to measure the amount of progress cited in each performance measure. It is expected that, at a minimum, applicants will utilize a pre/post evaluation of programs or strategies conducted to determine the extent to which the outcomes expected have been accomplished.

How must evaluation results be used?

Evaluation results must be used to refine, improve, and strengthen the program, and to refine the performance measures. Results must be made available to the public upon request and must be submitted to the NH Department of Education. In determining the effectiveness of a program, the Department will consider the problem areas being addressed, the performance measures, the degree to which exemplary or promising programs and strategies are being implemented, the evaluation plan and results when considering whether funding for a program or strategy will be renewed in future funding cycles.

Safe and Drug-Free Schools Authorized Activity Areas

Safe and Drug-Free Schools funds may be used within activity areas (A) through (X), provided that the request is consistent with the Principles of Effectiveness:

- (A) Age appropriate and developmentally based activities that
 - (i) address the consequences of violence and the illegal use of drugs
 - (ii) promote a sense of individual responsibility
 - (iii) teach students that most people do not illegally use drugs
 - (iv) teach students to recognize social and peer pressures to use drugs illegally, and to teach students skills for resisting such pressures
 - (v) teach students about the dangers of emerging drugs
 - (vi) engage students in the learning process
 - (vii) incorporate activities in secondary schools that reinforce prevention activities in the elementary schools
- (B) Family and/or community activities designed to set clear expectations against violence or the use of illegal substances, and appropriate consequences for such behaviors.
- (C) Dissemination of violence prevention and tobacco, alcohol, or other drug prevention information to schools or communities to be served.
- (D) Professional development and training for school personnel, parents, and/or community members in mentoring, prevention education, early identification, intervention, and referral services.
- (E) Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include prevention of gang activities
- (F) Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and individual or group counseling services provided to students, parents, families, and school personnel by qualified mental health service providers. Such counseling services must be conducted in accordance with applicable state and federal laws pertaining to confidentiality and parental consent for the provision of alcohol and other drug counseling students to minors. **Note: School-based mental health services must be provided by qualified mental health service providers as defined in Section 4151 of Title IV, Definition No. 9:**
 - “The term ‘school-based mental health services provider’ includes a State licensed or State certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide such services to children and adolescents”.
- (G) Conflict resolution programs, including peer mediation programs that train peer mediators and a designated faculty supervisor.
- (H) Youth anti-drug or anti-crime council activities

Safe and Drug-Free Schools Authorized Activity Areas (continued)

- (I) Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion, or that serve students who have been suspended or expelled, including programs or services to assist students to make progress toward meeting State standards and to re-enter the regular educational setting.
- (J) Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers in training teachers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
- (K) Programs that encourage students to seek advice from and to confide in a trusted adult regarding concerns about violence and illegal drug use
- (L) Drug and violence prevention activities designed to reduce truancy
- (M) Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.
- (N) Consistent with the fourth amendment to the U.S. Constitution, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the student, if the local school district elects to so test or inspect
- (O) The provision of emergency intervention services to stabilize the learning environment following a traumatic crisis event such as a shooting or major accident.
- (P) Establishing or implementing a system for transferring suspension and expulsion records, consistent with Section 444 of the General Education Provisions Act, by a local school district to any public or private elementary or secondary school.
- (Q) Developing and implementing character education programs, as a component of the applicant's plan for drug and violence prevention, that take into account the views of parents of the students for whom the program is intended
- (R) Establishing and maintaining a school safety hotline
- (S) Community service or service learning projects, consistent with the Principles of Effectiveness, including community service performed by expelled students

Safe and Drug-Free Schools Authorized Activity Areas (continued)

- (T) Conducting a nationwide background check of each school employee, regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness to be responsible for the safety or well-being of children, and to serve in the particular capacity in which the employee or prospective employee will be employed, or to otherwise be employed by the district.
- (U) Programs specifically designed to train school personnel to identify warning signs for youth suicide and to create an action plan to assist youth at risk of suicide.
- (V) Intervention and support services for students who are victims of domestic violence or child abuse.
- (W) The evaluation of any of the activities authorized under this subsection and the collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives.

(X) Use of Funds for Security Measures

Authorized security measures are:

1. Developing comprehensive security plans or obtaining technical assistance for developing such plans, such as obtaining a security assessment from a qualified provider. Please note that supplies associated with emergency response planning, such as blankets, first aid kits, flashlights, etc. or equipment such as emergency defibrillators are not allowable expenses.
2. Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technology
3. Activities focused on maintaining a "safe zone of passage" to ensure that students travel safely to and from school
4. Devising a system for reporting criminal offenses committed on school property
5. The hiring and mandatory training of school security personnel who, along with providing security, will also be involved with supporting the drug and violence prevention activities implemented in the school.

Section 4115 of the legislation limits the use of Title IV funds for security as follows:

- o No more than 20 percent of the allocation may be used to carry out activities Number 1 through 4 combined.
- o No more than 40 percent of the allocation may be used to carry out activities Number 1 through 5 combined.

Use of Funds to for Student Surveys

If requesting funds to administer a student survey as authorized under activity area (W), please note that the survey must be administered in accordance with the guidelines of the Protection of Pupil Rights Amendment (PPRA). PPRA governs the administration of a survey, analysis, or evaluation that contains one or more of the following eight protected areas:

- (1) political affiliations or beliefs of the student or their parents;
- (2) mental or psychological problems of the student or the students family;
- (3) sex behavior or attitudes;
- (4) illegal, anti-social, self-incriminating, or demeaning behavior;
- (5) critical appraisal of individuals with whom the respondents have close family relationships;
- (6) legally recognized privileged relationships such as those of lawyers, physicians and ministers;
- (7) religious practices, affiliations, or beliefs of the student or student's parents; or
- (8) income

PPRA also addresses marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors.

GENERAL NOTIFICATION

School districts must provide parents and students effective notice of their rights under PPRA. The notification must explain that for surveys that contain questions about one or more of the eight protected areas, and are funded in whole or in part by funds from the US Department of Education, the district must obtain prior written consent from parents before students are required to submit to the survey.

For surveys that contain questions from one or more of the eight protected areas but are not funded in whole or in part by funds from the US Department of Education, the district must notify parents, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when it will administer surveys and provide an opportunity for parents to opt their child out of participating.

Districts must also notify parents of their right to review, upon request, any survey that concerns one or more of the eight protected areas, any instructional materials used in connection with any survey that concerns one or more of the eight protected areas, and any instructional material used as part of the educational curriculum for the student.

Prohibited Use of Funds

Section 4154 and USDE OSDfS guidance prohibits the use of Title IV funds for

- construction
- medical services, drug treatment, or rehabilitation, except for referral services
- academic or tutorial support services
- motivational speakers or presentations
- costs for one-time school-wide assemblies or classroom presentations with a primary purpose of inspiring, motivating, or entertaining participants
- incentives, rewards, gifts, meals, trips or recognition events for good behavior
- student council activities that are not designed as anti-drug or anti-crime councils
- field trips, such as those associated with after-school programs
- costs for health education programs unrelated to drug and violence prevention
- purely recreational or social activities for general populations of students
- costs to operate “Saturday school” or after-school detention programs
- supplies associated with emergency management planning, such as flashlights, batteries, space blankets, medical supplies, etc.
- costs that would not be considered necessary and reasonable to carry out an authorized activity

Internet Resources for Exemplary and Promising Programs

The following internet resources identify research based programs that are either considered, model, effective, exemplary or promising by one or more federal agencies and are within one or more authorized activity areas for Safe and Drug-Free Schools funds.

The programs contained on these websites are not subject to a waiver request. This list may be incomplete as new programs are added to or deleted from a particular website. Please check the website or call 271-3769 if you need more information.

One of the best web sites for identifying and reviewing research-based programs is <http://modelprograms.samhsa.gov/>. The **SAMHSA Model Programs** featured on this site have been tested in communities, schools, social service organizations, and workplaces across America, and have provided solid proof that they have prevented or reduced substance abuse and other related high-risk behaviors. Programs included have been reviewed by SAMHSA's **National Registry of Evidence-based Programs and Practices (NREPP)**. This Web site serves as a comprehensive resource for anyone interested in learning about and/or implementing these programs.

Northeast Center for Applied Prevention Technology (CAPT) www.northeastcapt.org
The CAPT maintains a database of over 150 exemplary or promising programs meeting the requirement of scientifically-based research. **However**, not all programs fall within an authorized activity area of Title IV, so be sure to take this into consideration when exploring this database.

<http://www.ed.gov/about/offices/list/osdfs/index.html?src=mr>

This is the web address for the Office of Safe and Drug-Free Schools within the US Department of Education. It provides news and updates regarding grant opportunities, publications and resources, and links to other helpful sites.

www.thechallenge.org

Read "The Challenge" newsletters on-line! Helpful information and ideas for selecting, implementing, and evaluating exemplary and promising programs.

www.whitehousedrugpolicy.gov/publications

This is the web address for the White House Drug Policy office and provides information on helpful publications and information pertaining to youth substance use.

www.nida.nih.gov

This is the web address for the National Institute on Drug Abuse. Very helpful site.

"Safe and Sound, An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs", 2002. The Collaborative for Academic, Social and Emotional Learning
www.casel.org

Two guides available from Drug Strategies: www.drugstrategies.com

(1) Making the Grade: A Guide to School Drug Prevention Programs, 1999

(2) Safe Schools, Safe Students, A Guide to Violence Prevention Strategies, 1998

www.theantidrug.com this web site provides a wealth of information, tips, and ideas for parents, teachers, and students.

<http://www.colorado.edu/cspv/blueprints/model/overview.html> Blueprints for Violence Prevention, Center for the Study and Prevention of Violence, University of Colorado at Boulder.