

SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION

2002-2003

TAPS Number 3A502

One original and three copies of the completed application should be received by June 14, 2002. Submit to:

Florida Department of Education
Bureau of Grants Management
325 West Gaines Street, Room 332
Tallahassee, Florida 32399-0400
(850) 488-3473; SunCom 278-3473

Florida Department of Education
Division of Public Schools and Community Education
Bureau of Equity, Safety, and School Support
Safe and Drug-Free Schools Program

SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION 2002-2003

The Safe and Drug-Free Schools (SDFS) Project Application is the form that provides justification for Safe and Drug-Free Schools funds to be distributed in accordance with the No Child Left Behind Act, PL 107-110; Title IV, 21st Century Schools of 2001.

SEC. 4114 – LOCAL APPLICATIONS

(b) ELIGIBILITY

In General – To be eligible to receive a subgrant under this subpart, a local educational agency desiring a subgrant shall submit an application to the State educational agency in accordance with subsection (d). Such an application shall be amended, as necessary, to reflect changes in the activities and programs of the local educational agency.

GENERAL INSTRUCTIONS:

1. Read through the application completely before beginning.
2. Use either 10- or 12-point font size when typing narrative responses. Do not use a font smaller than 10-point.
3. On each page submitted, be sure to type the name of the school district.
4. Before submitting the application, read it for content as well as grammatical, spelling, and typographical errors.
5. When using bibliographic citations, follow the style guidelines given on DOE Page 5 of 46.
6. For a list of the State SDFS Goals see *APPENDIX M*.
7. Be sure that every line item on the DOE 103 is described in the Budget Narrative (*APPENDIX B*). Double-check the math.
8. The “original signature” of the Superintendent or Agency Head must be received by the Florida Department of Education before the project can be processed for final approval.
9. Projects will begin on July 1, 2002, or the day the Department receives an application bearing an “original signature” on the DOE 100A form, whichever is later.
10. Do not submit attachments unless specifically requested.
11. Arrange the application in this manner: DOE 100A Cover Page, SDFS Project Assurances, application text, and appendices forms and applicable attachments in the appropriate order. Also see Section 7 on DOE Page 9 of 46, “Project Application Assembly Instructions.”
12. Number the application pages as follows: Page 1 of 25, Page 2 of 25, Page 3 of 25, etc.

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SECTION 1: DISTRICT COMPREHENSIVE PREVENTION PLAN FOR STUDENT ALCOHOL, TOBACCO, AND OTHER DRUG (ATOD) USE PREVENTION AND VIOLENCE PREVENTION

A. Needs Assessment Data *(Use APPENDIX E)*

1. Data Sources

Check data sources used in the development of this project application. Check all that apply.

2. SESIR Incident Types

Review and check the School Environmental Safety Incident Reporting (SESIR) System incident types used in the development of this project application. Check all that apply.

B. Needs Assessment Data Analysis *(Use own paper.)*

1. Please provide an overview of your community and district demographics (total student population, economic indicators, race, and ethnicity, etc.).
2. Briefly summarize the current violence and substance abuse prevention practices and resources used in the school district and community. Provide a description of how the effectiveness of the program will be used to refine, improve, and strengthen the program.
3. Identify, in terms of *specific student behaviors*, any successful efforts that need to continue. Be sure to base the statements on information gathered from the needs assessment. Connect the identified student behavior to specific changes in protective factors and specific target populations. *(See APPENDIX N for Risk and Protective Factors.)*

Example:

Student Behavior	Target Population	Protective Factors
1. Decreased levels of current marijuana use (past 30 days)	Grades 6-12	Students increased ability to bond with school in a socially-valued sense
2. Decrease in alienation, rebelliousness, delinquent, and violent acts	Grades K-8	Increased pro-social interaction with peers
3. Decrease in favorable attitudes toward ATOD	Grades 6-12	Community laws and norms discouraging ATOD use

4. Identify problem areas that need to be addressed in terms of *specific student behaviors*. Be sure to base the statements on information gathered from the needs assessment. Connect the identified student behavior to specific risk factors and specific target populations. *(See APPENDIX N for Risk and Protective Factors.)*

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Example:

Student Behavior	Target Population	Risk Factor
1. Increase in current alcohol use (past 30 days)	Grades 6-8	Easy availability
2. High levels of threats, intimidation, and bullying	Grades K-12	Early anti-social behaviors
3. Increase in current use of illicit drugs (past 30 days)	Grades 6-8	Community laws and norms favorable towards ATOD use

5. List and prioritize ALL the needs identified in questions 3 and 4 even if they cannot be addressed by this grant application.

Example:

Prioritized Needs

1. Continue to decrease the current alcohol use (past 30 days) by students in grades 6-8.
2. Reduce threats, intimidation, and bullying in grades K-12.
3. Continue to reduce current marijuana use (past 30 days) in grades 6-12.
4. Reduce current use of illicit drugs (past 30 days) by students in grades 6-8.
5. Continue to decrease alienation, rebelliousness, delinquent, and violent acts by students in grades K-8.
6. Continue to decrease favorable attitudes toward ATOD by students in grades 6-12.

C. The District Comprehensive Prevention Plan.

1. Using your own paper, list the goals that will be adopted in your District Comprehensive Prevention Plan. You may adopt *State SDFS Goals* from the list provided in *APPENDIX M*, or write long-term goals (terminating June 30, 2005) that will specifically address your district's identified needs.

Note: You are not required or expected to develop goals to address all the needs from your prioritized list in section I, B, 5. However, you must have goal(s) for all needs that will be addressed through collaborations, program/activity profiles. Also, you are strongly encouraged to continue the use of long-term goals developed in the 2001-2002 Entitlement Application, as long as they are still justified by your most recent needs assessment.

For goals to be relevant, they must be measured against a baseline statistic. Include the following elements when writing long-term goals:

Date:	<u>(e.g., By June 30, 2005)</u>
Target Population:	<u>(e.g., all district students, grades PK-12)</u>
Proposed Change:	<u>(e.g., increase)</u>
Amount of Change:	<u>(e.g., by 10%)</u>
Data Element:	<u>(e.g., rate of students who report feeling safe at school)</u>
Data Source:	<u>(e.g., the 2004-05 Oceanside School Climate Survey)</u>
Baseline Statement:	<u>(e.g., the baseline statistic is 65%, as indicated by the 1999-00 Oceanside School Climate Survey)</u>

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Example: By June 30, 2005, there will be a 10% increase in the percentage of district students in grades PK-12 who report feeling safe at school as indicated by the 2004-05 Oceanside School Climate Survey. According to the 1999-00 Oceanside School Climate Survey, the percentage of students in grades PK-12 who reported feeling safe at school was 65% (baseline statistic).

2. For each goal in your comprehensive prevention plan, complete one or more Collaboration Profiles and/or SDFS Program/Activity Profiles. Duplicate the forms as necessary.
 - a. **Collaboration Profile** (*Use APPENDIX F*)

Complete a collaboration profile for any school or community program that enhances the SDFS project, but does not require Title IV, 21st Century Schools (SDFS) funding. Duplicate the form as necessary.

- b. **Program/Activity Profile** (*Use APPENDIX G*)

Complete a Program/Activity Profile for any program or approvable activity that is to be funded by Title IV, 21st Century Schools (SDFS) funding. Duplicate the form as necessary.

Note: Before completing the Program/Activity Profile(s), read the following:

Proven Programs

The Principles of Effectiveness (provided in *APPENDIX O*) require that districts use proven programs, promising programs, or approvable activities. Proven programs must have been demonstrated to be effective in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence. The *Program Inventory* contains a list of some programs that have demonstrated effectiveness in preventing violence and/or alcohol, tobacco, and other drug use. The *Program Inventory* is available through the Florida Institute of Education/Safe, Disciplined, and Drug-Free School (FIE/SDDFS) Technical Assistance Project web site at: http://www.unf.edu/dept/fie/sdfs/program_inventory.

Promising Programs/Approvable Activities

Promising Programs/Approvable Activities can be either district-developed or commercially-developed. A Promising Program/Approvable Activity shares common components or elements with programs that have been demonstrated to be successful in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence. A Promising Program/Approvable Activity should include strategies that are based on accepted research. For a partial list of strategies that are based on accepted research see the Florida Institute of Education's Safe, Disciplined, and Drug-Free Schools (FIE/SDDFS) Technical Assistance Project web site at: <http://www.unf.edu/dept/fie/sdfs/strategies>.

At the end of two years of implementation, Promising Programs/Approvable Activities must show effectiveness in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence. If evaluation data shows that effectiveness was not demonstrated at the end of two years, the district may no longer continue funding the program/activity. Therefore, both commercially-developed and district-developed Promising Programs/Approvable Activities must have an evaluation plan. For more information on proven and promising programs see *APPENDIX P*.

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Style Guidelines for Bibliographic Citations

When bibliographic citations are required, please use APA (American Psychological Association) style as indicated below:

For Journals: Last name, Initials, (Date). Title of article. *Title of Journal*, issue number, page number(s).

For Books: Last Name, Initial (Year). *Title of Book*. City, State: Publisher.

Program/Approvable Activity Outcome Objectives

All programs/activities must include measurable objectives. A program/activity may have more than one objective. *However, the Principles of Effectiveness require that each program or activity for youth must have at least one objective that measures a change in attitude or behavior.* For objectives to be relevant, they must be measured against a baseline statistic. Include the following elements when writing program/activity outcome objectives:

Date:	<u>(e.g., By June 30, 2003)</u>
Target Population:	<u>(e.g., all students in grades 3-5)</u>
Proposed Change:	<u>(e.g., decrease)</u>
Amount of Change:	<u>(e.g., by 10%)</u>
Data Element:	<u>(e.g., rate of referrals for fighting)</u>
Data Source:	<u>(e.g., 2001-2002 school discipline reports)</u>
Baseline Statement:	<u>(e.g., the current baseline statistic is 50 per thousand as indicated by the 2001-2002 school discipline reports.</u>

Example One: Change in Student Behavior

By June 30, 2003, to reduce by 5% the number of referrals for fighting per 1000 students in grades 6-8 as indicated by 2002-2003 school discipline records. According to 2001-2002 school discipline records, there were 47 referrals for fighting per 1000 students in grades 6-8.

Example Two: Change in Attitude

By June 30, 2003, to increase by 20% positive attitudes towards living a drug-free life among students in grades 6-8 as indicated by the 2002-2003 Oceanside Attitudinal Survey. According to the 2001-2002 Oceanside Attitudinal Survey, 65% of students in grades 6-8 had positive attitudes towards living a drug-free life.

Example Three: Increase in Knowledge

By June 30, 2003, to increase by 10% the knowledge of the dangers of drug-use by students in grades 6-8 as indicated by the average score on a scale of 0-100% from pre-post testing administered in August 2002 and May 2003. According to August 2002 pre-test on the dangers of drug-use, students in grades 6-8 had an average score of 78% on a scale of 0-100%.

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D. Mini-Grant Profile - *Note: This section is optional.* If using mini-grants, be sure to sign the Mini-Grant Assurances. (Use APPENDIX H form.)

SDFS mini-grant activities must address needs that were identified by the district's needs assessment (discussed in Sections I, A and B). All SDFS mini-grant activities must adhere to the following requirements of the Principles of Effectiveness: 1) be based on needs assessment; 2) contain measurable goals and objectives; 3) use programs or strategies that are based on sound research or evaluation; and 4) include an evaluation to determine effectiveness.

It is the district's responsibility to ensure that all mini-grant activities adhere to the Principles of Effectiveness. If including mini-grants in the district comprehensive prevention plan, complete the SDFS *Mini-Grant Profile and Assurances* form provided in APPENDIX H. Before submitting the application, be sure to have the assurances signed and dated.

E. Evaluation

Title IV, 21st Century Schools of 2001 states that periodic evaluations and adherence to the Principles of Effectiveness (APPENDIX O) are required of all entities seeking Safe and Drug-Free Schools funding. In order to meet this statutory requirement, each district will submit a program evaluation plan. The evaluation plan will be due as part of the Annual Progress Report. Please complete the Evaluation Plan form provided in APPENDIX I. [Title IV, 21st Century Schools, Section 4115(a)(2)(A).]

SECTION 2: DISTRICT EMPLOYEE ATOD USE PREVENTION ACTIVITY PROFILE

Title IV, 21st Century Schools of 2001 requires that the district's comprehensive prevention plan include employees. Provide information on district programs, strategies, and initiatives that address district employee ATOD-use prevention by completing the District Employee ATOD Use Prevention Activity Profile form. (Use APPENDIX J form.)

SECTION 3: PUBLIC REPORTING

The Title IV, 21st Century Schools of 2001 requires that school districts report project activities and progress toward attaining its performance measures to the public. At a minimum, the district SDFS Advisory Council, district school board, and school advisory councils must be made aware of: 1) needs assessment information, 2) the SDFS Project plan and activities, and 3) SESIR data and the results of other project evaluation activities. Additionally, this act requires a description of the mechanisms used to provide effective notice to the community of an intention to submit a Safe and Drug-Free Schools grant application.

A local educational agency shall develop its application through timely and meaningful consultation with various representatives including parents. Include an explanation as to how you informed parents on the development of this application and administration of the SDFS programs or activities (mandatory). (*Note: Parent representation must be above and beyond staff members.*)

Provide information on how the district will address public reporting requirements by completing the Public Reporting form provided in APPENDIX K.

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SECTION 4: MANAGEMENT PLAN

A. Project Organizational Chart *(Use own paper.)*

Provide an organizational chart for the district SDFS Project. Include on the chart all project personnel, consultants, contracted service providers, and the district SDFS Advisory Council. Do not include collaborators except when they have a contracted (funded) responsibility for SDFS Project activities. Show direct authority with solid lines. Show indirect authority (advisory and consultative) with dotted lines.

B. Roles and Responsibilities *(Use own paper.)*

Describe the roles and responsibilities of each position, person, office, and/or organization identified in each box included in the SDFS Project Organizational Chart.

C. Private *(Use own paper.) Note: Private schools must be invited to participate in the planning of this grant application.*

1. Describe how representatives of all private schools in your district were invited to participate in the planning of this project application.
2. Provide the number of private schools that will be participating in your district SDFS Project activities. If none are participating, indicate with "N/A."
3. Describe how the programs and services of this project will benefit students and teachers of participating private schools. If none are participating, indicate with "N/A."
4. Attach a list of all the private schools that will be participating in SDFS Project activities. If none are participating, indicate with "N/A."

D. General Education Provisions Act (GEPA) *(Use own paper.)*

Section 427 of GEPA requires each applicant for funds to include in the application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

1. Based on your circumstances, determine whether barriers may prevent students, teachers, etc., from such access to, or participation in, the federally-funded project or activity.
2. Provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.

E. SDFS Meetings and Conferences *(Use own paper.)*

Indicate meetings, conferences, or workshops that will be attended. At a minimum, you are expected to attend the SDFS Regional Technical Assistance and Grantwriting Workshop and the Annual SDFS Coordinators' Meeting. For example:

1. SDFS Regional Technical Assistance and Grantwriting Workshop
2. Annual SDFS Coordinators' Conference
3. Annual Statewide Prevention Conference

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SECTION 5: BUDGET PLAN

A. SDFS Budget Narrative (*APPENDIX B*)

Follow instructions as provided on page one of *APPENDIX B*.

B. SDFS Administrative Cost Narrative (*APPENDIX C*)

Follow instructions and examples as provided in *APPENDIX C*.

- **Total administrative costs that are funded with SDFS funds cannot exceed 2% of the total SDFS allocation amount received by the LEA.**
- All administrative costs will be included in the totals found on the SDFS Budget Narrative and broken down on the SDFS Administrative Cost Narrative Form.
- For any position that incurs administrative costs that are funded by Title IV, 21st Century Schools funds, the LEA is required to maintain documentation to reflect the actual amount of time devoted to SDFS administrative activities vs. SDFS programmatic activities. This is an internal reporting system for the district to use for accountability purposes and is **not** to be included in this application.

C. Budget Recap and Description Form – DOE 103 (*APPENDIX D*)

Follow instructions as provided on page one of *APPENDIX D*.

SECTION 6: GUN-FREE SCHOOLS ACT DATA

The Gun-Free School Act requires districts to provide information about firearms that were brought to school and the resulting actions that were taken by school districts. *The Gun-Free School Act Data Reporting Form* (*APPENDIX L*) provides a table with four columns to collect this information. Please provide information for the 2000-2001 school year according to the following format:

- ◆ **Column A** – enter the name of the school concerned;
- ◆ **Column B** – enter the number of students expelled;
- ◆ **Column C** – enter the type of firearm as defined in Section 921 of Title 18, U. S. C.; and
- ◆ **Column D** – enter the action taken.

For technical assistance with the *2002-2003 Safe and Drug-Free Schools Entitlement Project Application*, contact the Florida Institute of Education; Safe, Disciplined, and Drug-Free Schools Project at SunCom 994-9976 or (850) 414-9976 or you may email the Regional Program Officers (see <http://www.unf.edu/dept/fie/sdfs>).

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SECTION 7: PROJECT APPLICATION ASSEMBLY INSTRUCTIONS

The completed SDFS Project Application will include a combination of written text, forms provided in the appendices, and attachments. Assemble the application in the order listed below.

District ✓	Order	Item	Comments	DOE Initials
	1)	DOE 100A Cover Page	Required form.	
	2)	APPENDIX A – SDFS Project Assurances	Required form. Must have a district signature and date of signature.	
	3)	APPENDIX B – Budget Narrative	Required form. Describe all budget categories.	
	4)	APPENDIX C – SDFS Administrative Cost Narrative	Required form. Must include total administrative cost.	
	5)	APPENDIX D – Budget Recap and Description	Required form. All like line item totals must be combined. Short description using only one line.	
	6)	APPENDIX E – Needs Assessment Data	Required form. Check all applicable boxes.	
	7)	Needs Assessment Data Analysis Text	Required information. Submit on your own paper. Tell what you have, what you need, and list priorities.	
	8)	District Comprehensive Prevention Plan	Required information. Submit goals on own paper.	
	9)	APPENDIX F – Collaboration Profile Form(s)	Required form. Be sure to include a district or state adopted goal for each collaboration profile.	
	10)	APPENDIX G – Program/Activity Profile Form(s)	Required form. Be sure to include a district or state adopted goal for each program profile. All objectives need to be fully written and measurable.	
	12)	APPENDIX H – SDFS Mini-Grant Information/Assurances Form	Required form only if offering mini-grants. Requires a district signature and date of signature.	
	13)	APPENDIX I – Evaluation Plan	Required form.	
	14)	APPENDIX J – Employee ATOD Use Prevention Profile Form	Required form.	
	15)	APPENDIX K – Public Reporting Form	Required form.	
	16)	Management Plan	Required information. Must include project organizational chart, roles and responsibilities, private school information, GEPA requirements, and SDFS meetings and conferences to be attended. Use own paper.	
	17)	APPENDIX L - Gun-Free Schools Act Data	Required form. Include name of school, number of students expelled, type of firearm, and action taken.	

Additional forms in the package are provided for technical assistance purposes while writing the grant:

- APPENDIX M Florida Department of Education, SDFS Program, Priority Goals
- APPENDIX N Risk and Protective Factors
- APPENDIX O SDFS Principles of Effectiveness
- APPENDIX P Promising and Proven Programs
- APPENDIX Q SDFS Program Glossary

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APPENDICES

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Instructions for Completion of DOE 100A

- A.** If not pre-printed, enter name of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
- E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

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**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number 3A502

Please return to: Florida Department of Education Bureau of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 488-3473 SunCom: 278-3473	A) Program Name:	<p align="center"><i>DOE USE ONLY</i></p> Date Received						
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ _____ <p align="center">DOE USE ONLY</p> Total Approved Project: \$ _____	D) Applicant Contact Information <table border="1"> <tr> <td>Contact Name:</td> <td>Mailing Address:</td> </tr> <tr> <td>Telephone Number:</td> <td>SunCom Number:</td> </tr> <tr> <td>Fax Number:</td> <td>E-mail Address:</td> </tr> </table>		Contact Name:	Mailing Address:	Telephone Number:	SunCom Number:	Fax Number:	E-mail Address:
Contact Name:	Mailing Address:							
Telephone Number:	SunCom Number:							
Fax Number:	E-mail Address:							

CERTIFICATION

I, _____, (*Please Type Name*) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head

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APPENDIX A

2002-2003 Safe and Drug-Free Schools Project Assurances - *(page 1 of 3)*

The school district makes the following assurances about this Safe and Drug-Free Schools Project:

1. This application was developed in consultation with the school district's Safe and Drug-Free Schools Advisory Council. The SDFS Advisory Council must have a minimum of two meetings per year.
2. On an ongoing basis, the school district's Safe and Drug-Free Schools Advisory Council will disseminate information about drug and violence prevention programs, projects, and activities conducted within the boundaries of the school district to the superintendent, the school board, and the community.
3. The school district's Safe and Drug-Free Schools Advisory Council will meet to advise the school district regarding how best to coordinate such agency activities under the Safe and Drug-Free Schools and Communities Act with other related programs, projects, and activities; and the agencies that administer such programs, projects, and activities.
4. The school district's Safe and Drug-Free Schools Advisory Council will review program evaluations and other relevant material and make recommendations to the school district on how to improve such agency's drug and violence prevention programs.
5. A local educational agency will develop its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals). Membership on the school district's Safe and Drug-Free Schools Advisory Council includes, to the extent possible, representatives of local government, business, teachers, pupil services personnel, appropriate state agencies (e.g., Department of Children and Families, Department of Juvenile Justice), private schools, the medical profession, law enforcement, community-based organizations, mental health profession, students, parents, and other groups with interest and expertise in drug and violence prevention. (A member can not represent two groups.) [*Title IV, 21st Century Schools, Section 4114(c)(1)(A)*].
6. Programs or activities to be funded will comply with the Principles of Effectiveness. For a program or activity to meet the Principles of Effectiveness, such program or activity shall (1) be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary 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; (2) be 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; (3) be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use; (4) be 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, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research; (5) shall include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity. [*Title IV, 21st Century Schools, Section 4115(a)(1)*].

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APPENDIX A

2002-2003 Safe and Drug-Free Schools Project Assurances - (page 2 of 3)

7. The school district SDFS Project programs for youth convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful. *[Title IV, 21st Century Schools, Section 4114(d)(6)].*
8. The school district SDFS Project will coordinate efforts with other Federal, State, and local programs for drug and violence prevention, in accordance with section 9306. *[Title IV, 21st Century Schools, Section 4114(d)(2)A)].*
9. The school district shall have a plan for keeping schools safe and drug-free that includes (A) appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students; (B) security procedures at school and while students are on the way to and from school; (C) prevention activities that are designed to create and maintain, safe, disciplined, and drug-free environments; (D) a crisis management plan for responding to violent or traumatic incidents on school grounds; (E) and a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that (i) allows a teacher to communicate effectively with all students in the class; (ii) allows all students in the class to learn; (iii) has consequences that are fair, and developmentally appropriate; (iv) considers the student and the circumstances of the situation; and (v) is enforced accordingly. *[Title IV, 21st Century Schools, Section 4114(d)(7)].*
10. The school district will submit to the Florida Department of Education such information, and at such intervals, that the Department requires to complete the State Report required by the United States Secretary of Education including information on the prevalence of drug use and violence by youth in the schools and the community. Such information shall be made readily available to the public. *[Title IV, 21st Century Schools, Section 4116(b)(1)].*
11. The school district is in compliance with the Gun-Free Schools Act (20 U.S.C. 8921 as amended by Subpart 3 of Part A of Title IV of the No Child Left Behind Act, P.L. 107-110 which requires expulsion for a period of not less than one year a student who is determined to have brought or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that the local educational agency shall allow its chief administering officer to modify such expulsion on a case-by-case basis if such modification is in writing. *[Title IV, 21st Century Schools, Section 4141(b)(1)].*
12. No person shall permit smoking within any indoor facility owned or leased or contracted for, and utilized , by such person for provision of routine or regular kindergarten, elementary, or secondary education or library services to children. *[Title IV, 21st Century Schools, Section 4303(a)].*
13. Funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds. *[Title IV, 21st Century Schools, Section 4114(d)(4)].*
14. The local school district will keep such records and provide such information to the Safe and Drug-Free Schools Program of the Florida Department of Education as may be required for fiscal audit and program evaluation.

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX A

2002-2003 Safe and Drug-Free Schools Project Assurances - *(page 3 of 3)*

15. All facts, figures, and representations in this application are true and correct.

As the duly authorized representative of the applicant, I hereby certify that the applicant will meet the above assurances:

NAME OF APPLICANT	PROJECT NAME
Safe and Drug-Free Schools Entitlement Project	
PRINTED OR TYPED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX B

SDFS Budget Narrative (*Page 1 of 2*)

SDFS Budget Narrative Instructions

➤ **Column 1 – Function**

- ◆ Provide the appropriate function code for each line item

➤ **Column 2 – Object**

- ◆ Provide the appropriate object code for each line item

➤ **Column 3 – Description**

- ◆ Provide a justification for each line item that relates the cost to project activities.
- ◆ Provide an itemized breakdown for each line item over \$2,000 that mathematically illustrates how the cost was determined. Breakdowns should include the number of units multiplied by the cost per unit, and the final total. *NOTE: All contracted services over \$2,000 must be mathematically broken down.*
 - ◆ If transferring funds out of the SDFS Project, provide the following information in Column 3
 - The percentage of the total SDFS allocation being transferred
 - The program area to which the funds are being transferred - (Example: *Teacher Quality Recruiting Fund*) *NOTE: Function and object codes are not necessary*
 - ◆ If transferring funds into the SDFS Project, provide the following information in Column 3
 - The amount of money being transferred into the SDFS project
 - The program area from which the funds are being transferred (Example: *Enhancing Education Through Technology*)
 - The function and object codes for each line item of the transferred funds
 - A mathematical breakdown of all expenditures over \$2,000 for which these funds will be used

➤ **Column 4 – Program/Activity Profile (PAP) Number**

- ◆ Provide the linkage between expenditures and programs/activities by providing the Program/Activity Profile Number to every line item. *NOTE: A PAP is not required for the following line items: Project Coordinator salary, Project Secretary Salary, Indirect Cost, and transfers of SDFS Funds into other authorized programs.*

➤ **Column 5 – Total**

- ◆ Provide the total of each line item, including the transfer fund breakdowns.
- ◆ Provide a grand total at the end of the Budget Narrative.

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX C

**Safe and Drug-Free Schools
Administrative Cost Narrative**

(1) 2% Total of SDFS Funds allowable for Administrative Costs				\$ _____	
(2) Indirect Costs (_____% of Indirect Cost X Line (1) – subtract, as applicable)				\$ _____	
(3) Total Allowable Direct Administrative Costs				\$ _____	
(4) FUNCTION	(5) OBJECT	(6) FTE of Salary Paid with SDFS Funds	(7) % of Total Allocated for Administrative Activities	(8) DESCRIPTION	(9) AMOUNT
				(10) Add Indirect Costs [from line (2)]	
				(11) Grand Total of Administrative Costs [cannot exceed line (1)]	

Directions:

- (1) – Provide total of SDFS funds allowable for administrative costs *(2% of total SDFS allocation)*.
- (2) – Provide indirect cost amount available for administrative costs *[Indirect Cost percentage X Line (1)]*.
- (3) – Provide total amount allowable for direct administrative costs *[Will equal Line (1) minus Line (2)]*.
- (4) & (5) – Provide function and object code.
- (6) – If line item is for a salary, provide FTE of the total salary paid with SDFS funds; if not a salary, leave blank.
- (7) – Provide the percent of total line item amount allocated for administrative activities.
- (8) – Provide a brief phrase to describe line item.
- (9) – Provide amount of administrative funds; amounts will be included in line-item totals found on SDFS Budget Narrative.
- (10) – Subtract the total of indirect costs *[From line (2)]*.
- (11) – Provide grand total of all administrative costs *[Cannot exceed the amount provided in line (1)]*.

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX D

**Instructions for Transferring Information from the SDFS Budget Narrative to the
Budget Recap and Description Form (DOE103)**

(Page 1 of 3)

- ◆ Select line items from the Budget Narrative that have both the same function *and* object codes and compile these into one line item with one compiled amount. Provide this amount in Column 4 of the *Budget Recap and Description Form (DOE103)*.
- ◆ Provide a brief description in Column 3 – Description, of the *Budget Recap and Description Form*. *Note: A detailed description of your expenses is to be provided in the SDFS Budget Narrative, not the Budget Recap and Description Form.*

Indirect Cost Instructions

- ◆ Indirect Costs – Provide the total amount allocated for indirect costs including the appropriate function and object codes.

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX E

District: _____

Needs Assessment Data

Check the data and sources of each of the categories below used to examine your needs.

ATOD/Violence Prevention Data	Other Archival Sources	Surveys & Questionnaires	Key Informant Interviews/ Focus Groups	Program Evaluation Data
In-school suspensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-school suspensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expulsions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School attendance/truancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School bus referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student ATOD use attitudes/behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent perceptions about youth ATOD use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff attitudes about ATOD use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student violence attitudes/behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent perceptions of violence at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff attitudes about violence at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student knowledge of the effects of ATODs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student knowledge of the effects of violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth ATOD use rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referrals to ATOD treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile incarceration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Input from Advisory Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SESIR Data – Check the SESIR incident types used to plan this project.

- | | | |
|---|--|--|
| <input type="checkbox"/> Alcohol | <input type="checkbox"/> Motor vehicle theft | <input type="checkbox"/> Incidents reported to law enforcement |
| <input type="checkbox"/> Arson | <input type="checkbox"/> Weapons possession | |
| <input type="checkbox"/> Battery | <input type="checkbox"/> Robbery | <u>SESIR Incident Characteristics:</u> |
| <input type="checkbox"/> Breaking & entering/burglary | <input type="checkbox"/> Sexual battery | <input type="checkbox"/> Alcohol-related incidents |
| <input type="checkbox"/> Disorderly conduct | <input type="checkbox"/> Sexual offenses | <input type="checkbox"/> Drug-related incidents |
| <input type="checkbox"/> Drugs – excluding alcohol | <input type="checkbox"/> Sex offenses (non-forcible) | <input type="checkbox"/> Gang-related incidents |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Threat/intimidation | <input type="checkbox"/> Hate crime-related incidents |
| <input type="checkbox"/> Firearm incident possession | <input type="checkbox"/> Tobacco | <input type="checkbox"/> Weapons-related incidents |
| <input type="checkbox"/> Homicide | <input type="checkbox"/> Trespassing | |
| <input type="checkbox"/> Kidnapping | <input type="checkbox"/> Vandalism | |
| <input type="checkbox"/> Larceny/theft | <input type="checkbox"/> Other major incidents | |

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX F

District: _____

SDFS Collaboration Profile: Sheet # _____ (Page 1 of 2)

(Duplicate this form as necessary.)

1. Please indicate the type of goal you will use for this collaboration: *(Note: A combination of both can be used)*
 District Adopted State Goal District Developed Goal
(If adopting a state goal, proceed to question 2. If using a district developed goal, go to question 3.)

2. If you are adopting as a district goal one of the state goals, please review *APPENDIX N* and select from the list below the goal you will use for this program.

<input type="checkbox"/> Alcohol Goal 1	<input type="checkbox"/> Tobacco Goal 3	<input type="checkbox"/> Battery Goal 1
<input type="checkbox"/> Alcohol Goal 2	<input type="checkbox"/> Marijuana Goal 1	<input type="checkbox"/> Battery Goal 2
<input type="checkbox"/> Alcohol Goal 3	<input type="checkbox"/> Marijuana Goal 2	<input type="checkbox"/> Threat & Intimidation Goal 1
<input type="checkbox"/> Tobacco Goal 1	<input type="checkbox"/> Other Drugs Goal 1	<input type="checkbox"/> Weapons Goal 1
<input type="checkbox"/> Tobacco Goal 2	<input type="checkbox"/> Fighting Goal 1	<input type="checkbox"/> Weapons Goal 2

3. Please write the number of the district-developed goal *(from Page 3, Section 1, C, 1)* that is being addressed by this program. *(Example: District Developed Alcohol Goal #1)*

4. Agency Name and Program Title *(explain acronyms)*:

5. Type of Program: Student ATOD Use Prevention Student Violence Prevention
 Parent Involvement Other *(Describe)*

6. Type of Collaborator:

<u>Federal</u>	<u>State</u>	<u>Local</u>
<input type="checkbox"/> Title I	<input type="checkbox"/> Dropout Prevention	<input type="checkbox"/> United Way
<input type="checkbox"/> Title II	<input type="checkbox"/> Safe Schools	<input type="checkbox"/> Law Enforcement
<input type="checkbox"/> Title VI	<input type="checkbox"/> County Government	<input type="checkbox"/> Health Department
<input type="checkbox"/> School-to-Work	<input type="checkbox"/> Full Service Schools	<input type="checkbox"/> Community-Based Organization
<input type="checkbox"/> CSAP	<input type="checkbox"/> Department of Juvenile Justice	<input type="checkbox"/> Other District Program
<input type="checkbox"/> SDFC	<input type="checkbox"/> Children Service Board	
<input type="checkbox"/> Other (describe)	<input type="checkbox"/> Comprehensive Health Education	
	<input type="checkbox"/> Service Clubs	
	<input type="checkbox"/> Department of Children and Families	
	<input type="checkbox"/> Health Department	
	<input type="checkbox"/> Other (describe)	

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX F

District: _____

SDFS Collaboration Profile: Sheet # _____ (*Page 2 of 2*)

(Duplicate this form as necessary.)

7. Primary Target Group(s) to Be Served:

	<u>PK-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-12</u>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (describe)				

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX G

District: _____

SDFS Program/Activity Profile (page 1 of 2): Sheet # _____

(Duplicate this form as necessary.)

Note: If more space is needed, attach any additional information on your own paper immediately following this form. The program/activity description and outcome objectives must be placed on an additional sheet. Be sure to include your district name and profile sheet # on all extra pages.

1. Please indicate the type of goal you will use for this program/activity. A combination of both types of goals can be used. District-Adopted State Goal District-Developed Goal

Note: If adopting a state goal, proceed to question 2. If using a district developed goal, go to question 3

2. If you are adopting as a district goal one of the state goals, please review *APPENDIX M* and select from the list below the goal you will use for this program.

- | | | |
|---|---|---|
| <input type="checkbox"/> Alcohol Goal 1 | <input type="checkbox"/> Tobacco Goal 3 | <input type="checkbox"/> Battery Goal 1 |
| <input type="checkbox"/> Alcohol Goal 2 | <input type="checkbox"/> Marijuana Goal 1 | <input type="checkbox"/> Battery Goal 2 |
| <input type="checkbox"/> Alcohol Goal 3 | <input type="checkbox"/> Marijuana Goal 2 | <input type="checkbox"/> Threat & Intimidation Goal 1 |
| <input type="checkbox"/> Tobacco Goal 1 | <input type="checkbox"/> Other Drugs Goal 1 | <input type="checkbox"/> Weapons Goal 1 |
| <input type="checkbox"/> Tobacco Goal 2 | <input type="checkbox"/> Fighting Goal 1 | <input type="checkbox"/> Weapons Goal 2 |

3. Please write the number of the district-developed goal (*from Page 3, section 1, C, 1*) that is being addressed by this program. (*Example: District-Developed Alcohol Goal #1*)

4. Program Name (*explain acronyms*):

5. Type of Program: Student ATOD Use Prevention Student Violence Prevention
 Parent Involvement Other (Describe)

6. Program/Activity Description: Include a concise but comprehensive description of the entire program/activity even if SDFS funds are only supporting a portion of the program/activity. Please note the percentage of the program/activity that is being supported with SDFS funds. All programs/activities must be proven or promising.

7. Primary Target Group(s) to Be Served:

	<u>PK-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-12</u>	<i>Estimated Number To Be Served</i>	<i>Number of Total Schools</i>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____ of _____
School Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____ of _____
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____ of _____
Others (describe)					_____	_____ of _____

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX G

District: _____

SDFS Program/Activity Profile (*page 2 of 2*): Sheet # _____

8. Is this program listed in the *SDFS Program Inventory*? Yes No (If “Yes,” proceed to question 13. If “No,” go to question 9.)
9. Is this a proven program that is NOT listed in the *SDFS Program Inventory*? Yes No (If “Yes,” complete 9.a. and then proceed to question 13. If “No,” proceed to question 10.)

For Proven Programs NOT listed in the *SDFS Program Inventory*:

- a. Provide a summary of the literature that shows this program to be effective in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence. Use bibliographic citations.
10. Is this a promising program/approvable activity? Yes No (If “Yes,” answer question 11. If “No,” the program may not be used.)
11. If this promising program is beginning a third year of operation, you must report on the progress of year one and year two outcome objectives.
12. Is this promising program (check one): district-developed? or commercially-developed?

For Promising Programs/Approvable Activities:

- a. Provide a list of the major prevention strategies used in the program/activity.
- b. For each strategy, provide bibliographic citations of at least one and preferably more sources from professional or peer-reviewed journals that show the strategy(ies) to be effective in preventing or reducing drug use, violence, or disruptive behavior or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence. Link the citation to the corresponding strategy (please refer to the *2002-2003 SDFS Project Application* instructions for information on bibliographic citations).
- c. Provide a summary of the results of any evaluation data collected to date that demonstrates promise of effectiveness (if available).
- d. The Principles of Effectiveness require that promising programs/approvable activities show effectiveness within two years. Provide an evaluation plan to measure the effectiveness of this program/approvable activity.

For Proven Programs, Promising Programs, and Approvable Activities:

13. Program/Activity Outcome Objective(s). Programs/activities targeted at youth must include at least one objective measuring a change in behavior or attitude. Refer to the *2002-2003 SDFS Project Application* instructions on the required format to follow when writing objectives.

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX H

District: _____

SDFS Mini-Grant Profile and Assurances – (page 1 of 2)
(Complete this form only if using mini-grants.)

1. Please indicate the type of goal you will use for this program: (Note: A combination of both can be used)
 District Adopted State Goal District Developed Goal
(If adopting a state goal, proceed to question 2. If using a district developed goal, go to question 3.)

2. If you are adopting as a district goal one of the state goals, please review *APPENDIX N* and select from the list below the goal you will use for this program.

<input type="checkbox"/> Alcohol Goal 1	<input type="checkbox"/> Tobacco Goal 3	<input type="checkbox"/> Battery Goal 1
<input type="checkbox"/> Alcohol Goal 2	<input type="checkbox"/> Marijuana Goal 1	<input type="checkbox"/> Battery Goal 2
<input type="checkbox"/> Alcohol Goal 3	<input type="checkbox"/> Marijuana Goal 2	<input type="checkbox"/> Threat & Intimidation Goal 1
<input type="checkbox"/> Tobacco Goal 1	<input type="checkbox"/> Other Drugs Goal 1	<input type="checkbox"/> Weapons Goal 1
<input type="checkbox"/> Tobacco Goal 2	<input type="checkbox"/> Fighting Goal 1	<input type="checkbox"/> Weapons Goal 2

3. Please write the number of the district-developed goal (from Page 3, Section 1, C, 1) that is being addressed by this program. (Example: District Developed Alcohol Goal #1)

4. Type of Program: Student ATOD Use Prevention Student Violence Prevention
 Parent Involvement Other (Describe)

5. Funds for SDFS Mini-Grants: Amount: \$ _____

Percent of Total SDFS Project Allocation: _____ %

6. Anticipated SDFS Mini-grant Recipient Profile:

<input type="checkbox"/> Elementary Schools	<input type="checkbox"/> Middle/Junior High Schools	<input type="checkbox"/> High Schools
<input type="checkbox"/> Alternative School Sites	<input type="checkbox"/> Other Schools or Groups (describe)	<input type="checkbox"/> All School Sites Eligible

7. Anticipated Primary Population(s) to be targeted:

<input type="checkbox"/> Students	<input type="checkbox"/> Other School Professional Staff
<input type="checkbox"/> Teachers	<input type="checkbox"/> School Nonprofessional Staff
<input type="checkbox"/> Parents	<input type="checkbox"/> Other (describe)

8. List activities or programs to be conducted. If not determined yet, check here.

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX H

District: _____

SDFS Mini-Grant Profile and Assurances – *(page 2 of 2)*
(Complete this form only if using mini-grants.)

District Safe and Drug-Free Schools (SDFS) Mini-Grant Assurances

1. The district SDFS mini-grant programs will be based on needs identified by the school(s) or the district.
2. The district SDFS mini-grant programs will include measurable goals and objectives to determine their impact on preventing student ATOD use and violence.
3. The district SDFS mini-grant programs for youth will have objectives, which measure changes in behavior or attitude.
4. The district SDFS mini-grant programs for all target populations other than youth will have objectives that measure changes in knowledge, behavior, or attitude.
5. The district SDFS mini-grant programs for youth will be based on research or evaluation that provides evidence that the programs used prevent or reduce drug use, violence, or disruptive behavior.
6. The district SDFS mini-grant programs will be evaluated periodically to assess progress toward achieving the goals and objectives.
7. The district SDFS mini-grant program recipients will adhere to the philosophy outlined in the Principles of Effectiveness as they select and implement programs and activities.

Signed by: _____
(Name of Superintendent or Designee—Printed or Typed)

Signature

Date

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX I

Evaluation Plan

Evaluation is the systematic review and assessment of the benefits, quality, and value of a program or activity. It can focus on program design, implementation, and/or results. Safe and Drug-Free Schools evaluation efforts should be directed towards understanding the relationship between program activities and SDFS outcome objectives and overall goals.

Please check the boxes to indicate and assure that your **Evaluation Plan** will include the following:

- Statement of the *purpose of the evaluation*. The purpose and intended focus of the evaluation being sought will be clearly stated and must reflect the scope of the evaluation.
- Statement of the *program goals and objectives* on which the evaluation will focus. This section ensures that the evaluator understands the *program* and can develop an appropriate evaluation design.
- Proposed *timeline of evaluation activities*, enabling the district, the evaluator, and the Safe and Drug-Free Schools Program to track the progress and feasibility of the evaluation.
- Proposed *deliverables*. These should reflect whatever documents are needed - typically a) evaluation instruments; b) data set; c) monthly reports; d) interim report (if needed); and e) final report.
- Proposed *budget*.

**The 2002-2003 Evaluation Plan must be submitted to DOE
by the due date for the Annual Progress Report.**

For future help or more information contact:

Ravinder Singh by email at (singh_r@popmail.firn.edu) or by phone at (850) 414-0235/SunCom 994-0235

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX J

District: _____

District Employee ATOD Use Prevention Activity Profile

(Duplicate this form as necessary.)

<p>1. Program Name:</p> <p>2. Program Sponsor: <input type="checkbox"/> SDFS Program <input type="checkbox"/> Other District Program <input type="checkbox"/> Other Nondistrict Program</p> <p>3. Type of Prevention Program or Service:</p> <table style="width: 100%;"><tr><td><input type="checkbox"/> Inservice on ATOD use</td><td><input type="checkbox"/> Inservice on district ATOD policy</td></tr><tr><td><input type="checkbox"/> Referral to ATOD use services</td><td><input type="checkbox"/> Written notice of district employee ATOD use policy</td></tr><tr><td colspan="2"><input type="checkbox"/> Other (describe):</td></tr></table> <p>4. Target Group:</p> <table style="width: 100%;"><tr><td><input type="checkbox"/> Instructional staff</td><td><input type="checkbox"/> Bus drivers</td></tr><tr><td><input type="checkbox"/> Professional noninstructional</td><td><input type="checkbox"/> School administrators</td></tr><tr><td><input type="checkbox"/> School support staff</td><td><input type="checkbox"/> District administrators</td></tr><tr><td colspan="2"><input type="checkbox"/> Other (describe):</td></tr></table>	<input type="checkbox"/> Inservice on ATOD use	<input type="checkbox"/> Inservice on district ATOD policy	<input type="checkbox"/> Referral to ATOD use services	<input type="checkbox"/> Written notice of district employee ATOD use policy	<input type="checkbox"/> Other (describe):		<input type="checkbox"/> Instructional staff	<input type="checkbox"/> Bus drivers	<input type="checkbox"/> Professional noninstructional	<input type="checkbox"/> School administrators	<input type="checkbox"/> School support staff	<input type="checkbox"/> District administrators	<input type="checkbox"/> Other (describe):	
<input type="checkbox"/> Inservice on ATOD use	<input type="checkbox"/> Inservice on district ATOD policy													
<input type="checkbox"/> Referral to ATOD use services	<input type="checkbox"/> Written notice of district employee ATOD use policy													
<input type="checkbox"/> Other (describe):														
<input type="checkbox"/> Instructional staff	<input type="checkbox"/> Bus drivers													
<input type="checkbox"/> Professional noninstructional	<input type="checkbox"/> School administrators													
<input type="checkbox"/> School support staff	<input type="checkbox"/> District administrators													
<input type="checkbox"/> Other (describe):														
<p>1. Program Name:</p> <p>2. Program Sponsor: <input type="checkbox"/> SDFS Program <input type="checkbox"/> Other District Program <input type="checkbox"/> Other Nondistrict Program</p> <p>3. Type of Prevention Program or Service:</p> <table style="width: 100%;"><tr><td><input type="checkbox"/> Inservice on ATOD use</td><td><input type="checkbox"/> Inservice on district ATOD policy</td></tr><tr><td><input type="checkbox"/> Referral to ATOD use services</td><td><input type="checkbox"/> Written notice of district employee ATOD use policy</td></tr><tr><td colspan="2"><input type="checkbox"/> Other (describe):</td></tr></table> <p>4. Target Group:</p> <table style="width: 100%;"><tr><td><input type="checkbox"/> Instructional staff</td><td><input type="checkbox"/> Bus drivers</td></tr><tr><td><input type="checkbox"/> Professional noninstructional</td><td><input type="checkbox"/> School administrators</td></tr><tr><td><input type="checkbox"/> School support staff</td><td><input type="checkbox"/> District administrators</td></tr><tr><td colspan="2"><input type="checkbox"/> Other (describe):</td></tr></table>	<input type="checkbox"/> Inservice on ATOD use	<input type="checkbox"/> Inservice on district ATOD policy	<input type="checkbox"/> Referral to ATOD use services	<input type="checkbox"/> Written notice of district employee ATOD use policy	<input type="checkbox"/> Other (describe):		<input type="checkbox"/> Instructional staff	<input type="checkbox"/> Bus drivers	<input type="checkbox"/> Professional noninstructional	<input type="checkbox"/> School administrators	<input type="checkbox"/> School support staff	<input type="checkbox"/> District administrators	<input type="checkbox"/> Other (describe):	
<input type="checkbox"/> Inservice on ATOD use	<input type="checkbox"/> Inservice on district ATOD policy													
<input type="checkbox"/> Referral to ATOD use services	<input type="checkbox"/> Written notice of district employee ATOD use policy													
<input type="checkbox"/> Other (describe):														
<input type="checkbox"/> Instructional staff	<input type="checkbox"/> Bus drivers													
<input type="checkbox"/> Professional noninstructional	<input type="checkbox"/> School administrators													
<input type="checkbox"/> School support staff	<input type="checkbox"/> District administrators													
<input type="checkbox"/> Other (describe):														
<p>1. Program Name:</p> <p>2. Program Sponsor: <input type="checkbox"/> SDFS Program <input type="checkbox"/> Other District Program <input type="checkbox"/> Other Nondistrict Program</p> <p>3. Type of Prevention Program or Service:</p> <table style="width: 100%;"><tr><td><input type="checkbox"/> Inservice on ATOD use</td><td><input type="checkbox"/> Inservice on district ATOD policy</td></tr><tr><td><input type="checkbox"/> Referral to ATOD use services</td><td><input type="checkbox"/> Written notice of district employee ATOD use policy</td></tr><tr><td colspan="2"><input type="checkbox"/> Other (describe):</td></tr></table> <p>4. Target Group:</p> <table style="width: 100%;"><tr><td><input type="checkbox"/> Instructional staff</td><td><input type="checkbox"/> Bus drivers</td></tr><tr><td><input type="checkbox"/> Professional noninstructional</td><td><input type="checkbox"/> School administrators</td></tr><tr><td><input type="checkbox"/> School support staff</td><td><input type="checkbox"/> District administrators</td></tr><tr><td colspan="2"><input type="checkbox"/> Other (describe):</td></tr></table>	<input type="checkbox"/> Inservice on ATOD use	<input type="checkbox"/> Inservice on district ATOD policy	<input type="checkbox"/> Referral to ATOD use services	<input type="checkbox"/> Written notice of district employee ATOD use policy	<input type="checkbox"/> Other (describe):		<input type="checkbox"/> Instructional staff	<input type="checkbox"/> Bus drivers	<input type="checkbox"/> Professional noninstructional	<input type="checkbox"/> School administrators	<input type="checkbox"/> School support staff	<input type="checkbox"/> District administrators	<input type="checkbox"/> Other (describe):	
<input type="checkbox"/> Inservice on ATOD use	<input type="checkbox"/> Inservice on district ATOD policy													
<input type="checkbox"/> Referral to ATOD use services	<input type="checkbox"/> Written notice of district employee ATOD use policy													
<input type="checkbox"/> Other (describe):														
<input type="checkbox"/> Instructional staff	<input type="checkbox"/> Bus drivers													
<input type="checkbox"/> Professional noninstructional	<input type="checkbox"/> School administrators													
<input type="checkbox"/> School support staff	<input type="checkbox"/> District administrators													
<input type="checkbox"/> Other (describe):														

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX K

District: _____

SDFS Public Reporting (*page 1 of 2*)

A. The district's SDFS Project Needs Assessment information will be (check all that apply):

- reported to the district SDFS Advisory Council through the project approval process.
- reported to the district School Board through the project approval process.
- released to the media.
- reported in school newsletters.
- reported to school advisory councils/school improvement teams.

Describe any other public reporting of needs assessment information:

B. The SDFS program plan and activities and progress towards attaining its performance measures will be (check all that apply):

- reported to the district SDFS Advisory Council through the project approval process.
- reported to the district School Board through the project approval process.
- released to the media.
- reported in school newsletters.
- reported to school advisory councils/school improvement teams.

Describe any other public reporting of program plan activities:

C. Results of Project Evaluation Data including School Environmental Safety Incident Report (SESIR) (check all that apply):

- published in the school report.
- reported to the SDFS Advisory Council through the annual project *Progress Report*.
- reported to the district School Board.
- released to the media.
- reported in school newsletters.
- reported to school advisory councils/school improvement teams.

Describe any other public reporting of the project's evaluation:

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
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APPENDIX L

District: _____

Gun-Free Schools Act Data (page 1 of 3)

Instructions for Completion of
APPENDIX M: Gun-Free Schools Data Reporting Form

There are four columns on the **Gun-Free Schools Data Reporting Form**. Please adhere specifically to the instructions for each column as illustrated in the following example:

Gun-Free Schools Act Data Reporting Form Example

(A) Name of School	(B) Number of Students Expelled	(C) Type of Firearm	(D) Action Taken
Armstrong Middle School	1	Handgun	M (Alternative Placement)
Armstrong Middle School	1	Shotgun	E
Sanderson High School	2	Handgun	E
Cassidy Elementary School	1	Rifle	M (Alternative Placement)

A. Name of School: Type in the name of the school for each separate incident. Each incident should occupy a separate line.

B. Number of Students Expelled: Report the number of students expelled.

C. Indicate the "Type of Firearm" using the following classifications, bearing in mind that the federal government requires notification only of the firearms listed below:

- ◆ Handgun
- ◆ Rifle or Shotgun
- ◆ Other Firearm

For the purposes of the Gun-Free Schools Act, a firearm is defined in Section 921(a) of Title 18 of the United States Code as amended by Subpart of Part A of Title IV of the No Child Left Behind Act, P.L. 107-110.

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX L

District: _____

Gun-Free Schools Act Data (*page 2 of 3*)

According to Section 921(a), the following are included within the definition:

- ◆ any firearm (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- ◆ the frame or receiver of any firearm described above;
- ◆ any firearm muffler or firearm silencer; and
- ◆ any destructive device which includes:
 - (a) any explosive, incendiary, or poison gas
 - (1) bomb,
 - (2) grenade,
 - (3) rocket having a propellant charge of more than four ounces,
 - (4) missile having an explosive or incendiary charge of more than one-quarter ounce,
 - (5) mine, or
 - (6) similar device.
 - (b) any firearm which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter
 - (c) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

According to Section 921, antique firearms and Class-C common fireworks are not included in the definition for firearm.

For additional information on the Gun-Free Schools reporting requirements, please see the GFSA Non-Regulatory Guidance (revised October 2000).

D. Action Taken: Please indicate the type of action taken by the school/district officials to resolve the incident.

- ◆ "E" - Expulsion
- ◆ "M" - Modification (If modified in lieu of expulsion, provide a brief description of modification in Column D of *APPENDIX M*.)

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX L

Gun-Free Schools Act Data Reporting Form (*page 3 of 3*)

District: _____

(A) Name of School	(B) Number of Students Expelled	(C) Type of Firearm	(D) Action Taken

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX M

**FLORIDA DEPARTMENT OF EDUCATION SAFE AND DRUG-FREE SCHOOLS PROGRAM
Alcohol, Tobacco, Other Drugs (ATOD) & Violence Priority State Goals
(page 1 of 3)**

ATOD PREVENTION

ALCOHOL

Alcohol Goal 1:

By June 30, 2005, to decrease by 50% the percentage of students in grades 6–12 who report current use of alcohol (past 30 days) as measured by the Florida Youth Substance Abuse Survey. The baseline statistic from the 1999 Florida Youth Substance Abuse Survey is 31.0%.

Alcohol Goal 2:

By June 30, 2005, to decrease by 50% the percentage of students in grades 6-12 who report “binge drinking” as measured by the Florida Youth Substance Abuse Survey. The baseline statistic from the 1999 Florida Youth Substance Abuse Survey is 15.6%.

Alcohol Goal 3:

By June 30, 2005, to increase the mean age of first use of alcohol by 2.5 years among students in grades 6-12 as measured by the Florida Youth Substance Abuse Survey. The baseline statistic from the 1999 Florida Youth Substance Abuse Survey is 12.1 years.

TOBACCO

Tobacco Goal 1:

By June 30, 2005, to decrease by 50% the percentage of students in grades 6–12 who report current use of cigarettes (past 30 days) as measured by the Florida Youth Substance Abuse Survey. The baseline statistic from the 1999 Florida Youth Substance Abuse Survey is 15.3%.

Tobacco Goal 2:

By June 30, 2005, to decrease by 50% the percentage of students in grades 6–12 who report current use of smokeless tobacco (past 30 days) as measured by the Florida Youth Substance Abuse Survey. The baseline statistic from the 1999 Florida Youth Substance Abuse Survey is 4.7%.

Tobacco Goal 3:

By June 30, 2005, to increase the mean age of first use of tobacco by 2.5 years among students in grades 6-12 as measured by the Florida Youth Substance Abuse Survey. The baseline statistic from the 1999 Florida Youth Substance Abuse Survey is 11.8 years.

MARIJUANA

Marijuana Goal 1:

By June 30, 2005, to decrease by 50% the percentage of students in grades 6–12 who report current use of marijuana (past 30 days) as measured by the Florida Youth Substance Abuse Survey. The baseline statistic from the 1999 Florida Youth Substance Abuse Survey is 11.2%.

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
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APPENDIX M

**FLORIDA DEPARTMENT OF EDUCATION SAFE AND DRUG-FREE SCHOOLS PROGRAM
Alcohol, Tobacco, Other Drugs (ATOD) & Violence Priority State Goals
(page 2 of 3)**

Marijuana Goal 2:

By June 30, 2005, to increase the mean age of first use of marijuana by 2.5 years among students in grades 6-12 as measured by the Florida Youth Substance Abuse Survey. The baseline statistic from the 1999 Florida Youth Substance Abuse Survey is 13.1.

OTHER DRUGS

Other Drugs Goal 1:

By June 30, 2005, to decrease by 50% the percentage of students in grades 6–12 who report current use of any illicit drug excluding marijuana (past 30 days) as measured by the Florida Youth Substance Abuse Survey. The baseline statistic from the 1999 Florida Youth Substance Abuse Survey is 9.8%.

VIOLENCE PREVENTION

FIGHTING

Fighting Goal 1:

By June 30, 2005, to decrease by 20% the number of fighting incidents per 1000 for students, grades PK-12, as measured by the 2004-05 School Environmental Safety Incident Report (SESIR) data. According to the 1999-00 SESIR data, the number of fighting incidents per 1000 for students, grades PK-12, is 26.43.

BATTERY

Battery Goal 1:

By June 30, 2005, to decrease by 20% the number of battery incidents per 1000 for students, grades PK-12, as measured by the 2004-05 School Environmental Safety Incident Report (SESIR) data. According to the 1999-00 SESIR data, the number of battery incidents per 1000 for students, grades PK-12, is 5.27.

Battery Goal 2:

By June 30, 2005, to decrease by 20% the percentage of students, grades 6-12, who reported attacking someone with the intention of hurting them (past 12 months) as measured by the 2004-05 Florida Youth Substance Abuse Survey. According to the 1999-00 Florida Youth Substance Abuse Survey, the percentage of students, grades 6-12, who reported attacking someone with the intention of hurting them (past 12 months) is 15.3%.

THREAT AND INTIMIDATION

Threat & Intimidation Goal 1:

By June 30, 2005, to decrease by 20% the number of threat and intimidation incidents per 1000 for students, grades PK-12, as measured by the 2004-05 School Environmental Safety Incident Report (SESIR) data. According to the 1999-00 SESIR data, the number of threat and intimidation incidents per 1000 for students, grades PK-12, is 5.56.

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
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APPENDIX M

**FLORIDA DEPARTMENT OF EDUCATION SAFE AND DRUG-FREE SCHOOLS PROGRAM
Alcohol, Tobacco, Other Drugs (ATOD) & Violence Priority State Goals
(page 3 of 3)**

WEAPONS POSSESSION

Weapons Possession Goal 1:

By June 30, 2005, to decrease by 20% the number of weapons possession incidents per 1000 for students, grades PK-12, as measured by the 2004-05 School Environmental Safety Incident Report (SESIR) data. According to the 1999-00 SESIR data, the number of weapons possession incidents per 1000 for students, grades PK-12, is 1.46.

Weapons Possession Goal 2:

By June 30, 2005, to decrease by 20% the percentage of students, grades 9-12, who reported that someone had threatened or injured them with a weapon, such as a gun or a knife, on school property (past 12 months) as measured by the 2004-05 Youth Risk Behavior Survey (YRBS). According to the 1998-99 YRBS, the percentage of students, grades 9-12, who reported that someone had threatened or injured them with a weapon, such as a gun or a knife, on school property (past 12 months) is 10.9%.

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
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APPENDIX N

Risk and Protective Factors

(page 1 of 2)

The Center for Substance Abuse Prevention (CSAP) defines risk factors as “attributes or environmental characteristics that have been shown to be statistically associated with an increased risk for alcohol and other drug abuse that occur statistically more often for those who develop ATOD problems.” According to Bonnie Benard of the Western Regional Center for Drug-Free Schools and Communities, protective factors are “environmental factors that facilitate the development of youth who do not get involved in the life-compromising problems of school failure, drugs, and so on.” It is important to realize that risk and protective factors are merely indicators for the potentiality of occurrences or the solutions of problems.

Risk Factors*

<p align="center">COMMUNITY RISK FACTORS</p> <ul style="list-style-type: none"> • Availability of ATOD—predicts substance abuse • Availability of firearms—predicts delinquency and violence • Community laws and norms favorable toward drug use, firearms, and crime—predicts substance abuse, delinquency, and violence • Media portrayal of violence—predicts violence • Transitions and mobility—predicts substance abuse, delinquency, and school dropout • Low neighborhood attachment and community disorganization—predicts substance abuse, delinquency, and violence • Extreme economic deprivation—predicts substance abuse, delinquency, violence, teen pregnancy, and school dropout 	<p align="center">SCHOOL RISK FACTORS</p> <ul style="list-style-type: none"> • Early antisocial behavior; rebelliousness—predicts substance abuse, delinquency, violence, teen pregnancy, and school dropout • Lack of academic success, beginning with elementary school—predicts substance abuse, delinquency, violence, teen pregnancy, and school dropout • Low commitment to school—predicts substance abuse, delinquency, teen pregnancy, and school dropout • Lack of clear discipline policies at school, uneven enforcement, focus on petty infractions • Draconian methods, misplaced school priorities and school staff that do not reflect the student body—predicts disruptive behavior, defiance, apathy, delinquency, school dropout, and violence
<p align="center">FAMILY RISK FACTORS</p> <ul style="list-style-type: none"> • Family history of problem behavior—predicts substance abuse, delinquency, teen pregnancy, and school dropout • Alcoholism • Family management problems • Parental drug use and positive attitudes toward drug use • Parental abuse and neglect of children • High levels of family stress and/or conflict • Parents with little education or little regard for education • History of family instability or violence • Single female parent without family/other support • Frequent family moves and/or transitions 	<p align="center">INDIVIDUAL AND PEER RISK FACTORS</p> <ul style="list-style-type: none"> • Early use of alcohol, tobacco and other drugs (ATOD) • Alienation and rebelliousness; delinquency, violent acts • Antisocial behavior in early years • Friends who use ATOD • Favorable attitudes toward ATOD use

*Sources: SERVE and CSAP’s discussions of Risk and Protective Factors in several publications

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX N

Risk and Protective Factors

(page 2 of 2)

Protective Factors*

<p align="center">COMMUNITY PROTECTIVE FACTORS</p> <ul style="list-style-type: none"> • Low unemployment • Pleasant, organized neighborhood • Stability of resident • Low prevalence of neighborhood crime • Community laws and norms discouraging ATOD use • Access to high quality health and social services • Positive, supportive inter-generational network with non-kin and other adults in the community 	<p align="center">SCHOOL PROTECTIVE FACTORS</p> <ul style="list-style-type: none"> • Schools that encourage and reward academic success and intellectual curiosity • Schools that promote participation in activities (curricular and extra-curricular) and responsibility • Feeling of belonging evident at school when dealing with adults • Ability to bond with school in a socially-valued sense • Pro-social interaction with school peers
<p align="center">FAMILY PROTECTIVE FACTORS</p> <ul style="list-style-type: none"> • Adequate family income • Structured and nurturing family • Parents promote learning • Few stressful life events • Stable and cohesive family with little marital conflict • Multi-generational kinship network • Warm personal relationship with parent(s) and other adults • Sibling as caretaker/confidant • Family has clear behavior guidelines and high expectations • Much positive attention during first year of life • A sense of what is acceptable within the family structure 	<p align="center">INDIVIDUAL AND PEER PROTECTIVE FACTORS</p> <ul style="list-style-type: none"> • Positive outlook • Pro-social attitudes and activities • Adaptability and flexibility • Affectionate/endearing • Easy temperament • Autonomous • Healthy expectations • Self-efficacy • Self-discipline • Internal locus of control • Socially adept • Tolerance of people and situations

*Sources: SERVE and CSAP's discussions of Risk and Protective Factors in several publications

- Positive social bonding helps form attachments between children and those people who are for them, support them, and hold high expectations for them: parents, family, pro-social peers, teachers, and community.
- Commitments to school and to the future are built when children are provided with the opportunity to participate meaningfully and to develop skills that ensure success. The belief in society's norms and values—a sense of what is acceptable in the family, school, and community—gives children a sense of security and confidence.

SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION 2002-2003

APPENDIX O

Safe and Drug-Free Schools (SDFS) Principles of Effectiveness*

"Having safe and drug-free schools is one of our Nation's highest priorities. To ensure that recipients of Title IV, 21st Century Schools funds use those funds in ways that preserve state and local flexibility but are most likely to reduce drug use and violence among youth, a recipient shall coordinate its SDFSCA funded programs with other available prevention efforts to maximize the impact of all the drug and violence prevention programs and resources available to its State, school district, or community, and shall--

- ◆ **Base its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.** Programs or activities must be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary 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) that is based on ongoing local assessment or evaluation activities.
- ◆ **With the assistance of a local or regional advisory council where required by the SDFSCA, establish a set of measurable goals and objectives and design its programs to meet those goals and objectives.** A program or activity shall be based on an established set of performance measures aimed at ensuring that the elementary school and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment.
- ◆ **Design and implement its programs for youth based on research or evaluation that provides evidence that the programs used prevent or reduce drug use, violence, or disruptive behavior among youth.** A 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.
- ◆ **Evaluate its programs periodically to assess their progress toward achieving its goals and objectives, and use their evaluation results to refine, improve, and strengthen its program, and to refine its goals and objectives as appropriate.** A program or activity shall be 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, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research.
- ◆ **Consult with and receive input from parents in the development of the application and the administration of the program or activity.** A program or activity shall include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.

Source: 21st Century Schools Act, Section 4115(a)

**SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION
2002-2003**

APPENDIX P

Five Types of Scientific Review Processes*

PROMISING –

- ◆ Type 1 The program/principle has been identified or recognized publicly, and has received awards, honors, or mentions.
- ◆ Type 2 The program/principle has appeared in a non-refereed professional publication or journal. It is important to distinguish between citations found in professional publications and those found in journals.

PROVEN –

- ◆ Type 3 The program's source documents have undergone thorough scrutiny in a expert/peer consensus process for the quality of implementation and evaluation methods, or a paper has appeared in a peer-reviewed journal.
- ◆ Type 4 The programs/principles have undergone either a quantitative meta-analysis or an expert/peer consensus process in the form of a qualitative meta-analysis.
- ◆ Type 5 Replications of program/principle have appeared in several refereed professional journals.

Type 1 is considered a review process, but the result does not meet requirements of scientific rigor.

Type 2 represents a more rigorous type of review, but still does not reflect scientifically-defensible results.

Types 3, 4, and 5 represent review processes from which results can be deemed scientifically-defensible.

*SOURCE: Adapted from *Science-based Practices in Substance Abuse Prevention: A Guide*. Center for Substance Abuse Prevention. Working Draft, December 1998.

SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION 2002-2003

APPENDIX Q

Florida Safe and Drug-Free Schools (SDFS) Program Glossary (*Page 1 of 5*)

Note: Definitions provided here apply to the 2002-2003 Florida SDFS Project Application and not necessarily to other grant proposals

approvable activity – an activity that uses one or more scientifically-based strategy and complies with the Principles of Effectiveness

archival data – data that has already been collected by someone else for another purpose; data quality depends on collection methods.

AOD – acronym for alcohol and other drugs.

ATOD – acronym for alcohol, tobacco, and other drugs.

baseline data – measures of data elements or variables at a given point in time, ideally before prevention or intervention strategies are implemented. Often collected through a needs assessment process.

bibliographic citations – a list of sources of information; giving credit to authors and creators of information; refer to page 3 of the *2002-2003 SDFS Project Application* for style guidelines for citations.

budget description – a description of each line item as detailed in the SDFS Budget Narrative and compiled on the Budget Recap and Description form; provides a mathematical breakdown of all items over \$2,000.

collaboration – 1) partnerships the district SDFS program has with other programs and 2) all other prevention activities in the district that can be leveraged to create a comprehensive prevention plan for ATOD use prevention and violence prevention.

comprehensive plan – see *district comprehensive prevention plan*.

CSAP – acronym for Center for Substance Abuse Prevention; publishes a variety of materials related to ATOD prevention; a funding sources for prevention initiatives.

data element – aspects of society that have been selected for measurement, such as a behavior, attitude, or policy; it should be tracked over time; data elements can be used for needs assessment or program evaluation; they provide information about schools, students, parents, etc. In sociology or social sciences, they are called variables.

discretionary funds – funds awarded on a competitive basis.

district (comprehensive) prevention plan – A Comprehensive Prevention Plan consists of goals, collaborations, and programs selected to accomplish goals.

district SDFS goal – a target established for the purpose of measuring progress within a district's SDFS Project; should be based on assessed needs. Goals are usually more broadly written than objectives and run for a longer time period.

DJJ – acronym for Department of Juvenile Justice.

DOE – acronym for Florida Department of Education; a state educational agency (SEA).

SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION 2002-2003

APPENDIX Q

Florida Safe and Drug-Free Schools (SDFS) Program Glossary (*Page 2 of 5*)

EAP – acronym for Employee Assistance Program.

entitlement funds – monies that districts receive upon complying with requirements; there is no competition for funds.

evaluation – determining the effectiveness or impact of an activity or activities; reviewing results of a program, strategy, initiative, objective, or goal; evaluation requires baseline information to measure against.

experimental design – a research design that includes random selection of study subjects, intervention and control groups, random assignment to the groups, and measurements of both groups. Measurements are typically conducted prior to and always after the intervention. The results obtained from these studies typically yield the most interpretable, definitive, and defensible evidence of effectiveness.

FIE – acronym for the Florida Institute of Education. The FIE Safe, Disciplined and Drug-Free Schools Project is the outsourced portion of the Florida's Safe and Drug-Free Schools Program. FIE staff provides technical assistance and training to the district SDFS projects and other stakeholders.

focus group – a method used to help describe needs and pinpoint the target population; a group of approximately 8 to 12 people meet with a trained moderator to talk about some aspect of the SDFS project including project needs, activities, and results; should be used along with data collection and data analysis to form a complete needs assessment.

goal – aim; target to shoot for; for the purposes of this application, includes both state and district level developed; goals must be measurable; goals are broader in scope than objectives; compare with *program-level objective*.

intervention – activities done with the intent to reduce or eliminate ATOD use and violence behavior after it has occurred.

key informants – persons interviewed on various SDFS-related topics; can include school administrators, teachers, parents, staff, students, SROs, law enforcement officers, medical professionals, business or religious leaders, and all other stakeholders interested in ATOD and violence prevention in the K-12 public schools; data collection and analysis provide objective information and key informant interviews provide subjective information.

LEA – acronym for local educational agency; includes 67 Florida school districts, the Florida School for the Deaf and Blind, and the four University laboratory schools.

longitudinal study – a study of a sample or group over time, preferably two years or more, to measure the long-term impact of a program, strategy, intervention, etc. on the sample or group.

measurable objective – see *program objective*.

mini-grant – a portion of district SDFS funds may be allocated to schools to provide targeted prevention and intervention activities; mini-grant recipients must adhere to the Project Assurances and Mini-Grant Assurances which includes conducting a needs assessment, creating and tracking measurable goals and objectives, using research-based strategies and/or proven effective programs, and conducting an evaluation to determine effectiveness.

SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION 2002-2003

APPENDIX Q

Florida Safe and Drug-Free Schools (SDFS) Program Glossary (*Page 3 of 5*)

needs assessment – a research and planning activity that seeks to identify: 1) the extent and type of existing problems in a community, district, or school, 2) the underlying causes of these problems, 3) the current services and programs available to address these problems, and 4) the extent of unmet needs or underutilized resources in order to plan appropriate prevention services and programs.

non-experimental design – a type of research design that does not include random assignment or a control group. With such a research design, it is difficult to establish causation because several factors prevent the attribution of an observed effect to the program itself.

objective – see *program objective*.

outcome – result or consequence; the effect of an action.

outcome objective – see *program objective*.

pre/post tests – tests administered before and after the implementation of the SDFS Project instruction, training, or other activities to determine a change in knowledge, attitudes, and behavior.

prevention – activities done with the intent to prevent ATOD use and violence behavior before it occurs; prevention should be the main focus of any SDFS Project.

program – one or more strategy(ies) that are implemented to address specific drug or violence prevention need(s). A program is indicated by a needs assessment, it includes measurable objectives and supports one or more of the district/state SDFS goals. A program is a component of the district's comprehensive prevention plan; see also *proven program* and *promising program*.

program objective – a word equation which describes the plan to measure a program's effectiveness. Objectives are smaller in scope and shorter in duration than goals. A fully-written objective includes the following: 1) a target population; 2) an increase or decrease in knowledge, attitude, or behavior (skills); 3) the desired percent of increase or decrease; 4) a data element, such as fighting; 5) a data source, such as SESIR (School Environmental Safety Incident Reporting System); and 6) a date by which the objective shall be achieved. Example: *By June 30, 2003, to decrease 6-8th grade student referrals for fighting by 5% as indicated by school discipline reports. The baseline statistic from the 2000-2001 school discipline reports is 125 per thousand.*

project – for the purposes of this application, refers to all the information provided by the district in its SDFS Project Application; the entire district SDFS Project, which includes data collection and needs assessment; collaborations; programs, strategies, and initiatives for student ATOD and violence prevention; program evaluation; employee ATOD prevention; public reporting; project management, SDFS-funded staff, staff activities, consultants and other resources; budget etc; the district's comprehensive prevention plan.

promising program – has not yet been supported by rigorous evaluation. Has the appropriate components for successful prevention; that is, is based on strategies and includes program components that have been found effective in previous research. Compare with *proven program*.

SAFE AND DRUG-FREE SCHOOLS ENTITLEMENT PROJECT APPLICATION 2002-2003

APPENDIX Q

Florida Safe and Drug-Free Schools (SDFS) Program Glossary (*Page 4 of 5*)

protective factors – factors that encourage students to live drug-free and violence-free lives; examples of protective factors include caring and involved teachers, and parents and high community expectations. See *APPENDIX O*.

proven program – a program that has been rigorously evaluated and that has been demonstrated to be effective in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence. Proven programs have been identified or substantiated through an expert consensus or analytic process, and hence is scientifically defensible. A proven program: has undergone an expert/peer consensus process, has been published in a peer-reviewed journal, or has undergone a meta-analysis. Compare with *promising program*.

quasi-experimental – a research design that includes target (intervention) and comparison (control) groups and measurements of both groups, but assignment to the target and control conditions is not done on a random basis. With such research designs, attribution of an observed effect to the target group is less certain than with experimental designs.

rigor – the degree to which the type of measurements and data collection procedures follow the principles of the scientific methods of observation and experimentation; number of controls on the collection; examples of high rigor to low rigor would be experimental design, quasi-experimental, surveys, focus groups, with focus groups being low rigor.

strategy – one specific activity that is research-based or proven effective; a planned activity done in an effort to move toward achieving *state-* and *district-level goals* and *project objectives*.

risk factors – factors that keep students from living drug-free and violence-free lives; examples of risk factors include lack of parental involvement, disinterested teachers, and low community expectations (see *APPENDIX O*).

school environment – the school and its community, its culture, and its physical aspects; a school environment provides the cornerstone for academic reform.

SDFS – acronym for Safe and Drug-Free Schools.

SEA – acronym for state educational agency; e.g., Florida Department of Education.

Title IV, 21st Century Schools Act - the federal law authorizing the SDFS Program.

science-based – refers to the process by which knowledge is derived; science based information is that information which has been identified and/or substantiated through an expert consensus or analytic process using commonly agreed upon criteria for rating research endeavors; conceptual or exact replications add to the credibility that findings, principles, or models are effective; science-based results are derived via similar processes, whether those results are reported as either program models or prevention principles.

selective program – programs that target groups at risk or subsets of the general population, such as children of drug users or poor school achievers; compare with *universal program*.

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APPENDIX Q

Florida Safe and Drug-Free Schools (SDFS) Program Glossary (*Page 5 of 5*)

SESIR – School Environmental Safety Incident Report – the Florida Department of Education’s data-gathering data system; also refers to the report generated annually by the SESIR system, called SESIR Report; see also *critical incident*.

SESIR incident – a School Environmental Safety Incident Report (SESIR) term; the incident is the event reported in SESIR; SESIR data includes 21 critical incident types; one incident may involve multiple persons, such as an incident of fighting; reviewing the number of certain critical incident(s) such as fighting is useful for SDFS Project needs assessment and evaluation purposes.

SRO – acronym for school resource officer.

state SDFS goal – the ends towards which the Florida State SDFS Program efforts are being directed; a target set down toward achieving a certain result with the state’s SDFS Program; goals are usually more broadly written than objectives and over a longer time period. Example: *Reduce marijuana use by*

substantially-approvable form – is defined to mean that the application includes each of the following 1) the original signatures of the agency head and finance officer, 2) the date of approval by the governing body, and 3) complete and accurate program and budget information.

target group, target population – the group of people that you are trying to impact with a program, activity or strategy, in order to increase or decrease a particular knowledge, attitude, or behavior (skill).

underlying cause – factors that combine to produce or influence problems; the reasons that problems are occurring; may be discussed as root causes.

universal program – programs that reach the general population, such as all students in a school.

US ED – acronym for U. S. Department of Education, the federal agency which distributes the Safe and Drug-Free Schools funds to the state educational agencies.

validation – a process by which a third party, i.e., US ED’s Expert Panel, substantiates or verifies whether the evaluation presented by a program developer is scientifically-rigorous enough for a program to be judged as “promising” or “proven effective.”

violence – physical and nonphysical harm that causes damage, pain, injury or fear; it is a public health and safety condition that often results from individual, social, economic, political, and institutional disregard for basic human needs; violence disrupts the school environment and results in the debilitation of personal development which may lead to hopelessness and helplessness.