



Completing the 2009/2010 Title IV-A and Needs Assessment Portions of the NCLB Application EWEG Training

Funds for the Rutgers Safe and Drug-Free Schools and Communities Project were provided in full by the New Jersey Department of Education under a grant from the United States Department of Education, Safe and Drug-Free Schools and Communities Act of the No Child Left Behind Act.

Comprehensive Planning Checklist

- Design a coordinated and comprehensive strategy for violence, alcohol, tobacco, and other drug prevention
- Use a logic model as a guide for achieving results
- Conduct a comprehensive needs assessment of local issues, including an assessment of the school and community's developmental assets, risk factors and protective factors
- Review the results of the needs assessment
- Prioritize problems to be addressed in the district
- Formulate both short- and long- term goals
- Emphasize the importance of the involvement of parents and the community
- Develop performance indicators that include quantifiable methods for assessing progress
- Create an ongoing process to identify gaps and overlaps in programs, services and activities
- Identify research-based programs, services and activities that have a substantial likelihood for success in addressing the identified problem(s)
- Ensure that programs, services and activities are age and culturally appropriate
- Consider the best use of all funding, not just Title IV-A, in targeting schools and students with the greatest need for services
- Ensure that the core components of a program are implemented with fidelity
- Conduct periodic evaluation of programs, services and activities

- Determine how progress toward attaining performance measures will be publicly reported
- Identify how results from the evaluation will be used to refine, improve, strengthen, discontinue or replace funded program(s)
- Include the information from the planning process in the Title IV-A Application
- Make all of the appropriate connections within the NCLB Application**

**The NCLB Reference Manual has been updated (12/23/08).
The revisions to the manual have been highlighted
for your convenience.**

<http://www.nj.gov/education/grants/entitlement/nclb/nclbrefman09.pdf>

What is New in the '09/'10 EWEG Application

What Has Been Changed from Last Year's Application

- The “Performance Reporting” tab has been moved into the individual Title sections of the Application
- Districts will only be required to select one population category in Step 2 of the Needs Assessment section
- Districts will find additional data sources to choose from in the “Detailed Description” section of Step 4 of the Needs Assessment
- Districts will be required to select the Titles (one or more) that are related to the Priority Problem in the “Detailed Description” section of Step 4 of the Needs Assessment
- As the information is entered and saved for each Priority Problem in the “Detailed Description” section of Step 4 of the Needs Assessment, the Status Column will display the word “Complete”
- There have been changes made to the programs listed on the Title IV-A drop -down list of programs
- All of the curricula and programs in the drop-down list can be found, through an interactive, searchable database, on the Rutgers SDFSC Project website (<http://sdfsc.rutgers.edu/page/program>)
- The instructions linked to the “Allowable Uses” page will enable districts to research the nationally recognized organizations that evaluated the curricula and programs and provide a link to those organizations

What Has Remained the Same in This Year's Application

- Districts must select at least one program, service, or activity from each of the 6 Program Strategies, whether Title IV-A funded or funded by a different source
- To be funded with Title IV-A funds, random drug testing must comply with the regulations of N.J.A.C 6A:16-4.4 (A waiver request must still be written)
- The requirements to request a waiver have not changed
- Districts will be required to address Prior Year Outcomes in the “Performance Reporting” tab in the Title IV-A section of the Application
- Districts are required to link budget line items to their Allowable Uses

- The Security Cap is automatically calculated
 - Be aware of how these funds are used
 - A total cap of 40% may be used for hiring and mandatory training
 - A maximum of one half (50%) of the 40% cap may be used, in total, for:
 - Acquiring and installing security equipment
 - Reporting of criminal offenses
 - School security plans
 - Zones of passage

List of Scientifically Research-Based Curricula and Programs

A complete list of all of the programs identified below is available in a searchable database on the Rutgers Safe and Drug-Free Schools and Communities Project website at <http://sdfsc.rutgers.edu/page/program/>. This database allows you to search programs based on target populations and categories of priority problems. All of the programs listed below are available on the “Scientific Research-Based Curricula and Programs” drop-down list. *(Below is a sample of the programs)*

	Blueprints for Violence Prevention Program http://ibs.colorado.edu/cspv/blueprintsquery/ (B)	The Office of Juvenile Justice and Delinquency Prevention Programs Guide http://www.dsgonline.com/mpg2.5/mpg_index.htm (O)	The USDE Exemplary and Promising Safe, Disciplined, and Drug-Free Schools Programs 2001 www.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf (U)	SAMHSA’s National Registry of Evidence-based Programs and Practices http://www.nrepp.samhsa.gov/find.asp (N)
A Womans Path to Recovery				X
Across Ages		X		X
Active Parenting Now				X
Adolescent Community Reinforcement Approach				X
Adolescent Coping With Depression				X
Adolescent Transitions Program		X		
Aggression Replacement Training (ART)		X	X	
Aggressors, Victims and Bystanders			X	
Al’s Pals		X	X	X

What Information is Required on a Waiver Request?

Proposed Program Title

Program Title: Name of the program, activity or service

Proposed Program Description

Developer: Developer name or the source of the activity.

Goal: Brief description of program goals.

Description: A brief summary of the program.

Components: Brief description of program components.

Explanation and Research Justification

Priority Problem: Description of priority problem being addressed by the proposed activity (from needs assessment).

Justification: Provide a statement justifying the selection of the program, service or activity, explaining why the program, service or activity has a substantial likelihood of success in addressing the priority problem.

Area Measured: How effectiveness will be measured (from needs assessment/program plan).

If using outcome data option to support the waiver application, provide the following:

Outcome Data:

Evaluation data supplied by the developer of the activity, from your school district, from another school district, etc. that shows behavioral change as a result of the program.

OR

If using the credible theory option to support the waiver application, provide the following:

Research:

Cite the source of the relevant, professional or authoritative literature.

Waiver Requests for New Science-Based Programs

If a program, service, or activity to be implemented appears on the SDFSC list located at <http://sdfsc.rutgers.edu/page/program>, but is not on the drop-down list under “Research-Based Curricula and Programs” in the “Allowable Uses” tab, the following information must be provided under “Request for Waiver,” in the “Allowable Uses-Waiver” tab as follows:

- In “Proposed Program Name” field, insert the name of the program as it appears on the SDFSC list;
- In the “Proposed Program Description” text field insert the following phrase: **“Science-based program that is now on the SDFSC list but does not appear on the drop down list,”** and
- In the “Explanation and Research Justification” text field, insert the same phrase: **“Science-based program that is now on the SDFSC list but does not appear on the drop down list.”**

*NOTE: By following this procedure, the LEA is **not** requesting a waiver; it is only recording its request to implement an acknowledged science-based program that is not on the drop down.*

Sample Waiver Request (Outcome Data Option)

Proposed Program Title

Program Title: Gang Prevention/Intervention Program

Proposed Program Description

Developer: Oak Youth Services, Oak, NJ.

Goal: Reduce incidents of gang violence in schools.

Description: Interventionists, trained to work with school-age teens suspected of gang activity, confront teens' anti-social behavior & identify alternative activities appropriate to their needs.

Components: Referral, crisis intervention, identification of pertinent issues, identification of appropriate services.

Explanation & Research Justification

Priority Problem: Gang activity.

Justification: Program reduces gang acts by identifying & intervening with students involved or at-risk of involvement with gangs.

Area Measured: Reduced incidents of gang activity in schools.

Outcome Data: Program evaluation shows reduction in the number of gang-related incidents reported to police since program inception (1995 – 14 incidents; 1996-97 – 2 incidents; 1998 – 1 incident). Program cited as a Best Practice Program by the 1999 United States Conference of Mayors.

Sample Waiver Request (Credible Theory Option)

Proposed Program Title

Program Title: Resolve Conflict

Proposed Program Description

Developer: University of Florida.

Goal: Provide students with skills & knowledge to effectively manage conflict.

Description: Curriculum provides information to increase awareness of conflict & conflict situations. Provides opportunities to practice/apply conflict resolution & peer mediation skills.

Components: 5 Units (understand conflict, effective communication, understand anger, handle anger, peer mediation).

Explanation & Research Justification

Priority Problem: Inter-group conflict in elementary schools.

Justification: Research documents that conflict can be reduced when all elementary school students learn alternate conflict resolution skills.

Area Measured: Reduced number of fights on school grounds.

Research: Smith, S.W., & Daunic, A.P. (2006). *Managing Difficult Behavior Through Problem Solving Instruction: Strategies for the Elementary Classroom*. Boston, MA: Allyn & Bacon.

Program Plan Overview

Performance Goal 4 Indicators: All students will be educated in learning environments that are safe, drug free and conducive to learning.

4.1 Reduce the use rates of student alcohol, tobacco or other drugs.

4.2 Decrease the incidents of student substance use on school grounds, including at school-sponsored functions or on school buses.

4.3 Increase the age of onset of students' first use of alcohol, tobacco or other drugs.

4.4 Reduce the factors that place students at risk for involvement with alcohol, tobacco or other drugs.

4.5 Reduce the incidents of student violence, including weapons incidents, on school grounds, including at school-sponsored functions or on school buses.

4.6 Reduce the factors that place students at risk for committing acts of violence or for being victims of acts of violence.

4.7 Reduce the number of persistently dangerous schools, as defined by the state.

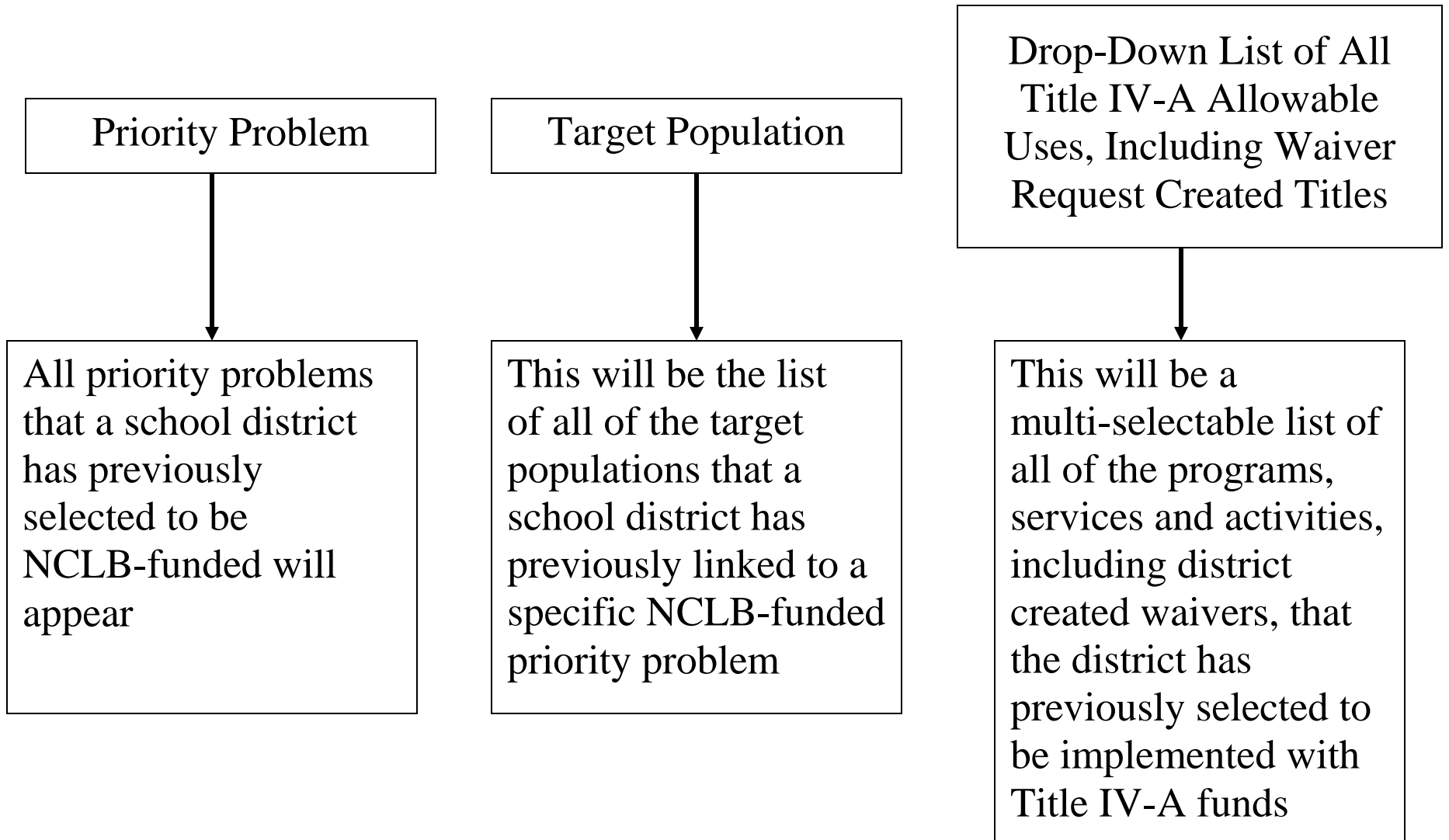
Performance Reporting from Prior Year

Allowable Use	Measurement Tool	Performance Measure	Outcomes
Second Step: A Violence Prevention Curriculum	Documentation of Participation	Percent Other	75
		Explain Other (Limit 30 Characters)	
Suicide Prevention Program I	School Statistics and Records	Percent Other	90
		Explain Other (Limit 30 Characters)	

If no Prior Year Outcomes have been entered, complete the text box below explaining why measurement outcomes are not available (Limit 100 characters)

Save

Target Populations



Target Populations

Priority Problem	Target Population	Allowable Use
3b. Mathematics	A. All Students	Select a program if it addresses this priority problem.
4 Technology Literacy	A. All Students K. Teachers	Select a program if it addresses this priority problem.
20. Drug Use	A. All Students N. Substance Abusers	Lion's Quest-Skills for Adolescence Olweus Bulling Prevention Program SODAT of New Jersey, Inc.* Stop Bullying Now*
29. Bullying	D. Economically disadvantaged F. Youth at risk of dropping out	Lion's Quest-Skills for Adolescence Olweus Bulling Prevention Program SODAT of New Jersey, Inc.* Stop Bullying Now*
53. Instructional Education Materials	A. All Students K. Teachers	Select a program if it addresses this priority problem.

*Identifies a waiver created program title

Target Populations



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

EWEG

Electronic Web-Enabled Grant System

Applicant Name:

Application: 2007-2008 Original Application

District:

Project Period: 9/1/2007 - 8/31/2008

Application Sections

NCLB Title IV

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Target Populations

[Instructions for page.](#)

Priority Problems	Target Populations	Allowable Uses
21. Tobacco Use	A. All Students	<ul style="list-style-type: none"> Oakland Beat Health Program Operation Ceasefire Academic Tutoring and Social Skills Training Yale Child Welfare Project
29. Bullying	N Substance abusers O. Perpetrators of Violence	<ul style="list-style-type: none"> Oakland Beat Health Program Operation Ceasefire Academic Tutoring and Social Skills Training Yale Child Welfare Project

Goals and Indicators



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

EWEG
Electronic Web-Enabled Grant System

Applicant Name: **District:** **Application Sections:**

Application: 2008-2009 Original Application **Project Period:** 9/1/2008 - 8/31/2009

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Overview	Allocation Detail Nonpublic	Program Specific	Budget	District Comments	Page Review Status
Program Strategy	Allowable Uses	Allowable Uses - Waiver	Program Plan	Coordination	Nonpublic Schools
Program Plan Overview	Target Populations	Goals and Indicators	Performance Targets		

Program Plan - Goals and Indicators [Instructions](#)

Select one or more Indicators for each of the listed Allowable Uses. Click [here](#) to view a detailed description of Goals and Indicators.

Allowable Uses	Indicators
Project Northland	<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5
Social Decision-Making Problem Solving	<input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.6
I&RS Program	<input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.6 <input type="checkbox"/> 4.7

[Save Page](#)

Performance Targets

Performance Targets - Mozilla Firefox

http://206.230.234.40/NJDOEGmsWeb/StaticPages/PrgPerformanceTargets.aspx

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION EWEG Electronic Web-Enabled Grant System

Applicant Name: EGG HARBOR CITY Atlantic County District: 011300 Application Sections: NCLB Title IV

Application: 2009-2010 Original Application Project Period: 9/1/2009 - 8/31/2010

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Overview	Allocation Detail Nonpublic	Program Specific	Budget	District Comments	Page Review Status
Program Strategy	Allowable Uses	Allowable Use - Waiver	Program Plan	Coordination	Nonpublic Schools
Program Plan Overview	Performance Reporting	Target Populations	Goals and Indicators	Performance Targets	

Performance Targets [Instructions](#)

Allowable Uses	Measurement Tool	Measure	
		Baseline	Target
ATLAS (Athletes Training and Learning to Avoid Steroids) (B) (O) (U) (N)	OTHER	Count 25 Explain Other (Limit 30 Characters)	Count 15 Explain Other (Limit 30 Characters)
Chestnut Health Systems Bloomington Adolescent Outpatient (OP) and Intensive Outpatient	Surveys	Percent Other 65 Explain Other (Limit 30 Characters)	Percent Other 75 Explain Other (Limit 30 Characters)

Add Line Save

TEST user ID: TIVPROG2011300 [Spell Check](#)

Done

NCLB Title IV-A Coordination Tip Sheet*

Community Involvement for Title IV-A

Describe how the LEA coordinates programs and projects with community-wide efforts to achieve its goals for drug and violence prevention, and with other school and community-based programs, services and activities for drug abuse and violence prevention.

1. Responses to this item should be more than a list of the involved stake holders.
2. List and describe the type and frequency of meetings that are held to coordinate efforts.
3. Indicate who will be involved in the coordination efforts.
4. Describe the types of activities involved in the coordination of programs and projects within the community.
5. Did you make the connection to Title IV-A funded activities?

Public Reporting for Title IV

Describe the mechanisms used to provide effective notice to the community of the intention to submit an application for Title IV-A funds.

1. Describe the types of mechanisms used to make the notice public.
Examples-
 - a. Press release
 - b. Notice on the district web page
 - c. Report at a public meeting (e.g., school board meeting, back-to-school night)
 - d. Newsletters
 - e. Direct access TV
2. If possible, include timelines of when notices were published or submitted for publication or broadcast (This should occur before the application is submitted).
3. Take into consideration a representative composition of your community, and use the best combination of methods that will ensure that the majority of individuals in the community will be able to receive and understand the information provided.
 - a. If a portion of your population is non-English speaking, what methods will you use to ensure the information is translated into their language?
 - b. Will most individuals have access to websites, or will newspapers or local access television reach more community members?
4. Did you make the connection to Title IV-A?

Describe how the LEA plans to publicly report its progress towards attaining its performance targets.

1. Describe the types of mechanisms used to publish public progress reports.
Examples-
 - a. Press release
 - b. Published on the district or community web page
 - c. Report at a public meeting (e.g., School board meeting, back-to-school night)
 - d. Newsletters
 - e. Direct access TV
2. If possible, include when these reports will be published and if necessary when they should be submitted to ensure that they meet insertion deadlines for any publication or broadcast.
3. Take into consideration the representative composition of your community, and use the best combination of methods that will ensure that the majority of individuals in the community will be able to receive and understand the information provided.
 - a. If a portion of your population is non-English speaking, what methods will you use to ensure that information is translated into their language?
 - b. Will most individuals have access to websites or will newspapers or local access television reach more community members?
4. Did you make the connection to Title IV-A?

Use of Program Evaluation for Title IV-A

Describe how the LEA will use the results of evaluations to refine, improve, strengthen, discontinue or replace the funded program(s).

1. Include the evaluation strategies and the titles of the individuals involved in the decision-making process.
 - a. When and how are the evaluations conducted?
 - b. Who will be conducting the evaluations?
 - c. Which individuals or group of individuals will review and discuss the findings from the evaluation?
 - i. When will they meet?
 - ii. When are their comments due?
2. Make sure that the evaluation tool you will be using will provide an accurate measure of the programs success in relation to the priority problem it was intended to address.
3. How will the results be reported to:
 - a. School staff
 - b. School board
 - c. Parents and other community members
4. What is the timetable for the findings from the evaluation to be examined and acted upon?
5. Did you make the connection to Title IV-A?

*While not required activities, these tips may be helpful in completing the coordination questions on the Title IV-A EWEG application.

