



**REVIEWING THE IMPLEMENTATION OF
2006/2007 TITLE IV-A PROGRAMMING
AND PREPARING FOR THE 2007/2008
TITLE IV-A APPLICATION**

MARCH 16, 2007

PARSIPPANY, NEW JERSEY

Work Session Purpose and Overview

Purpose of the Session:

The purpose of the session is to provide district staff with an overview of the steps that should be taken to review the implementation status of 2006/2007 Title IV-A programming and to plan for the 2007/2008 Title IV-A application. Opportunities to share implementation success stories will be provided.

General Objectives:

- To learn and utilize a strategy of assessing the implementation status of Title IV-A programming;
- To learn about programs to prevent substance abuse and violence that are being implemented in schools in the region;
- To review Title IV-A guidelines regarding needs assessment, program planning and program selection;
- To identify resources available to districts in conducting district-wide needs assessments for Safe and Drug-Free Schools and Communities Act (SDFSCA)

Icebreaker Activity

Introductions:

Name

School District or Organization

Position

Experience and Involvement with Title IV

Personal Commonalities

Title IV Commonalities

1)

1)

2)

2)

3)

3)

Assessing the Implementation Status of Title IV-A Programming

1) What were your school's/district's priority problems to be addressed by Title IV-A funding from the 2006/2007 application?

- How were your priority problems determined?
- (If the interviewee does not know) Who in the district would have this information?
- What is your perception of how easy it would be to obtain this information?
- What obstacles if any do you anticipate in obtaining the information?

Priority problem, if known: _____

Position of person to ask, if unknown: _____

2) What program, service or activity did your school/district select to address the priority problems for 2006/2007?

- How does this program, service or activity fit in with your comprehensive plan to create a safe and drug-free school environment?
- Do you believe that the program addresses the identified priority problem and is appropriate for the target population?
- (If the interviewee does not know) Who in the district would have this information?

Name of program(s), if known: _____

Position of person to ask, if unknown: _____

3) Do you know who is responsible for implementing your 2006/2007 Title IV-A programming?

- If so, what is the position(s) of this person(s) and your level of contact with them?
- (If the interviewee does not know) Who in the district would have this information?

Position of implementers, if known: _____

Position of person to ask, if unknown: _____

4) Have staff members begun implementing 2006/2007 programs, services or activities?

- What is working well?
- What has been challenging?
- What has been surprising?
- (If implementation has not begun) What is the plan to begin implementing programs, services or activities?
- (If the interviewee does not know) Who in the district would have this information?

What is working well:

What has been the greatest challenge:

What has been the biggest surprise:

(If implementation has not begun) What is the plan to begin implementing programs, services or activities?

Position of person to ask, if unknown: _____

5) How were staff members responsible for implementing 2006/2007 programs, services or activities trained to implement the program, service or activity? (i.e. attending workshop, reading a manual, in house training)?

- If they haven't been trained yet, what is the plan, including timelines, to train staff?
- (If the interviewee does not know) Who in the district would have this information?

Method of training, if known:

Position of person to ask, if unknown: _____

6) How do you plan to evaluate your 2006/2007 program, service or activity?

- What data, if any, will be collected?
- Who is responsible for evaluating the program and collecting data?
- What training, if any, will be required for your staff to evaluate the program and collect data?
- Have you begun collecting data?
- (If the interviewee does not know) Who in the district would have this information?

What data will be collected:

Position(s) of those responsible for data collection:

Position of person to ask, if unknown:

7) How will your school/district use the results of the 2006/2007 program evaluation to refine, improve, strengthen, discontinue or replace the funded program(s)?

- Who will be involved in making such decisions?
- What other factors will be used to make such decisions?
- (If the interviewee does not know) Who in the district would have this information?

Position(s) of those responsible for making such a decision:

Position of person to ask, if unknown: _____

Needs Assessment

Title IV-A Application Components

- ❑ Select all known priority problems from the NCLB list (#19-39) and determine which are most critical to be addressed with a comprehensive plan utilizing Title IV-A funding

- ❑ Identify applicable population categories for each priority problem

Preparing to Conduct a Needs Assessment

- Gather data

- Gather information on risk and protective factors contributing to the priority problems

- Analyze data

Archival or Existing Data Sources

| Free NJ Data Sources | Content | State or Local Data | Where to Find |
|--|--|----------------------------|--|
| NJ School Report Card | Attendance rates, drop-out rates, suspensions and expulsion percentages are available for review. | Local | NJDOE website- click on NJ School Report Card http://www.state.nj.us/njded/data/ |
| NJ State Police Gang Survey | Survey data is collected on gang activity and trends by municipality, age, and school. | Local | Access information through NJ State Police website, under public information http://www.njsp.org/ Go to search, type <gang survey>, click to download |
| Electronic Violence and Vandalism Reporting System (EVRVS) | Data includes incidences of violence, vandalism, and substance abuse. Data also includes the number of suspensions, expulsions, and removals to interim alternative settings for these offenses. | Local | Access through the NJDOE Homeroom, click on EVVRS http://homeroom.state.nj.us/ |
| NJ Middle School Substance Use Survey | Data collected from 7 th & 8 th grade students throughout NJ in public and independent schools. Data includes estimates of prevalence of ATOD use and the identification of risk and protective factors. | State | Last report from 2003 NJ Department of Human Services website- click on NJ Middle School Substance Use Survey under <i>Survey/Research Reports</i> http://www.state.nj.us/humanservices/das/das-reports.html |

Archival or Existing Data Sources

| Free NJ Data Sources | Content | State or Local Data | Where to Find |
|--|--|----------------------------|--|
| Uniform Crime Report | Crime data collected from all 21 counties within NJ, including summary incident reports, arrest by age, offender information, and other crime data. | State | NJ State Police website http://www.state.nj.us/lps/njsp/info/stats.html |
| NJ Student Health Survey | Survey data collected from high school students on risk-taking behaviors. The 2005 NJ Student Health Survey, which includes middle school data, will be available on the NJDOE website in August of 2006 | State | NJDOE website - click on New Jersey Student Health Survey http://www.state.nj.us/njded/data/ |
| Violence, Vandalism, and Substance Abuse in NJ Public Schools Report | Information collected reflects state-wide data on incidents of vandalism, violence, and substance abuse. | State | NJDOE website - click on Violence, Vandalism, and Substance Abuse in New Jersey Schools http://www.state.nj.us/njded/data/ |
| NJ State Health Assessment Data (NJSHAD) System | This source is an interactive query system that will provide users with a customized NJ health data. The data is generally applicable to adults only. A user would be able to access some specific youth issues. | State | Access through the NJ Department of Health and Human Services website http://njshad.doh.state.nj.us/welcome.html |

Youth Survey Instruments

| Youth Survey | Content | Where to Find | Cost Information |
|---|---|---|-------------------------|
| Michigan Measures and Tools for Analysis | Provides downloadable instruments for surveying youth, and it provides a tool to help enter and analyze data. | http://www.michigan.gov/mdch/0,1607,7-132-2941_4871_4878-15022--,00.html | Free |
| SAMHSA's Prevention Platform: Measure and Instruments | Provides downloadable resources for assessment. | http://preventionplatform.samhsa.gov/ | Free |
| Community Anti-Drug Coalitions of America (CADCA) Resources | CADCA provides several links to resources and tools. | http://www.coalitioninstitute.org/Evaluation-Research/Coalition_Assessment_Tools.htm | Free |
| The American Drug and Alcohol Survey | A survey by the Rocky Mountain Behavioral Sciences Institute that gathers data on the nature and extent of local substance use. It surveys students about their attitudes toward substance use. | http://www.rmbsi.com/ | Cost-related |

Youth Survey Instruments

| Youth Survey | Content | Where to Find | Cost Information |
|---------------------------------|--|---|-------------------------|
| California Healthy Kids Survey | Published by WestEd, this survey targets 5 th -12 th grade students by assessing their local youth health risks, behaviors, and protective factors. A module-based data collection system collects information on indicators of drug-use, violence, crime, physical and mental health. | http://www.wested.org/pub/docs/chks_home.html Locate tab called “the survey” to download document | Cost-related |
| PRIDE Survey | Survey data is collected on student drug use, by grade level and compared to national use rates. Provides summaries and tabular reports. Targeted towards students in 6 th -12 th grades. | Access through International Survey Associates at www.pridesurveys.com | Cost-related |
| Character Education Partnership | Provides comprehensive list of names of assessment instruments with contact information | http://www.character.org/site/c.gwKUJhNYJrF/b.993291/k.A810/Assessment_Index.htm | Varies |

Active Parental Consent

The Law

AN ACT concerning certain surveys conducted by school districts and supplementing chapter 36 of Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey: C.18A:36-34 School surveys, certain, parental consent required before administration.

1. a. Unless a school district receives prior written informed consent from a student's parent or legal guardian and provides for a copy of the document to be available for viewing at convenient locations and time periods, the school district shall not administer to a student any academic or nonacademic survey, assessment, analysis or evaluation which reveals information concerning:

- (1) political affiliations;
- (2) mental and psychological problems potentially embarrassing to the student or the student's family;
- (3) sexual behavior and attitudes;
- (4) illegal, anti-social, self-incriminating and demeaning behavior;
- (5) critical appraisals of other individuals with whom a respondent has a close family relationship;
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- (7) income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program; or
- (8) social security number.

b. The school district shall request prior written informed consent at least two weeks prior to the administration of the survey, assessment, analysis or evaluation.

c. A student shall not participate in any survey, assessment, analysis or evaluation that concerns the issues listed in subsection a. of this section unless the school district has obtained prior written informed consent from that student's parent or guardian.

d. A school district that violates the provisions of this act shall be subject to such monetary penalties as determined by the commissioner.

2. This act shall take effect immediately.

Approved January 7, 2002.

Tips for Communicating with Parents regarding Consent Information

- Attach notice of rights and consent form to report card
- Provide incentives, i.e. have drawing or raffle for students who return consent forms
- Mail consent forms home to parents/guardians with notice of rights and an explanation letter
- Provide parents/guardians with a self-addressed, stamped postcard to return consent
- Provide information and request responses at convenient times for parents, including at parent-teacher nights, *Back to School* nights or other events

Needs Assessment Activity

THE FOLLOWING STORY WAS READ TO THE PARTICIPANTS WITH A DISCUSSION TO FOLLOW.

INTRODUCTION:

Ladies and gentlemen, I'd like you to meet Principal Simon. He is from the New Jersey Unified district. He is a 15 year veteran of the school district and has been the Principal of the New Jersey Unified High School, a medium-sized high school. Principal Simon's district is located in a diverse, working class community whose property values are rising due to a recent influx of commuter population. The school is almost evenly divided between boys and girls and is ethnically diverse.

Near the end of March, the school secretary remarked to me, "They have all gone nuts this year! The spring crazies! Only it's worse this year. Two of our seniors were picked up by the police last night over by the new housing project for fighting."

I always think of it like bucks rutting. Spring comes, their hormones are up, and boys just have to butt heads to impress some girl. The situation was never really serious and normally only led to a few extra detentions. I figured that was why Mr. Heart, our Vice Principal, who handles most of the discipline cases wanted to see me that morning. Why today, I thought, when I had to attend a two hour budget meeting. And the president of the HSA called this morning and wanted to see me about "A major concern."

I was aware that this year the students had been more agitated than usual. Two assaults had already been reported on EVVRS this month. That had never happened before. We've never had more than one or two incidents in a year.

My meeting with Mr. Heart was not a good one. There had been 10 incidents of fighting in the last two weeks, 10, and a third assault has to be added on EVVRS. These were not just pushing matches or horseplay, but real fights and three students needed to see the school nurse for bloody noses, one of which might have been broken. This occurred yesterday and I know that at least

one parent is going to call. I spoke to the superintendent who suggested that “We find a way to get the fighting under control now.”

I am in the middle of all of this and it is only 8:40. My day was not looking very good and

I’m thinking we might have a race problem and a gang problem as well. In a fight last week, Jamie, the student who was attacked was wearing a red shirt and it is rumored that the other student is in a gang. Hormones, gang activity, what else?

I found it odd that Ernesto had been picked up by the police last night. Ernesto is a real good kid, almost honor roll, and belongs to a lot of groups in the school. Everybody really likes him and I think that if he had attended this school all four years, he would have been elected a senior class officer. He has two younger siblings in the middle school and he watches out for them. Their dad travels a lot. I think he works for the TSA as an air marshal.

I have a pretty good relationship with the police department. My oldest was on the same little league team as the patrol sergeant’s kid. I decided to give him a call. I wanted to find out exactly what had happened last night. I also wanted to make sure that the boys were ok.

Before I called the police station I needed a cup of coffee so I walked to the teachers lounge. March, and the end of year countdown calendar was marked with big red X’s. The head of our math department had his feet up and his eyes closed. I made some comment about Rip Van Winkle and he replied that he was just following the students lead and sleeping through first period. So many of our freshmen were looking tired all the time; Great, I thought, late night chat rooms were turning my students into internet zombies. Last week alone we had triple the numbers of tardies than usual.

When I spoke with the sergeant at the local police precinct, I found out the boys were fine. There was no real damage, but Aaron had taken a swing at the arresting officer, when they frisked him they found a roach in his pocket so they were going to hold both boys for the judge, since it seemed that Ernesto had attacked Aaron first. I asked the sergeant if he thought the fight

was race related. He said no. Neither boy was talking much but he didn't get the impression that it was racial. He knew Ernesto, and agreed that he was a good kid. This seemed way out of character for him. He had something against Aaron.

As an afterthought, I asked the sergeant if there was any rise in gang activity in town. Was there anything I should be aware of, or looking for at school. Yes, he responded, there was some minor gang activity. We are, after all, only 40 minutes from the city. They were keeping an eye out, watching for colors, additional drugs on the street. The new thing for the gangs seems to be bootleg cigarettes.

A conversation with our SAC told me the kids involved in the fights had clean records. Only one or two were a chronic problem. The only thing of note was that half of them were having a problem staying alert in class, and they all seem less focused. This seemed to be more than just spring fever. Two or three of the boys on the soccer team have been argumentative, almost antagonistic with their teachers.”

This was still not adding up. Then the intercom announced that Mrs. Allen, the HSA President, was here and needed to see me right away. Mrs. Allen walked in and placed three perfectly rolled joints on my desk, a baggie with about a dozen pills and a few small vials. I recognized two of the pills as steroids.

“Where did these come from?” I asked.

“I found them at the Middle School this morning.” Mrs. Allen thought that they had been tossed out of a window.

“Why are you coming to me and not...”

“I wanted to show you first, because the word around is that some of your students are dealing.”

Great! Now what do I do?

Program Plan

Title IV-A Application Components

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

***4.1 Performance Indicator: Number of persistently dangerous schools, as defined by the state*

- List additional, district-derived performance goal indicators under 4.2 as needed

For each performance goal indicator, provide or select the following information:

- Priority Problem
- Applicable Target Population
- Measurement Tools/Methods of Measurement
- Whether targets from last year were achieved (provide explanation if targets were not achieved)
- Prior Year – Target and Outcome
- Current Year – Actual and Target

*Performance Goal 4 most commonly applies to Title IV-A programs, but other performance goals may apply depending on the activities.

** Use performance goal indicator 4.1 only if applicable to priority problem.

Preparing to Develop a Program Plan

- Identify performance goal indicators
- Set achievable performance targets (i.e., what are the desired outcomes?)
- Describe how you will measure progress in student behavior

Program Plan Components Defined

| Title IV-A Component | Description | Examples |
|--|--|--|
| Performance Goal Indicators | The strategy chosen to measure overall success of a program, service or activity | <p>Alcohol and Drug Abuse:</p> <ul style="list-style-type: none"> ▪ Prevalence of use among students ▪ Age of first use among students ▪ Alcohol/drug-related arrests ▪ Perception of substance use among students <p>Violence</p> <ul style="list-style-type: none"> ▪ Guns and weapons brought to school ▪ Students' perception of feeling safe in school ▪ Students' perception of victimization and feeling threatened ▪ Criminal incidents in schools ▪ Crimes using weapons in schools ▪ Violence-related arrests of youth within the community <p>Social Indicators</p> <ul style="list-style-type: none"> ▪ The number of persistently dangerous schools ▪ The number of schools meeting AYP <p><i>(Alcohol, drug abuse and violence indicators taken from Atkinson and Ashton's 2002 Planning for Results for Virginia Department of Education)</i></p> |
| Target Population | Identified student and other groups in a district to which priority problems apply. | All School Students Youth at risk of dropping out |
| Measurement Tools/Methods of Measurement | A description of how (i.e., tools and methods) progress from target to outcome will be measured over time | All School Students Youth at risk of dropping out |
| Targets | <p>A quantifiable statement that describes your criteria of success (i.e., What is the desired outcome?)</p> <p>Score – performance on a measure</p> <p>Count – the number of occurrences</p> <p>Percent Proficient – the percentage of the group meeting the criteria</p> <p>Percent Other – the percentage increase or decrease in desired behavior</p> <p>Other</p> | <p>20% reduction in the use of alcohol among population categories</p> <p>800 on the SAT</p> <p>10 students were suspended for smoking on school grounds</p> <p>85% of students pass the exam</p> <p>25% reduction in the number of suspensions due to fighting</p> |

Program Selection

Title IV-A Application Components

- ❑ Program Strategy (six categories)
- ❑ Curricula and Programs (selecting a program from the drop-down list of research-based programs)
- ❑ Waiver (application to support implementing a program, service, or activity not on the list)
- ❑ Coordination (four questions regarding coordinating services)

Preparing to Select a Program

- Identify program strategies to address priority problems
- Research existing district resources and prospective programs, services, or activities
- Select program, service, or activity based on a comprehensive plan to foster a safe and drug-free learning environment that supports academic achievement
- Develop a plan to coordinate resources and publicly report necessary information

Research-Based Program Matrix User Guide

The Research-Based Program Matrix

The *Research-Based Program Matrix* organizes the programs identified in Blueprints for Violence Prevention (<http://www.colorado.edu/cspv/blueprints/>) into easy to search categories. The Blueprints for Violence Prevention list includes programs that fulfill a strict scientific standard of program effectiveness and are designed to help foster safe and drug-free learning environments. The New Jersey Department of Education selected the Blueprints for Violence Prevention list of programs to help school districts fulfill the Principles of Effectiveness requirement for programs funded under Title IV-A to be supported by scientifically based research that provides evidence that the programs to be funded will reduce violence or alcohol, tobacco or other drug use. The drop-down list of programs appearing on the Title IV-A section of the No Child Left Behind Act (NCLB) New Jersey Consolidated Formula Subgrant Application (NCLB Application) is designed to match the programs appearing on the Blueprints for Violence Prevention list.

When to Use the Research-Based Program Matrix?

Prior to program selection, school districts will have completed a district-wide needs assessment, identified priority problems and established performance targets. Once these tasks are completed, school districts will research potential programs for addressing targeted priority problems. The *Research-Based Program Matrix* is most useful during this research and selection phase of program planning. School districts should use the *Research-Based Program Matrix* to help narrow the Blueprints for Violence Prevention list of more than 300 science-based programs to a more manageable amount that can be further investigated by school staff to match district needs. This research should be completed prior to the completion of the Title IV-A section of the NCLB application.

How to Use the Research-Based Program Matrix?

The *Research-Based Program Matrix* is divided into separate sections for preschool, elementary, middle and high school students. Refer to the table of contents to find where to look for programs designed for specific grade levels. Eight categories of program content have been created to help school districts quickly locate the content area of programs that match their need(s). Within these categories are sub-categories that provide more specific details about the program content. These categories and examples of associated issues are provided on the following chart:

| Academics | ATOD | Bullying/Peer Conflict | Delinquency/ Behavioral Problems | Mental Health | School Climate/ Environment | Sex/Gender Issues | Violence |
|---|---|---|---|---|--|--|--|
| <ul style="list-style-type: none"> • mentoring • tutoring • study skills | <ul style="list-style-type: none"> • alcohol • tobacco • drugs | <ul style="list-style-type: none"> • victimization • interpersonal conflict/bias • conflict resolution | <ul style="list-style-type: none"> • vandalism • suspensions/removals/expulsion • serious and persistent discipline problems • truancy/attendance | <ul style="list-style-type: none"> • suicide prevention • trauma exposure • family functioning | <ul style="list-style-type: none"> • school safety • character education | <ul style="list-style-type: none"> • sexual education • sexual assault | <ul style="list-style-type: none"> • weapons • gang activity • aggression |

Certain programs contain information under a “special features” column which includes information about particular audiences, age groups, settings and ethnic or racial groups that are targeted by the program. The “availability” column indicates whether the program is available for implementation in New Jersey. A program listed as “not available” is either no longer operational or is not available for implementation in New Jersey. Contact information for program developers or managers is provided so that school districts can obtain additional information to determine whether a program is the “best fit” for their needs. The best information available at the time of this publication was used to complete these categories. School districts interested in utilizing any of the programs on the *Research-Based Program Matrix* list are strongly encouraged to contact the program developer or manager to determine if the program is available for use in New Jersey. Please feel free to contact the Rutgers Safe and Drug-Free Schools and Community Project to report any information on the *Research-Based Program Matrix* list that may be inaccurate.

On pages 211 and 212 there are two additional categories. The first category contains a list of programs that do not target school-age children or school settings, but target post-secondary age students, adults and parents. The second category contains a list of programs for which no information could be found by the Rutgers Safe and Drug-Free Schools and Communities Project staff at the time of this publication.

In mid-August 2006, the Blueprints for Violence Prevention list of approved research-based programs was updated, with the addition of seven programs, and the deletion of nine programs. This update was published after the drop-down list on the Title IV-A section of the NCLB Application was finalized. Programs that were deleted from the Blueprints for Violence Prevention list have been noted on the *Research-Based Program Matrix* with “Deleted from Blueprints for Violence Prevention Aug. 2006” appearing next to the program name. Since these programs still appear on the Title IV-A section of the NCLB Application drop-down list, a waiver request is not required if the school district is applying for Title IV-A funds to support the program. Programs that were added to the Blueprints for Violence Prevention list have been noted on the *Research-Based Program Matrix* with the phrase “Added to Blueprints for Violence Prevention Aug. 2006” appearing next to the program name. School districts that want to use a newly added program from Blueprints for Violence Prevention that is not in the Title IV-A section of the NCLB Application must complete the waiver request section of the NCLB Application by writing the name of the program exactly as it appears on the Blueprints for Violence Prevention list in the “Proposed Program Name & Description” field. In the “Explanation and Research Justification” field, school districts must write the phrase “Science-based program that is now on the Blueprints Matrix, but does not appear on the drop-down list in the Title IV-A section of the NCLB application.”

It is important to note that the Blueprints for Violence Prevention list of approved research-based programs is updated periodically, and may not be consistent with the *Research-Based Program Matrix*, or the drop-down list on the Title IV-A section of the NCLB Application. Therefore, school districts should periodically check the list at <http://www.colorado.edu/cspv/blueprints/index.html>

for any program additions or deletions. If the program is on the drop-down list on the Title IV-A section of the NCLB Application, but no longer appears in the Blueprints for Violence Prevention list, it qualifies as a science-based program for the current NCLB Application period.

The Rutgers Safe and Drug-Free Schools and Communities Project hopes that this is a useful guide for school districts in planning their prevention and intervention efforts to address substance use and violence problems in schools, and fulfilling the requirements of Title IV-A (Safe and Drug-Free Schools and Communities Act) NCLB Application.

The Rutgers Safe and Drug-Free Schools and Communities Project is available to assist school districts with questions regarding Title IV-A programming or application requirements, or any aspect of their comprehensive substance abuse prevention plans. Please contact us at the following number with questions or consultation requests:

Telephone: 732-445-6173
Fax: 732-445-3175

| Target Population: Middle School Students <i>Bullying/Peer Conflict Prevention Programs</i> | | | |
|--|--|---------------------|--|
| Program Name | Special Features | Availability | Contact Information |
| Albuquerque Victim-Offender Mediation Program | Ages 10-19; provides victims the opportunity to meet their offenders in a safe and structured setting for dialogue, negotiation, and problem solving | Not available | Jeanette Martinez, Victim-Offender Mediation Program; 1503 University Blvd. NE, Albuquerque, NM, 87102; (503)243-2551; Fax: (505)243-0446; jmartinez@outcomesnm.org |
| All Stars | | Available | William B. Hansen, Ph.D.; Tangelwood Research Inc.; Greensboro NC; (800)826-4539 x.101; Fax (336) 662-0099; billhansen@tanglewood.net; www.tanglewood.net |
| Bullying Prevention Program (BPP) | Ages 6-14 | Available | Marlene Snyder, Institute of Family and Neighborhood Life, 158 Poole Agricultural Center, Clemson University, Clemson, SC 29634; (864)710-4562; Fax: (864)656-6281; nobully@clemson.edu |
| Family Effectiveness Training (FET) | Hispanics with children ages 6-12; increases families' ability to adapt to new situations | Available | Lila Smith, M.D., University of Miami Medicine, 1425 Northwest 10th Ave., Third Floor, Center for Family Studies, Miami, FL 33136; Phone: 305-243-7585; Fax: 305-243-2320; email- lsmith@med.miami.edu |
| Friendly PEERsuasion | Females ages 11-14 | Available | Sarah Riester, B.A., Girls, Inc., National Resource Center, 441 West Michigan Street, Indianapolis, IN 46202; Phone: (317) 634-7546; Fax: (317) 634-3024; Email: sriester@girls-inc.org |
| Get Real About Violence | Grades K-12; aggression; fighting; social exclusion; relationship abuse | Available | Jim McColl, M.B.A., United Learning, 1560 Sherman Avenue, Suite 100, Evanston, IL 60201; Phone: 847-328-6700; Fax: 847-328-6706; Email- jmccoll@unitedlearning.com |

| | | | |
|---|--|-----------|---|
| Great Body Shop | Ages 4-14; family issues | Available | Nancy Grace, The Children's Health Market, 27 Cannon Road, Suite 2A, Wilton, CT 06897-2618; Phone: 800-782-7077; Fax: 302-761-9038; Email-nancy@thegreatbodyshop.net |
| Improving Social Awareness-Social Problem Solving | Ages 6-14; social decision making skills; interpersonal behavior | Available | Elias, M.J., Gara, M.A., Schuyler, T.F., Branden-Miller, L.R., & Sayette, M.A. (1991). The promotion of social competence: Longitudinal study of a preventive school-based program. American Journal of Orthopsychiatry, 61, 409-417. Elias, M.J., Gara |
| Kids Intervention with Kids in School (KIKS) | Grades 6-12; coping skills, conflict resolution | Available | Donna C. Pressmabr, M.S.W., L.C.S.W., The Children Home Society of New Jersey, 635 South Clinton Avenue, Trenton, NJ 08611; Phone: (609) 695-6274; Fax: (609) 394-5769; Email: dpressma@chsofnj.org; Web site: www.chsofnj.org |
| Lions-Quest Skills for Adolescence | Ages 10-14; social/emotional competence; protective factors | Available | Greg Long, Lions-Quest International, PO Box 304, Annapolis Junction, MD 20701; Ph: 800-446-2700; Fax:240-646-7023; Email: info@lionsquest.org |
| Lions-Quest Working Toward Peace | Ages 10-14; aggression | Available | Greg Long, Lions-Quest, 1984 Coffman Road, Newark, OH 43055; Ph: 740-522-6404; Fax: 740-522-6580; Email: gregorylong@alltel.net |
| Peer Assistance and Leadership Program (PAL) | Conflict resolution; problem solving; career choices | Available | Mary Souder; Vice President; Behavioral Education Services and Training; 3410 Far West Boulevard, Suite 250, Austin, TX 78731; (512) 343-9595, (800) 522-0550; msouder@palusa.org |
| Positive Action | Ages 5-18; aggression | Available | Carol Gerber Allred, Ph.D, Positive Action, Inc.; 264 Fourth Avenue South, Twin Falls, ID 83301; 800-345-2974; Fax 208-733-1590; info@positiveaction.net |
| Resolving Conflict Creatively Program (RCCP) | Ages 6-13; aggression | Available | Lisa Morales, RCCP Program Director; Resolving Conflcit Creatively Program; ESR National Center; 23 Garden Street, Cambridge, MA 02138; 617-492-1764; Fax 617-864-5164; lmorales@esrnational.org |
| Responding in Peaceful and Positive Ways (RIPP) | Trauma exposure | Available | Wendy Bauers Northup; Prevention Opportunities, LLC; 12458 Ashland Vineyard Lane, Ashland, VA 23005; 804-261-8547; Fax 804-261-8580; nor@co.henrico.va.us |

Reviewing the Implementation of 2006/2007 Title IV-A Programming and Preparing for the 2007/2008 Title IV-A Application

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| Richmond Youth Against Violence Project: Responding in Peaceful and Positive Ways (RIPP) | Trauma exposure | Available | Wendy Bauers Northup; Prevention Opportunities, LLC; 12458 Ashland Vineyard Lane, Ashland, VA 23005; 804-261-8547; Fax 804-261-8580; nor@co.henrico.va.us |
| Safe Dates | Ages 14-15; sexual abuse/exploitation in dating relationships | Available | Roxanne Schladweiler; National Education Sales Manager; Hazelden Publishing and Education Services; 15251 Pleasant Valley Road, Center City, MN 55012; 651-213-4022; Fax 651-213-4590; rschladweilerhazelden.org |
| SAFE-T | Children ages 12-19 who are victims of incest, who have sexual behavior problems, or are sexual offenders; and their families | Available | Barbara Rodgers, Director; SAFE-T Program; 51 Panorama Court, Thistleton Regional Centre for Children and Adolescents; Toronto, Ontario M9V 4L8; 416-326-0647; Fax 416-326-6581; barbara.rodgers@css.gov.on.ca |
| Steps to Respect: A Bullying Prevention Program-(ADDED TO BLUEPRINTS FOR VIOLENCE PREVENTION, AUG. 2006) | Grades 3-6; Character Education | Available | Kris Romstad; Committee for Children; 568 First Avenue South, Suite 600; Seattle, WA 98104-2804; 800.634.4449; kromstad@cfchildren.org; www.cfchildren.org |
| Trauma Focused Cognitive Behavioral Therapy (TF-CBT) (Formerly Cognitive Behavioral Therapy for Child and Adolescent Traumatic Stress) | Overcoming the negative effects of trauma. | Available | Judith A. Cohen, M.D., Center for Traumatic Stress in Children and Adolescents, Allegheny General Hospital, Four Allegheny Center, Eighth Floor, Pittsburgh, PA 15212; Phone 412.330.4321; Email: JCohen1@wpahs.org |
| Urban Woman Against Substance Abuse (UWASA) | Hispanic and African-American females | Available | Marlene J. Berg, Institute for Community Research, Two Hartford Square, Suite 100, Hartford, CT 06106-5138; Phone 860.278.2044; Email info@icrweb.org |

What Information is Required on a Waiver Request?

Proposed Program Name & Description

Program Name: Title of the program, activity or service

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 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

To request funds for program currently appearing on the *Blueprints*' list, but not on the EWEG drop-down list, the following **must** be provided under "Request for Waiver":

- In "Proposed Program Name & Description" field, districts must type in the name of the program exactly as it appears on the *Blueprints*' list; and
- In the "Explanation and Research Justification" field, districts must insert the following phrase: "*Science-based program that is now on the Blueprints' Matrix, but does not appear on the EWEG drop down list.*"

*NOTE: By following this procedure, districts are **not** requesting a waiver; they are only recording their request to implement an acknowledged science-based program that is not on the EWEG drop down list.*

Sample Waiver Request (Outcome Data Option)

Proposed Program Name & Description

Program Name: Gang Prevention/Intervention Program.

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 Name & Description

Program Name: Resolve Conflict.

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.

From *Oncology*, June 2005, Vol. 50, No. 6

Teen-Savvy Smoking Prevention

by Karen Stuyck

When most people hear the words “smoking prevention,” they don’t think of computer games. But ASPIRE is just that—an interactive multi-media CD-ROM used as part of a curriculum to convince teenagers to stop smoking—or better yet, never start.

ASPIRE (“A Smoking Prevention Interactive Experience”) provides smoking cessation awareness for high school students using captivating graphics and a video game feel. The program was originally designed as a research project in Houston-area schools, but portions of the program are now available online (www.mdanderson.org/aspireonline) for kids to access any time, according to the project’s creator, Alexander Prokhorov, M.D., Ph.D., an associate professor in the Department of Behavioral Science at The University of Texas M. D. Anderson Cancer Center.



ASPIRE’s interactive multi-media CD-ROM includes quizzes, a video game, animated scenarios, and videos of other teenagers confronting smoking dilemmas.

“Student response to the program was overwhelming,” he said. “Now that we’ve completed the study, we’re eager to let parents, teachers, and most of all, teens, know that help is available.”

ASPIRE’s interactive multi-media CD-ROM includes quizzes, a video game, animated scenarios, and videos of other teenagers confronting smoking dilemmas. ASPIRE shows students why smoking is harmful and offers specific help on how to stop. Each part of the curriculum is modified for individuals, depending on how they answer questions about their behavior and attitudes toward smoking. Once the student’s stage of readiness to change is identified, ASPIRE offers eight educational tracks to meet the students’ individual needs. Thus, someone who is only thinking about starting to smoke would see different scenarios and get different information than another student who is already smoking and not sure that he wants to quit.

While young people are a notoriously difficult audience for stop-smoking programs, they are an important group to reach since 90% of smokers start smoking before age 18. Part of the problem in interesting younger smokers in quitting is that young people tend to think of themselves as invincible. “Younger smokers usually don’t yet have smoking-related physical problems, and telling them that smoking increases their chances of dying of lung cancer at 40 or 50 just doesn’t work,” Dr. Prokhorov said. “In addition, adolescent smokers often don’t want their parents to know that they smoke.”

Different approaches are needed to reach younger smokers than those traditionally used with adults. Lung cancer statistics, for instance, may not be compelling to these students, but they are very interested in how smoking may affect their athletic performance or how it can lead to impotence, infertility, or complications during pregnancy—factors that might affect them now or in the near future.

Increasingly, M. D. Anderson researchers are designing tobacco cessation programs for specific populations. Realizing that different groups of people respond to stop-smoking programs in different ways, the scientists tailor clinical trials to determine the best approach for each audience. Recent stop-smoking research projects, for instance, have focused on pregnant women, teenagers, Spanish-speaking people, and college students. Several of Dr. Prokhorov's smoking cessation projects are designed for young people; ASPIRE, for instance, is targeted specifically for high school students.

The video game component of ASPIRE has players making a journey up a steep mountain to find their place on Mount Aspire. Along the way, students reach Decision Point, Commitment Peak, Action Steppes, Perseverance Gorge, Balance Bluff, Temptation Quarry, and Independence Overlook. Each stopping place on the mountain gives students a variety of information and a chance to make decisions. At Temptation Quarry, for instance, they learn that the three main motivations for teen smoking are social reasons, addiction, and mood alterations such as calming down or help in coping with difficult situations.

Three animated monkeys show how to stop smoking using the three R's: **Recognize** what kinds of things tempt you to smoke, such as a specific time of day or being around certain types of people; **Remember** why you want to quit, such as wanting to be a better athlete or deciding "I want to respect Number One"; and **React** to the situation without smoking.

Furthermore, students are able to interact with the program and find myriad ways to cope with their own specific temptations. For instance, if a teenager is having a hard time dealing with social pressures such as smoking at parties or not knowing what to say when friends offer a cigarette, he can click the icon with this temptation on the screen. In a variety of scenarios—videos of other teens discussing the issue, an animated ballpark stand where each character has a different phrase on how to say no if friends are pressuring him to smoke—he can pick up ideas.

The student learns that it's smart to avoid situations where people are smoking. But if friends are smoking around him, it's a good idea to have phrases ready. Maybe he'll want to ask for support: "Dude, I'm trying to quit smoking. Do you mind?" Or perhaps she'll opt for being direct ("It's not my thing."), changing the subject ("Want a carrot?"), or using humor ("No way, man. Cigarettes kill trees. Smoke veggies, not cigarettes.") The coping devices, illustrated by other kids implementing the approaches, include having positive plans, using humor, being smart, ignoring the invitation to smoke or changing the subject, being direct, and asking for support.

About 1,600 students from Houston-area high schools completed the ASPIRE program. Eighteen months after completing the program only 2% of ASPIRE students had become new smokers, compared with 6% of a control group. "We showed that the program changes kids' perceptions

of tobacco,” Dr. Prokhorov said. “It increases their self-efficacy in quitting smoking or in not starting.”

Dr. Prokhorov’s passion to help young people give up or avoid smoking has not stopped with high school kids. Another study is designed to help college students quit smoking by having them look at their own health and by showing them how smoking has affected their lung and bronchial function.

“We tried to make ‘invulnerable’ students feel more vulnerable,” he said. Using spirometry, a lung function test, students can see the age of their lungs. “Quite a lot of the students who smoked exhibited decreased lung function, which frequently translated into a 19-year-old having the lungs of a 30-year-old,” Dr. Prokhorov said. A carbon monoxide meter showed students how smoking increases their carbon monoxide level, which adversely affects athletic performance. Students who later quit smoking were happy to see their individual respiratory symptoms improve, their carbon monoxide levels go down dramatically, and their lung age decrease.

“Students were intrigued by the program; it held their interest,” Dr. Prokhorov said. “Many student participants said they would recommend the program to friends and family members.”

Dr. Prokhorov’s group is now developing a Web-based smoking cessation program specifically for middle school students. The program will use some elements of ASPIRE such as quizzes, games, flash animation, and video clips. “We want this program to be edgy, full of animation and videos,” Dr. Prokhorov said. He hopes that an adolescent, for instance, who feels pressured to try smoking, can go to the ASPIRE program on the Internet and choose from menu options to see how to cope. Since the program can be accessed at any time, Dr. Prokhorov hopes this “cyber support” will help make a real difference in teens’ attitudes toward smoking.

For more information on this topic or for questions about M. D. Anderson’s treatments, programs, or services, call the M. D. Anderson Information Line at (800) 392-1611 (in the United States) or (713) 792-3245 (in Houston and outside the United States).

Waiver Request Activity (Outcome Data Option)

Proposed Program Name & Description

Program Name:

Developer:

Goal:

Description:

Components:

Explanation & Research Justification

Priority Problem:

Justification:

Area Measured:

Outcome Data:

The Moccasin Project Credible Theory Waiver Request

Walk a Mile in My Shoes: A Creative Approach to Reduce Bullying

The Moccasin Project, a comprehensive approach to bullying and intimidation remediation will begin to accept applications for participating school districts in early July 2006.

The old Native American adage goes “to truly know another you must walk a day in his moccasins.” The Moccasin Project endorses the belief that it is much more difficult to act in a negative manner toward another if you can identify with their experiences. Additionally it is the projects belief that most acts of aggression toward immigrant populations, competing social and economic groups and the elderly are fueled by fear born out of a lack of knowledge, familiarity and understanding. These remarks were made by Moccasin project spokesperson Ron Atwell at the recent national conference of the Association of Elementary and Secondary Principals in Washington D.C.

The Moccasin Project is being developed by The Center for Social Action (CSA) at Alta University, under the direction of Dr. Janet Roche, author of more than a dozen books on social interaction and behavioral science and former Assistant Secretary of Education under President Jimmy Carter where she lead the special panel on cultural integration. CSA proposes to develop site specific programs that will allow conflicting populations to come together to reduce cultural and racial tensions.

CSA has spent the past 8 months training facilitators to go into schools to work with students, teachers and school staff as well as the community at large to foster understanding with the intent of reducing incidents of violence, bullying and intimidation. Facilitators will be carefully matched to the needs of each school district and to their identified priority problem. Facilitators will spend 3 to 5 days per month for the entire school year working in each district. Activities such as role playing, viewing videos and reading about and interviewing members of diverse cultures in the district will be included. Dr. Roche expects that the Facilitators will spend about a third of their time in direct contact with the student population and about 20 percent with school staff and administrators conducting workshops and exercises designed to allow the school to continue the project into the future with some support from CSA. “The rest of the time will be spent in the community developing opportunities for the different groups to interact,” said Atwell, “That’s what makes the Moccasin project special.” It is expected that the different groups will participate in cross cultural events such as cultural and religious celebrations, being invited to individual homes to share a family meal and a great emphasis on volunteering in each others community projects.

The Moccasin project expects to be available to 15 school systems in FY 2007, with increases yearly as facilitators are brought online.

Excerpted from: Holochifinia, Simon. (March 2006). Walk a mile in my shoes: A creative approach to reduce bullying. *Journal of American Education*, 45.

Waiver Request Activity (Credible Theory Option)

Proposed Program Name & Description

Program Name: The Moccasin Project

Developer: Center for Social Action at Alta University

Goal: Reduce incidents of violence, intimidation and bullying

Description: Project designed for bullying and intimidation remediation by having facilitators work with students and staff to foster understanding of diverse populations.

Components: Facilitators work in the districts for 3 to 5 days per month throughout the school year. Activities include role playing, watching videos, reading about and interviewing individuals from diverse cultures and participating in cultural and religious celebrations. Workshops and exercises for school staff are designed to allow the district to continue the program in following years.

Explanation & Research Justification

Priority Problem: Bullying

Justification: The Moccasin Project is designed to reduce violence, bullying and intimidation by increasing student awareness of diverse cultures.

Area Measured: Student reported attitudes towards bullying behavior.

Research: Holochifinia, Simon. (March 2006). Walk a mile in my shoes: A creative approach to reduce bullying. *Journal of American Education*, 45.