

**Completing the 2007/2008
Title IV-A Application**

May 30
Cherry Hill

June 1
New Brunswick

June 8
Parsippany

CHAPTER 16

PROGRAMS TO SUPPORT STUDENT DEVELOPMENT

ADMINISTRATIVE CODE

SUBCHAPTER 3 COMPREHENSIVE ALCOHOL, TOBACCO AND OTHER DRUG ABUSE PROGRAMS

6A:16-3.1 Establishment of comprehensive alcohol, tobacco and other drug abuse programs

(a) Each district board of education shall establish a comprehensive program of prevention, intervention, referral for evaluation, referral for treatment and continuity of care for student alcohol, tobacco and other drug abuse in the public elementary and secondary schools of the district according to the requirements of N.J.S.A. 18A:40A-10.

1. The purpose of the prevention component of the program shall be to:
 - i. Keep students from using alcohol, tobacco or other drugs;
 - ii. Reduce or eliminate the incidence and prevalence of student alcohol, tobacco and other drug abuse;
 - iii. Increase the age of onset of students' first use of alcohol, tobacco or other drugs;
 - iv. Reduce the factors that place students at risk for involvement with alcohol, tobacco or other drugs through school and community-based planning processes;
 - v. Contribute to the development of school environments and alternative activities that are alcohol, tobacco and other drug-free;
 - vi. Increase the knowledge and skills of students, staff and community members for avoiding the harmful effects of alcohol, tobacco and other drug use; and
 - vii. Actively involve staff, parents and other community members in the development and implementation of prevention program plans.
2. The purpose of the intervention, referral for evaluation and referral for treatment components of the program shall be to:
 - i. Identify students who are at risk for, or who have exhibited, alcohol, tobacco or other drug abuse or related problems;
 - ii. Help students or their parents who have requested assistance for an alcohol, tobacco or other drug abuse problem;
 - iii. Make a preliminary assessment of a student's need for educational programs, supportive services or treatment which extends beyond the general school program by virtue of the use of alcohol, tobacco or other drugs by the student or the student's parents;
 - iv. Refer students for evaluation to make a positive determination regarding a student's need for alcohol, tobacco or other drug treatment; and

- v. Help a student or a student's parents follow through on the recommendations of an evaluation which has positively determined the harmful use of alcohol, tobacco or other drugs by the student or the student's parents.
3. The purpose of the continuity of care component of the program shall be to:
 - i. Assist with the provision of educational programs and services for students in treatment; and
 - ii. Plan and provide supportive services for students who are returning from treatment.
4. Each district board of education shall ensure that all educational staff members receive in-service training in alcohol, tobacco and other drug abuse prevention and intervention according to the requirements of N.J.S.A. 18A:40A-3 and 15.
 - i. The in-service training shall be updated annually in order to ensure educational staff members have the most current information available on the subject of substance abuse and the school district's comprehensive alcohol, tobacco and other drug abuse program, policies and procedures.
5. Substance awareness coordinators employed by district boards of education shall assist local school districts in the effective implementation of the requirements of N.J.S.A. 18A:40A-1 through 18 and N.J.A.C. 6A:9-13.2.
6. Each district board of education shall establish educational programs on alcohol, tobacco and other drug abuse for parents according to the requirements of N.J.S.A. 18A:40A-16 and 17(a) and offered at times and places convenient to the parents of enrolled students.
7. Each district board of education shall make and enforce regulations to prohibit the smoking of any substance and the use of tobacco products anywhere in its buildings or on school grounds, except as part of a classroom instruction or theatrical production, according to the requirements of N.J.S.A. 26:3D-17.

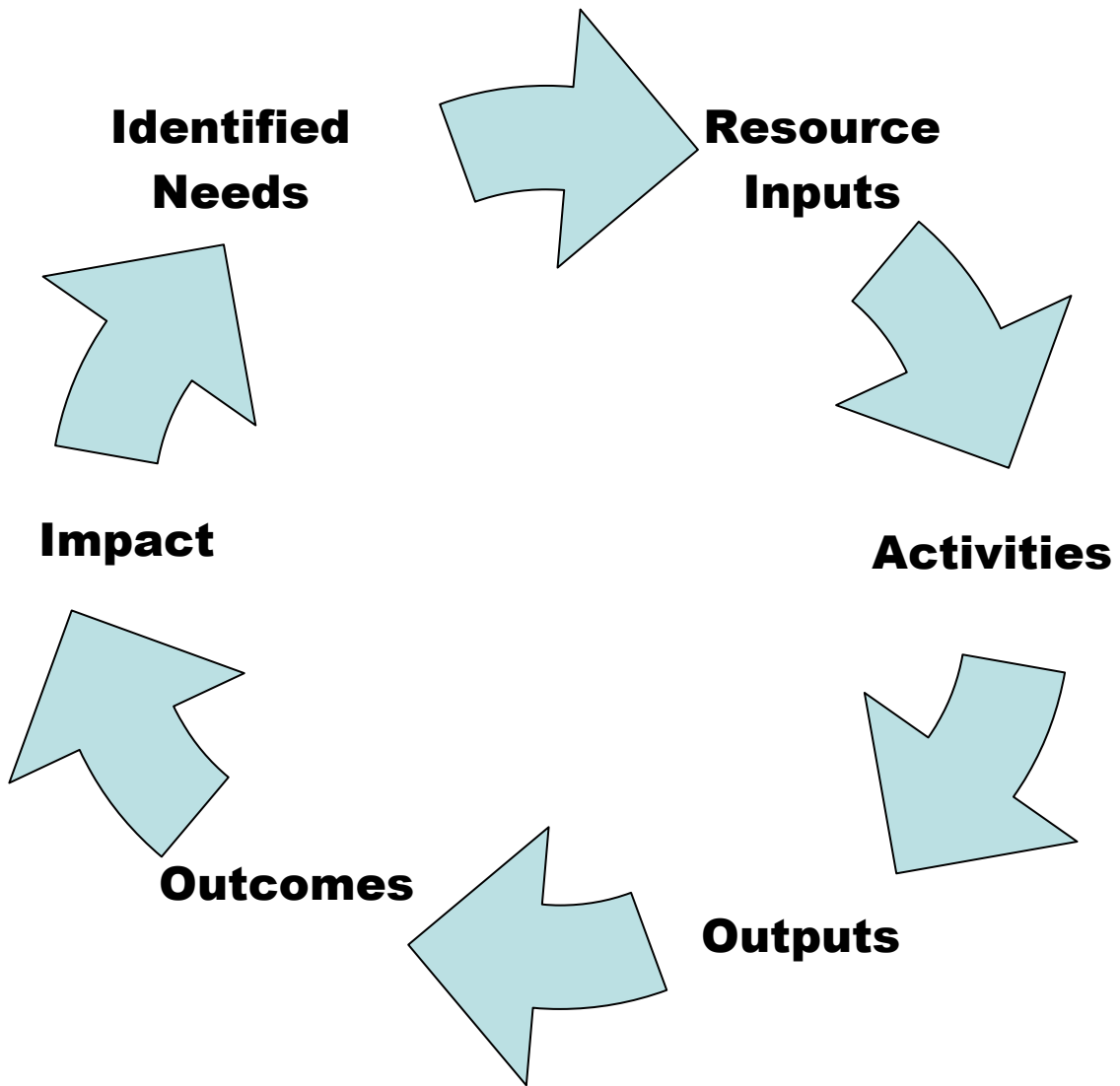
CHAPTER 40A
SUBSTANCE ABUSE
EDUCATION PROGRAM

N.J.S.A. 18A:40A-10. Referral program in schools

Each local board of education shall, pursuant to guidelines developed by the Commissioner of Education, in consultation with the Commissioner of Health, establish a comprehensive substance abuse intervention, prevention and treatment referral program in the public elementary and secondary schools of the district. The purpose of the program shall be to identify pupils who are substance abusers, assess the extent of these pupils' involvement with these substances and, where appropriate, refer pupils and their families to organizations and agencies approved by the Department of Health to offer competent professional treatment. Treatment shall not be at the expense of the local board of education.

Each school district shall develop a clear written policy statement which outlines the district's program to combat substance abuse and which provides for the identification, evaluation, referral for treatment and discipline of pupils who are substance abusers. Copies of the policy statement shall be distributed to pupils and their parents at the beginning of each school year.

Logic Model



Logic Model based on the work of the W.K. Kellogg Foundation January 2004

Comprehensive Planning Checklist

- Design a coordinated and comprehensive strategy for violence, alcohol, tobacco, and other drug prevention
- Use a logic model as a guide to achieve 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
- Evaluate the results of the needs assessment, both the tools used and the information acquired
- Prioritize problems to be addressed in the district
- Formulate both short and long term goals
- Emphasize the involvement of parents and the community
- Develop performance indicators that include a quantifiable method to assess progress
- Create an ongoing process to identify gaps and overlaps in programs, services and activities
- Identify programs, services and activities that have a substantial likelihood for success in addressing the identified problem
- 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
- Ensure that programs are implemented according to plan with adjustments made as necessary
- Conduct periodic evaluation of programs, services and activities

- Consider how progress toward attaining performance measures will be publicly reported
- Use the results from the evaluation to guide decisions regarding continuing, altering or discontinuing programming efforts
- Allow the information from the planning process to drive the Title IV-A Application
- Recognize the flow and connection within the NCLB Application

NCLB Title IV-A Principles of Effectiveness

The federal No Child Left Behind Act, Section 4115 (a), requires that all Safe and Drug-Free Schools and Communities Act-funded activities comply with the Principles of Effectiveness.

Principles To be funded, programs must be:	District Tasks
<p><i>Principle #1</i> Based on an assessment of objective data;</p>	<ul style="list-style-type: none"> ▪ Collect information not influenced by emotion, conjecture, or personal opinion ▪ Identify and analyze illegal substance use, violence and related problems in the LEA and in nonpublic schools ▪ Maintain ongoing assessment or evaluation of progress
<p><i>Principle #2</i> Based on an established set of performance measures;</p>	<ul style="list-style-type: none"> ▪ Establish clear and measurable outcome measures ▪ Ensure safe and drug-free learning environments
<p><i>Principle #3</i> Based on scientifically based research;</p>	<ul style="list-style-type: none"> ▪ Implement programs, based on scientifically based research, that have been proven to reduce violence and illegal drug use, reduce students risks for engaging in these behaviors or that improve conditions that increase students' risks ▪ Maintain program fidelity
<p><i>Principle #4</i> Based on an analysis of data reasonably available at the time;</p>	<ul style="list-style-type: none"> ▪ Analyze school and community factors (e.g., rates of child abuse and domestic violence reports) that contribute to violence and substance use and the protective factors or buffers (e.g., attributes that promote positive youth development) that prevent violence and substance use
<p><i>Principle #5</i> Based on meaningful and ongoing parent consultation and input; and</p>	<ul style="list-style-type: none"> ▪ Consult with parents in the development of the application ▪ Involve parents in the administration of funded programs, services and activities
<p><i>Additionally:</i></p> <ul style="list-style-type: none"> ▪ Programs must be evaluated periodically to assess progress; and ▪ Results must be used to refine, improve, and strengthen performance measures and the programs. 	<ul style="list-style-type: none"> ▪ Conduct periodic (annually, at a minimum) evaluation(s) to assess progress toward achieving the outcome measures for reducing violence and illegal substance use ▪ Make decisions to continue, discontinue or change services based on the findings ▪ Provide public notice of availability of evaluation results and make results accessible to the public upon request

What is New in the '07/'08 EWEG Application

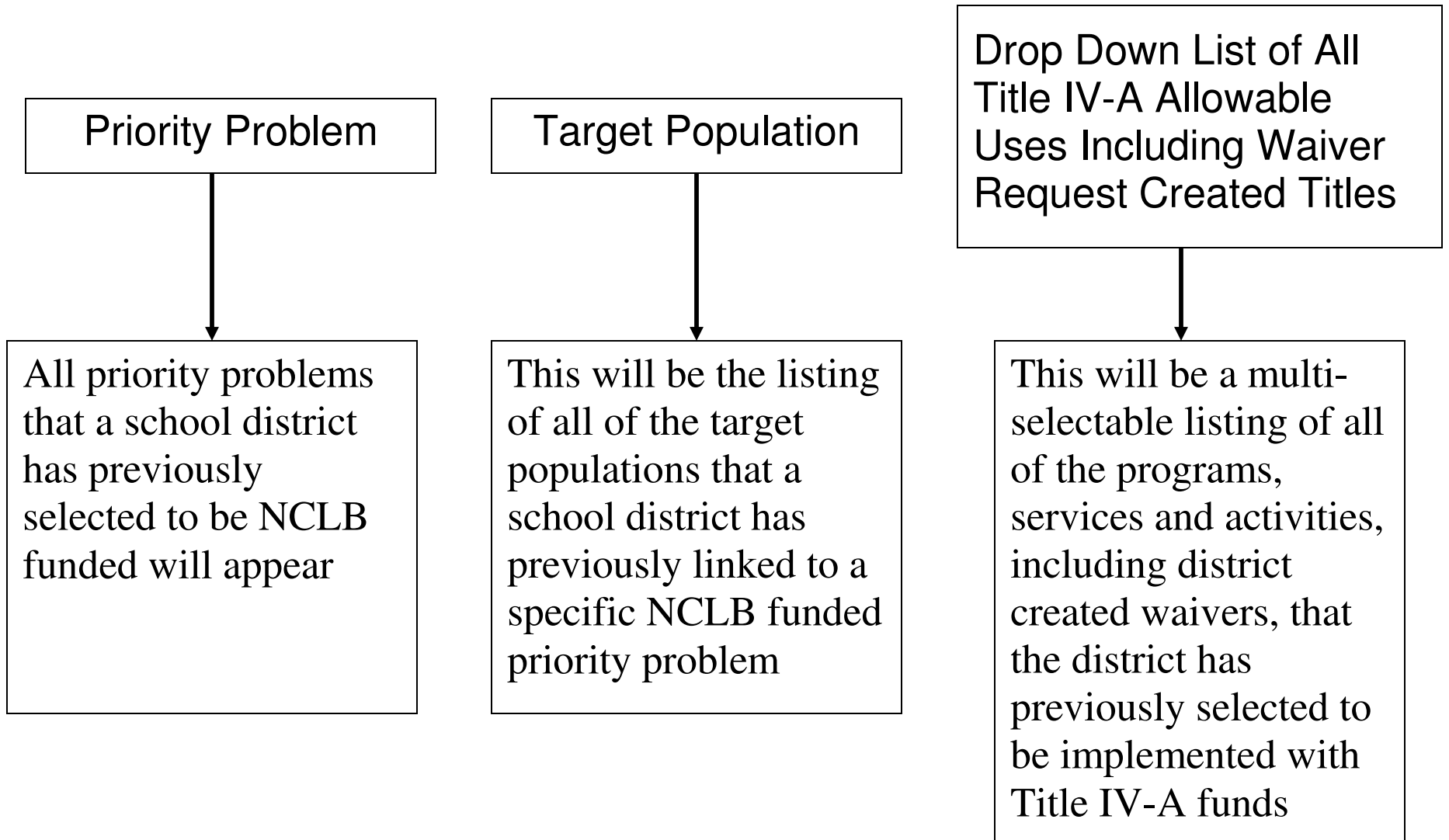
What Has Been Changed from Last Year's Application

- There is no longer a separate application for the Needs Assessment Program Plan and NCLB Titles
- Subtotal amounts will no longer be required when filling out the Program Strategy pages
- The list of Research Based Programs has been updated
 - 97 Programs have been removed
 - 32 Programs have been added
- The Researched Curricula and Programs tab and the Waiver tab will be renamed
 - “Allowable Uses”, “Allowable Uses – Waiver”
- In the “Allowable Uses-Waiver” tab, the Program Title will be keyed into a separate field
- “The Research-Based Programs and Activities 4.1 and 4.2” tab will no longer exist

What Has Been Added to This Year's Application

- There is a new tab called Target Populations (*See Pages 9 & 10*)
 - Priority Problem
 - Target Populations
 - Allowable Uses
 - Includes the name of any program submitted by waiver
- Districts will be required to link budget line items to their Allowable Uses
- The Security Cap will be automatically calculated
 - Be aware of how these funds can be 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
 - Reporting of criminal offenses
 - School security plans
 - Zones of passage

Target Populations



Target Populations

Priority Problem	Target Population	Allowable Use
3b. Mathematics	A. All Students	This is not a Title IV-A funded issue Do not make a selection
4 Technology Literacy	A. All Students K. Teachers	This is not a Title IV-A funded issue Do not make a selection
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	This is not a Title IV-A funded issue Do not make a selection

*Identifies a waiver created program title

Student Behavior, Risk Factors and Safety Issues

19 Alcohol Use	29 Bullying
20 Drug use	30 Victimization
21 Tobacco use	31 Truancy/attendance
22 Violence	32 Mental health
23 Weapons	33 Sex/gender issues
24 Gang activity	34 Interpersonal conflict
25 Delinquency	35 Intergroup conflict/bias
26 Vandalism	36 Negative peer influence
27 Suspensions, removals or expulsions	37 School safety
28 Serious or persistent discipline problems	38 School climate/environment
	39 Risk factors

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 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 a 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 Title" text field, districts must type in the name of the program exactly as it appears on the *Blueprints*' list;
- In the "Proposed Program Description" text field briefly describe the program; and
- In the "Explanation and Research Justification" text 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 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.

NCLB Title IV Coordination Tip Sheet*

Community Involvement for Title IV

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 stake holders involved.
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 effort.
4. Describe the types of activities involved in the coordination of programs and projects within the community.

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 funds.

1. Describe the types of mechanisms used to make the notice public
 - a. Press release
 - b. Notice on the district web page
 - c. Report at a public meeting
2. If possible include timelines of when notices will be published or submitted for publication or broadcast.
3. Take into consideration the makeup 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?

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
 - a. Press release
 - b. Published on the district or community web page
 - c. Report at a public meeting
2. If possible include when these reports will be published and if necessary when they should be submitted by to ensure that they meet insertion deadlines for any publication or broadcast.
3. Take into consideration the makeup 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?

Use of Program Evaluation for Title IV

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. What group of individuals will be looking at the evaluations to discuss the results?
 - i. When will they meet?
 - ii. When is their report on the results 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. The larger education community
 - b. School board
 - c. Parents and community
4. What is the timetable for the results of the evaluation to be examined and acted upon?

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