

**STATE OF NORTH CAROLINA
REQUEST FOR APPLICATIONS**

RFA # 11

**Title : GOVERNOR'S SUBSTANCE ABUSE AND VIOLENCE PREVENTION PROGRAM
Safe and Drug Free Schools & Community Act (SDFSCA)**

FUNDING AGENCY: Division of Mental Health, Developmental Disabilities, and Substance Abuse Services

ISSUE DATE: **August 10, 2005**

FUNDING AGENCY: Division of Mental Health, Developmental Disabilities, and Substance Abuse Services
Community Policy Management Section
Prevention and Early Intervention Team

Mailing: 3021 Mail Services Center Physical: 301 West Jones Street, Ste. 250
Raleigh, NC 27699-3021 Raleigh, NC 27603

IMPORTANT NOTE: Indicate the agency or organization name and the RFA number on the front of each application envelope or package, along with the date for receipt of applications specified below.

Applications subject to the conditions made a part hereof will be received until **4:00 p.m. on Thursday, September 22, 2005**, for furnishing services described herein.

SEND ALL APPLICATIONS DIRECTLY TO THE FUNDING AGENCY AT THE ADDRESS SHOWN ABOVE.

Direct all inquiries concerning this RFA to:

Lee Lewis

Division of Mental Health, Developmental Disabilities, and Substance Abuse Services
Community Policy Management Section
Prevention and Early Intervention Team

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NOTE: Questions concerning the specifications in this Request for Applications shall be addressed via a conference call with interested parties to be conducted on **MONDAY, AUGUST 22, 2005; 1:00 PM EST to 4:00 PM at Meet Me Number of 919-733-2441**. After the conference call, all questions will be compiled and responses sent by email to all conference call participants and potential RFA applicants by **August 29, 2005**.

**SUBMIT ONE (1) ORIGINAL AND THREE (3) COPIES
COMPLETED AND SIGNED**

**SDFSC GRANT APPLICATION BY
THURSDAY, SEPTEMBER 22, 2005; 4:00 P.M.**

FAXED COPIES WILL NOT BE ACCEPTED

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Section I.

A. OVERVIEW

The Prevention and Early Intervention Team of the Community Policy and Management Section of the Division of Mental Health, Developmental Disabilities, and Substance Abuse Services (DMH/DD/SAS) is issuing this RFA as an open competitive process to all Area Authorities/County Programs (AA/CP), and private non-profit agencies that meet the predetermined criteria for program management and service delivery.

The Safe and Drug Free Schools and Communities Grant Initiative is designed to provide a safe and drug free environment in our communities through collaborative efforts of the DMH/DD/SAS, Local Education Agencies, and community organizations with resources and ability to impact the youth of our communities.

The purpose of this Request for Application (RFA) is to enable communities to provide quality substance abuse prevention programs in a community based setting. The programs must be evidence based with a proven record of effectiveness.

On January 8, 2002, the President signed into law the No Child Left Behind Act of 2001 (NCLB), which reauthorizes the Elementary and Secondary Education Act of 1965. The Safe and Drug-Free Schools and Communities Act (SDFSC) as Title IV, Part A of the NCLB, became effective on July 1, 2002. SDFSC funding supports programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and communities; and are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment in support of student academic achievement.

The SDFSC funds support programs been proven to be effective. The RFA provides a mechanism to ensure that the local providers applying for this funding have developed a comprehensive plan to meet the needs of the community and adhere to the requirements associated with SDFSC funding. Applicants should coordinate its SDFSC funded programs with other available prevention efforts to maximize the impact of all the drug and violence prevention programs and resources available to its, school district, and or community. The recipient agencies of a SDFSC grant will provide evidence based prevention services and programming that will directly impact youth meeting the at-risk criteria for selective or indicated prevention service.

Title IV of the NCLB outlines Principles of Effectiveness as an accountability measure to ensure that SDFSC programs adhere to guidelines that are essential to demonstrating effectiveness. The principles of effectiveness are consistent with Mental Health Reform guidelines and the state plan regarding quality improvement, management, and monitoring responsibilities.

B. PRINCIPLES OF EFFECTIVENESS

For a program or activity developed pursuant to this subpart to meet the Principles of Effectiveness, such program or activity shall meet the following criteria:

1. Assessment

Based on an assessment of objective data regarding the incidence of violence and illegal drug use in the schools and communities to be served, including an objective analysis of the conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities.

2. Performance Measures

Based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment.

3. Evidence Based

Based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use.

4. Data Analysis

Based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the state identified through scientifically based research.

5. Parental Involvement

Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity. Parents must sign a participation consent form.

6. Evaluation

The program or activity shall undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures. The results shall be used to refine, improve, and strengthen the program, and to refine the performance measures, and shall also be made available to the public upon request, with public notice of such availability provided.

C. APPLICATION INSTRUCTIONS

1. Purpose and Goals

The purpose of SDFSC is to ensure that local schools and communities provide safe and drug free evidence based substance abuse prevention programming that enhances resiliency skills and reduces risk factors that may lead to drug use or violence. This focus should utilize proven strategies that are known to have effective results in improving safety in our communities while reducing negative influences that lead to drug use and violence. The programs should have positive outcomes that result in the establishment of program effectiveness.

2. Eligible Applicants

This Application process is a competitive process open to Area Authorities/County Programs (AA/CP) in conjunction with a local public or private not for profit agency. The AA/CPs may provide direct services only if the AA/CP has established a separate service entity as part of their Local Business Plan (LBP) or has been approved to directly deliver service by the Department of Health and Human Services (DHHS). The AA/CP must have an established firewall between the service entity and the AA/CP. The service component must clearly operate as a competitive provider in the community. The AA/CP must submit an application with providers who are able to demonstrate:

- 3 year history of agency's operation
- Sound fiscal management (including an audit over the last 3 years)
- Documented experience in the delivery of substance abuse prevention programming
- Certified or Qualified Prevention Professional staff providing direct services
- Capability to follow guidelines of the state reimbursement system
- Organizational Capacity

3. Jurisdiction

The AA/CP and/or Provider Agency may choose to serve one or more communities in the geographic area of an AA/CP. Also they may choose to provide multiple evidenced based programs with the award. However there will be only one award that can be managed by an AA/CP.

4. Program Eligibility Criteria

The Program provider must have staff in the geographic jurisdiction of the AA/CP in which they are contracted to provide services. The program must be in a community-based agency setting. The program may be based in a school however; it should not operate during regular school hours. However, a program may operate during school hours in an alternative school setting if the applicant has a Memorandum of Agreement with the school.

5. Target Population Eligibility

Youth are eligible for the SDFSC programs that are under the age of 18 years of age and meet the at-risk criteria for selected or indicated substance abuse prevention target populations. Priority must be given to programs and activities that prevent drug use and for children and youth who are not receiving services under funds designated normally by State Education Agencies (SEAs), or Local Education Agencies (LEAs). A population that needs special services or additional resources such as youth in juvenile detention facilities, runaway or homeless youth, pregnant and parenting teenagers, and school dropouts may also be eligible.

6. Evaluation

North Carolina is in the process developing outcome measures for evaluation purposes. The identified measures will be consistent with SAMHSA National Outcome Measures (NOMs) and provides a practical and efficient means of reporting, to a central authority, the outcomes of best practice in action. The NOMs for Prevention include but are not limited to:

- No use in prior 30 days
- Perceived risk of use
- Age at first use
- Perception of Disapproval

7. Application Format and Submission Instructions

- Applicant should follow format provided and keep answers within box provided. The box may be expanded but total Application may not exceed 20 pages.
- Attachments may be added but must clearly reference section and question in which it supports.
- All Applications should be typed and font size may be no smaller than 12.
- Applicant is requested to provide application attachments as needed with data, information, and materials to support application. (Supporting data, surveys, news articles, police reports, commitment letters, Memorandum of Agreement (MOAs), etc.)
- All pages must be numbered.
- ***Do not return Application Information and Instructions with application***

8. Application Deadline

Applicants should submit the following by no later than **4:00 p.m. on Thursday September 22, 2005:**

1 Original and 3 copies of the SDFSC RFA

Written Applications should be submitted to: **Prevention and Early Intervention Team, Community Policy Management Section of the DMH/DD/SAS, 301 West Jones Street, Suite 250, Mail Service Center 3021, Raleigh, NC 27699-3021**

Late applications will not be reviewed and Fax copies will not be accepted.

9. Application Screening Process

Applications are due into the Prevention and Early Intervention Team office by **September 22, 2005**. These applications will be screened to see if they meet the submission and formatting requirements of the grant. ***Those applications failing to meet the submission and formatting requirements will be discarded and will not be reviewed as part of the competitive process.*** Those applications that meet the formatting and submission requirements will be included in the review process.

10. Application Review and Award Process

A Request for Application Committee was established to provide input into the application process. The committee had representation from each region in the state and reflected a mixture of provider, AA/CP, and state representation. The committee initially met to set up the process for making determinations and to establish the criteria under which programs would be reviewed. A Grant review Committee will be appointed and trained by the Prevention and Early Intervention Team of the Community Policy Management Section. The team will consist of state staff from Mental Health, Developmental Disabilities, and Substance Abuse Services, the Department of Public Instruction, local AA/CPs, and local SDFSC coordinators from the school based programs. The review team will review all applications based on evaluation criteria developed to assess the efficacy and quality of the programs and the Principles Of Effectiveness (POE) requirements. The Principles of Effectiveness Review Criteria will serve as a guide for reviewing and scoring the required elements of Title IV and

other parts of this application. The challenge is to successfully integrate the POE into the program design and other criterion of this application in a manner that will reflect the strengths and capabilities of the applicant. The reviewers will score the applications using a standardize score sheet (See Attachment IV-Example Score Sheet) and forward results and award recommendations to the Chief of Community Policy Management where programs will be selected. Consideration will be given to programs in each region of the state if the application qualifies for exemplary status.

11. Award Amounts

Grants will be awarded based on the quality of the proposed program and the merit of the proposal to serve youth and their families. Additionally, the cost per child should be reasonable and sustainable. Continuation awards for subsequent years will be based on performance and availability of funds.

Applicants may apply for up to a maximum of \$150,000 to implement evidence-based programs. Applicants may provide several evidence-based programs and may add additional supporting strategies but must show the need for the target group, and evidence based program information for each program it will implement. Also the budget and budget narrative should be reflective of the additional strategies in the award amount. No matching funds, which include state, federal, or private funding, nor any evidence of such alternative funding will be required to apply for this application. The Awards will be directly to the AA/CP that will be responsible for the contract management and monitoring of the direct service provider.

12. Length of Funding

Grants are awarded on a fiscal year basis, dependent upon successful program performance and the continued availability of funds. Recipients may be eligible to receive funds for a period of up to three fiscal years or 2 1/2 calendar years; again subject to availability of funds. The budget for the first six months of program should reflect initial costs for equipment, supplies, and other costs to become operational and to implement direct services. The remaining two years of continuation allocations will be contingent on Semi-Annual Report and Year End Performance Report and the availability of funds.

13. Use of Funds

Funds must be used to implement drug and violence prevention activities, which must include: activities that compliment and support LEA activities; dissemination of information about drug and violence prevention; and development and implementation of community-wide drug and violence prevention planning and organizing. Funds may be also be used for the following types of operational expenses:

- Personnel and personnel benefits
- Staff development and training
- Consultants, subcontracts and evaluators
- Travel reimbursement
- Purchase of appropriate curricula
- Equipment, material & supplies needed for group
- Field trips

14. Funding Restrictions

Funds may not be used for students who do not qualify as at risk as defined in this application or to supplant other funds or programs.

D. APPLICATION INFORMATION

1. Critical Dates

August 10, 2005	Request for Application (RFA) released
August 22, 2005	RFA Development conference call
September 22, 2005	SDFSC Application deadline
September 23, 2005	Preliminary Application Criteria Review
September 26-28, 2005	Applications reviewed and scored
September 29, 2005	Application Recommendations forwarded to CPM
October 5, 2005	Intent to award 2005-06 SDFSC announced
December 31, 2005	SDFSC Programs for 2005-06 Close Out, Final report
January 3, 2006	Program Implementation for 2005-06
January 15, 2006	Completion of Hiring Process
February –June 2006	Site visits
June 15, 2006	Year End Performance Report
July 1, 2006-07	1 st Continuation Year
January 15, 2007	Semi-Annual Report
July 15, 2007	Year End Performance Report
July 1, 2007-08	2 nd Continuation Year
June 30, 2008	Program funding cycle ends for this application award

2. SDFSC Program Direction & Oversight

The Division of Mental Health Developmental Disabilities, and Substance Abuse Services, through its leadership and guidance, will be responsible for technical assistance and monitoring for the project. Program direction and oversight will be provided through the Division's technical assistance and monitoring responsibilities. The technical assistance and monitoring will include:

- Holding Routine Program Implementation and status reviews
- Hosting meetings
- Conducting periodic site reviews and compliance visits
- Facilitating the site self monitoring process
- Reviewing and providing feedback to Semi-Annual status and Annual Performance reports
- Coordinating technical assistance sessions
- Reviewing and adjusting Budget
- Provide Program guidance as related to compliance issues

3. Award Notification and Program Implementation

The award notification for SDFSC funding will run for a 2 and 1/2 year continuation cycle. The first year award will only cover initial and operation costs for the six-month period of January 2006 until June 30, 2006. The following two continuation State Fiscal Years (SFY) will be awarded based on availability of funds, program fidelity, semi-annual and annual year end performance reports. Applicants will be notified by **October 5, 2005** regarding award status. The SDFSC funding will be a part of the local AA/CP allocation. Programs that are awarded will be expected to initiate hiring process so that services can be implemented by **January 15, 2006**. Programs with existing awards that are not awarded will have until **December 31, 2005** to close out the program and submit final Report. All Programs that receive an award must sign a Statement of Assurances that will delineate federal and state requirements including federal certifications. No more than one RFA will be awarded in an AA/CP jurisdiction.

4. Staffing Requirements

The Grantee must employ a Full Time Equivalent (FTE) to serve as the Project Director and to coordinate communication with the AA/CP and State office. The agency providing direct prevention services must hire a Project Director who is a Certified Substance Abuse Prevention Consultant (CSAPC), as described by the North Carolina Substance Abuse Professional Certification Board (NCSAPCB), or A Qualified Substance Abuse Prevention Professional (QSAPP), as described in 10 North Carolina Administrative Code 14V.0104 staff definition, that will be directly supervised by a certified substance abuse professional, certified by the NCSAPCB. Part Time staff minimum participation should be no less than ten hours per week or .25 FTE of the SDFSC Program. All staff must be trained in the delivery of evidence-based programs specific to the curricula identified for implementation.

5. Reports

Grantees will be required to prepare and submit a Semi-Annual Report and a Year End Performance Report (PR) that describes project activities, accomplishments, outcomes and evaluation. The purpose of the PRs is to demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the RFA, and to collect data that addresses the performance indicators.

6. Billing and Authorization

The grantees will operate the first six months on a budget that will be outside of the Unit Cost Reimbursement System and settled on an expenditure basis. Starting **July 1, 2006** the grantees will be required to operate inside the UCR system and adhere to specific service definitions outlined in service manual requirements for documentation. Grantees must secure authorization from the AA/CP to provide services before implementing the program(s).

7. Record Keeping and Retention of Records

Retention of records will follow schedule mandated by the grant criteria and DHHS policy for retention of records. Grantees will be required to collect relevant data related to the National Outcome measures utilizing the "Minimum Data Set" (MDS) system. The Minimum Data-Set (MDS) is a Web-based system. The system was developed to enable states, substance abuse agencies, community-based service providers, and others to quantify and compare the numbers and types of selective substance abuse prevention and indicated prevention services delivered across the United States.

Grantees are required to keep a participant profile on each program participant.

The profile should include:

- Signed consent for participation by parents or guardians
- Signed statement regarding confidentiality
- Gender and demographic information
- Risk Factors
- Attendance
- Participant Outcomes (Reflect the National Outcome Measures that are collected on an individual recipient basis.)
- Authorization for service

E. TECHNICAL ASSISTANCE AND ESSENTIAL COMPONENTS FOR APPLICATION DEVELOPMENT

Technical Assistance and Reference is designed to provide the applicant with the assistance they need to submit the best possible SDFSC application. There are numerous ways to access technical assistance for the development of your application such as;

- a. Websites that address key components of the application
- b. Participate in a RFA Conference **MONDAY, AUGUST 22, 2005; 1:00 PM EST to 3:00 PM at Meet Me Number of 919-733-2441**
- c. Recommended readings
- d. Email question to Lee.Lewis@ncmail.net
- e. **Call Lee Lewis at (919) 715-5989**

1. Assessment Information

A needs assessment is one of the essential tasks in planning to apply for this grant and must be completed prior to the start of this process. A needs assessment is the process of gathering information from all stakeholders in order to guide program development. Analysis of the data should assist in determining the target group and program mission. Data should include:

- School performance data
- School truancy rate
- Juvenile crime rates
- Violent and drug related offenses
- Short term suspension/discipline rates
- Long term suspensions or expulsion rates
- Attendance data
- School drop out rates
- Survey results that support program needs interviews with stakeholders
- County school or LEA data

Title IV of the No Child Left Behind Act (NCLB) specifically requires the development of a Uniform Management Information Reporting System (UMIRS) by all states that includes a specified minimum data set laid out in the law. North Carolina has exercised due diligence in collecting data to demonstrate the effectiveness of their SDFSC programs. Applicants should compare national data to the local norms of the community of the target populations. Excellent Resources for North Carolina include The Annual Report on School Crime and Violence, the NC Uniform Crime Reports, other data such as local police statistics and assessments made by AA/CPs. Prevention assessments are also encouraged. The more local data used to assess the need of target population the better. The data should be analyzed to determine target population and where and how they should be served. The Websites below can help with assessing your school and community data.

National data examples include:

- Youth Surveys
- Pride Survey
- The American Drug and Alcohol Survey

Local data examples include:

- The Annual Report on School Crime and Violence can be accessed on the NC Department of Public Instruction Web Site at: <http://www.ncpublicschools.org/news/04-05/110304.html>
- The Uniform Crime Report can be accessed at: <http://sbi2.jus.state.nc.us/crp/public/Default.htm>
- Youth Risk Behavior Survey can be accessed at: <http://www.nchealthyschools.org/data/>

2. Selecting Proven Evidence Based Programs

After the applicant has analyzed the data and determined the risk, the applicant selects the target group and appropriate effective evidence based programs to implement. The program should match the selected or indicated target group and be age appropriate. Effective programs are prevention programs that produce a consistent positive pattern of results. Only those programs that positively affect the majority of intended recipients or targets are considered effective. Center for Substance Abuse Prevention (CSAP) categorizes exemplary programs as those meeting “model program” criteria. The chosen program must address the target group in terms of meeting the Selected or Indicated at risk criteria.

Below are population descriptions outlined by NOM to help guide the applicant in selecting programs consistent with the target population.

A. Universal

Universal prevention strategies address the entire population (national, local community, school, neighborhood), with messages and programs aimed at preventing or delaying the abuse of alcohol, tobacco, and other drugs. For example, it would include the general population and subgroups such as pregnant women, children, adolescents, and the elderly. The mission of universal prevention is to deter the onset of substance abuse by providing all individuals the information and skills necessary to prevent the problem. All members of the population share the same general risk for substance abuse, although the risk may vary greatly among individuals. Universal prevention programs are delivered to large groups without any prior screening for substance abuse risk. The entire population is assessed as at-risk for substance abuse and capable of benefiting from prevention programs.

B. Selective

Selective prevention strategies target subsets of the total population that are deemed to be at risk for substance abuse by virtue of their membership in a particular population segment—for example, children of adult alcoholics, dropouts, or students who are failing academically. Risk groups may be identified on the basis of biological, psychological, social, or environmental risk factors known to be associated with substance abuse (IOM 1994), and targeted subgroups may be defined by age, gender, family history, place of residence such as high drug-use or low-income neighborhoods, and victimization by physical and/or sexual abuse. Selective prevention targets the entire subgroup regardless of the degree of risk of any individual within the group. One individual in the subgroup may not be at personal risk for substance abuse, while another person in the same subgroup may be abusing substances. The selective prevention program is presented to the entire subgroup because the subgroup as a whole is at higher risk for substance abuse than the general population.

C. Indicated

Indicated prevention strategies are designed to prevent the onset of substance abuse in individuals who do not meet DSM-IV criteria for addiction, but who are showing early danger signs, such as falling

grades and consumption of alcohol and other gateway drugs. The mission of indicated prevention is to identify individuals who are exhibiting early signs of substance abuse and other problem behaviors associated with substance abuse and to target them with special programs. The individuals are exhibiting substance abuse-like behavior, but at a sub clinical level (IOM 1994). Indicated prevention approaches are used for individuals who may or may not be abusing substances, but exhibit risk factors that increase their chances of developing a drug abuse problem. Indicated prevention programs address risk factors associated with the individual, such as conduct disorders, and alienation from parents, school, and positive peer groups. Less emphasis is placed on assessing or addressing environmental influences, such as community values. The aim of indicated prevention programs is not only the reduction in first-time substance abuse, but also reduction in the length of time the signs continue, delay of onset of substance abuse, and/or reduction in the severity of substance abuse. Individuals can be referred to indicated prevention programs by parents, teachers, school counselors, school nurses, youth workers, friends, or the courts. Young people may volunteer to participate in indicated prevention programs.

3. Program Summary

Once Evidence based Programs are selected, applicants should print out program summary information and attach to the application. There should be a program summary attached for each model program applicant is planning to implement. The Program Summary must include information that delineates:

- Program name and description
- Whether program targets selective or indicated at risk youth
- Intervention Type (School based or Community based)
- Content Focus
- Risk and Protective Factors
- Interventions by Domain
- Key Program Approaches
- Outcomes
- Evaluation Design
- Intended Setting
- Fidelity
- Education Requirements
- Personnel Training
- Costs
- Intended Age Group
- Intended Population
- Gender Focus
- Program Contact Information

Many of the programs have the above information in printable form at the appropriate web sites however all the programs do not have this information formatted for printing. In some cases the applicant will need to contact the program to obtain the above information.

The National Registry of Evidence-based Programs and Practices (NREPP) is a voluntary rating and classification system for mental health and substance abuse prevention and treatment interventions. The system is designed to categorize and disseminate information about programs and practices that meet established evidence rating criteria. SAMHSA is committed to making NREPP a leading national resource for contemporary and reliable information on the scientific basis and practicality of interventions to prevent and/or treat mental and addictive disorders. Additionally, the Department of Education (DOE), NIDA, and other treatment and prevention focused organizations have recommended Prevention Programs that have been certified as evidence based Programs.

The evidence Based Prevention programs may be selected from any of the Evidence Based Program prevention sites listed on the web.

Applicants are encouraged to use the approved Evidence Based Programs Located at the following Web Sites:

http://www.modelprograms.samhsa.gov/model_prog.cfm (Center for Substance Abuse Prevention)

http://www.modelprograms.samhsa.gov/matrix_all.cfm (Compare model Programs)

<http://www.2edc.org/msc/model.asp> (United States Department of Education: Expert Panel)

<http://www.emsc.nysed.gov/sss/SDFSCA/home.html>

Waiver—A program may apply to the state for a waiver of this requirement to allow innovative activities or programs that demonstrate substantial likelihood of success. However, the program must already be under review for certification as an evidence based program to be eligible to apply for a waiver as part of this application.

4. Evaluating Programs and Practices

The Evaluation Plan should shape the development and implementation of the project from the beginning of the grant period. A good evaluation plan will include both implementation measures as well as outcome measures. The evaluation should include the following:

- Benchmarks for monitoring progress toward objectives
- Timetable for collecting data
- Design and method for collecting various types of data
- Procedure for how data will be analyzed
- Evaluation capacity tools to help design prevention project evaluations, gather the data, and then analyze and interpret the data.
- Process evaluation tools to record and quantify the many processes involved in running a preventive intervention program.
- Outcome evaluation tools to measure the interventions' outcome effects among the participants.

F. APPLICATION STEP BY STEP INSTRUCTIONS

1. Application Face Sheet

Applicant must fill out form SDFSC Application and Information Contractor Information Form to be completed and submitted as a one-page document.

1. The Name of the Sponsoring Agency (Area Authority or County Program) that will administer, manage, and monitor the contract for Safe And Drug Free Schools and Communities funding.
2. The Name of the Contract Provider who will deliver direct services.
3. The Mailing Address of the Sponsoring Agency (AA/CP) or Area Program that will administer, manage, and monitor the contract for Safe and Drug Free Schools and Communities.
4. The Mailing Address of the Contract Provider who delivers direct services.
5. The Federal ID # for Sponsoring Agency (AA/CP).
6. The Agency's Fiscal Year which is to be designed by the starting month and ending month, i.e. January-December
7. The Federal ID # for Provider.
8. The Provider's Fiscal Year which is to be designed by the starting month and ending month, i.e. January-December
9. Check off what Type of Agency is the AA/CP.
10. Check off what Type of Agency is the Provider.
11. The Name of the person (SDFSC Project Manager) at the AA/CP who will manage and monitor the SDFSC program.

12. The Name of the person (SDFSC Project Director) who will be directly responsible for the delivery of evidence based program services at the provider agency.
13. The Email Address of the person (SDFSC Project Manager) at the AA/CP who will manage and monitor the program.
14. The Email Address of the person (SDFSC Project Director) at the Provider Agency who will serve as the SDFSC Provider Agency Project Director.
15. The Telephone and FAX Number of the person at the AA/CP serving as the SDFSC Project Manager.
16. The Telephone and FAX Number of the SDFSC Project Director.
17. The Name of the Provider Agency that will administer the SDFSC Evidence Based Programs
18. The total amount of money requested to administer all SDFSC Programs and services for this grant application. Programs must apply for a minimum of \$75,000 and no more than \$150,000.
19. The number of Evidence Based Programs that will be implemented under this project.
20. List the Counties served by this Evidence Based Programs.
21. List each of the evidence based program chosen that will be implemented along with matching target population. Program Description should denote age group of the target population, and if it is selective or indicated. Check the box that reflects whether the program is considered Exemplary, Effective or Promising.

2. Application Program Information Summary Charts

Applicant must fill out forms I and II for application program information. (NOTE: Provide information on each Selective or Indicated Program you will deliver).

A. Form I.

Program Name is the Evidence based program that the applicant intends to implement

Program Site Address is the place where the direct Prevention services of the program will be implemented.

Days Of the week should illustrate each day of the week that program services will be delivered.

Times of Implementation are the beginning and end times of the activities that are offered.

List the names of the trained staff providing services

Provide the number of the selected target population you intend to serve and that have not and will not receive a duplication of the services offered in this program.

Provide the number of the indicated target population you intend to serve and that have not and will not receive a duplication of the services offered in this program.

B. Form II.

Program Name is the Evidence based program that the applicant intends to implement

Target Population Age is the age range of youth applicant intends to serve.

Applicant should list three Risk factors their Evidence based program will address in the five domains provided (Individual, Peer, Family, School, and Community)

Applicant should list the three expected outcomes that will match the domains targeted.

3. Application Question Descriptions (*Principles of Effectiveness & Program Criteria*)

The Principles of Effectiveness are incorporated into six questions of the application they are clearly marked and numbered. The following information along with the Principles of effectiveness Matrix (See attachment # II) should help in receiving an exemplary score for these required elements. The evaluation Criterion and Principle of Effectiveness (POE) Rubrics Matrix is provided as a guideline for programs that fall into the exemplary, satisfactory, marginal, and needs improvement status. The matrix is an excellent tool to help provide answers in addressing the Principle of Effectiveness Questions of the RFA. It is expected that all applicants will submit enough data and information to be considered exemplary. The Principles of Effectiveness questions only make up a portion of the application.

A. Principle 1. Conducting an Assessment

Community Based Programs (CBP) shall base their antiviolence, alcohol, tobacco, and other drug use prevention programs on a thorough assessment of objective data regarding the incidence of violence, alcohol, tobacco, and other drug use in the schools and communities to be served, including an objective analysis of current data and consequences of use. This information should help identify high-priority targets for the program and will be based on ongoing local assessment or evaluation activities. Collaborative planning with the LEA and other agencies will help assist the CBP in identifying local school and community data that may assist the LEA in conducting its assessment. The AA/CP may assist the CBP in obtaining data from the county health department (local lead agency) and other countywide agencies.

B. Principle 2. Performance Measures

CBP shall establish, with the assistance of a local or regional advisory council that consists of parents and community representatives, a set of performance measures based on the needs assessment data and design its activities to meet those goals and objectives aimed at ensuring a safe and drug-free learning environment. The Plan submitted by the CBP includes selected performance measures as outlined in the RFA application.

C. Principle 3. Parent Involvement

The CBP antiviolence, alcohol, tobacco, and other drug use prevention program must include meaningful and ongoing consultation with parents in the development and administration of the program or activities. The AA/CP may assist the CBP in identifying opportunities for parent involvement consistent with other grant requirements.

D. Principle 4. Effective Research-Based Programs

The Plan reflects the selected or indicated Evidence-based program(s) to be implemented by the CBP and the implementation and training schedule for the selected program(s). In addition, CBPs may select research-based supplemental activities to support the selected Evidence-based programs. The community collaborators may assist CBPs in the selection of programs that fulfill the needs of the application and community. This effort may include assisting the provider in researching programs and strategies, ensuring that the provider is aware of the need to implement selected programs with fidelity, or assisting CBPs with adapting programs, including obtaining suggestions from the program developer and approval from the Department of Education, where fidelity issues exist.

E. Principle 5. Periodic Evaluation

CBPs are required to use the National Outcome measures for Substance abuse Prevention that assesses Risk, drug use, age of initial use, and perception of use. Programs should measure the effectiveness of their programs and develop strategies to ensure fidelity. The evaluation shall be administered and analyzed and submitted as part of the Semi-Annual report.

F. Principle 6. Analysis of Data/Use of Evaluation Results

CBPs are required to evaluate their antiviolence, alcohol, tobacco, and other drug use prevention programs periodically, using the survey and other local assessment tools, to assess progress toward achieving the goals and objectives. Evaluation data should be used to refine, improve, and strengthen the program and to refine the goals and objectives as appropriate. The AA/CP has a monitoring and refinement responsibility that may be helpful in the coordination and development of a quality improvement process. The AA/CP may assist the CBPs in interpreting the results of the survey and in suggesting modifications to the program supported by the analysis of the data.

G. Questions 7-17

Questions 7 through 17 focuses on the applicant agency and how it will implement a program that will address the efficacy, quality, and fidelity needed to have an effective program. Question 14 addresses the budget and budget narrative for the proposed programs. The applicant should submit an operational budget and narrative for January 2006 to June 30, 2006 and an operational continuation budget for July 1, 2006 until June 30, 2008.

Questions and Clarifications

Questions and Clarifications regarding proposal preparation may be addressed by contacting Lee Lewis, or Janice Petersen at (919) 715-5989 or send an email to Lee.Lewis@ncmail.net.

Section II.

**Safe and Drug Free Schools and Communities, Public Law 107-110
(Governor's Substance Abuse and Violence Prevention Program)**

II. SDFSC APPLICATION AND INFORMATION Contractor Information Form FY 05-06 RFA # 11

1.Sponsoring Agency (Area Authority/County Program)		2.Provider Name	
3.Mailing address of Sponsoring Agency (AA/CP) City State Zip		4.Mailing Address of Provider City State Zip	
5.Federal ID #	6. Agency's Fiscal Year (ISR Audit Cycle)	7.Federal ID #	8. Provider's Fiscal Year (ISR Audit Cycle)
9.Type of Agency: Public AA/CP () Private, Non-Profit ()		10.Type of Provider Agency: Public AA/CP () Private, Non-Profit ()	
11.AA/CP SDFSC Project Manager		12.SDFSC Provider Agency Project Director	
13.AA/CP SDFSC Project Manager Email Address		14.SDFSC Provider Agency Project Director Email Address	
15.AA/CP SDFSC Project Manager Phone # AA/CP SDFSC Project Manager Fax #		16.SDFSC Provider Agency Project Director Telephone # SDFSC Project Provider Fax #	

17.Project Name	18.Grant Amount Requested
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19.Number of Evidence Based Programs	20.Counties Served
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21.Name of Prevention Project List below the name of each program(s) you have chosen to utilize during FY '05-'06 and to address the Selective or Indicated population: Also give brief description

Program Description	Selective or Indicated	Unduplicated # of Youth to be Served	Program Name	Exemplary	Effective	Promising

The following Signatures are required of all applicants:

Area Authority/County Program Director	Date:	Provider Agency Director	Date:
Area Authority/County Program Project Manager	Date:	Provider Agency project Director	Date:

Form I. SFDCS Program Information

Program Name	Project site address	Days of week program is implemented	Times of Implementation	Trained Staff Providing Services

Form II. SDFSC Program Information

List three (3) Risk factors associated with the target population chosen, also indicate outcome measures for each Domain.

Program Name	# Of Selective Youth	# Of Indicated Youth	RISK FACTORS					Outcome
			Individual	Peers	Family	School	Community	

1. ASSESSMENT

Discuss the data used to assess the drug and violence problems of the target group. Clearly describe the Data sets that are analyzed and how they are used to determine how improvement will be measured.

2. PERFORMANCE AND OUTCOMES

Discuss Collaboration and consultation efforts with local groups in the development of performance measures and strategies. Describe how strategies are tied to the priority needs of the target group as they were identified in the data analysis.

3. EVIDENCE BASED PROGRAMMING

Discuss the evidence-based programs selected to address the target population and how this selection relates to the needs assessment of the community. Attach a summary of each evidence-based program to this application.

4. RISK AND PROTECTIVE FACTORS

Describe the comprehensive approach to be used to address the risk and protective factors identified in the assessment process.

5. PARENT AND COMMUNITY PARTICIPATION

Discuss the ongoing involvement of parents and community members in the development and implementation of a comprehensive prevention plan used to address program needs. Describe the makeup of the advisory board or committee and how they are involved in the ongoing refinement of the community based program, and describe the coordination of prevention activities targeting selective and indicated population with local schools. Include listing of advisory board membership in item # 16.

6. EVALUATION

Discuss the evaluation process used to periodically assess progress toward meeting the performance measures. Describe strategies used to improve and strengthen the identified program. Describe the involvement of AA/CP and other agencies in this process.

7. TARGET POPULATION

Describe what the applicant learned about the target population based on the risk factors of your community. Provide data to describe your target population including IOM categories. Also describe the process used to engage and retain target group in the program(s).

8. ORGANIZATIONAL CAPABILITY CAPACITY

Briefly describe the applicant agency's experience in providing services to the target population, with a description of the current numbers served and services provided to this population. Describe experience in collaborating with other community agencies. Attach letters of support to the application as needed.

9. PROGRAM FIDELITY

Describe your plan to ensure the fidelity of the program is maintained. (for example, strategies, staffing, resources, implementation plans, materials, etc.). Describe the professional development plan to prepare staff for implementation.

10. BARRIERS AND CONCERNS

What barriers do you face and what are the critical issues and concerns to implementing services? Describe your plan to address these barriers and concerns?

11. RECORD KEEPING & AUTHORIZATION

Discuss how confidentiality issues, record keeping and authorization will be addressed.

12. DATA COLLECTION

Describe how process and outcome data will be collected and used to improve services and ensure positive outcomes.

13. YEAR-END PROJECT EVALUATION PLAN

Briefly describe the plan by which the overall success of the project will be evaluated. Include benchmarks to describe measures of success.

14. PLAN FOR RECORD-KEEPING AND REPORTING ON PROJECT RECIPIENTS AND SERVICES

Describe procedures to be implemented for documentation and developing a profile of participants. Discuss how participants will be tracked and method for maintenance of reporting requirements.

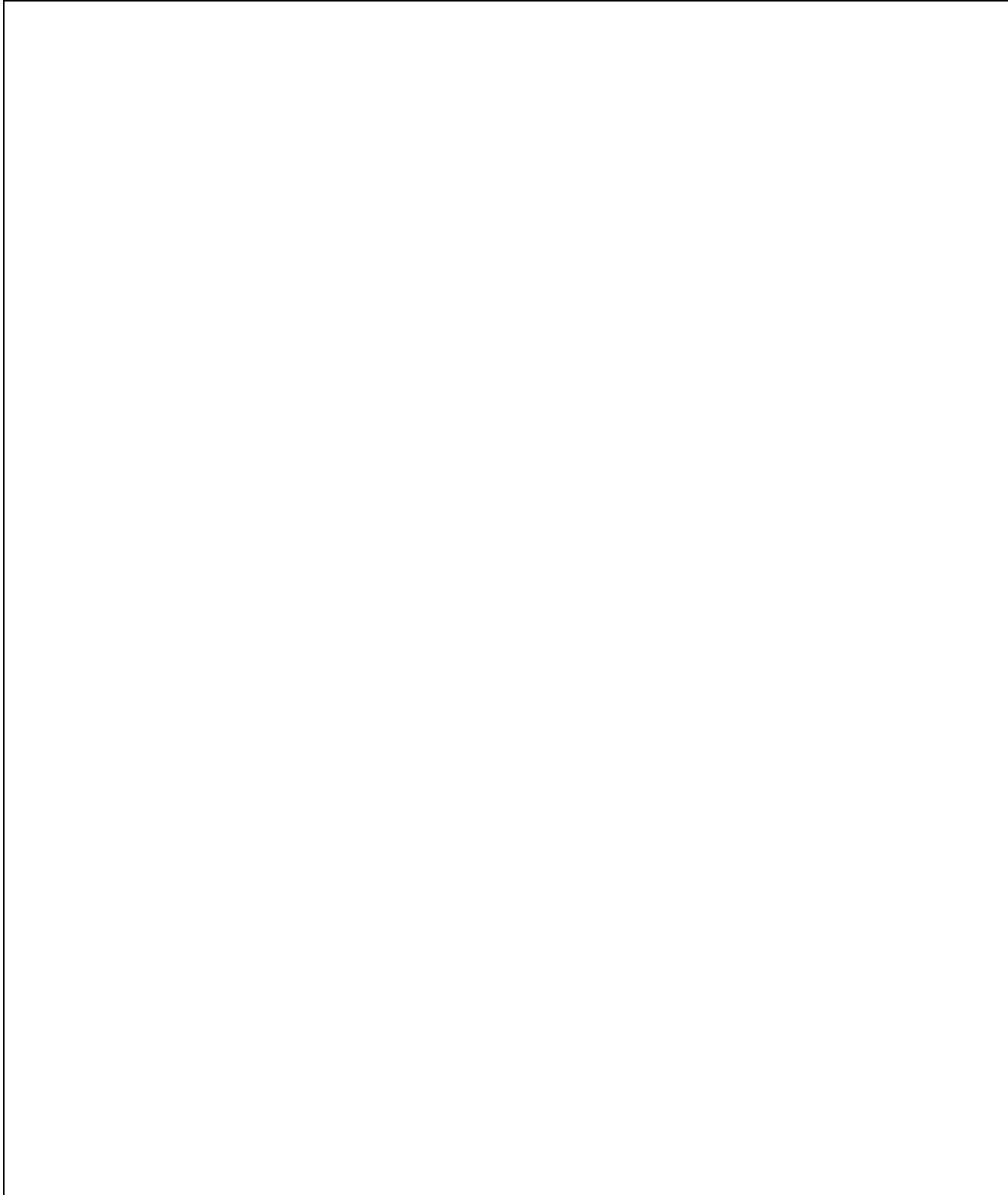
16. ADVISORY BOARD

List the make-up of the Advisory Board or committee used to monitor the project.

#	Name	Occupation	Race	Gender
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

17. TOTAL ITEMIZED BUDGET/NARRATIVE FOR PROJECT

See Budget Form and Narrative instructions (Attachment I.) Attach completed budget to the back of this narrative section. Applicant should submit an Operational Budget for Six month Period of January 1, 2006 to June 30, 2006. Also Applicant should submit a continuation budget for July 1, 2006 until June 30, 2007. Applicant should make an extra copy of the Budget Itemization form for this task.



Section III
Attachment I

Budget Spreadsheet

Contractor	
Contract # 11	Total Project
Description	Amount
<p style="text-align: center;">Personnel</p> <p>11) Salary/Wages 12) Benefits 13) Professional Services 14) Board Member Compensation 15) Other: 16) Total Personnel Services</p> <p style="text-align: center;">Supplies and Materials</p> <p>17) Office Supplies and Materials 18) Computer Supplies & Software 19) Janitorial Supplies 20) Educational/Medical Supplies 21) Automotive Supplies 22) Other: 23) Total Supplies and Materials</p> <p style="text-align: center;">Operational Expenses</p> <p>24) Travel 25) Communications (Telephone, Postage, etc.) 26) Utilities 27) Printing and Binding 28) Repair and Maintenance 29) Computer Services (Accting, Payroll, etc.) 30) Employee Training 31) Advertising 32) Board Member Expense (Travel, Per Diem) 33) Other: 34) Total Operational Expenses</p> <p style="text-align: center;">Fixed Charges and Expenses</p> <p>35) Office Rent (Land, Buildings, etc.) 36) Furniture Rental 37) Equipment Rental (Phone, Computer, etc.) 38) Vehicle Rental 39) Dues and Subscriptions 40) Insurance and Bond 41) Other: 42) Total Fixed Charges & Other Expenses</p> <p style="text-align: center;">Capital Outlay</p> <p>43) Land/Buildings 44) Office Furniture 45) Computer Equipment 46) Vehicles 47) Books (Library Reference Materials) 48) Other: 49) Total Capital Outlay</p> <p>50) Total Contracts and Grants 51) Total Purchases of Services Costs 52) Total of Direct Costs 53) Indirect Costs</p>	
54) Total Budgeted Expenditures	

Budget Categories

Total Personnel Costs:

Enter the respective totals for all expenditures that fall within this "object class" category. Expenditures for personnel costs include all compensation for permanent, temporary and emergency employees and their corresponding staff benefits. Expenditures for Professional Services, such as attorney or accountant fees, and expenditures relating to Board Member Compensation (excluding travel per diem) should also be reported under this category. If you make an entry in "Other", please specify what the "other" expenditure is.

Total Supplies and Materials:

Enter the respective totals for all expenditures that fall within this "object class" category. Supplies and materials generally include commodities that are consumed in operations within a relatively short period or the use of which results in a material change in, or an appreciable impairment of their physical condition. The following list, which is not all inclusive, identifies the types of expenditures which should be reported under this category:

- a. Office Supplies and Materials
- b. Computer Supplies and Software
- c. Janitorial Supplies
- d. Educational/Medical Supplies
- e. Automotive Supplies
- f. Other (If you make an entry in "other", please specify what the "other" expenditure is.)

Total Operational Expenses:

Enter the respective totals for all expenditures that fall within this "object class" category. All expenditures for operation and maintenance services incurred by the organization are classified as operational expenses and services.

The following list, which is not all inclusive, identifies the types of expenditures which should be reported under this category:

- a. Travel
- b. Communication Expense (Telephone, Postage, etc.)
- c. Utilities (Electric, Water, Gas, etc.)
- d. Printing and Binding Costs
- e. Repair and Maintenance Costs (Buildings, Equipment, Furniture, Vehicles, etc.)
- f. Computer Services (Accounting, Payroll, Data Processing, etc.)
- g. Employee Training
- h. Advertising
- i. Board Member Expense (Travel, Per Diem, etc.)
- j. Other (If you make an entry in "other", please specify what the "other" expenditure is.)

Total Fixed Charges and Other Expenses:

Enter the respective totals for all expenditures that fall within this "object class" category. All expenditures that are based upon a predetermined rate should be classified as fixed charges. The following list, which is not all inclusive, identifies the types of expenditures which should be reported under this category:

- a. Office Rent (Land, Building, etc.)
- b. Furniture Rental
- c. Equipment Rental (Telephone, Computer, Copier, etc.)
- d. Vehicle Rental
- e. Dues and Subscriptions
- f. Insurance and Bonding

g. Other (If you make an entry in "other", please specify what the "other" expenditure is.)

Total Capital Outlay:

Enter the respective totals for all expenditures that fall within this "object class" category. All expenditures that are for the purchase of tangible items with a service life of more than one year should be classified as capital outlay. The following list, which is not all inclusive, identifies the types of expenditures which should be reported under this category:

- a. Land/Buildings
- b. Office Furniture (Desks, File Cabinets, Calculators, Typewriters, Copiers, etc.)
- c. Computer Equipment
- d. Vehicles
- e. Books (To be used in a library)
- f. Other (If you make an entry in "other", please specify what the "other" expenditure is.)

Total Grants and Contracts:

Enter the total of all funds you make available to other organizations or entities through formal grants or contracts. An example would be start-up or improvement grants to providers.

Total Purchase of Services Costs:

Enter the total of all funds made available to purchase services for which a formal contract or grant is not in place. Examples include: payments to providers based on the submission of a voucher given to the provider by a client or emergency care payments made on behalf of clients by a "review panel."

Total Direct Services:

Enter the total of all costs.

Indirect Costs

Enter the total of all indirect costs and indicate the %.

Total Budgeted Expenditures

Enter the total of Direct and Indirect Costs.

Attachment II

Principles of Effectiveness and Evaluation Criteria

Principles of Effectiveness Matrix

Attachment II Page 1 of 6

Principle 1: Agencies shall base its program on a thorough Assessment of objective data about the prevalence of drug and violence Problems in the schools and communities served. Each SDFSC School or Community based program shall conduct a thorough assessment of the nature and extent of the youth drug and violence problem.

Principle Component	Exemplary	Satisfactory	Marginal	Needs Improvement
1. Quality of data on drug and violence prevalence	Risk and protective factors measured on an ongoing basis at both school and community level using valid and reliable tools. A variety of assessment strategies and multiple data sets are used to identify needs from a systems approach.	Prevalence of youthful drug use and violent behavior are measured on an ongoing basis at the school and community level using valid and reliable tools, including but not limited to the Youth Risk Behavior Survey, the Communities that Care Survey and the PRIDE survey.	Data provided is incomplete and only addresses one component. No evidence of risk and protective factors being measured or addressed.	No objective data about the drug and violence problems in the school and communities served are provided. Generalizations given about the extent of the problem
2. Analysis of data on drug and violence prevalence.	Thorough analysis of data sets with identification of root causes and specific needs for all segments of student population identified. Multiple data sets, in addition to drug/violence data are correlated.	Analysis of data sets with identification of probable root causes and identification of specific needs for some segments of student population.	Limited analysis of data sets without identification of root causes and limited identification of specific needs for only a portion of student population.	Limited (if any) data analysis and no identification of specific student needs.
3. Resource analysis of programs and services.	Ongoing process in place to identify, describe and analyze existing programs and services across school and community. Process exists to identify needs and taps in programming.	Complete inventory of current services and programs in the school and community is in place.	Identification of programs and services with no correlation to need.	No resource analysis conducted.

Principles of Effectiveness Matrix

Principle 2: School based and Community based programs shall consult with appropriate constituent groups and establish a set of performance measures in the design of its strategies to meet those performance measures.

Principle Component	Exemplary	Satisfactory	Marginal	Needs Improvement
1. Consultation with appropriate constituent groups. (Teachers, other school staff, principals and administrators, private schools, parents, students, community-based organizations, state and local government representatives and others.)	Diverse representation of community and school staff are consulted regularly to oversee all programs and discuss all needs related to establishing safe and drug free school initiatives, including development of performance measures and strategies.	Representation of community and school staff advise on programs and performance measures and strategies.	Limited participation related to safe and drug free schools initiatives. There is no involvement in the establishment of performance measures and strategies.	No evidence of consultation
2. Performance measures are clearly defined and measurable to determine the extent to which program are effective in meeting performance measures.	Performance measures are clearly defined, are reasonable, measurable and predict behavioral or attitudinal outcomes related to decreased drug use or violence. Process-focused strategies support the behavioral and attitudinal outcomes.	At least two thirds of performance measures are reasonable, measurable and predict behavior or attitudinal outcomes related to decreased drug use or violence. Strategies support the behavioral attitudinal goals and objectives.	Fewer than two thirds of performance measures are reasonable, measurable and predict behavioral or attitudinal outcomes related to drug use or violence. Only process focused strategies are included.	Performance measures are not reasonable, measurable or do not predict behavioral or attitudinal outcomes. Strategies are not included or are inappropriate. Performance measures and strategies are not related to a decrease in drug use or violence.
3. Performance measures and strategies are tied to priority needs as identified through data analysis.	Performance measures are aligned with identified problems, and integrated with other district goals, including those related to academic achievement to promote resiliency and positive youth development.	Performance measures are aligned with needs assessment. Performance measures and strategies address positive youth development.	Performance measures and strategies are aligned to some identified need.	Performance measures and strategies are not aligned with problem identified.

Principles of Effectiveness Matrix

Principle 3: A School or Community based program shall design and implement its program for youth based on Scientific research or evaluation that provides evidence that the programs used prevent or reduce drug use, violence, or disruptive behavior among youth.

Principle Component	Exemplary	Satisfactory	Marginal	Needs Improvement
1. Programs identified address performance measures and strategies based on current needs assessment.	Appropriate evidence-based programs are addressing all identified needs. Programs reflect the risk and protective factors that will promote positive youth development and resiliency.	Programs selected and implemented will address identified needs and will potentially achieve performance measures and strategies. Programs match the risk and protective factors related to drug use and violence.	Program(s) selected and implemented partially address the identified needs and may potentially achieve performance measures. Programs may promote resiliency in youth.	Program(s) selected and implemented do not address identified needs and may potentially achieve performance measures. Programs are not related to risk and protective factors identified to promote positive youth development.
2. Programs identified are evidence-based or promising as based on current scientific research on effective prevention strategies.	Programs selected have demonstrated, locally, their effectiveness in preventing or reducing drug use, violence or disruptive behavior, or other attitudes demonstrated to be precursors to or predictors of drug use or violence. Programs continue to review current scientific research and evaluation literature to identify the most effective evidence-based strategies and programs for replication.	Programs selected and implemented have demonstrated effectiveness or promise of effectiveness related to prevention of drug use or violence. Program reviewed available scientific research and evaluation literature to determine the most effective strategies and programs for replication. (When necessary waivers for programs not supported by scientific research were submitted and approved by SED.)	Programs selected and implemented have not been evaluated or have not demonstrated effectiveness or promise of effectiveness related to prevention of drug use or violence. Program did limited review of research and evaluation literature to determine the most appropriate and effective programs and strategies for replication	Programs selected and implemented have not been evaluated or have not demonstrated effectiveness or promise of effectiveness related to prevention of drug use or violence. No scientific research and evaluation literature review conducted.
3. Staff development plan will provide appropriate training and support for implementation of evidence-based programs and strategies.	The Program has developed a plan for ongoing staff training and professional development to assure that evidence-based programs selected continue to be replicated in a manner consistent with their original design or in a manner shown locally to be most effective.	Evidence-based programs selected were replicated in a manner consistent with their original design and appropriate staff training provided.	Evidence-based programs were selected. There is no evidence that they are being replicated in a manner consistent with the original design.	Programs selected are not evidence-based, not appropriate to address identified needs, or are not replicated in a manner consistent with their original design.

Principles of Effectiveness Matrix

Principle 4: A School or Community based program shall base its prevention programs on a comprehensive approach on Risk and Protective factors as a integral part of the Prevention initiatives.

Principle Component	Exemplary	Satisfactory	Marginal	Needs Improvement
<p>Program comprehensively targets both, common risk factors for problems such drug abuse, delinquency, teenage pregnancy, and school failure, and protective factors that reduce student’s risk for later problems, buffering the effects of exposure to risk factors.</p>	<p>Risk and protective factors measured on an ongoing basis at both school and community level using valid and reliable tools. A variety of assessment strategies and multiple data sets are used to identify needs from a systems approach.</p>	<p>Risk and protective factors measured at both the school and community level. A variety of assessment strategies are used to identify needs.</p>	<p>Risk and protective factors are marginally measured at either the school or community level. Limited assessment strategies are used to identify needs.</p>	<p>Risk and protective factors are not measured at either the school or community level. No attempt is made to identify needs or assess strategies.</p>
<p>2. Risk and protective factors are addressed in the needs assessment and become a foundational item in a prevention program, not an add-on item.</p>	<p>Strategies emphasize two key protective factors: bonding to pro-social family, school and peers, and clear standards or norms for behavior through opportunities for involvement in productive pro-social roles, skills to be successful consistent systems of recognition and reinforcement for pro-social involvement.</p> <p>Risk and protective factors are addressed across four domains; Community, Family, School and Individual Peer</p>	<p>Strategies acknowledge two protective factors with some skill development in bonding, clear standards or norms for pro-social behavior, and some opportunities for recognition or reinforcement for pro-social involvement.</p> <p>Risk and protective factors are addressed sporadically across the four domains, Community, Family, School and Individual Peer.</p>	<p>Strategies address risk and protective factors in a limited manner with limited skill development. Limited focus on bonding, pro-social involvement or recognition.</p> <p>Risk and protective factors addressed in a limited manner across some of the domains; Community, Family, School and Individual Peer.</p>	<p>Strategies do not address risk and protective factors. Strategies may address one or the other category. No skill development is stressed and there are no opportunities for bonding, pro-social involvement or reinforcement.</p> <p>Risk and protective factors are not addressed across the domains; Community, Family, School and Individual Peer.</p>

Principles of Effectiveness Matrix

Principle 5: A School and or a Community based program shall clearly involve parents and community members in the development, design and implementation of effective prevention programs related to drug, alcohol and violence.

Principle Component	Exemplary	Satisfactory	Marginal	Needs Improvement
<p>1. Parent and community involvement shall be an integral component of a comprehensive prevention plan.</p>	<p>Program has an active outreach component to engage diverse parents and community members. Adequate support is provided to encourage continuous participation and members are empowered to make valuable and meaningful contributions to the decision-making process. Parents taking an active role in shaping the policies and the prevention initiative in an ongoing climate of respect that fosters partnerships, cooperation and collaboration at all levels. Community Involvement established with letters of commitment and support.</p>	<p>Program encourages parent and community involvement. Support is available and participation encouraged in the decision-making process. Parents and community members play an active role in shaping policies and prevention programs. Partnerships and collaboration exist at all levels.</p>	<p>The program recognizes the importance of parent and community involvement. There are limited opportunities for parents or community members to be involved in the decision-making process or policy development. Few partnerships or collaborations have been explored or exist.</p>	<p>The Program does not actively engage parents or community members. The interactions with parents may be sporadic, crisis-based or confrontational in nature. There are no opportunities for meaningful or valued input into the decision-making process or policy development.</p>
<p>. 2. Parents and community members will have opportunities to become mentors for at-risk youth within the community</p>	<p>Numerous opportunities for mentoring are available. Mentors are properly trained and address the needs of at-risk youth, providing guidance and emotional support, promoting personal and social responsibility, offering academic assistance, encouraging youth to excel academically and discouraging illegal use of drugs, alcohol and violence.</p>	<p>Mentor programs exist for parents and community members to volunteer to support at-risk youth. Some training is provided and the program is organized to connect adults with at-risk youth that have similar interests.</p>	<p>Informal mentor programs exist on a limited basis for a small number of targeted youth. Training is provided upon request and there is no clear role or responsibility assigned to the mentors or mentees.</p>	<p>Mentor programs are informal and unstructured. There is typically no training or follow-up provided.</p>

Principles of Effectiveness Matrix

Principle 6: A School or Community based program shall evaluate its programs periodically to assess its progress toward achieving its performance measures and strategies, and use its evaluation and research to refine, Improve and strengthen its program and to refine its performance measures as appropriate.

Principle Component	Exemplary	Satisfactory	Marginal	Needs Improvement
<p>Programs evaluated periodically to assess progress toward meeting performance measures or strategies and use its formative evaluation results to refine, improve and strengthen its programs and to refine its performance measures or strategies as appropriate.</p>	<p>Program has demonstrated an effective, ongoing evaluation plan, is monitoring program performance and has adjusted programs as indicated. Program has demonstrated a reduction in drug use, violence or other behaviors and attitudes demonstrated to be precursors or predictors of drug use over a period of time.</p> <p>School district regularly reports program evaluation and prevalence of drug use and violence to the public.</p>	<p>Programs are assessed periodically and program outcomes and fidelity of replication are driving program adjustments. The program has demonstrated positive short-term results in terms of reducing or preventing drug use, violence or behaviors or attitudes demonstrated to be precursors or predictors of drug use or violence on a short-term basis.</p> <p>Results of program evaluation and attainment of behavioral performance measures are reported to the public.</p>	<p>Some processes for periodic program assessment is evident. Process to monitor program performance is evident. Necessary program adjustments have not been identified or implemented.</p> <p>No program assessments have been undertaken as of this application. There is a plan to evaluate programs and outcomes.</p> <p>Results of program evaluations and attainment of behavioral performance measures are reported to the public.</p>	<p>No provisions for periodic program assessment are evident.</p> <p>No provision to monitor program performance is evident.</p> <p>No provisions to assess outcomes in terms of reducing or preventing drug use, violence or other behaviors or attitudes is evident.</p> <p>No provision for communicating evaluation results to the public is evident.</p>

Attachment III

Application Checklist

Check √	#	Items to be completed before submitting the SDFSC RFA
	1.	All spaces on the application have been filled out.
	2.	Applicant has secured all the required signatures.
	3.	Applicant has 1 original and 3 copies ready to be mailed
	4.	Applicant followed formatting instructions including font size and margin space
	5.	Applicants application does not exceed 20 pages (this does not include attachments)
	6.	Application includes program summary print out description for each evidence based program to be implemented
	7.	Application includes letters of support and commitment
	8	Application includes MOA attachments (if needed for school setting)
	9.	Application includes data sources
	10.	Application includes addresses for Provider Agency and Area Program/County Program
	11.	Application addresses all the Principles of Effectiveness
	12.	Applicant clearly Identifies Selective, Indicated or both target groups
	13.	Evaluation addresses risk, drug use, perception of drugs, and age of first use
	14.	Budget request does not exceed award amount
	15.	Budget amount is same as budget request amount
	16.	Critical dates are documented
	17.	Advisory board information is included
	18.	Benchmarks to monitor success are included
	19.	Calendar of scheduled program activities is included
	20.	Mail in early enough to arrive before or on the due date & time

Attachment IV

(Example Scoring Sheet)

THE SDFSC PROGRAM REQUEST FOR APPLICATION

Reviewer Summary Example

APPLICANT NO:	APPLICANT AGENCY:
REVIEWER NAME:	
REVIEWER TYPE: <input type="checkbox"/> PRIMARY <input type="checkbox"/> SECONDARY <input type="checkbox"/> STAFF	

Reviewer Instructions: Key Criteria for evaluation is only a guide for the reviewer and should not be used as the sole criteria for scoring. Criteria should be used in conjunction with judgment and expertise of the reviewer to determine a category and score. Reviewer should provide documentation to support scores in the strengths and weakness section provided. Each Item in section II has a maximum 10 point value with total maximum score of 200.) Applicant must maintain an exemplary score for the six questions regarding the Principles of Effectiveness to be recommended for an award.

A. APPLICANT INFORMATION

COMMENT ON COMPLETENESS BUT DO NOT SCORE:

A-1. Question Example: Organization Capability

Briefly describe the applicant agency’s experience in providing services to the target population, with a description of the current numbers served and services provided to this population. Describe experience in collaborating with other community agencies.						
Key Criteria to Evaluate: Does applicant provide current numbers specific to youth in the selected or Indicated population? Does applicant demonstrate knowledge of the target population? Does applicant show or propose collaboration with the LEA and Area Program?						
STRENGTHS						
WEAKNESSES						
<i>Check (✓)</i>	Exemplary 9-10 POINTS	Satisfactory 7-8 POINTS	Marginal 5-6 POINTS	Needs Improvement 3-4 POINTS	Poor 1-2 POINTS	ITEM SCORE