Safe Schools/ Healthy Students Initiative

Program Announcement • Application Instructions and Forms

Due Date: June 19, 2007

Sponsored by Education • HHS • DOJ

Safe Schools/Healthy Students

CFDA #84.184L

OMB Control Number 1865-0004

Expiration Date: 04/20/2010

Information and Application Procedures
for Fiscal Year 20087

Application Deadline: ~~June 19, 2007~~March XXX, 2008

U.S. Department of Education

U.S. Department of Health and Human Services

U.S. Department of Justice

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I. Application Submission Procedures

Application Transmittal Instructions

Applications for grants under this grant competition may be submitted electronically or in paper format by mail or hand delivery. The electronic submission of applications is voluntary. However, if you choose to submit your application electronically, you must use the site listed below. **Note:** You may not submit your application by e-mail or facsimile.

Attention Electronic Applicants: Please note that you must follow the application procedures as described in the Notice Inviting Applications for this grant competition that was published in the *Federal Register* May 10, 2007.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically

You must submit your grant application through the Internet, using the software provided on the Grants.gov Web site (www.grants.gov), by 4:30 p.m. (Washington, DC time) on the application deadline date. If you submit your application through the Internet via the Grants.gov Web site, you will receive an automatic acknowledgment when we receive your application.

For more information on using Grants.gov, please refer to the Notice Inviting Applications that was published in the *Federal Register* May 10, 2007, the Grants.gov Submission Procedures and Tips document on pages 3 and 4 of this application package, and the Grants.gov Web site (www.grants.gov).

You may access the electronic application for the Safe Schools/Healthy Students grant at any of the following Web sites: www.grants.gov, www.ed.gov/programs/dvpsafeschools/index.html and www.sshs.samhsa.gov/initiative/currentinit.aspx.

Applications Sent by Mail

You **must** mail the original and **two** copies of the application on or before ~~the deadline date.~~ 12 a.m. midnight on March XXX, 2008. ~~To help expedite our review of your application, we appreciate your voluntarily including an additional copy of your application. Please mail copies by midnight on the deadline date to:~~

> **U.S. Department of Education**
> **Application Control Center**
> **Attention: CFDA #84.184L**
> **400 Maryland Ave., SW.**
> **Washington, DC 20202–4260**

To help expedite our review of your application, we appreciate your voluntarily including an additional copy of your application.

You must show one of the following as proof of mailing:

- A legibly dated U.S. Postal Service postmark.
- A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- A dated shipping label, invoice, or receipt from a commercial carrier.
- Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

1. A private metered postmark.
2. A mail receipt that is not dated by the U.S. Postal Service.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

Applications Delivered by Commercial Carrier

Special Note: Due to disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service, or U.S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under "Applications Sent by Mail," then follow the mailing instructions under the appropriate delivery method.

Applications that are delivered by commercial carrier, such as Federal Express or United Parcel Service, should be mailed to:

> **U.S. Department of Education**
> **Application Control Center–Stop 4260**
> **Attention: CFDA #84.184L**
> **7100 Old Landover Rd.**
> **Landover, MD 20785–1506**

Applications Delivered by Hand

You or your courier must hand deliver the original and two copies of your application by 4:30 p.m. (Washington, DC time) on or before ~~the deadline date~~March XXX, 2008. ~~To help expedite our review of your application, we would appreciate your voluntarily including an additional copy of your application.~~ Please hand deliver copies to:

> **U.S. Department of Education**
> **Application Control Center**
> **Attention: CFDA #84.184L**
> **550 12th St., SW., PCP–Room 7041**
> **Washington, DC 20202–4260**

To help expedite our review of your application, we would appreciate your voluntarily including an additional copy of your application.

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays, and federal holidays.

Grants.gov Submission Procedures and Tips for Applicants

ATTENTION: Microsoft Vista and Word 2007 Users

~~Please note that Grants.gov does not currently support the new Microsoft Vista operating system. The PureEdge software used by Grants.gov for forms is not compatible with Vista. Grants.gov will be reviewing this new product to determine if it can be supported in the futu~~rere.

> Grants.gov uses two viewer products – Adobe Acrobat Reader and PureEdge – that predate the release of Windows Vista. Adobe Reader 7.0.9 may work with Vista, but Adobe does not fully support this configuration. PureEdge Viewer v.6.0.2 is only compatible with Vista when using a Citrix server connection. Grants.gov is anticipating the release of Adobe Reader 8.1.1 shortly, which will be compatible with Microsoft Vista. Until Adobe Reader 8.1.1 is released, you have two choices: Use an operating system other than Vista or use Citrix, which has been identified as an option for any applicant that is using Vista. The Grants.gov Web site (www.grants.gov/help/general_faqs.jsp#18) has been updated to provide applicants with instructions on how to utilize the Citrix solution.

In addition, the new version of Microsoft Word saves documents with the extension ".docx." The Grants.gov system does not process Microsoft Word documents with the extension ".docx." When submitting Microsoft Word attachments to Grants.gov, please use the version of Microsoft Word that ends in ".doc." If you have any questions regarding this matter, please e-mail the Grants.gov Contact Center at support@grants.gov <mailto:support@grants.gov> or call 1-800-518-4726.

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

1. **Register early.** Grants.gov registration may take five or more business days to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the registration steps are complete. For

detailed information on the registration steps, go to
www.grants.gov/applicants/get_registered.jsp. **Note**: Your organization will need to
update its Central Contractor Registry (CCR) registration annually.

2. **Submit early.** We strongly recommend that you do not wait until the last day to submit
your application. Grants.gov will put a date and time stamp on your application and then
process it after it is fully uploaded. The time it takes to upload an application will vary
depending on a number of factors, including the size of the application and the speed of
your Internet connection, and the time it takes Grants.gov to process the application will
vary as well. If Grants.gov rejects your application (see step three below), you will need
to resubmit successfully before 4:30 p.m. Washington, DC time on the deadline date.
Note: To submit successfully, you must provide the D-U-N-S number on your
application that was used when your organization registered with the CCR.

3. **Verify submission is OK.** You will want to verify that Grants.gov and the Department
of Education received your Grants.gov submission timely and that it was validated
successfully. To see the date and time your application was received, log in to
Grants.gov and click on the Track My Application link. For a successful submission, the
date and time received should be earlier than 4:30 p.m. (Washington, DC time) on the
deadline date, and the application status should be Validated, Received by Agency, or
Agency Tracking Number Assigned.

If the date and time received is later than 4:30 p.m. (Washington, DC time) on the closing
date, your application is late. If your application has a status of "Received," it is still
awaiting validation by Grants.gov. Once validation is complete, the status will either
change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors,"
your application has not been received successfully. Some of the reasons Grants.gov
may reject an application can be found on the Grants.gov site
(www.grants.gov/help/submit_application_faqs.jsp#10). For more detailed information
on why an application may be rejected, please review the Application Error Tips
document (www.grants.gov/section910/ApplicationErrorTips.pdf). If you discover your
application is late or has been rejected, please see the instructions below.

Note: You will receive a series of confirmations both online and via e-mail about the
status of your application. Please do **not** rely solely on e-mail to confirm whether your
application has been received on time and validated successfully.

Submission Problems—What Should You Do?

If you have problems submitting to Grants.gov before the deadline date, contact Grants.gov
Customer Support at 1–800–518–4726 or use the customer support available on the Web site
(www.grants.gov/applicants/applicant_help.jsp).

If electronic submission is **optional** and you have problems that you are unable to resolve before

the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the *Federal Register* notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is **required**, you must submit an electronic application before 4:30 p.m. (Washington, DC time), unless you follow the procedures in the *Federal Register* notice and qualify for one of the exceptions to the electronic submission requirement **and** submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. See the *Federal Register* notice for detailed instructions.

Helpful Hints When Working With Grants.gov

Please note that once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to log on to Grants.gov to upload and submit the

application. You must provide on your application the D-U-N-S number that was used when your organization registered with the CCR.

Please go to www.grants.gov/applicants/applicant_help.jsp for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application FAQs found on Grants.gov (www.grants.gov/help/submit_application_faqs.jsp).

Dial-Up Internet Connections

When using a dial-up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection (e.g., cable modem/DSL/T1). While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial-up connection. If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the *Federal Register* notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. See the *Federal Register* notice for detailed instructions.

Mac Users

If you do not have a Windows operating system, you will need to use the Citrix solution discussed on Grants.gov or a Windows Emulation program to submit an application using Grants.gov. For additional information, review the FAQs for non-Windows users (www.grants.gov/resources/download_software.jsp#non_window). To view the white paper for Macintosh users published by PureEdge, go to www.grants.gov/section678/PureEdgeSupportforMacintosh.pdf or contact Grants.gov Customer Support (www.grants.gov/contactus/contactus.jsp) for more information. If electronic submission is required and you are concerned about your ability to submit electronically as a non-Windows user, please follow the instructions in the *Federal Register* notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. See the *Federal Register* notice for detailed instructions.

II. Program Background Information

General Information

Eligibility

This competition limits eligibility to local educational agencies (LEAs) that are not current Safe Schools/Healthy Students (SS/HS) grantees with an active grant.

Note: The SS/HS grant competition limits eligibility to applicants that do not currently have an active grant under this program. For the purpose of this eligibility requirement, a grant is considered active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds (71 FR 70369).

Requirements for SS/HS Grant Applications

To be eligible for funding, all applicants **must** meet the following requirements:

1. **Be an eligible applicant**. An eligible applicant is a local educational agency (LEA) or a consortium of LEAs that is not a current SS/HS grantee. Applicants are encouraged to check with State educational agencies to verify their status as an LEA.

For the purpose of this eligibility requirement, a grant is considered to be a current grant until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds (71 FR 70369).

A former LEA is eligible to reapply as a single applicant or as a member of a consortium provided that a signed program-specific assurance confirming eligibility is submitted with the application. (See Appendix C for additional information.)

2. **Propose a project that meets the absolute project priority.** The LEA's application must propose to implement an integrated, comprehensive community-wide plan designed to create safe, respectful, and drug-free school environments and to promote prosocial skills and healthy childhood development. Plans must focus activities, curricula, programs, and services in a manner that responds to the community's existing needs, gaps, or weaknesses in areas related to the following five elements:

   1. Element One: Safe School Environments and Violence Prevention Activities.
   2. Element Two: Alcohol, Tobacco, and Other Drug Prevention Activities.
   3. Element Three: Student Behavioral, Social, and Emotional Supports.
   4. Element Four: Mental Health Services.
   5. Element Five: Early Childhood Social and Emotional Learning Programs.

See page 15 for additional information about this topic under "SS/HS Absolute Priority."

3. **Request no more than the maximum amount established based on the district's enrollment data.** An applicant's request for funding must not exceed the maximum amount established based on enrollment data. The maximum request for any of the project's four 12-month budget periods is

- $2,250,000 for an LEA with at least 35,000 students.
- $1,500,000 for an LEA with at least 5,000 students but fewer than 35,000 students.
- $750,000 for an LEA with fewer than 5,000 students.

Applicants must use the most recent student enrollment data from the National Center for Education Statistics (NCES) Common Core of Data (CCD) as published on the NCES Web site. See page XXX for additional information about this topic under "Determining Your Maximum Funding Request."

4. **Include a signed preliminary memorandum of agreement (MOA).** To demonstrate that the applicant has the support and commitment of the required SS/HS partners, each applicant is required to include a preliminary MOA with the application. The preliminary MOA must be signed and dated by the required SS/HS partners—the authorized representatives of the LEA, local juvenile justice agency, local law enforcement agency, and local public mental health authority. See page XXX for additional information.

5. **Include a logic model.** The logic model is a graphic representation of the project in chart format that depicts by element the integration of the proposed activities, curricula, programs, and services with the identified needs and gaps, goals, objectives, activities, partners' roles, outcomes, and measures for outcomes.

See page XXX for additional information about this topic in Appendix B—Resource List and a sample logic model in Appendix D.

Applications that fail to meet any one of the above five requirements will not be submitted to peer reviewers for consideration.

Other Administrative Requirements That Apply to This Grant Program

General Education Provisions Act (GEPA) statement. Section 427 of GEPA requires each applicant for funding to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, Federal-assisted programs for students, teachers, and other program beneficiaries with special needs. Applicants for new SS/HS awards must include information in their applications to address this provision. More detailed information about the requirements is included on page XXX.

Participation by private school children and teachers. Section 9501 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), requires that LEAs or other entities receiving funds under the Safe and Drug-Free Schools and Communities Act provide for the equitable participation of private school children, their teachers, and other educational personnel

in private schools located in areas served by the grant recipient. In order to ensure that grant program activities address the needs of private school children, LEAs must engage in timely and meaningful consultation with private school officials during the design and development of the program. This consultation must take place before any decision is made that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate.

Maintenance of effort. Section 9521 of the ESEA requires that LEAs may receive a grant only if the State educational agency finds that the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year was not less than 90 percent of the combined effort or aggregate expenditures for the second preceding fiscal year.

Authority

This application package is based on 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99 of the Education Department General Administrative Regulations (EDGAR). This competition is authorized under Title IV, Section 4121 of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001; the Public Health Service Act (42 U.S.C. 290aa); and the Juvenile Justice and Delinquency Prevention Act (42 U.S.C. 5614(b)(4)(e) and 5781 et seq.).

Official Documents Notice

The official documents governing this competition are the Notice Inviting Applications and the Notice of Final Priorities, Requirements, Selection Criteria, and Definitions published in the *Federal Register* (see section III. Legal and Regulatory Documents of this application package). These notices also are available electronically at the following Web sites: www.ed.gov/legislation/FedRegister and www.gpoaccess.gov/nara.

Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this collection is 1865-0004 and will expire on April 20, 2010. The time required to complete these forms is estimated to average 26 hours per response, including the time to review the instructions, search existing data sources, gather needed data, and prepare and review responses. **If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to**: U.S. Department of Education, Washington, DC 20202–4651. **If you have any comments or concerns regarding the status of your individual submission of this form, write directly to**: Office of Safe and Drug-Free Schools, U.S. Department of Education, Lyndon Baines Johnson Education Building 6, 400 Maryland Ave., SW., Washington, DC 20202–6450.

Resources

Any questions related to the requirements of this grant competition should be directed to Karen Dorsey, of the Office of Safe and Drug-Free Schools (OSDFS) at 202–708–4674. For more

information about the Safe Schools/Healthy Students program and related subjects, you can visit

the following Web sites: www.ed.gov/programs/dvpsafeschools/applicant/html and www.sshs.samhsa.gov. Additional related Web sites are contained in Appendix B—Resource List.

Available Technical Assistance

A series of 1-hour audio conferences will be held in ~~May~~ February and ~~June~~March. The calls will take place on May 17, May 24, May 31, June 6, and June 13 from 1:30 to 3:30 p.m. (Washington, DC time). During these audio conferences, Federal staff will take questions from prospective applicants on eligibility requirements, grant application requirements, and the application review process. Instructions on how to access these call will be posted on www.sshs.samhsa.gov.

Grant Awards and Project Period

An estimated XXX new awards will be made. Projects will be funded for approximately $750,000 to $2,250,000 per year, depending on the enrollment data of the LEA or the combined enrollment data of the LEAs for consortia applications. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.

The project period for this grant is 48 months with four 12-month budget periods. We intend the project and budget periods for projects funded under this grant competition to be July 1, 2008 – June 30, 2012. However, awards may be made as late as September 30, 2008. Projects will be funded for 1 year, with continuation funding for additional years contingent upon substantial progress by the grantee and the availability of funds.

~~The project period for this grant is 48 months (four budget periods of 12 months each). We intend the project and budget periods for projects funded under this grant competition to be September 1, 2007–August 31, 2011. However, awards may be made as late as September 30, 2007. Projects will be funded for 1 year, with continuation funding for additional years contingent upon substantial progress by the grantee and the availability of funds.~~

~~Applicants requesting funds must submit ED Standard Form 524 and a detailed budget narrative for each of the four 12-month budget periods in order to be eligible for funding each year. No funds will be awarded for those years for which a budget request and narrative are not provided. An estimated 25 new awards will be made. Projects will be funded for approximately $750,000 to $2,250,000 per year, depending on the enrollment data of the LEA or the combined enrollment data of the LEAs for consortia applicants. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.~~

Budget

Applicants requesting funds must submit a [single] ED Standard Form 524 and two detailed budgets for each of the four 12-month budget periods to be eligible for funding each year. No funds will be awarded for those year for which a budget request and detailed budget are not provided.

The ED Standard Form 524 should represent the total funds needed to support the proposed project for each of the 12-month budget periods. The first detailed budget should represent the funds needed to support program Elements One, Two, and Three. The second detailed budget should represent the funds needed to support program Elements Four and Five. Each detailed budget should contain the same budget categories of the ED Standard Form524 and provide sufficient itemization (cost per unit, per month, per person, etc.) to demonstrate how costs were determined. The sum of the total amounts requested for each budget category (i.e., personnel, fringe, travel) of the first and second detailed budgets should be entered on the ED Standard Form 524. Failure to submit an ED Standard Form 524 and budget narrative for each of the four 12-month budget periods will result in no funding for those years for which documents (ED Standard Form 524 and detailed budgets) were not submitted.

Applicants must complete and submit two sets of the ED Standard Form 524 for each of the project's four 12-month budget periods. One set should represent funds needed to support program Elements One, Two, and Three, and another set should represent funds needed to support program Elements Four and Five. A budget narrative should accompany each ED Standard Form 524. The budget narrative should contain the same budget categories of the ED Standard Form 524 and provide detailed information on how costs were determined. Failure to submit an ED Standard Form 524 and budget narrative for each grant year will result in no funding for those years for which budgets were not submitted.

E-Mail Addresses

As part of our review of your application, we may need to contact you with questions for clarification. Please be sure your application contains valid e-mail addresses for the project director and authorized representative or another party designated to answer questions in the event the project director and authorized representative are unavailable.

Review of Applications and Notification of Award

The review of applications and notification of award for this grant competition requires approximately 12 to 14 weeks. We expect to notify successful applicants in early September July 20087.

Human Subjects Research

Please see Item 3 of the instructions for Supplemental Information for Standard Form 424 on page 98 of section V. General Application Instructions and Information of this application package. Projects funded under this grant program may be subject to protection of human subjects research requirements. If you have any questions about your responsibilities under these requirements, please contact the Education Department's protection of human subjects coordinator at 202–245–6153.

Grant Expectations

By submitting an application for this program, applicants agree to cooperate fully with any

evaluation efforts conducted by ED, the Substance Abuse and Mental Health Services Administration (SAMHSA) and their contractors. At a minimum, grantees are expected to maintain administrative direction and control over grant funds and to do the following:

- Maintain records on how their program is operating.
- Maintain records on the extent to which their program objectives are being met.
- Include specific performance measures in their evaluation plan.
- Make ongoing project information, findings, and products available to ensure the dissemination of knowledge gained from this effort during the grant period.

Grantees also may be expected to work with a national evaluator to collect key program information helpful in assessing the extent to which projects supported under this grant competition are meeting their goals and objectives. ED, the U.S. Department of Justice (DOJ), and the U.S. Department of Health and Human Services (HHS) may use the results of these projects to identify and disseminate to LEAs and their surrounding communities those strategies that are effective in preventing violence and the use of alcohol, tobacco, and other drugs and in promoting prosocial behaviors in youth.

Government Performance and Results Act

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to state clearly what it intends to accomplish, identify the resources required, and periodically report its progress to the U.S. Congress. GPRA is intended to contribute to improvements in accountability for the expenditures of public funds; enhance congressional decision making through more objective information on the effectiveness of Federal programs; and promote a new government focus on results, service delivery, and customer satisfaction.

The Department has established the following six GPRA performance measures for the SS/HS program:

1. Student Victimization/Perception of School Safety

1. Percentage of grantees that experience a decrease in students who did not go to school on 1 or more days during the past 30 days because they felt unsafe at school or on their way to and from school.
2. Percentage of grantees that experience a decrease in students who have been in a physical fight on school property in the 12 months prior to the survey.

2. Student Substance Use and Abuse

3. Percentage of grantees that report a decrease in students who report current (30-day) marijuana use.
4. Percentage of grantees that report a decrease in students who report current (30-day) alcohol use.

3. Mental Health Services Provided

5. Percentage of grantees that report an increase in the number of students receiving school-based mental health services.
6. Percentage of grantees that report an increase in the percentage of mental health referrals for students that result in mental health services being provided in the community.

Grantees are required to collect data on the six GPRA performance measures and report that data to ED in their annual performance report and final performance reports. In year one, grantees are expected to conduct two data collections: the first to collect baseline data (prior to implementing the project) and the second to collect year one actual performance data for the annual performance report. Grantees will be asked to provide student-level data for each of the measures listed above so that staff can determine whether grantees are achieving progress in these areas. Consequently, applicants should give careful consideration to these measures in conceptualizing the approach and evaluation for their proposed project.

Tips for Preparing and Submitting an Application

1. Beginning the Application Process

- Read this application package carefully and make sure you follow all of the instructions.
- Use the tools we have provided to help you, including:
  - ✓ Frequently Asked Questions (FAQs) section in this application package.
  - ✓ Resources related to this specific grant competition on our Web site at www.ed.gov/programs/dvpsafeschools/index.html and on www.sshs.samhsa.gov.
  - ✓ General grant application technical assistance resources on our Web site at www.ed.gov/admins/grants/apply/techassist/index.html.
- If you do not understand an instruction or requirement, contact Karen Dorsey of the Office of Safe and Drug-Free Schools (OSDFS) at 202–708–4674 for this grant competition.

2. Preparing Your Application

- Organize your narrative according to the selection criteria headings.
- Be thorough in your responses. Write so that someone who knows nothing about your community and the proposed activities, curricula, programs, and services can understand what you are proposing and why.
- Make sure your ~~budget narrative~~ detailed budgets provide~~s~~ sufficient ~~detail~~ itemization about planned expenditures so ED staff can easily determine how ~~the funds will be spent~~amounts were calculated.
- Link your planned expenditures to the ~~goals and objectives of your program~~proposed activities, curricula, programs, and services. Do not request funds for miscellaneous purposes. Make sure you demonstrate that your proposed expenditures are necessary to carry out your program.

3. Submitting Your Application

- Use the checklist provided on page 102 in this application package to ensure your application is complete before submitting it.
- Make sure all required forms are included and signed by an authorized representative of your organization.
- Transmit your application by the deadline date and time. If you submit your application electronically, you must use the Grants.gov Web site. If you use the U.S. Postal Service, make sure you have a legible postmark date. If you use an overnight carrier, get a receipt.

4. What Happens Next?

- In approximately 2 weeks (depending on the volume of applications we receive), you should receive a postcard from ED's Application Control Center acknowledging receipt of your application and giving you its assigned number. Please refer to this number when you need to contact us about your application.

- Staff members screen each application to ensure that all program eligibility requirements are met and that all forms are included.
- Your application will be assigned to a three-person panel of independent reviewers and will receive a score from 0 to 100, depending upon how well it addresses the selection criteria. Agency staff will award any appropriate competitive preference points based on data concerning prior recipients of SS/HS grants. Competitive preference points will be in addition to points awarded by peer reviewers.
- A Grant Award Notification will be sent to applicants whose proposals rank high enough to be awarded a grant. ~~Uns~~Successful applicants will also receive ~~a notification letter. All applicants will receive information on how to get access to~~ peer reviewers' comments approximately 6 to 8 weeks after notification. ~~Please be sure your application contains valid e-mail addresses.~~
- Unsuccessful applicants will receive a notification letter along with peer reviewers' comments approximately 6 to 8 weeks after grant awards are announced.

III. Safe Schools/Healthy Students Initiative

Background

Since 1999, the U.S. Departments of Education, Health and Human Services, and Justice (the Federal partners) have collaborated on the Safe Schools/Healthy Students (SS/HS) Initiative. The SS/HS Initiative is a discretionary grant program that provides communities with Federal funding to implement a coordinated and SS/HS comprehensive plan of activities, curricula, programs, and services that focus on creating safe school environments, promoting healthy childhood development, and preventing youth violence and alcohol, tobacco, and other drug (ATOD) use, henceforth referred to as the SS/HS comprehensive plan. An eligible applicant is a local educational agency (LEA) or a consortium of LEAs that partner with their local public mental health, law enforcement, and juvenile justice agencies to develop and submit a community-specific SS/HS comprehensive plan that addresses the following five elements:

- Element One: Safe School Environments and Violence Prevention Activities.
- Element Two: Alcohol, Tobacco, and Other Drug Prevention Activities.
- Element Three: Student Behavioral, Social, and Emotional Supports.
- Element Four: Mental Health Services.
- Element Five: Early Childhood Social and Emotional Learning Programs.

Over the past years, the SS/HS Federal partners, individually and collectively, have worked diligently to improve the lives of America's children. Unfortunate recent events of school violence and research show that more work and resources are needed. The SS/HS Initiative allows LEAs, in partnership with their local juvenile justice, law enforcement, and public mental health agencies, to submit a single application for Federal funds to coordinate and strengthen existing effective programs, policies, and strategies and to institute new programs, policies, and strategies that reduce and prevent violence and promote healthy childhood development.

To date the SS/HS Federal partners have provided more than $1 billion in funding and other resources to 249 276 communities across the Nation as they work collaboratively to implement their SS/HS comprehensive plans. In implementing their SS/HS comprehensive plans, SS/HS grantees have provided students, schools, families, and communities with a network of effective activities, curricula, programs, and services that have:

- Enhanced prosocial behaviors to prevent violent behavior and drug use.
- Increased availability of mental health services.
- Reduced incidents of violent behavior and drug use.
- Created schools and communities that are safe, disciplined, and drug free.
- Engaged parents, community organizations, faith-based groups, and other agencies.
- Developed an infrastructure that has been institutionalized and sustained after the Federal funding ended.

Key to the SS/HS Initiative is partnership. Issues that affect the learning environment of schools —such as bullying, fighting, ATOD use, need for mental health services, and truancy—cannot be solved by schools alone. These diverse and complex problems not only affect students and their families but also frequently spill out into the community. A community collaboration approach can be very effective in responding to these issues. Collaboration allows for combined knowledge, skills, and resources of various local public, private, and community agencies to respond to issues that frequently cross professional field, cultural, geographic, and socioeconomic lines. The SS/HS Initiative identifies four local agencies—education, mental health, law enforcement, and juvenile justice—to provide leadership and management to the community collaboration in supporting the vision of the SS/HS program:

> *"To promote the mental health of students, to enhance academic achievement, to prevent violence and substance use, and to create safe and respectful climates through sustainable school-family-community partnerships and the use of research-based prevention and early intervention programs, policies, and procedures."*

The SS/HS Initiative draws on the best practices of education, justice, law enforcement, social, and mental health services to encourage applicants to use a community-focused, collaborative approach to develop an SS/HS comprehensive plan with a continuum of activities, curricula, programs, and services. We hope that the SS/HS partnership will continue beyond the life of the project, ensuring continuation of the SS/HS-funded activities, curricula, programs, and services as well as a continued community-focused, collaborative approach in resolving future community problems.

Requirements for SS/HS Grant Applications

To be eligible for funding, all applicants **must** meet the following requirements:

1. **Be an eligible applicant**. An eligible applicant is a local educational agency (LEA) or a consortium of LEAs that is not a current SS/HS grantee. Applicants are encouraged to check with State educational agencies to verify their status as an LEA.

For the purpose of this eligibility requirement, a grant is considered to be a current grant until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds (71 FR 70369).

A former LEA is eligible to reapply as a single applicant or as a member of a consortium provided that a signed program-specific assurance confirming eligibility is submitted with the application. (See Appendix C for additional information.)

2. **Propose a project that meets the absolute project priority.** The LEA's application must propose to implement an integrated, comprehensive community-wide plan designed to create safe, respectful, and drug-free school environments and to promote prosocial skills and healthy childhood development. Plans must focus activities, curricula, programs, and services in a manner that responds to the community's existing needs, gaps, or weaknesses in areas related to the following five elements:

Element One: Safe School Environments and Violence Prevention Activities.
Element Two: Alcohol, Tobacco, and Other Drug Prevention Activities.
Element Three: Student Behavioral, Social, and Emotional Supports.
Element Four: Mental Health Services.
Element Five: Early Childhood Social and Emotional Learning Programs.

See page 15 for additional information about this topic under "SS/HS Absolute Priority."

3. **Request no more than the maximum amount established based on the district's enrollment data.** An applicant's request for funding must not exceed the maximum amount established based on enrollment data. The maximum request for any of the project's four 12-month budget periods is

$2,250,000 for an LEA with at least 35,000 students.
$1,500,000 for an LEA with at least 5,000 students but fewer than 35,000 students.
$750,000 for an LEA with fewer than 5,000 students.

Applicants must use the most recent student enrollment data from the National Center for Education Statistics (NCES) Common Core of Data (CCD) as published on the NCES Web site. See page 19 for additional information about this topic under "Determining Your Maximum Funding Request."

4. **Include a signed preliminary memorandum of agreement (MOA).** To demonstrate that the applicant has the support and commitment of the required SS/HS partners, each applicant is required to include a preliminary MOA with the application. The preliminary MOA must be signed and dated by the required SS/HS partners—the authorized representatives of the LEA, local juvenile justice agency, local law enforcement agency, and local public mental health authority. See page 22 for additional information.

5. **Include a logic model.** The logic model is a graphic representation of the project in chart format that depicts by element the integration of the proposed activities, curricula, programs, and services with the identified needs and gaps, goals, objectives, activities, partners' roles, outcomes, and measures for outcomes.

See page 48 for additional information about this topic in Appendix B—Resource List and a sample logic model in Appendix D.

Applications that fail to meet any one of the above five requirements will not be submitted to peer reviewers for consideration.

Other Administrative Requirements That Apply
to This Grant Program
General Education Provisions Act (GEPA) statement. Section 427 of GEPA requires each applicant for funding to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, Federal-assisted programs for students,

teachers, and other program beneficiaries with special needs. Applicants for new SS/HS awards must include information in their applications to address this provision. More detailed information about the requirements is included on page 39.

Participation by private school children and teachers. Section 9501 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), requires that LEAs or other entities receiving funds under the Safe and Drug-Free Schools and Communities Act provide for the equitable participation of private school children, their teachers, and other educational personnel in private schools located in areas served by the grant recipient. In order to ensure that grant program activities address the needs of private school children, LEAs must engage in timely and meaningful consultation with private school officials during the design and development of the program. This consultation must take place before any decision is made that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate.

Administrative direction and control over grant funds **must** remain with the grantee.

Maintenance of effort. Section 9521 of the ESEA requires that LEAs may receive a grant only if the State educational agency finds that the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year was not less than 90 percent of the combined effort or aggregate expenditures for the second preceding fiscal year.

SS/HS Absolute Priority

SS/HS applicants' proposals must meet the absolute priority for the competition in order to be considered for funding. Applicants' proposal must support the LEA's implementation of an integrated, comprehensive community-wide plan designed to create safe, respectful, and drug-free school environments and to promote prosocial skills and healthy childhood development in youth. Plans must focus activities, curricula, programs, and services in a manner that responds to the community's existing needs, gaps, or weaknesses in areas related to the five SS/HS comprehensive plan elements:

- Element One: Safe School Environments and Violence Prevention Activities.
- Element Two: Alcohol, Tobacco, and Other Drug Prevention Activities.
- Element Three: Student Behavioral, Social, and Emotional Supports.
- Element Four: Mental Health Services.
- Element Five: Early Childhood Social and Emotional Learning Programs.

A complete discussion of the five elements begins on page 22XXX.

Competitive Preference Priority

A competitive preference will be given to applications from LEAs that have not yet received a grant under this program as an applicant or as a member of a consortium. For a consortium application to be eligible under this priority, no member of the LEA consortium can have received a grant or services under this program as an applicant or as a member of a consortium

applicant. Under this competitive preference, an additional five points will be added to the external reviewer's score of those eligible. To be considered for the competitive preference priority, an applicant will need to submit a program-specific assurance stating novice status. See Appendix C for additional information.

Program-Specific Assurance for Former SS/HS Grantees

Former LEAs are eligible to reapply as a single applicant or as a member of a consortium, provided that a signed program-specific assurance is submitted with the application. For consortium applicants, all participating LEAs in the consortium must sign this program-specific assurance if one member of the consortium received funding from an SS/HS grant as a sole applicant or as part of another consortium. The program-specific assurance must state that, if awarded, the project will not serve those schools or sub-regions that were served by the first SS/HS project. See Appendix C for additional information.

Memorandum of Agreement (MOA)

To demonstrate the support and commitment of the required SS/HS partners—LEA, local juvenile justice agency, local law enforcement agency, and local public mental health authority —the application must include a preliminary MOA. The preliminary MOA must also include information that supports the selection of the local juvenile justice agency, local law enforcement agency, and local public mental health authority to ensure effective change to and access to resources, policies, programs, and services that relate to the absolute priority.

Definitions for Required Partnerships

Local Juvenile Justice Partner: an agency or entity at the local level that is officially recognized by State or local government to address juvenile justice issues in the communities to be served by the grant. Examples of juvenile justice agencies include juvenile justice task forces, juvenile justice centers, juvenile or family courts, juvenile probation agencies, and juvenile corrections agencies.

Local Law Enforcement Partner: the agency (or agencies) that has law enforcement authority for the LEA. Examples of local law enforcement agencies include municipal, county, and State police; tribal police and councils; and sheriffs' departments.

Local Public Mental Health Partner*: the entity legally constituted (directly or through contract with the State mental health authority) to provide administrative control or oversight of mental health services delivery within the community.

*Applicants should contact their State Department of Mental Health to identify the relevant local public mental health authority. Mental health entities that have no legal authority in the administrative oversight of the delivery of mental health services are not acceptable as the sole mental health partner. The local public mental health authority is not required to provide mental health services to the selected population. For contact information for your State Department of Mental Health, go to http://www.samhsa.gov/Grants/generalinfo/state_agencies.aspx.

The **preliminary MOA** must name a core management team responsible for supporting the project director and for providing leadership and management to SS/HS project/collaborative process. The preliminary MOA must also describe the process used to engage multiple and diverse sectors of the community in the design, implementation, and continuous improvement of the SS/HS comprehensive plan. Community engagement allows those affected to help define problems (and causes for those problems) and identify solutions. Meaningful community engagement is essential in responding to diverse needs. It not only builds trust and a sense of community but can also empower individuals to become actively involved and committed to sustaining the project. Finally, the preliminary MOA must include a logic model, a graphic representation of the project in chart format. Additional information about "Developing Your SS/HS Logic Model" can be found on page 22XXX.

We have found that some communities experience significant changes from the time the SS/HS application is submitted to the time of the award. To ensure that needed partners and resources remain available to implement the SS/HS comprehensive plan, grantees will be required to submit a **final MOA**. The final MOA will update information included in the preliminary MOA and provide additional assurances, address management and service delivery issues, and contain other pertinent information that will increase the likelihood of a successful project. The final MOA would be signed by the authorized representatives of each of the required partners and be submitted no later than 6 months after the award is made.

The requirements for the signed MOAs are as follows:

At a minimum, the **preliminary MOA** must:

- Be signed by the authorized representatives of the LEA, the local juvenile justice agency, the local law enforcement agency, and the local public mental authority—the required SS/HS partners.
- For consortium applicants, be signed by the authorized representatives of each member LEA and by the authorized representatives of each corresponding required SS/HS partner for each member LEA.
- Include information that supports the selection of each identified SS/HS required partner that has signed the preliminary MOA.
- Demonstrate the support and commitment of the required SS/HS partners to implement and sustain the project if funded.
- Name a core management team of senior representatives from the required partners and clearly define how each member of the team will support the project director in the day-to-day management of the project.
- Describe how multiple and diverse sectors of the community, including parents and students, have been and will continue to be involved in the design, implementation, and continuous improvement of the project.
- Include, as an attachment, a logic model (a graphic representation of the project in chart format) that identifies needs or gaps and connects those needs or gaps with corresponding project goals, objectives, activities, partners' roles, outcomes, and outcome measures for each of the SS/HS elements.

Applications that do not include the preliminary MOA signed by the authorized representatives of each of the required partners (the LEA, local juvenile justice agency, local law enforcement |

agency, and local public mental authority) and the logic model will be rejected and not considered for funding.

At a minimum, the **final MOA** must:

- Be signed by the authorized representatives of the LEA, the local juvenile justice agency, the local law enforcement agency, and the local public mental health authority—the required SS/HS partners.
- For consortium applicants, be signed by the authorized representatives of each member LEA and by the authorized representative of each corresponding required SS/HS partner for each member LEA.
- Include information that supports the selection of each identified SS/HS required partner that has signed the final MOA.
- Include any needed revisions to the statement of support and commitment for each of the required SS/HS partners to implement and sustain the project.
- Include a final roster of the core management team of senior representatives from the required SS/HS partners that clearly defines how each member of the team will support the project director in the day-to-day management of the project.
- Include any needed revisions to the process for involving multiple and diverse sectors of the community in the implementation and continuous improvement of the project.
- Include a final logic model that identifies needs or gaps and connects those needs or gaps with corresponding project goals, objectives, activities, partners' roles, outcomes, and outcome measures for each of the SS/HS elements.
- Include a description of each partner's financial responsibility for the services that it will provide along with the conditions and terms of responsibility for those services, including the quality, accountability, and coordination of services as they relate to achieving the goals, objectives, and outcomes of the project.
- Include a description of the procedures to be used for referral, treatment, and follow-up for children and adolescents in need of mental health services and an assurance that the local public mental health authority will provide administrative control and/or oversight of the delivery of mental health services.
- Include any other necessary revisions to information furnished in the preliminary MOA.

Additional information and technical assistance will be provided to grantees to support them as they finalize the MOA. Decisions for continuation funding will be based, in part, on the submission of a complete final MOA in a timely manner.

Developing Your SS/HS Logic Model

SS/HS projects are usually large and complex. Our experience has shown that the use of a visual tool, such as a logic model, can be invaluable to applicants, peer reviewers, and Federal staff. The logic model provides a snapshot view, by element, of key information, presented in the narrative.

The chart format allows for easy cross-referencing between the project narrative, preliminary MOA, and the budget. The logic model will allow the applicant, peer reviewer, and Federal staff to readily evaluate if:

- Needs and gaps have been identified.
- Goals and objectives respond to the identified needs and gaps.
- Proposed activities are related to and will contribute toward achieving identified goals and objectives.
- Partners are actively and appropriately participating in implementing the project.
- Outcomes and measures for outcomes are presented.
- Resources (such as staff, materials, and training) are allocated in the budget.

The SS/HS logic model should provide a clear picture (graphic representation in a chart format) of your SS/HS comprehensive plan. The logic model should not introduce new or different information from what is included in the narrative.

For each element, the logic model chart should illustrate the relationship between the information identified as a need or gap with the corresponding goals; objectives; activities, curricula, programs, and services; partners' roles in implementing those activities; and outcomes and methods for measuring outcomes. (An example of this presentation is presented in Figure 1.)

FIGURE 1: SS/HS Program Logic Model

Element One: Safe School Environments and Violence Prevention Materials						
Needs and Gaps	Goals	Objectives	Activities, Curricula, Programs, and Services	Partners' Roles	Outcomes	How Outcomes Will Be Measured

Determining Your Maximum Funding Request

To determine your maximum funding request for the SS/HS application, you must use the most current enrollment data published by NCES. The enrollment data can be found by using the National Public School and School District Locator available online at http://nces.ed.gov/ccd/districtsearch/.

An applicant's request for funding must not exceed the maximum amount established with enrollment data. A consortium applicant should base its maximum funding request on the

combined enrollment of all participating LEAs. The maximum request for any of the project's four 12-month budget periods is:

- $2,250,000 for an LEA with at least 35,000 students.
- $1,500,000 for an LEA with at least 5,000 students but fewer than 35,000 students.
- $750,000 for an LEA with fewer than 5,000 students.

How To Use the NCES School District Locator To Access Enrollment Data

1. Go to the online NCES Locator at http://nces.ed.gov/ccd/districtsearch/.

2. Type in the city and State of the school district that will serve as the fiscal agent and primary applicant for the SS/HS grant application. Click on the "Search" button to bring up a list of possible school districts found in that city and State.

3. Click on the correct district link to bring up information under two headings: "District Information" and "District Details."

4. Under the heading "District Details," you will find a number for "total students." Use this number to determine the maximum funding you are eligible to request.

Print this page and include it with the SS/HS application. Consortia applicants will need to print and include this page for **each** of the participating LEAs.

Note: Department of Interior, Bureau of Indian Education-funded (BIE-funded) schools are not required to use the locator. BIE-funded applicants need only to include documentation of their status as a BIE-funded school if the request for funding does not exceed $750,000 for any of the project's four 12-month periods. BIE-funded schools requesting more than $750,000 for any of the project's four 12-month periods must also provide documentation of student enrollment data.

Applicants should ensure that their budget requests do not exceed the maximum funding request allowable for their student enrollment data. Applications that exceed the maximum for their designated enrollment size will not be read, and grants will not be awarded for amounts that exceed these established maximum amounts.

Including a Continuum of Evidence-Based Strategies in Your SS/HS Comprehensive Plan

As you design your SS/HS comprehensive plan, include a continuum of evidence-based strategies—activities, curricula, programs, and services—to help you in reaching your project's goals and objectives. Make sure the five elements are represented.

Continuum of Strategies

Recent literature on the subjects of violence and substance use prevention emphasizes the importance of providing a continuum of strategies (activities, curricula, programs, and services). This continuum is frequently described as a three-stage model: 1) universal prevention, 2) early intervention, and 3) intensive strategies. This model recognizes that all students can benefit from participating in universal prevention activities and that students at higher risk for substance use and/or violence already demonstrating such problematic behaviors require different interventions.

Universal prevention—Activities, curricula, programs, and services provided to students regardless of risk to delay or prevent negative and/or violent behavior (such as bullying or fighting) and to enhance knowledge and skills that will improve the level of respect and caring attitude displayed by all.

Early intervention—Activities, curricula, programs, and services provided to students who are at risk of engaging in, or experiencing, negative and/or violent behavior.

Intensive strategies—Activities, curricula, programs, and services designed for individuals at highest risk of engaging in negative and/or violent behavior or already demonstrating such behavior. For additional information on this topic, see Appendix B—Resource List.

Choosing Evidence-Based Programs

The Federal No Child Left Behind Act of 2001 and many Federal K-12 grant programs require educational practitioners to use "scientifically based research" (also referred to as "evidence-based," "science-based," or "research-based") programs. With limited resources available, the selection of programs that have proven to be effective in creating positive change is critical. A wide range of evidence-based strategies (activities, curricula, programs, and services) is available to choose from as well as a growing body of evidence-based principles and research to consider (see page 26). Below are a few of the questions (this is not an inclusive list) you may want to consider when selecting strategies to include in your SS/HS comprehensive plan:

1. Is the activity, curriculum, program, or service based on a well-defined theory or model?
2. Is there sound research (quality and appropriateness of design, data collection, and analysis) to show evidence that the activity, curriculum, program, or service caused or contributed to a desired outcome?
3. Given your community's risk and protective factors, can you replicate the activity, curriculum, program, or service with fidelity?
4. Is the program age-, gender-, and culturally appropriate for your selected population?

SS/HS Elements

Element One: Safe School Environments and Violence Prevention Activities

Without a safe learning environment, teachers cannot teach and students cannot learn. Safe school environments and effective violence prevention efforts promote a climate in which learning can take place. The twofold goal of this element is to identify issues, conditions, behaviors, and/or structures that contribute to unsafe school environments and violence in schools and the community and then to propose strategies that will address identified issues and result in safe and orderly schools and reduced levels of violence in schools and the community.

To accomplish this goal, applicants should consider including strategies that focus on the entire school population as well as those students with disruptive, destructive, or violent behaviors. A continuum of strategies—including universal prevention, early intervention, and intensive activities, curricula, programs, and services—is key to success.

Examples of strategies for universal prevention include conducting a safety and security assessment and then implementing interventions to correct deficiencies such as installing surveillance cameras. **(No more than 10 percent of the total budget for each year may be used to support costs associated with security equipment, personnel, and minor remodeling of school facilities to improve safety.)** Other universal prevention activities could include developing and implementing a district-wide school safety plan, instituting a district-wide research-based violence prevention curriculum, and promoting good citizenship and character as part of a plan to improve overall school climate.

Early intervention strategies include providing violence prevention curricula in an intensive, small group setting, training staff on the early warning signs of violence, developing a district-wide policy for assessment and referral to parenting programs, and training staff and identified students on conflict resolution skills.

More intensive strategies include alternative programs, case management and coordinated services for students reentering schools from juvenile justice or alternative school placements, and student courts.

Element Two: Alcohol, Tobacco, and Other Drug Prevention Activities

ATOD use is a complex human behavior often related to other factors in the home or wider community but having a negative impact on the learning environment of the school. Schools have developed and implemented curricula and instructional programs to address ATOD use. Although curricula and instructional programs are important and necessary, they are insufficient alone.

The prevention or reduction of substance use and abuse among youth needs to be coordinated with broader environmental strategies that address change not only at the individual, classroom, and school levels but also at the family and community levels. Recognizing the importance of the family is critical. Research has suggested that family interventions aimed at improving

parenting practices and the family environment can be effective in reducing risk for later problem behaviors and ATOD use among youth.

Examples of strategies include school-wide implementation of research-based ATOD prevention curricula, social norms campaigns aimed at reshaping attitudes and beliefs regarding ATOD use, and review of policies and procedures addressing ATOD use across schools and other community institutions. (All of these are examples of universal prevention.) Programming to address the needs of students who are at higher risk or already engaging in problem behavior would include more individually focused supports and more intensive evidence-based programming or practices.

Element Three: Student Behavioral, Social, and Emotional Supports

Academic and social success depends on more than instruction alone. In addition to having a strong academic focus that supports students to achieve high standards, successful schools foster positive relationships for youth, promote meaningful parental and community involvement, and recognize that the social and emotional needs of students play an important role in their development. When youth participate in supervised, engaging, and well-planned programs that provide positive interaction with peers and adults, promote initiative, and encourage youth to contribute to society, youth are more likely to succeed academically and have positive attitudes toward their school and community.

Youth who engage in such activities also exhibit improved behavior, including an increase in self- and social awareness; an ability to effectively manage negative emotions; and improved decision making and negotiation skills to address negative peer pressure. Students, families, and other community members such as law enforcement officers, juvenile justice personnel, social services and mental health professionals, and faith- and community-based organizations are important partners in addressing the behavioral, social, and emotional supports for students. They should be involved in the planning of these activities.

Some examples of universal strategies that can be included in your SS/HS comprehensive plan are opportunities for students to participate in afterschool programs, staff training focused on knowledge and skills needed to support positive student behavior, and designated staff to improve school-community liaisons. Well-designed mentoring programs may address the needs of students at higher risk for problem behavior or already demonstrating such behavior.

(This grant is not intended to fund activities that support direct academic instruction, such as academic tutoring.)

Element Four: Mental Health Services

Many children and adolescents have mental health needs but are unable to access appropriate high-quality mental health services. Growing evidence shows that school mental health programs improve educational outcomes by decreasing absences, reducing discipline referrals, and improving test scores. Identifying mental health problems early and providing appropriate

services are especially important in improving academic achievement and overall student well-being.

In responding to this element, an applicant should consider including the following activities:

- Providing early identification and assessment in the school setting.
- Providing appropriate school-based mental health early intervention services for at-risk children and adolescents and their families.
- Providing referral and follow-up with local public mental health agencies when treatment is indicated, consistent with the written agreement between the schools and the local public mental health authority.
- Providing training and consultation to school personnel.
- Providing supportive services to families in order that they may participate fully in the educational, social, and healthy development of their children.
- Revising policies and procedures as needed to ensure enhanced communication and information-sharing across service systems (such as common referral or intake forms).

This element's activities are intended to support enhanced integration, coordination, and resource sharing among education, mental health, and social services providers. For this reason, the SS/HS final MOA requires a formal arrangement between schools and public mental health entities. The arrangement specifies the delivery of mental health services for children and adolescents with more serious mental health problems to complement school-based universal prevention and early intervention services.

These grant funds are not intended to supplant the financial resources already dedicated to improving mental health services under the Individuals with Disabilities Education Act (IDEA). These funds are intended to leverage and coordinate mental health services.

Element Five: Early Childhood Social and Emotional Learning Programs

Experiences that occur in the first five years of life profoundly affect later development. Learning that occurs in these early years is rapid, spanning various domains—cognitive, linguistic, moral, social, emotional, and behavioral—all of which impact school readiness. Children who develop a secure attachment to at least one adult are more likely to develop social and emotional skills that lay the foundation for future healthy interpersonal relationships, association with nonviolent peers, and improved academic achievement.

Because younger children are not yet enrolled in school, access to families with children and toddlers may be complex. For this reason, proposed activities should include ways to overcome barriers to identifying and serving children and families in need of the services to be provided. Appropriate community partners should be identified and consulted in the development of services to address the proposed early childhood social and emotional learning programs.

Some examples of activities, curricula, programs, and services that can be included under Element Five are training for parents, training for professionals working in early child care centers, parent and caregiver support groups, and screening for developmental milestones and school readiness in all early childhood programs. (These are examples of universal prevention

activities.) Examples of activities and programs that address the needs of youngsters at higher risk or already demonstrating problem behavior might include pre- and postnatal nurse home visitation, case management, crisis intervention, and intensive therapy.

Local Evaluation

Applicants must present a plan for evaluating their SS/HS comprehensive plan and collecting data on the six GPRA performance measures. At least seven percent of the total budget must be allocated to local evaluation efforts for each of the four years of the grant. The purpose of the local evaluation is to provide timely information for creating strategic plans, measuring progress, and keeping the project focused on the overall objective of SS/HS—promoting healthy childhood development and preventing violence and substance use. Local evaluation is also an important tool in sustaining local progress after Federal funding has ended.

Goals are generally broad outcome statements (for example, improve school safety), and objectives are more specific statements for achieving the goal. Objectives are attainable, measurable, and time specific (for example, reduce injuries during the school year).

The local evaluation design should include both process and outcome measures linked directly to goals and objectives. Process measures describe what was done, how it was done, and to whom and for whom it was done. Process measures are especially important to ensure that evidence-based programs are implemented with fidelity in order to maximize their effectiveness. Outcome measures evaluate the effect of activities, curricula, programs, and services.

Applicants should demonstrate a strong commitment to making evaluation an integral part of their SS/HS planning and implementation activities.

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Evaluation Planning Considerations:
Characteristics of Strong Evaluation Plans

The design is consistent with the goals and objectives and links with activities and proposed process and outcome measures.

The design provides needed levels of autonomy and independence to collect, analyze, and report on data.

The design includes both process and outcome measures that

- Describe how the SS/HS comprehensive plan (activities, curricula, programs, and services) will be implemented and how the applicant will determine whether goals and objectives have been met.
- Report on the local adaptation and fidelity of implementation of selected evidence-based programs.
- Show if, and to what extent, the SS/HS comprehensive plan (activities, curricula, programs, and services) is producing its intended effects with the targeted population.

The design describes how the SS/HS partners will be provided with data that can be used to make adjustments in service delivery and improve the SS/HS comprehensive plan.

The design provides for a lead evaluator and staff to serve in an advisory capacity to the local SS/HS partners and assist with planning, implementation, and sustainability activities.

The design allows for the accurate and timely collection of Government Performance and Results Act data.

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Selection Criteria

The following selection criteria will be used to evaluate applications. For ease of reading by the reviewers, applicants should develop their narrative to follow the sequence of the criteria below. The maximum number of possible points for all selection criteria is 100. Applicants must address each subcriterion. The narrative portion of your SS/HS application represents your response to the selection criteria. This portion of your application, combined with your logic model, will serve as your SS/HS comprehensive plan. The narrative portion is limited to 40 double-spaced pages and must adhere to the format requirements on page 98.

1. Community Assessment—20 points
2. Goals and Objectives—15 points
3. Project Design—25 points
4. Evaluation—15 points
5. Management—20 points
6. Budget—5 points

1. Community Assessment (20 points)

(a) The extent to which the applicant describes individual, family, school, and community risk and protective factors that relate to the five SS/HS elements and that will be addressed by the project. *(8 points)*

(b) The extent to which the applicant describes student problem behaviors as they relate to the five SS/HS elements and how they will be addressed by the project. *(7 points)*

(c) The extent to which the applicant identifies, in the project narrative and the logic model, needs and gaps related to the five SS/HS elements that are not addressed by current services and programs. *(5 points)*
Note: In responding to this selection criterion, the information should be included in both the narrative portion and the logic model.

2. Goals and Objectives (15 points)

(a) The extent to which the applicant's project narrative and logic model specify one or more goals for each of the five SS/HS elements and to which the goals are clearly linked to the needs and gaps identified in the community assessment. *(10 points)*
Note: In responding to this selection criterion, the information should be included in both the narrative portion and the logic model.

(b) The extent to which the objectives identified in the applicant's project narrative and logic model are measurable and linked to each of the stated goals. *(5 points)*
Note: In responding to this selection criterion, the information should be included in both the narrative portion and the logic model.

3. Project Design (25 points)

(a) The extent to which the applicant's project narrative and logic model propose activities, curricula, programs, and services that will address each of the goals and objectives of the proposed project. *(12 points)*
Note: In responding to this selection criterion, the information should be included in both the narrative portion and the logic model.

(b) The extent to which activities, curricula, programs, and services proposed by the applicant are evidence-based or reflect current research and effective practice, and are appropriate for the age and developmental levels, gender, and cultural diversity of the target population. *(13 points)*
Note: In responding to this selection criterion, the information should be included in both the narrative portion and the logic model.

4. Evaluation (15 points)

(a) The extent to which the applicant's project narrative describes a plan for regularly monitoring program implementation and identifies process measures that the applicant will use to assess the quality and completeness of the activities planned under the grant. *(10 points)*

(b) The extent to which the applicant's project narrative and logic model identify outcomes that are clearly linked to the identified objectives and activities for the project, and specify how outcomes will be measured. *(5 points)*

5. Management (20 points)

(a) The extent to which the applicant describes a management plan adequate to achieve the objectives of the proposed program on time and within budget, including clearly defined responsibilities of partners, staff, and contracted service providers, and milestones for accomplishing project tasks. *(4 points)*

(b) The extent to which the applicant provides, in the project narrative and the preliminary MOA, information about any preexisting partnership involving the required SS/HS partners and about accomplishments of that partnership that are directly related to the five SS/HS elements. *(4 points)*
Note: In responding to these selection sub-criteria, the information should be included in both the narrative portion and the preliminary MOA.

(c) The extent to which the applicant describes, in the project narrative and in the preliminary MOA, a core management team that is appropriate and adequate to achieve the project's objectives and support the project director in day-to-day management of the project. *(6 points)*
Note: In responding to these selection sub-criteria, the information should be included in both the narrative portion and the preliminary MOA.

(d) The extent to which the applicant describes, in the project narrative and in the preliminary MOA, how multiple and diverse sectors of the community, including students and families, have been and will continue to be involved in the design, implementation, and continuous improvement of the project. *(3 points)*
Note: In responding to these selection sub-criteria, the information should be included in both the narrative portion and the preliminary MOA.

(e) The extent to which the applicant describes a plan to develop data systems that will be used to support decision making processes established for the grant, including the use of technology. *(3 points)*

6. Budget (5 points)

The extent to which the proposed budget and budget narrative correspond to the project design and are reasonable in relation to the numbers of students and staff and to the identified objectives to be achieved.

Safe Schools/Healthy Students Approach: Getting Started

Many resources are available on comprehensive community planning for sustainable school and community improvement (see page 48 for additional resources). SS/HS supports efforts to encourage and enhance such improvement through a broad-based SS/HS comprehensive plan of activities. This section provides topics recommended for consideration as you begin to design your SS/HS comprehensive plan. The plan should address all the selection criteria found on page 26 of this application.

1. Building on Existing Partnerships

This grant aims to enhance and expand existing school-community partnerships. An applicant should build on a preexisting school-community partnership that involves at least two of the four required SS/HS partners, working together on issues of school improvement, parental involvement, juvenile delinquency, or other activities through groups, coalitions, and committees in addressing community concerns. Consideration should be given to the partnership's mission and vision statement, governance and leadership, member organizations, demonstrated substantial participation of members, and examples of accomplishments. Accomplishments include measurable results, leveraging of resources and financial support, systems change, interdisciplinary training, public awareness campaigns, and community events.

While certain entities are required SS/HS partners, applicants are encouraged to create broad, strong partnerships which include a range of organizations in the community that contribute to achieving the project's goals. Successful SS/HS partnerships have included government agencies, courts, public and private social services agencies, the faith community, businesses, civic organizations, and private citizens.

2. Assessing Your Community

The goals of completing a community assessment are to identify problems and strengths related to school safety, substance use and violence among youth, and child and family development, and to identify the gaps in programs, infrastructure, services, and available resources to support efforts to improve in each of these areas. Both can be addressed through a thorough needs assessment.

The data used to support a community's assessment should be both quantitative and qualitative and may be derived from such sources as police reports, juvenile justice referrals, school discipline records, graduation rates, focus group results, and the like. Examples of the types of problems communities may identify are increasing drug use among youth, decreased graduation rates, and high numbers of youth with behavioral disorders not receiving mental health services. Examples of gaps in available services infrastructure and resources include lack of adequate afterschool programming, lack of strong school-local business partnerships, and an inadequate number of mental health service providers.

3. Addressing the Five Elements

Although the five elements are required components that should be addressed in the SS/HS comprehensive plan, they are not meant to be discrete program elements. Activities associated with each element should not be conducted or implemented in isolation (see page 36 "SS/HS Comprehensive Plan and Addressing the Five Elements). LEAs and their SS/HS partners should develop comprehensive plans that reflect and address the unique needs of their communities, families, and students for each of the five elements. Activities, curricula, programs, and services should address these identified needs and build upon and incorporate programs that have been shown to be effective and appropriate for the populations they are serving. The partnership should demonstrate the capacity to successfully implement and sustain the proposed activities.

In addressing the five elements, applicants should consider the continuum of strategies described on page 20XXX.

4. Selecting Activities, Curricula, Programs, and Services

Selection of activities, curricula, programs, and services to be included in your SS/HS comprehensive plan should build upon existing resources and address gaps in programs and services as identified in your community assessment. Selected interventions should be evidence-based, culturally competent, and developmentally appropriate for the intended population. (Appendix A contains a definition of the term "evidence-based.") Applicants are strongly encouraged to select and include in the plan activities, curricula, programs, and services that have been evaluated and determined to be effective. (See Appendix B—Resource List.) Applicants should include a rationale for their selections. This rationale should include information about the research base that supports the selected activities, curricula, programs, and services as well as a discussion about why the selected program or activity is appropriate for the intended population and how it addresses needs identified in the community assessment. Information about the research base for programs or activities may reference either specific program evaluations or accepted theory from youth development or human development research.

Note: The narrative portion of the application should include specific information to demonstrate that each selected intervention (activity, curriculm, program, and service) is effective. It is not enough to simply include a statement such as, "This curriculum is evidence based."

5. Starting With the Logic Model

The purpose of the SS/HS logic model is to create for the project staff, partners, and community, as well as the Federal Government, a graphic depiction of the sequence of processes and activities connecting the needs and gaps identified by the community assessment with the project's desired outcomes. Creating this model helps applicants see, in a concrete form, how the investment of human and financial resources can result in successfully reaching the intended goals and objectives of your SS/HS comprehensive plan. The logic model will provide a means to ensure all gaps and needs are addressed and that corresponding goals and objectives can be monitored and evaluated throughout the implementation of your SS/HS comprehensive plan.

Additional sources for creating a logic model are included in Appendix B—Resource List. A sample logic model can be found in Appendix D.

Frequently Asked Questions

Eligibility

We did not serve as the lead local educational agency for a Safe Schools/Healthy Students grant, but we did receive some services as part of that grant. Are we eligible to apply?

Yes. Local educational agencies (LEAs) that have previously received grant funds or services under the Safe Schools/Healthy Students (SS/HS) Initiative directly or as part of a consortium of LEAs may apply for funding. Applicants must include a signed assurance stating that if funded, the project will not serve those schools or sub-regions that were served by the first SS/HS project. We will not consider applications from prior grantees or from LEAs that have received services as part of an SS/HS grant unless that application includes the required program-specific assurance.

We are a former SS/HS grantee and plan on submitting an application for FY 2007. In addition to submitting the program-specific assurance regarding eligibility for former SS/HS grantees, is there anything else we should submit?

No. Your program-specific assurance regarding eligibility should clearly state that none of schools or sub-regions that were served by the first SS/HS project will be served by the FY 2007 project, if awarded. Applications from former SS/HS grantees that do not include the program-specific assurance regarding eligibility will be deemed ineligible and will not be forwarded to peer review.

What if a former SS/HS grantee is proposing to provide different or new activities, curricula, programs, or services to schools or sub-regions served by the first SS/HS project. Is this allowable?

No. The rationale for eliminating the restriction on eligibility that prohibited former SS/HS grantees from applying for new SS/HS funding is, that despite the size of SS/HS grants, some very large LEAs were not eligible to apply for sufficient funding to implement a comprehensive SS/HS plan district wide. That is, the LEA was unable to include all of its schools or sub-regions in its first SS/HS project. With the elimination of this eligibility restriction, former SS/HS grantees [LEAs] are now able to implement activities, curricula, programs, and services in those schools or sub-regions that were not served by the first SS/HS grant. It is not our intent to allow prior recipients to "redo" a SS/HS project in the schools and sub-regions that were served by the first SS/HS project.

Applications from former SS/HS grantees that include schools and sub-regions served by the first SS/HS project will be deemed ineligible and will not be forwarded to peer review.

My LEA currently has an SS/HS grant but would like to apply for another. Can we do so?

No. The December 4, 2006, notice of final eligibility requirement for the Office of Safe and Drug-Free Schools limits eligibility under the discretionary grant competition to applicants that do not currently have an active grant under the same discretionary grant program. This action was taken to ensure equitable distribution of awards among eligible applicants for grants under OSDFS discretionary grant programs and also to ensure that successful grantees have an opportunity to focus their efforts on completing a current project and to use information and results from that current project in designing future projects.

We are required to submit a logic model as an attachment to our preliminary MOA. What is a logic model? How is the logic model different from what is included in the narrative section of the application?

For the purpose of preparing your SS/HS application, we consider a logic model to be a graphic representation of the narrative section of your application (also known as your SS/HS comprehensive plan) in a chart format. The purpose of the logic model is to help applicants make sure that their proposed project connects community needs and gaps; goals; objectives; activities; partners' role; outcomes; and how outcomes will be measured. The logic model should restate information from the project narrative; it should not present new information.

Should each LEA in a consortium have a separate logic model?

If the activities and measures for one LEA will differ from those of the other consortium members, those activities and measures should be captured in the comprehensive logic model representing the SS/HS comprehensive plan.

Where can I find out more about developing a logic model?

Information about the logic model requirement is included in this application package on page 19. A sample page from a logic model for one element of an SS/HS project is included in this application package on page 52. The resource list on page 49 also contains sources on creating logic models.

What is the definition of the term "LEA"? How can we determine whether our organization is an LEA?

The definition of the term "LEA" is provided in the definitions section on page 44. If you are unsure whether your organization is an LEA, contact your State educational agency (SEA)—the agency in your State primarily responsible for the State supervision of public elementary and secondary schools—for help in determining if your organization meets this definition.

Are charter schools eligible to apply for SS/HS?

The only entities eligible to receive a grant under this initiative are LEAs. Because statutes in some States designate individual charter schools as LEAs and others make charter schools part of an existing LEA, interested applicants from charter schools should check with their SEA to determine if they are considered to be an LEA. Charter schools that are not LEAs are not eligible to apply directly, but the LEA that they reside in can apply for an SS/HS grant that targets one or more public schools (including charter schools).

How would a consortium of LEAs apply for an SS/HS grant?

To apply as a consortium, all LEAs in the consortium must meet all of the eligibility requirements. The consortium of LEAs then must assign one LEA as the lead and applicant for the grant. As the applicant, the lead LEA completes all the required forms and submits the application on behalf of the consortium. Authorized representatives of all LEAs participating in the consortium must sign the required preliminary memorandum of agreement (MOA) and applicable program-specific assurances. Authorized representatives of local law enforcement agencies, local juvenile justice agencies, and local public mental health authorities that correspond to each of the participating LEAs in the consortium must also sign the required preliminary MOA.

Funding

Available funding amounts under the program are now determined by student enrollment. How should I determine my LEA's enrollment for the purpose of submitting an SS/HS application?

To determine its enrollment, the LEA (with the exception of Bureau of Indian Education-funded applicants) must use the enrollment data from the National Center for Education Statistics (NCES) National Public School and School District Locator Web page (http://nces.ed.gov/ccd/districtsearch). Directions for finding that information on the Web site are provided on page 20.

What should I do if I cannot find my LEA in the NCES locator?

If you cannot find your LEA in the NCES locator, try again, limiting information to the State and city fields only. This database conducts its search using all of the information that you enter and is text sensitive. Therefore, we recommend entering minimal information, such as the State and city where the district administrative offices are located. The locator page's "About the Data" and "Help" links are useful. If you are still unable to locate your district, contact Karen Dorsey at 202–708-4674 and reference the Safe Schools/Healthy Students Initiative grant competition.

We are part of a consortium of school districts applying for SS/HS. How is our enrollment determined?

A consortium should determine its enrollment by adding together the enrollment of each of the

participating LEAs in the consortium, as determined on the NCES Web site. Consortium applications should print out verification from the Web site for each participating LEA and include that with the application.

What is the maximum amount of funding that can be awarded to an applicant?

The maximum funding that can be awarded in a 4-year-grant to an LEA (or consortium of LEAs) with 35,000 or more students is $2,250,000 per year or a total of $9,000,000 for a maximum of 4 years. The maximum funding for an LEA (or consortium of LEAs) with fewer than 35,000 but at least 5,000 students is $1,500,000 per year or a total of $6,000,000 for a maximum of 4 years. The maximum funding for an LEA (on consortium of LEAs) with fewer than 5,000 students is $750,000 per year or a total of $3,000,000 for a maximum of 4 years.

What happens if we request more funding than we are eligible for?

Your application will not be considered for funding. Grants will not be awarded for amounts that exceed these established caps. Applicants should ensure that their budget requests do not exceed the maximum award amount for their enrollment.

Memoranda of Agreement

What is the difference between the preliminary and final MOAs?

While the two MOAs require the same signatures, the preliminary agreement is designed to provide basic information about the partnership, demonstrate the commitment of required partners to the project, and provide other basic information about project design and implementation. Grantees will be required to provide a final MOA for the project that updates and enhances information provided in the preliminary agreement, reflecting more details about the project as implementation begins.

Detailed information about the preliminary and final MOAs is provided beginning on page 16 of this application. Applications that do not include the preliminary MOAs with all required partner signatures and the logic model as an attachment will not be considered complete and will not be considered for funding.

Several LEAs are applying as a consortium. Who must sign the preliminary MOA?

Authorized representatives of each LEA in the consortium and the authorized representatives of the local law enforcement agency, public mental health authority, and juvenile justice agency for each LEA must each sign the preliminary MOA. If one of the required partners (law enforcement, public mental health, or juvenile justice) covers one or more of the LEAs in the consortium, the applicant should clearly state which agency (or agencies) corresponds to which LEA. In those jurisdictions where more than one entity meets the partner requirements (for example, a police department and a sheriff's department), the LEA should obtain the signature of the agency providing services to those schools where the program will be located.

The law enforcement partner is the agency (or agencies) with law enforcement authority for the LEA. This entity would respond to an emergency situation at a school. Examples of local law enforcement agencies include municipal, county, and State police; tribal police and councils; and sheriff's departments.

If you are applying as a consortium of LEAs with one lead LEA, you must designate a law enforcement partner or partners for each of the partnering LEAs. If a law enforcement agency has jurisdiction over more than one LEA in the consortium, you should clearly indicate which agencies have jurisdiction over which LEA. **Note:** LEAs or a consortium of LEAs can be served by one law enforcement partner or more than one law enforcement partner.

How do I identify the local public mental health authority? What if we do not have one?

Contact your Single State Agency (SSA) for Mental Health (see list in Appendix E). The local public mental health authority is the legally constituted entity closest to the community level that, directly or through contract with the State mental health authority, provides administrative control or oversight of mental health services delivery within the community. If your SSA is unable to provide you with a community-level entity, you must provide an MOA with the SSA.

Can our school district police force serve as the law enforcement partner?

A school district police force may serve as the law enforcement partner if it is accredited as a law enforcement entity and has jurisdiction over the LEA and its schools.

How do I know who should serve as our juvenile justice partner?

The selection of the juvenile justice agency or organization that serves as the SS/HS partner should be based on the agency's role in the SS/HS comprehensive plan. Examples of potential juvenile justice partners include juvenile justice task forces, juvenile justice centers, juvenile and family courts, juvenile probation, and juvenile corrections.

What should I do if I cannot get all required signatures on the preliminary MOA or Federal application forms? Can I send or fax them in later?

A complete application must be postmarked by the deadline for the application, June 19, 2007. Late additions or appendixes will not be accepted.

The solicitation states that the preliminary MOA must be signed by the authorized representative for the applicant LEA as well as authorized representatives for the other required SS/HS partners. Who should sign the ED Standard Form 424 (cover sheet)?

An authorized representative for the LEA should sign both the preliminary MOA and the ED Standard Form 424 (the cover sheet). Authorized representatives for other required partners must also sign the preliminary MOA if the applicant is a single district. For a consortium applicant, the authorized representative for the lead LEA should sign the cover sheet.

Authorized representatives for all participating LEAs and their corresponding required partners should sign the preliminary MOA.

Evidence of Preexisting School-Community Partnership

The management selection criterion seeks information about preexisting partnerships. How can we demonstrate a preexisting school-community partnership in our project narrative and preliminary MOA?

Examples of evidence of a preexisting partnership can include, but are not limited to, the partnership's history (including the circumstances of its creation), mission and vision, and accomplishments. If your LEA is part of a preexisting school-community partnership, you should include information about the partnership in the narrative response and also in the preliminary MOA.

Creating the SS/HS Comprehensive Plan and Addressing the Five SS/HS Elements

Does each LEA in a consortium need to submit a separate SS/HS comprehensive plan or may the five components be used as a framework to describe what the consortium will do?

A single SS/HS comprehensive plan may be submitted on behalf of a consortium of LEAs. Although all services are not required to be implemented in all LEAs in the consortium, each participating LEA must implement a comprehensive approach addressing its five-element framework. If LEAs within a consortium are taking different approaches, these differences should be delineated. Sufficient explanation should be provided to show in detail how the approaches differ and how the consortium will ensure that an SS/HS comprehensive plan will be used in all areas and relate to SS/HS goals and objectives.

Should other members of our preexisting school-community partnership also sign the preliminary MOA?

Other local government, community, and faith-based agencies that will play an integral part in your SS/HS comprehensive plan can also sign the preliminary MOA, but are not required. For example, if your community has a separate local substance abuse prevention agency that will be coordinating substance abuse services, you should include details about that agency's role in the narrative, logic model, and the preliminary MOA.

Is the SS/HS comprehensive plan an additional document that applicants must submit?

No. The SS/HS comprehensive plan is not a separate document; it is the narrative portion of the SS/HS application package. Your response to the selection criteria, in its entirety, will represent your SS/HS comprehensive plan. The selection criteria are written in a manner that will guide LEAs and their SS/HS partners' process in (1) assessing community needs and strengths; (2) articulating goals, objectives, and process and outcome measures; (3) finding best practices and evidence-based programs and curricula that closely match your needs, available resources, goals,

and objectives; (4) evaluating and improving activities; (5) effectively managing the SS/HS project; and (6) matching budget resources to proposed activities.

Where do we start to conduct a needs assessment? What data should we consider using as part of the community assessment?

Communities developing their comprehensive SS/HS plan should consider a broad range of data from a variety of sources and should especially consider the core members of the SS/HS partnership as important resources in this area. Applicants should look for data that will help them understand how the children in their community are doing with regard to the five elements that must be addressed in each SS/HS comprehensive plan. The purpose of gathering these data is to help communities begin to assess, in a concrete way, if their community is providing a safe school environment for its students, as well as the other services and supports needed for the development of healthy students.

Schools may be able to provide data about the prevalence of student ATOD use and violence; crime, violence, and weapons in schools; suspensions and expulsions; truancy; and academic success. The law enforcement or juvenile justice partners maybe be able to inform the needs assessment phase of the SS/HS plan by contributing information about levels of youth violence in the community, students involved with the juvenile justice system or on probation, or youth gang activity. The public mental health authority or social service agencies in your community may be able to provide data about mental health needs of students in schools and the community and about levels of child abuse or neglect and students in foster care or child protective services.

In addition to identifying problems, communities should assess their strengths and existing resources. Data on these topics might be available from schools and also from other community-based or governmental organizations. Applicants might want to consider things like whether their community already offers afterschool programs that provide supervision and enriching activities for students as well as other strategies such as mentoring. Schools can contribute information about the ATOD and violence prevention programs and strategies that they are already implementing. Applicants should also consider the extent to which high quality mental health and other social services are already available to students and families.

How should my application address management?

The application should include a clear plan for managing the tasks necessary to implement the SS/HS comprehensive plan. The management plan should address how the core management group will assist the partnership in making decisions, operating, communicating, sharing information and resources, overcoming barriers, increasing levels and intensity of collaboration, and planning for mutual sustainability of the SS/HS comprehensive plan. Partnership activities and meetings may be supported with grant funds. Preliminary information about management structures should be included in the preliminary MOA. More detailed information will be required in the final MOA for applicants that receive a grant.

How can I get more information on "evidence-based" activities, curricula, programs, and services?

Sources for additional information on "evidence-based" activities, curricula, programs, and services are listed in Appendix B—Resource List.

Evidence-Based Programs

What are evidence-based programs or interventions?

Evidence-based programs, practices, and interventions (sometimes referred to as EBIs) are approaches to prevention, behavioral intervention, or treatment that are validated by some form of documented scientific evidence to indicate their effectiveness. Programs, practices, and interventions that are based on tradition, convention, belief, or anecdotal evidence are not evidence based.

Is it enough for me to just say in the narrative portion of the application that a program I have selected is evidence based?

No. For every selected program or intervention you must include sufficient detailed information to support that the program is effective and works and what counts as evidence can vary. The information could reference specific program evaluations or accepted theory from youth development or human development research. Alternatively, the applicant could cite the source of the evidence (e.g., NREPP, Blueprints, SAMHSA Model Programs, etc.).

If a program is not a "model" program in the sense of being listed, what kind of information is needed to demonstrate its effectiveness?

The application narrative should include sufficient information and data to support that the program or intervention has been proven to be effective. Examples could include but are not limited to statistical analyses or professional publications.

Can evidence for a program be local evidence (i.e., a bullying prevention program was modified and there is local data to support its effectiveness)?

Yes but the evidence and data must be fully documented in the application narrative.

Can I earn additional points if I propose by name an evaluator and identify their qualifications in the application narrative?

You will not be given any additional points for identifying an evaluator or describing their qualifications. The criterion for the "Evaluation" section does not require applicants to identify an evaluator or their associated qualifications.

Evaluation

Are we required to select a local evaluator before applying?

No. You do not need to select a local evaluator prior to applying. However, you should include information about the professional qualifications you will look for in an evaluator.

If we identify a specific evaluator in our application package, must we employ that evaluator if we receive a grant?

If funded, a grantee must follow the basic procurement guidelines outlined in Section 80.36 of the Education Department General Administrative Regulations (EDGAR) in order to contract for evaluation or any other project services. (For more information, visit www.ed.gov/policiy/fund/reg/edgarReg/edgar.html.) These standards require grantees to use their own procurement procedures, which reflect State and local laws and regulations, provided that the procurements conform to applicable Federal law and standards identified in this section of EDGAR. The provisions describe standards for engaging in procurements for both small purchases and sealed bids, as well as for competitive and (rarely) noncompetitive proposals. Both applicants and potential contractors should be aware that including a specific individual or firm in a grant application does not free a grantee from its responsibility to use its procurement procedures when contracting for services.

What are our obligations to a national evaluation should one be conducted that includes our grant cohort?

Grantees are required to participate in any evaluation of the program sponsored or conducted by the SS/HS Federal partners.

GPRA Performance Indicators

Are we required to collect GPRA performance indicators, even though we are conducting a comprehensive local evaluation?

Yes. The Government Performance and Results Act (GPRA) of 1993 (Public Law 103–62) requires all Federal departments and agencies to develop strategic plans that specify what they will accomplish over a 5-year period, to annually set performance targets related to their strategic plan, and to annually report the degree to which the targets set in the previous year were met. In addition, agencies must regularly evaluate their programs and use the results of the evaluations to explain their successes and failures based on the performance monitoring data.

Information about the GPRA measures for the SS/HS Initiative is contained on page 9 of the application package. We will expect grantees to provide detailed information about each of the GPRA measures on an annual basis, including results of student surveys or other data collection activities.

Budget

Why are two separate budgets required?

The U.S. Departments of Education (ED) and Health and Human Services (HHS) jointly provide funds for grant awards. ED has statutory language that prohibits use of funds for certain activities. To ensure that the use of ED funds is in compliance with the statutory language,

applicants are asked to develop two separate and detailed budgets for each of the four years that grant funding is being requested. One set of budgets represents costs needed to support Elements 1, 2, & 3 - —the costs ED can support. The second set of budgets support Elements 4 & 5 - the costs ED generally cannot fund and are thus funded by HHS.

The grant will provide funds for up to 4 years. Do I need to submit budgets for each project year?

Yes. For each 12-month project period, a set of two detailed budgets is required – a total of 8 detailed budgets: one budget for Elements 1 ,2, and 3 and the second budget for Elements 4 and 5. You also need to submit with the application ED Form 524 "Budget Information Non-Construction Programs" which summarizes the total costs of both budgets for all four years.

How much information should be included in the detailed budgets?

For each budget category (e.g., personnel, travel, supplies, consultants, etc.) you should provide a per unit cost breakdown for all proposed costs. There should be enough information to demonstrate how costs were calculated and that the costs are reasonable. For example, instead of requesting a total of $12,000 for supplies, you should provide a unit cost breakdown. The breakdown might be by month (@$1,000 per month) or per staff (@$800/staff/year for 15 staff members). Regardless, there should be enough detail to support the amount of funding that is being requested.

Where can I find guidance on developing a detailed budget?

For additional guidance on preparing a detailed budget, please see www.sshs.samhsa.gov/apply/sample.aspx

How should program administration costs (for example, project director's salary, evaluation, and supplies) that are associated with all elements and both budgets be handled?

Program administration costs that are not unique to any of the five Elements can be allocated between the two required budgets in the appropriate expense line. The decision about how to prorate (the percentage) or allocate the costs across the two budgets is up to the applicant.

Is there a matching or in-kind requirement?

There is no requirement for an applicant to provide in-kind funds. SS/HS does not require a matching contribution. However, if you choose to include or identify additional in-kind non-Federal funds, such as a match or in-kind services that will support your SS/HS plan, you must honor and report on these activities if your application is funded.

May I use grant funds to purchase guns and other equipment or lease vehicles for school resource officers (SROs)?

Generally, grant funds may not be used to purchase these kinds of items. In unusual circumstances, some costs associated with equipping SROs might be allowable. Federal project officers ~~would~~ will review requests for such purchases on a case-by-case basis.

May I use grant funds for construction, remodeling, and renovations?

Grant funds cannot be used for construction. In some cases ~~M~~minor renovations and remodeling to adapt office or classroom space for grant activities may be allowable in some cases. Minor renovations and remodeling related to improving school safety and security (for example, installing break-proof doors and window locks) cannot exceed 10 percent of the total funds requested each year. All remodeling and renovation requests should be consistent with the applicant's proposed SS/HS comprehensive plan.

May I use grant funds to support professional development activities?

Yes. Grant funds may be requested and used to support professional development activities. These activities should directly support the activities, curricula, programs, services, and overall goals of the SS/HS comprehensive plan.

Other Federal Administrative Requirements

Do I have to submit separate applications to all the Federal agencies involved in this initiative?

No. A unique aspect of the SS/HS Initiative is that applicants submit one application for funding although a comprehensive variety of activities will be implemented if a project is funded.

In responding to program management criteria, I want to include position descriptions, resumes, and a timeline. Would these documents be counted toward the 40-page text limit for the narrative?

No. Position descriptions, resumes, and timelines can be included in Attachment E of your application. Reviewers will be permitted to read and evaluate these materials. Reviewers will not read or evaluate any additional attachments other than those specified on page 98.

Will letters of support from officials or others help our chances of being awarded an SS/HS grant?

Peer reviewers will be instructed to read and evaluate only the application narrative and information provided in specified attachments, as detailed beginning on page 98. If other organizations or individuals plan to play a specific role in your SS/HS project, that information should be included in the project narrative, preliminary MOA, and logic model.

General Information

How can I find more information on current grantees?

Information on current grantees is available at
http://www.sshs.samhsa.gov/initiative/currentinit.aspx.

What is the CFDA number for SS/HS applications?

The CFDA number is 84.184L.

How can I get assistance with completing the standard Federal application forms?

Assistance with completing Federal discretionary grant application forms is available through the
U.S. Department of Education's Web site:
www.ed.gov/admins/grants/apply/techassist/index.html.

Can I get copies of previous applications from sites that have received SS/HS grants?

Copies of the three highest scoring applications from the FY 2005 competition are available at
www.ed.gov/policy/gen/leg/foia/readingroom_2.html. You should be aware that the application
requirements are different than those in effect when these posted applications were submitted.
You may request copies of applications from previous applicants or grantees, but they are not
obligated to provide them. If they agree to provide copies of their application, they may require
you to cover the costs of those copies. You may request copies through the Freedom of
Information Act, but requesters must cover the costs associated with providing the copies, and
receipt of the copies may take several weeks or more.

**If funded, we plan to use some of the grant funds to contract for services that we will need
to implement our planned project. Because we would be using Federal funds to support
contracts, are there special procedures that we would need to use in awarding contracts
funded with grant monies?**

Generally, all procurement transactions must be conducted in a manner providing full and open
competition, consistent with the standards in Section 80.36 of the Education Department General
Administrative Regulations (EDGAR). This section requires that grantees use their own
procurement procedures (which reflect State and local laws and regulations) to select contractors,
provided those procedures meet certain standards described in EDGAR. (EDGAR is available
online at www.ed.gov/policy/funds/reg/edgarReg/edgar.html; Section 80.36.)

Because grantees must use appropriate procurement procedures to select contractors, applicants
should not include information in their grant application about specific contractors that will be
used to provide services for the proposed project.

Consistent with limitation in Section 75.515 of EDGAR concerning the use of consultants,
contractors or consultants may be used to help prepare grant applications, but their participation

in the application development process should not be presumed to result in the receipt of a contract for work under the project if a grant is awarded.

What are some circumstances that might cause an application to be deemed ineligible for review?

An application submitted for funding under this competition will be deemed ineligible for funding and will not be forwarded to peer review if any **one** of the following true:

- The applicant is not an LEA.
- The applicant is a previous SS/HS grantee (or a previous member of a SS/HS consortium grantee) and does not include a program-specific assurance for eligibility.
- The application does not meet the absolute priority.
- The application does not include the preliminary MOA signed by the required partners.
- A logic model is not included with the MOA.
- The applicant's request for funding exceeds the maximum amount established based on the most recent student enrollment data from the NCES CCD as published on the NCES Web site.
- The application is postmarked after the due date.

How does the Freedom of Information Act affect my application?

The Freedom of Information Act (FOIA) was enacted in 1966 and provides that any person has the right to request access to Federal agency records or information. All agencies of the U.S. Government are required to disclose records upon receiving a written request for them, except for those records that are protected from disclosure by the nine exemptions listed in the FOIA. All applications submitted for funding consideration under this grant competition are subject to the FOIA. To read the text of the Freedom of Information Act, visit www.usdoj.gov/04foia/foiastat.htm.

Electronic Application

How do I submit my grant electronically?

If you would like to submit your grant electronically, please use www.grants.gov to do so. Instructions on electronic submission can be found on pages 103 of this application package.

Do I have to submit my application electronically?

No. This program does not have a mandatory electronic submission policy.

Does Grants.gov support the new Microsoft Vista operating system?

No. Grants.gov does not currently support the new Microsoft Vista operating system. The PureEdge software used by Grants.gov for forms is not compatible with Vista. In addition, the new version of Microsoft Word saves documents with the extension ".docx." The

Grants.gov system does not process Microsoft Word documents with the extension ".docx." When submitting Microsoft Word attachments to Grants.gov, you will need to use the version of Microsoft Word that saves documents with the extension ".doc." If you have any questions on this topic, e-mail the Grants.gov Contact Center at support@grants.gov or call (800) 518-4726.

Grants.gov uses two viewer products – Adobe Acrobat Reader and PureEdge – that predate the release of Windows Vista. Adobe Reader 7.0.9 **may** work with Vista, but Adobe does not fully support this configuration. PureEdge Viewer v.6.0.2 is only compatible with Vista when using a Citrix server connection. Grants.gov is anticipating the release of Adobe Reader 8.1.1 shortly, which will be compatible with Microsoft Vista. Until Adobe Reader 8.1.1 is released, you have two choices: Use an operating system other than Vista or use Citrix, which has been identified as an option for any applicant that is using Vista. The Grants.gov Web site (www.grants.gov/help/general_faqs.jsp#18) has been updated to provide applicants with instructions on how to utilize the Citrix solution.

Do I need to provide the Funding Opportunity Number (Item #12) and the Competition Identification Number (Item #13) on the Standard Form 424?

If you are submitting your application electronically via Grants.gov, then you will need to provide these numbers. The numbers can be found on the Grants.gov Web site on the application download page and also on the application package page once the package has been downloaded.

If you are submitting a paper application, you do not need to provide these numbers.

Appendix A—Definitions and Other Terms Definitions

Authorized representative—The official within an organization with the legal authority to give assurances, make commitments, enter into contracts, and execute such documents on behalf of the organization as may be required by the U.S. Department of Education (the Department), including certification that commitments made on grant proposals will be honored and that the applicant agrees to comply with the Department's regulations, guidelines, and policies.

Local educational agency—For the purpose of this competition, the definition of the term "local educational agency" is the definition at Section 9101 (26) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended:

> In general—The term "**local educational agency**" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

> **Administrative controls and directions**—The term includes any other public institution or agency having administrative control or direction of a public elementary or secondary school.

> **BIA schools**—The term includes an elementary school or secondary school funded by the Bureau of Indian Affairs but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under the ESEA Act with the smallest student population except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.

> **Educational service agencies**—The term includes educational service agencies and consortia of these agencies.

> **State educational agency**—The term includes the State educational agency in any State in which the State educational agency is the sole educational agency for all public schools.

Local juvenile justice agency—An agency or entity at the local level that is officially recognized by State or local government to address juvenile justice issues in the communities to be served by the grant. Examples of juvenile justice agencies include juvenile justice task forces, juvenile justice centers, juvenile and family courts, juvenile probation agencies, and juvenile corrections agencies.

Local law enforcement agency—The agency (or agencies) that has law enforcement authority for the LEA. Examples of local law enforcement agencies are municipal, county, and State police; tribal police and councils; and sheriff's departments.

Local public mental health authority—The entity legally constituted (directly or through contract with the State mental health authority) to provide administrative control or oversight of mental health services delivery within the community.

Other Terms

Allocable Costs – Costs or expenses necessary for the project's success and can be linked or assigned to the project's proposed activities, services, and interventions.

Allowable Costs – Costs that are permitted or not specifically prohibited. Examples of unallowable costs are but not limited to the purchasing of police dogs, guns, and body armor; using funds to provide students, families, and teachers with cash incentives; or exceeding the 10% limit on safety and security related equipment.

Community policing—Community policing is a policing philosophy that promotes and supports organizational strategies to address the causes and reduce the fear of crime and social disorder through problem-solving tactics and community-police partnerships. A fundamental shift from traditional, reactive policing, community policing stresses the prevention of crime before it occurs. Community policing is an integral part of combating crime and improving the quality of life in the Nation's cities, towns, and rural areas. Core components of community policing include partnering with the community; problem solving; and transforming policing agencies to support and empower frontline officers, decentralize command, and encourage innovative problem solving.

Developmentally appropriate—In the design of prevention programs, the developmental appropriateness of different intervention strategies must be considered. A key question is whether the intervention takes into account the developmental stage of the child or youth targeted for the intervention by addressing appropriate risk and protective factors. For example, dyadic (one-on-one) parent-child training programs may be effective with young children and early adolescents at risk for adopting violent coping strategies, but they are not appropriate for or may have negative effects on older adolescents who are seeking independence from parents and who look to peers for approval and status. Likewise, attempting to teach young elementary-school children how to deal with peer pressure for engaging in violence or taking drugs is not likely to be effective because they have no understanding of the intense need for peer approval and badges of adult status that emerge in this developmental stage.

Early intervention strategies—Activities, curricula, programs, and services provided to students who are at risk of engaging in or experiencing negative and/or violent behavior.

Evidence-based—Evidence based practices or interventions (also called EBIs) are approaches to prevention, behavioral intervention, and treatment that are validated by some form of documented scientific evidence to indicate their effectiveness. Evidence-based programs have met high standards of safety, efficacy, and effectiveness, based on the strength of the study design, magnitude of the beneficial effects of the intervention, sustainability of the effects over time, and replications of the benefits across different settings and populations. Equally important is the availability of information on programs that do not work and can have potentially harmful

effects Practices and interventions that are based on tradition, convention, belief, or anecdotal evidence are not evidence based.

~~**Evidence-based**—A great deal of progress has been made in recent years in developing and testing promising behavioral intervention strategies for high-risk children, youth, and families. As a result, the scientific knowledge base has grown rapidly, and many effective, developmentally appropriate programs are available. Equally important is the availability of information on programs that do not work and can have potentially harmful effects.~~

~~The SS/HS Initiative requires the application of evidence-based preventive, treatment, and other behavioral interventions. *Evidence-based* refers to the extent to which an intervention is supported by scientific data to indicate its effectiveness. Evidence-based programs have met high standards of safety, efficacy, and effectiveness, based on the strength of the study design, magnitude of the beneficial effects of the intervention, sustainability of the effects over time, and replications of the benefits across different settings and populations.~~

Please see page ~~48~~ XXX for additional resources on evidence-based programs.

Goal—Broad, general statements concerning what a program intends to accomplish; also the intended long-term outcome of the program or strategy. Goals should be clearly defined, specific, realistic and attainable, and measurable. Some examples of program goals relevant to the SS/HS Initiative are reducing rates of youth drug use, reducing number of fights at school, or increasing access to mental health services for students.

Indicated/intensive strategies—Activities, curricula, programs, and services provided to students who are at high risk to engage or who are already engaging in negative and/or violent behavior.

Logic model—A graphic presentation of the project in chart format that shows, by element: identified needs and gaps, goals, objectives, activities, partners' roles, outcomes, and processes for measuring outcomes.

Long-term strategies—Strategies that span most (or even all) of a SS/HS project's 4-year duration. These strategies should be linked closely with the program goals and desired outcomes and are likely to be supported by a number of simpler steps or short-term strategies for implementing the long-term strategy. An example of a long-term strategy that supports a program goal to reduce the rates of youth drug use is: To implement a research-based ATOD prevention curriculum in all school district elementary schools. (See also short-term strategies.)

Objectives—Specific statements that identify 1) what will change for whom, 2) by how much, and 3) by when. Typically, SS/HS objectives are related to changes in knowledge, attitudes, skills, and behaviors. Objectives can be either short term (immediate) or long term. Objectives should be derived from program goals.

> Example of an objective—To decrease the percentage of students in grades 6 through 8 who report being bullied, threatened, or pushed around in or on the way to or from school by10 percent from baseline by the end of the project.

Outcomes—Specific data that will be used to objectively determine the degree of success a program or strategy has had in achieving its stated goals, objectives, and planned activities. Outcomes should be specific and measurable and should be derived from program goals and objectives.

> Example of an outcome—Fewer number of students in grades 6th through 8th who report being bullied, threatened, or pushed around in or on the way to or from school.

Prevention—Reduction of risk of onset, or delay of onset, of an adverse health, mental health, or other outcome. Prevention interventions can be characterized as *universal, early intervention,* or *intensive,* based on the level of risk associated with the groups or individuals for whom the intervention is intended. Successful prevention interventions may reduce risk of onset, or they may delay onset, of negative outcomes. Preventive interventions may also include treatment interventions intended to reduce risk of comorbidity (having two or more diagnosable conditions at the same time), lessen the severity of illness, or prevent relapse of episodic disorders in diagnosed populations.

Prosocial—Refers to interpersonal skills and behaviors intended to evoke empathy and other characteristics of caring toward others, and the desire to help an individual, group, or situation.

Protective factors—Characteristics, variables, and/or conditions present in an individual or group that increase resistance to risk and fortify against the development of a disorder or adverse outcome. Both protective and risk factors can vary over time.

Reasonable Costs – Costs or expenses that are incurred by a "reasonable" or "prudent" person. A consideration involved in the determination of reasonableness of a cost is whether or not the cost is necessary to perform the work of the project.

Risk factors—Characteristics, variables, and/or hazards present in an individual or group that increase the likelihood of developing a disorder or adverse outcome. Because both the potency and clustering of risk and protective factors can vary over time and developmental periods, prevention interventions that are successful and developmentally appropriate take this variation into account.

School resource officer—A career law enforcement officer, with sworn authority, deployed in community-oriented policing and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations to: (1) address crime and disorder problems, gangs, and drug activities affecting or occurring in or around an elementary or secondary school; (2) develop or expand crime prevention efforts for students; (3) educate likely school-age victims in crime prevention and safety; (4) develop or expand community justice initiatives for students; (5) train students in conflict resolution, restorative justice, and crime awareness; (6) assist in the identification of physical changes in the environment that may reduce crime in or around the school; and (7) assist in developing school policy that addresses crime and recommend procedural changes.

Short-term strategies—Strategies that can be accomplished in a relatively short, discrete period of time (perhaps 6 to 12 months) to directly support the implementation of the proposed project's long-term strategies and attainment of its goals. Examples of short-term strategies might include the development of staff training activities, providing training to school staff, and purchasing a curriculum, all of which would support a long-term strategy of implementing a research-based prevention program. (See also long-term strategies.)

Social marketing—The social marketing concept differs from conventional "marketing" techniques. In social marketing, the objectives of the marketer are not focused on a product, but seek to use the core principles of marketing to influence social behaviors rather than to benefit the marketer. The beneficiaries of social marketing should be the "target audience" and the community served by the grant. Social marketing activities should ultimately enhance the health and well-being of the community.

Universal strategies—Activities, curricula, programs, and services provided to all students to delay or prevent negative and/or violent behavior (such as bullying) and enhance knowledge and skills that will improve the level of respect and caring attitude displayed by all.

Appendix B—Resource List

This resource page contains hyperlinks and URLs created and maintained by other public and private organizations that may be useful to applicants; these materials are merely examples of resources available. Inclusion of this information does not constitute an endorsement by the Federal SS/HS partners of any products or services offered or views expressed. The Federal SS/HS partners are not responsible for the accuracy of this information.

Strategic Assessment and Planning

http://promoteprevent.org/resources/legacy_wheel/strategic_planning.html: Sponsored by the National Center for Mental Health Promotion and Youth Violence Prevention, this Web site assists SS/HS grantees by providing a conceptual framework and a variety of resources related to strategic planning and assessment.

Evidence-Based Programs

www.helpingamericasyouth.gov: A feature of First Lady Laura Bush's Helping America's Youth initiative. On this site, a community guide tool is available to assist local communities in building local partnerships, assessing needs and resources, and selecting model programs.

www.surgeongeneral.gov/library/youthviolence/toc.html: A direct link to the document *Youth Violence: A Report of the Surgeon General*. This report describes a public health approach to youth violence prevention, provides related data and data sources, and discusses relevant evidence-based practices.

www.dsgonline.com/mpg2.5/mpg_index.htm: A direct link to the Office of Juvenile Justice and Delinquency Prevention's Model Program Guide (MPG). This searchable database is designed to assist practitioners and communities in finding and implementing evidence-based prevention and intervention programs. The MPG covers the entire continuum of youth services from prevention to sanctions to reentry.

www.colorado.edu/cspv/blueprints/: Blueprints is a large-scale prevention initiative that identifies 11 prevention and intervention programs that meet a strict scientific review by the Center for the Study and Prevention of Violence at the University of Colorado at Boulder and a final review and recommendation from an advisory board comprised of experts in the area of violence prevention.

www.modelprograms.samhsa.gov: A SAMHSA-supported site that features programs that have been tested in communities, schools, social services organizations, and workplaces across America. These programs provide solid evidence that they have prevented or reduced substance use and other related high-risk behaviors.

www.nrepp.samhsa.gov: NREPP is a searchable database of interventions for the prevention and treatment of mental and substance use disorders. SAMHSA has developed this resource to help people, agencies, and organizations implement programs and practices in their communities.

Logic Models

http://nnlm.gov/outreach/community/logicmodel.html: A National Library of Medicine resource that covers the basic concepts of a logic model, provides a basic framework, and links to other logic model resources.

www.cdc.gov/eval/index.htm: A site hosted by the Centers for Disease Control and Prevention's Evaluation Workgroup that provides overview materials, steps and standards for a logic model framework, and other related logic model resources.

www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf: A direct link to the W.K. Kellogg Foundation's Logic Model Development Guide. This document offers a comprehensive approach to using logic models in integrating planning, evaluation, and action.

Appendix C—Sample Assurances

Program-Specific Assurance for Eligibility For Former SS/HS Grant Recipients

We have provided the following sample form to help you complete the required assurance for former SS/HS grant recipients. You may choose another format to obtain the necessary signature and content, but former SS/HS grant recipients must include this assurance in order to be eligible for another SS/HS grant. For consortium applicants with more than one member LEA that was a former SS/HS grantee or a member of a former SS/HS grant consortium, a separate form must be completed for each applicable member LEA. Please include this program-specific assurance(s) as Attachment B to your application package.

If you are submitting an electronic application, you must fax the completed, signed form along with the SF 424 and other forms to the Office of Safe and Drug-Free Schools at 202-260-7767 within 3 days of submitting your electronic application.

Assurance for Eligibility for Former SS/HS Grant Recipient

As the duly authorized representative, I certify that _____(name of

LEA) located in _____ (city and State) has received
funds or services as a (please check as appropriate):

_____ former SS/HS grantee   _____ member of a former SS/HS grant consortium.

Additionally, I certify that, if awarded, the project will not serve those schools or sub-regions served by the first SS/HS project.

_____   _____
Signature of Authorizing Representative   Title

_____
Date

Program-Specific Assurance for Competitive Preference for Novice SS/HS Applicants

LEAs that have not previously received SS/HS funds or services as a grantee or member of a SS/HS consortium are eligible to receive a competitive preference of five additional points as a novice applicant. These points will be added to the scores assigned to your application by the panel of peer reviewers. We have provided the following sample form to assist us in determining your eligibility for the competitive preference. You may choose another format to submit this assurance. For consortium applicants, the lead applicant and each member LEA will need to submit a separate assurance for the competitive preference. Please include your competitive preference assurance(s) as Attachment B.

If you are submitting an electronic application, fax the completed, signed form along with Standard Form 424 and other forms to the Office of Safe and Drug-Free Schools at 202-260-7767 within 3 working days of submitting your electronic application.

Assurance for Competitive Preference for Novice SS/HS Applicants

As the duly authorized representative, I certify that

_____ located in _____
Name of LEA   City, State

has never received SS/HS funds or services as a grantee or as a member of an SS/HS consortium grantee.

_____   _____
Signature of Authorized Representative   Title

_____
Date

Appendix D—Safe Schools/Healthy Students Program Logic Model Example

Note: This example is for demonstration purposes only and is not complete.

SS/HS Program Logic Model–Putting It All Together

Element One – Safe School Environments and Violence Prevention Activities						
Needs and Gaps	**Goals**	**Objectives**	**Activities, Curricula, Programs, and Services**	**Partners' Roles**	**Outcomes**	**How Outcomes Will Be Measured**
1. A locally administered survey of students in grades 6 to 8 shows higher levels of students reported being bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days (35 percent) than among students in a State survey (25 percent).	To reduce the level of bullying among students in grades 6 to 8 in our school district.	1. The percentage of students in grades 6 to 8 who indicate that they were bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days will decrease by 10 percent as measured by a locally administered survey.	Implement an evidence-based bullying prevention curriculum with all students in grades 6 to 8. Purchase curriculum, train staff, arrange school schedule to accommodate curriculum, and obtain parental permission for student participation, as needed.	Mental health partner will assist with staff training; teachers will deliver the bullying program.	1. Fewer number of students in grades 6 to 8 who report being bullied, threatened, or pushed around in school or on the way to or from school.	1. The reduction of the percentage of students in grades 6 to 8 who indicate that they were bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days from 35 percent to 25 percent by June 2008 will be measured by an annual locally administered survey.

Appendix E—Single State Agencies for Mental Health

Applicants should contact their State Department of Mental Health to identify the relevant local public mental health authority—the entity that has legal authority in the administrative oversight of the delivery of mental health services. The local public mental health authority is not required to provide mental health services. For contact information for your State Department of Mental Health, go to http://www.samhsa.gov/Grants/generalinfo/state_agencies.aspx.

IV. Legal And Regulatory Documents

Federal Register Notices May 10, 2007

Thursday,
May 10, 2007

Part II

Department of Education

Safe Schools/Healthy Students Program—
Notice of Final Priorities, Requirements,
Selection Criteria, and Definitions; and
Notice Inviting Applications for New
Awards for Fiscal Year (FY) 2007; Notices

DEPARTMENT OF EDUCATION

RIN 1865–ZA04

Safe Schools/Healthy Students Program

AGENCY: Office of Safe and Drug-Free Schools, Department of Education.

ACTION: Notice of final priorities, requirements, selection criteria, and definitions.

SUMMARY: The Assistant Deputy Secretary for Safe and Drug-Free Schools announces priorities, requirements, selection criteria, and definitions under the Safe Schools/Healthy Students program. The Assistant Deputy Secretary for Safe and Drug-Free Schools may use these priorities, requirements, selection criteria, and definitions for competitions in fiscal year (FY) 2007 and later years. We take this action to focus Federal financial assistance on safe, respectful, and drug-free learning environments and healthy childhood development, as well as to support the implementation and enhancement of integrated, comprehensive, community-wide plans designed to meet these goals.

EFFECTIVE DATE: These priorities, requirements, selection criteria, and definitions are effective June 11, 2007.

FOR FURTHER INFORMATION CONTACT: Karen Dorsey, U.S. Department of Education, 400 Maryland Avenue, SW., room 3E336, Washington, DC 20202–6200. *Telephone:* (202) 708–4674 or via e-mail: *karen.dorsey@ed.gov.*

If you use a telecommunications device for the deaf (TDD), you may call the Federal Relay Service (FRS) at 1–800–877–8339.

Individuals with disabilities may obtain this document in an alternative format (*e.g.*, Braille, large print, audiotape, or computer diskette) on request to the contact person listed under FOR FURTHER INFORMATION CONTACT.

SUPPLEMENTARY INFORMATION: The Safe Schools/Healthy Students (SS/HS) grant program draws on the best practices of the education, justice, social service, and mental health *systems* to provide a continuum of activities, curricula, programs and services designed to increase protective factors and reduce risk as an effective way to promote healthy child development and address the problems of school violence and alcohol and other drug abuse.

Key to the SS/HS grant program is creating and implementing a comprehensive plan that addresses specific needs, gaps, or weaknesses in services and builds on available resources and services. Creating and implementing the comprehensive plan allows an applicant to prevent youth drug use and violence, promote safe environments and prosocial skills, and provide for healthy child development.

The establishment in this notice of priorities, requirements, selection criteria, and definitions is designed to describe more clearly our vision for this important initiative and provide prospective applicants with additional insight into the program and its requirements.

We published a notice of proposed priorities, requirements, selection criteria, and definitions for this program in the Federal Register on February 27, 2007 (72 FR 8704).

Except for minor editorial and technical revisions, there are no differences between the notice of proposed priorities, requirements, selection criteria, and definitions and this notice of final priorities, requirements, selection criteria, and definitions.

Analysis of Comments and Changes

In response to our invitation in the notice of proposed priorities, requirements, selection criteria, and definitions, five parties submitted comments. An analysis of the comments follows.

Generally, we do not address technical and other minor changes or suggested changes we are not authorized to make under the applicable statutory authority.

Comment: One commenter recommended that community organizations be allowed to apply directly for an SS/HS grant. The commenter expressed concern that by limiting eligibility to local educational agencies (LEAs), the Department would exclude some communities from receiving much needed Federal resources. The commenter noted that while schools are interested in having an intervention implemented, that interest wanes when they discover that they have to be the entity applying for funding because they feel they are unable to commit the necessary time and resources to coordinate, manage, and implement a grant.

Discussion: The U.S. Departments of Education, Health and Human Services, and Justice initially designed the SS/HS initiative in response to direction from Congress. The conference committee report that accompanied the initial funding appropriated for SS/HS in FY 1999 instructed the Federal agencies to "promote safe learning environments for students" through competitive grants "to local educational agencies for developing community-wide approaches to creating safe and drug-free schools * * *" (House of Representatives Report 105–825, to accompany H.R. 4328, Making Omnibus Consolidated and Emergency Supplemental Appropriations for Fiscal Year 1999).

The SS/HS initiative recognizes the importance of community partners in creating a comprehensive, coordinated plan for meeting the initiative's very broad goals, as demonstrated by the requirement that every application include a partnership among a local school district, a local public mental health authority, and local law enforcement and juvenile justice entities. However, we continue to believe that an LEA is the entity best positioned to take the lead in developing and implementing a comprehensive set of strategies and activities that significantly improves the school environment and climate. Community-based organizations are often well suited to implement effective prevention programs for students and families and can be an important partner in a SS/HS project, but these organizations may lack the level of control and oversight of school settings needed to implement effective, comprehensive school-based projects.

Change: None.

Comment: Two commenters expressed concern about the elimination of the previous SS/HS eligibility requirement that barred former SS/HS grant recipients from applying for a second SS/HS grant. One commenter felt that this change might reduce the number of awards made to small, rural districts. Specifically, the commenter was concerned that small, rural districts may be unable to compete with larger LEAs that frequently have dedicated resources for grant writing.

The other commenter asserted that the advantages realized by receiving a SS/HS grant, including the ability to leverage additional resources, are so significant that previous recipients should not be eligible to compete for another SS/HS grant.

Discussion: In developing the notice of proposed priorities, requirements, selection criteria, and definitions, we carefully considered whether or not to eliminate the restriction on eligibility for previous SS/HS grantees. The proposal to eliminate the restriction was based in significant part on the unique needs of LEAs with very large enrollments or States and territories whose governance structure includes only a single LEA. In these cases, SS/HS funds from a single grant, though significant, were not sufficient to reach

all schools and sub-regions in the LEA. We believe that eliminating this restriction provides an opportunity for an LEA to compete for additional support to realize its goal of creating a safer learning environment for all of its schools or sub-regions. To ensure that former SS/HS grant recipients do not receive new SS/HS awards to sustain their original projects, we proposed to require that former SS/HS grant recipients submit a program-specific assurance stating that if awarded, the project will not serve those schools or sub-regions that were served by the first SS/HS project.

Additionally, we recognize that all previous grantees, not just large LEAs with dedicated grant-writing personnel, have experience with the initiative that may assist them in preparing competitive grant applications. In an effort to level the playing field and balance the interests of small, large, rural, and urban LEAs, as well as those of prior SS/HS grant recipients and of LEAs that have not yet received a SS/HS grant, we plan to award a preference for LEAs that have not received a SS/HS grant. Our experience with other grant competitions suggests that this strategy generally helps novice applicants compete effectively with entities that have previously received grants and implemented discretionary grant projects.

Change: None.

Comment: One commenter requested that an educational service agency (ESA) that has previously received a SS/HS grant on behalf of several of its member districts be able to apply on behalf of other LEAs that were not part of the previous SS/HS project. This commenter also requested that the ESA be able to implement with the new LEAs the same activities previously implemented as part of a prior SS/HS grant received by the ESA. Finally, the commenter requested that ESAs that have previously received a SS/HS grant and are submitting a new application on behalf of LEAs not served by the prior grant be considered new applicants under Priority 2.

Discussion: The notice of proposed priorities, requirements, selection criteria, and definitions did not propose to continue the prohibition on an LEA receiving a second SS/HS grant that was established in the notice of final priorities for the program published in the Federal Register on May 28, 2004 (69 FR 30756). Instead, through Priority 2, we proposed to establish a priority for LEAs that have not previously received a SS/HS grant at any time. This preference is designed to help level the playing field for applicants that have

not previously received SS/HS funding given that prior recipients will now be allowed to compete for funding.

We are not restricting the ability of an ESA to propose programs used in a previous SS/HS project, provided that different LEAs are being served under the new SS/HS project.

Priority 1 does not address the issue of whether or not an applicant is a prior recipient or a new applicant for SS/HS funding. Priority 2 provides a priority for new applicants, but ESAs that have previously received a SS/HS grant would not be considered new applicants, even if their applications were designed to serve LEAs that had not received services under a previous SS/HS project. The priority is designed to help applicants that have not received SS/HS funds compete effectively with prior recipients that have had the advantage of designing and implementing a successful SS/HS project. Permitting an ESA with a prior SS/HS grant award to be eligible under this priority (even when it would implement activities in new schools or LEAs) would run counter to our objective in establishing Priority 2 because those ESAs have used a previous grant to gain experience that they can build upon in serving new schools and LEAs.

Change: None.

Comment: One commenter suggested that we change the application requirements and definitions to require that applicants for SS/HS funds demonstrate the participation in their projects of local agencies working to prevent substance abuse. Specifically, the commenter recommended that the application requirement for a preliminary memorandum of agreement (MOA) be modified to require the addition of a local substance abuse prevention agency as a partner or, alternatively, that the local behavioral health authority be included if a single authority is responsible for both mental health and substance abuse services. The commenter felt that requiring the inclusion of such agencies would enhance efforts to prevent youth violence and promote healthy youth development.

The commenter also suggested that the contents of the required final MOA be expanded to include details about the procedures to be used for referral, treatment, and follow-up for students receiving substance abuse services. Additionally, the commenter proposed definitions for the terms "local substance abuse prevention agency" and/or "behavioral health authority," and requested that the Department

apply these definitions to the SS/HS program.

Discussion: As stated by the commenter, local substance abuse prevention agencies and/or behavioral health authorities exist in many localities, but this is not true for every community and every State. Some States and many localities do not have independent substance abuse prevention agencies but combine responsibilities for substance abuse prevention, intervention, and treatment with behavioral health, mental health, public health, or even child welfare. Because of the variation in State and local government structures, we would not easily be able to determine if local agencies for substance abuse prevention exist in each applicant's jurisdiction and, thus, we would not be able to make an accurate and efficient determination regarding an applicant's eligibility.

Applicants are required to address, in their preliminary and final MOAs among the required SS/HS partners, as well as in their responses to the selection criteria, how multiple and diverse sectors of the community have been and will continue to be involved in the design, implementation, and continuous improvement of the project. Those LEAs situated in localities with a separate local substance abuse prevention agency could include the separate local substance abuse prevention agency in their Comprehensive Plan and as a SS/HS partner and describe the participation of that agency in their application. The final MOA from a partnership that includes a separate local substance abuse prevention agency could also include details about the proposed procedures to be used for referral, treatment, and follow-up for students receiving substance abuse services to be provided by or coordinated by the local substance abuse prevention agency.

Change: None.

Comment: None.

Discussion: The notice of proposed priorities, requirements, selection criteria, and definitions proposed that previous SS/HS grant recipients be allowed to compete for additional SS/HS funding provided that the applicants submit a program-specific assurance with their grant applications. In this assurance, an applicant would state that the scope of work contained in the grant application is new and that funding, if awarded, will not be used to sustain activities, programs, curricula, or services provided to a population during the first SS/HS grant.

Although we did not receive any comments about the proposed assurance, we were contacted by some

LEAs that have previously received a SS/HS grant award, seeking clarification about the proposed assurance. Based on these contacts, we believe that the language for the assurance proposed in the notice of proposed priorities, requirements, selection criteria, and definitions may not have clearly conveyed our intent.

Our rationale for eliminating the restriction on eligibility that prohibited recipients of a SS/HS grant from applying for a subsequent grant is that, despite the size of SS/HS grants, some very large LEAs were not eligible to apply for sufficient funding to design and implement a comprehensive SS/HS plan district-wide and that such LEAs would not have been able to include all of their schools or sub-regions in their first SS/HS projects. Our intent was to provide an opportunity for these LEAs to implement activities, curricula, programs, and services to those schools or sub-regions that were not served by the first SS/HS project. We did not intend to limit the activities, programs, curricula, or services that can be included in a new application for schools not previously served, nor did we intend this to provide an opportunity for prior recipients to "redo" a SS/HS project in the schools and sub-regions that were served by the first SS/HS project.

We expect current and former SS/HS grantees to use the resources provided by the SS/HS initiative (direct grant funds as well as technical assistance resources) and their strong community partnerships to create the system and institutional changes needed to sustain SS/HS activities, curricula programs, and services after Federal funding has ended.

Change: We have modified the text of the assurance to clarify our intent in requiring this assurance. LEAs that have received funds or services (or for those LEA consortia that include a member LEA that has received funds or services) under the SS/HS program must submit a program-specific assurance as part of the SS/HS application. That assurance must state that, if awarded, the project will not serve those schools or sub-regions that were served by the first SS/HS project.

Note: This notice does not solicit applications. In any year in which we choose to use this priority, we invite applications through a notice in the Federal Register. When inviting applications we designate a priority as absolute, competitive preference, or invitational. The effect of each type of priority follows:

Absolute priority: Under an absolute priority we consider only applications that meet the priority (34 CFR 75.105(c)(3)).

Competitive preference priority: Under a competitive preference priority we give competitive preference to an application by either (1) Awarding additional points, depending on how well or the extent to which the application meets the competitive priority (34 CFR 75.105(c)(2)(i)); or (2) selecting an application that meets the competitive priority over an application of comparable merit that does not meet the priority (34 CFR 75.105(c)(2)(ii)).

Invitational priority: Under an invitational priority we are particularly interested in applications that meet the invitational priority. However, we do not give an application that meets the invitational priority a competitive or absolute preference over other applications (34 CFR 75.105(c)(1)).

Priorities

Priority 1—Comprehensive Plan

This priority supports projects of LEAs proposing to implement an integrated, comprehensive community-wide plan designed to create safe, respectful, and drug-free school environments and promote prosocial skills and healthy childhood development. Plans must focus activities, curricula, programs, and services in a manner that responds to the community's existing needs, gaps, or weaknesses in areas related to the five comprehensive plan elements:

- Element One—Safe School Environments and Violence Prevention Activities.
- Element Two—Alcohol, Tobacco, and Other Drug Prevention Activities.
- Element Three—Student Behavioral, Social, and Emotional Supports.
- Element Four—Mental Health Services.
- Element Five—Early Childhood Social and Emotional Learning Programs.

Priority 2—LEAs That Have Not Previously Received a Grant or Services Under the Safe Schools/Healthy Students Initiative

Under this priority, we give priority to applications from LEAs that have not yet received a grant under this program as an applicant or as a member of a consortium. In order for a consortium application to be eligible under this priority, no member of the LEA consortium may have received a grant or services under this program as an applicant or as a member of a consortium applicant.

Application and Eligibility Requirements

The applicant must meet the following requirements:

1. *Program-Specific Assurances for Former SS/HS Grant Recipients.* For those LEAs that have previously received funds or services (or for those LEA consortia that include a member LEA that has received funds or services) under the SS/HS program, a program-specific assurance must be submitted as part of the SS/HS application. All participating LEAs in a proposed consortium project must sign this program-specific assurance. The assurance must state that, if awarded, the project will not serve those schools or sub-regions served by the first SS/HS project. Applications from prior SS/HS grant recipients (or from a consortium that includes an LEA that has previously received SS/HS funds or services) that do not include the program-specific assurance will be rejected and not considered for funding.

2. *Funding Limits for Applicants.* An applicant's request for funding must not exceed the following maximum amounts, based on student enrollment data, for any of the project's four 12-month budget periods: $2,250,000 for an LEA with at least 35,000 students; $1,500,000 for an LEA with at least 5,000 students but fewer than 35,000 students; and $750,000 for an LEA with fewer than 5,000 students. In applying these maximums, applicants must use the most recent student enrollment data from the National Center for Education Statistics' (NCES) Common Core of Data (CCD) as posted on the NCES Web site. In the case of consortium applicants, the maximum funding request is based on the combined student enrollment data for the participating LEAs. Department of the Interior, Bureau of Indian Education-funded schools that are not included in the NCES database and request grant funds that exceed $750,000 for any of the project's four 12-month budget periods must provide documentation of enrollment data.

3. *Preliminary MOA.* Each applicant must include in its application a preliminary MOA that is signed by the authorized representatives of the LEA, the local juvenile justice agency, the local law enforcement agency, and the local public mental health authority—the required SS/HS partners. For consortium applicants, the preliminary MOA must be signed by the authorized representatives of each member LEA and by the authorized representatives of each corresponding required SS/HS partner for each member LEA.

Additionally, the preliminary MOA must:

(a) Include information that supports the selection of each identified SS/HS required partner that has signed the preliminary MOA;

(b) Demonstrate the support and commitment of the required SS/HS partners to implement and sustain the project if funded;

(c) Name a core management team of senior representatives from the required partners, and clearly define how each member of the team will support the project director in the day-to-day management of the project;

(d) Describe how multiple and diverse sectors of the community, including parents and students, have been and will continue to be involved in the design, implementation, and continuous improvement of the project; and

(e) Include, as an attachment, a logic model (a graphic representation of the project in chart format) that identifies needs or gaps and connects those needs or gaps with corresponding project goals, objectives, activities, partners' roles, outcomes, and outcome measures for each of the SS/HS elements.

Applications that do not include the preliminary MOA signed by the authorized representatives of each of the required SS/HS partners (the LEA, the local juvenile justice agency, the local law enforcement agency, and the local public mental health authority) and the logic model will be rejected and not considered for funding.

4. *Final MOA.* If funded, grant recipients must complete a final MOA. The final MOA must be signed by the authorized representatives of the LEA, the local juvenile justice agency, the local law enforcement agency, and the local public mental health authority—the required SS/HS partners. For consortium applicants, the final MOA must be signed by the authorized representative for each member LEA and the authorized representative for each of the corresponding required SS/HS partners for each member LEA. The final MOA must also include the following:

(a) Information that supports the selection of each identified SS/HS required partner that has signed the final MOA;

(b) Any needed revisions to the statement of support and commitment for each of the required SS/HS partners to implement and sustain the project;

(c) A final roster of the core management team of senior representatives from the required SS/HS partners that clearly defines how each member of the team will support the

project director in the day-to-day management of the project;

(d) Any needed revisions to the process for involving multiple and diverse sectors of the community in the implementation and continuous improvement of the project;

(e) A final logic model that identifies needs or gaps and connects those needs or gaps with corresponding project goals, objectives, activities, partners' roles, outcomes, and outcome measures for each of the SS/HS elements;

(f) A description of each partner's financial responsibility for the services that it will provide, along with the conditions and terms of responsibility for those services, including the quality, accountability, and coordination of services as they relate to achieving the goals, objectives, and outcomes of the project;

(g) A description of the procedures to be used for referral, treatment, and follow-up for children and adolescents in need of mental health services and an assurance that the local public mental health authority will provide administrative control and/or oversight of the delivery of mental health services; and

(h) Any other necessary revisions to information furnished in the preliminary MOA.

Funding Restrictions: The funding restrictions for this program are:

1. No less than seven percent of a grantee's budget for each year must be used to support costs associated with local evaluation activities.

2. No more than 10 percent of the total budget for each project year may be used to support costs associated with security equipment, security personnel, and minor remodeling of school facilities to improve school safety.

Selection Criteria

The selection criteria for this program are:

1. Community Assessment

(a) The extent to which the applicant describes individual, family, school, and community risk and protective factors that relate to the five SS/HS elements and that will be addressed by the project.

(b) The extent to which the applicant describes student problem behaviors as they relate to the five SS/HS elements and how they will be addressed by the project.

(c) The extent to which the applicant identifies, in the project narrative and the logic model, needs and gaps related to the five SS/HS elements that are not addressed by current services and programs.

2. Goals and Objectives

(a) The extent to which the applicant's project narrative and logic model specify one or more goals for each of the five SS/HS elements and to which the goals are clearly linked to the needs and gaps identified in the community assessment.

(b) The extent to which the objectives identified in the applicant's project narrative and logic model are measurable and linked to each of the stated goals.

3. Project Design

(a) The extent to which the applicant's project narrative and logic model propose activities, curricula, programs, and services that will address each of the goals and objectives of the proposed project.

(b) The extent to which activities, curricula, programs, and services proposed by the applicant are evidence-based or reflect current research and effective practice, and are appropriate for the age and developmental levels, gender, and cultural diversity of the target population.

4. Evaluation

(a) The extent to which the applicant's project narrative describes a plan for regularly monitoring program implementation and identifies process measures that the applicant will use to assess the quality and completeness of the activities planned under the grant.

(b) The extent to which the applicant's project narrative and logic model identify outcomes that are clearly linked to the identified objectives and activities for the project, and specify how outcomes will be measured.

5. Management

(a) The extent to which the applicant describes a management plan adequate to achieve the objectives of the proposed program on time and within budget, including clearly defined responsibilities of partners, staff, and contracted service providers, and milestones for accomplishing project tasks.

(b) The extent to which the applicant provides, in the project narrative and the preliminary MOA, information about any preexisting partnership involving the required SS/HS partners and about accomplishments of that partnership that are directly related to the five SS/HS elements.

(c) The extent to which the applicant describes, in the project narrative and in the preliminary MOA, a core management team that is appropriate and adequate to achieve the project's objectives and support the project

Information and Application Procedures for Fiscal Year 2007   72

director in day-to-day management of the project.

(d) The extent to which the applicant describes, in the project narrative and in the preliminary MOA, how multiple and diverse sectors of the community, including students and families, have been and will continue to be involved in the design, implementation, and continuous improvement of the project.

(e) The extent to which the applicant describes a plan to develop data systems that will be used to support decision making processes established for the grant, including the use of technology.

6. Budget

The extent to which the proposed budget and budget narrative correspond to the project design and are reasonable in relation to the numbers of students and staff and to the identified objectives to be achieved.

Additional Selection Factors

The following factors may be considered in selecting an application for an award: (1) Geographic distribution; and (2) diversity of activities addressed by the projects.

Definitions

1. *Authorized representative* means—the official within an organization with the legal authority to give assurances, make commitments, enter into contracts, and execute such documents on behalf of the organization as may be required by the U.S. Department of Education (the Department), including certification that commitments made on grant proposals will be honored and that the applicant agrees to comply with the Department's regulations, guidelines, and policies.

2. *Local juvenile justice agency* means—an agency or entity at the local level that is officially recognized by State or local government to address juvenile justice issues in the communities to be served by the grant. Examples of juvenile justice agencies include: juvenile justice task forces; juvenile justice centers; juvenile or family courts; juvenile probation agencies; and juvenile corrections agencies.

3. *Local law enforcement agency* means—the agency (or agencies) that has law enforcement authority for the LEA. Examples of local law enforcement agencies include: municipal, county, and State police; tribal police and councils; and sheriffs' departments.

4. *Local public mental health authority* means—the entity legally constituted (directly or through contract with the State mental health authority) to provide administrative control or

oversight of mental health services delivery within the community.

Executive Order 12866

This notice of final priorities, requirements, selection criteria, and definitions has been reviewed in accordance with Executive Order 12866. Under the terms of the order, we have assessed the potential costs and benefits of this regulatory action.

The potential costs associated with the notice of final priorities, requirements, selection criteria, and definitions are those resulting from statutory requirements and those we have determined as necessary for administering this program effectively and efficiently.

In assessing the potential costs and benefits—both quantitative and qualitative—of this notice of final priorities, requirements, selection criteria, and definitions, we have determined that the benefits of this regulatory action justify the costs.

We have also determined that this regulatory action does not unduly interfere with State, local, and tribal governments in the exercise of their governmental functions.

We fully discussed the costs and benefits in the notice of proposed priorities, requirements, selection criteria, and definitions.

Paperwork Reduction Act of 1995

Certain sections of the proposed priorities, requirements, and selection criteria for the SS/HS grant program contain information collection requirements already approved by the Office of Management and Budget (OMB) under OMB control number 1865–0004 (1890–0001). The Department does not believe the proposed priorities, requirements, and selection criteria will change the current approved burden for 1865–0004 (1890–0001). However, as required by the PRA, the Department has submitted 1865–0004 (1890–0001) to OMB for a revised information collection clearance.

The current absolute priority for the SS/HS grant program includes six elements that an applicant's comprehensive plan must address. This notice proposes to reduce the elements from six to five. While this notice establishes two new requirements, we have eliminated the requirement that applicants submit a MOA for mental health services. Also, we have established fewer program-specific selection criteria. The current approved information collection contains seven selection criteria with a total of 25 sub-criteria to which applicants must respond. In this notice, we have

established six selection criteria, with only 15 sub-criteria.

The proposed changes to the information collection do not change the estimated 26 hours needed to review the instructions, search existing data sources, gather needed data, prepare and review responses. The elimination of one of the elements in the absolute priority and the elimination of 10 sub-criteria provide more than enough time for applicants to respond to new requirements (i.e., signatures on the program-specific assurance and completing a logic model).

In this notice, we have established a priority for LEAs that have not previously received a grant or services under the SS/HS Initiative. To receive priority, applicants will be required to submit a program-specific assurance. This new information collection requirement is primarily cosmetic, as the application will include a form requiring the authorized representative's signature for the applicant; for consortium applicants it would require the signatures from the authorized representative from all participating LEAs, but again, the elimination of the sub-criteria more than offsets this.

The current approved information collection requires applicants to submit two different MOAs with the application. We are requiring applicants to submit a single preliminary MOA with the application and a final MOA submitted post award. The proposed collection does require submission of a logic model, but this requirement adds little burden as the applicant need only present a subset of the narrative information in a chart format.

If you want to comment on the proposed information collection requirements, send your comments to the Office of Information and Regulatory Affairs, OMB, *Attention:* Desk Officer for U.S. Department of Education by e-mail to *OIRA_DOCKET@omb.eop.gov* or by fax to (202) 395–6974. You may also send a copy of these comments to the Department contact named in the addresses section of this notice.

Intergovernmental Review

This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. One of the objectives of the Executive order is to foster an intergovernmental partnership and a strengthened federalism. The Executive order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

This document provides early notification of our specific plans and actions for this program.

Electronic Access to This Document

You may view this document, as well as all other Department of Education documents published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: *http://www.ed.gov/ news/fedregister*.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1–888–293–6498; or in the Washington, DC, area at (202) 512–1530.

You may also view this document in text at the following sites: *http:// www.ed.gov/programs/dvpsafeschools/ applicant.html. http:// www.sshs.samhsa.gov*.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: *http://www.gpoaccess.gov/nara/ index.html*.

(Catalog of Federal Domestic Assistance Number 84.184L Safe Schools/Healthy Students Program.)

Program Authority: Safe and Drug-Free Schools and Communities Act (20 U.S.C. 7131); Public Health Service Act (42 U.S.C. 290aa); and Juvenile Justice and Delinquency Prevention Act (42 U.S.C. 5614(b)(4)(o) and 5781 *et seq.*).

Dated: May 4, 2007.

Deborah A. Price,

Assistant Deputy Secretary for Safe and Drug-Free Schools.

[FR Doc. E7–9043 Filed 5–9–07; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools; Overview Information; Safe Schools/ Healthy Students Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2007

Catalog of Federal Domestic Assistance (CFDA) Number: 84.184L.
Dates: Applications Available: May 10, 2007.
Deadline for Transmittal of Applications: June 19, 2007.
Deadline for Intergovernmental Review: August 20, 2007.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Safe Schools/Healthy Students program (SS/HS) supports the implementation and enhancement of integrated, comprehensive community-wide plans that create safe and drug-free schools and promote healthy childhood development.

Priorities: These priorities are from the notice of final priorities, requirements, selection criteria, and definitions for this program, published elsewhere in this issue of the Federal Register.

Absolute Priority: For FY 2007 and any subsequent year in which we make awards based on the list of unfunded applicants from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only those applications that meet this priority.

This priority is:

Comprehensive Plan

This priority supports projects of local educational agencies (LEAs) proposing to implement an integrated, comprehensive community-wide plan designed to create safe, respectful, and drug-free school environments and promote prosocial skills and healthy childhood development. Plans must focus activities, curricula, programs, and services in a manner that responds to the community's existing needs, gaps, or weaknesses in areas related to the five comprehensive plan elements:

Element One—Safe School Environments and Violence Prevention Activities.

Element Two—Alcohol, Tobacco, and Other Drug Prevention Activities.

Element Three—Student Behavioral, Social, and Emotional Supports.

Element Four—Mental Health Services.

Element Five—Early Childhood Social and Emotional Learning Programs.

Competitive Preference Priority: Within this absolute priority, we give competitive preference to applications that address the following priority.

Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

LEAs That Have Not Previously Received a Grant or Services Under the Safe Schools/Healthy Students Initiative

Under this priority, we give priority to applications from LEAs that have not yet received a grant under this program as an applicant or as a member of a consortium. In order for a consortium application to be eligible under this priority, no member of the LEA consortium may have received a grant or services under this program as an applicant or as a member of a consortium.

Application Requirements: The following requirements apply to all applications submitted under this competition (Definitions for important terms associated with this competition can be found in the notice of final priorities, requirements, selection criteria, and definitions published elsewhere in this issue of the Federal Register.):

(1) *Program-Specific Assurances for Former SS/HS Grant Recipients.* For those LEAs that have previously received funds or services (or for those LEA consortia that include a member LEA that has received funds or services) under the SS/HS program, a program-specific assurance must be submitted as part of the SS/HS application. All participating LEAs in a proposed consortium project must sign this program-specific assurance. The assurance must state that, if awarded, the project will not serve those schools or sub-regions that were served by the first SS/HS project. Applications from prior SS/HS grant recipients (or from a consortium that includes an LEA that has previously received SS/HS funds or services) that do not include the program-specific assurance will be rejected and not considered for funding.

(2) *Funding Limits for Applicants.* An applicant's request for funding must not exceed the following maximum amounts, based on student enrollment data, for any of the project's four 12-month budget periods: $2,250,000 for an LEA with at least 35,000 students; $1,500,000 for an LEA with at least 5,000 students but fewer than 35,000 students; and $750,000 for an LEA with fewer than 5,000 students. In applying these maximums, applicants must use the most recent student enrollment data from the National Center for Education Statistics' (NCES) Common Core of Data (CCD) as posted on the NCES Web site. In the case of consortium applicants, the maximum funding request is based on the combined student enrollment data for the participating LEAs. Department of the Interior, Bureau of Indian Education-funded schools that are not included in the NCES database and request grant funds that exceed $750,000 for any of the project's four 12-month budget periods must provide documentation of enrollment data.

(3) *Preliminary Memorandum of Agreement (MOA).* Each applicant must include in its application a preliminary MOA that is signed by the authorized representatives of the LEA, the local juvenile justice agency, the local law enforcement agency, and the local public mental health authority—the required SS/HS partners. For consortium applicants, the preliminary MOA must be signed by the authorized representative of each member LEA and by the authorized representative of each

<<Insert New Notice Inviting Applicants>>

<<Insert New Notice Inviting Applicants>>

Authorizing Legislation From SS/HS Federal Partners

Subpart 2-National Programs
SEC. 4121. FEDERAL ACTIVITIES.

(a) Program Authorized—From funds made available to carry out this subpart under section 4003(2), the Secretary, in consultation with the Secretary of Health and Human Services, the Director of the Office of National Drug Control Policy, and the Attorney General, shall carry out programs to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students. The Secretary shall carry out such programs directly, or through grants, contracts, or cooperative agreements with public and private entities and individuals, or through agreements with other Federal agencies, and shall coordinate such programs with other appropriate Federal activities. Such programs may include:

1) the development and demonstration of innovative strategies for the training of school personnel, parents, and members of the community for drug and violence prevention activities based on State and local needs;
2) the development, demonstration, scientifically based evaluation, and dissemination of innovative and high quality drug and violence prevention programs and activities, based on State and local needs, which may include-
    a) alternative education models, either established within a school or separate and apart from an existing school, that are designed to promote drug and violence prevention, reduce disruptive behavior, reduce the need for repeat suspensions and expulsions, enable students to meet challenging State academic standards, and enable students to return to the regular classroom as soon as possible;
    b) community service and service-learning projects, designed to rebuild safe and health neighborhoods and increase students' sense of individual responsibility
    c) video-based projects developed by noncommercial telecommunications entities that provide young people with models for conflict resolution and responsible decision-making; and
    d) child abuse education and prevention programs for elementary and secondary students;
3) the provision of information on drug abuse education and prevention to the Secretary of Health and Human Services for dissemination;
4) the provision of information on violence prevention and education and school safety to the Department of Justice for dissemination;
5) technical assistance to chief executive officers, State agencies, local educational agencies, and other recipients of funding under this part to build capacity to develop and implement high-quality, effective drug and violence prevention programs consistent with the principles of effectiveness in section 4115(a);
6) assistance to school systems that have particularly severe drug and violence problems, including hiring drug prevention and school safety coordinators, or assistance to support appropriate response efforts to crisis situations;
7) the development of education and training programs, curricula, instructional materials, and professional training and development for preventing and reducing the incidence of crimes and conflicts motivated by hate in localities most directly affected by hate crimes;
8) activities in communities designated as empowerment zones or enterprise communities that will connect schools to community-wide efforts to reduce drug and violence problems; and
9) other activities in accordance with the purpose of this part, based on State and local needs.

(b) Peer Review—The Secretary shall use a peer review process in reviewing applications for funds under this section.

42 U.S.C. 5614 **[Sec. 204.] Concentration of Federal efforts**

(b) Duties of Administrator

In carrying out the purposes of this chapter, the Administrator shall--

(1) advise the President through the Attorney General as to all matters relating to federally assisted juvenile delinquency programs and Federal policies regarding juvenile delinquency;

(2) assist operating agencies which have direct responsibilities for the prevention and treatment of juvenile delinquency in the development and promulgation of regulations, guidelines, requirements, criteria, standards, procedures, and budget requests in accordance with the policies, priorities, and objectives the Administrator establishes;

(3) conduct and support evaluations and studies of the performance and results achieved by Federal juvenile delinquency programs and activities; and

(4) implement Federal juvenile delinquency programs and activities among Federal departments and agencies and between Federal juvenile delinquency programs and activities and other Federal programs and activities which the Administrator determines may have an important bearing on the success of the entire Federal juvenile delinquency effort;

(4) (A) develop for each fiscal year, and publish annually in the Federal   Register for public comment, a proposed comprehensive plan describing the particular activities which the Administrator intends to carry out under parts D and E of this subchapter in such fiscal year, specifying in detail those activities designed to satisfy the requirements of parts D and E of this subchapter; and

(5) (B) taking into consideration comments received during the 45-day period beginning on the date the proposed plan is published, develop and publish a final plan, before December 31 of such fiscal year, describing the particular activities which the Administrator intends to carry out under parts D and E of this subchapter in such fiscal year, specifying in detail those activities designed to satisfy the requirements of parts D and E of this subchapter;

(6) provide for the auditing of monitoring systems required under section 5633(a)(15) of this title to review the adequacy of such systems; and

(7) not later than 1 year after the date of the enactment of this paragraph, issue model standards for providing health care to incarcerated juveniles.

(c) Information, reports, studies, and surveys from other agencies

The Administrator may require, through appropriate authority, Federal departments and agencies engaged in any activity involving any Federal juvenile delinquency program to provide the Administrator with such information as may be appropriate to prevent the duplication of efforts, and to coordinate activities, related to the prevention of juvenile delinquency.

(d) Delegation of functions

The Administrator shall have the sole authority to delegate any of the functions of the Administrator under this Act.

(e) Utilization of services and facilities of other agencies; reimbursement

The Administrator is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public agency or institution in accordance with appropriate agreements, and to pay for such services either in advance or by way of reimbursement as may be agreed upon.

(f) coordination of functions of Administrator and Secretary of Health and Human Services

All functions of the Administrator under this subchapter shall be coordinated as appropriate with the functions of the Secretary of Health and Human Services under subchapter III of this chapter.

TITLE 42 - THE PUBLIC HEALTH AND WELFARE

CHAPTER 72 - JUVENILE JUSTICE AND DELINQUENCY PREVENTION

SUBCHAPTER V - INCENTIVE GRANTS FOR LOCAL DELINQUENCY PREVENTION

Sec. 5781. Definition

-STATUTE-

In this subchapter, the term "State advisory group" means the

advisory group appointed by the chief executive officer of a State

under a plan described in section 5633(a) of this title.

United States Code
Title 42 The Public Health and Welfare
CHAPTER 6A - PUBLIC HEALTH SERVICE; SUBCHAPTER III-A - SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION Part G - Projects for
Section 290hh - Children and violence

(a) In general The Secretary, in consultation with the Secretary of Education and the Attorney General, shall carry out directly or through grants, contracts or cooperative agreements with public entities a program to assist local communities in developing ways to assist children in dealing with violence. (b) Activities Under the program under subsection (a) of this section, the Secretary may -

(1) provide financial support to enable local communities to implement programs to foster the health and development of children;

(2) provide technical assistance to local communities with respect to the development of programs described in paragraph (1);

(3) provide assistance to local communities in the development of policies to address violence when and if it occurs;

(4) assist in the creation of community partnerships among law enforcement, education systems and mental health and substance abuse service systems; and (5) establish mechanisms for children and adolescents to report incidents of violence or plans by other children or adolescents to commit violence. (c) Requirements An application for a grant, contract or cooperative agreement under subsection (a) of this section shall demonstrate that -

(1) the applicant will use amounts received to create a partnership described in subsection (b)(4) of this section to address issues of violence in schools;

(2) the activities carried out by the applicant will provide a comprehensive method for addressing violence, that will include -

(A) security;

(B) educational reform;

(C) the review and updating of school policies;

(D) alcohol and drug abuse prevention and early intervention services;

(E) mental health prevention and treatment services; and (F) early childhood development and psychosocial services;

and (3) the applicant will use amounts received only for the services described in subparagraphs (D), (E), and (F) of paragraph (2). (d) Geographical distribution The Secretary shall ensure that grants, contracts or cooperative agreements under subsection (a) of this section will be distributed equitably among the regions of the country and among urban and rural areas. (e) Duration of awards With respect to a grant, contract or cooperative agreement under subsection (a) of this section, the period during which payments under such an award will be made to the recipient may not exceed 5 years. (f) Evaluation The Secretary shall conduct an evaluation of each project carried out under this section and shall disseminate the results of such evaluations to appropriate public and private entities. (g) Information and education The Secretary shall establish comprehensive information and education programs to disseminate the findings of the knowledge development and application under this section to the general public and to health care professionals. (h) Authorization of appropriations There is authorized to be appropriated to carry out this section, $100,000,000 for fiscal year 2001, and such sums as may be necessary for each of fiscal years 2002 and 2003.

HISTORICAL DATA

V. General Application Instructions and Information

Preparing the Application

A completed application for assistance under this competition consists of two parts: (1) a detailed narrative description of the proposed project and budget and (2) all forms and assurances

that must be submitted in order to receive a grant. An application under this program should address the specific needs of the applicant and propose activities specifically designed to meet those needs. We strongly discourage applicants from using "form" applications or proposals that address general rather than specific local needs. Identical or substantially similar applications are not responsive to the scoring criteria.

A panel of non-Federal readers with experience in one or more fields (ATOD abuse prevention; violence prevention; mental health; early childhood development; and evaluation) will review each eligible application submitted by the deadline. The panel will award points ranging from 0 to 100 to each application, depending on how well the selection criteria are addressed. Be sure you provide a comprehensive response to each selection criterion. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

After external readers score the application on a scale of 0 to 100, Federal staff will assign the additional five points to those novice applicants that are eligible for competitive preference.

If you apply via Grants.gov, you will use the following Grants.gov narrative forms:

- ED Abstract Form
- Project Narrative Attachment Form
- Other Attachments Form
- Budget Narrative Attachment Form

The **ED Abstract Form** is where you will attach your program abstract.

The **Project Narrative Attachment Form** is where you will attach the narrative ~~sections~~ portion addressing the selection criteria that will be used to evaluate applications submitted for this grant competition.

The **Other Attachments Form** is where you will attach proposal appendixes, including the preliminary MOA, logic model, and program-specific assurances. The Grants.gov system will allow applicants to attach as many as 10 separate appendixes in this section.

The **Budget Narrative Attachment Form** is where you will attach the detailed (itemized) line item budgets for Elements 1, 2, and 3 and Elements 4 and 5 (four budgets representing each of the four 12-month budget periods, for a total of eight detailed budgets). You will also attach the ED Form 524.
~~The **Budget Narrative Attachment Form** is where you will attach a detailed line item budget and any supplemental budget information.~~
If you submit your proposal via Grants.gov, you will use your own word-processing software to complete the application for this grant competition.

D-U-N-S Number Instructions

All applicants must obtain and use a D-U-N-S number, and all applicants applying through Grants.gov must register with Grants.gov. The D-U-N-S number used on the application must

be the same number that the applicant's organization used to register with Grants.gov. If the numbers are not the same, Grants.gov will reject the application.

The D-U-N-S number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps to ensure the accuracy of the D-U-N-S number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S number has been entered correctly.

You can obtain a D-U-N-S number at no charge by calling 1–800–333–0505 or by completing the D-U-N-S Number Request Form available online at www.dnb.com/US/duns_update/index.html. Dun & Bradstreet, a global information provider, has assigned D-U-N-S numbers to more than 43 million companies worldwide. Customer service is available Monday through Friday from 8:00 a.m. to 6:00 p.m. (Washington, DC time) at 1–888–814–1435.

Organizing the Application

Supplemental Instructions for Standard Form 424

1. Application for Federal Assistance (Standard Form 424): Use the Application for Federal Assistance and the Department of Education Supplemental Information for Standard Form 424. This is the title page of your application. Be sure that *Item 10* identifies the CFDA number for this grant competition: 84.184L and the Title: Safe Schools/Healthy Students.

Under *Item 3* in the ED Supplemental Information, indicate whether the proposed project includes human subjects research activities, and if so, whether any or all of the proposed activities are exempt. For additional guidance, see instructions for ED Supplemental Information in the required forms section of this application package or call ED's protection of human subjects coordinator at 202–245–6153.

If you submit your proposal for this grant competition via Grants.gov, please complete the Standard Form 424 (Application for Federal Assistance) first. Grants.gov will insert the correct CFDA and program name automatically where needed.

If you submit your proposal in paper format by mail or hand delivery, you will need to insert the correct CFDA number and program name where requested.

2. Abstract: Include a concise, one-page, single-spaced abstract following the table of contents. This is a key element and should include a brief narrative summary of the project goals and objectives and the intended outcomes of the project. Clearly mark this page with the applicant's name as shown in *Item 1* of Standard Form 424. If you submit your application via Grants.gov, attach this document to the **ED Abstract Attachment Form**.

3. Project Narrative: There is a 40-page limit placed on the program narrative section of the SS/HS application. The program narrative is where you, the applicant, address the selection

criteria that reviewers use to evaluate your application. This narrative is also considered to be your SS/HS comprehensive plan. All applicants **must** adhere to the following formatting guidelines and standards:

- A page is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and on both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative. Titles, headings, footnotes, quotations, references, and captions, as well as text in charts, tables, figures, and graphs, can be single spaced.
- Use a font that is either 12 points or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.
- Number all pages consecutively using the style 1 of 40, 2 of 40, and so forth.
- Include a Table of Contents with page references. The 40-page limit does not apply to the Table of Contents.

Our reviewers will not read any pages of the narrative portion of your application that exceed the page limit.

These requirements are designed to prevent any applicant from gaining an unfair competitive advantage by providing a more extensive discussion than the requirements permit. These requirements also facilitate evaluation of applications by peer reviewers by ensuring that applications are readable.

Do not attach anything to the application that cannot be photocopied using an automatic process, that is, anything stapled, folded, pasted, or in a size other than 8.5 inches by 11 inches on white paper.

If you submit your application via Grants.gov, attach this document to the **Project Narrative Attachment Form**.

4. Budget: Use the Budget Information Form (ED Form 524) provided in the required forms section of this application package to prepare the budgets for the project. Applicants will need to prepare two sets detailed budgets for each of the four 12-month budget periods to complete the ED Form 524. The first set (one for each of the four 12-month budget period) represents funds needed to support program Elements One, Two, and Three. The second set (one for each of the four 12-month budget period) represents funds needed to support program Elements Four and Five. The detailed budgets should use the same budget categories that are on the ED Form 524 – personnel, fringe benefits, travel, equipment, supplies, contractual, construction, other, indirect, and training.

When completing the ED Standard Form 524, the sum of the two detailed budgets should be entered for the appropriate budget category. For example, if the year total for personnel for Elements 1, 2, and 3 is $500,000 and the year 1 total for personnel for Elements 4 and 5 is

$450,00 then $950,000 should be entered for year 1 personnel on the ED Standard Form 524. Failure to complete a Project Year column and provide the supporting detailed budget will result in no funding for those years.

The detailed budgets should provide the basis used to estimate costs for all budget categories and should provide enough detail (for example the cost per unit, per staff, per month) for ED staff to easily understand how costs were determined and if the budget is commensurate with the scope of the project.

All expenditures must be necessary to carry out the goals and objectives of the project, reasonable for the scope and complexity of the project, and allowable under the terms and conditions of the grant and in accordance with government cost principles. At a minimum, the following should be included in each of the four 12-month budgets:

1. Salary for a full-time project director.
2. Travel for at least three but no more than five individuals (including the project director and representatives from the required SS/HS partners) to attend an annual national SS/HS conference. Grant funds may be used to pay all expenses associated with attending these meetings.
3. Travel for the project director to attend two 3-day meetings to be determined by the Federal SS/HS partners. Grant funds may be used to pay all expenses associated with attending these meetings.
4. At least 7 percent of the total of each grant year for local evaluation. SS/HS projects are unusually complex and require a broad range of evaluation activities, including process, formative, and outcome evaluations in order to supply the information needed for effective management and project improvement.
5. No more than 10 percent of the total of each grant year allotted for security equipment, security personnel, or minor remodeling related to security. (See page 22 for more instructions on this cap.)

For this grant competition, you may charge indirect costs using the rate negotiated with your cognizant Federal agency (for example, Department of Education, Department of Health and Human Services, or Department of the Interior). Be sure to include evidence of a federally negotiated indirect cost rate. Individuals who apply for any grant competition through ED are not allowed to budget for an indirect cost rate. If you budget for contractual services, please note that indirect costs may be applied only to the first $25,000 of each contract.

You are encouraged to give priority to direct services to students by limiting the indirect costs charged to the project. You will not be penalized for failure to reduce indirect costs nor will you gain competitive advantage if you do.

If you claim indirect costs in the budget for your proposed project and do not have a negotiated rate with the Federal Government, you have 90 days from the time you transmit your application to submit the necessary paperwork to the Department to receive a negotiated indirect cost rate. For more information about indirect cost rates, visit www.ed.gov/about/offices/list/ocfo/intro.html.

If you submit your application via Grants.gov, attach these documents to the **Budget Narrative Attachment Form**.

Note: There are no requirements for non-Federal matching funds. No matching or in-kind contributions are required under the SS/HS grant program. Applicants who propose to address part (or parts) of their SS/HS comprehensive plan with matching or in-kind contributions must complete a second ED 524Form and Instructions – Budget Information, Non-Construction Programs. Applicants that receive grant awards under this program and proposed matching contributions are expected to provide the funds described in their application.

4. Budget and Budget Narrative: Use the Budget Information Form (ED Standard Form 524) provided in the required forms section of this application package to prepare the budgets for the project. Applicants must submit two (2) copies of the budget ED Standard Form 524 and two (2) copies of the budget narratives for each of the project's four 12-month periods. The first budget narrative should represent funds needed to support program Elements One, Two, and Three. The second budget narrative should represent funds needed to support program Elements Four and Five. The budget narratives should contain the same budget categories as the ED Standard Form 524 and provide detailed information on how costs were calculated.

Two budgets must be submitted for each year in which funds are requested (4 years). Failure to supply any of the two budgets and supporting narrative for each of the 4 years of the project will result in no funding for those years.

You must include a detailed budget narrative that supports and explains the information provided in ED Standard Form 524. Use the same budget categories as the ED Standard Form 524 and explain the basis used to estimate costs for all budget categories and how the cost items relate to the proposed project's goals, objectives, and activities. All expenditures must be necessary to carry out the goals and objectives of the project, reasonable for the scope and complexity of the project, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form and accompanying narrative should provide enough detail for ED staff to easily understand how costs were determined and if the budget is commensurate with the scope of the project. Applicants must submit separate detailed budgets for each year as shown on the Budget Information Form. At a minimum, the following should be included in each of the four 12-month budgets:

Salary for a full-time project director.
Travel for at least three but no more than five individuals (including the project director and representatives from the required SS/HS partners) to attend an annual national SS/HS conference. Grant funds may be used to pay all expenses associated with attending these meetings.

Travel for the project director to attend two 3-day meetings to be determined by the Federal SS/HS partners. Grant funds may be used to pay all expenses associated with attending these meetings.
At least 7 percent of the total of each grant year for local evaluation. SS/HS projects are unusually complex and require a broad range of evaluation activities, including process, formative, and outcome evaluations in order to supply the information needed for effective management and project improvement.
No more than 10 percent of the total of each grant year allotted for security equipment, security personnel, or minor remodeling related to security. (See page 22 for more instructions on this cap.)

For this grant competition, you may charge indirect costs using the rate negotiated with your cognizant Federal agency (for example, Department of Education, Department of Health and Human Services, or Department of the Interior). Be sure to include evidence of a federally negotiated indirect cost rate. Individuals who apply for any grant competition through ED are not allowed to budget for an indirect cost rate. If you budget for contractual services, please note that indirect costs may be applied only to the first $25,000 of each contract.

You are encouraged to give priority to direct services to students by limiting the indirect costs charged to the project. You will not be penalized for failure to reduce indirect costs nor will you gain competitive advantage if you do.

If you claim indirect costs in the budget for your proposed project and do not have a negotiated rate with the Federal Government, you have 90 days from the time you transmit your application to submit the necessary paperwork to the Department to receive a negotiated indirect cost rate. For more information about indirect cost rates, visit www.ed.gov/about/offices/list/ocfo/intro.html.

If you submit your application via Grants.gov, attach this document to the **Budget Narrative Attachment Form**.

Note: There are no requirements for non-Federal matching funds. No matching or in-kind contributions are required under the SS/HS grant program. Applicants who propose to address part (or parts) of their SS/HS comprehensive plan with matching or in-kind contributions must complete a second ED 524Form and Instructions—Budget Information, Non-Construction Programs. Applicants that receive grant awards under this program and proposed matching contributions are expected to provide the funds described in their application.

5. Appendixes: Below is a list and order of required appendixes. If you submit your application via Grants.gov, the **Other Attachments Form** is where you will attach required forms and supplemental documents for the program. The Grants.gov system allows for only 10 separate attachments. Therefore, you may combine some of the supplemental documents into a

single document to attach to this section. If you submit your application in paper format via mail or hand delivery, you **must** submit the completed and signed forms with your application.

The following items are part of the appendixes and should be included:

- Attachment A—Preliminary MOA with the attached logic model
- Attachment B—Program-Specific Assurance for Competitive Preference or Program-Specific Assurance for Eligibility for Former SS/HS Grant Recipients
- Attachment C—NCES District Information Page
- Attachment D—Budget Information
- Attachment E—Position Descriptions/Resumes/Timelines
- Attachment F—Department of Education and Other Federal Administrative Requirements
  - Department of Education Supplemental Form for the Standard Form 424
  - GEPA 427, Equitable Access to and Participation in Federally Assisted Programs
  - Equitable Participation of Private Schools Statement
  - Maintenance of Effort Statement
  - Letter of Transmittal to State Single Point of Contact (if your State participates)
  - Proof of Federal Negotiated Indirect Cost Rate (if you are claiming Indirect Costs)
  - Assurance, Non-Construction Programs (Standard Form 424B)
  - Grants.gov Lobbying Form (formerly ED Form 80-0013)
    Note: If *Item 2* of the Grants.gov Lobbing Form applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project, if funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and indicate "Not Applicable."
  - Disclosure of Lobbying Activities (Standard Form LLL)
  - Statement Regarding Confidentiality and Participant Protection (DHHS)

If you are submitting an electronic application, in addition to the above stated required attachments, you must attach the Application for Federal Assistance —Standard Form 424. All forms that require a signature must be completed, signed, and faxed to the Office of Safe and Drug-Free Schools at 202-260-7767 within 3 working days of submitting your electronic application.

The following items are **not** part of the appendixes and must **not** be included in the appendixes:

- Budget or program narrative information that the applicant wishes to have reviewed as part of its response to one or more scoring criteria. All such information **must** be included in the narrative portion of the application.
- Videotapes, CD-ROMs, photographs, or floppy disks. These items will **not** be reviewed or returned to the applicant.

Application Preparation Checklist for Paper Format

Application for Federal Assistance (Standard Form 424) is completed according to the instructions and includes the nine-digit D-U-N-S number and tax identification number.

All required forms are signed in black or blue ink and dated by an authorized official, and the signed original is included with your submission.

One signed original and two copies of the application, including all required forms and appendixes plus one voluntarily submitted additional copy, are included. All copies are unbound, and each page is consecutively numbered.

Deadline Date: **June 19, 2007**. See sections I and IV of this application package for complete application transmittal instructions and general application instructions and information.

EACH PAPER FORMAT COPY OF THE APPLICATION MUST INCLUDE THE FOLLOWING:

- Application for Federal Assistance (Standard Form 424)
- Department of Education Supplemental Information Form for the Standard Form 424
- Project Abstract (one single-spaced page maximum)
- Project Narrative (up to 40 pages using formatting guidelines and standards on page 98)
- Application Attachments

  Attachment A—Preliminary MOA with the attached logic model
  Attachment B—Program-Specific Assurance for Competitive Preference or Program-Specific Assurance for Eligibility for Former SS/HS Grant Recipients
  Attachment C—NCES District Information Page
  Attachment D—Budget Information
  Attachment E—Position Descriptions/Resumes/Timelines
  Attachment F—Department of Education and Other Federal Administrative Requirements

  - GEPA 427, Equitable Access to and Participation in Federally Assisted Programs
  - Equitable Participation of Private Schools Statement
  - Maintenance of Effort Statement
  - Letter of Transmittal to State Single Point of Contact (if your State participates)
  - Proof of Federal Negotiated Indirect Cost Rate (if you are claiming Indirect Costs)
  - Assurance, Non-Construction Programs (Standard form 424B)
  - Grants.gov Lobbying Form (formerly ED Form 80-0013)
    Note: If Item 2 of the Grants.gov Lobbing Form applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project, if funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and indicate "Not Applicable."
  - Disclosure of Lobbying Activities (Standard Form LLL)
  - Statement Regarding Confidentiality and Participant Protection (DHHS)

Application Preparation Checklist for Electronic Format

Application for Federal Assistance (Standard Form 424) is completed according to the instructions and includes the nine-digit D-U-N-S number and tax identification number.

All required forms are signed in black or blue ink and dated by the required authorized representative. You can either upload the signed forms to the Other Attachment Form in Grants.gov or fax them to the Office of Safe and Drug-Free Schools at 202-260-7767 within 3 working days of submitting your electronic application. All forms must be faxed by June 19, 2007.   If funded, all documents with original signatures must be presented to the Department within 3 working days of award.

Deadline Date: June 19, 2007. See Sections I and IV of this application package for complete application transmittal instructions and general instructions and information.

EACH ELECTRONIC COPY OF THE APPLICATION MUST INCLUDE THE FOLLOWING:

A one page, single-spaced abstract—***Attached to the ED Abstract Form***

Project Narrative, up to 40 pages using the formatting guidelines and standards on page 98—***Attached to the ED Project Narrative Attachment Form***

SS/HS Project Attachments—***Attached to the Other Attachments Form***
     Attachment A—Preliminary MOA with the attached logic model
     Attachment B—Program-Specific Assurance for Competitive Preference or Program-Specific Assurance for Eligibility for Former SS/HS Grant Recipients
     Attachment C—NCES District Information Page
     Attachment D—Budget Information
     Attachment E—Department of Education and Other Federal Administrative Requirements
- Application for Federal Assistance (Standard Form 424)
- Department of Education Supplemental Form for the Standard Form 424
- GEPA 427, Equitable Access to and Participation in Federally Assisted Programs
- Equitable Participation of Private Schools Statement
- Maintenance of Effort Statement
- Letter of Transmittal to State Single Point of Contact (if your State participates)
- Proof of Federal Negotiated Indirect Cost Rate (if you are claiming Indirect Costs)
- Assurance, Non-Construction Programs (Standard Form 424B)
- Grants.gov Lobbying Form (formerly ED Form 80-0013)
  Note: If *Item 2* of the Grants.gov Lobbing Form applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project, if funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and indicate "Not Applicable."
- Disclosure of Lobbying Activities (Standard Form LLL)
- Statement Regarding Confidentiality and Participant Protection (DHHS)

Reminder: The Grants.gov system will allow applicants to attach only 10 separate appendixes to this attachment form. You may combine some of the attachments in a single document.

ED Form 524 and Budget Narrative—***Attached to the Budget Narrative Attachment Form***

Standard Forms and Instructions

- Application for Federal Assistance SF-424
- Department of Education Supplemental Form for the SF-424
- Assurance Non-Construction Programs - Standard Form 424B
- Disclosure of Lobbying Activities (Standard Form LLL)
- U.S. Department of Education Budget Information Non-Construction Programs ED 524

INSTRUCTIONS FOR
DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

1. **Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

2.

3. **2. Novice Applicant.** Check **"Yes"** or "**No**" only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank.**

Check "**Yes**" if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled "Definitions for Department of Education Supplemental Information for SF 424." By checking "Yes" the applicant certifies that it meets these novice applicant requirements. Check "**No**" if you do not meet the requirements for novice applicants.

3. **Human Subjects Research.** (See I. A. "Definitions" in attached page entitled "Definitions for Department of Education Supplemental Information For SF 424.")

If Not Human Subjects Research. Check "**No**" if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

If Human Subjects Research. Check "**Yes**" if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check "**Yes**" even if the research is exempt from the regulations for the protection of human subjects. (See I. B. "Exemptions" in attached page entitled "Definitions for Department of Education Supplemental Information For SF 424.")

3a. If Human Subjects Research is Exempt from the Human Subjects Regulations. Check "**Yes**" if all the research activities proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. "Exemptions." In addition, follow the instructions in II. A. "Exempt Research Narrative" in the attached page entitled "Definitions for Department of Education Supplemental Information For SF 424."

3a. If Human Subjects Research is Not Exempt from Human Subjects Regulations. Check "**No**" if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. "Nonexempt Research Narrative" in the page entitled "Definitions for Department of Education Supplemental Information For SF 424

3a. Human Subjects Assurance Number. If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter "None." In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

Paperwork Burden Statement. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4700. If you have comments or concerns regarding the status of your individual submission of this form write directly to: Joyce I. Mays, Application Control Center, U.S. Department of Education, Potomac Center Plaza, 550 12th Street, S.W. Room 7076, Washington, D.C. 20202-4260.

1. **Project Director:**

Prefix: *First Name: Middle Name: *Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State   Zip Code: Country:

* Phone Number (give area code)   Fax Number (give area code)

Email Address:

2. **Applicant Experience:**

Novice Applicant   ☐ Yes   ☐ No   ☐ Not applicable to this program

3. **Human Subjects Research:**

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes   ☐ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes   Provide Exemption(s) #:

☐ No   Provide Assurance #, if available:

Please attach an explanation Narrative:

[Add Attachment]   [Delete Attachment]   [View Attachment]

DEFINITIONS FOR

DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424
(Attachment to Instructions for Supplemental Information for SF 424)

Definitions:

Novice Applicant (See 34 CFR 75.225). For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

Has never received a grant or subgrant under the program from which it seeks funding;

Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and

Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge." *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information." *(1) If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of *exemptions* are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. *If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed.*

Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed. [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.
If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) **Human Subjects Involvement and Characteristics**: Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) **Sources of Materials**: Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent**: Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) **Potential Risks**: Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk**: Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained**: Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s)**: If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of the Chief Financial Officer, U.S. Department of Education, Washington, D.C. 20202-4250, telephone: (202) 245-6120, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site: http://www.ed.gov/about/offices/list/OCFO/humansub.html

NOTE: The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504

of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

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Instructions for ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. Please consult with your Business Office prior to submitting this form.

Section A - Budget Summary
U.S. Department of Education
Funds

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information:
If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office.
(1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. (2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check "Other," specify the name of the Federal agency that issued the approved agreement. (3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the

provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary
Non-Federal Funds

If you are required to provide or volunteer to provide matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)]
Pay attention to applicable program specific instructions, if attached.

Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

If applicable to this program, provide the rate and base on which fringe benefits are calculated.

If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate

Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at:
http://www.ed.gov/fund/grant/apply/appforms/appforms.html.
You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0004. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Intergovernmental Review of Federal Programs

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by state and local governments for coordination and review of proposed federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the state's process under Executive Order 12372. Applicants proposing to perform activities in more than one state should immediately contact the Single Point of Contact for each of those states and follow the procedure established in each state under the Executive Order. The name and address of each State Single Point of Contact is listed below. *Note*: A copy of the applicant's letter to the State Single Point of Contact must be included with the application.

To view a list of states that participate in the intergovernmental review process, visit www.whitehouse.gov/omb/grants/spoc.html.

In states that have not established a process or chosen a program for review, state, area-wide, regional, and local entities may submit comments directly to the Department.

Any state process recommendation and other comments submitted by a State Single Point of Contact and any comments from state, area-wide, regional, and local entities must be received by July 24, 2007, at the following address: The Secretary, EO 12372—CFDA #84.184E, U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern Time) on July 24, 2007. Please do not send applications to this address.

States that are not listed have chosen not to participate in the intergovernmental review process, and therefore do not have a State Single Point of Contact. If you are located within one of these states, you are exempt from this requirement.

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

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

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability*, or *age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.

An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it tends to conduct "outreach" efforts to girls to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Public Reporting Burden
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1890-0007. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data sources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Safe and Drug-Free Schools, 400 Maryland Avenue, SW, Washington, DC 20202-6450.

Confidentiality and Participant Protection:

All applicants must address the seven items below. If some are not applicable or relevant to the proposed project, simply state that they are not applicable and indicate why. While we encourage you to keep your responses brief, there are no page limits for this section and no points will be assigned by the peer reviewers.

1.   Protect Clients and Staff from Potential Risks
   ▪   Identify and describe any foreseeable physical, medical, psychological, social, and legal risks or potential adverse effects as a result of the project itself or any data collection activity.
   ▪   Describe the procedures you will follow to minimize or protect participants against potential risks, **including risks to confidentiality**.
   ▪   Identify plans to provide guidance and assistance in the event there are adverse effects to participants.
   ▪   Where appropriate, describe alternative treatments and procedures that may be beneficial to the participants. If you choose not to use these other beneficial treatments, provide the reasons for not using them.
2.   Fair Selection of Participants
   ▪   Describe the target population(s) for the proposed project. Include age, gender, and racial/ethnic background and note if the population includes homeless youth, foster children, children of substance abusers, pregnant women, or other targeted groups.
   ▪   Explain the reasons for including groups of pregnant women, children, people with mental disabilities, people in institutions, prisoners, and individuals who are likely to be particularly vulnerable to HIV/AIDS.
   ▪   Explain the reasons for including or excluding participants.
   ▪   Explain how you will recruit and select participants. Identify who will select participants.
3.   Absence of Coercion
   ▪   Explain if participation in the project is voluntary or required. Identify possible reasons why participation is required, for example, court orders requiring people to participate in a program.
   ▪   If you plan to compensate participants, state how participants will be awarded incentives (e.g., money, gifts, etc.).
   ▪   State how volunteer participants will be told that they may receive services intervention even if they do not participate in or complete the data collection component of the project.
4.   Data Collection
   ▪   Identify from whom you will collect data (e.g., from participants themselves, family members, teachers, others). Describe the data collection procedures and specify the sources for obtaining data (e.g., school records, interviews, psychological assessments, questionnaires, observation, or other sources). Where data are to be collected through observational techniques, questionnaires, interviews, or other direct means, describe the data collection setting.
   ▪   Identify what type of specimens (e.g., urine, blood) will be used, if any. State if the material will be used just for evaluation or if other use(s) will be made. Also, if needed, describe how the material will be monitored to ensure the safety of participants.
   ▪   Provide in copies of all available data collection instruments and interview protocols that you plan to use.
5.   Privacy and Confidentiality
   ▪   Explain how you will ensure privacy and confidentiality. Include who will collect data and how it will be collected.
   ▪   Describe:
      ▪   How you will use data collection instruments.
      ▪   Where data will be stored.
      ▪   Who will or will not have access to information.

- How the identity of participants will be kept private, for example, through the use of a coding system on data records, limiting access to records, or storing identifiers separately from data.

NOTE: If applicable, grantees must agree to maintain the confidentiality of alcohol and drug abuse client records according to the provisions of **Title 42 of the Code of Federal Regulations, Part II.**

6.   Adequate Consent Procedures

- List what information will be given to people who participate in the project. Include the type and purpose of their participation. Identify the data that will be collected, how the data will be used, and how you will keep the data private.
- State:
  - Whether or not their participation is voluntary.
  - Their right to leave the project at any time without problems.
  - Possible risks from participation in the project.
  - Plans to protect clients from these risks.
- Explain how you will get consent for youth, the elderly, people with limited reading skills, and people who do not use English as their first language.

NOTE: If the project poses potential physical, medical, psychological, legal, social or other risks, you **must** obtain written informed consent.

- Indicate if you will obtain informed consent from participants or assent from minors along with consent from their parents or legal guardians. Describe how the consent will be documented. For example: Will you read the consent forms? Will you ask prospective participants questions to be sure they understand the forms? Will you give them copies of what they sign?
- Include, as appropriate, sample consent forms that provide for: (1) informed consent for participation in service intervention; (2) informed consent for participation in the data collection component of the project; and (3) informed consent for the exchange (releasing or requesting) of confidential information. The sample forms must be included in of your application. If needed, give English translations.

NOTE: Never imply that the participant waives or appears to waive any legal rights, may not end involvement with the project, or releases your project or its agents from liability for negligence.

- Describe if separate consents will be obtained for different stages or parts of the project. For example, will they be needed for both participant protection in treatment intervention and for the collection and use of data?
- Additionally, if other consents (e.g., consents to release information to others or gather information from others) will be used in your project, provide a description of the consents. Will individuals who do not consent to having individually identifiable data collected for evaluation purposes be allowed to participate in the project?

7.   Risk/Benefit Discussion

Discuss why the risks are reasonable compared to expected benefits and importance of the knowledge from the project.