Safe and Supportive Schools

Fiscal Year 2010 Information and Application Procedures
Application Deadline: August 9, 2010
CFDA #84.184Y

Office of Safe and Drug-Free Schools

http://www.ed.gov/osdfs

OMB #1894-0006 Expiration Date: 9/30/2011

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SAFE AND DRUG-FREE SCHOOLS

Assistant Deputy Secretary

July 9, 2010

Dear Colleague:

Thank you for your interest in applying for a grant under Safe and Supportive Schools, funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

In order for students to achieve, schools must provide safe and supportive learning environments. We are committed to supporting state efforts to foster a safe learning environment that promotes success for our nation's youth because we know that, without it, the health, well-being, and future potential of our young people is at risk.

Under this new program, we will provide federal financial assistance to eligible state educational agencies to develop rigorous measurement systems to help assess individual school climates to determine how safe and supportive they are. The program also provides funding for programmatic interventions in the schools with the biggest challenges, as determined by the measurement system the state develops. By bringing a rigorous measurement system to the issue, we seek to help states target interventions to their most at-risk communities.

This application package contains the instructions and forms needed to apply for Safe and Supportive Schools. Please be sure that your application complies with all of the requirements for this competition.

We look forward to receiving your proposal.

Sincerely,

/s/

Kevin Jennings

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I. Fast Facts

Purpose: Safe and Supportive Schools awards grants to State educational agencies (SEAs) to support statewide measurement of, and targeted programmatic interventions to improve, conditions for learning in order to help schools improve safety and reduce substance use.

Eligible Applicants: SEAs, as defined by section 9101(41) of the ESEA.

Absolute Priority: This priority supports grants to SEAs for projects that take a systematic approach to improving conditions for learning in eligible schools through improved measurement systems that assess conditions for learning, which must include school safety, and the implementation of programmatic interventions that address problems identified by data.

Competitive Preference Priority: Under this priority, the applicant must propose to implement a measurement system that uses valid and reliable instruments to gather comprehensive data related to school engagement and school environment from students to assess conditions for learning.

Invitational Priority: Under this priority, we are interested in applications from SEAs that propose to implement a measurement system that uses valid and reliable instruments to gather comprehensive data from school staff and from students' families or guardians in order to assess school engagement.

Application Deadline Date:	August 9, 2010
Application Submission:	Applications must be submitted electronically via e-Application.
Project Period:	Up to 48 months, of which no more than 12 months may be used for planning and program design.
Estimated Available Funds:	$27,300,000
Estimated Number of Awards:	5-7 awards
Estimated Size of Awards:	$1 million per year for a State with up to 199,999 students enrolled; $2.5 million per year for a State with 200,000--499,999 students enrolled; $3.5 million per year for a State with 500,000--999,999 students enrolled;

$6 million per year for a State with 1,000,000--1,999,999 students enrolled; and

$12 million per year for a State with at least 2,000,000 students enrolled.

Award ranges are based on 2008-2009 school year enrollment data submitted by SEAs through the National Center for Education Statistics.

Program Contact: Bryan Williams
bryan.williams@ed.gov

II. Application Submission

Application Transmittal Instructions

Applications for grants under this grant competition must be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants system. Please note that you cannot submit your application by e-mail or facsimile.

Important note: You must follow the Application Procedures as described in the *Federal Register* notice announcing the grant competition.

The competition deadline for this grant program is August 9, 2010. If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically

Applicants are required to submit grant applications using the Department of Education's (ED) e-Application system (http://e-grants.ed.gov) by 4:30:00 p.m. (Washington, D.C. time) on the application deadline date.

For more information on using e-Application, please refer to the Notice Inviting Applications that was published in the *Federal Register* (see Section IV), the e-Application Submission Procedures and Tips document found in this application package instructions, and/or visit http://e-grants.ed.gov.

You may access the electronic application for this grant competition at the following Web site: http://www.ed.gov/fund/grant/apply/grantapps/index.html.

E-Application

To facilitate your use of e-Application, this document includes important application preparation and 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. Please read and follow these step-by-step directions to create and submit your application.

Attention: Applicants using the Department of Education's e-Application system will need to register first to access an application package. Forms in an application package are completed on-line and narratives are uploaded while logged into the system. Therefore, allow sufficient time to complete your application before the closing date. If you have not used e-Application in the past, you may want to walk through the Demo available on the e-Application homepage. If you encounter difficulties, you may also contact the e-Grants help desk on (888) 336-8930. The following are steps you should follow to successfully complete an application with e-Application.

Step 1 – Determine if your program is accepting electronic applications.
The *Federal Register* notice of each program will indicate whether the program is

accepting e-Application as part of the Department's e-Application program. Here is a link to the Department's *Federal Register* notices: http://www.ed.gov/news/fedregister/announce/index.html. Additional information on the Department of Education's grant programs can be found at http://www.ed.gov/about/offices/list/ocfo/grants/grants.html.

Step 2 – Register in e-Application to access the application package. If you are a new user, you will need to register to use e-Application. From the e-Grants Portal Page http://e-grants.ed.gov/, click on the continue button and click the register button on the right side of the next page. Select the e-Application module and click the next button. Please provide the requested information. Your e-Grants password will be sent to the e-mail address you provide. Once you receive the e-mail, enter your username and password and click the login button.

If you already have a username and password for e-Grants, use them to login. If you have access to more than one e-Grants module, you will be directed to select which module you wish to enter. Keep in mind that this username and password will be used for all e-Grants modules. In order to update your registration for additional e-Grants modules, click the appropriate tab on the top of the screen and provide the requested information.

Please note the following browser compatibility problems. The site is viewed best in Internet Explorer 5. We currently support IE 5, Netscape 6.2, and Firefox 2.2 (along with later versions of IE, Netscape and Firefox). Please make sure that you have Cookies and JavaScript enabled in your browser.

Step 3 – Add Application Package to your Start Page. From your Start Page, click on the "Add" button to see the list of application packages. Click on a specific package link on the List of Application Packages to apply. The package will now appear on your Start Page. From this point forward, you will access your unique application from your Start Page (not the Packages Page).

Step 4 – Begin the Application. Click on the underlined Application Package Title on your Start Page. This brings you to a page where you will see all of the application's forms and narratives listed as underlined links.

Step 5 – Fill out Forms. Enter a form by clicking on the underlined form title in order to enter data. Remember to click the "Save" button at the bottom of the form and check the "Form Completed" box for each form as you complete it.

Step 6 – Upload File(s) for Narrative Responses. Click on an underlined narrative form title for the e-Application. Enter the title of the document, and click on the "Browse" button to locate your file. Remember to click the "Save" button after you upload the document and check the "Form Completed" box when you finish uploading your file(s). Please note for file uploads, we accept .doc, .rtf, and .pdf files only. If you are using Word 2007, please save your document in a lower version of Word before uploading into e-Application.

Step 7 – Verify Information/Print Application. Verify your information is complete and correct on all required forms and narratives. You have the option to print each form at any time by clicking on the print/view icon next to the appropriate form. After submission of the forms and narratives, you have the option to print a complete e-Application package in PDF by clicking on the "Request Complete Package in PDF" on the e-Application PR/Award page. A second window will open informing you that your request has been received and that you will be notified via e-mail once it is available. This process can take anywhere from a few minutes to a few hours. Once you receive the e-mail, click on the link in the text of the message and enter your username and password in the new window. This will open the PDF file from which you can view/print the entire package. In addition, a blank complete package in PDF will be accessible from the package page in e-Application.

Step 8 – Submit your Application. Only authorized individuals for your organization can submit an application. Please check with your Authorizing Representative or sponsored research office before submission. Click on the "Ready to submit" button at the bottom of your application. Enter and verify the Authorizing Representative information. Click the "Submit" button. You will receive an e-mail to confirm that your application was received, and it will include a unique application number. Please print and keep this e-mail for your records. (**Reminder**: applications must be submitted before 4:30:00 p.m., Washington, D.C. time, on the deadline date for applications. E-Application will not accept your application if you try to submit it after 4:30:00 p.m. on the deadline date.)

Step 9 – Fax the signed SF 424 Cover Page (or Program Specific Cover Page). Write your unique application number (received in step 8) on the upper right corner of your printed SF 424 Cover Page (or Program Specific Cover Page), **sign and fax it within 3 business days of submitting your e-Application** to (202) 485-0041 or (202) 245-7166.

Important Note: For more detailed information on submitting an e-Application, please see the User Guide. In addition, please try practicing with our e-Application demo site by clicking on the Demo button found on the upper left corner of the e-Application home page. Both the user guide and demo can be found at http://e-grants.ed.gov.

Other Submission Tips

1. **Submit Early** – **We strongly recommend that you do not wait until the last day to submit your application.** The time it takes to upload the narratives for your application will vary depending on a number of factors including the size of the files and the speed of your Internet connection. If you try to submit your application after 4:30:00 p.m., Washington, D.C., time on the deadline date, the e-Application system will not accept it.

2. 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 4:30:00 p.m., 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.)

3. **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.)

Attaching Files in e-Application
Please note the following tips related to attaching files to your application:

1. Ensure that you only attach the Department of Education approved file types detailed in the *Federal Register* application notice (.doc, .pdf or .rtf). If using Word 2007, save your file to an earlier version of Word before uploading. Also, do not upload any password-protected files to your application.

2. When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend you keep your file names to less than 25 characters. In addition, applicants should avoid including special characters in their file names (for example, %, *, /, etc.) Both of these conditions (lengthy file names and/or special characters included in the

file names) could result in difficulties opening and processing a submitted application.

3. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. Please note that each file attachment in e-Application has a file size limitation, which is anywhere from 2 to 8 MB, and the limitation will be indicated on the individual screen when you upload a file. For reference, however, the average discretionary grant application package totals 1 to 2 MB. Therefore, you may want to check the size of your attachments before uploading them into e-Application.

III. Program Information

Eligibility
SEAs, as defined by section 9101(41) of the ESEA.

Authority
The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 80, 81, 82, 84, 85, 97, 98, and 99; the regulations in 34 CFR part 299.

Official Documents Notice
The official document governing this grant competition is the Notice Inviting Applications published in the *Federal Register* (See Section IV [Legal and Regulatory Documents] of this application package). This notice is also available on electronically at the following Web sites: http://www.gpoaccess.gov/nara and http://www.ed.gov/legislation/FedRegister.

Resources
Any questions related to the requirements of this program should be directed to the program contact for this competition: Bryan Williams of the Office of Safe and Drug-Free Schools (OSDFS) via email at bryan.williams@ed.gov. The OSDFS Web site is located at http://www.ed.gov/osdfs.

Grant Awards and Project Period
Projects will be funded for up to 48 months (four budget periods of 12 months each), of which no more than 12 months may be used for planning and program design.

We suggest developing a timeline that begins on October 1, 2010, and runs through September 30, 2014.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in Fiscal Year (FY) 2011 and future years from the rank-ordered list of unfunded applications from this competition (please note that ED is not bound by any estimates contained in this application package).

Budget
Applicants requesting funds must submit a (single) ED Standard Form 524 and a detailed budget for each of the four 12-month budget periods to be eligible for funding each year. The ED Standard Form 524 should represent the total funds needed to support the proposed project for each 12-month budget period.

Budget Narrative

Applicants should submit a detailed budget narrative as part of the application. In general, we ask that applicants submit their budget narratives/justifications based on the primary ED budget categories, as follows:

- Personnel
- Fringe
- Travel
- Equipment
- Supplies
- Contractual
- Construction
- Other
- Indirect Costs
- Training Stipends

Travel Budget

Applicants must budget for the project director to attend a project director orientation in the first year of the grant. Applicants should include funds for transportation, lodging for one night, and per diem costs. In addition, applicants should include funds for one or more key staff to attend the OSDFS National Conference and a separate technical assistance meeting in each year of the grant. For planning purposes, applicants should include funds for transportation, lodging for two nights and three days, using per diem costs for the Washington, D.C., metropolitan area.

E-mail

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, authorized representative, and any other party designated to answer questions in the event the project director and authorized representative are unavailable.

Project Director Time Commitment

Applicants are requested to provide the percentage of the Project Director's time that will be dedicated to the grant project. We suggest that applicants include this information in the budget narrative, or in the ED Supplement to the SF 424.

Review of Applications and Notification of Awards

The review of applications and notification of awards for this grant competition requires approximately 4 to 6 weeks. We expect to notify successful applicants by September 30, 2010. Unsuccessful applicants will be notified within 60 days of the award start date.

Contracting for Services

Generally, all procurement transactions must be conducted in a manner providing full and open competition, consistent with the standards in Section 74.44 or 80.36 of EDGAR. This section requires that grantees use their own procurement procedures (which reflect state and local laws and regulations) to

select contractors, provided that those procedures meet certain standards described in EDGAR, available on the Internet at http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.

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

Applicants may provide information about the scope of work to be completed by outside contractors and contractor qualifications; however they should not identify a specific contractor or enter into an agreement with any contractor(s) until after the grant has been awarded.

Expectations of Grantees

By submitting an application for this program, applicants agree to fully cooperate with any evaluation efforts conducted by ED and its contractors. At a minimum, grantees are expected to:

- Maintain records on the implementation of their project;
- Maintain records on the extent to which their program objectives are being met;
- Include specific performance measures in their evaluation plan;
- Document progress towards addressing the Government Performance and Results Act (GPRA) measures identified for this program; and
- Make ongoing project information, findings, and products available to ensure the dissemination of knowledge gained from this effort during the grant period.

Government Performance and Results Act (GPRA)

The Government Performance and Results Act of 1993 (GPRA) requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve 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.

ED has established the following GPRA performance measures for assessing the effectiveness of Safe and Supportive Schools:

(a) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the percentage of students who report current (30-day) alcohol use;

(b) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience an increase in the percentage of students who report current (30-day) alcohol use;

(c) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the percentage of students who report personal harassment or bullying on school property during the current school year;

(d) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience an increase in the percentage of students who report personal harassment or bullying on school property during the current school year;

(e) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience an improvement in their school safety score;

(f) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a worsening in their school safety score;

(g) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the number of suspensions for violent incidents without physical injury;

(h) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience an increase in the number of suspensions for violent incidents without physical injury.

These measures constitute the Department's indicators of success for this program. Consequently, we advise an applicant for a grant under this program to give careful consideration to these measures in conceptualizing the approach and evaluation for its proposed program. Each grantee will be required to provide, in its annual performance and final reports, data about its progress in meeting these measures.

Technical Assistance Calls

OSDFS will host a series of teleconferences to answer questions regarding this program and grant competition. For the latest information on these teleconferences, including dates and times, please visit our Web site at http://www.ed.gov/osdfs.

Background

Our Nation's schools should be safe and secure settings where children can learn and grow to their full potential. Parents want and expect the schools their children attend to be safe.

Unfortunately, data suggests that significant levels of violence, bullying, and other problems in schools create conditions that negatively impact learning. The most recent data on school crime and safety indicate that while the incidence of violent crimes in schools decreased from 1992 to 2007, students are now more likely to experience non-fatal crimes (including theft, simple assault, aggravated assault, rape, and sexual assault) in school than outside of school. During the 2007-2008 school year, 85 percent of public schools in the United States recorded that at least one crime occurred at their school.[1] Based on reported data, bullying in schools has increased in recent years. In 2001, 14 percent of students ages 12 through 18 reported that they had been bullied in school. By 2007, 32 percent of students ages 12 through 18 reported that they were bullied at school, and 4 percent reported having been bullied over the Internet ("cyber bullied").[2] In addition, substance use remains a pervasive issue threatening student health. In 2007, 45 percent of high school students reported having consumed at least one drink of alcohol, while 20 percent reported using marijuana within the last 30 days.[3]

Disruptive aggressive behaviors such as bullying and violence create a hostile school environment that may interfere with the academic performance and mental health of students who are victims or witnesses. Students who are exposed to high levels of aggressive behavior and violence at school are more likely to disengage from school[4] and to experience clinical levels of mental and emotional disorders than are students who experience either no or low levels of violence at schools.[5] Students who are bullied are also more likely to become truant from school[6] and have lower academic performance.[7] Research indicates that the majority of school shooters had been previously bullied.[8] Disruptive and aggressive behaviors in the classroom, and the resulting suspensions and expulsions, also diminish teachers and students' instructional and learning time. Of the 271,800 serious disciplinary actions that were taken during the 2007-2008

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[1] Dinkes, R., Kemp, J., Baum, K. and Snyder, T.D. (2009). *Indicators of School Crime and Safety: 2009* (NCES 2010-012/NCJ 228478) National Center for Education Statistics, Institute for Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC: US Government Printing Office.
[2] U.S. Department of Education. National Center for Education Statistics. Indicators of School Crime and Safety: 2009.
[3] U.S. Department of Education. National Center for Education Statistics. Indicators of School Crime and Safety: 2009.
[4] Bowen, N.K. & Bowen, G.L. (1999). Effects of crime and violence in neighborhoods and schools on the school behaviors and performance of adolescents. *Journal of Adolescent Research, 14, 319-342.*
[5] Flannery,D.J. , Wester, K.L. & Singer, M.I. (2004). Impact of exposures to violence in school on child and adolescent mental health and behavior. *Journal of Community Psychology.* 32, 559-573.
[6] Smith,P.K. & Sharp, S. (1994). The problem of school bullying. In P.K. Smith & S. Sharp (Eds.) *School Bullying: Insights and Perspectives.* New York, NY: Routledge, pp. 1-19.
[7] Glew, G., Fan, F., Katon, W., Rivara, F., Kernic, M. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. *Arch Pediatric Adolesc Med, 159, 1026-1031.*
[8] Leary, M.R., Kowalski, R.M., Smith, L., & Phillips, S. (2003). Teasing, rejection, and violence: Case studies of the school shootings. *Aggressive Behavior*, 29, 202-214.

school year for physical attacks or fights, 79 percent were out-of-school suspensions lasting five days or more.[9]

To ensure that schools are safe places for students to learn, schools should understand the issues their communities face and the conditions that may influence student risk behaviors to best formulate intervention and prevention strategies. School communities are complex systems that include multiple stakeholders and interconnecting environmental factors that influence student health and safety. As such, comprehensive needs assessments of conditions for learning--including school engagement, school safety, and the school environment as elements evaluated--can provide educators with the data support needed to pursue comprehensive approaches to school reform. One element of conditions for learning is school engagement, including the relationships between the members of the school community and the extent to which members participate in school activities. For example, research shows that positive student-teacher relationships characterized by fairness and care are a protective factor against the initiation and escalation of cigarette smoking and alcohol use, and are associated with the cessation of weapon-related violence.[10] In addition, increases in parent involvement have been associated with increases in social skills and decreases in behavioral problems among elementary school children.[11] Various aspects of the school environment, such as the physical, academic, and disciplinary environment, and the presence of health supports, may serve as another element. For example, research has indicated that student perceptions of the fairness and clarity of disciplinary procedures are associated with student delinquency, student victimization, and teacher victimization.[12] As schools implement programmatic interventions that target school engagement, school environment, and other factors related to conditions for learning, they may need school safety data, a third element, to help them determine the relative safety of their school over time and to decide what interventions, if any, might be appropriate. By monitoring indicators such as the frequency and severity of student risk behaviors and perceptions of school safety, schools may identify threats to school safety and then use this information to implement the appropriate intervention or program to improve school safety.

A comprehensive picture of school health and safety can be created by utilizing needs assessments that include student perceptions and, where appropriate, parents and staff perceptions, to help schools identify key issues in need of attention. For example, research demonstrates that teachers' perceptions and attitudes toward bullying can significantly impact students' acceptance of and engagement in bullying behaviors.[13] Efforts to increase parental engagement

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[9] U.S. Department of Education. National Center for Education Statistics. 2007-2008 Survey on Crime and Safety (SSOCS), 2008.

[10] McNeely, C., Falci, C. (2004). School connectedness and the transition into and out of health-risk behavior among adolescents: a comparison of social belonging and teacher support. *Journal of School Health, 74(7), 284-292.*

[11] El Nokali, N., Bachman, H., Vortuba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development*, 81(3), 988-1005.

[12] Gottfredson, G., Gottfredson, D., Payne, A., Gottfredson, N. (2005). School climate predictors of school disorder: results from a national study of delinquency prevention in schools. *Journal of Research in Crime and Delinquency. 42(4), 412-444.*

[13] Chang, L. (2003). Variable effects of children's aggression, social withdrawal, and prosocial leadership as a function of teacher beliefs and behaviors. *Child Development*, 74(2), 535-548;

may be impacted by preexisting parental attitudes and perceptions.[14] Including parents in the assessment process could help schools to understand these preexisting attitudes, which may inform schools decisions regarding how best to communicate with parents, and increase their engagement. Schools might consider examining parent attitudes of student behaviors as part of a parent engagement or parent education strategy to combat violence and substance use; research shows linkages between student perceptions of parental attitudes and student risk behaviors such as weapons carrying, schools fights,[15] alcohol use, and tobacco use.[16]

Safe and Supportive Schools will provide grants to support statewide measurement of, and targeted programmatic interventions to improve, the conditions for learning by helping schools to reduce substance use and improve safety by managing the broad continuum of detrimental behaviors, including disruptive behaviors, violent crime, and substance use.

Absolute Priority

We are establishing this absolute priority for the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition, in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1). Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority. The priority is:

Grants to States to Improve Conditions for Learning

This priority supports grants to SEAs for projects that take a systematic approach to improving conditions for learning in eligible schools through improved measurement systems that assess conditions for learning, which must include school safety, and the implementation of programmatic interventions that address problems identified by data.

Competitive Preference Priority

We are establishing this competitive preference priority for the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1). Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority. The priority is:

Henry, D., Guerra, N., Huesmann, R., Tolan, P., Van Acker, R., & Eron, L. (2000). Normative influences on aggression in urban elementary school classrooms. *American Journal of Community Psychology, 28*(1), 59-81.

[14] Green, C., Walker, J. (2007). Parents' motivations for involvement in children's education: an empirical test of a theoretical model of parental involvement. *Journal of Education Psychology, 99(3), 532-544.*

[15] Orpinas, P., Murray, N., Keider, S. (1999). Parental influences on students' aggressive behaviors and weapon carrying. *Health Educ Behav, 26, 774-787.*

[16] Simons-Morton, B., Haynie, D., Crump, D., Eitel, P., Saylor, K. (2001). Peer and Parent Influences on Smoking and Drinking among Early Adolescents. *Health Educ Behav, 28, 95-107.*

Inclusion of School Engagement and School Environment in Needs Assessments Measuring Conditions for Learning

To meet this priority, the applicant must propose to implement a measurement system that uses valid and reliable instruments to gather comprehensive data related to school engagement and school environment from students to assess conditions for learning.

Invitational Priority

We are establishing this invitational priority for the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition. Under 34 CFR 75.105(c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications. The priority is:

Family and Staff Inclusion in Needs Assessments Measuring School Engagement

Under this priority, we are interested in applications from SEAs that propose to implement a measurement system that uses valid and reliable instruments to gather comprehensive data from school staff and from students' families or guardians in order to assess school engagement.

Requirements

Program Requirements

The following requirements apply to projects funded under this competition:

1. Measurement System

(a) Each grantee must implement a measurement system that--

(1) Collects survey data and incident data (as defined) from participating local educational agencies (LEAs) that have a combined student enrollment of no less than 20 percent of the State's total student enrollment;

(2) Collects student survey data from eligible schools to assess conditions for learning, which will include, at a minimum, school safety;

(3) Uses survey sampling procedures that collect data from a representative sample of the students in grades 9 and above within the eligible schools surveyed;

(4) Uses valid and reliable survey instruments (as defined);

(5) Collects the required survey data from all eligible schools in participating LEAs within the first 12 months of the project period and again during the final 12 months of the project period;

(6) Collects the required survey data from each eligible school selected to implement programmatic interventions (as defined) in each year of the project period;

(7) Collects incident data (as defined) from all eligible schools in participating LEAs in each year of the project period; and

(8) Allows the data to be summarized in ways that can be used to engage school staff and families or guardians in discussions of the results.

2. School Safety Scores

(a) Each grantee must generate a school safety score (as defined) for each eligible school in its participating LEAs, using both student survey data and incident data (as defined) that is disaggregated by school building, within the first 12 months of the project period and again during the final 12 months of the project period;

(b) Additionally, each grantee must generate a school safety score for each eligible school selected to implement programmatic interventions (as defined), using both student survey data and incident data (as defined) that is disaggregated at the school building level, in each year of the project period; and

(c) Each grantee must publicly report school safety scores for each eligible school in its participating LEAs after the initial year and final year of the project period, and for each year of the project period for eligible schools selected to implement programmatic interventions. To satisfy this requirement, each grantee must--

(i) Prior to the start of each school year, post school safety scores, generated from current data, on the Internet in a manner that is easily accessible to the general public; and

(ii) Within the first 12 months of the project period, post the formula used to generate school safety scores on the Internet in a manner that is easily accessible to the general public.

3. Implementing Programmatic Interventions and Technical Assistance Strategies

Each grantee must--

(a) In consultation with its participating LEAs, using criteria that incorporate student survey data and incident data from the measurement system, the list of persistently lowest-achieving schools (as defined), or both, select eligible schools in need of programmatic interventions (as defined);

(b) In consultation with its participating LEAs, implement programmatic interventions (as defined) in a number of eligible schools, located in participating LEAs, totaling no more than 20 percent of the total number of eligible schools in the State, to ensure that programmatic interventions are of sufficient size and scope;

(c) Provide its participating LEAs and eligible schools with technical assistance in using survey data to drive school improvement, including using data to assess areas in need of improvement, and identifying programmatic interventions to address these areas; and

(d) Use at least 80 percent of grant funds awarded in project years two, three, and four to carry out programmatic interventions (as defined) and related technical assistance.

Important note: For the purposes of these program requirements, grantees may implement programmatic interventions that serve any student within an eligible school, including those students in grades 8 and below. Grantees are not required to survey students in grades 8 and below.

Application Requirements

The following requirements apply to all applications submitted under this competition. Applications that fail to meet any one of these requirements will not be read or scored. In its application, an applicant must—

(a) Identify the LEAs that will participate in the proposed project. If the LEAs that will participate have not been identified by the time the application is submitted, the applicant must provide a description of the process it will use to select LEAs to participate;

(b) Describe the process it will use to consult with participating LEAs to develop a formula to be used to generate school safety scores required under the program;

(c) Describe its plan to maintain, improve, or build State-level capacity to conduct the following activities:

> (1) Developing, adapting, or adopting valid and reliable survey instruments.
>
> (2) Administering surveys using established sampling and administration methodologies to ensure adequate school-level representation and high response rates.
>
> (3) Tracking costs by major component (e.g., student survey data collection).
>
> (4) Safeguarding the privacy and confidentiality of the survey respondents and complying with the requirements of the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h; 34 CFR part 98 in collecting survey data and with the requirements of the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 34 CFR part 99 in collecting any survey or incident data containing personally identifiable information;

(d) Provide a brief description of the specific constructs to be included on any survey instruments, including constructs used to assess school safety;

(e) Explain the strategies it will use to identify and address any anticipated challenges (including statutory or regulatory requirements) involved in collecting the required data in the participating LEAs. At a minimum, each applicant must identify and address anticipated barriers to obtaining high response rates for surveys;

(f) Describe how it will use the data collected from the measurement system and the school safety scores generated from such data to engage families and guardians in a discussion of the findings; to examine how a school's setting, policies, and practices promote or inhibit student safety from physical violence; and to examine how a school's setting, policies, and practices might reduce disruptive behaviors while reducing suspensions and expulsions;

(g) Describe how it will provide technical assistance to participating LEAs and their schools on the use, meaning, and application of required survey data and incident data (as defined);

(h) Describe the strategies it will use to consult with participating LEAs to identify and implement programmatic interventions (as defined) in identified schools that respond to needs identified by data collected through the measurement system; and

(i) Comply with the requirements of any evaluation of the program conducted by the Department, including by sharing all data collected through the measurement system with the Department or an evaluator selected by the Department.

Administrative Requirement

Although programmatic interventions will be delivered at the LEA level, the SEA must retain administrative direction and fiscal control for the project.

Funding Restrictions

Grant funds may not be used for construction, except for minor remodeling needed to accomplish the purposes of this program, or for medical services, drug treatment, or rehabilitation except for pupil services or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs.

Definitions

We are establishing these definitions for the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition, in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1):

Conditions for learning means the school setting, which includes, at a minimum, school safety, and which may include school environment and school engagement.

Eligible school means any school that includes 9th grade, 10th grade, 11th grade, or 12th grade.

Incident data means data from incident reports by school officials including, but not limited to, truancy rates; the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions; and the incidence and prevalence of drug use and violence by students in schools.
Moderate evidence means evidence from previous studies with designs that can support causal conclusions (i.e., studies with high internal validity) but have limited generalizability (i.e., moderate external validity) or from studies with high external validity but moderate internal validity.

Persistently lowest-achieving schools means, as determined by the State, (a)(1) any Title I school in improvement, corrective action, or restructuring that (i) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (ii) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (2) any secondary school that is eligible for, but does not receive, Title I funds that (i) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (ii) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

Programmatic intervention means any program, strategy, activity, service, or policy for school or community settings that prevents and reduces youth crime, violence, harassment, bullying, and the illegal use of drugs, alcohol, and tobacco; creates positive relationships between students and adults; promotes parent and community engagement; promotes the character, social, and emotional development of students; provides or improves access to social services; enables school communities to manage student behaviors effectively while lowering suspensions and expulsions; or provides other needed social and emotional supports for students. Programmatic interventions should be based on the best available evidence, including, where available, strong or moderate evidence (as defined).

School engagement means participation in school-related activities, and the quality of school relationships, which may include relationships between and among administrators, teachers, parents and students.

School environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity.

School safety means the safety of school settings, based on factors which may include topics such as the presence and use of illegal drugs (including alcohol use), bullying, and violence, as supported by relevant research and an assessment of validity.

School safety score means a figure calculated with a formula, developed by the State in consultation with LEAs and applied uniformly to all eligible schools in participating LEAs within the State, that uses both the survey data and incident data (as defined) collected by a measurement system, and that facilitates school comparisons.

Strong evidence means evidence from studies with designs that can support causal conclusions (i.e., studies with high internal validity), and studies that, in total, include enough of the range of participants and settings to support scaling up to the State, regional, or national level (i.e., studies with high external validity).

Valid and reliable survey instruments mean intact sets of survey questions that have been demonstrated statistically to produce results that are both consistently and accurately measuring appropriate concepts of interest for the age groups surveyed.

Participation by Private School Children and Teachers

Section 9501 of the ESEA requires that SEAs, 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 geographic areas served by the grant recipient.

In order to ensure that grant program activities address the needs of private school children, the applicant must engage in timely and meaningful consultation with appropriate private school officials during the design and development of the proposed program. This consultation must take place before the applicant makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in grant program activities.

Selection Criteria

The following selection criteria will be used to evaluate applications under this competition. The maximum score for all of these criteria is 100 points. The maximum score for each criterion is indicated in parentheses. The maximum total of points an application may earn is 105 (including the five point competitive preference priority.)

1. Need for Project (20 points)

a. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps and weaknesses. (5 points)

Applicants should provide a description of the challenges and barriers related to state and local data systems measuring school-level school safety in their state, as well as gaps and weaknesses related to programs and strategies to address conditions for learning at the state and local level.

Applicants are encouraged to describe how data measuring school safety may be related to other academic data in LEAs and schools. Applicants should describe the process for selecting participating LEAs, relating it to the gaps and weaknesses described and any other relevant factors.

b. The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (10 points)

Applicants should provide a specific description of how the needs of students in persistently lowest-achieving schools and/or students in schools that have been determined to have poor conditions for learning will be addressed; applicants should describe how their partnerships with participating LEAs will focus on improving services and outcomes for these students.

c. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. (5 points)

Applicants should provide a description of how their monitoring, technical assistance, and evaluation efforts will help participating LEAs tailor relevant programs and strategies to the unique needs of persistently lowest achieving schools and/or those schools that, according to school safety data, have poor conditions for learning.

2. Significance (15 points)

The likelihood that the proposed project will result in system change or improvement.

Applicants should provide a description of the potential impact of the proposed project on the sustainable change or improvement of state and local data systems measuring school safety and of programmatic interventions that address these issues in participating LEAs. Applicants should describe how the project will maintain, improve, or build state and local capacity to sustain data collection and programs after the project ends.

3. Quality of the Project Design (30 points)

a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (15 points)

Applicants should clearly describe the goals, objectives and outcomes for the project.

b. The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (10 points)

Applicants must describe their data collection plan, including how they will ensure that survey instruments will have documented psychometric properties, ensure quality survey administration that safeguards the privacy and confidentiality of survey respondents, address barriers and challenges to collecting data, and publicly report school safety scores, and how both survey and incident data will be used to accomplish the goals, objectives, and outcomes of the project. Applicants should also provide a plan for implementing programmatic interventions that are clearly linked to the survey and incident data provided by the measurement system, and describe the strategies that will be used to consult with participating LEAs to identify and implement these programmatic interventions. Applicants should describe the strategies that will be used to consult with participating LEAs to develop a formula to generate school safety scores. Applicants should also describe how technical assistance will be provided to assist LEAs and schools in using survey and incident data to drive school improvement.

c. The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (5 points)

Applicants should describe plans for coordination and collaboration at both the state and local level in both the planning and implementation phases of the project. Applicants are especially encouraged to coordinate state and

local data efforts with state agencies and other relevant organizations that are collecting data and administering programs related to youth. Participating LEAs should coordinate program efforts with relevant community partners and seek to maximize the use of existing community resources.

4. Quality of Project Personnel (10 points)

a. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (5 points)

b. The qualifications, including relevant training and experience, of key project personnel. (5 points)

Applicants should describe the research experience (including survey development, quantitative analysis, and data reporting) of project personnel, consultants, or subcontractors involved in the development of the measurement system. Applicants are encouraged to find personnel, consultants, or subcontractors that have experience providing technical assistance to LEAs and schools in using survey and incident data to conduct school-level needs assessments, implement programs, and improve student outcomes.

5. Quality of the Management Plan (15 points)

a. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 points)

Applicants should provide a thorough description of how the project will be structured and managed that is clearly linked to the goals, objectives, and outcomes of the project. The planning and implementation phases of the project, with specific timelines and milestones, should be clearly delineated. Staff roles and responsibilities should be clearly explained. The management plan should also describe the relationship between the applicant and the participating LEAs and how that relationship will be managed to ensure effective planning and implementation of the project and ensure that the applicant retains administrative and fiscal control of the project. Applicants should include a plan for monitoring the performance of LEAs, and any contractors or consultants.

b. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (5 points)

Applicants should describe how stakeholder perspectives were incorporated into the project design and how stakeholder participation and feedback will be part of the planning and implementation phases of the project.

6. Quality of the Project Evaluation (10 points)

a. *The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies*. (5 points)

Applicants should provide a detailed evaluation plan describing the methods to be used to evaluate the outcomes and effectiveness of the project, including the applicant's plan to address the Government Performance and Results Act (GPRA) measures established for this program. Applicants should provide baseline data for the GPRA measures as part of their application, or describe their plan for collecting and reporting this data during the first year of the project.

b. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Applicants should provide a plan for regularly monitoring project implementation and assessing the quality, completeness, and effectiveness of project activities that includes the use of objective data and other relevant information from periodic assessments. Applicants should describe how this data and information will be used for continuous improvement of the project.

Frequently Asked Questions

Program-Specific

If our state wishes to use multiple surveys that together satisfy the absolute or competitive priorities, is that acceptable? For example, we want to collect safety data on one survey, and collect environment and engagement data on another survey.
Grantees are free to use multiple instruments to satisfy the absolute or competitive priorities. However, the instruments used to collect data from eligible schools must be identical to satisfy data collection requirements.

Do the eligible schools within all participating LEAs have to use the same survey instruments?
The student survey instruments will be used to generate school safety scores for each eligible school within a participating LEA and to collect performance data for the Government Performance and Results Act (GPRA). Therefore, the instruments used to collect the data must be identical. To satisfy both the program requirements and the absolute priority, eligible schools within participating LEAs must use the same student survey instruments. To satisfy the invitational priority—Family and Staff Inclusion in Needs Assessments Measuring Conditions for Learning--grantees are encouraged to use identical family and staff surveys when assessing eligible schools.

At what point during the school year should we administer the survey?
The ideal time to administer the survey depends upon the instrument's design. Grantees are strongly encouraged to consult with the Safe and Supportive Schools Technical Assistance Center to determine the ideal time to administer their survey. However, to maintain school-to-school comparability, all schools must administer the survey at the same time during the school year. In addition, grantees are strongly encouraged to administer the survey at approximately the same time each school year to preserve year-to-year comparability.

Can a school have more than one safety score?
At a minimum, each school must have a single safety score, derived from both survey data and incident data, to satisfy the requirements of the program. This score should facilitate school-to-school comparisons so that grantees can easily identify schools most in need of programmatic interventions. However, grantees may choose to develop a system of "subscores" to increase transparency or monitor progress in a variety of areas related to conditions for learning.

Who may administer the survey?
If grantees choose a paper and pencil method of administering surveys, we strongly recommend that a state-level agency or a contract administer the survey to safeguard respondent privacy. While fiscal authority must remain with the state education agency, the survey may be administered by another state agency (health, justice, etc.)

How should we administer the survey?
We strongly recommend that grantees invest in web-based or online survey administration to lower survey administration costs, data analysis costs, and to reduce time needed to analyze and report data.

Does every student in a school have to be surveyed?
Within eligible schools surveyed, the survey must be administered to a representative sample of the students in grades 9 and above. While grantees may choose to administer the survey to all students in grades 9 and above, only a representative sample is required. Grantees are strongly encouraged to consult with the Safe and Supportive Schools technical assistance center to determine adequate sample sizes.

Are we required to publish the data collected by our measurement system?
Prior to the beginning of each school year, grantees are required to publish the school safety score for each eligible school selected to implement programmatic interventions. For other eligible schools located in participating LEAs, grantees are required to publish school safety scores during the first and final years of the project period. Grantees are not required to publish any data beyond the school safety scores. However, should grantees choose to publish survey or incident data to help realize goals, objectives and outcomes, we recommend that grantees consult with the Safe and Supportive Schools technical assistance center or the Family Policy Compliance Office to ensure compliance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 34 CFR part 99.

By what point do the measurement system and the formula to generate school safety scores need to be operational?
The project period may be broken into two phases: a planning phase, and an implementation phase. The planning phase may occur during the first 12 months of the project period, while the implementation phase begins at the beginning of the second year of the project period. During the planning phase, grantees will have time to build LEA participation to the required minimum (a representation of at least 20% of the state's total student enrollment), select a survey instrument, develop a school safety score formula, develop the criteria used to select eligible schools to implement programmatic interventions, and collect baseline performance measures (to satisfy the Government Performance and Results Act, or GPRA), and other planning tasks as needed to achieve the goals, objectives, and outcomes stated in their applications. Before the end of the planning phase, grantees must submit the following to the OSDFS: the completed school safety score formula, the criteria used to select eligible schools to implement programmatic interventions, a list of participating LEAs representing at least 20% of the state's total student enrollment, and baseline GPRA performance measures.

By what point do we have to begin implementing programmatic interventions?
Grantees may use the first year of the grant as a planning period, and are not required to implement programmatic interventions during this time. Starting in the second year of the grant, grantees are required to use at least 80% of program funds to implement programmatic interventions in the eligible schools selected.

At what level must survey data and incident data be collected?
School-level data collection will be necessary so that grantees are able to understand the needs of each school and to identify schools most in need of programmatic interventions. All incident data and survey data must be collected in manner that allows for school-level disaggregation.

How many LEAs and schools have to participate in an SEA's proposed measurement system?
To be considered a participating LEA, each LEA must agree to collect student survey data from all eligible schools during the first and final years of the project period, and to collect student survey data from all eligible schools selected to implement programmatic interventions during each year of the project period. To satisfy the program requirements, a state must have LEA participation representing at least 20% of the state's total student enrollment. The number of LEAs needed to meet the program requirement may be larger in states with smaller LEAs, and may be smaller in states with larger LEAs.

Is there technical assistance available to help us develop our survey and implementation plan?
OSDFS will establish a Safe and Supportive Schools technical assistance center to train grantees in survey methodology, review implementation plans.

What does a school's safety score mean?
A school's safety score uses both survey data and incident data to rate the physical and emotional safety of the school setting. The score must enable grantees and education stakeholders to easily distinguish safe schools from schools requiring improvement.

How often is the survey to be administered during the grant period?
At a minimum, the survey must be administered four times during the grant period: once per year during the project period.

Do I have to administer the survey in different languages?
The survey must be administered to a representative sample of the students in ninth grade an above within eligible schools surveyed. Grantees are strongly encouraged to offer student surveys in range of languages to ensure that language barriers do not bar student participation in the data collection. Grantees are encouraged to consult with the Safe and Supportive Schools technical assistance center to determine how best to survey different school populations.

How will we fund the measurement system?
During the planning phase, or the first year, of the project period, grantees may use program funds as appropriate to develop state-level data collection capacity, including, but not limited to: developing, adopting, or adapting valid and reliable survey instruments; establishing data analysis and reporting materials and procedures; improving the knowledge and skills of project personnel to meet the needs of the project; consulting with LEAs and schools; administering the survey; and other tasks as needed to fulfill achieve the goals, objectives, and outcomes of the project and to satisfy program requirements. During the implementation phase of the project, the costs of maintaining the measurement system will fall significantly. Grantees are able to use up to 20% of program funds during the

implementation phase to administer the survey each year, and to maintain the measurement system, and, to provide technical assistance to LEAs and schools.

Do we need to indicate if we are addressing the competitive preference priority and/or the invitational priority?
Yes. Please clearly indicate in your application abstract that you are applying for the competitive preference priority, and/or the invitational priority.

Are there any funding restrictions for this program?
Yes Grant funds may not be used for construction, except for minor remodeling needed to accomplish the purposes of this program, or for medical services, drug treatment, or rehabilitation except for pupil services or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs.

General

What steps can I take to maximize my chances of receiving a grant?

- *Before preparing your application, read the application package carefully and completely.*
- *Follow all of instructions and guidelines.*
- *If you're uncertain about any aspects of this application package, please review the Frequently Asked Questions section. Most commonly asked questions are answered in this section. If your questions are not addressed, please contact the program contact for clarification.*
- *Absolute priorities establish the parameters for applications under a grant competition. If your application does not meet the absolute priority or the additional requirements for this grant competition, it will not be considered for funding.*
- *Clearly indicate in your application abstract if you are applying for the competitive preference priority, and/or the invitational priority.*
- *Transmit your application on or before the deadline date of August 9, 2010.*

How much money is available for this program?
The amount of funds available for grants under Safe and Supportive Schools is $27,300,000.

How many new awards will be made?
We expect to make 5 to 7 awards under this program in FY 2010.

For my GEPA 427 statement (see page 50), is it adequate to state that our organization does not discriminate on the basis of race, religion, sex, etc.?
No. An organization's non-discrimination statement is not sufficient to meet the GEPA requirements. A GEPA statement should outline an entity's potential barriers and solutions to equal access, specific to the proposed project.

What should I use as the project start date?
For planning purposes, we recommend using a start date of October 1, 2010.

What is the project and budget period for these grants?
The grant will be awarded for up to four years.

May I get an extension of the deadline date?
Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described under the section on e-Application submissions. Under very extraordinary circumstances the Department may change the closing date for a grant competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register.

What are the formatting recommendations for grant applications?
Please submit your application on 8 ½ x 11 paper with a 1-inch margin on all sides. You should limit your narrative to 25 typed double-spaced pages that are numbered and printed only on one side. Please use font no smaller than 12-point type in black text.

Can charts and tables be single-spaced?
Yes, you may use single-spacing for charts and tables.

Do I need to provide the Funding Opportunity Number (Item #12) and the Competition Identification Number (Item #13) on the SF-424?
Items 12 and 13 on the SF 424 form only pertain to submissions using the Grants.gov system. The FY 2010 Safe and Supportive Schools grant program is not using the Grants.gov system and therefore these items may be left blank or filled in with a placeholder, such as "9999" or "NA."

What forms need to be submitted with an application?
All applicants should submit the following forms:

- *SF-424, Application for Federal Assistance*
- *Supplemental Information Required for Department of Education*
- *ED 524, Budget Information, Non-Construction Programs*
- *Certification Regarding Lobbying*
- *SF-LLL, Disclosure of Lobbying Activities*
- *SF-424B, Assurance-Non-Construction Programs*

All forms may be accessed at the following Web site:

http://www2.ed.gov/fund/grant/apply/appforms/appforms.html.

***Important note**: Applications that fail to include a signed SF 424 form will not be eligible to be reviewed. Please ensure that this form is signed and either uploaded into e-Application or faxed within three business days of your application submission.*

Electronic Application

Do I have to submit my application electronically?
Yes, all applications must be submitted electronically.

How do I submit an electronic application?
To submit your grant electronically, please use the Department's Electronic Grant Application System (e-Application) accessible through the Department's e-Grants Web site at http://e-grants.ed.gov. Instructions on electronic submission can be found in this application package. Please follow the instructions carefully.

How do I register to submit electronically?
Applicants using the Department of Education's e-Application system will need to register first to access an application package. Forms in an application package are completed on-line and narratives are uploaded while logged into the system. Therefore, you should allow sufficient time to complete your application before the closing date.

If you have not used e-Application in the past, you may want to walk through the Demonstration available on the e-Application homepage. If you encounter difficulties, you may also contact the e-Grants help desk on (888) 336-8930.

If I submit my application electronically, are there any compatibility restrictions, especially if I use Microsoft Vista or Windows 7?
You must submit your application in a .DOC (document), .RTF (rich text), or a .PDF (Portable Document) format in order for your application to submit successfully to the Department. If you submit your application in any other format, we will not be able to access your document. Also note, if you are using the Microsoft Word from the Vista or Windows 7 Operating Systems, you will need to convert your document from a .DOCX to a .DOC file before you can submit.

If I submit electronically, are there any restrictions on the file name length?
*No, e-Application does not have a restriction on the number of characters in a file name, however, in the past we have encountered problems opening files that had lengthy names or contained special characters. We recommend you keep the file name simple to less than 25 characters with no special characters. For example, applicants should avoid including special characters in their file names (for example, %, *, /, etc.). Otherwise, we cannot guarantee we can open the document.*

If I submit electronically, are there any size restrictions on my application?
E-Application annotates the file size limitation for each segment of the application to be uploaded. Please pay particular attention to these restrictions as they range from 2 to 8 MB. You will also see the restriction on the individual screen when you upload a file. Documents that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. Therefore you may want to check the size of your files and minimize graphics being used in your application.

IV. Legal and Regulatory Documents

DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools; Overview Information; Safe and Supportive Schools; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

Catalog of Federal Domestic Assistance (CFDA) Number: 84.184Y.

Dates:

Applications Available: July 9, 2010.

Deadline for Transmittal of Applications: August 9, 2010.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: Safe and Supportive Schools awards grants to State educational agencies (SEAs) to support statewide measurement of, and targeted programmatic interventions to improve, conditions for learning in order to help schools improve safety and reduce substance use.

Background: Our Nation's schools should be safe and secure settings where children can learn and grow to their full potential. Parents want and expect the schools their children attend to be safe. Unfortunately, data suggests that significant levels of violence, bullying, and other problems in schools create conditions that negatively impact learning. The most recent data on school crime and safety indicate that while the incidence of violent crimes in schools decreased from 1992 to 2007, students are now more likely to experience non-fatal crimes (including theft, simple assault, aggravated assault, rape, and sexual assault) in school than outside of school. During the 2007–2008 school year, 85 percent of public schools in the United States recorded that at least one crime occurred at their school.[1] Based on reported data, bullying in schools has increased in recent years. In 2001, 14 percent of students ages 12 through 18 reported that they had been bullied in school. By 2007, 32 percent of students ages 12 through 18 reported that they were bullied at school, and 4 percent reported having been bullied over the Internet ("cyber bullied").[2] In addition, substance use remains a pervasive issue threatening student health. In 2007, 45 percent of high school students reported having consumed at least one drink of alcohol, while 20 percent reported using marijuana within the last 30 days.[3]

Disruptive aggressive behaviors such as bullying and violence create a hostile school environment that may interfere with the academic performance and mental health of students who are victims or witnesses. Students who are exposed to high levels of aggressive behavior and violence at school are more likely to disengage from school[4] and to experience clinical levels of mental and emotional disorders than are students who experience either no or low levels of violence at schools.[5] Students who are bullied are also more likely to become truant from school[6] and have lower academic performance.[7] Research indicates that the majority of school shooters had been previously bullied.[8] Disruptive and aggressive behaviors in the classroom, and the resulting suspensions and expulsions, also diminish teachers' and students' instructional and learning time. Of the 271,800 serious disciplinary actions that were taken during the 2007–2008 school year for physical attacks or fights, 79 percent were out-of-school suspensions lasting five days or more.[9]

To ensure that schools are safe places for students to learn, schools should understand the issues their communities face and the conditions that may influence student risk behaviors to best formulate intervention and prevention strategies. School communities are complex systems that include multiple stakeholders and interconnecting environmental factors that influence student health and safety. As such, comprehensive needs assessments of conditions for learning—including school engagement, school safety, and the school environment as elements evaluated—can provide educators with the data support needed to pursue comprehensive approaches to school reform. One element of conditions for learning is school engagement, including the relationships between the members of the school community and the extent to which members participate in school activities. For example, research shows that positive student-teacher relationships characterized by fairness and care are a protective factor against the initiation and escalation of cigarette smoking and alcohol use, and are associated with the cessation of weapon-related violence.[10] In addition, increases in parent involvement have been associated with increases in social skills and decreases in behavioral problems among elementary school children.[11] Various aspects of the school environment, such as the physical, academic, and disciplinary environment, and the presence of health supports, may serve as another element. For example, research has indicated that student perceptions of the fairness and clarity of disciplinary procedures are associated with student delinquency, student victimization, and teacher victimization.[12] As schools implement programmatic interventions that target school engagement, school environment, and other factors related to conditions for learning, they may need school safety data, a third element, to help them determine the relative safety of their school over time and to decide what interventions, if any, might be appropriate. By monitoring indicators such as the frequency and severity of student risk behaviors and perceptions of school safety, schools may identify threats to school safety and then use this information to implement the appropriate intervention or program to improve school safety.

A comprehensive picture of school health and safety can be created by utilizing needs assessments that include student perceptions and, where appropriate, parents and staff

[1] Dinkes, R., Kemp, J., Baum, K. and Snyder, T.D. (2009). Indicators of School Crime and Safety: 2009 (NCES 2010–012/NCJ 228478) National Center for Education Statistics, Institute for Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC: U.S. Government Printing Office.

[2] U.S. Department of Education. National Center for Education Statistics. Indicators of School Crime and Safety: 2009.

[3] U.S. Department of Education. National Center for Education Statistics. Indicators of School Crime and Safety: 2009.

[4] Bowen, N.K. & Bowen, G.L. (1999). Effects of crime and violence in neighborhoods and schools on the school behaviors and performance of adolescents. Journal of Adolescent Research, 14, 319–342.

[5] Flannery, D.J., Wester, K.L. & Singer, M.I. (2004). Impact of exposures to violence in school on child and adolescent mental health and behavior. Journal of Community Psychology. 32, 559–573.

[6] Smith, P.K. & Sharp, S. (1994). The problem of school bullying. In P.K. Smith & S. Sharp (Eds.) School Bullying: Insights and Perspectives. New York, NY: Routledge, pp. 1–19.

[7] Glew, G., Fan, F., Katon, W., Rivara, F., Kernic, M. (2005). Bullying, psychosocial adjustement, and academic performance in elementary school. Arch Pediatr Adolesc Med, 159, 1026–1031.

[8] Leary, M.R., Kowalski, R.M., Smith, L., & Phillips, S. (2003). Teasing, rejection, and violence: Case studies of the school shootings. Aggressive Behavior, 29, 202–214.

[9] U.S. Department of Education. National Center for Education Statistics. 2007–2008 Survey on Crime and Safety (SSOCS), 2008.

[10] McNeely, C., Falci, C. (2004). School connectedness and the transition into and out of health-risk behavior among adolescents: A comparison of social belonging and teacher support. Journal of School Health, 74(7), 284–292.

[11] El Nokali, N., Bachman, H., Vortuba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. Child Development, 81(3), 988–1005.

[12] Gottfredson, G., Gottfredson, D., Payne, A., Gottfredson, N. (2005). School climate predictors of school disorder: Results from a national study of delinquency prevention in schools. Journal of Research in Crime and Delinquency. 42(4), 412–444.

perceptions, to help schools identify key issues in need of attention. For example, research demonstrates that teachers' perceptions and attitudes toward bullying can significantly impact students' acceptance of and engagement in bullying behaviors.[13] Efforts to increase parental engagement may be impacted by preexisting parental attitudes and perceptions.[14] Including parents in the assessment process could help schools to understand these preexisting attitudes, which may inform schools decisions regarding how best to communicate with parents, and increase their engagement. Schools might consider examining parent attitudes of student behaviors as part of a parent engagement or parent education strategy to combat violence and substance use; research shows linkages between student perceptions of parental attitudes and student risk behaviors such as weapons carrying, schools fights,[15] alcohol use, and tobacco use.[16]

Safe and Supportive Schools will provide grants to support statewide measurement of, and targeted programmatic interventions to improve, the conditions for learning by helping schools to reduce substance use and improve safety by managing the broad continuum of detrimental behaviors, including disruptive behaviors, violent crime, and substance use.

In the following sections, we announce an absolute priority, a competitive preference priority, and an invitational priority, and requirements for this competition as well as define key terms used in this notice.

Absolute Priority: We are establishing this absolute priority for the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition, in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1). Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

This priority is:

Grants to States to Improve Conditions for Learning.

This priority supports grants to SEAs for projects that take a systematic approach to improving conditions for learning in eligible schools through improved measurement systems that assess conditions for learning, which must include school safety, and the implementation of programmatic interventions that address problems identified by data.

Competitive Preference Priority: We are establishing this competitive preference priority for the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1). Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Inclusion of School Engagement and School Environment in Needs Assessments Measuring Conditions for Learning (5 points).

To meet this priority, the applicant must propose to implement a measurement system that uses valid and reliable instruments to gather comprehensive data related to school engagement and school environment from students to assess conditions for learning.

Invitational Priority: We are establishing this invitational priority for the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition. Under 34 CFR 75.105(c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is:

Family and Staff Inclusion in Needs Assessments Measuring School Engagement

Under this priority, we are interested in applications from SEAs that propose to implement a measurement system that uses valid and reliable instruments to gather comprehensive data from school staff and from students' families or guardians in order to assess school engagement.

Program Requirements: The following requirements apply to projects funded under this competition:

1. Measurement System

(a) Each grantee must implement a measurement system that—

(1) Collects survey data and incident data (as defined in this notice) from participating local educational agencies (LEAs) that have a combined student enrollment of no less than 20 percent of the State's total student enrollment;

(2) Collects student survey data from eligible schools to assess conditions for learning, which will include, at a minimum, school safety;

(3) Uses survey sampling procedures that collect data from a representative sample of the students in grades 9 and above within the eligible schools surveyed;

(4) Uses valid and reliable survey instruments (as defined in this notice);

(5) Collects the required survey data from all eligible schools in participating LEAs within the first 12 months of the project period and again during the final 12 months of the project period;

(6) Collects the required survey data from each eligible school selected to implement programmatic interventions (as defined in this notice) in each year of the project period;

(7) Collects incident data (as defined in this notice) from all eligible schools in participating LEAs in each year of the project period; and

(8) Allows the data to be summarized in ways that can be used to engage school staff and families or guardians in discussions of the results.

2. School Safety Scores

(a) Each grantee must generate a school safety score (as defined in this notice) for each eligible school in its participating LEAs, using both student survey data and incident data (as defined in this notice) that is disaggregated by school building, within the first 12 months of the project period and again during the final 12 months of the project period;

(b) Additionally, each grantee must generate a school safety score for each eligible school selected to implement programmatic interventions (as defined in this notice), using both student survey data and incident data (as defined in this notice) that is disaggregated at the school building level, in each year of the project period; and

(c) Each grantee must publicly report school safety scores for each eligible school in its participating LEAs after the initial year and final year of the project period, and for each year of the project period for eligible schools selected to implement programmatic interventions. To satisfy this requirement, each grantee must—

(i) Prior to the start of each school year, post school safety scores, generated from current data, on the

[13] Chang, L. (2003). Variable effects of children's aggression, social withdrawal, and prosocial leadership as a function of teacher beliefs and behaviors. *Child Development*, 74(2), 535–548; Henry, D., Guerra, N., Huesmann, R., Tolan, P., Van Acker, R., & Eron, L. (2000). Normative influences on aggression in urban elementary school classrooms. American Journal of Community Psychology, 28(1), 59–81.

[14] Green, C., Walker, J. (2007). Parents' motivations for involvement in children's education: An empirical test of a theoretical model of parental involvement. Journal of Education Psychology, 99(3), 532–544.

[15] Orpinas, P., Murray, N., Keider, S. (1999). Parental influences on students' aggressive behaviors and weapon carrying. Health Educ Behav, 26, 774–787.

[16] Simons-Morton, B., Haynie, D., Crump, D., Eitel, P., Saylor, K. (2001). Peer and Parent Influences on Smoking and Drinking among Early Adolescents. Health Educ Behav, 28, 95–107.

Internet in a manner that is easily accessible to the general public; and

(ii) Within the first 12 months of the project period, post the formula used to generate school safety scores on the Internet in a manner that is easily accessible to the general public.

3. Implementing Programmatic Interventions and Technical Assistance Strategies

Each grantee must—

(a) In consultation with its participating LEAs, using criteria that incorporate student survey data and incident data from the measurement system, the list of persistently lowest-achieving schools (as defined in this notice), or both, select eligible schools in need of programmatic interventions (as defined in this notice);

(b) In consultation with its participating LEAs, implement programmatic interventions (as defined in this notice) in a number of eligible schools, located in participating LEAs, totaling no more than 20 percent of the total number of eligible schools in the State, to ensure that programmatic interventions are of sufficient size and scope;

(c) Provide its participating LEAs and eligible schools with technical assistance in using survey data to drive school improvement, including using data to assess areas in need of improvement, and identifying programmatic interventions to address these areas; and

(d) Use at least 80 percent of grant funds awarded in project years two, three, and four to carry out programmatic interventions (as defined in this notice) and related technical assistance.

Note: For the purposes of these program requirements, grantees may implement programmatic interventions that serve any student within an eligible school, including those students in grades 8 and below. Grantees are not required to survey students in grades 8 and below.

Application Requirements: The following requirements apply to all applications submitted under this competition. Applications that fail to meet any one of these requirements will not be read or scored. In its application, an applicant must—

(a) Identify the LEAs that will participate in the proposed project. If the LEAs that will participate have not been identified by the time the application is submitted, the applicant must provide a description of the process it will use to select LEAs to participate;

(b) Describe the process it will use to consult with participating LEAs to develop a formula to be used to generate school safety scores required under the program;

(c) Describe its plan to maintain, improve, or build State-level capacity to conduct the following activities:

(1) Developing, adapting, or adopting valid and reliable survey instruments.

(2) Administering surveys using established sampling and administration methodologies to ensure adequate school-level representation and high response rates.

(3) Tracking costs by major component (e.g., student survey data collection).

(4) Safeguarding the privacy and confidentiality of the survey respondents and complying with the requirements of the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h; 34 CFR part 98 in collecting survey data and with the requirements of the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 34 CFR part 99 in collecting any survey or incident data containing personally identifiable information;

(d) Provide a brief description of the specific constructs to be included on any survey instruments, including constructs used to assess school safety;

(e) Explain the strategies it will use to identify and address any anticipated challenges (including statutory or regulatory requirements) involved in collecting the required data in the participating LEAs. At a minimum, each applicant must identify and address anticipated barriers to obtaining high response rates for surveys;

(f) Describe how it will use the data collected from the measurement system and the school safety scores generated from such data to engage families and guardians in a discussion of the findings; to examine how a school's setting, policies, and practices promote or inhibit student safety from physical violence; and to examine how a school's setting, policies, and practices might reduce disruptive behaviors while reducing suspensions and expulsions;

(g) Describe how it will provide technical assistance to participating LEAs and their schools on the use, meaning, and application of required survey data and incident data (as defined in this notice);

(h) Describe the strategies it will use to consult with participating LEAs to identify and implement programmatic interventions (as defined in this notice) in identified schools that respond to needs identified by data collected through the measurement system; and

(i) Comply with the requirements of any evaluation of the program conducted by the Department, including by sharing all data collected through the measurement system with the Department or an evaluator selected by the Department.

Administrative Requirement: Although programmatic interventions will be delivered at the LEA level, the SEA must retain administrative direction and fiscal control for the project.

Definitions: We are establishing these definitions for the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition, in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1).

Conditions for learning means the school setting, which includes, at a minimum, school safety, and which may include school environment and school engagement.

Eligible school means any school that includes 9th grade, 10th grade, 11th grade, or 12th grade.

Incident data means data from incident reports by school officials including, but not limited to, truancy rates; the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions; and the incidence and prevalence of drug use and violence by students in schools.

Moderate evidence means evidence from previous studies with designs that can support causal conclusions (i.e., studies with high internal validity) but have limited generalizability (i.e., moderate external validity) or from studies with high external validity but moderate internal validity.

Persistently lowest-achieving schools means, as determined by the State, (a)(1) any Title I school in improvement, corrective action, or restructuring that (i) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (ii) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (2) any secondary school that is eligible for, but does not receive, Title I funds that (i) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (ii) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

Programmatic intervention means any program, strategy, activity, service, or policy for school or community settings that prevents and reduces youth crime, violence, harassment, bullying, and the illegal use of drugs, alcohol, and tobacco; creates positive relationships between students and adults; promotes parent and community engagement; promotes the character, social, and emotional development of students; provides or improves access to social services; enables school communities to manage student behaviors effectively while lowering suspensions and expulsions; or provides other needed social and emotional supports for students. Programmatic interventions should be based on the best available evidence, including, where available, strong or moderate evidence (as defined in this notice).

School engagement means participation in school-related activities, and the quality of school relationships, which may include relationships between and among administrators, teachers, parents and students.

School environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity.

School safety means the safety of school settings, based on factors which may include topics such as the presence and use of illegal drugs (including alcohol use), bullying, and violence, as supported by relevant research and an assessment of validity.

School safety score means a figure calculated with a formula, developed by the State in consultation with LEAs and applied uniformly to all eligible schools in participating LEAs within the State, that uses both the survey data and incident data (as defined in this notice) collected by a measurement system, and that facilitates school comparisons.

Strong evidence means evidence from studies with designs that can support causal conclusions (*i.e.*, studies with high internal validity), and studies that, in total, include enough of the range of participants and settings to support scaling up to the State, regional, or national level (i.e., studies with high external validity).

Valid and reliable survey instruments mean intact sets of survey questions that have been demonstrated statistically to produce results that are both consistently and accurately measuring appropriate concepts of interest for the age groups surveyed.

Waiver of Proposed Rulemaking: Under the Administrative Procedure Act (5 U.S.C. 553), the Department generally offers interested parties the opportunity to comment on proposed priorities, definitions, requirements. Section 437(d)(1) of GEPA, however, allows the Secretary to exempt from rulemaking requirements, regulations governing the first grant competition under a new or substantially revised program authority. This is the first grant competition for Safe and Supportive Schools and, therefore qualifies for this exemption. In order to ensure timely grant awards, the Secretary has decided to forgo public comment on the priorities, requirements, and definitions under section 437(d)(1) of GEPA. These priorities, requirements, and definitions will apply to the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition.

Program Authority: 20 U.S.C. 7131.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 80, 81, 82, 84, 85, 97, 98, and 99. (b) The regulations in 34 CFR part 299.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: $27,300,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2011 from the list of unfunded applicants from this competition.

Estimated Range of Awards: $1,000,000–$12,000,000.

Estimated Average Size of Awards: $1 million per year for a State with up to 199,999 students enrolled; $2.5 million per year for a State with 200,000–499,999 students enrolled; $3.5 million per year for a State with 500,000—999,999 students enrolled; $6 million per year for a State with 1,000,000–1,999,999 students enrolled; and $12 million per year for a State with at least 2,000,000 students enrolled. Award ranges are based on 2008–2009 school year enrollment data submitted by SEAs through the National Center for Education Statistics.

Estimated Number of Awards: 5–7.

Note: The Department is not bound by any estimates in this notice. The Department will decide on the size of each SEA's award based on a detailed review of the budget the SEA requests, considering such factors as the size of the State, level of LEA participation, and the proposed activities.

Project Period: Up to 48 months, of which no more than 12 months may be used for planning and program design.

III. Eligibility Information

1. *Eligible Applicants:* SEAs, as defined by section 9101(41) of the ESEA.

2. *Cost Sharing or Matching:* This program does not require cost sharing or matching.

3. *Participation by Private School Children and Teachers.* Section 9501 of the ESEA requires that SEAs, 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 geographic areas served by the grant recipient.

In order to ensure that grant program activities address the needs of private school children, the applicant must engage in timely and meaningful consultation with appropriate private school officials during the design and development of the proposed program. This consultation must take place before the applicant makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in grant program activities.

IV. Application and Submission Information

1. *Address to Request Application Package:* You can obtain an application package via the Internet, from the Education Publications Center (ED Pubs), or from the program office.

To obtain a copy via the Internet, use the following address: *http://www.ed.gov/fund/grant/apply/grantapps/index.html.*

To obtain a copy from ED Pubs, write, fax, or call the following: ED Pubs, U.S. Department of Education, P.O. Box 22207, Alexandria, VA 22304. Telephone, toll free: 1–877–433–7827. FAX: (703) 605–6794. If you use a telecommunications device for the deaf (TDD), call, toll free: 1–877–576–7734.

You can contact ED Pubs at its Web site, also: *http://www.EDPubs.gov* or at its e-mail address: *edpubs@inet.ed.gov.*

If you request an application from ED Pubs, be sure to identify this program as follows: CFDA number 84.184Y.

To obtain a copy from the program office, contact: Bryan Williams, U.S. Department of Education, 400 Maryland Avenue, SW., Potomac Center Plaza, Room 10120, Washington, DC 20202–6450. Telephone: (202) 245–7883 or by e-mail: *bryan.williams@ed.gov.* If you use a TDD, call the Federal Relay

Service (FRS), toll free, at 1–800–877–8339.

Individuals with disabilities can obtain a copy of the application package in an accessible format (*e.g.*, braille, large print, audiotape, or computer diskette) by contacting the program contact person listed in section VII of this notice.

2. *Content and Form of Application Submission:* Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this program.

3. *Submission Dates and Times:*

Applications Available: July 9, 2010.

Deadline for Transmittal of Applications: August 9, 2010.

Applications for grants under this program must be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants site. For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

4. *Intergovernmental Review:* This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. *Funding Restrictions:* Grant funds may not be used for construction, except for minor remodeling needed to accomplish the purposes of this program, or for medical services, drug treatment, or rehabilitation except for pupil services or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs.

We reference additional regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

6. *Data Universal Numbering System Number, Taxpayer Identification Number, and Central Contractor Registry:* To do business with the Department of Education, (1) you must have a Data Universal Numbering System (DUNS) number and a Taxpayer Identification Number (TIN); (2) you must register both of those numbers with the Central Contractor Registry (CCR), the Government's primary registrant database; and (3) you must provide those same numbers on your application.

You can obtain a DUNS number from Dun and Bradstreet. A DUNS number can be created within one business day.

If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service. If you are an individual, you can obtain a TIN from the Internal Revenue Service or the Social Security Administration. If you need a new TIN, please allow 2–5 weeks for your TIN to become active.

The CCR registration process may take five or more business days to complete. If you are currently registered with the CCR, you may not need to make any changes. However, please make certain that the TIN associated with your DUNS number is correct. Also note that you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

7. *Other Submission Requirements:* Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. *Electronic Submission of Applications.*

Applications for grants under Safe and Supportive Schools—CFDA Number 84.184Y must be submitted electronically using e-Application, accessible through the Department's e-Grants Web site at: *http://e-grants.ed.gov.*

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you 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. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under *Exception to Electronic Submission Requirement.*

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- You must complete the electronic submission of your grant application by 4:30:00 p.m., Washington, DC time, on the application deadline date. E-Application system will not accept an application for this program [competition] after 4:30:00 p.m., Washington, DC time, on the application deadline date. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.
- The hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until 8:00 p.m. Sunday, Washington, DC time. Please note that, because of maintenance, the system is unavailable between 8:00 p.m. on Sundays and 6:00 a.m. on Mondays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time. Any modifications to these hours are posted on the e-Grants Web site.
- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.
- You must submit all documents electronically, including all information you typically provide on the following forms: The Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications. You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password protected file, we will not review that material.
- Your electronic application must comply with any page limit requirements described in this notice.
- Prior to submitting your electronic application, you may wish to print a copy of it for your records.
- After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an

identifying number unique to your application).

• Within three working days after submitting your electronic application, fax a signed copy of the SF 424 to the Application Control Center after following these steps:

(1) Print SF 424 from e-Application.

(2) The applicant's Authorizing Representative must sign this form.

(3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the SF 424.

(4) Fax the signed SF 424 to the Application Control Center at (202) 245–6272.

• We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of e-Application Unavailability: If you are prevented from electronically submitting your application on the application deadline date because e-Application is unavailable, we will grant you an extension of one business day to enable you to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if—

(1) You are a registered user of e-Application and you have initiated an electronic application for this competition; and

(2) (a) E-Application is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or

(b) E-Application is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, you may contact either (1) the person listed elsewhere in this notice under **FOR FURTHER INFORMATION CONTACT** (*see* VII. Agency Contact) or (2) the e-Grants help desk at 1–888–336–8930. If e-Application is unavailable due to technical problems with the system and, therefore, the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application. Extensions referred to in this section apply only to the unavailability of e-Application.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through e-Application because—

• You do not have access to the Internet; or

• You do not have the capacity to upload large documents to e-Application; and

• No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevents you from using the Internet to submit your application. If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Bryan Williams, U.S. Department of Education, 400 Maryland Avenue, SW., Potomac Center Plaza, Room 10120, Washington, DC 20202–6450. FAX: (202) 485–0013.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. *Submission of Paper Applications by Mail.*

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address: U.S. Department of Education, Application Control Center, *Attention:* (CFDA Number 84.184Y), LBJ Basement Level 1, 400 Maryland Avenue, SW., Washington, DC 20202–4260.

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

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your 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.

If your application is postmarked after the application deadline date, we will not consider your application.

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.

c. *Submission of Paper Applications by Hand Delivery.*

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application, by hand, on or before the application deadline date, to the Department at the following address: U.S. Department of Education, Application Control Center, *Attention:* (CFDA Number 84.184Y), 550 12th Street, SW., Room 7041, Potomac Center Plaza, Washington, DC 20202–4260.

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

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department—

(1) You must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this grant notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245–6288.

V. Application Review Information

Selection Criteria: The selection criteria for this program are from 34 CFR 75.210 of EDGAR and are listed in the application package.

VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in

the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. *Reporting:* At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to *http://www.ed.gov/fund/grant/apply/appforms/appforms.html.*

4. *Performance Measures:* The Department has established the following Government Performance and Results Act of 1993 (GPRA) performance measures for Safe and Supportive Schools—

(a) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the percentage of students who report current (30-day) alcohol use;

(b) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience an increase in the percentage of students who report current (30-day) alcohol use;

(c) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the percentage of students who report personal harassment or bullying on school property during the current school year;

(d) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience an increase in the percentage of students who report personal harassment or bullying on school property during the current school year;

(e) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience an improvement in their school safety score;

(f) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a worsening in their school safety score;

(g) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the number of suspensions for violent incidents without physical injury;

(h) Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience an increase in the number of suspensions for violent incidents without physical injury.

These measures constitute the Department's indicators of effectiveness for this program. Consequently, we advise an applicant for a grant under this program to give careful consideration to these measures in conceptualizing the approach and evaluation for its proposed project. Each grantee will be required to provide, in its annual performance and final reports, data with regard to these measures.

VII. Agency Contact

FOR FURTHER INFORMATION CONTACT: Bryan Williams, U.S. Department of Education, 400 Maryland Avenue, SW., Potomac Center Plaza, Room 10120, Washington, DC 20202–6450. Telephone: (202) 245–7883 or by e-mail: *bryan.williams@ed.gov.*

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department 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.

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.*

Dated: July 6, 2010.

Kevin Jennings,

Assistant Deputy Secretary for Safe and Drug-Free Schools.

[FR Doc. 2010–16811 Filed 7–8–10; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Office of Postsecondary Education; Overview Information; Off-Campus Community Service Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

Catalog of Federal Domestic Assistance (CFDA) Number: 84.116H.

Dates: Applications Available: July 9, 2010.

Deadline for Transmittal of Applications: August 9, 2010.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of this program is to provide grants to institutions of higher education (IHEs) participating in the Federal Work-Study Program under title IV, part C of the Higher Education Act of 1965, as amended (HEA) to recruit and compensate students (including compensation for time spent in training and for travel) for part-time, off-campus employment directly related to community service. Under section 447(b) of the HEA, funds granted to an IHE under this program may only be used to make payments to students participating in work-study programs.

Priorities: In accordance with 34 CFR 75.105(b)(2)(iv), these priorities are from section 447(b)(3) of the HEA.

Competitive Preference Priorities: For FY 2010, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(ii), we award up to an additional five points to an application depending on how well it meets Competitive Preference Priority 1 and an additional five points to an application depending on how well it meets Competitive Preference Priority 2.

These priorities are:

Competitive Preference Priority 1: The Secretary-gives priority to applications that propose projects that support postsecondary students assisting with early childhood education activities.

Competitive Preference Priority 2: The Secretary gives priority to applications that propose projects that support students assisting with activities in preparation for emergencies and natural disasters.

Program Authority: Section 447 of the HEA; 42 U.S.C. 2756a.

Applicable Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 82, 84, 85, 86, 97, 98, and 99.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: $742,500.

V. General Application Instructions

Preparing the Application

A completed application for assistance under this competition consists of two parts: a detailed narrative description of the proposed project and budget, and all forms and assurances that are required in order to receive a grant. An application under this program should address your specific needs and propose activities specifically designed to meet those needs. We strongly discourage you from using "form" or "template" applications or proposals that address general rather than specific campus needs. Identical or substantially similar applications are not responsive to the selection and scoring criteria.

A panel of non-Federal readers 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 factor under each selection criterion.

All applicants are encouraged to adhere to the following formatting guidelines:

- Use 1-inch margins. If you submit your application in paper format by mail or hand delivery, your application must be printed on 8 1/2" by 11" paper, single-sided. Narratives should be limited to 25 double-spaced pages.
- Use consistent font no smaller than 12-point type throughout your document (you may use smaller text in charts or tables, as long as the text is legible). You may use boldface type, underlining, and italics; however, do not use colored text.
- For the project narrative, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- Place a page number at the bottom right of each page beginning with 1, and number your pages consecutively throughout your document, beginning with the Abstract and ending with the Appendices. Important note: Do not paginate any of the forms.

If you submit your proposal via e-Application, you will use your own word-processing software to complete the application for this grant competition.

DUNS Number Instructions

All applicants must obtain and use a DUNS Number, and all applicants applying through e-Application must register with e-Grants.ed.gov. The DUNS Number used on the application must be the same number that the applicant's organization used to register with the Central Contractor Registry (CCR). If the numbers are not the same, e-Application will reject the application.

The DUNS 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 DUNS 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 DUNS Number has been entered correctly.

You can obtain a DUNS Number at no charge by calling (800) 333-0505 or by completing the DUNS Number Request Form, available online at www.dnb.com/US/duns_update/index.html. Dun & Bradstreet, a global information provider, has assigned DUNS Numbers to more than 43 million companies worldwide. Customer service is available on Monday-Friday from 8:00 a.m. to 6:00 p.m. (Eastern Time) at (888) 814-1435.

Central Contractor Registry

The CCR registration process may take five or more business days to complete. If you are currently registered with the CCR, you may not need to make any changes. However please make certain that the TIN associated with your DUNS number is correct. Also note that you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

Organizing the Application

Applications submitted electronically must follow the format given in the e-Application system. The system will then organize the information automatically.

1. Application for Federal Assistance (SF 424): This is the title page of your application. Be sure that item 11 of SF 424, clearly identifies the Catalog of Federal Domestic Assistance (CFDA) Number and Title of the competition under which funds are being requested. Please include the following:

CFDA #84.184Y – Safe and Supportive Schools

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) 260-3353.

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

Important note: The Authorized Representative of your organization must sign the SF 424. If a signed copy of this form is not received with your application (either included in the hard copy submission or faxed within three days of your electronic submission to the OSDFS at (202) 485-0041 or (202) 245-7166), your application WILL NOT BE ELIGIBLE FOR REVIEW.

2. Table of Contents: Provide an itemized listing of each section of the application package, including page numbers.

3. Abstract: Clearly mark this page with the applicant/organizational name as shown in item 8a of SF 424. The abstract should not exceed one page and should

provide a concise and accurate description of the proposed project including its objectives, approaches to be used, and its expected outcomes.

4. Project Narrative: The narrative must contain evidence that the applicant meets the grant competition's absolute priority, and should contain and follow in sequence the information requested for each selection criterion. Applicants should review Section III for a discussion of the selection criteria and the chief considerations for this grant competition. A timeline or schedule of tasks and events, responsible person(s), project milestone(s), and/or completion dates should be included in the narrative. This section should be no more than 25 double-spaced typewritten pages.

5. Budget Form (ED Form 524): Use the Budget Information Form to prepare a budget that covers the entire (up to 48 months) budget period. List each year's budget in the appropriate column. Provide amounts for major budget categories.

6. Budget Narrative: You must include a detailed budget narrative for the entire (up to 48 months) performance period that supports and explains the information provided on ED Form 524. Use the same budget categories as those on ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the 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 (ED Form 524) and accompanying budget narrative/justification should provide enough detail for ED staff to understand easily how costs were determined and if the budget is commensurate with the scope of the project. **Note**: Failure to submit a detailed budget narrative may result in significant cuts to your budget request.

For this grant competition, you may charge indirect costs using the rate negotiated with your cognizant federal agency. **We recommend including evidence of a negotiated indirect cost rate in your application package.** (Please note that if you budget for contractual services, in most cases, your indirect cost rate Agreement will only enable your institution to apply indirect costs to the first $25,000 of each contract, regardless of the period covered by the contract.)

7. Appendices: This section should contain any supplementary information that applicants may choose to submit in support of an applicant's capacity and preparation to undertake the proposed project. These documents may include resumes, letters of agreement with cooperating entities, if appropriate, evaluation results, or materials. Do not include budget or program narrative information in this section. Also, do not include CDs, photographs, or other disks as we will not review or return them.

If you submit your application via e-Application, the Appendices section is where you will attach proposal appendices that you may choose to submit in support of your capacity and preparation to undertake the proposed project. You should consolidate your documents for this section and upload as **one attachment**

ensuring you do not exceed the file size restriction identified for the Appendices section.

All required forms are available in e-Application if submitting electronically.

8. Assurances and Certifications: If you are submitting an electronic application, you must print out the required forms, complete them, and either upload all signed forms to the e-Application Web site (under the Program Assurances section) or fax them (along with the SF 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 485-0041 or (202) 245-7166 within (3) working days of the date on which you submitted your electronic application. You should indicate your PR/Award number in the upper right corner of the form and the forms need to have been signed by the closing date for this application.

This application package also includes the following—Standard Form 424B, Assurances – Non-Construction Programs, Certification Regarding Lobbying; and Standard Form LLL – Disclosure of Lobbying Activities. By signing the 424B, the applicant agrees to abide by requirements regarding drug-free workplace, debarment and environmental tobacco smoke.

Note: If Item 2 of the Standard Form LLL applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and indicate as "Not Applicable."

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.

Important 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:

1. 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.

2. 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.

3. 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(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:

Office of Safe and Drug-Free Schools
550 12th Street, SW
10th Floor
Washington, D.C. 20202-6450