

APPENDIX E

SEA REPORTING FORM

1999–2000

CONSOLIDATED STATE PERFORMANCE REPORT

for

STATE FORMULA GRANT PROGRAMS

under the

ELEMENTARY AND SECONDARY EDUCATION ACT

and

GOALS 2000: EDUCATE AMERICA ACT

For reporting on
School Years 1999-2000 and 2000-2001

**Office of Elementary
and Secondary Education**



Section J

**Priority:
Safe, Drug-Free, School Environment**

**ESEA, TITLE IV
SAFE AND DRUG-FREE SCHOOLS AND
COMMUNITIES ACT**

Background and Authority

The 1994 reauthorization of the Safe and Drug-Free Schools and Communities Act (*SDFSCA*) and the passage of the Government Performance and Results Act of 1993 place a strong focus on improving program effectiveness and public accountability by promoting and reporting on results and service quality at the federal, state, and local levels.

Section 4117 of the *SDFSCA* requires the Secretary to collect certain information about state and local implementation of *SDFSCA* on a triennial basis. Specifically, states are required to submit to the Secretary information on the state and local programs conducted with assistance furnished under *SDFSCA* that must include:

- a report on the implementation and outcomes of state programs (State Educational Agency (SEA) and governors programs);
- an assessment of the effectiveness of SEA and governors programs;
- a report on the state's progress toward attaining its goals for drug and violence prevention;
- data on the prevalence of drug use and violence by youth in schools and communities.

Section 4117 requires the Secretary to report to Congress, including reporting on the frequency, seriousness, and incidence of violence in elementary and secondary schools in the states.

General Instructions

The information below answers some common questions that people have about completing this section of the Consolidated State Performance Report. Please read these instructions carefully before completing it. A glossary on pp. 105-109 defines some of the terms used here. These terms appear in italics throughout the reporting form.

What time period is covered in these questions? The time period covered in these questions is the school year prior to the report due date. (See. p. vii.) If you must use data from some other time period (*e.g.*, criminal justice statistics reported for the calendar or fiscal year), please record this time period in the margin next to the relevant question.

What funding sources are covered in these questions? This report refers to Safe and Drug-Free Schools and Communities Act (*SDFSCA*) programs and funds administered by or through the SEA. Data reported on this form should not include Governors (Section 4114) *SDFSCA* funds.

Should I answer every question? What if a question is not applicable? Please answer every question to which you are directed and do not leave any question unanswered unless you are directed to skip the question. We have provided special instructions telling you when to skip certain questions. If you are asked a question for which you do not have the necessary data or if you believe that the question does not apply to your situation, please use the following abbreviations to indicate that fact:

- If the necessary data are missing or unavailable, enter "MD" (for "missing data"); or
- If you do not believe the question applies to your situation, enter "NA" (for "not applicable").
- If a response to a question is "0" or "None," be sure to enter "0" or "None."

Who can I contact if I have questions? If you have questions, contact Barbara Williams at 1-800-937-8281.

Provide information on program effectiveness by attaching the following three pieces of information to this form:

- a. ESEA, Section 4112, requires that states develop measurable goals and objectives for drug and violence prevention.

(1) Attach a copy of your SEA's measurable goals and objectives for the reporting year.

OR

- (2) If your SEA's goals and objectives have not changed since last provided to ED, check the box below rather than attaching a copy to this form.

Our SEA's goals and objectives have not changed since last provided to ED.

- b. Section 4117 requires that each state report the state's progress toward attaining its goals for drug and violence prevention.

Attach a description of your state's progress during the reporting year toward attaining its SEA's measurable goals and objectives, including any outcome data and measures of effectiveness that your state has collected.

Please focus your description primarily on data assessing the outcomes or effectiveness of prevention programs.

You may also include any additional information your state wishes to provide to present a more complete picture of its progress in attaining its measurable goals and objectives or to assist in interpreting the information reported in this form (e.g., implementation data—sometimes called “process” data—such as services provided or materials developed.)

- c. Attach a brief description of one or more projects, programs, approaches, strategies or components implemented during the reporting year that you consider to be exemplary. Please also include a description of the project's outcome data and any other evidence that serves as the basis for your assessment of the project's quality.

A-2. SDFSCA funding and applications for “greatest needs” funds

Under the *SDFSCA*, states must distribute 30 percent of available local program funds to *local educational agencies (LEAs)* that have the “greatest need for additional funds to carry out drug and violence prevention programs.” Item 2a (on the next page) asks about out how your state distributes SDFSCA funding and 2b asks about criteria your *SEA* used to approve *LEA* applications for *SDFSCA* funds for the school year covered by this report.

- a. In making funding decisions for the reporting year, what factors did your *SEA* use to determine which *LEAs* had the greatest need for additional resources? For each of the factors listed below, check either “Yes” or “No” as appropriate for your state to indicate whether or not it was used to make these funding decisions for the reporting year.

| Table J-2a | | Yes | No |
|--|---|------------|-----------|
| Factors Used in Identifying LEAs with Greatest Need | | | |
| a. | Rates of alcohol and <i>drug</i> use among youth | | |
| b. | Rates of violent or criminal victimization of youth | | |
| c. | Rates of arrest and conviction of youth for violent, alcohol, or other drug-related crime -- including any crime specifically involving possession or use of alcohol or some other <i>drug</i> (e.g., public drunkenness, driving while impaired), or any crime committed while using alcohol or some other <i>drug</i> | | |
| d. | Extent of illegal gang activity | | |
| e. | Incidence of violence and vandalism in school | | |
| f. | Rates of youth participation (voluntary and involuntary) in <i>drug</i> /alcohol treatment or rehabilitation programs | | |
| g. | Rates of referral of youth to juvenile court | | |
| h. | Rates of <i>student</i> expulsions and suspensions from schools and referrals to <i>alternative education programs</i> | | |
| i. | Incidence of reported child abuse and domestic violence | | |
| j. | Rates of school dropout and absences | | |
| k. | Level of district poverty (e.g., percentage of students receiving free or reduced-price lunches) | | |
| l. | Local implementation of research based approaches | | |
| m. | Other--PLEASE SPECIFY: | | |

- b. What criteria did your *SEA* use to review and approve *LEA* applications for the reporting *school year SDFSCA* funds? Please check either “Yes” or “No” for each option listed below to indicate whether or not you used each of these criteria.

| Table J-2b | | Yes | No |
|---|--|------------|-----------|
| Criteria Used to Review and Approve LEA Applications | | | |
| a. | Demonstrated success in meeting <i>LEA</i> measurable goals and objectives | | |
| b. | Outcome data and other measures of effectiveness | | |
| c. | Continuation of previously approved projects | | |
| d. | Recommendation of peer reviewers | | |
| e. | <i>LEA</i> needs assessment | | |
| f. | Application conforms to the law | | |
| g. | Project is based on research or a model of proven effectiveness | | |
| h. | Other--PLEASE SPECIFY: | | |

Many of the questions in this form ask you to provide information separately for public *elementary*, *middle*, and *senior high schools* in your state. In order for your answers to accurately reflect the situation in your state, we need to know if the report definitions of these education levels match the structure in your school system.

Please read the three definitions that follow and indicate if these match the definitions for *elementary*, *middle* and *senior high schools* in your state. If not, please describe the difference on the lines provided, even if the difference is not consistent across the state. If unsure, please refer to the expanded definition of these terms provided in the glossary on pp 105-109.

A-3. The report definition of an *elementary school* is “a school composed of any span of grades not above Grade 6.” Does this definition match your state’s school system structure?

Yes _____

No _____ → PLEASE DESCRIBE THE DIFFERENCE:

A-4. The report definition of a *middle school* is “a separately organized and administered school intermediate between *elementary* and *senior high schools*, which might also be called a junior high school, usually including Grades 7, 8, and 9; Grades 7 and 8; or Grades 6, 7, and 8.” Does this definition match your state’s school system structure?

Yes _____

No _____ → PLEASE DESCRIBE THE DIFFERENCE:

A-5. The report definition of a *senior high school* is “a school offering the final years of school work necessary for graduation, usually including Grades 10, 11, and 12; or Grades 9, 10, 11, and 12.” Does this definition match your state’s school system structure?

Yes _____

No _____ → PLEASE DESCRIBE THE DIFFERENCE:

J-6-8. During the reporting *school year*, how many public schools in your state provided *prevention services/activities* to students, categorized by *elementary schools*, *middle schools*, and *senior high schools*? Please count only those schools at which these services were funded in whole or in part by *SDFSCA*.

| | |
|--------------------------------------|---|
| | Number of <u>schools</u> providing <i>prevention services/activities</i> funded in whole or in part with SDFSCA funds |
| 6. Public <i>elementary schools</i> | |
| 7. Public <i>middle schools</i> | |
| 8. Public <i>senior high schools</i> | |

J-6a – 8a. Of the *students* enrolled in these public schools, how many *students* received services that were funded in whole or in part by SDFSCA?

| | |
|---|--|
| | Number of <u>students</u> within those schools receiving <i>prevention services</i> funded in whole or in part with SDFSCA funds |
| 6a. Public <i>elementary school students</i> | |
| 7a. Public <i>middle school students</i> | |
| 8a. Public <i>senior high school students</i> | |

The next few questions ask for information on how *SDFSCA* funding was provided to the *LEAs* in your state.

J-9. During the reporting *school year*, did your state provide any *SDFSCA* funding to *local educational agencies (LEAs)* through *consortia*, *intermediate educational agencies (IEAs)*, or other district cooperatives in addition to providing *SDFSCA* funding to individual *LEAs*?

Yes _____ > SKIP TO QUESTION 13
 No _____

J-10. During the reporting *school year*, did your state provide *SDFSCA* funding only to individual *LEAs* and not through *consortia*, *IEAs*, or cooperatives?

Yes _____
 No _____ > Please contact Barbara Williams at 800-937-8281.
 We need to clarify your funding methods.

J-11 – 12. During the reporting *school year*, how many *LEAs* received *SDFSCA* funds individually or did not receive *SDFSCA* funds?

| | Number of <i>LEAs</i> |
|---|-----------------------|
| 11. <i>LEAs</i> that received <i>SDFSCA</i> funds individually for the reporting <i>school year</i> | |
| 12. <i>LEAs</i> that did <u>not</u> receive <i>SDFSCA</i> funds | |
| TOTAL <i>LEAs</i> | |

Total Number of *LEAs* in your State: _____

NOTE: Please be certain that your answers to Question 11 and Question 12 sum to the total number of *LEAs* in your state.

J-11a - 12a. During the reporting *school year*, how many *students* (Grades K-12) were enrolled in *LEAs* that received *SDFSCA* funds individually or did not receive *SDFSCA* funds?

| | Number of <i>Students</i> (K – 12) enrolled in those <i>LEAs</i> (Base answer on October 1 enrollment date) |
|---|--|
| 11a. <i>Students</i> in <i>LEAs</i> that received <i>SDFSCA</i> funds individually for the reporting <i>school year</i> | |
| 12a. <i>Students</i> in <i>LEAs</i> that did <u>not</u> receive <i>SDFSCA</i> funds | |

SKIP TO QUESTION J-16 ON PAGE 83.

J-13 – 15. During the reporting *school year*, how many *LEAs* received *SDFSCA* funds?

| | Number of <i>LEAs</i> |
|--|-----------------------|
| 13. <i>LEAs</i> that received <i>SDFSCA</i> funds through <i>consortia</i> , Intermediate Education Agencies, or other district cooperatives | |
| 14. <i>LEAs</i> that received <i>SDFSCA</i> funds individually for the reporting <i>school year</i> | |
| 15. <i>LEAs</i> that did <u>not</u> receive <i>SDFSCA</i> funds | |

Total Number of *LEAs* in your State: _____

NOTE: Please be certain that your answers to Question 13, Question 14, and Question 15 sum to the total number of *LEAs* in your state.

J-13a – 15a. During the reporting school year, how many students were enrolled in LEAs that received *SDFSCA* funds?

| | Number of <i>Students</i> (K – 12) enrolled in those <i>LEAs</i> (Base answer on October 1 <i>enrollment</i> date) |
|--|---|
| 13a. Students in <i>LEAs</i> that received <i>SDFSCA</i> funds through <i>consortia</i> , <i>IEAs</i> , or other district cooperatives | |
| 14a. Students in <i>LEAs</i> that received <i>SDFSCA</i> funds individually for the reporting <i>school year</i> | |
| 15a. Students in <i>LEAs</i> that did <u>not</u> receive <i>SDFSCA</i> funds | |

The following two questions ask about the services/activities *LEAs* in your state provide with the *SDFSCA* resources. Please include *LEAs* that receive *SDFSCA* funds through *consortia*, counting each of these *LEAs* separately. Please consider only the district's services/ activities funded by *SDFSCA* resources. An *LEA* may be counted in more than one category for Questions 16 and 17.

J-16. During the reporting year, how many *LEAs* in your state use *SDFSCA* funding to provide drug prevention services/activities?

_____ Number of *LEAs* using *SDFSCA* funding for drug prevention services/activities

J-17. During the reporting year, how many *LEAs* in your state use *SDFSCA* funding to provide violence prevention services/activities?

_____ Number of *LEAs* using *SDFSCA* funding for violence prevention services/activities

In the table below is a list of selected *services/activities* that *LEAs* in your state might have provided. The list of *services/activities* is not all-inclusive. Please indicate the number of *LEAs* in your state in which each service was provided as part of the district's *SDFSCA* program during the reporting *school year*. The definition of each of the activities/services is provided in the attached glossary. An *LEA* may be counted in more than one category.

J-18. During the reporting *school year*, how many of your state's *LEAs* provided:

| | Service/Activity | Number of <i>LEAs</i> Providing Service/Activity |
|----|---|---|
| a. | <i>After-school or before-school programs</i> | |
| b. | <i>Alternative education programs</i> | |
| c. | <i>Community service projects</i> | |
| d. | <i>Conflict resolution/peer mediation</i> | |
| e. | <i>Curriculum acquisition or development</i> | |
| f. | <i>Drug prevention instruction</i> | |
| g. | <i>Parent education/involvement</i> | |
| h. | <i>Security equipment</i> | |
| i. | <i>Security personnel</i> | |
| j. | <i>Services for out-of-school youth (school age)</i> | |
| k. | <i>Special, one-time events</i> | |
| l. | <i>Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)</i> | |
| m. | <i>Teacher/staff training</i> | |
| n. | <i>Violence prevention instruction</i> | |
| o. | Other PLEASE SPECIFY: | |

J-19. During the reporting *school year*, how many *SDFSCA*-funded *LEAs* in your state involved community agencies or organizations in their *SDFSCA*-funded drug and violence *prevention services/activities*?

_____ Number of *LEAs*

J-19a. Among those LEAs identified in Question 19, how many districts involved schools and one or more community agencies or organizations in:

| | Type of Community Involvement | Number of LEAs |
|---|---|----------------|
| a | Joint service delivery, including referrals | |
| b | Teacher/staff training | |
| c | Public awareness activities | |
| d | Fundraising | |

J-20. During the reporting school year, how many SDFSCA-funded LEAs in your state had students participating in designing, delivering, or critiquing drug or violence prevention programming?

_____ Number of LEAs

General Instructions for Questions 21 - 35

The Safe and Drug-Free Schools and Communities Act requires the Secretary of Education to report to Congress, including reporting on the frequency, seriousness, and incidence of violence in elementary and secondary schools in the States. Therefore, questions 21-35 ask about *incidents* of prohibited behavior on *school property*. Please report the statistics for all LEAs in the state, not just those receiving SDFSCA funding. As you answer these questions, please include all *incidents*, whether committed by or victimizing *students, school personnel, or non-school personnel*.

Also, report incidents that occur on *school grounds/property* 365 days a year and 24 hours a day, not just those that occur during school hours. While this definition was developed by the National Forum on Education Statistics, state reporting systems may be using different time frames.

To assist in interpreting the data you provide for questions 21-35 we also need to know your state's definition of "*school year*" and "*school day*".

➤ Please select one of following time periods which most closely matches your state's definition of *school year*:

- _____ 12 months (*i.e.*, 365 days a year)
- _____ 11 months (*i.e.*, August/September through May/June plus summer school)
- _____ 10 months or less (*e.g.*, 180 days or equivalent number of hours)

➤ Please select one of the following options which most closely matches your state's definition of a school day:

- _____ 24 hours per day
- _____ student day **including** before/after-school student activities
- _____ student day **excluding** before/after-school student activities
- _____ no state definition or locally determined

Glossary for terms in questions J-21 – 30

Incident

A violation of a statute or regulation; it may involve one or more victims and one or more *offenders*.

For reporting purposes, an *incident* of prohibited behavior is the single most serious act that occurs in a given overall incident. *Incidents* (ordered from most serious to least serious) include the following: homicide; sexual battery (including rape); robbery; battery; breaking and entering/burglary; larceny/theft; motor vehicle theft; kidnapping; arson; threat/intimidation; use or possession of *drugs* (other than alcohol); sexual harassment; sex offenses (non-forcible); vandalism; *weapon* possession; unclassified offenses; alcohol (liquor law violations); tobacco (where declared illegal); trespassing; fighting; disorderly conduct; as well as other major offenses; and other state (district or municipal) defined offenses.

Non-school personnel

An individual who was neither a *student* nor *school personnel* for the district reporting the incident.

Non-student

An individual who is not a *student* in the school or district reporting the *incident*.

Offender

Any individual, whether *student* or not, involved in committing an *incident* of prohibited behavior. There may be more than one *offender* involved in any single *incident*.

School personnel

A teacher, administrator, or other school staff member such as support staff or maintenance worker; includes a school-based law enforcement officer such as a school resource officer.

Student

An individual who is enrolled as a PK-12 *student* in the school district reporting the *incident* at the time the *incident* occurred.

Weapon

Any instrument or object possessed or used to inflict harm on another person, or to intimidate any person. Examples include firearms of any kind (operable or inoperable, loaded or unloaded); all types of knives, chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, dirks, other pointed instruments (including pencils, pens); nunchakus; brass knuckles; Chinese stars; billy clubs; tear gas guns; electrical weapons or devices (stun guns); BB or pellet guns; and explosives or propellants.

Weapons-related incident

Any *incident* that involves possession, use, or intention of use of any instrument or object to inflict harm on another person, or to intimidate a person, as well as any *incident* that is somehow related to the possession, use or sale of *weapons* but where the use, possession, or sale of *weapons* was not the main offense (e.g., burglary, trespassing, vandalism); in other words, any *incident* for which a *weapon* is present.

J-21 – 23. Data on incidents at elementary schools and victims and offenders reported in those incidents

| Line | | Number of Incidents | Number of Victims or Offenders |
|------|---|---------------------|--------------------------------|
| 21a | Indicate the number of <i>incidents</i> that occurred on the property of <i>elementary schools</i> during the reporting year? | | |
| 21b | Indicate the total number of victims (unduplicated count) involved in the <i>incidents</i> reported in <u>line 21a</u> by the following categories: | | |
| | <i>Students</i> | | |
| | <i>School personnel</i> | | |
| | <i>Non-school personnel</i> | | |
| | Total number of victims | | |
| 22 | Indicate the number of <i>offenders</i> involved in the incidents reported in <u>line 21a</u> that fall into the following categories: | | |
| | <i>Students</i> | | |
| | <i>Non-Students</i> | | |
| | Unknown | | |
| | Total number of offenders | | |
| 23 | Of the <i>incidents</i> that occurred on <i>school property</i> (reported in <u>line 21a</u>), how many were <i>weapons-related incidents</i> ? (Note: <i>Weapons-related incidents</i> are a subset of all <i>incidents</i> that occurred.) | | |

J-24 – 26. Data on incidents at middle schools and victims and offenders reported in those incidents

| Line | | Number of Incidents | Number of Victims or Offenders |
|------|---|---------------------|--------------------------------|
| 24a | Indicate the number of <i>incidents</i> that occurred on the property of <i>middle schools</i> during the reporting year? | | |
| 24b | Indicate the total number of victims (unduplicated count) involved in the <i>incidents</i> reported in <u>line 24a</u> by the following categories: | | |
| | <i>Students</i> | | |
| | <i>School personnel</i> | | |
| | <i>Non-school personnel</i> | | |
| | Total number of victims | | |
| 25 | Indicate the number of <i>offenders</i> involved in the incidents reported in <u>line 24a</u> that fall into the following categories: | | |
| | <i>Students</i> | | |
| | <i>Non-Students</i> | | |
| | Unknown | | |
| | Total number of offenders | | |
| 26 | Of the <i>incidents</i> that occurred on <i>school property</i> (reported in <u>line 24a</u>), how many were <i>weapons-related incidents</i> ? (Note: <i>Weapons-related incidents</i> are a subset of all <i>incidents</i> that occurred.) | | |

J-27 – 29. Data on incidents at high schools and victims and offenders reported in those incidents

| Line | | Number of Incidents | Number of Victims or Offenders |
|------|---|---------------------|--------------------------------|
| 27a | Indicate the number of <i>incidents</i> that occurred on the property of <i>high schools</i> during the reporting year? | | |
| 27b | Indicate the total number of victims (unduplicated count) involved in the <i>incidents</i> reported in line 27a by the following categories: | | |
| | <i>Students</i> | | |
| | <i>School personnel</i> | | |
| | <i>Non-school personnel</i> | | |
| | <i>Unknown</i> | | |
| | Total number of victims | | |
| 28: | Indicate the number of <i>offenders</i> involved in the incidents reported in line 27a that fall into the following categories | | |
| | <i>Students</i> | | |
| | <i>Non-Students</i> | | |
| | <i>Unknown</i> | | |
| | Total number of offenders | | |
| 29 | Of the <i>incidents</i> that occurred on <i>school property</i> (reported in line 27a), how many were <i>weapons-related incidents</i> ? (Note: <i>Weapons-related incidents</i> are a subset of all <i>incidents</i> that occurred.) | | |

Questions 30-35 ask about the number of schools in your state that reported *incidents* of prohibited behavior that occurred on the *school grounds/property* during the reporting *school year*. Please remember to report statistics for all schools in your state, not just those that received SDFSCA funding.

J-30. During the reporting school year, how many of your state’s elementary schools reported the following numbers of incidents. Include all *incidents*, both *weapons-related* and *non-weapons-related*. Count each school only once. If no school is in a category, enter “0.”

| | <i>Incidents</i> | Number of Schools |
|----|---|-------------------|
| a. | No <i>incidents</i> | |
| b. | Between 1 and 5 <i>incidents</i> | |
| c. | Between 6 and 10 <i>incidents</i> | |
| d. | Between 11 and 24 <i>incidents</i> | |
| e. | 25 or more <i>incidents</i> | |
| f. | Schools not reporting (missing data) | |
| g. | Total number of <i>elementary schools</i> | |

NOTE: Your answers to items 30 a-f should sum to the response in 30 g, the total number of elementary schools operating in your state.

J-31. Among those *elementary schools* that reported one or more *incidents* during the reporting *school year* (reported in Question 30 b-e), how many of them reported the following numbers of *weapons-related incidents*. (Do not include schools that reported “no *incidents*” or were missing data in Question 30. Count each school only once. If no school is in a category, enter “0.”

| | <i>Weapons-related incidents</i> | Number of Schools |
|------|--|-------------------|
| a.* | No <i>weapons-related incidents</i> | |
| b. | Between 1 and 5 <i>weapons-related incidents</i> | |
| c. | Between 6 and 10 <i>weapons-related incidents</i> | |
| d. | Between 11 and 24 <i>weapons-related incidents</i> | |
| e. | 25 or more <i>weapons-related incidents</i> | |
| f.** | Schools not reporting (missing data) | |
| g. | Total number of <i>elementary schools</i> reporting one or more <i>incidents</i> | |

NOTE: Your answers to items 31 a-f should sum to the response in 31g, the total number of *elementary schools* reporting one or more incidents in Question 30b-e.

J-32. During the reporting *school year*, how many of your state’s *middle schools* reported the following. Include all *incidents*, both *weapons-related* and *non-weapons-related*. Count each school only once. If no school is in a category, enter “0.”

| | <i>Incidents</i> | Number of Schools |
|----|---------------------------------------|-------------------|
| a. | No <i>incidents</i> | |
| b. | Between 1 and 5 <i>incidents</i> | |
| c. | Between 6 and 10 <i>incidents</i> | |
| d. | Between 11 and 24 <i>incidents</i> | |
| e. | 25 or more <i>incidents</i> | |
| f. | Schools not reporting (missing data) | |
| g. | Total number of <i>middle schools</i> | |

NOTE: Your answers to items 32 a-f should sum to the response in 32 g, the total number of *middle schools* operating in your state.

* Schools that reported one or more *incidents* but had no *weapons-related incidents*.

** Schools that reported one or more *incidents* but were unable to report whether they had *weapons-related incidents*.

J-33. Among those *middle schools* that reported one or more *incidents* during the reporting *school year* (reported in Question 32 b-e), how many of them reported the following. (Do not include schools that reported “no incidents” or were missing data in Question 30. Count each school only once. If no school is in a category, enter “0.”

| | <i>Weapons-related incidents</i> | Number of Schools |
|------|--|--------------------------|
| a.* | No <i>weapons-related incidents</i> | |
| b. | Between 1 and 5 <i>weapons-related incidents</i> | |
| c. | Between 6 and 10 <i>weapons-related incidents</i> | |
| d. | Between 11 and 24 <i>weapons-related incidents</i> | |
| e. | 25 or more <i>weapons-related incidents</i> | |
| f.** | Schools not reporting (missing data) | |
| g. | Total number of <i>middle schools</i> reporting one or more <i>incidents</i> | |

NOTE: Your answers to items 33 a-f should sum to the response in 33g, the total number of *middle schools* reporting one or more incidents in Question 32b-e.

J-34. During the reporting *school year*, how many of your state’s *high schools* reported the following. Include all *incidents*, both *weapons-related* and *non-weapons-related*. Count each school only once. If no school is in a category, enter “0.”

| | <i>Incidents</i> | Number of Schools |
|----|--------------------------------------|--------------------------|
| a. | No <i>incidents</i> | |
| b. | Between 1 and 5 <i>incidents</i> | |
| c. | Between 6 and 10 <i>incidents</i> | |
| d. | Between 11 and 24 <i>incidents</i> | |
| e. | 25 or more <i>incidents</i> | |
| f. | Schools not reporting (missing data) | |
| g. | Total number of <i>high schools</i> | |

NOTE: Your answers to items 34 a-f should sum to the response in 34 g, the total number of *high schools* operating in your state.

* Schools that reported one or more *incidents* but had no *weapons-related incidents*.

** Schools that reported one or more *incidents* but were unable to report whether they had *weapons-related incidents*.

J-35. Among those *high schools* that reported one or more *incidents* during the reporting *school year* (reported in Question 34 b-e), how many of them reported the following. (Do not include schools that reported “no incidents” or were missing data in Question 30. Count each school only once. If no school is in a category, enter “0.”

| | <i>Weapons-related incidents</i> | Number of Schools |
|------|--|--------------------------|
| a.* | No <i>weapons-related incidents</i> | |
| b. | Between 1 and 5 <i>weapons-related incidents</i> | |
| c. | Between 6 and 10 <i>weapons-related incidents</i> | |
| d. | Between 11 and 24 <i>weapons-related incidents</i> | |
| e. | 25 or more <i>weapons-related incidents</i> | |
| f.** | Schools not reporting (missing data) | |
| g. | Total number of <i>high schools</i> reporting one or more <i>incidents</i> | |

NOTE: Your answers to items 35 a-f should sum to the response in 35g, the total number of *high schools* reporting one or more incidents in Question 34b-e.

Section 4117 of *SDFSCA* requires that states report data on the prevalence of drug use and violence by youth in schools and communities. As a way to collect this information, states can conduct a drug use and violence prevalence survey at least once every three years for a sample of *students* in the eighth, tenth, and twelfth grades (with the eighth grade being optional).

J-36. During the reporting *school year* or either of the two school years immediately preceding the reporting year, did your state conduct *student* prevalence surveys? The Youth Risk Behavior Survey (YRBS) is one example; data from that survey will satisfy this request.

Yes _____ >CONTINUE WITH QUESTION 37

No _____ >SKIP TO QUESTION 60

Questions 37 through 41 ask about how these prevalence surveys were conducted and what results were obtained.

* Schools that reported one or more *incidents* but had no *weapons-related incidents*.

** Schools that reported one or more *incidents* but were unable to report whether they had *weapons-related incidents*.

J-37. First, we are interested in the latest survey of eighth graders. When was your latest survey of eighth graders conducted? Please check one box and proceed as directed in the last column.

| Date of survey | Yes | Where to Proceed in this report |
|-----------------------------|-----|---------------------------------|
| Fall, 1997 | | Continue with Question 38. |
| Spring, 1998 | | |
| Fall, 1998 | | |
| Spring, 1999 | | |
| Fall, 1999 | | |
| Spring, 2000 | | |
| Fall, 2000 | | |
| Spring, 2001 | | |
| Eighth Graders not surveyed | | Skip to Question 42 |

J-38. For your latest eighth grade *student* prevalence survey, which survey instrument was used?

- _____ Youth Risk Behavior Survey (YRBS)
 _____ A state or locally developed survey
 _____ Some other survey—Please specify: _____

J-39. For your latest eighth grade survey, what type of sample did your state draw to select *student* respondents?

| | Check Appropriate box | Where to Proceed in this report |
|---|-----------------------|---------------------------------|
| A census of all eighth-graders was done | | Skip to Question 42 |
| A <i>random or probability-based sample</i> was used (e.g., a stratified or cluster sample) | | Proceed with Question 40 |
| A <i>non-random sample</i> was used | | |

J-40. For your latest eighth grade survey, please provide the number of *LEAs*, schools, and eighth graders selected for the survey. If any *LEAs* are part of a *consortium*, please include each *LEA* separately in your count.

| | Number Selected |
|-------------------|-----------------|
| a. <i>LEAs</i> | |
| b. Schools | |
| c. Eighth Graders | |

J-41. Of the eighth graders selected (Question 40c), how many completed the survey?

_____ Number of Participants

J-42. Next we are interested in the latest survey of tenth graders. When was your latest survey of tenth graders conducted? Please check one box.

| Date of survey | Yes |
|----------------|-----|
| Fall, 1997 | |
| Spring, 1998 | |
| Fall, 1998 | |
| Spring, 1999 | |
| Fall, 1999 | |
| Spring, 2000 | |
| Fall, 2000 | |
| Spring, 2001 | |

J-43. For your latest tenth grade *student* prevalence survey, which survey instrument was used?

- _____ Youth Risk Behavior Survey (YRBS)
 _____ A state or locally developed survey
 _____ Some other survey—Please specify: _____

J-44. For your latest tenth grade survey, what type of sample did your state draw to select *student* respondents?

| | Check Appropriate box | Where to Proceed in this report |
|---|-----------------------|---------------------------------|
| A census of all tenth-graders was done | | Skip to Question 47 |
| A <i>random or probability-based sample</i> was used (e.g., a stratified or cluster sample) | | Proceed with Question 45 |
| A <i>non-random sample</i> was used | | |

J-45. For your latest tenth grade survey, please provide the number of *LEAs*, schools, and eighth graders selected for the survey. If any *LEAs* are part of a *consortium*, please include each *LEA* separately in your count.

| | Number Selected |
|------------------|-----------------|
| a. <i>LEAs</i> | |
| b. Schools | |
| c. Tenth Graders | |

J-46. Of the tenth graders selected (Question 45c), how many completed the survey?

_____ Number of Participants

J-47. Now we are interested in the latest survey of twelfth graders. When was your latest survey of twelfth graders conducted? Please check one box.

| Date of survey | Yes |
|----------------|-----|
| Fall, 1997 | |
| Spring, 1998 | |
| Fall, 1998 | |
| Spring, 1999 | |
| Fall, 1999 | |
| Spring, 2000 | |
| Fall, 2000 | |
| Spring, 2001 | |

J-48. For your latest twelfth-grade *student* prevalence survey, which survey instrument was used?

- _____ Youth Risk Behavior Survey (YRBS)
 _____ A state or locally developed survey
 _____ Some other survey—Please specify: _____

J-49. For your latest twelfth grade survey, what type of sample did your state draw to select *student* respondents?

| | Check Appropriate box | Where to Proceed in this report |
|---|-----------------------|---------------------------------|
| A census of all twelfth-graders was done | | Skip to Question 52 |
| A <i>random or probability-based sample</i> was used (e.g., a stratified or cluster sample) | | Proceed with Question 50 |
| A <i>non-random sample</i> was used | | |

J-50. For your latest twelfth grade survey, please provide the number of *LEAs*, schools, and twelfth graders selected for the survey. If any *LEAs* are part of a *consortium*, please include each *LEA* separately in your count.

| | Number Selected |
|--------------------|-----------------|
| a. <i>LEAs</i> | |
| b. Schools | |
| c. Twelfth Graders | |

J-51. Of the twelfth graders selected (Question 50c), how many completed the survey?
 _____ Number of Participants

NOTE TO STATES USING THE 1997 or 1999 YRBS: Questions J-52 to 59 ask for the results of your state's *student* prevalence survey. If you used the YRBS as your prevalence survey you may attach copies of the relevant pages from your YRBS report that provide the data as requested in lieu of completing those items. Pp. 110-111 provide a list of the YRBS standard high school form (1997 and 1999) items that correspond to Questions J-52-59 on this reporting form.

If you used another prevalence survey, you may attach a copy of the relevant pages of your survey report indicating which items should be used to complete specific portions of this reporting form.

J-52. Using the results of your state's latest *student* prevalence survey, please provide the following information on the lifetime use of alcohol and various types of other drugs among the *students* in your state's eighth, tenth, and twelfth grades.

For each substance, please record the percentage of *students* in each grade who reported never using, and the percentage who reported using at least once in his or her lifetime. Note that the sum of these two numbers should equal 100%.

| Substance | GRADE | | |
|---|--------|-------|---------|
| | Eighth | Tenth | Twelfth |
| *Cigarettes | | | |
| Never used | % | % | % |
| Used at least once | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Alcohol | | | |
| Never used | % | % | % |
| Used at least once | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Marijuana or hashish | | | |
| Never used | % | % | % |
| Used at least once | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Cocaine (crack, powder, or freebase) | | | |
| Never used | % | % | % |
| Used at least once | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Inhalants (for example, glues, aerosols, paint) | | | |
| Never used | % | % | % |
| Used at least once | % | % | % |
| Total | 100 % | 100 % | 100 % |

| Substance | GRADE | | |
|---|--------|-------|---------|
| | Eighth | Tenth | Twelfth |
| Other illegal drugs (for example LSD, PCP, mushrooms, heroin, etc.) | | | |
| Never used | % | % | % |
| Used at least once | % | % | % |
| Total | 100 % | 100 % | 100 % |

*Note: Please include data on cigarette use only. Do not include data on other forms of smoking tobacco or data on smokeless tobacco. If data are not available for cigarettes only, please enter "MD."

J-53. Using the results of your state's latest *student* prevalence survey, please provide the following information on the use within the last 30 days of alcohol and various types of other drugs among the *students* in your state's eighth, tenth, and twelfth grades.

- a. For cigarettes and alcohol, please record the percentages of *students* in each grade who reported not using, using occasionally, using weekly, and using daily. The sum of these reported percentages should equal 100%. Note that the reported use is measured in days and includes use at any location, not just on *school property*.

| Substance | GRADE | | |
|--|--------|-------|---------|
| | Eighth | Tenth | Twelfth |
| *Cigarettes | | | |
| Not used | % | % | % |
| Occasional use (1-5 days in past 30) | % | % | % |
| Weekly use (6-19 days in past 30) | % | % | % |
| Daily use (20 or more days in past 30) | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Alcohol | | | |
| Not used | % | % | % |
| Occasional use (1-5 days in past 30) | % | % | % |
| Weekly use (6-19 days in past 30) | % | % | % |
| Daily use (20 or more days in past 30) | % | % | % |
| Total | 100 % | 100 % | 100 % |

*Note: Please include data on cigarette use only. Do not include data on other forms of smoking tobacco or data on smokeless tobacco. If data are not available for cigarettes only, please enter "MD."

- b. For marijuana, cocaine, inhalants, and other illegal drugs, please record the percentages of *students* in each grade who reported not using or using one or more times. The sum of these reported percentages should equal 100%. Note that the reported use is measured in occasions (times) and includes use at any location, not just on *school property*.

| Substance | GRADE | | |
|--|--------|-------|---------|
| | Eighth | Tenth | Twelfth |
| Marijuana or hashish | | | |
| Not used | % | % | % |
| 1 - 9 times | % | % | % |
| 10 - 39 times | % | % | % |
| 40 or more times | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Cocaine (crack, powder, or freebase) | | | |
| Not used | % | % | % |
| 1 - 9 times | % | % | % |
| 10 - 39 times | % | % | % |
| 40 or more times | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Inhalants (for example, glues, aerosols, paint) | | | |
| Not used | % | % | % |
| 1 - 9 times | % | % | % |
| 10 - 39 times | % | % | % |
| 40 or more times | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Other illegal drugs (for example, LSD, PCP, mushrooms, heroin, etc.) | | | |
| Not used | % | % | % |
| 1 - 9 times | % | % | % |
| 10 - 39 times | % | % | % |
| 40 or more times | % | % | % |
| Total | 100 % | 100 % | 100 % |

J-54. Using the results of your state's latest *student* prevalence survey, please provide the following information on the age of first use among eighth, tenth, and twelfth graders in your state for each of the following substances.

For each substance, please record the percentage of *students* in each grade who reported never using and the percentages of *students* in each grade who reported first use at 8 years or younger, between 9 and 10 years, between 11 and 12 years, between 13 and 14 years, between 15 and 16 years, and 17 years old or older. The sum of these percentages should equal 100%.

| Substance | GRADE | | |
|-----------------------------|--------|-------|---------|
| | Eighth | Tenth | Twelfth |
| *Cigarettes | | | |
| Not used | % | % | % |
| 8 years or younger | % | % | % |
| 9 to 10 years | % | % | % |
| 11 to 12 years | % | % | % |
| 13 to 14 years | % | % | % |
| 15 to 16 years | % | % | % |
| 17 years or older | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Alcohol | | | |
| Not used | % | % | % |
| 8 years or younger | % | % | % |
| 9 to 10 years | % | % | % |
| 11 to 12 years | % | % | % |
| 13 to 14 years | % | % | % |
| 15 to 16 years | % | % | % |
| 17 years or older | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Marijuana or hashish | | | |
| Not used | % | % | % |
| 8 years or younger | % | % | % |
| 9 to 10 years | % | % | % |
| 11 to 12 years | % | % | % |
| 13 to 14 years | % | % | % |
| 15 to 16 years | % | % | % |
| 17 years or older | % | % | % |

| Substance | GRADE | | |
|---|--------|-------|---------|
| | Eighth | Tenth | Twelfth |
| Total | 100 % | 100 % | 100 % |
| Cocaine (crack, powder, or freebase) | | | |
| Not used | % | % | % |
| 8 years or younger | % | % | % |
| 9 to 10 years | % | % | % |
| 11 to 12 years | % | % | % |
| 13 to 14 years | % | % | % |
| 15 to 16 years | % | % | % |
| 17 years or older | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Inhalants (for example, glues, aerosols, paint) | | | |
| Not used | % | % | % |
| 8 years or younger | % | % | % |
| 9 to 10 years | % | % | % |
| 11 to 12 years | % | % | % |
| 13 to 14 years | % | % | % |
| 15 to 16 years | % | % | % |
| 17 years or older | % | % | % |
| Total | 100 % | 100 % | 100 % |
| Other illegal drugs (for example, LSD, PCP, mushrooms, heroin, etc.) | | | |
| Not used | % | % | % |
| 8 years or younger | % | % | % |
| 9 to 10 years | % | % | % |
| 11 to 12 years | % | % | % |
| 13 to 14 years | % | % | % |
| 15 to 16 years | % | % | % |
| 17 years or older | % | % | % |
| Total | 100 % | 100 % | 100 % |

* Note: Please include data on cigarette use only. Do not include data on other forms of smoking tobacco or data on smokeless tobacco. If data are not available for cigarettes only, please enter "MD."

J-55. Using the results of your state's *student* prevalence survey, please complete the following table on the frequency with which *students* brought *weapons*, such as guns, knives, and clubs, to school during the 30 days before completing the survey.

For each grade level, record the percentage of *students* who, during the 30 days before the survey:

| <i>Weapons incident</i> | | GRADE | | |
|-------------------------|---|--------------|--------------|--------------|
| | | Eighth | Tenth | Twelfth |
| a. | brought <u>no <i>weapon</i></u> to school | % | % | % |
| b. | brought <i>weapon</i> for 1 day | % | % | % |
| c. | brought <i>weapon</i> for 2 or 3 days | % | % | % |
| d. | brought <i>weapon</i> for 4 or 5 days | % | % | % |
| e. | brought <i>weapon</i> for 6 or more days | % | % | % |
| Total | | 100 % | 100 % | 100 % |

J-56. Using the results of your state's *student* prevalence survey, please complete the following table on the frequency with which *students* did not attend school because they felt unsafe either at or on the way to school during the 30 days before completing the survey.

For each grade level, record the percentage of *students* who, during the 30 days before the survey:

| School days missed | | GRADE | | |
|--------------------|-------------------------------------|--------|-------|---------|
| | | Eighth | Tenth | Twelfth |
| a. | did not miss school for this reason | % | % | % |
| b. | missed school for 1 day | % | % | % |
| c. | missed school for 2 or 3 days | % | % | % |
| d. | missed school for 4 or 5 days | % | % | % |
| e. | missed school for 6 or more days | % | % | % |
| Total | | 100 % | 100 % | 100 % |

J-57. Using the results of your state's *student* prevalence survey, please complete the following table on the frequency with which *students* were threatened or injured with a weapon on school property during the 12 months before completing the survey.

For each grade level, record the percentage of *students* who, during the 12 months before the survey:

| <i>Incident</i> | | GRADE | | |
|-----------------|-----------------------------------|--------|-------|---------|
| | | Eighth | Tenth | Twelfth |
| a. | were not threatened or injured | % | % | % |
| b. | were threatened or injured 1 time | % | % | % |
| c. | 2 or 3 times | % | % | % |
| d. | 4 or 5 times | % | % | % |
| e. | 6 or 7 times | % | % | % |
| f. | 8 or 9 times | % | % | % |
| g. | 10 or 11 times | % | % | % |
| h. | 12 or more times | % | % | % |
| Total | | 100 % | 100 % | 100 % |

J-58. Using the results of your state's *student* prevalence survey, please complete the following table on the frequency with which *student* property (for example, a car, clothing, or books) was stolen or deliberately damaged on *school grounds* during the 12 months before completing the survey.

For each grade level, record the percentage of *students* who, during the 12 months before the survey:

| <i>Incident</i> | | GRADE | | |
|-----------------|--|--------|-------|---------|
| | | Eighth | Tenth | Twelfth |
| a. | did not report any property stolen or damaged | % | % | % |
| b. | reported property stolen or damaged one (1) time | % | % | % |
| c. | 2 or 3 times | % | % | % |
| d. | 4 or 5 times | % | % | % |
| e. | 6 or 7 times | % | % | % |
| f. | 8 or 9 times | % | % | % |
| g. | 10 or 11 times | % | % | % |
| h. | 12 or more times | % | % | % |
| Total | | 100 % | 100 % | 100 % |

J-59. Using the results of your state's *student* prevalence survey, please complete the following table on the frequency with which *students* reported being in a physical fight on school grounds during the 12 months before completing the survey.

For each grade level, record the percentage of *students* who, during the 12 months before the survey:

| <i>Incident</i> | | GRADE | | |
|-----------------|---|--------------|--------------|--------------|
| | | Eighth | Tenth | Twelfth |
| a. | reported not being in a fight on <i>school grounds</i> | % | % | % |
| b. | reported being in a fight 1 time on <i>school grounds</i> | % | % | % |
| c. | 2 or 3 times | % | % | % |
| d. | 4 or 5 times | % | % | % |
| e. | 6 or 7 times | % | % | % |
| f. | 8 or 9 times | % | % | % |
| g. | 10 or 11 times | % | % | % |
| h. | 12 or more times | % | % | % |
| Total | | 100 % | 100 % | 100 % |

J-60. Provide the following information related to implementing the Principles of Effectiveness

a. With regard to LEA implementation of the Principles, what has occurred in your state between the last report and the end of this reporting year (please check all that apply)

- No LEAs have had difficulties with implementing the Principles.
- Some LEAs have had difficulties with implementing the Principles.
- Some LEAs have requested technical assistance with implementing the Principles from the SEA office or other sources.
- Many LEAs have requested technical assistance with implementing the Principles from the SEA office or other sources.
- Even with technical assistance, some LEAs have had significant difficulties with implementing the Principles.
- Even with technical assistance, many LEAs have had significant difficulties with implementing the Principles.
- The SEA office has had to work with one or more LEAs to resolve issues related to their compliance with the Principles.

b. What have been the most serious concerns or difficulties for LEAs in implementing the Principles? (PLEASE ATTACH ADDITIONAL SHEETS IF NECESSARY)

- c. How many LEAs are still experiencing these serious concerns or difficulties, as of the end of the reporting year?

_____ Number of LEAs

- d. Please briefly describe the types of technical assistance your office has provided (or arranged for other sources to provide) to LEAs in implementing the Principles, and any other activities your agency has conducted related to implementation of the Principles.

The next set of questions (60e - 60g) is optional; however, your response will help us to provide better technical assistance to SEAs and LEAs.

- e. Please describe any difficulties your office has had in providing technical assistance to LEAs in implementing the Principles, or in arranging for others sources to provide this technical assistance.

- f. What types of technical assistance would you like from the U.S. Department of Education with regard to implementation of the Principles?

- g. Please list one or more districts in your state whose efforts to implement the Principles of Effectiveness have been particularly well designed and executed, and that you believe can serve as a model for other LEAs. Please provide the district name and contact information.

J-61. Please provide the name, position, and address and telephone numbers of the individual who completed this report.

Name: _____

Position: _____

Telephone Number: _____
Area Code Phone Number

Fax Number: _____
Area Code Phone Number

Email: _____

Agency Name: _____

Mailing Address: _____
Street Address

City State ZIP Code

Glossary for Title IV, Safe and Drug-Free Schools and Communities

(Words in this glossary are italicized in the items.)

The following information is included in order to clarify the meaning of abbreviations and other terms used in the state educational agency reporting form. Our definitions of incidents and related terms presented below may differ somewhat from the definitions used in your state, districts, and schools. Please call Barbara Williams at 1-800-937-8281 if you have any questions.

After-school program

Any program, conducted after regular school hours, that encourages drug/violence free lifestyles. Programs may be recreational, instructional, cultural, or artistic in nature.

Alternative education program

Any program for students who are not enrolled in the regular school environment, such as students who are at risk of dropping out, students who have been expelled from their regular classes, students who are undergoing outpatient treatment for drug use, etc.

Before-school program

Any program, conducted before regular school hours, that encourages drug/violence free lifestyles. Programs may be recreational, instructional, cultural, and/or artistic in nature.

Community service projects

Activities conducted by students for the benefit of the larger community that encourage students to lead drug/violence free lifestyles or increase students' sense of community.

Conflict resolution program

Any program offering peer mediation, or conflict and anger management instruction to students.

Consortium

A group of local educational agencies that have a formal agreement to jointly provide SDFSCA services.

Curriculum acquisition or development

Purchase of or local development of drug/violence prevention instructional materials for preschool through grade-12 students. It includes acquisition or development of books, workbooks, videotapes, software, and other learning resources.

Drug

When phrases such as "drug use," "drug policies," "alcohol and other drugs (AOD)" are used in this survey, the terms are meant to include tobacco, alcohol, and other drugs.

Drug prevention instruction

Instruction aimed at drug prevention that is presented in the classroom (e.g., a unit in a health or physical education class that teaches about tobacco, alcohol, and other drugs; drug prevention instruction that is infused into the general curriculum; or stand-alone program or curriculum such as Here's Looking at You 2000, DARE, Quest, or BABES).

More →

Glossary for Safe and Drug-Free Schools and Communities, Continued

Elementary school

A school classified as elementary by state and local practice and composed of any span of grades not above Grade 6. Combined elementary/middle schools are considered middle schools and combined elementary and secondary schools (e.g., K-12 buildings) are classified as high schools for this report. (If your state uses a different definition, you may use that definition but note the difference in Question J-3 on the reporting form.)

Enrollment

The total number of students registered in a given school unit at a given time, often standardized by using the school's enrollment on or about October 1 of a given school year. Also measured by calculating average daily attendance or average daily enrollment.

Incident

A violation of a statute or regulation; it may involve one or more victims and one or more offenders. For reporting purposes, an incident of prohibited behavior is the single most serious act that occurs in a given overall incident. Incidents (ordered from most serious to least serious) include the following: homicide; sexual battery (including rape); robbery; battery; breaking and entering/burglary; larceny/theft; motor vehicle theft; kidnapping; arson; threat/intimidation; use or possession of drugs (other than alcohol); sexual harassment; sex offenses (non-forcible); vandalism; weapon possession; unclassified offenses; alcohol (liquor law violations); tobacco (where declared illegal); trespassing; fighting; disorderly conduct; as well as other major offenses; and other state (district or municipal) defined offenses.

Intermediate education agency (IEA)

An education agency at the county or regional level that exists to provide specialized instructional and administrative support and services to local education agencies (e.g., educational service centers).

Local educational agency (LEA)

(Also referred to as a school district) An education agency at the local level that exists primarily to operate public schools or to contract for public school services.

Middle school

A separately organized and administered school intermediate between elementary and senior high schools, which might also be called a junior high school, usually includes Grades 7, 8, and 9; Grades 7 and 8; or Grades 6, 7, and 8. Combined elementary/middle schools are considered middle schools for this reporting form; middle/senior high school combinations are defined as senior high schools. (If your state uses a different definition, you may use that definition but note the difference in Question J-4 on the reporting form.)

Non-random sample

A sample selected purposively, without use of probability or sampling theory. The particular sample may be chosen for (1) convenience, (2) accessibility, or (3) as a typical example of others in the group.

Non-school personnel

An individual who was neither a student nor school personnel for the district reporting the incident.

More →

Glossary for Safe and Drug-Free Schools and Communities, Continued

Non-student

An individual who is not a student in the school or district reporting the incident.

Offender

An individual, whether student or not, involved in committing an incident of prohibited behavior. There may be more than one offender involved in any single incident.

Parent education/involvement

Direct participation of parents or guardians in drug or violence-prevention programs. Types of involvement include the receipt of drug and violence prevention-related programming (education or training); assisting with drug and violence prevention-related instruction or activities in the schools (*e.g.*, as instructors, aides, mentors, etc.).

Prevention services/activities

All alcohol and other drug and violence prevention education services, including drug prevention instruction, violence prevention instruction, prevention-related student support services (*e.g.*, student assistance programs), and conflict resolution programs.

Principles of Effectiveness

Principle 1 - Grant recipients will base their programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.

Principle 2 - Grant recipients will, with the assistance of a local or regional advisory council, which includes community representative, establish a set of measurable goals and objectives, and design their activities to meet those goals and objectives.

Principle 3 - Grant recipients will design and implement their activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior.

Principle 4 - Grant recipients will evaluate their programs periodically to assess their progress toward achieving their goals and objectives and use their evaluation results to refine, improve, and strengthen their program and to refine their goals and objectives as appropriate.

Random or probability-based sample

A sample selected from a population using probability or sampling theory such that the probability of selection is known. In the case of simple random sampling, all possible samples of the same size have equal probability; in other cases, samples may have unequal probabilities of selection.

School grounds/property

For the purposes of this reporting form, school grounds/property should include the school building and immediate grounds, school transportation (*e.g.*, buses), stadiums/gymnasiums, and other facilities. Reporting of incidents on school grounds/property should cover 24 hours/day, not just incidents that occur during school hours. Additionally, an incident that occurs at a school-sponsored event off campus is included in the reported statistics if a student is involved, whether as a victim or offender.

More →

Glossary for Safe and Drug-Free Schools and Communities, Continued

School personnel

A teacher, administrator, or other school staff member such as support staff or maintenance worker; includes a school-based law enforcement officer such as a school resource officer.

School year

This period covers an entire 12-month calendar year, including summer months, following the cycle used in your state. For example, it could be July through June, September through August, or another configuration as long as it includes an entire 12-month calendar year.

SDFSCA

The Safe and Drug-Free Schools and Communities Act. Prior to 1994, this was known as the Drug-Free Schools and Communities Act (DFSCA).

Security equipment

Any equipment for use in maintaining a drug/violence-free school environment, for example metal detectors, or beepers, cellular phones, and intercoms for security/school personnel.

Security personnel

Specially trained personnel who ensure safety and security of a school building and its occupants.

Senior high school

A school offering the final years of school work necessary for graduation, usually including Grades 10, 11, and 12; or Grades 9, 10, 11, and 12. Combined junior and senior high schools are classified as high schools for this reporting form; combined elementary and secondary schools (e.g., K-12 buildings) are classified as high schools. (If your state uses a different definition, you may use that definition but note the difference in Question J-5 on the reporting form.)

Services for out-of-school youth

Drug/violence prevention projects, activities, or services for school-aged youth not currently enrolled in school, such as dropouts, and youth in detention centers.

Special, one-time events

Drug/violence prevention-related activities that occur once during a school year (e.g., Red Ribbon Week, Project Graduation, special assemblies).

State educational agency (SEA)

An education agency at the state level that exists to provide support and administrative services to local education agencies (e.g., a state department of education).

Student

An individual who is enrolled as a PK-12 student in the school district reporting the incident at the time the incident occurred.

Student support services

Programs, activities, and events that aim to prevent alcohol and other drug use. Examples include support groups, help lines, counseling services, and mentoring.

More →

Glossary for Safe and Drug-Free Schools and Communities, Continued

Teacher/staff training

Professional development, training, or technical assistance for teachers, certified personnel, or other staff that addresses drug or violence prevention, curriculum implementation, student support, comprehensive health education, early intervention, or rehabilitation referrals.

Violence prevention instruction

Instruction that is presented in the classroom as part of a class or separate curriculum for the purposes of preventing violence.

Weapon

Any instrument or object possessed or used to inflict harm on another person, or to intimidate any person. Examples include firearms of any kind (operable or inoperable, loaded or unloaded); all types of knives, chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, dirks, other pointed instruments (including pencils, pens); nunchakus; brass knuckles; Chinese stars; billy clubs; tear gas guns; electrical weapons or devices (stun guns); BB or pellet guns; explosives or propellants.

Weapons-related incident

Any incident that involves possession, use or intention to use any instrument or object to inflict harm on another person or to intimidate a person, as well as any incident that is somehow related to the possession, use or sale of weapons but where the use, possession, or sale of weapons was not the main offense (*e.g.*, burglary, trespassing, vandalism); in other words, any incident for which a weapon is present.

End of Glossary

Attachment B
YRBS-99 ITEMS
CORRESPONDING TO SDFSCA REPORTING FORM

The following table outlines the Youth Risk Behavior Survey standard high school version items for the 1999 survey that correspond to questions on this form. As noted on p. 95 of this form, if you used the YRBS-99 as your prevalence survey, you may attach copies of the relevant pages from the YRBS report that provide the data as requested for Questions J-52-59 of this form.

| Substance | SEA Q52 - lifetime use | SEA Q53 - last 30 days use | SEA Q54 - age of first use |
|---------------|---------------------------|-------------------------------|-------------------------------|
| Cigarettes | YRBS Q27 | YRBS Q29 | YRBS Q28 |
| Alcohol | YRBS Q39 | YRBS Q41 (<u>not</u> 42) | YRBS Q40 |
| Marijuana | YRBS Q44 | YRBS Q46 | YRBS Q45 |
| Cocaine | YRBS Q48 (<u>not</u> 50) | YRBS Q 49 | YRBS Q45* |
| Inhalants | YRBS Q50 | 51 | * |
| Other illegal | YRBS Q55 | * | * |

* The YRBS does not have corresponding items for “age of first use” for cocaine, inhalants, or other illegal drugs, or corresponding items for “last 30 days use” for other illegal drugs.

| | |
|--------------------------------------|----------|
| SEA Q55 - weapons to school | YRBS Q14 |
| SEA Q56 - felt unsafe at school | YRBS Q15 |
| SEA Q57 - <i>students</i> threatened | YRBS Q16 |
| SEA Q59 - <i>students</i> in a fight | YRBS Q20 |

Attachment B
YRBS-97 ITEMS
CORRESPONDING TO SDFSCA REPORTING FORM

The following table outlines the Youth Risk Behavior Survey standard high school version items for the 1997 survey that correspond to questions on this form. As noted on p. 95 of this form, if you used the YRBS-97 as your prevalence survey, you may attach copies of the relevant pages from the YRBS report that provide the data as requested for Questions J-52-59 of this form.

| Substance | SEA Q52 - lifetime use | SEA Q53 - last 30 days use | SEA Q54 - age of first use |
|---------------|---------------------------|----------------------------|----------------------------|
| Cigarettes | YRBS Q26 | YRBS Q28 | YRBS Q27 |
| Alcohol | YRBS Q37 | YRBS Q38 (<u>not</u> 39) | YRBS Q36 |
| Marijuana | YRBS Q42 | YRBS Q43 | YRBS Q41 |
| Cocaine | YRBS Q46 (<u>not</u> 48) | YRBS Q 47 | YRBS Q45 |
| Inhalants | YRBS Q49 | * | * |
| Other illegal | YRBS Q51 | * | * |

* The YRBS does not have corresponding items for “last 30 days use” and “age of first use” for either inhalants or other illegal drugs.

| | |
|--|----------|
| SEA Q55 - weapons to school | YRBS Q14 |
| SEA Q56 - felt unsafe at school | YRBS Q15 |
| SEA Q57 - <i>students</i> threatened | YRBS Q16 |
| SEA Q58 - <i>student</i> property damaged/stolen | YRBS Q17 |
| SEA Q59 - <i>students</i> in a fight | YRBS Q20 |

