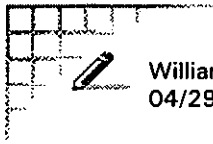


**NLWJC - Kagan**

**DPC - Box 011 - Folder 035**

**Crime - Safe and Drug Free Schools**



William R. Kincaid  
04/29/97 07:10:04 PM

Record Type: Record

To: Michael Cohen/OPD/EOP, Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP, Christa Robinson/OPD/EOP

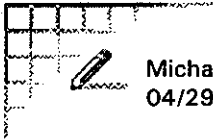
cc:

bcc:

Subject: Re: Charter Schools Study 

We should also release the guide to after-school programs sometime soon, but it doesn't seem to fit well with the town hall, either.

Bill  
Michael Cohen



Michael Cohen  
04/29/97 05:51:06 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP

cc: William R. Kincaid/OPD/EOP, Elena Kagan/OPD/EOP, Christa Robinson/OPD/EOP

Subject: Re: Charter Schools Study 

Don and others -- including me -- had been thinking of national testing as the focus of the town hall meeting; the charter schools study would push the meeting in a different direction. Right now we are focusin on KY or WVA for the meeting. If we shifted to charters, we would probably have to go someplace else.

As an alternative, they are holding May 13 and 14 open for POTUS, trying to preserve some flexibility for him. If a couple of days before we see we need a message event, we could try to put something together around charter schools. If that window passes, we probably would have to tell the Education Department to go ahead and release the report without us.

What do you think?

ED - safe & drug free schools



Michele Cavataio @ ed.gov  
03/26/97 04:02:00 PM

Record Type: Record

To: Dennis Burke, Michael Cohen, Elena Kagan, William R. Kincaid

cc:

Subject: Mtg follow up

Folks:

I wanted to follow up with some information from today's meeting. Below is the text that we are proposing to insert in appropriation's language. You'll note the last sentence says that the programs need to be consistent with the principles published in the federal register by the Secretary. This means that we do have some flexibility for their content, although we are expected to get significant outside input via the federal register. Our counsel's office is still assessing whether we would have to go back to the federal register if we wanted to make a change down the road. At this point, they believe that we would have to go through some formal rule-making procedures.

I am going to talk to Deputy Secretary Smith about whether he thinks we should pursue a stronger enforcement approach to the principles. He conceived of them initially, and I am not sure that this was what he had in mind, but we can look at some options.

I am also attaching the document I passed out which was missing a page. It lays out several strategies for responding to the RTI study. Please let me know if your computers can read it (it's in MS WORD.)

Thanks for your time this morning. We look forward to discussing these items further with you. (Bill/Dennis- I am not sure I have the right email address for Mike or Elena. Could you make sure they receive this note?)

Thanks,  
Michele

**SCHOOL IMPROVEMENT PROGRAMS**  
Appropriation's Language

For carrying out school improvement activities authorized by titles II, IV [A-1], V-A and B, [VI], IX, X and XIII of the Elementary and Secondary Education Act of 1965; the Stewart B. McKinney Homeless Assistance Act; and the Civil Rights Act of 1964; [\$1,425,631,000] \$1,299,222,000, of which [ \$1,202,478,000 ] \$977,000,000 shall become available on July 1, [1997] 1998, and remain available through September 30, [1998] 1999: Provided, That of the amount appropriated, [\$310,000,000] \$360,000,000 shall be for Eisenhower professional

development State grants under title II-B of the Elementary and Secondary Education Act; \$100,000,000 shall be for charter schools under title X, part C of such Act; and [~~\$310,000,000 shall be for innovative education program strategies State grants under title VI-A.~~] \$750,000 shall be for an evaluation of comprehensive regional assistance centers under title XIII of such Act: Provided further, That funds under titles II-B and IV-A-1 shall be used only for programs that are consistent with principles of effectiveness to be published in the Federal Register by the Secretary of Education.

NOTE: Text in brackets denotes proposed deletions from the (current fiscal year's) Department of Education Appropriations Act, 1997.

## **Response to issues raised on drug program effectiveness**

The RTI study of drug prevention programs identified several problem areas in program implementation (as well as some positive areas.) The issues in this paper are intended to address the RTI study as well as information from the recent meeting with prevention researchers.

ED has at least four overarching objectives which could form the basis for our message on drug and violence prevention:

Schools need to use research-based approaches that have demonstrated effectiveness and eliminate or modify what doesn't work.

Schools need to set measureable goals and objectives to change behavior.

Schools, communities and families need to reinforce each other with zero tolerance messages and with messages of hope.

ED needs to do a better job of sharing information about what works.

In response to the study and conversations with researchers, the Department has identified seven areas for improvement:

### **1. Increase use of research-based prevention approaches**

#### **A. Improve effectiveness of prevention programming**

FY98 appropriations language puts in place "principles of prevention" that will help strengthen the ability of ED to encourage the use of research-based approaches. ED will put the principles into the federal register for comments.

The Safe and Drug Free Schools (SDFS) program will spend \$2 million to replicate programs that have demonstrated success in smaller, controlled settings.

The SDFS program plans to implement a 5-year, \$15 million, demonstration project to identify broad-based strategies that work. A team has been put together to examine options for the design of this program. This program might take the form of a challenge grant.

#### **B. The RTI study and other studies have stated that approaches to prevention other than curricular approaches can have positive impacts. The Department should consider approaches which will contribute to the improvement of the overall school climate. For example,**

Increase recognition opportunities by reinstating Safe and Drug Free schools recognition program

Focus on initiatives such as peer mediation, mentoring, student courts, class size, after school programs

Promote student compacts to stay drug free

## **2. Improve knowledge about what works among various customers**

### *Planned activities:*

#### *SEAs*

Meet in next 6 months with all SEA drug prevention coordinators and LEA coordinators from large districts to disseminate information and bring researchers together with practitioners

#### *Teachers*

Prepare three issues of Challenge Newsletter to teachers on effective programs (put this information into common media used by teachers)

#### *General public*

Put into federal register information about promising practices?

Create website with information about what works

Disseminate publication on what works and doesn't work

hold teleconference to promote effective programs

*LEAs* -- the Department does not do a good job in communicating with them

Develop listserve to share information and create dialogue among drug coordinators at local level

### *For consideration:*

ED could establish an independent research organization or board responsible for determining what programs have demonstrated effectiveness OR ED could rely on research from peer reviewed journals.

The comprehensive assistance centers (CACs) do not provide assistance in the area of drug and violence prevention. The SDFS program hopes to continue funding for the National School Safety Center, but this center tends to have a crisis intervention approach rather than a strategic technical assistance approach because of its limited resources. ED will consider having some of the CACs specialize in the area of drug and violence prevention (in addition to their "comprehensive" duties.)

## **3. Improve consistency and effectiveness in the delivery of programs**

Teachers often face competing priorities and drug and violence prevention often lose air time to more academic work. And when teachers do implement drug prevention programs, they often do not implement a program the way it was designed. In addition, they are often inexperienced with the kind of interactive teaching that works best for prevention programs. In response, ED is currently assessing the state of teacher training programs and exploring options for who, in addition to teachers, might successfully deliver prevention programs (outside folks, in-school health specialist, etc). The SDFS program has set aside \$2 million to respond to the information gathered, possibly through a grant program.

## **4. Consider targeting at district level**

97 percent of schools receive some funds from the SDFS program which means as little as \$6-8 per child. States are already required to target extra 30 percent of funds to 10 percent of districts. But districts have no targeting requirements. Typically, districts spend a significant portion of money on a full or part time drug coordinator. The SDFS program will use some of its FY97 national programs money to examine the question of whether we should target at the district level. The results will be used to inform reauthorization.

**5. Increase the amount of planning and evaluation by schools**

Schools and/or districts are not doing a good job of using data to improve practice, and in some cases they don't do a good job of collecting the data. The SDFS program is planning a \$5 million demonstration program to help SEAs and LEAs collect and analyze information on drug use and violence in schools and use that information to improve practices.

The SEA/LEA conference hosted by the SDFS program is also designed to address this issue. It will have three components: 1) model needs assessment, 2) programs that have demonstrated success, 3) how to do evaluation.

**6. Change attitudes of acceptance of drugs by youth and parents**

Media campaign by Administration (ONDCP is leading this effort); ED will work to ensure our participation early on so that we can amplify the message in schools. Parents guide "How to Raise Drug-free Kids" will be distributed to over 18 million people and advertised on ABC in March.

**7. Improve research base**

Several research organizations (NIDA, NIAAA, OJJDP, NAS, NIJ) are doing research related to drug and violence prevention. ED will meet with these groups to discuss a longer term research agenda. OERI and NCES will be brought into discussions to see how they can support research needs.

**8. Help improve effectiveness of DARE program**

Federal agencies who fund DARE are meeting to discuss how they can work together to make DARE a more effective program.

# Drugs - Safe + Drug Free Schools

3/22

## Safe/Drug Free Schools

Formula-driven program

No good into an use of funds.

### GAO report

Guiding principles -

- prog has to be research-based
- based on assessment of prob.
- meet goals + obj.
- reg evals.
- comprehensive effort

MC - doesn't change anything?

Try to ID Things That work - 2.5m - incentive -  
doesn't spread very far.

- ident what works
- accountability - <sup>commitment to</sup> monitoring/
- bully pulpit. <sup>reporting reg</sup>



**SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**Draft Principles of Effectiveness

The President's fiscal year 1998 budget includes appropriations language that would improve the accountability of the Safe and Drug-Free Schools and Communities (SDFSC) program by requiring recipients of SDFSC State grants to use these funds for prevention strategies that meet principles of effectiveness to be published by the Secretary of Education. These principles, which would be published in the *Federal Register* for public comment, would be along the following lines:

- Local SDFSC prevention programs shall base their programs on an assessment of objective data about the drug and violence problems in the schools and community served.
- Local SDFSC prevention programs shall design their activities to meet their measurable goals and objectives for drug and violence prevention.
- Local SDFSC prevention programs shall base the design and implementation of their activities on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior among youth.
- SDFSC prevention programs may use prevention approaches that have not yet been proved effective if the programs are part of an evaluation-based demonstration designed to validate the effectiveness of the approach.
- Local SDFSC prevention programs shall evaluate their programs periodically to assess their progress toward achieving their goals and objectives.
- Local SDFSC prevention programs shall use their evaluation results to correct approaches that are not working, to strengthen approaches that are working, and to refine their goals and objectives.
- Unless part of a larger, comprehensive program, SDFSC funds may not be used for one-time events of short duration, approaches that provide only information about the characteristics and effects of drugs, or self esteem-building activities.

The above principles are grounded in current research and designed to ensure that, within the very flexible framework of the SDFSC Act, States and school districts spend their SDFSC funds in the most effective manner possible. The authorizing statute currently is so flexible, that recipients of these funds may be using them to support activities that are the most popular or the easiest to implement, but not necessarily the most effective at reducing drug use and violence among youth. The new principles of effectiveness are intended to preserve State and local flexibility but ensure that program funds are used in a manner most likely to result in positive outcomes.