
1. *Title IV, Part A -- Safe and Drug-Free Schools and Communities [Goal 4]*

a. Describe the key strategies in the state's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug free schools and communities through programs and activities.

ISBE and the Governor's Office, through consultation and coordination, provide programs and services that compliment and support local educational agencies and that comply with the principles of effectiveness. These programs and activities will be based upon needs identified through the Youth Risk Behavior Survey (YRBS) and the Illinois Youth Survey (IYS) as administered by both offices. Based upon data from the 2001 surveys, the following are the needs identified for attention.

- To reduce by 5% the number of students currently carrying a weapon such as a gun, knife, or club on one or more of the past 30 days. (Currently at 11%)
- To reduce by 5% the number of students who report not attending school within the past 30 days because they felt unsafe. (Currently 8%)
- To reduce by 5% the number of students who were in a physical fight on school property one or more times during the past twelve months.
- To reduce by 14% the number of students who have tried cigarette smoking. (Currently 56%)
- To reduce by 6% the number of students who smoked at least one cigarette every day for past 30 days. (Currently 16%)
- To reduce by 6% the number of students who had their first drink of alcohol before age 13. (Currently 22.9%)
- To reduce by 8% the number of students who had five or more drinks in a row (within a couple of hours) on one or more of the past 30 days. (Currently 28.4%)
- To reduce by 3% the number of students who tried marijuana before age 13. (Currently 6.6%)
- To reduce by 7% the number of students who used marijuana one or more times during the past 30 days. (Currently 20%)

The key strategies to be used by ISBE and the Governor's Office will provide LEAs training in the following areas to help meet the needs stated above.

To help reduce violence in schools, strategies will be employed in the areas of conflict resolution, mentoring, and bullying prevention. These strategies will be directed at the number of students afraid to attend school, who carry a weapon to school, and the number of students in a physical fight on school property.

In the area of alcohol, tobacco, or drugs, state level services will be directed toward awareness, prevention, and early intervention. Particular attention will be given to promote tobacco prevention in cooperation with the Department of Public Health. Programs such as life skills training will be provided as a part of the prevention strategies. The state will continue to promote early intervention through our student assistance programs.

Activities will address these need areas and be directed to removing barriers to learning and support academic achievement. To this end, resources will be directed toward scientifically based research findings that decrease the amount and availability of drugs and violence in the schools. Decreasing risk factors and increasing protective factors in the school and community environment will accomplish this.

Funds for this program are used to help students reach academic goals by working with students, school personnel, and communities to overcome the effects of drug and violence activity occurring in society. This is especially notable in early intervention activities geared to prevent family dysfunction, enhance school performance, and boost attachment to school and family. The program also functions to help create safe passage to and from school for children so that they may concentrate on learning, rather than wondering if they will be able to reach home or school. One component of the program helps to promote students' sense of personal responsibility. Many of the components, such as student assistance programs and the comprehensive health initiative, are geared toward alleviating the every increasing pressure on students.

Drug activity will be monitored and reduced by law enforcement in cooperation with school and community agencies and organizations, thereby decreasing the supply of drugs, alcohol, and tobacco available to youth. School and communities will work on prevention activities that will increase protective factors such as educating students on the harmful effects of drugs, alcohol, and tobacco.

Violence incidents will be subject to disciplinary measures in schools and communities as a method of reducing risk factors associated with violence. Consistent enforcement of rules is likelier to make students think before engaging in violence. As the protective factor schools and communities will provide activities that demonstrate the benefits of conflict resolution skills, mentoring, and techniques for use by students and staff to avoid bullying and violence in schools.

In order to comply with Section 4113(a) (3-4) relating to consultation and coordination of effort and activities, ISBE and the Governor's Office will continue to have a committee of state and local members to serve on the advisory board. Names and affiliations of these members are available. This committee reviewed and commented on the development of this plan and helped ensure there would be no duplication of services among the agencies involved. This group corresponds regularly to ensure that agencies receiving funds from this grant, or who are working in similar areas, will have the same information and needs analysis to establish additional support services for schools and communities within the state. In many cases these activities will be supported with state and/or local funds, but will aid in reducing drugs and violence in society.

b. Describe the state's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A.

The following performance measures will be used to determine if the needs, mentioned above, are being met by the programs and activities funded under this Act.

Table 24. Performance Measures for Drug and Violence Prevention Programs

<p>Performance Measure One: ((Number of students indicating -0- days who carried a weapon such as a gun, knife, or club on one or more of the past 30 days divided by the total number of respondents to this questions on the YRBS) times 100).</p> <p>Targets: Currently 11% (YRBS is given every second year); 10% in 2003; 8% in 2005; and 6% in 2007.</p>
<p>Performance Measure Two: ((Number of students who did not go to school in the past thirty days because they felt unsafe divided by the total number of respondents to this question on the YRBS) time 100).</p> <p>Targets: Currently 8.6%; 6% in 2003; 5% in 2005; and 3% in 2007.</p>
<p>Performance Measure Three: ((Number of students who were in a physical fight on school property one or more times during the past twelve months divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 10.2%; 8% in 2003; 6% in 2005; and 5% in 2007.</p>
<p>Performance Measure Four: ((Number of students who ever tried cigarette smoking, even one or two puffs divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 56.4%; 50% in 2003; 47% in 2005; and 42% in 2007.</p>
<p>Performance Measure Five: ((Number of students who smoked at least one cigarette every day for 30 days divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 16.1%; 14% in 2003; 12% in 2005; and 10% in 2007.</p>
<p>Performance Measure Six: ((Number of students who had their first drink of alcohol before other than a few sips before age 13 divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 22.9%; 20% in 2003; 18% in 2005; and 16% in 2007.</p>
<p>Performance Measure Seven: ((Number of students who had five or more drinks in a row (within a couple of hours) on one or more of the past 30 days divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 28.4%; 25% in 2003; 23% in 2005; and 20% in 2007.</p>
<p>Performance Measure Eight: ((Number of students who tried marijuana before the age of 13 divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 6.6%; 5% in 2003; 4% in 2005; and 3% in 2007.</p>
<p>Performance Measure Nine: ((Number of students who used marijuana one or more times during the past 30 days divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 20%; 17% in 2003; 15% in 2005; and 13% in 2007.</p>

In terms of activities to be funded under Title IV, 93% of ISBE's 80% goes to LEAs/ROEs via application. The remaining funds will be used for state leadership in such areas as the newly-required Management Information Services for drug-free and related personnel, and school safety workshops across Illinois which address conflict resolution and school violence.

c. Describe the steps the state will use to implement the Uniform Management Information and Reporting System (UMIRS)

Illinois will use the following steps to implement the UMIRS. Illinois will review current data collection forms or develop a new data collection form to include the following information:

- Chronic truancy rates for each individual public school within the state.
- Frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary school and secondary schools in the state will be collected and analyzed. At least part of this information will be used to help determine if a school is a persistently dangerous school. Information collected for this section shall be defined by the Illinois Criminal Code and will not identify victims of crimes or persons accused of crimes. Information for this section will be collected from incident reports by school officials, anonymous student surveys, and anonymous teacher surveys. This information will be collected at the school level.
- The types of curricula, programs, and services provided by state and local agencies and other recipients of Title IV funds will be collected and analyzed to determine that programs are in compliance with the principles of effectiveness or that LEAs are documenting that the programs are working at the local level. This information will be collected at the district level.
- The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities will be collected at the state level through the YRBS and the IYS.

The information collected through the UMIRS will be reported to the public through the news media and the ISBE Web site. Information relating to chronic truancy and the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions shall be reported on a school level basis.

Persistently Dangerous Schools

At its May 2002 meeting, the State Board of Education authorized dissemination of the following policy statement for public comment, and authorized staff to make changes to the draft policy in response to the public comment and to submit it to USDE as part of the consolidated state application. Should there be further guidance by USDE on this issue, staff is authorized to incorporate that at a later date.

The Board reviewed that there are two conditions for students to exercise this option under the law. The state's assurance *must* cover both.

- **Attending a persistently dangerous school (Group Option).** In determining whether a student is attending a "persistently dangerous school" for purposes of this provision of the federal law, the committee reviewed the types of information that are required to be collected to comply with *NCLB*. Title IV of *NCLB* requires that ISBE collect information at the school level, rather than the district level, relating to truancy, suspensions/expulsions related to drug and violence offenses, and violations of the Gun-Free School Act. It was believed that the same information could be used to determine whether a public school is persistently dangerous.

Regarding the group option, Title IV of *NCLB* requires ISBE to collect information at the school level, rather than the district level, regarding truancy, suspensions/expulsions related to drug and violence offenses and violations of the Gun Free Schools Act.

- **Becoming a Victim of a Violent Criminal Offense (Individual Option).** Whether a student has become a victim of a violent criminal offense must be determined by state law. The Rights of Crime Victims and Witnesses Act contains both a definition of a crime victim and a definition of a violent crime. The definitions from this statute could be incorporated into the determination of a victim of a violent criminal offense, as follows: Any individual student who becomes a victim of a violent criminal offense as defined by Illinois law (725 ILCS 120/3) must be eligible to exercise the unsafe school choice option and be allowed to transfer immediately to a different school within the district.

The unsafe school choice provision will require legislation in order to make it binding on districts. Comments were received from the public on the draft policy, and Table 25 reflects the policy as of this date. Proposed legislation incorporating the policy will be submitted to the Illinois General Assembly in 2003.

Table 25. Recommended Policy for Illinois on Persistently Dangerous Schools

<p>Under Section 9532 of <i>NCLB</i>, the State Board of Education hereby adopts the following to define the Unsafe School Choice Option.</p> <p>Attending a Persistently Dangerous School (Group Option)</p> <ul style="list-style-type: none">▪ A persistently dangerous school must meet all of the following criteria for two consecutive years:<ul style="list-style-type: none">▪ <i>Have violence-related expulsions greater than 3% of the student enrollment; and</i>▪ <i>Have one or more students expelled for bringing a gun or weapon to school as defined in 18 USC 921; and</i>▪ <i>Have 3% or more of the student enrollment exercising the individual option outlined below.</i> <p>Becoming a Victim of a Violent Criminal Offense (Individual Option)</p> <ul style="list-style-type: none">▪ Any individual student who becomes a victim of a violent criminal offense* as defined by Illinois law (725 ILCS 120/3) must be eligible to exercise the unsafe school choice option and be allowed to transfer immediately to a different school within the district, based on verification to the school authorities pursuant to board policy. [<i>This means a victim within the school or on the school grounds of the school the student attends during regular school hours or during school-sponsored events.</i>] <p>Crime Victim Definition: A crime victim means:</p> <ul style="list-style-type: none">▪ a person physically injured in Illinois as a result of a violent crime perpetrated or attempted against that person <i>or</i>▪ a person who suffers injury to or loss of property as a result of a violent crime perpetrated or attempted against that person <i>or</i>▪ a single representative who may be the spouse, parent, child or sibling of a person killed as a result of a violent crime perpetrated against the person killed or the spouse, parent, child or sibling or any person granted right under this Act who is physically or mentally incapable of exercising such rights, except where the spouse, parent, child or sibling is also the defendant or prisoner <i>or</i>▪ any person against whom a violent crime has been committed. <p>Violent Crime Definition: A violent crime means any felony in which force or threat of force was used</p>

against the victim, of any offense involving sexual exploitation, sexual conduct or sexual penetration, domestic battery, violation of an order of protection, stalking or any misdemeanor which results in death or great bodily harm to the victim or any violation or any violation of Section 9-3 of the Criminal Code of 1961, or Section 11-501 of the Illinois Vehicle Code, or a similar provision of a local ordinance, if the violation resulted in personal injury, and includes any action committed by a juvenile that would be a violent crime if committed by an adult. For the purposes of this paragraph, "personal injury" shall include any Type A injury as indicated on the traffic accident report completed by a law enforcement officer that requires immediate professional attention in either a doctor's office or medical facility. A Type A injury shall include severely bleeding wounds, distorted extremities, and injuries that require the injured party to be carried from the scene.

2. *Title IV, Part A, Subpart 1, section 4112(a) -- Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor [Goal 4]*

a. The Governor may reserve up to 20 % of the state's allocation under this program to award competitive grants or contracts. Indicate the percentage of the state's allocation that is to be reserved for the Governor's program.

The Governor's Office will reserve 20%. The use of the funding is delineated below.

Futures for Kids was developed by Governor George H. Ryan as an umbrella for programs and policies that make a significant difference in the lives of Illinois' children. The initiative focuses on prevention and intervention programs designed to increase success in school, reduce youth substance abuse and juvenile delinquency. *Futures for Kids* focuses on four key components: early intervention programs for children ages birth to 10; family and community involvement programs; school success and safe neighborhoods. *Futures for Kids* has been dedicated to increasing the number of scientifically based programs funded through public funds and the application of relevant research to existing programs.

Illinois' First Lady chairs the *Futures for Kids* Advisory Panel which consists of leaders from business, faith communities, government (the directors of the Departments of Children and Family Services, Public Aid, Public Health, Human Services, Corrections, State Police, Aging, Commerce and Community Affairs, the Criminal Justice Information Authority, and the State Superintendent of Education), schools, parents, researchers, the Juvenile Justice Commission and children's advocacy groups. The Advisory Panel was convened in October 1999 and meets quarterly with the First Lady.

The Advisory Panel has been instrumental in the development of a comprehensive juvenile justice initiative across state agencies, the creation of a science-based, public-private youth anti-drug media campaign and creating a framework for incorporating research into public policy applications. The panel has also been instrumental in the creation of Illinois Preschool, an education/social development pre-kindergarten program that will eventually be available to all 3 and 4 year olds whose parents choose to enroll them. The research has been very clear that an investment in early childhood education prevents juvenile delinquency and drug use and supports later educational success. Illinois Preschool will focus its first year of implementation on working

with IBHE and the Community College Board to create a pipeline for certified early childhood teachers.

Another of the Advisory Panel's accomplishments was the creation of a set of youth risk and protective factor indicators and data sets across state agencies in several areas including:

- Learning and Employment
- Social, Emotional and Behavioral Health
- Safety and Injury Prevention
- Youth and Families
- Physical Health
- Community

To build on these efforts and those of other statewide initiatives and organizations, Illinois proposes using a portion of the Governor's Title IV funds to create an infrastructure that will support a comprehensive, coordinated service delivery and management information system designed to address the youth policy goals and indicators developed over the last three years.

It should be noted that this application builds on the strengths of all of Illinois' prevention partners and begins the process of "weeding out" programs that have not demonstrated science-based effectiveness. This rationale explains why this application only provides for one year of state funding for the DARE program. After year one, local communities opting to continue the program will be responsible for training officers through DARE America.

The Governor's portion of the Title IV will equal 20% of the overall allotment (approximately \$19,046,653). The Governor's share will be used to support prevention infrastructure development as well as scientifically based, promising approaches to prevention and intervention strategies for youth.

Table 26. Distribution of Governor's Title IV Funds

Department	Year 1	Year 2
Department of Human Services	45%	57%
University of Illinois, Center for Prevention Research and Development	25%	30%
Prevention First, Inc.	12%	13%
Illinois State Police	18%	0
TOTAL	100%	100%

Illinois Department of Human Services. The Illinois Department of Human Services will receive \$1.6 million for the delivery of outcome-based services to youth. These grants to community based and faith-based organizations will reach an estimated 20,000 school-age youth enrolled in school and 8,000 school-aged youth who are not enrolled in school (dropouts, incarcerated etc.). The department anticipates 18 awardees ranging from \$5,000 to \$50,000 with the majority approaching the \$50,000 range. These awardees have traditionally received these funds and all programs were

competitively bid at the time of initial contracting with the state. All agencies are required to conduct scientifically-based programs and submit annual outcome evaluation information to the Department of Human Services.

In Year 2, the Department of Human Services will receive additional funds to continue multiple Communities CAN programs in communities across the state. These sites will be selected based upon past performance, demonstrating the ability to implement evidence-based programs and conduct process and outcome evaluation. Identified programs will have also produced positive outcomes in risk/protective factors and alcohol, tobacco and other drug outcomes. Some of the programs will be Life Skills Training, Academic Enrichment, Preparing for the Drug-Free Years, social norms marketing, mentoring and local ordinance change. With the addition of these funds, programs would be allowed to continue delivery of evidence-based programming and evaluation in their respective communities. These community-based agencies were selected competitively as part of a Center for Substance Abuse Prevention State Incentive Grant. After three years under the SIG grant, as a result of their work, these communities were found to have had the greatest impact on youth drug use in their communities.

The Department of Human Services will also receive funds for administration and staff costs associated with all of the programs outlined in this proposal. The Bureau of Substance Abuse Prevention will coordinate all efforts as they relate to this application. The Bureau is currently responsible for grants and policies as they relate to Illinois' prevention system and has a track record of administering federal grant funds.

The University of Illinois. As a leading research institution the University of Illinois will play a major role in providing the leadership and infrastructure to move Illinois towards a comprehensive and coordinated school and community-based approaches to prevention as well as develop additional models for prevention and intervention of youth violence and substance abuse. The University will administer funds for the three projects outlined below.

Infrastructure Development

- The Center for Prevention Research and Development (CPRD) will undertake three major infrastructure initiatives to help Illinois develop an integrated and sustainable state and local prevention system. This will begin with the creation of a School and Community Prevention Policy Institute that will extend the current work of the Future for Kids Initiatives. The goal is develop common knowledge, language, policies and procedures across state and local initiatives to improve state and local program coordination, best practices and accountability. Members will participate in a series of regular meetings, trainings, site visits and policy development that will help build consensus and coordination across multiple state agencies. Specifically, the Institute will work with state and local officials to streamline and coordinate programs and policies funded by the Safe and Drug Free Schools, 21st Century Learning Centers, Bureau of Substance Abuse Prevention, Departments of Public Health and Bureau of Youth Services and Delinquency Prevention and related state-funded prevention initiatives.
- The second infrastructure project is designed to engage youth in the development and implementation of alcohol and tobacco policies in Illinois communities. Research suggests that environmental strategies are critical part of a comprehensive school and community

prevention efforts and youth can play a vital role for implementation. Illinois is only beginning to implement such policies, and this project will work with several Illinois communities engaging youth in implementation these policies. As the study is completed, the policy manual on youth engagement will be designed and disseminated through trainings, conference presentations and community forums.

- The final infrastructure development will be to create a cross agency database for planning and policy at the state and local levels (See data categories above). Working with representatives from multiple state agencies (state board, public health, human services, state police, etc), the goal will be to collect, integrate, organize and disseminate ATOD prevention and related data. This data will be available to state directors for policy and funding decisions and to local schools and communities for assessing needs, monitoring trends and assessing intermediate and long-term outcomes. Data will be placed on the worldwide web in tabular format and through geo-mapping to allow for the visualization of community results. Once complete a series of training and professional development activities will be conducted to ensure that all state agencies and local communities can access and use the data properly.

Station Adjustment Conduct Disorder Clinic. The Institute for Juvenile Research housed at the University of Illinois, in conjunction with the Community Mental Health Council will create a research project designed to demonstrate the effectiveness of a clinically based approach to juvenile delinquency. The project will provide outreach to youth who are just entering the juvenile justice system for delinquency. Currently, these youth are not provided the intensity of services required to positively impact their lives.

This collaborative approach will provide youth and their families with intensive case management and clinical services to address the root causes of the delinquent behavior. Included in the program is a formal evaluation to demonstrate the effectiveness of the program elements as well as cost estimates for services as well as cost benefit calculations.

Collaborative for the Advancement of Social and Emotional Learning (CASEL). During the past few decades schools have been inundated with well-intentioned positive youth development efforts to promote competence and prevent social and health problems. Unfortunately, many of these programs have been developed and implemented in isolation. The Illinois Center of CASEL (CASEL-IC) will provide Illinois policy makers with a research-based model for schools to incorporate evidence-based, comprehensive prevention programming for all students.

The combination of the intensive and direct work in nine model schools, the information sharing about this work and the advances in the field more broadly, and the set-up and support of educational leaders actively interested in learning more about this work and taking it up on their own, will combine to provide a strong practice base in Illinois. CASEL-IC will monitor the growth of this network as Illinois evaluates the impact across the state over time.

Prevention First, Inc. Prevention First will receive funds to conduct Be Real, a social marketing campaign aimed at youth between the ages of 10 and 14. The program builds on the successful

efforts of the Red Ribbon campaign and encourages youth to Be Real - drug-free (see Appendix T, Be Real--Media Campaign--Guiding Principles and Research).

The program was initiated last fall in partnership with ISBE, DOC, the Department of Human Services, the Illinois Drug Education Alliance, and multiple Illinois corporations.

Educational guides were sent to over 5,000 schools and youth groups with an additional 5,000 guides requested. The campaign included a public service announcement campaign featuring Illinois youth was developed, Be Real rallies were conducted that attracted over 2,000 people and a Be Real Web site was created. Media attention regarding the campaign was impressive. The PSA campaign was a success. The advertising equivalency for the PSA campaign is more than \$360,000.

The following activities will be implemented to build upon the campaign's success and adhere to research-based guidelines and principles for effective social marketing campaigns and school-based prevention strategies:

- Develop and distribute postcards, letters and other correspondence encouraging Illinois middle schools to use Be Real materials distributed during the previous fiscal year and to develop ongoing activities to support the Be Real message.
- Conduct Be Real outreach activities to statewide associations and organizations affiliated with schools or youth service. Coordinate regional and local outreach efforts with the InTouch Network. Target specific youth-orientated publications to garner in-kind support to feature the Be Real campaign in their publications.
- Develop partnerships with major corporations such as Hardee's and Pizza Hut to increase Illinois youth exposure to the Be Real message.
- Develop and distribute public service campaign ads through television and movie theater ads.
- Enhance web site interactivity to increase visibility and appeal of Be Real web site to youth.
- Integrate the Partnership for a Drug Free America campaign in order to maximize impact of youth anti-drug messages.

The SDFSC funds will be leveraged with state general revenue funds and in-kind donations from public relations and media agencies. The campaign has an evaluation component that assists in the development of marketing materials and strategies as well as determines impact.

Illinois State Police. In order to accommodate current school plans to implement DARE this coming school year; the Governor's portion will support training of DARE Officers in Year 1 **only**.

Drug Abuse Resistance Education (D.A.R.E.) is a comprehensive K-12, school-based drug and violence prevention program designed to equip children with the life skills necessary to recognize and resist social pressures, to experiment with tobacco, alcohol and other drugs, and to resolve conflict in a non-violent manner. The D.A.R.E. curriculum is presently offered to thousands of Illinois elementary students by D.A.R.E.-certified law enforcement officers. The purpose of this

highly specialized effort is to provide an educational program in the classroom that serves as prevention and intervention of drug abuse, violence, and gang involvement among today's youth. Topics of personal safety and conflict resolution highlight the activity-oriented lessons designed to engage students through interactive discussion and problem solving. The curriculum addresses specific requirements of the Improving America's School Act of 1994, Title IV, P.L. 103-382. Illinois law requires all school curricula to be aligned to the *Illinois Learning Standards*. The D.A.R.E. curriculum was aligned with the *Illinois Learning Standards* in July 2000, providing a clear and concise picture how this information contributes to reaching educational goals and the process of teaching and learning.

b. The Governor may administer these funds directly or designate an appropriate state agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity (the name of the head of the designated agency, address, telephone number) and the "DUNS" number that should be used to award these funds.

The name and entity to receive these funds is contained in the "Safe and Drug-Free Schools and Communities Act State Grants" Chief Executive Officer Cover sheet.
