# Notice of Grant Opportunity

Drug Abuse Education Fund Grant

.

September 1, 2021 – August 31, 2022

**NGO #22-DW10-H05**

**(Year 6 continuation)**

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**May 2021**

**Application Due Date: July 15, 2021**

**ORG/APU 5064-147**

[**NEW JERSEY DEPARTMENT OF EDUCATION**](http://www.state.nj.us/education)

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## Section I: Grant Program Information

### Description of the Grant Program

The Drug Abuse Education Fund (DAEF) grant program is designed to provide targeted school-aged youth in New Jersey with an evidence-based national or statewide model substance use disorder education and prevention program that has demonstrated success. The program is delivered by law enforcement personnel to students in grades kindergarten through grade 12. Additionally, the program takes place during the school day during the months of September through June as determined by the local education agency (LEA) in collaboration with law enforcement and the applicant. The students to be served are in 300 public, nonpublic, charter and Renaissance project schools in any of the 21 counties, with priority given to the nine counties with the highest prevalence of drug abuse based on data in the New Jersey Department of Human Services, Division of Mental Health and Addiction Services, Substance Abuse Prevention Needs Assessment Using Social Indicators, Table 5, “Needs Assessment for Alcohol and Drug Prevention Services, New Jersey 2014” (Bergen, Essex, Monmouth, Middlesex, Burlington, Ocean, Hudson, Camden and Union, See [Appendix A](#_Appendix_A)).

Please refer to Sections [1.8](#_1.8_PROGRAM_AND), [2.2](#_2.2_PROJECT_REQUIREMENTS) and [Appendix B](#_Appendix_B) for further information.

The initial grant period was from November 1, 2016 to October 31, 2017 through a competitive process where Law Enforcement Against Drugs (L.E.A.D.) Inc. was awarded the full $375,000 of available funds. L.E.A.D. Inc. was also awarded the full $375,000 in Years 2 through 5 of the grant period, which ran during the following periods:

Year 2: November 1, 2017 to October 31, 2018

Year 3: November 1, 2018 to October 31, 2019

Year 4: November 1, 2019 to October 31, 2020

Year 5: November 1, 2020 to August 31, 2021

This NGO covers Year 6, a continuation of the grant, which will run from September 1, 2021 – August 31, 2022. The applicant may apply for up to $375,000.

The term “substance use disorder” is defined as an individual’s recurrent use of alcohol and/or drugs, which causes clinical and functional significant impairment, such as health problems, disability, and failure to meet major responsibilities at work, school, or home. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), a diagnosis of substance use disorder is based on evidence of impaired control, social impairment, risky use, and pharmacological criteria. Substance use disorder is categorized as mild, moderate, or severe to indicate the level of severity, which is determined by the number of diagnostic criteria met by an individual. Substance use disorder includes alcohol, tobacco, cannabis, stimulant, hallucinogen and opioid use disorders (Substance Abuse and Mental Health Service Administration, 2016).

The **goals of the grant program** are to reduce at-risk behaviors as described below:

* Supplement and reinforce related life skills education adopted by the State Board of Education under the Comprehensive Health and Physical Education (CHPE) Standards of the New Jersey Student Learning Standards (NJSLS) and federal requirements and instructional objectives for substance use disorder education and prevention programs, including:
	+ CHPE NJSLS Standard 2.1, Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle;
	+ CHPE NJSLS Standard 2.2, Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle;
	+ CHPE NJSLS Standard 2.3, Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle; and
	+ Drug prevention and education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that is evidence-based [Every Student Succeeds Act (ESSA), Title IV, Part A, sec. 4102].

Under the grant, law enforcement personnel delivering the instructional program are to be provided with training and on-going technical support in an evidence-based substance use disorder education and prevention program curriculum.

As a result of the implementation of this program, the New Jersey Department of Education (NJDOE) expects evidence of achievement in one or more of the following data-driven **student outcomes**:

* A reduction in evidence-based factors that place students at risk for substance abuse;
* An increase in students’ perceived harm of substance abuse;
* A decrease in the intention or expectation of students to abuse substances; or
* A reduction in the rate of student drug and alcohol use.

### Eligibility to Apply

Eligibility to apply is limited to Law Enforcement Against Drugs (L.E.A.D.) Inc., a non-governmental entity. This is a continuation grant where the applicant must operate in New Jersey, using law enforcement personnel, to provide substance use disorder education and prevention programs on a statewide basis.

The applicant must complete, sign, scan and upload the Drug Abuse Education Fund Grant Program Documentation of Eligibility form ([Appendix B](#_Appendix_B)) using the Upload tab as part of their EWEG application to certify that it has established a formal working relationship with law enforcement agencies in all 21 counties for the provision of substance use disorder education and prevention programs in schools.

Additionally, the applicant must have established residency in New Jersey, as identified by their New Jersey Charities Registration Number or 10-digit incorporation identification number obtained from the New Jersey Division of Taxation. **Note**: there is no single, all-purpose number for nonprofits. Proof of New Jersey residency must be provided by scanning and uploading a copy of either the New Jersey Business Certificate or New Jersey Tax Exempt Certificate, using the Upload tab as part of their EWEG application.

The applicant must read, sign, scan and upload the Drug Abuse Education Fund Grant Program Statement of Assurances ([Appendix C](#_Appendix_C)) using the Upload tab as part of their EWEG application.

### 1.3 Federal Compliance Requirements (DUNS, SAM)

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), the grant recipient must have a valid DUNS number and must also be registered with the System for Award Management (SAM), the successor to the Central Contractor Registration (CCR) database. DUNS numbers are issued by Dun and Bradstreet and are available for free to all entities required to register under FFATA.

* Obtaining a [DUNS number](http://fedgov.dnb.com/webform/).
* Registering with the [SAM database](https://www.sam.gov).

The applicant is required to submit their DUNS number and expiration date of their SAM registration as part of the EWEG application using the appropriate EWEG tab (Contacts) and must certify that they will ensure that their registration will remain active for the entire grant period.

The applicant must also print the “Entity Overview” page from their www.sam.gov profile (which displays their DUNS number and street address with ZIP+4 code), and upload a scan of the page using the Upload tab.

#### FFATA Executive Compensation Disclosure Criteria

The applicant is required to disclose the name and total compensation of the five (5) most highly compensated officers of the applicant’s entity as part of the grant application, if in the preceding fiscal year, the applicant:

• Received at least $25,000,000 in annual gross revenues from federal awards; and

• If at least eighty (80) percent of the applicant’s annual gross revenues came from federal

 awards.

This information is to be entered using the appropriate Electronic Web-Enabled Grant (EWEG) tab (Contacts). The term “federal award” includes federal contracts, sub-contracts, grants, and sub-grants.

No award will be made to an applicant not in compliance with FFATA.

### 1.4 Statutory/Regulatory Source and Funding

The applicant’s project must be designed and implemented in conformance with all applicable State regulations. The DAEF grant is 100% State-funded under N.J.S.A2C:43-3.5 and N.J.S.A54A:9-25.12 et seq. The DAEF grant has been established comprising portions of taxpayer-designated refunds and penalties assessed against individuals adjudicated or convicted of certain crimes. The resources accumulated in the DAEF are appropriatedannually to NJDOE for distribution to nongovernmental entities for utilization by law enforcement personnel in the provision of substance use disorder education and prevention programs on a statewide basis. Final awards are subject to availability of State funds (5064-147).

To date, in each of Years 1 through 5, $375,000 was awarded to the grantee, to support the DAEF grant program. The NJDOE expects to continue funding the grantee through this continuation grant awarded for the sixth year contingent upon the applicant’s performance and availability of FY22 appropriated funds. The funding periods for Years 1 through 5 of this grant were:

 Year 1: November 1, 2016 to October 31, 2017

Year 2: November 1, 2017 to October 31, 2018

Year 3: November 1, 2018 to October 31, 2019

Year 4: November 1, 2019 to October 31, 2020

Year 5: November 1, 2020 to August 31, 2021

The continuation grant period, Year 6, will run from September 1, 2021 to August 31, 2022 and the applicant may once again apply for up to $375,000. An award will not be made unless there is an appropriation for this program. All Awards are subject to the availability of funds.

The applicant must meet the requirements within this NGO, complete implementation activities established in its grant agreement, and make satisfactory progress toward the completion of its approved action plan throughout the grant cycle (see [Section 1.9](#_ASSESSMENT_OF_PROGRAM), Assessment of Program Results).

The applicant is expected to complete the goal(s) and objectives laid out in the approved grant application, complete implementation activities established in its grant agreement, and make satisfactory progress toward the completion of its approved Project Activity Plan. Failure to do so may result in the withdrawal by the NJDOE of the applicant’s eligibility for the continuation of grant funding. The NJDOE will remove ineligible, inappropriate or undocumented costs from funding consideration.

### 1.5 Dissemination of This Notice

The Office of Student Support Services will make this notice available to the current applicant based upon the eligibility requirements outlined in [Section 1.2](#_ELIGIBILITY_TO_APPLY).

Additional copies of the NGO are also available on the [NJDOE Grant’s web site](http://www.nj.gov/njded/grants/discretionary/) or by contacting the Office of Student Support Services at the New Jersey Department of Education, Riverview Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 376-9109; fax (609) 633-9655.

### 1.6 Technical Assistance

Technical Assistance information will be given on an individual basis, as appropriate for continuation grant programs. If the applicant would like to set up a phone conference call for technical assistance, please call the Office of Student Support Services at 609-376-9109.

### 1.7 Application Submission

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, **will not accept late applications.**

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the complete application through the online EWEG system on the [NJDOE Homeroom](http://homeroom.state.nj.us/) page **no later than 4:00 P.M. on Thursday July 15, 2021. Without exception,** the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application received after this deadline.

**The applicant must have a logon ID and password to access the system.** Please send an email request to the EWEG Help Desk at eweghelp@doe.nj.gov. **Please Note**: At least 24-48 hours are needed to enable EWEG set-up for users. The applicant is urged to request access well in advance of the application due date.

Questions regarding access to EWEG may be directed to eweghelp@doe.nj.gov.

**The applicant is advised to plan appropriately** to allow time to address any technical challenges that may occur. Additionally, the applicant should run a consistency check at least 24 hours before the due date to determine any errors that might prevent submission of the application. The applicant is advised not to wait until the due date to submit the application online as the system may be slower than normal due to increased usage. Running the consistency check does not submit the application. When the consistency check runs successfully, a submit button will appear. Once an application is submitted it cannot be retrieved, no additional information may be added, and no edits may be made. **Please note that the submit button in the EWEG system will disappear as of 4:00 PM on the due date.**

Complete applications are those that include all elements listed in [Section 3.3](#_3.3_APPLICATION_COMPONENT), Application Component Checklist, of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for consideration. The NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO.

Paper copies of the grant application will **not** be accepted in lieu of the EWEG application system. Applications submitted by FAX cannot be accepted under any circumstances.

### 1.8 Program and Fiscal Reporting Requirements

**The grant recipient is required to submit three program and fiscal progress reports annually.** All reports will be submitted through the online EWEG system. The applicant should check with their Program Officer for information on when the EWEG report system is available. Program and fiscal reports for this program will be due through EWEG as follows:

### Report Reporting Period Due Date\_\_\_\_\_

**1st Report** September 1, 2021 – December 31, 2021 January 31, 2022

**2nd Report** September 1, 2021 – April 29, 2022 May 31, 2022

**Final** **Report** September 1, 2021 – August 31, 2022 September 30, 2022

**Interim reports must be based on each activity described in the applicant’s** approved **Project Activity Plan for each reporting period.**

It is recommended that programming is delivered to students during the first reporting period (September 1, 2021 to December 31, 2021), at the minimum level of service (LOS) or greater, and for each subsequent reporting period, as follows:

Suggested Cumulative Level of Service by the End of Each Report Period

|  |  |
| --- | --- |
| **Report Period** | **Level of Service** |
| 1st Report | 125 schools |
| 2nd Report | 250 schools |
| Final Report | 300 schools |

As outlined in the chart above, of the 300 schools to be served by the end of the grant period, 125 schools should be served during the first reporting period, an additional 125 should be served during the second reporting period, and the final 50 schools should be served by the completion of the third reporting period.

**Each report must include** a table, based on the required level of service indicated above, containing information on schools that participated or that are currently participating in the K-12 instructional program arranged by and funded under the grant. The table must include, at a minimum, the following information:

* The name of each public, nonpublic, charter, and Renaissance project school;
* The address of each school;
* The name, title, and phone number of the school administrator responsible for each school;
* The dates the program was delivered at each site;
* The number of students served at each school; and
* A written blanket statement within the table that details the total length of instructional time for the duration the curriculum was delivered (e.g. 45 mins x 16 classes = 12 hours).

In addition to the table, the following must also be submitted with **each report**:

* A brief narrative summary page, detailing an overview of the submitted documents and data;
* Logs of site observations conducted by the applicant of law enforcement personnel delivering the K-12 instructional program, including the date of observation, the law enforcement officer’s name and affiliated agency, and the observer’s name, affiliated agency and logs of site observations conducted by the grantee of law enforcement personnel delivering the K-12 instructional program, including the law enforcement officer’s name and the observer’s name and title;
* Logs of technical contacts made by the applicant to law enforcement personnel delivering the K-12 instructional program, which will include the date of contact, the law enforcement officer’s name, the L.E.A.D. contact’s name and title, and the reason for the contact; and
* A list of law enforcement officers receiving the professional development program, as appropriate, including the title(s) and date(s) of the professional development course(s).

The **1st Report** must include a detailed report describing the following:

* Activities conducted to establish and/or continue a formal working relationship with law enforcement personnel;
* Outreach to schools in all 21 counties to provide services;
* Logs of the dates, agenda and participants of meetings with schools and law enforcement agencies;
* Efforts to ensure appropriate staff is in place to fulfill the requirements of the continuation NGO; and
* Pre-survey data summary.

The **2ndReport** must also include the following information:

* A list of schools projected to receive the instructional program and a projected schedule for delivering the program to these schools in the last trimester of the grant year.
* A copy of all subgrant/consultant agreements for the grant year.

The **Final Report** must also include the following information:

* Evaluation information and materials:
	+ Progress towards meeting the data-driven student outcomes (see [Section 1.9](#_ASSESSMENT_OF_PROGRAM), Assessment of Program Results), including a report of evaluation methods;
	+ Progress towards meeting the monitoring requirements outlined in [Section 2.2](#_PROJECT_REQUIREMENTS), Project Requirements;
* An assessment of the quality of the training and the ongoing technical assistance provided to law enforcement officers delivering the program, which may include, copies of law enforcement officers’ evaluations of the training program;
* An assessment of the fidelity of law enforcement officers’ delivery of the approved instructional program completed by an independent third-party contractor, as determined through on-site observations, utilizing a checklist of essential elements of which may include surveys or other comparable measurement techniques or tools;
	+ Formal feedback from adults in charge of the program sites (i.e., school administrators, school coordinators, program directors) on the effectiveness of program implementation and student outcomes as a result of their participation in the instructional program;
	+ Formal feedback from program instructors on all aspects of program implementation;
	+ A status update of the applicant’s fulfillment of the required activities, including achievement of the objectives, student outcomes, activities/tasks, timelines, and a description of problems and suggested responses;
	+ A brief summary table or narrative that details the main data points from Years 1 through Year 6 of the grant cycle. This summary should clearly show the trajectory of collected data from the start in 2017 to the completion in 2022 and should include data points such as student outcomes, quality of training, and the fidelity of officers’ delivery of the content; and
	+ Copies of all products prepared and used under the DAEF grant program. (**Note**: All resources and materials [printed hard copy, electronic or other means] produced using DAEF funds must prominently be attributed to and display DAEF as the funding source.)
* A statement including any thoughts or feedback aimed at strengthening future DAEF NGOs for NJDOE consideration.

**For each activity that has not been completed during any reporting period, a narrative must be provided containing, at a minimum, the following information:**

* A comparison of the actual accomplishments to the objectives established for the reporting period;
* The reasons for variance if the established objectives were not met, including a discussion of the impact, if any, that such variance may have on the continued program for the subsequent contract period (excluding the final report as the six-year grant cycle will come to a close); and
* A plan for completing any objectives not accomplished during the reporting period.

All requested information must be submitted as an upload within EWEG.

#### Program Income Report

Applicants may be required to submit a program income report each report period if the program is funded through additional sources. For additional information regarding program income and the program income report please see section **IX.** **Program Income** of **Attachment A** of the  [**Grant Agreement Terms and Conditions**](https://www.nj.gov/education/grants/discretionary/management/)**.**

### Assessment of Program Results

The applicant must analyze and submit reports of program evaluation findings throughout the entire span of the grant, including an assessment of student outcomes and provide written recommendations to the NJDOE for improvement of program delivery on an annual basis.

The NJDOE will review and analyze the applicant’s reports and evaluation data and other information for the purpose of assessing the applicant’s achievement of one or more of the following data-driven student grant program outcomes under the goals of the grant program (see [Section 1.1](#_DESCRIPTION_OF_THE), Description of the Grant Program):

* A reduction in evidence-based factors that place students at risk for substance abuse;
* An increase in students’ perceived harm of substance use;
* A decrease in the intention or expectation of students to use substances; or
* A reduction in the rate of student drug and alcohol use.

The Office of Student Support Services will determine grant program success and will make recommendations regarding continued funding based on the information provided by the applicant and any meetings held between the applicant and NJDOE staff, as necessary, and any other relevant program information requested by NJDOE.

**Note:** TheNJDOE reserves the right to increase data requirements throughout the grant cycle.

### 1.10 Reimbursement Requests

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds the applicant has expended are made through the Electronic Web-Enabled Grant (EWEG) system. Reimbursement requests may begin once the application has been marked “Final Approved” in the EWEG system, and the applicant has accepted the award by clicking on the “Accept Award” button on the Application Select page and completing the Grant Acceptance Certificate information.

Only one (1) reimbursement request may be submitted per month. In order to receive a reimbursement at the beginning of the following month, the awarded applicant must submit its request no later than the 15th of the month. The requests may include funds that will be expended through the last calendar day of the month in which reimbursement is requested. If the applicant’s request is approved by the NJDOE program officer, the applicant should receive payment around the 10th of the following month. The last day to submit a reimbursement request for Year 6 is August 15, 2022.

**Note:** Payments cannot be processed until the award has been accepted in EWEG. Payments will be withheld if the applicant fails to submit required reports. The last day that a budget modification may be submitted in EWEG is May 31, 2022. Once the final report for Year 6 is created within EWEG, reimbursement requests cannot be created or submitted within the system.

## Section 2: Project Guidelines

The intent of this section is to provide the applicant with the framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing the continuation application, the applicant is advised to review [Section 1.1](#_DESCRIPTION_OF_THE), Description of the Grant Program, of this NGO to ensure a full understanding of the state’s goals of the grant program and expected student outcomes. Additionally, the information contained in Section 2 will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in their project.

When submitting an application, the agency **must** use the Electronic Web-Enabled Grants (EWEG) online application system located on the [NJDOE Homeroom](http://homeroom.state.nj.us/) site.

1.

### Project Design Considerations

As the applicant reviews the goals of the DAEF grant (see [Section 1.1](#_DESCRIPTION_OF_THE), Description of the Grant Program), consideration should be given to the impact of any currently implemented programs within the applicant agency and the achievement of positive outcomes. It is the intent of the NJDOE to continue to award funds to the current grantee to implement an evidence-based national or statewide model that has demonstrated success as a substance use disorder education and prevention program. Considerable thought and planning between the applicant agency and its current or intended schools must occur to ensure proper management of this program.

### Project Requirements

The applicant is expected to refine and continue implementation of the originally proposed five-year project that will help school-aged youth develop strategies for resisting substance abuse. Furthermore, the applicant is required to adhere to and implement the project requirements as set forth in this section of the application. In reviewing and refining the project, the applicant should consider the following:

* The substance use disorder education and prevention programming must be provided to students in any of grades kindergarten through grade 12, as determined by the local education agency (LEA) in collaboration with law enforcement and the applicant, during the school day between September and June.
* Services must be provided in 300 public, nonpublic, charter and Renaissance project schools and must include schools in urban, suburban, and rural areas within any of the 21 counties, with priority given to the nine identified counties with the highest prevalence of drug and alcohol abuse based on data in the New Jersey Department of Human Services, Division of Mental Health and Addiction Services, Substance Abuse Prevention Needs Assessment Using Social Indicators, Table 5, “Need Assessment for Alcohol and Drug Prevention Services, New Jersey 2014” (Bergen, Essex, Monmouth, Middlesex, Burlington, Ocean, Hudson, Camden and Union, see [Appendix A](#_Appendix_A)).
* The chart below serves as an example demonstrating how to provide equitable services across counties, looking solely at the nine priority counties.

****Equitable Distribution Chart****

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Schools** | **Students** | **% To Total Schools** | **% To Total Students** | **Avg. of Percentages** | **# of Schools to be Served** |
| Bergen | 279 | 134009 | 18.07% | 15.53% | 16.80% | 50 |
| Burlington | 131 | 70329 | 8.48% | 8.15% | 8.32% | 25 |
| Essex | 215 | 113451 | 13.92% | 13.15% | 13.54% | 41 |
| Middlesex | 189 | 122829 | 12.24% | 14.23% | 13.24% | 40 |
| Monmouth | 183 | 99533 | 11.85% | 11.53% | 11.69% | 35 |
| Ocean | 113 | 71262 | 7.32% | 8.26% | 7.79% | 23 |
| Hudson | 110 | 82162 | 7.12% | 9.52% | 8.32% | 25 |
| Camden | 156 | 76971 | 10.10% | 8.92% | 9.51% | 29 |
| Union | 168 | 92339 | 10.88% | 10.70% | 10.79% | 32 |
| **Total** | **1544** | **862885** |  |  |  | **300** |

* Relationships with public, nonpublic, charter and Renaissance project schools must be established to create awareness of the instructional program and to ensure effective implementation of the program in school settings throughout the state.
* The substance use disorder education and prevention program must address alcohol and substance abuse prevention and related risk factors.
* The substance use disorder education and prevention program must be delivered by highly trained New Jersey uniformed law enforcement personnel and must supplement and reinforce related life skills education adopted by the State Board of Education under the CHPE Standards of the NJSLS and federal requirements and instructional objectives for substance use disorder education and prevention programs.
	+ CHPE NJSLS Standard 2.1 – All students will acquire health promotion concepts and skills to support a healthy, active lifestyle;
	+ CHPE NJSLS Standard 2.2 – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle;
	+ CHPE NJSLS Standard 2.3 –All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle; and
	+ Drug prevention and education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that is evidence-based [*Every Student Succeeds Act* (*ESSA*), Title IV, Part A, sec. 4102].
* The applicant should only describe and provide those services funded under this grant.

#### Program Elements

The following is a list of required program elements by application section that are integral to the design and implementation of the applicant’s project. The applicant is required to include information in the application separately addressing each of the program requirements described below for the entire six-year grant program, unless otherwise specified.

Additionally, a Project Update is required, which is a 250-300 word statement about the Year 5 accomplishments and how they will impact Year 6 implementation.

##### Project Description

* Delivery System: Describe how the applicant will continue to increase awareness of the program and establish and/or maintain relationships with the appropriate number of schools in any of the 21 counties statewide to support the development and delivery of the program in New Jersey public, nonpublic, charter and Renaissance project schools in urban, suburban, and rural areas.
* Program Evaluation: Submit an **evaluation plan** in EWEG for the DAEF grant program that will document all services provided and will determine the degree and quality of the instructional program as implemented, as well as the effect on student learning and/or behavioral change. The evaluation plan must be specifically designed to measure achievement of the approved program goals and objectives and, at a minimum, one of the student outcomes described in [Section 1.1](#_DESCRIPTION_OF_THE), Description of the Grant Program and [Section 1.9](#_ASSESSMENT_OF_PROGRAM), Assessment of Statewide Program Results, and the Final Report, [Section 1.8](#_1.8_PROGRAM_AND), Program and Fiscal Reporting Requirements, and demonstrate the:
* Effectiveness of the program in achieving project objectives and the required student outcome(s); and
* Fidelity of law enforcement officers’ delivery of the instructional program, as determined through on-site observations, utilizing a checklist of essential elements, of which also may include surveys or other comparable measurement techniques or tools.

The evaluation also must include: 1) feedback from adults in charge of each of the schools receiving program services (e.g., school administrators, school coordinators, program directors) and program instructors on student changes and effective implementation of the program, per the requirements described in [Section 1.8](#_1.8_PROGRAM_AND), Reporting Requirements and 2) the quality law enforcement officers delivering the curriculum;

* Training and Technical Assistance: The applicant must describe how law enforcement personnel will continue to be provided with high-quality training in the delivery of the instructional program to K-12 students. The applicant must also describe the ongoing technical support for continuous implementation of the program, including 1) Monitoring a minimum of 55% of all local law enforcement agencies participating in the program in **grant year six**, which must include on-site or virtual observations of officers delivering the curriculum and 2) technical assistance contacts with officers delivering the curriculum utilizing a checklist of essential elements, of which also may include surveys or other comparable measurement techniques or tools. The NJDOE reserves the right to attend any training session unannounced.
* Evidence-based Substance Use Disorder Education and Prevention Program: The applicant must provide research-based evidence that the instructional program to be used and the delivery of the program meets the following:
* Are consistent with the evidence literature, which must be cited in the application, for substance abuse prevention and life skills-based education;
* Have a substantial likelihood of achieving, at a minimum, one of the student outcomes described in [Section 1.1](#_DESCRIPTION_OF_THE), Description of the Grant Program, and [Section 1.9](#_ASSESSMENT_OF_PROGRAM), Assessment of Statewide Program Results; and
* Meet the purposes for the program set forth in this continuation NGO.
* Student-Centered Activities: The applicant must demonstrate the following:
* How the proposed instructional program is developmentally appropriate for each student grade level (K-12);
* How the program teaches K-12 students developmentally appropriate life skills; and
* How the delivery of the program is predominantly student-focused, interactive and experiential (e.g., skill modeling by instructors, student skill practice and mastery, instructor coaching of skill practice, student discussion, student activities), rather than instructor-centered and didactic.

#### Project Goals, Objectives, and Indicators

Using the stated program goals, [Section 1.1](#_DESCRIPTION_OF_THE), Description of the Grant Program**,** the applicant must review, and if necessary, update the measurable objectives and indicators for the final year of the six-year project that are designed to support the program goals and achieve, at a minimum,one of the student outcomes described in Section 1.1, Description of the Grant Program, and [Section 1.9](#_ASSESSMENT_OF_PROGRAM), Assessment of Program Results. While the selection of only one outcome is required, the applicant is encouraged to select more than one of the student outcomes to strengthen the program.

#### Activity Plan

The applicant’s activity plan must include all activities for the sixth year of the project.

#### Assurances

In an effort to maintain consistency, the applicant must read, sign, scan and upload the Drug Abuse Education Fund Grant Program Statement of Assurances ([Appendix C](#_Appendix_C)) using the Upload tab as part of their EWEG application.

### 2.3 Budget Design Considerations

Once the objectives that will guide the work in the continuation phase of the grant have been prioritized, begin to develop the details of the budget that will be necessary to carry out each activity.

The applicant’s budget must be well-considered, necessary for the continuation of the project, remain within the funding parameters contained in this continuation NGO, and demonstrate prudent use of resources. The budget will be reviewed to ensure that costs are customary and reasonable for implementation of each project activity.

The applicant must provide a direct link for each cost to the project goals and objectives and the activities in the Project Activity Plan that provides programmatic support for the proposed cost. In addition, the applicant must provide documentation and details sufficient to support each proposed cost.

Guidance on constructing a grant budget may be found in the [Pre-award Manual](https://www.nj.gov/education/grants/discretionary/apps/) for Discretionary Grants.

**The budget submitted as part of the application is for the specified 12-month grant period only.**

The NJDOE will remove from consideration all ineligible costs, as well as costs not supported by the Project Activity Plan. The actual amount awarded will be contingent upon the applicant’s ability to provide support for its proposed budget upon application and ultimately will be determined by the NJDOE through the pre-award revision process. The applicant’s opportunity to make pre-award revisions will be limited by the NJDOE, which is not responsible either to provide repeated opportunities for revisions or to permit reallocation of the funds previously requested for costs that have not been approved or have been disallowed.

### Budget Requirements

The applicant may apply for 12 months of funding. The budget may not exceed $375,000. In constructing the budget, please note that all costs must be reasonable and necessary to implement program activities. Additionally, the budget entries must demonstrate clear and specific links to the project activity plan. The applicant must provide sufficient explanation of budgeted costs, including the calculation detail (cost-basis).

To reduce the number of pre-award revisions and the risk of disallowed costs under the Budget section of EWEG, please review [Appendix D](#_Appendix_D), Budget Tips.

The applicant must adhere to the NJDOE required provisions of N.J.A.C. 6A:23A-7 which contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their fiscal manager when constructing the budget. The NJDOE applies these restrictions uniformly to all applicants. Unless otherwise specified, the following restrictions apply to all grant programs:

* No reimbursement for in-state or out-of-state overnight travel (meals and/or lodging);
* No reimbursement for meals on in-state travel; and
* Mileage reimbursement may not exceed $.35 per mile.

#### Eligible Costs

Grant funds **may** be used by the applicant for the following costs that directly support the activities described in the application:

1. Salaries and benefits for law enforcement personnel to deliver the instructional program;
2. Consultant fees and expenses and other purchased services in support of the NGO;
3. Salaries and benefits to support project administration, which must be justified by the activities in the approved Project Activity Plan and must directly support the arrangement and delivery of the instructional program and the administration of this grant. These salaries and benefits must be prorated according to grant-related and non-grant-related functions, as appropriate;
4. Purchase of curricula;
5. Purchase of materials and supplies that are required components of the approved curriculum;
6. Professional development and training for law enforcement personnel in support of grant-funded projects and services;
7. Planning for grant-funded projects and services;
8. Project evaluation; and
9. Other approved direct costs and operating expenses (i.e., printing, telephones, postage and travel), that are necessary to perform grant functions. **All travel expenses must relate directly to project activities and be well justified.** Grant funds may be used to pay necessary travel expenses only for personnel directly involved in this grant program.

#### Ineligible Costs

Grant funds **may not** be used for the following purposes:

1. Administrative costs, including salaries and benefits of personnel not providing direct services under this grant, computers and other costs that are not direct service;
2. Food, including snacks or refreshments for participants or staff, including, but not limited to, required orientation or professional development trainings, scheduled in-service trainings, and advisory board meetings;
3. Summer programs for students;
4. Supplanting local, state, or federal funds already designated for grant-related activities;
5. Indirect costs;
6. Vehicle purchases;
7. Entertainment;
8. Fundraising activities;
9. Maintenance of vehicles;
10. Purchase of office furniture;
11. Purchase of equipment;
12. Capital construction or renovation;
13. Medical services, drug treatment, or rehabilitation;
14. Religious practices or programs; such as religious instruction, worship, or prayer;
15. In-and out-of-state overnight meals and/or lodging;
16. Memberships to associations and organizations; and
17. Costs that are not directly related to the arrangement and delivery of the instructional program and that are not supported by this NGO.

**Note:** Ineligible costs, as well as costs not supported by the activity plan, will be removed from consideration.

## Section 3: Completing the Application

### 3.1 General Instructions for Applying

To apply for a continuation of this grant, you must prepare and submit a complete application. The application must be a response to the State’s vision as articulated in [Section 1](#_SECTION_I:_GRANT), Grant Program Information, of this NGO. It must be planned, designed and developed in accordance with the program framework articulated in [Section 2](#_SECTION_2:_PROJECT), Project Guidelines, of this NGO. The applicant may wish to consult additional guidance found in the [Pre-award Manual for Discretionary Grants](http://www.nj.gov/education/grants/discretionary/apps) document.

You must submit your application using the online EWEG system found at the [NJDOE Homeroom](https://homeroom.state.nj.us/). Paper copies of the application **will not be accepted**. The applicant should refer to [Appendix E](#_Appendix_E) for general tips on completing the application online through the EWEG system.

### 3.2 Review of Applications

NJDOE staff will review the continuation grant application on the basis of high-quality and comprehensiveness, including consistency with the comprehensive project plan selected and approved in the application under the initiating multi-year NGO. The application will also be reviewed for completeness, accuracy and appropriateness of response to each of the items identified in Section 2. Additionally, the final Year 6 award will be based on program and fiscal performance in Years 1 through 5 through on-site and desk monitoring, tri-annual reports, local and state level evaluations, adequate and efficient use of federal funds and other areas deemed appropriate by the NJDOE.

Please be advised that in accordance with the Open Public Records Act P.L. 2001, c. 404, all applications for discretionary grant funds received September 1, 2003 or later, as well as the evaluation results associated with these applications, and other information regarding the competitive grants process, will become public records upon the completion of the evaluation process, and will be available to members of the public upon request.

### 3.3 Application Component Checklist

The following components are required (see Required  Column) to be included as part of your EWEG application. Failure to include a required component may result in your application being removed from consideration for funding. Please make note that the following characters are not recognized by EWEG (“, -!@#$ %^&\*( )”~/<>{} and bullets). When uploading documents to EWEG, please use the Adobe pdf format and be sure to properly label each document with the **title of the form, not the appendix number**. Use the checklist (see Included  Column) to ensure that all required components have been completed.

Application Component Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Required (**) | Form | EWEG Tab/Subtab | Included (**) |
|  | EWEG | Admin (Contacts, Allocation, Assurance, Board Resolution, DUNS-SAM, and FFATA)  |  |
|  | EWEG | Narrative (Update; Project Description (Year 6 only); Goals, Objectives and Indicators (Year 6 only); Activity Plan (Year 6 only); and Budget (Year 6 only))  |  |
|  | EWEG | Budget |  |

The following documents are to be scanned and uploaded in the EWEG Application, as PDF files, prior to submission. Specific criteria for this activity will be listed on the Upload tab in the EWEG application.

|  |  |  |  |
| --- | --- | --- | --- |
| Required (**) | Form | EWEG Tab/Subtab | Included (**) |
|  | EWEG | Drug Abuse Education Fund Grant Program Documentation of Eligibility ([Appendix B](#_Appendix_B)) |  |
|  | EWEG | Drug Abuse Education Fund Grant Program Statement of Assurances ([Appendix C](#_Appendix_C)) |  |
|  | Scan and Upload | A copy of the “Entity Overview” page from the applicant’s [SAM registration.](https://www.sam.gov/) |  |
|  | Scan and Upload | New Jersey Charities Registration Number or 10-digit incorporation number as requested in section 1.2. |  |

## Appendix A

State of New Jersey

Division of Mental Health and Addiction Services

New Jersey Department of Human Services

May 2014

**Substance Abuse**

**Prevention Needs Assessment**

**Using Social Indicators**

Prepared by:

Office of Planning, Research, Evaluation, and Prevention

Suzanne Borys, Ed.D. Assistant Division Director

Yohannes Hailu, Ph.D. Research Scientist I

**Introduction**

The purpose of this study is to provide an estimate of needs for the prevention of alcohol and other drugs (AOD) abuse that county planners use in resource allocation. Archival data of social and health indicators were used to estimate the relative levels of need for prevention services among New Jersey counties. Risk indices were derived based on substance abuse prevention theories regarding the predictive ability and the operational domains of risk. The Relative Needs Assessment Scale (RNAS)[[1]](#footnote-1) and Hawkins’ etiological model[[2]](#footnote-2) are used as templates because of their relevance to prevention programming. The risk indicators for AOD use or abuse are organized by two operational domains, namely, the Community-based Risk Index (CRI) and the Youth Risk Index (YRI).

The CRI was calculated using the Relative Needs Assessment Scale (RNAS) developed by the DMHAS research team. The model involved social indicators data for the construction of the RNAS for both alcohol and drugs. Taken together they form an index of the relative level of risk operating in each county. The CRI is based on aggregated county-level risk factors that potentially influence all individuals within a community. The risk indicators used as a measure of community-level risk are alcohol deaths, alcohol use, driving under the influence (DUI), drug deaths, child abuse/neglect, drug use and drug violation arrests.

The YRI index was constructed from indicators that operate within the realm of youth: the school, the family, and the individual. These indicators rely heavily on the empirically tested risk factors from the individual level, etiological studies of youth and their family’s characteristics. County-level data were derived from the 2006-2007 New Jersey Middle School Survey and the New Jersey Department of Education (Commissioner’s Annual Report on Violence, Vandalism, and Substance Abuse (2005). Although prevention services are relevant throughout all stages of human development, this study focused on the AOD abuse risks and prevention needs of youth due to the greater cost-benefit ratios of preventing early use.

 The following report presents a number of tables that show the statistical analysis and the social indicators used to calculate CRI and YRI indices, including:

* The relative need assessment scale (RNAS) to determine CRI
* The relative risk index in middle and high schools to determine YRI
* Final risk index constructs and prevention need estimates

|  |
| --- |
| **Social Indicators Used in the RNAS Model to Calculate the****Community Risk Index (CRI)** |
| CRI was calculated using social indicators identified as predictors of problem behaviors, including AOD use. Direct measures of alcohol abuse include alcohol use, DUI arrests, and alcohol related death while the indirect measures include Child Abuse and neglect. Direct measures of drug abuse include drug use, drug abuse violations arrests, and drug related death while the indirect measures of drug abuse include Child Abuse and neglect. See data in Table 2. |
| **Mortality**: Data attributable to alcohol and drug deaths were derived using the International Classification of Diseases (ICD-10) diagnostic codes that are specific to dependence or non-dependence on substance use. Data was provided by the New Jersey Department of Health and Senior Services (http://www.state.nj.us/health/chs/stats04/mortality.shtml). A 5-year data (2001-2005) of the primary and secondary causes of death due to AOD were used to calculate the yearly average. **Drug Use:** Prevalence of illicit drug use in the last 30 days; data taken from the 2003 New Jersey Household Survey on Drug Use and Health (Page D-18). **Alcohol Use**: Prevalence of alcohol use, defined as consumption of at least one drink in the past 30 days (including heavy and binge drinking). Data was taken from the 2003 New Jersey Household Survey of Drug Use and Health (Page D-12).**Driving under the Influence (DUI)** is defined as operating of any motor vehicle while drunk or under the influence of alcohol or drugs. Data was taken from the 2005 New Jersey Uniform Crime Report.**Drug Abuse Violations** are defined as the unlawful sale/manufacturing/possession/use of narcotics and drugs (opium or cocaine and their derivatives; marijuana, hashish, etc.; synthetic narcotics and others). Data was taken from the New Jersey Uniform Crime Report.**Child Abuse and neglect**: The DYFS case practice guidelines identify four elements that form the basis as to whether to substantiate abuse or neglect: (a) whether the victim is a child under 18 years of age; (b) whether the perpetrator is a parent or guardian; (c) whether the action of the parent was necessary, justified or reasonable; (d) whether serious harm as defined in N.J.S.A. 9:6-8.21 resulted from the parent action or reaction. Data was taken from the New Jersey DHS, Office of Children Services, Division of Youth & Family Services, 2003. |

|  |
| --- |
| **Social Indicators Used to calculate the Youth Risk Index (YRI)** |
|  Data on adolescent risk factors used to calculate the Youth Risk Index (YRI) were derived from two sources: the 2007 Middle School Survey (MSS); and the 2006 New Jersey Department of Education Commissioner’s Annual Report on Violence, Vandalism and Substance Abuse. MSS are ‘characteristics of the student’s community, family, school, and peer relationships that predict the likelihood of experimentation with alcohol tobacco and other drugs and participation in antisocial problems’. These factors have been standardized to a ‘0 to 1’ scale so that the most negative behaviors receive the highest score. Mean scores for each factor were computed on a scale zero to one, with a higher score indicating that the student is at a greater risk of being influenced negatively by that factor. See data in Table 3 and Table 4. |
| **Risk Factors in the 2007 New Jersey** **Middle School Survey** |
| **Community Domain Risk Factors*** Laws and norms favorable to drug use
* Community transitions and mobility
* Low neighborhood attachment
* Perceived availability of drugs
* Community disorganization
 | **Family Domain Risk Factors*** Poor family management
* Parental attitudes favorable towards
* antisocial behavior
* Parental attitudes favorable towards drug use
 |
| **School Domain Risk Factors*** Low commitment to school
* Academic failure
 | **Peer-Individual Domain Risk Factors*** Perceived risks of drug use
* Favorable attitude towards antisocial behavior
* Peer reward for antisocial behavior
* Favorable attitude toward drug use
* Early initiation of drug use
* Friends’ use of drugs
* Early initiation of antisocial behavior
* Gang involvement
* Interaction with antisocial peers.
 |
| **Annual Report to the Education Committees of the Senate and General Assembly on Violence, Vandalism Weapons and Substance Abuse in New Jersey Public Schools (2006)** |
| **Violence**Simple assault, Aggravated assault, Fight, Gang fight, Robbery, Sex offense, Threat, Bullying | **Vandalism**Arson, Bomb threat, Burglary, Damage toproperty, Theft, and Trespassing |
| **Weapons**Firearm, Other weapons, Bomb Offenses | **Substance**Use, Possession, and Distribution |

**RNAS Used to Determine Community Risk Index (CRI)**

**Introduction**

Presenting an extensive list of social indicators, as in the Chartbook, is helpful in understanding some of the variables that may be related to substance abuse problems. However, it can be overwhelming to assess substance abuse problems using a multitude of maps, charts and tables unless a summary measure is provided that ties the individual variables together. To address this concern, the DMHAS research team developed a model for social indicator analysis measures (Mammo and French, 1996). The model involved the construction of the Relative Needs Assessment Scale (RNAS).

**Method**

The method involved the construction of RNAS for both alcohol and drugs. The scales are derived from social, health, and other behavioral factors that identify substance abuse or dependence problems. The RNAS provides a single value for each county with its magnitude demonstrating its relative standing among the rest. Because the scale sums to one, its interpretation becomes simpler than the scores obtained from factor analysis procedures.

The RNAS was developed using different sets of indicators for the alcohol and drug scales. The *alcohol scale* is composed of ‘Driving Under the Influence’ (DUI) arrests, alcohol attributable mortality, alcohol retail outlets and domestic violence arrests. The *drug scale* is derived from arrests for drug violations, drug related mortality, child abuse/neglect and drug use in the last 30 days. The population at risk from the Census 2005 data is used to calculate problem loads while a four-year average of data is used for the values of social indicators.

**Results**

 Table 1 and the following charts show the alcohol and drug scale for each county. A large proportion (50.8%) of alcohol related problems are concentrated in six counties. Bergen County ranks highest (13.5%) among all counties in its alcohol related problems followed by Essex County (8.4%), Monmouth County (8.1 %), Middlesex County (7.5%), Morris County (7.3%) and Camden County (6.0%). The county that exhibits the lowest relative alcohol problem is Salem with just 0.6 %.

Consistent with the previous findings, the drug scale shows that drug related problems are concentrated in few counties. The scale indicates that 44% of the drug problem is accounted for in only six counties: Essex (10.9%), Bergen (9.1%), Camden (8.5%), Monmouth (6.8%), Middlesex (6.8%) and Hudson (6.4%).

|  |  |  |  |
| --- | --- | --- | --- |
| **County** | **Alcohol** | **Drug** | **Average of alcohol and Drug Indices**  |
|  | Indices | Percent | Indices | Percent | Indices | Percent |
| Atlantic | 0.026  | 2.6 | 0.043  | 4.3 | 0.034 | 3.43 |
| Bergen | 0.135  | 13.5 | 0.047  | 4.7 | 0.091 | 9.11 |
| Burlington | 0.052  | 5.2 | 0.036  | 3.6 | 0.044 | 4.40 |
| Camden | 0.060  | 6.0 | 0.109  | 10.9 | 0.085 | 8.47 |
| Cape May | 0.018  | 1.8 | 0.035  | 3.5 | 0.026 | 2.64 |
| Cumberland | 0.015  | 1.5 | 0.054  | 5.4 | 0.034 | 3.45 |
| Essex | 0.084  | 8.4 | 0.134  | 13.4 | 0.109 | 10.91 |
| Gloucester | 0.027  | 2.7 | 0.069  | 6.9 | 0.048 | 4.79 |
| Hudson | 0.060  | 6.0 | 0.067  | 6.7 | 0.063 | 6.34 |
| Hunterdon | 0.018  | 1.8 | 0.013  | 1.3 | 0.015 | 1.53 |
| Mercer | 0.043  | 4.3 | 0.072  | 7.2 | 0.057 | 5.72 |
| Middlesex | 0.075  | 7.5 | 0.060  | 6.0 | 0.068 | 6.79 |
| Monmouth | 0.081  | 8.1 | 0.055  | 5.5 | 0.068 | 6.81 |
| Morris | 0.073  | 7.3 | 0.010  | 1.0 | 0.042 | 4.15 |
| Ocean | 0.059  | 5.9 | 0.049  | 4.9 | 0.054 | 5.36 |
| Passaic | 0.046  | 4.6 | 0.061  | 6.1 | 0.054 | 5.38 |
| Salem | 0.006  | 0.6 | 0.016  | 1.6 | 0.011 | 1.10 |
| Somerset | 0.042  | 4.2 | 0.017  | 1.7 | 0.030 | 2.95 |
| Sussex | 0.018  | 1.8 | 0.013  | 1.3 | 0.015 | 1.55 |
| Union | 0.051  | 5.1 | 0.025  | 2.5 | 0.038 | 3.81 |
| Warren | 0.011  | 1.1 | 0.015  | 1.5 | 0.013 | 1.30 |
| **New Jersey** | 1.000 | 100 | 1.000 | 100 | 1.000 | 100 |

**Table 1**

**Relative Needs Assessment Scale (RNAS) for Alcohol and Drugs**

**Used to Calculate CRI (New Jersey, 2005)**

**Note**: The RNAS was calculated using the social indicators data shown on Table 2. The alcohol scale is composed of DUI arrests (2005), alcohol related death, child abuse and neglect (2003), and alcohol use in the last 30 days (2003). The drug scale is derived from arrests for drug violations (2005), drug related mortality, child abuse and neglect (2003) and drug use in the last 30 days (2003).

|  |  |
| --- | --- |
| Counties' Relative Standing on Alcohol Related Problemsrnas-alcohol | Counties' Relative Standing on Drug Related Problemsrnas-drug |

**Table 2**

**Alcohol and Drug Abuse Indicator Values Used in the Construction of RNAS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **County** | **Alcohol****Deaths1**  | **Alcohol****Use 2** | **DUI** **3** | **Drug****Deaths 4** | **Child Abuse****Neglect 5** | **Drug****Use 6** | **Drug****Violation****Arrests 7** |
| Atlantic |  65  | 100,000 | 1,896 | 39 | 1,946 | 5,000 | 2,225 |
| Bergen |  96  | 454,500 | 2,537 | 56 | 1,701 | 16,300 | 3,077 |
| Burlington |  64  | 191,500 | 1,746 | 35 | 2,288 | 6,600 | 2127 |
| Camden |  77  | 212,800 | 2,585 | 66 | 4,247 | 12,400 | 4,418 |
| Cape May |  25  | 50,700 | 824 | 9 | 1,123 | 2,800 | 707 |
| Cumberland |  32  | 51,300 | 922 | 17 | 1,859 | 3,900 | 1169 |
| Essex |  135  | 317,400 | 962 | 117 | 4,755 | 19,400 | 6,648 |
| Gloucester |  39  | 107,300 | 1,344 | 31 | 1,671 | 10,300 | 1559 |
| Hudson |  88  | 241,100 | 818 | 57 | 3,148 | 13,100 | 2,459 |
| Hunterdon |  18  | 60,800 | 535 | 7 | 417 | 3,100 | 560 |
| Mercer |  54  | 153,200 | 1,009 | 24 | 2,124 | 11,700 | 1,357 |
| Middlesex |  109  | 310,800 | 2,077 | 60 | 2,381 | 17,100 | 1,688 |
| Monmouth |  82  | 286,900 | 2,587 | 50 | 2,730 | 11,300 | 3,781 |
| Morris |  51  | 240,900 | 1,934 | 31 | 1,467 | 2,200 | 1422 |
| Ocean |  87  | 230,000 | 2,102 | 46 | 2,715 | 10,200 | 2,091 |
| Passaic |  75  | 187,500 | 1,344 | 45 | 2,634 | 11,500 | 2,469 |
| Salem |  15  | 22,600 | 389 | 6 | 682 | 1,500 | 322 |
| Somerset |  35  | 146,000 | 938 | 22 | 1,186 | 4,900 | 899 |
| Sussex |  24  | 65,700 | 678 | 14 | 781 | 2,800 | 422 |
| Union |  76  | 209,300 | 970 | 44 | 1,926 | 5,200 | 2,846 |
| Warren |  18  | 43,200 | 405 | 11 | 726 | 2,500 | 344 |
| **New Jersey** | **1,265**  | **3,683,500** | **28,602**  | **787** | **42,507** | **173,800** | **50,188** |
| 1 and 4 Mortality data regarding alcohol & drug deaths is based on ICD-10 Diagnostic Codes related to AOD. New Jersey DHSS, Center for Health Statistics, 20052 30 days alcohol use. The 2003 New Jersey Household Survey on Drug Use and Health, (Page D-12). 3 and 7 DUI: Arrests for Driving Under the Influence, Uniform Crime Report, 20055 County & Municipal data on Child Abuse/Neglect, DCF/DHS, 20036 Past month illicit drug use. The 2003 New Jersey Household Survey on Drug Use and Health, (Page D-17).  |

**Construction of the Youth Risk Index (YRI)**

**Introduction**

The YRI was derived from indicators that operate within the realm of youth: the school, the family, and the individual/peer influence. These indicators rely heavily on the empirically tested risk factors, and ecological studies of youth and family characteristic.[[3]](#footnote-3) The YRI index was developed based on the assumption that past level of AOD abuse problems can predict future problem intensity. County-level data were derived from two sources: the 2007 Middle School Risk and Protective Factors Survey; and the 2006 New Jersey Department of Education, Commissioner’s Annual Report on Electronic Violence and Vandalism Reporting System, (EVVRS).

**Method**

 The risk factor scores from the Middle School Survey, comprising of all risk domains (community, family, school, and peer group), were used to calculate the average index of risk for each county. As shown in Table 3, the number of middle school students who were at risk of AOD was calculated by multiplying the average county risk index by student enrolment in that county. The relative index of risk for each county is then standardized by dividing the students at risk in each county by the state total number of students at risk.

 The use of proxy indicators of the level of AOD abuse among adolescent population was a fundamental component of the study design. The degree to which young people were involved in various forms of misconduct was considered consequences of adolescent AOD abuse within a county. As shown on Table 4, EVVRS data was used to create county prevalence rates. Prevalence in each county was calculated by dividing county population at risk by the number of students enrolled in each county. The adjusted relative risk is then calculated by dividing the county prevalence rate by the state prevalence rate times 100.

**Results**

The middle school survey data reveal that 53% of New Jersey middle school students who were at high risk of antisocial behavior and who were likely to experiment with alcohol and drugs were located in seven counties. Bergen County ranks highest (10.1%), followed by Essex County (9.8%), Middlesex County (7.8%), Monmouth County (7.5%), Hudson County (6.4%), Camden County (6.2%) and Union (5.8%). See Table 3.

 The analysis of EVVRS data show, that among the total number of students at high risk, 51% were located in six counties. Monmouth County ranked the highest (8.2%), followed by Essex County (7.8%), Bergen County (7.7%), Burlington (7.2%), Ocean (6.5%), and Mercer County (6.1%). See Table 4.

|  |
| --- |
| **Table 3**  **Middle School Risk Factor Scores by County - 2007** |
| **County** | **Average Score of Risks by the Social Domains of Behavior** |
| **A****Middle School Enrollment** | **B****Community****Domain** | **C****Family****Domain** | **D****School Domain** | **E****Peer-individual Domain** | **F. Average County Risk Index****(B+C+D+E)/4[[4]](#footnote-4)** | **G****Middle School Students at Risk (AxF)** | **Relative Risks (%)****(G/∑G)x100** |
| Atlantic | 7590 | 0.27 | 0.15 | 0.34 | 0.12 | 0.19 | 1,442 | 3.96 |
| Bergen | 20393 | 0.25 | 0.13 | 0.34 | 0.11 | 0.18 | 3,671 | 10.07 |
| Burlington | 11123 | 0.26 | 0.12 | 0.33 | 0.10 | 0.17 | 1,891 | 5.19 |
| Camden | 12570 | 0.26 | 0.12 | 0.34 | 0.11 | 0.18 | 2,263 | 6.21 |
| Cape May | 2264 | 0.27 | 0.20 | 0.38 | 0.15 | 0.22 | 498 | 1.37 |
| Cumberland | 3729 | 0.30 | 0.13 | 0.33 | 0.13 | 0.20 | 746 | 2.05 |
| Essex | 17874 | 0.30 | 0.14 | 0.30 | 0.12 | 0.20 | 3,575 | 9.81 |
| Gloucester | 7271 | 0.28 | 0.14 | 0.35 | 0.13 | 0.20 | 1,454 | 3.99 |
| Hudson | 11696 | 0.32 | 0.12 | 0.32 | 0.12 | 0.20 | 2,339 | 6.42 |
| Hunterdon | 3725 | 0.20 | 0.13 | 0.33 | 0.08 | 0.15 | 559 | 1.53 |
| Mercer | 8777 | 0.23 | 0.13 | 0.31 | 0.10 | 0.16 | 1,404 | 3.85 |
| Middlesex | 17819 | 0.23 | 0.11 | 0.31 | 0.09 | 0.16 | 2,851 | 7.82 |
| Monmouth | 17066 | 0.22 | 0.12 | 0.30 | 0.10 | 0.16 | 2,731 | 7.49 |
| Morris | 12189 | 0.22 | 0.12 | 0.34 | 0.09 | 0.16 | 1,950 | 5.35 |
| Ocean | 11658 | 0.25 | 0.13 | 0.34 | 0.10 | 0.16 | 1,865 | 5.12 |
| Passaic | 11926 | 0.26 | 0.11 | 0.35 | 0.11 | 0.17 | 2,027 | 5.56 |
| Salem | 1848 | 0.27 | 0.14 | 0.35 | 0.12 | 0.18 | 333 | 0.91 |
| Somerset | 8261 | 0.23 | 0.13 | 0.32 | 0.09 | 0.19 | 1,570 | 4.31 |
| Sussex | 4624 | 0.25 | 0.13 | 0.35 | 0.10 | 0.16 | 740 | 2.03 |
| Union | 12446 | 0.24 | 0.14 | 0.35 | 0.10 | 0.17 | 2,116 | 5.80 |
| Warren | 3035 | 0.21 | 0.11 | 0.31 | 0.07 | 0.14 | 425 | 1.17 |
| **New Jersey** | **207,884**  | **0.25** | **0.13** | **0.33** | **0.11** | **0.17** | **36,449** | **100.00** |
| **Table 4**  **Major Student Misconduct Categories in New Jersey Public Schools (2005-2006)** |
|  | A | B | C | D | E | F | G | H |
| Enrollments | Violence | Vandalism | Weapons | Substance | Total Student Population at Risk | County Prevalence Percent | Adjusted (County to State) Risk Index % |
|  |  |  |  |  | ∑(B,C,D,E,) | F/A | (G /∑G)x100 |
| Atlantic | 48,114 | 732 | 141 | 80 | 178 | 1,131 | 2.35 | 5.94 |
| Bergen | 133,552 | 771 | 393 | 74 | 224 | 1,462 | 1.09 | 7.67 |
| Burlington | 75,780 | 890 | 236 | 91 | 156 | 1,373 | 1.81 | 7.21 |
| Camden | 88,782 | 544 | 171 | 77 | 194 | 986 | 1.11 | 5.18 |
| Cape May | 14,197 | 167 | 40 | 15 | 60 | 282 | 1.99 | 1.48 |
| Cumberland | 26,533 | 391 | 94 | 66 | 45 | 596 | 2.25 | 3.13 |
| Essex | 126,105 | 814 | 361 | 172 | 132 | 1,479 | 1.17 | 7.76 |
| Gloucester | 48,930 | 417 | 146 | 37 | 110 | 710 | 1.45 | 3.73 |
| Hudson | 81,387 | 663 | 156 | 47 | 81 | 947 | 1.16 | 4.97 |
| Hunterdon | 23,334 | 142 | 56 | 18 | 50 | 266 | 1.14 | 1.40 |
| Mercer | 60,494 | 771 | 167 | 87 | 132 | 1,157 | 1.91 | 6.07 |
| Middlesex | 117,455 | 830 | 345 | 152 | 123 | 1,450 | 1.23 | 7.61 |
| Monmouth | 109,731 | 854 | 350 | 92 | 273 | 1,569 | 1.43 | 8.24 |
| Morris | 79,824 | 433 | 181 | 52 | 164 | 830 | 1.04 | 4.36 |
| Ocean | 78,259 | 740 | 237 | 66 | 190 | 1,233 | 1.58 | 6.47 |
| Passaic | 80,367 | 512 | 227 | 91 | 199 | 1,029 | 1.28 | 5.40 |
| Salem | 12,231 | 122 | 29 | 23 | 43 | 217 | 1.77 | 1.14 |
| Somerset | 53,968 | 348 | 97 | 42 | 103 | 590 | 1.09 | 3.10 |
| Sussex | 28,194 | 237 | 65 | 14 | 64 | 380 | 1.35 | 1.99 |
| Union | 87,587 | 592 | 269 | 116 | 87 | 1,064 | 1.21 | 5.58 |
| Warren | 19,054 | 196 | 48 | 18 | 39 | 301 | 1.58 | 1.58 |
| New Jersey | 1,393,878  | 11,166 | 11,166 | 1430 | 2,647 | 19,052 | 1.37 | 100.00 |

Source: New Jersey Department of Education, Commissioner’s Annual Report on Violence, Vandalism and Substance Abuse in N.J. Electronic Violence and Vandalism Reporting System, (EVVRS, 2006).

**4.0 Final Risk Index Constructs and Prevention Need Estimate for 2010**

The information gained through the previously described analysis was used to develop the relative county risks indices for youth and adolescent population separately. The final risk constructs derived from YRI and CRI are displayed in Table 5 along with estimation of prevention needs for adult and adolescent population.

The YRI derived from two sources (Middle School Survey and the Department of Education data) are combined to create the average youth index as shown in Table 5 (column 3). According to this average, 64% of youth at high risk were located in 10 counties. Bergen County ranked the highest (8.9%), followed by Essex County (8.8%), Monmouth County (7.8%), Middlesex County (7.7%), Burlington County (6.2%), Ocean County (5.8%), Hudson County (5.7%), Camden County (5.7%), and Union County (5.7%). Prevention need estimates for the adolescent population were calculated by multiplying the YRI by the 5-18 age group population in each county. The 2014 estimate of AOD abuse prevention for the adolescent population in New Jersey is 127,675. See Table 5 (column 5).

The CRI derived from the Relative Need Assessment Scale and the population over 18 years old was used to calculate prevention need for the adult population. Prevention need estimates for the adult population were calculated by multiplying YRI by the adult population in each county. The 2014 estimate of AOD abuse prevention for the adult population in New Jersey is 414,804. See Table 5 (column 8).

A resource allocation percentage for each county was constructed by multiplying the county youth population (column 4) and adult population (column 7) by respective risk factors (columns 3 & 6). The resulting need estimate for youth and adult population by county are added to calculate total need per county (column 9). According to this analysis the current population in need of prevention services for AOD abuse in New Jersey is 542,478. A large proportion (48%) of need for AOD prevention is concentrated in six counties. Essex County ranks highest (10.4%) in its need for prevention followed by Bergen (9.06%), Camden (7.8%), Monmouth (7.1%), Middlesex (7.0) and Hudson (6.2%). The county that has the lowest need is Salem County (1.1%).

**Table 5**

 **Need Assessment for Alcohol and Drug Prevention Services, New Jersey 20114**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Youth Relative Risk Index (YRI) & Prevention Need Estimate** | **Community Relative Risk Index CRI)** | **9. Total Prevention Need** **(5 + 8)** | **10. Need As Percent of County Population** |
| **County** | **1** | **2** | **3** | **4** | **5=(3/100)4** | **6**  | **7** | **8=(6/100)7** |
| **Middle School Relative Risk index(%)** | **All schools Relative Risk Index (%)** | **Average Youth****Risk Index****(1+2)/2****(%)** | **2014 Population****Age 5-18** | **Prevention Need for Youth Population**  | **Relative Need****Assessment****Scale (RNAS)** | **2014 Adult Population****18 years & Over** | **Prevention** **Need for** **Adult Population** |
| Atlantic | 3.96 | 5.94 | 4.95 | 64,834 | 3,209 | 3.43 | 213,425 | 7,320 | 10,530 | 3.78 |
| Bergen | 10.07 | 7.67 | 8.87 | 207,323 | 18,390 | 9.11 | 710,036 | 64,684 | 83,074 | 9.06 |
| Burlington | 5.19 | 7.21 | 6.20 | 106,688 | 6,615 | 4.40 | 353,175 | 15,540 | 22,154 | 4.82 |
| Camden | 6.21 | 5.18 | 5.70 | 125,923 | 7,171 | 8.47 | 390,156 | 33,046 | 40,218 | 7.79 |
| Cape May | 1.37 | 1.48 | 1.43 | 18,237 | 260 | 2.64 | 78,254 | 2,066 | 2,326 | 2.41 |
| Cumberland | 2.05 | 3.13 | 2.59 | 37,233 | 964 | 3.45 | 117,906 | 4,068 | 5,032 | 3.24 |
| Essex | 9.81 | 7.76 | 8.79 | 196,264 | 17,242 | 10.90 | 591,946 | 64,522 | 81,764 | 10.37 |
| Gloucester | 3.99 | 3.73 | 3.86 | 71,034 | 2,742 | 4.79 | 220,088 | 10,542 | 13,284 | 4.56 |
| Hudson | 6.42 | 4.97 | 5.70 | 134,367 | 7,652 | 6.34 | 514,750 | 32,635 | 40,287 | 6.21 |
| Hunterdon | 1.53 | 1.4 | 1.47 | 31,080 | 455 | 1.53 | 101,176 | 1,548 | 2,003 | 1.51 |
| Mercer | 3.85 | 6.07 | 4.96 | 82,441 | 4,089 | 5.72 | 282,341 | 16,150 | 20,239 | 5.55 |
| Middlesex | 7.82 | 7.61 | 7.72 | 188,596 | 14,550 | 6.79 | 634,966 | 43,114 | 57,664 | 7.00 |
| Monmouth | 7.49 | 8.24 | 7.87 | 153,474 | 12,071 | 6.81 | 491,375 | 33,463 | 45,533 | 7.06 |
| Morris | 5.35 | 4.36 | 4.86 | 118,249 | 5,741 | 4.15 | 376,517 | 15,625 | 21,366 | 4.32 |
| Ocean | 5.12 | 6.47 | 5.80 | 137,360 | 7,960 | 5.36 | 449,647 | 24,101 | 32,061 | 5.46 |
| Passaic | 5.56 | 5.4 | 5.48 | 126,713 | 6,944 | 5.38 | 382,175 | 20,561 | 27,505 | 5.40 |
| Salem | 0.91 | 1.14 | 1.03 | 15,593 | 160 | 1.12 | 50,759 | 569 | 728 | 1.10 |
| Somerset | 4.31 | 3.1 | 3.71 | 80,410 | 2,979 | 2.95 | 241,230 | 7,116 | 10,095 | 3.14 |
| Sussex | 2.03 | 1.99 | 2.01 | 36,283 | 729 | 1.55 | 114,896 | 1,781 | 2,510 | 1.66 |
| Union | 5.80 | 5.58 | 5.69 | 129,923 | 7,393 | 3.81 | 400,374 | 15,254 | 22,647 | 4.27 |
| Warren | 1.17 | 1.58 | 1.38 | 26,085 | 359 | 1.30 | 84,444 | 1,098 | 1,456 | 1.32 |
| **New Jersey** | **100.00** | **100** | **100** | **2,088,110** | **127,675** | **100** | **6,799,636** | **414,804** | **542,478** | **100** |

 Source of column 4 and 7: U.S. Census Bureau, Population Division. Annual Estimate of the Resident Population.

## Appendix B

**Drug Abuse Education Fund Grant Program**

**Documentation of Eligibility**

This document is to be completed, signed, scanned and uploaded with the EWEG application as certification of the applicant’s ability to utilize law enforcement personnel in providing substance use disorder education and prevention programs, in accordance with the provisions outlined in this NGO.

The applicant certifies that it currently has a formal working relationship with law enforcement agencies in all 21 counties for the provision of substance use disorder education and prevention and will continue those relationships as necessary, to serve schools in any of the 21 counties, with priority given to the nine counties with the highest prevalence of drug abuse based on data in the New Jersey Department of Human Services, Division of Mental Health and Addiction Services, Substance Abuse Prevention Needs Assessment Using Social Indicators, Table 5, “Need Assessment for Alcohol and Drug Prevention Services, New Jersey 2014” (Bergen, Essex, Monmouth, Middlesex, Burlington, Ocean, Hudson, Camden and Union).

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ certify that I and/or appropriate representatives of

 (Type or Print Name of Applicant Agency Chief Executive Officer)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read and accept the terms of the NGO.

 (Type or Print Name of Organization)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Organization Address) (Organization Telephone)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Signature of Applicant (Date) (Board Approval Date)

 Agency Chief Executive Officer)

## Appendix C

#### Drug Abuse Education Fund Grant Program Statement of Assurances

This form is to be completed, signed, scanned and uploaded as part of the EWEG application

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (applicant agency name) hereby assures that:

1. The applicant will ensure the program provided for students will target schools in any of the 21 counties statewide with priority given to the nine counties with the highest prevalence of drug abuse based on data in the New Jersey Department of Human Services, Division of Mental Health and Addiction Services, Substance Abuse Prevention Needs Assessment Using Social Indicator*s*, Table 5, “Need Assessment for Alcohol and Drug Prevention Services, New Jersey 2014” (Bergen, Essex, Monmouth, Middlesex, Burlington, Ocean, Hudson, Camden and Union).
2. The applicant will ensure that the grades to be served (kindergarten through grade 12) will be determined by the local education agency (LEA) in collaboration with law enforcement and the applicant.
3. The applicant will ensure the program funds will be used for authorized programs and activities.
4. The applicant will ensure law enforcement personnel will deliver the evidence-based instructional program to meet the goals and objectives established in the Drug Abuse Education Fund Grant Program Notice of Grant Opportunity (NGO).
5. The applicant will assure that law enforcement personnel delivering the evidence-based substance use disorder education and prevention program are provided with training and ongoing technical assistance as defined in [Section 2.2](#_Project_Description).
6. The applicant will ensure that all resources and materials (printed hard copy, electronic or other means) produced using DAEF funds will be prominently attributed to and display DAEF as the funding source
7. The applicant will assure that it will adhere to and implement the project requirements set forth in the continuation NGO.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Print Name of Applicant Agency Chief Executive Officer)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature of Applicant Agency Chief Executive Officer) (Date)

## Appendix D

**Budget Tips**

To reduce the number of pre-award revisions, please follow instructions below:

* Explain what the amounts in the ‘How Many’ and ‘Cost per Unit’ boxes represent for the Supply, and Other tabs budget entries. If the amounts in those boxes represent a calculation, describe that calculation in the Description box.
* Include in the Description boxes the cost of the item, the need for it, and its relation to the grant program.
* Mileage reimbursement budget entries must describe the relation to the grant of the traveler(s) and the grant-related purpose(s) of the travel, as well as a brief explanation of how the number of miles was calculated. Mileage must be a separate budget entry.

## Appendix E

**Drug Abuse Education Fund Grant**

**Electronic Web-Enabled Grants System (EWEG) Tips**

The following are recommended tips for working within the EWEG system. Please take note to facilitate ease of application submissions.

1. Do not use the “Back” button. This will cause a system error.
2. It is always recommended that long narrative sections be typed in either Word or Note Pad, and copied and pasted into EWEG. Doing this will prevent you losing the text that you worked hard to create, should something go wrong when you save the page.
3. When copying and pasting from Word or Note Pad, remove special characters. Such as quotation marks, apostrophes, hyphens and all of the other special characters (!@#$%^&\*()”~/<>{} and bullets). Avoid fancy formatting. It will only give you problems. Just be sure that the content is there in a concise and clear manner.
4. The EWEG system is not compatible with the way Microsoft Word formats apostrophes, quotation marks and bullets. Use the following procedure to resolve this problem. Remove the apostrophes and quotation marks in the text that you want to copy and paste. Paste the text into EWEG. Working in EWEG, **before you try to save the page**, put the apostrophes and quotation marks back in. You will notice that the apostrophes and quotation marks will now look different indicating that the problematic formatting has been removed. You should be able to save the page without getting an error message.
5. When you click on a Tab to open a page, do not click on it more than once. Some of our pages take a while to open (like the Needs Data page). If you click on the tab more than once, you will get a system error.
6. Certain systems are just not compatible with EWEG. Most notably: MAC, Hand-held devices, Notebooks, Safari, Google Chrome and Firefox. If you have these systems, please try to locate a different PC to use to enter your data.
7. If using Internet Explorer versions higher than 7.0, access the EWEG site in

“Compatibility Mode” or you may have unexpected errors and not be able to view all

application pages.

1. RNAS provides a single value of the severity of AOD problems for each county with its magnitude demonstrating its relative standing among the rest (Mammo and French, 1996). This work attempts to standardize the relative occurrence of alcohol or drug abuse problems into a scale that segments population counts into proportional shares. [↑](#footnote-ref-1)
2. The social development model (Hawkins, Catalano, & Miller, 1992) synthesized social control and social learning theories to explain the formation of social bonds within the contexts of family, school and peers. This model hypothesizes that social bonds will protect against the development of substance abuse and that risk factors operate by inhibiting the bonding process during child and adolescent development. [↑](#footnote-ref-2)
3. Hawkins et al., Risk and protective factors for AOD problems in adolescence and early adulthood: Implications for substance abuse prevention. Psychological Bulletin, 112(1), 64-105. [↑](#footnote-ref-3)
4. 2007 NJ-Middle School Survey, Table B1,Page84 [↑](#footnote-ref-4)