

**BOARD OF TRUSTEES
ANAHEIM UNION HIGH SCHOOL DISTRICT**
501 Crescent Way, P.O. Box 3520
Anaheim, California 92803-3520

NOTICE OF SPECIAL MEETING

February 24, 2009

To: Katherine H. Smith, P.O. Box 3520, Anaheim, CA 92803-3520
Thomas "Hoagy" Holguin, P.O. Box 3520, Anaheim, CA 92803-3520
Brian O'Neal, P.O. Box 3520, Anaheim, CA 92803-3520
Jordan Brandman, P.O. Box 3520, Anaheim, CA 92803-3520
Anna L. Piercy, P.O. Box 3520, Anaheim, CA 92803-3520

Orange County Register, 1771 S. Lewis, Anaheim, CA 92805
Anaheim Bulletin, 1771 S. Lewis, Anaheim, CA 92805
News Enterprise, P.O. Box 1010, Los Alamitos, CA 90720
Los Angeles Times, 1375 Sunflower, Costa Mesa, CA 92626
Event News, 9559 Valley View Street, Cypress, CA 90630
Excelsior, 523 N. Grand Avenue, Santa Ana, CA 92701

You are hereby notified that a special meeting of the
Board of Trustees of the Anaheim Union High School District
is called for

Thursday, February 26, 2009

in the District Board Room, 501 Crescent Way, Anaheim, California.

Open Session 9:00 a.m.

Agreement with the Office of Administrative Hearings, Department of General Services

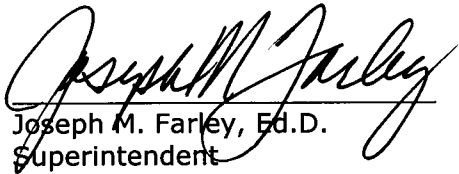
Anticipated staffing reductions may require that the district conduct hearings by an administrative law judge from the Office of Administrative Hearings, Department of General Services, of the state of California. The exhibit to this item is the office's standard agreement for such services. As indicated in the agreement, the costs for such services are computed according to rates that are established in the Department of General Services Price Book, which is currently \$187 per hour, plus a \$66 filing fee for each case heard, plus any travel expenses incurred.

Proposal, Project Student Advocacy and Family Education

The Board of Trustees is requested to approve the Project Student Advocacy and Family Education (SAFE) Request for Funding Proposal, for the Safe Schools/Healthy Students Initiative competitive federal grant program. If Project SAFE is funded, the district will receive \$1.5 million per year, for four years, for a total amount of \$6 million. Project SAFE will assist students and their families in our community's effort to resist the negative influences of violence and substance abuse. It will also nurture healthier lifestyles by focusing on students' immediate social and emotional needs and linking natural support systems with effective resources. Project SAFE will enable the district to broaden the spectrum of prevention and intervention services offered and organize existing and new services into a well coordinated continuum of care.

Closed Session at the Conclusion of Open Session

To consider matters pursuant to Government Code Section 54957.6: Conference with Labor Negotiators – Dr. Farley, Dr. Navarro, Mr. Cowen, Mrs. Poore, and Mr. Lee-Sung, regarding negotiations and contracts with the American Federation of State, County, and Municipal Employees (AFSCME), Anaheim Personnel and Guidance Association (APGA), Anaheim Secondary Teachers Association (ASTA), and California School Employees Association (CSEA).



Joseph M. Farley, Ed.D.
Superintendent

BOARD OF TRUSTEES
Special Meeting - Agenda
Thursday, February 26, 2009
9:00 a.m.

Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These items may be inspected in the superintendent's office of the Anaheim Union High School District, at 501 Crescent Way in Anaheim, California. The office is open from 7:30 a.m. to 5:00 p.m., Monday through Friday, and is closed for most of the federal and local holidays. These materials are also posted with the meeting agenda on the district website, www.auhsd.us, at the same time that they are distributed to the Board of Trustees.

Meetings are recorded for use in the official minutes.

1. **CALL TO ORDER – ROLL CALL** **ACTION ITEM**
2. **ADOPTION OF AGENDA** **ACTION ITEM**
3. **PLEDGE OF ALLEGIANCE**

Board President Katherine H. Smith will lead the Pledge of Allegiance to the Flag of the United States of America.

4. **PUBLIC COMMENTS, OPEN SESSION** **INFORMATION ITEM**

Opportunities for public comments occur at the beginning of each agenda item and at this time for items not on the agenda. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board members cannot immediately respond to public comments, as stated on the speaker request form.

5. **ITEMS OF BUSINESS**

- 5.1 **Agreement with the Office of Administrative Hearings, Department of General Services** **ACTION ITEM**

Anticipated staffing reductions may require that the district conduct hearings by an administrative law judge from the Office of Administrative Hearings, Department of General Services, of the state of California. The exhibit to this item is the office's standard agreement for such services. As indicated in the agreement, the costs for such services are computed according to rates that are established in the Department of General Services Price Book, which is currently \$187 per hour, plus a \$66 filing fee for each case heard, plus any travel expenses incurred. **[EXHIBIT A]**

Recommendation:

It is recommended that the Board of Trustees approve the agreement.

5.2 **Proposal, Project Student Advocacy and Family Education**

ACTION ITEM

The Board of Trustees is requested to approve the Project Student Advocacy and Family Education (SAFE) Request for Funding Proposal, for the Safe Schools/Healthy Students Initiative competitive federal grant program. If Project SAFE is funded, the district will receive \$1.5 million per year, for four years, for a total amount of \$6 million. Project SAFE will assist students and their families in our community's effort to resist the negative influences of violence and substance abuse. It will also nurture healthier lifestyles by focusing on students' immediate social and emotional needs and linking natural support systems with effective resources. Project SAFE will enable the district to broaden the spectrum of prevention and intervention services offered and organize existing and new services into a well coordinated continuum of care. **[EXHIBIT B]**

Recommendation:

It is recommended that the Board of Trustees approve the Project Student Advocacy and Family Education (SAFE) Request for Funding Proposal.

6. **PUBLIC COMMENTS, CLOSED SESSION ITEM**

INFORMATION ITEM

This is an opportunity for community members to address the Board of Trustees on closed session agenda items only. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board members cannot immediately respond to public comments, as stated on the speaker request form.

7. **CLOSED SESSION**

INFORMATION ITEM

The Board of Trustees will meet in closed session for the following purpose:

To consider matters pursuant to Government Code Section 54957.6: Conference with Labor Negotiators – Dr. Farley, Dr. Navarro, Mr. Cowen, Mrs. Poore, and Mr. Lee-Sung, regarding negotiations and contracts with the American Federation of State, County, and Municipal Employees (AFSCME), Anaheim Personnel and Guidance Association (APGA), Anaheim Secondary Teachers Association (ASTA), and California School Employees Association (CSEA).

8. **RECONVENE MEETING**

INFORMATION ITEM

8.1 **Reconvene Meeting**

The Board of Trustees will reconvene into open session.

8.2 **Closed Session**

The clerk of the Board of Trustees will report actions taken during closed session.

9. **ADJOURNMENT**

ACTION ITEM

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant (714) 999-3503 by noon on Wednesday, February 25, 2009.

A G R E E M E N T

THIS AGREEMENT, made and entered into on February 26, 2009, at Sacramento, County of Sacramento, State of California, by and between the State of California, hereinafter called STATE, through its duly appointed Director of the Office of Administrative Hearings, and the Anaheim Union High School District, hereinafter called DISTRICT.

WITNESSETH:

WHEREAS, the services of the Office of Administrative Hearings, Department of General Services, may be needed by DISTRICT for conducting hearings and issuing proposed decisions; and

WHEREAS, STATE has the authority to contract with DISTRICT for the rendering of hearing services pursuant to Government Code Section 27727, and is amenable to the furnishing of such services when required personnel are available by STATE,

NOW THEREFORE, IT IS MUTUALLY AGREED between the parties hereto as follows:

1. Upon request of DISTRICT, STATE will furnish the services of Administrative Law Judges to DISTRICT for the purpose of conducting hearings under the authority of Government Code Section 27727. The assignment of Administrative Law Judges for hearings will be at the discretion of the Director and/or Presiding Administrative Law Judges, who may elect to hear the matter themselves.
2. In consideration of the performance of such services by STATE, DISTRICT agrees to pay to STATE the cost of rendering such services. In the event a calendared case is taken off calendar, or needs to be re-calendared, other than by the Office of Administrative Hearings, and the Office of Administrative Hearings is unable to schedule the Administrative Law Judge for another case, DISTRICT agrees to pay STATE for the original hearing time or until the Judge is assigned to another case, whichever occurs first. Every effort will be made to promptly reassign the scheduled administrative law judge in the event a calendared matter is cancelled, taken off calendar, settled, re-calendared or continued. Costs shall be computed in accordance with the rates set forth in the Department of General Services Price Book current with the term of this Agreement. STATE agrees to submit invoices for services which are rendered hereunder.
3. This Agreement commences effective the date of first above written and shall continue in full force and effect until either party shall notify in writing the other party of its determination to terminate the Agreement, which termination shall occur sixty (60) days after the mailing of such notice.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

Anaheim Union High School District
School District Name

Joseph M. Farley, Ed.D., Superintendent
Name and Title of School District Representative

OFFICE OF ADMINISTRATIVE HEARINGS

NOAH VALADEZ, Chief of Administration
(OAH 22, REV. 2/09)

PROJECT STUDENT ADVOCACY AND FAMILY

EDUCATION (SAFE)

Request for Funding Proposal (RFP)

A Safe Schools/Healthy Students Initiative (SS/HSI)

Competitive Grant Program

U.S. Department of Education

U.S. Department of Health and Human Services

U.S. Department of Justice

Prepared By

Susan M. Stocks, Ed.D.

February 13, 2009

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Project Abstract

Anaheim Union High School District (AUHSD), and community partners have developed several programs, to decrease negative behaviors. However, a continuum-of-services model, to address universal prevention, early intervention, and intensive strategies, has yet to be implemented. A district task force is developing a systems of care model, based on Response-to-Intervention (RtI), but a lack of resources continue to hamper implementation efforts. In order to address the critical student and family needs, and to provide safer school environments, parenting resources, and improved student environmental, emotional and academic outcomes, the district requires an integrated, comprehensive, and well-organized continuum-of-services.

Safe Schools/Healthy Students Initiative funding will allow the district to take the next significant step, by broadening the spectrum of services offered, and organizing existing and new services into a well-coordinated continuum of care. A hallmark of this project will be to use only relevant research-proven prevention and intervention strategies. Project SAFE (Student Advocacy and Family Education) will assist students and their families, in our community's effort to resist the negative influences of violence and substance abuse, and to nurture healthier lifestyles, by focusing on students' immediate socio-emotional and/or environmental needs, and linking natural support systems with effective resources.

AUHSD is a large urban secondary school district, spanning five cities, covering 46 square miles of northwest Orange County. Poverty levels vary significantly across the district. Project SAFE will serve the attendance areas most socioeconomically disadvantaged, to include a total of approximately 17,000 students, in grades 7-12, at 11 AUHSD schools

The Project SAFE mission is to develop and implement a comprehensive continuum of care, to assist our most vulnerable students and families, by lowering or removing identified barriers to success. This will be accomplished while supporting students' functional growth towards becoming more positive and productive members of our community.

Project goals include: (1) decreased incidents of substance abuse, violence, and gang-related crimes on 11 AUHSD campuses; (2) improved student physical, emotional and academic outcomes, through research-proven best practices and model programs; (3) increased healthy early development for pre-school age children, whose parents attend our schools; (4) increased collaboration between school and community partners; (5) increased levels of safety on identified school campuses, by reviewing and implementing safe-school policies and practices; (6) creating project sustainability, to continue the program after the grant funding has concluded.

Services to be provided include: (1) Expand parenting programs, parent information services, on-campus counseling, early-start programs, substance abuse, behavior/violence prevention, community collaboration to support families and youth, and health programs. (2) Expand existing mental health assessment and referral services. (3) Implement seven new district-wide programs, including Brief Strategic Family Therapy, LifeSkills Training, Parenting Wisely, Across Ages, Promoting Alternative Thinking Strategies, Nurse Family Partnership Program, and Challenge Day Workshops. (Six of the seven programs are Substance Abuse and Mental Health Services Administration [SAMHSA] model programs.) (5) Train campus aides to work more efficiently with school administration and local policing agencies. (4) Review district and school policies each year, to foster healthier and safer schools and school communities.

Key partnerships include: Orange County Health Care Agency/Behavioral Health Services, Anaheim Police Department, Orange County Office of the District Attorney, Orange County Department of Education, Orange County Human Relations, City of Anaheim, Anaheim YMCA, Tiger Woods Learning Center, and Manny Tau, Psy.D., crisis intervention and threat assessment consultant.

1. Community Assessment (20 points)

In order to address the critical need to provide safer school environments, and improved student environmental, emotional and academic outcomes, Anaheim Union High School District (AUHSD) is seeking resources to develop and implement a continuum of programs, services, prevention, and intervention strategies, to discourage the use of drugs and violence in our schools and neighborhoods. Project Student Advocacy and Family Education (SAFE), if funded, will allow the district to broaden the spectrum of services currently offered, and organize existing and new services into a well-coordinated continuum of care. A hallmark of this project will be to use relevant research-proven prevention and intervention strategies.

The Project SAFE office will assist students and their families, in their efforts to resist the negative influences of violence and substance abuse, and to nurture healthier lifestyles. This will be accomplished by focusing on students' immediate socio-emotional and/or environmental needs, linking natural support systems with effective resources, and nurturing the development of positive family lifestyles, through model prevention and intervention programs. The continuum of services model will be structured around universal prevention, early intervention, and intensive strategies.

(a) Risk and Protective Factors. AUHSD, an urban secondary school district, has a student population of approximately 33,500, in grades 7–12. The District covers 46 square miles of northwest Orange County, and spans five cities: Anaheim, Cypress, Buena Park, La Palma, and Stanton. Our students speak more than 55 languages in their homes (R-30 Report, March 2007), attend 22 schools, and come to us from five feeder-elementary districts. AUHSD has a poverty ranking of 51%, based on the number of students who participate in the National School Lunch Program (NSLP), and receive free or reduced-price meals (2008-09 California Department of Education [CDE], Consolidated Application, Part I, 2008). Poverty levels vary

significantly across the district, and also vary within the City of Anaheim. Project SAFE will serve approximately 17,000 students, in grades 7-12, who attend schools located in the attendance areas most socioeconomically disadvantaged (Table 2, page 3).

AUHSD does not have any schools identified as persistently dangerous. However, 1,639 suspensions, and/or 75% of all suspensions administered during 2007-08, were for drug or violence offenses. Table 1, below, includes enrollment, truancy, expulsion, suspension, and drug/violence suspension data. (See Table 3, on page 5, for specific offenses.)

Table 1: 2007-08 Truancy, Expulsion and Suspension Data, All AUHSD Schools
Data from 2008-09 Consolidated Application, Part 1, electronically certified by CDE, June 30, 2008. 2007-08 NCES data used for school enrollment figures.

AUHSD Schools	Grade Span	Oct. 2007 CBEDS Enrollment	*Truancy Rate	Number of Expulsions	Number of Suspensions	Number of Drug/Violence Suspensions
Anaheim High School	9-12	3,132	1.3%	39	50	36
Ball Junior High School	7-8	1,415	1.1%	20	101	78
Brookhurst Junior High School	7-8	1,340	2.8%	18	139	118
Community Day School	7-12	99	11.9%	1	1	1
Cypress High School	9-12	2,406	0.5%	11	67	57
Dale Junior High School	7-8	1,417	1.0%	19	124	97
Gilbert High (Continuation)	9-12	837	8.0%	5	67	58
Hope Special Education Center	7-12	273	1.1%	0	0	0
John F. Kennedy High School	9-12	2,379	0.6%	12	106	79
Katella High School	9-12	2,511	0.6%	14	115	97
Lexington Junior High School		1,191	3.2%	5	56	44
Loara High School	9-12	2,567	1.0%	19	153	111
Magnolia High School	9-12	2,050	1.0%	11	69	58
Orangeview Junior High School	9-12	1,167	2.1%	18	195	154
Oxford Academy	7-12	1,122	0.6%	1	1	1
Polaris Independent Studies	9-12	178	3.0%	0	0	00
Polaris Opportunity Day	7-8	135	11.2%	3	50	33
Savanna High School	9-12	2,207	1.0%	4	46	39
South Junior High School	7-8	1,579	1.0%	42	400	237
Sycamore Junior High School	7-8	1,829	1.0%	9	161	123
Walker Junior High School	7-8	1,308	1.2%	7	164	119
Western High School	9-12	2,171	0.9%	30	118	99
District Totals Grades 7-12	7-12	33,313	2.55%	288	2,183	1,639

*Truancy rate based on unexcused absences of more than 30 minutes on three or more days.

Schools targeted for Project SAFE yield a mean poverty level of 63.4%, based on NSLP participation. In 2007-08, 172 AUHSD students were identified as homeless, and 135 students

participated in the California School Age Families Education (Cal-SAFE) program (CDE, Consolidated Application, Part 1, 2008). The AUHSD district-wide mobility rate is 18%, and 19.2% for schools participating in Project SAFE (California Basic Education Data System [CBEDS], 2008). According to the results of the most recent AUHSD California Healthy Kids Survey (CHKS), only 59% of ninth-grade students eat breakfast.

Table 2: 2007-08 Poverty, Truancy, Drug/Violence Suspension Data, for AUHSD Schools Participating in Project SAFE					
Data from 2008-09 Consolidated Application, Part 1, electronically certified by CDE, June 30, 2008. 2007-08 NCES data used for school enrollment figures.					
School	October 2007 CBEDS Enrollment	*Number of Low-Income	Percentage of Low-Income	**Truancy Rate	Number of Drug/Violence Suspensions
Anaheim High School	3,132	2,308	73.7%	1.3%	36
Ball Junior High School	1,415	974	68.6%	1.1%	78
Brookhurst Junior High School	1,340	894	66.7%	2.8%	118
Community Day School	99	61	57.0%	11.9%	1
Gilbert High School (Continuation)	837	356	42.8%	8.0%	58
Katella High School	2,511	1,466	58.2%	0.6%	97
Loara High School	2,567	1,456	56.5%	1.0%	111
Polaris Opportunity Day	135	80	57.1%	11.2%	33
Savanna High School	2,207	1,155	52.5%	1.0%	39
South Junior High School	1,579	1,560	76.2%	1.0%	237
Sycamore Junior High School	1,829	1,545	84.2%	1.0%	123
Totals for Selected Schools	17,651	11,185	63.4%	3.7%	931
*Low-income determined by participation in the National School Lunch Program.					
**Truancy rate based on unexcused absences of more than 30 minutes, for three or more days.					

CHKS findings regarding protective factors, and/or external factors that promote resilience, such as caring relationships at school, high expectations, and the opportunity for meaningful participation do not exist at a desirable level, to impact the majority of our students. For example, only 29% of ninth grade students say they have caring relationships at school. Only 44% of ninth grade students say that their teachers and support staff exhibit high expectations for students; and, only 13% of ninth-grade students say they have opportunities for meaningful participation at school.

More than 300 AUHSD students are currently assigned to a probation officer (Orange County District Attorney and Orange County Probation Department, February 2009). According to FBI crime reporting data, Anaheim has the second highest violent-crime rate in Orange County, which is a little more than twice the county average-rate for violent crime (Orange County Register, September 15, 2008). The City of Anaheim has been identified as at Tier II, Urban Areas Security Initiative city, by the Department of Homeland Security (Homeland Security Grant Program [HSGP], 2008), and Project SAFE targeted attendance areas are among the least safe neighborhoods in Anaheim (Neighborhood Scout, February 2009).

Table 3: *Expulsion Cases by Type and Year, 2005-06 through 2007-08, All AUHSD Schools
 Data from AUHSD Information Services

Offense	2004-05	2005-06	2006-07	2007-08
Assault	17	43	78	83
Battery	9	8	17	9
Possession of Dangerous Object or Weapon	70	96	88	69
Alcohol/Drugs Possession, Under Influence, Furnishing	40	57	80	71
Robbery or Extortion	1	3	7	0
Property Damage	10	8	42	41
Theft	5	5	27	34
Tobacco	0	1	2	2
Obscene Act or Habitual Profanity/Vulgarity	1	1	6	15
Drug Paraphernalia Possession, Selling, Furnishing	7	4	9	9
Defiance of Authority	6	23	61	102
Receiving Stolen Property	0	0	1	5
Imitation Firearm Possession	11	2	3	2
Sexual Assault	0	3	5	3
Harassed/threatened a Witness	2	0	7	2
Aiding and Abetting Violent Crime	0	0	0	1
Sexual Harassment	6	4	10	12
Hate Violence	1	0	0	0
Terroristic Threats Against Students	4	1	5	6
Terroristic Threats Against Staff	2	1	5	2
District Totals Grades 7-12	191	258	427	357

*Represents the total number of student incidents recommended for expulsion.

The City of Anaheim has a history of gang activity, which ebbs and flows, as gang members are incarcerated and released back into the local community. There has been a resurgence of increased gang activity over the past five years. Currently, there are more than 70

Anaheim-based gangs. Some have been operating for several generations. Gang crimes represent at least 80% of the city's total crime rate (Anaheim Police Department, February 2009).

The number of expulsion cases has almost doubled over the past four years. Specifically, there has been a more than 300% increase in assault, a 300% increase in property damage/vandalism, a 32.5% increase in alcohol/drugs possession, under the influence and furnishing; a 13-fold increase in expulsions for obscene act or habitual profanity/vulgarity, and a 66.7% increase in sexual harassment cases. (See Table 3, on page 4, for disaggregated expulsion data.)

Suspension/expulsion data, CHKS results, and community risk-factors suggest that AUHSD has a large population of students, who are in need of a cohesive system of prevention and intervention programs and services, which address students' socio-emotional and environmental needs. This additional support system will be designed to reduce the frequency of violence and drug related incidents, increase students' feelings of connectedness to their school and their future, and improve students' motivation to do well in school. Although AUHSD truancy rates are not alarming at most schools, they are a concern, since the attendance rates are based on all-day absenteeism. And, lack of attendance is typically a precursor to failing grades, and dropping-out of school.

(b) Student problem behaviors. AUHSD has seen an increase in disruptive, violent and drug-related behavior over the past four years (Table 3). The most recent district-wide staff survey indicated that only 49% of staff members feel that administrators effectively manage student disciplinary incidents (Management Support Services, March 2007).

The most severe disruptive behaviors lead to expulsion, and were elaborated in the previous section. The number of expulsions has almost doubled over the past four years. In the same time frame, there has been a 21.2% increase in suspensions district-wide. The total number

of suspensions increased from 5,646 in 2004-05, to 6,842 in 2007-08 (IRM Data, AUHSD Information Systems). Schools targeted for Project SAFE had a total of 4,493 suspensions in 2007-08, or 65.7% of suspensions district-wide (CDE, Consolidated Application, Part 1, 2008).

2007-08 Suspension data for schools participating in Project SAFE (Table 4), indicates that suspensions for assault, battery, and/or fighting (709 Suspensions) are the most prevalent among students' problem behaviors, followed by property damage/vandalism (214 Suspensions), and alcohol and drug related offenses (138 suspensions). Other less prevalent, but not less serious, problem behaviors are: robbery/extortion, theft, obscene act/habitual profanity, sexual assault, sexual harassment, terroristic threats, defiance, and tobacco use. The district is also experiencing a rise in girl versus girl violent behaviors, and cyber-bullying.

Table 4: 2007-08 Suspensions by Project SAFE Schools
Data from AUHSD Information Services, also reported in 2008-09 Consolidated application, Part I.

School	Assault /Battery/Fights	Dangerous Object/Weapon	Alcohol/Drugs	Robbery or Extortion	Property Damage	Theft	Obscene Act/Habitual Profanity	Tobacco	Defiance	Related to Sexual Assault	Sexual Harassment	Terroristic Threats
Anaheim HS	19	9	6		4	7	3		3			1
Sycamore JHS	117	2	2	1	25	10		1	3			
Katella HS	67	5	28		11	7	0		0			0
South JHS	207	16	12		108	49	1		5		1	
Loara HS	70	7	33		26	16				1		
Ball JHS	64	7	7		9	11			3			
Savanna HS	23	1	15		4	3						
Brookhurst JHS	89	16	8		7	14				2	3	
Gilbert Cont.	27	6	20	1	8		1					
Polaris Opp	26	4	7		12	4			1			
Comm. Day		1										
Totals	709	74	138	2	214	121	5	1	15	3	4	1

District-wide AUHSD California Healthy Kids Survey (CHKS) findings indicate the following: 44% of ninth-grade students have used alcohol at least once; 20% have used tobacco

at least once; 20% have used marijuana at least once; and, 19% of ninth-grade students have used inhalants at least once. Within the past 30 days: 25% of ninth-grade students say they have consumed at least one alcoholic drink, 7% have consumed inhalants, 11% have used marijuana. And yet, approximately 80% of ninth-grade students believe that frequent use of alcohol, tobacco, and other drugs is harmful (AUHSD CHKS 2007-08).

2007-08 CHKS findings also indicate the following: only 17% of AUHSD ninth-grade students feel very safe at school. 24% of ninth-grade students have been harassed; 25% of ninth-grade students have been in a physical altercation/fight; 20% of ninth-grade students have been afraid of being beat-up; 9% of ninth-grade students admit to being a gang member; 5% of ninth-grade students say they have carried a gun to school; and, 9% of ninth-grade students say they have carried other weapons to school, such as a knife or a club. (AUHSD CHKS 2007-08).

The official district dropout rate is not alarmingly high (6.1%), but a comparison of ninth-grade enrollment, for the class of 2009, with class of 2009 twelfth-grade enrollment (Table 5), indicates a mean attrition rate of 18.1%, for schools participating in Project SAFE. The attrition rate suggests that truancies and dropouts are statistically under-represented. The practice of transferring students with attendance problems to alternative education programs, may partially account for the discrepancy.

School	Class of 2009 2005-06 9th Grade Enrollment	Class of 2009 2006-07 10th Grade Enrollment	Class of 2009 2007-08 11th Grade Enrollment	Class of 2009 2008-09 12th Grade Enrollment	% Total Attrition Grades 9-12
Anaheim High School	802	779	749	630	21.5%
Katella High School	637	602	553	502	21.2%
Loara High School	628	653	564	532	15.3%
Savanna High School	604	581	531	495	18.1%
Totals	2,671	2,615	2,397	2,159	19%

With the inception of the No Child Left Behind (NCLB) Act of 2001, the district has put forth tremendous efforts to improve curriculum, instruction, and teacher attitudes, to better serve students, increase academic achievement, raise expectations, and increase pupil retention.

AUHSD has been working diligently, for the past three years, to align curriculum with California Content Standards, to develop/implement common assessments, and to improve the quality of curriculum and instruction, at all AUHSD schools.

Teachers are undergoing a cultural shift, in terms of their attitudes towards student achievement. It is no longer acceptable to justify student failure as something we cannot control, because the failing student comes to school unprepared, and/or comes from a dysfunctional home. Teachers are working harder and smarter, and mechanisms are being refined, to create collaborative school cultures and increased accountability. Nevertheless, the high percentage of students who failed core classes, first semester 2008-09, is alarming (Table 6). For example, roughly one-third of all Anaheim High School students failed English and/or Mathematics.

School	English Language Arts Department % F Grades	Mathematics Department % F Grades	Social Studies Department % F Grades	Science Department % F Grades
Anaheim High School	29.6%	38.3%	25.8%	25.2%
Katella High School	19.4%	31.2%	15.8%	22.4%
Loara High School	21.8%	26.3%	21.2%	21.8%
Savanna High School	24.8%	32.6%	22.2%	14.3%
Brookhurst Junior High School	8.5%	18.9%	8.7%	16.9%
Ball Junior High School	11.4%	24.2%	20.2%	28.0%
South Junior High School	12.7%	9.8%	10.4%	4.9%
Sycamore Junior High School	11.3%	22.2%	16/0%	14.2%

Dissertation research conducted at two AUHSD high schools, proved a strong relationship between a student's lack of family support and academic success. Students with grade point averages above 1.5 (above a D-F grade point average) reported parents as their

primary role models. Students with grade point averages of 1.5 and below reported that they had no role models (Stocks, 2006). Although school can never replace a parent/family, research also proves that most children reared in overwhelmingly negative conditions, can demonstrate healthy social adjustment and academic success, when schools are sensitive to their needs and provide support, through effective prevention and intervention programs (Horn and Chen 1998).

The global economy has placed greater educational demands upon students, in order to obtain desirable employment. Yet, only 33.7% of AUHSD students complete college admissions requirements; even though the district has instituted Advancement Via Individual Determination (AVID) programs district-wide, and promotes a college-going culture. Many AUHSD students graduate from our schools unprepared for college, and/or for specific workforce occupations; and, the 19% of non-graduating AUHSD Students, most likely enter society lacking basic workforce skills. Lacking the skills needed for post-secondary education, or to be gainfully employed, perpetuates a culture of poverty, and, in that regard, are also undesirable behaviors.

Table 7: 2007-08 AUHSD Graduates Completing University of California A-G Admissions Requirements, by Ethnicity

AUHSD Testing and Evaluation Department, Selected Schools

	Amer. Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	No/Multiple Response	Total
Anaheim High		0.0%	25.0%	20.0%	12.7%	12.5%	11.1%	25.0%	12.8%
Gilbert High	0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	33.3%	2.3%
Katella High	50.0%	52.2%	25.0%	33.3%	24.1%	33.3%	27.0%	42.9%	26.6%
Loara High		79.6%	22.2%	60.0%	26.8%	25.0%	40.2%	60.0%	37.7%
Savanna High		75.0%	75.0%	60.0%	21.1%	23.1%	35.7%	35.1%	33.9%
Western High	0.0%	48.3%	18.2%	43.5%	16.7%	11.1%	28.2%	39.5%	25.7%
District Average	14.3%	71.3%	37.7%	53.4%	19.9%	24.3%	33.2%	41.6%	33.7%

(c) Gaps addressed. AUHSD has established partnerships with many agencies over several years, to address student environmental and emotional needs. Key partnerships include: Orange County Health Care Agency/Behavioral Health Services (OCHCA), Anaheim Police Department (APD), Orange County Office of the District Attorney (OCDA), Orange County Department of Education (OCDE), Orange County Human Relations (OCHR), City of Anaheim,

Anaheim YMCA, Tiger Woods Learning Center (TWLC), and Manny Tau, Psy.D., crisis intervention and threat assessment consultant.

Through district initiatives and community partnerships, a variety of drug, violence prevention, and character education programs have been implemented district-wide, to decrease negative student behaviors, and nurture the development of positive lifestyles. The district has implemented NCLB approved safe-school curriculum in the seventh- and ninth-grades, for a number of years: Toward No Drugs, Los Angeles (3 years); Committee for Children/Second Step (10 years); and, Project Alert (5 years). Several ongoing prevention programs/activities include: Project Support Anaheim Youth (SAY) – outreach, recreation, and educational workshops (City of Anaheim); Peer Assisted Leadership (OCDE); Building Bridges and Search Institute 40 Developmental Assets training (Orange County Human Relations); Josephson Institute of Ethics Character Counts Education (AUHSD); and, Anaheim Achieves – after-school program (Anaheim YMCA). Ongoing intervention programs include: Response to Intervention (RtI) and Instructional Support Team (IST), Student Attendance Review Board (SARB), Why Try curriculum – embedded in summer ninth-grade Step-Up program, Ninth-Grade Academy programs; Social Worker Interns; Straight Talk Counseling Services; and, Threat Assessment (clinical psychologist, upon referral). Additionally, the Sunburst Academy (US Army, National Guard, and OCDE) provides a four-month live-on-base program, as an alternative to expulsion.

The district also participates in several task forces, to reduce violence and gang related activities in our schools and communities, such as: Orange County Violence Prevention Coalition; School/Law Enforcement Partnership (Anaheim, Cypress and La Palma Police); Graffiti Task Force (City of Anaheim); and Crisis Response Network (OCDE). Additionally, APD recognizes the potential for gang violence on, or near, AUHSD campuses, and has assigned

three full-time gang investigators to AUHSD schools. Gang investigators are more effective than school resource officers, because they provide gang-unit expertise, and they work directly with the district attorney's office, when prosecution is necessary.

Current district suspension, expulsion, and CHKS data, presented in the previous section, suggests that our current prevention programs and intervention programs/activities, which operate somewhat independently, are not achieving the desired results.

The Anaheim Students Empowering Personal Success (STEPS) Collaborative, a sub-committee of the AUHSD Safe and Drug-Free Schools Advisory Committee, involves a broad group of school staff, law enforcement, and community partners, including after-school program providers and mental-health service agencies. The Anaheim STEPS Collaborative came together five times, during 2007-08, to address the recent increase in school violence and gang activity. The collaborative identified the following service gaps, and lack of coordination with existing efforts: (1) targeted prevention programs have been in place for several years for seventh- and ninth-grade students, but not extended to other grade-levels; (2) existing programs do not specifically target high-risk youth, gang involved students, or students returning from expulsion; and, (3) a coordinated continuum of services does not exist.

Like many districts, AUHSD has embraced the concept of Response-to-Intervention (RtI), as a framework for processes to address student academic needs, within a tiered intervention model. Strategic and intensive programs have been developed to address academic needs, but the ability to address socio-emotional/behavioral, and environmental needs continues to be difficult. As previously mentioned, the numbers of suspensions and expulsions have dramatically increased, and the district's approach to behavioral issues has typically been punitive.

The district is in the early stages of shifting to a Systems of Care model, based on University of California, Los Angeles (UCLA) mental-health research, and investigating the implementation of Positive Behavioral Supports (PBS). However, the issues of resources loom large, when we try to provide assistance to students with significant needs. Existing staff, qualified to provide mental-health services (for 33,000 students district-wide), include only 13 psychologists who have other responsibilities, for students receiving Special Education services. School academic counselors, who have many other school and program responsibilities, and part-time inexperienced social worker interns, are usually the only resources available for most general education students with serious socio-emotional and/or environmental issues.

District needs are great. Resources are needed to develop a continuum-of-services model, to address universal prevention, early intervention, and intensive strategies. Resources are also needed to address immediate student needs, and to institute a cultural shift in the way student socio-emotional, behavioral, and environmental issues are managed. District needs are also exacerbated by a recent lack of State funding, which has led to the diminishment, or cancellation, of many safe, drug-free, and character education programs. These deficiencies have occurred in conjunction with a resurgence of local gang activity, and other economic factors, which has led to a greater number of student problem behaviors.

Recent research, conducted to determine an appropriate and viable solution to district safe school and social service needs, suggests that the Safe Schools/Healthy Students Initiative (SS/HSI) grant program would provide much needed targeted funding, for the development of an effective continuum of services model, based on universal prevention, early intervention, and intensive strategies. If funded, "Project SAFE" will address school safety needs, by addressing socio-emotional, mental health, and environmental issues, through the following: triaging student

socio-emotional and environmental crises, referring students to appropriate community-based services, facilitating family awareness/education, strengthening community partnerships, and providing appropriate training for Project SAFE school teams, including campus aides. Project SAFE will also address the early-childhood development needs, of the 135 students attending AUHSD schools, who are also the parents of small children.

After reviewing local SS/HSI programs, the Newport-Mesa Unified School District's Advocacy Supporting Kids SS/HSI program, "Project ASK," emerged as a continuum-of-services model program, to serve as the basis, for the program design outlined in this proposal.

2. Goals and Objectives (10 points)

(a) One or more goals for each of the five SS/HSI elements. The following goals, objectives, and performance indicators have been established for Project SAFE, based on needs cited in the Community Assessment, and current research.

Goal 1: Decreased incidents of substance abuse, violence, and gang-related crimes on 11 AUHSD campuses.

1.1: Expand existing NCLB approved prevention programs, such as Toward No Drugs, Second Step, and Project Alert, to reach at least 17,000 students per year.

1.1a: The percentage of students who have used drugs within 30 days will drop by at least 5% for targeted junior high school students, and 5% for high school students each year, as measured by CHKS.

1.1b: The number of drug related incidents/cases recommended for expulsion will decrease, by at least 5% each year.

1.2: Project SAFE will provide Brief Strategic Family Therapy (BSFT) to at least 40 to 50 families, in at least five schools, during the grant period.

1.2a: At least 90% of BSFT participants will report improved family skills, as measured by pre- and post-test surveys.

1.3: Project SAFE will implement, Parenting Wisely, LifeSkills, Across Ages, and Challenge Day Workshops to reduce violence, substance abuse, and truancy.

1.3a: The percentage of students reporting problem behaviors and violence will decrease annually, by at least 3% for junior high school students, and at least 5% for high school students, as measured by CHKS.

1.3b: The number of expulsions, as a result of violence and/or threats will decrease, by at least 3% each school year.

1.3c: Absenteeism will decrease by 3% annually, as documented in district attendance reports.

1.3d: At least 90% of student participants will report increased decision-making, risk-avoidance skills, and cultural-diversity awareness, as measured by pre- and post-tests.

Goal 2: Improved student environmental, emotional, and academic outcomes, through research-proven best practices and model programs.

2.1: Project SAFE will assess at least 2,000 high-risk students each year, to determine appropriate interventions.

2.1a: At least 2,000 high-risk students will show decreased risk-factors, and increased protective-factors, as measured by pre- and post-intervention assessment tools.

2.2: Project SAFE will refer students with severe emotional, mental health, violence and/or substance abuse issues to OCHCA, or to other mental health care providers, as needed.

2.2a: 100% of students assessed with severe mental health, substance abuse, and/or violence issues will be provided referrals to OCHCA, as measured by assessment data, referral activity logs, and evidence of enrollment into specific OCHCA programs.

Goal 3: Increased healthy early development for preschool age children, whose parents attend our schools.

3.1: Each year, school nurses, as a part of Nurse Family Partnerships Program (NFPP), will make at least four home visits to at least 140 expectant parents, and/or parents with newborns in the AUHSD service area, linking them to appropriate resources, such as Orange County Social Services Agency and OCHCA.

3.1a: At least 90% of parents receiving home-visits will report increased knowledge about healthcare programs available for children, ages infant through five-years, as measured by home-visit surveys.

3.2: Parents of preschool children, whose children are ages infant through five-years, will be invited to attend weekly Parenting Wisely sessions.

3.2a: At least 85% of parents participating in Parenting Wisely will demonstrate increased parenting skills, as measured by pre- and post-test data, and home-visit observations.

3.3: Preschool-age children, whose parents are students at AUHSD schools, will be invited to participate in the Promoting Alternative Thinking Strategies (PATHS) program.

3.3a: At least 85% of preschool-age children participating in PATHS will demonstrate improved social skills, as measured by pre- and post-test data, and observations.

Goal 4: Increased collaboration between school and community partners.

4.1: Project SAFE will connect high-risk students, ages 12 through 14, to older mentors through Across Ages program.

4.1a: At least 90% of participants will report improved communication skills, as measured by pre- and post-surveys.

4.3: Project SAFE will expand access to existing successful prevention programs, such as

Toward No Drugs, Second Step, and Project Alert; and successful intervention programs, such as Why Try, RtI, IST, and SARB, and better utilize existing partnership programs, such as Project SAY, Anaheim Achieves, and TWLC.

4.3a: At least 90% of participants will report increased school satisfaction, as measured by pre- and post-test surveys.

Goal 5: Increased levels of safety on identified school campuses, by reviewing and implementing safe school policies and practices.

5.1: AUHSD will ensure the safety of students, staff, and community members, by revising district policies, including conduct and discipline codes, expulsion reinstatement policies, reintegration policies for students transitioning from juvenile justice programs, zero tolerance policies, and policies to ensure student confidentiality.

5.1a: Initial district policy revisions will be submitted to the Board of Trustees for approval, by January 2010, and updated annually.

5.2: Based on best-practice models and research, The Project SAFE Director, school administrators, and School Site Councils will review and adjust policies.

5.2a: Initial school policy revisions will be approved by the individual School Site Councils, by January 2010, and updated annually.

5.3: (1) Campus security will be trained, by local law enforcement partners, to improve their effectiveness in the areas of surveillance, monitoring students, and working with school administration. (2) School administration will receive training, by local law enforcement partners, to work more effectively with local policing agencies.

5.3a: The percentage of teachers, who report feeling unsafe at school, and/or that disciplinary issues are not properly addressed, will drop by at least 2% each year, from a baseline of 51%,

based on annual pre- and post-surveys.

5.3b: The percentage of parents being concerned with safety at school will decrease, by at least 2% each school year, from a baseline to be established in the fall of 2009, and measured by annual pre- and post-surveys.

5.3c: The percentage of students feeling safe at school will increase, by at least 2% each year, as measured by CHKS data.

Goal 6: Creating project sustainability, to continue the program after the grant funding has concluded.

6.1: Project SAFE will develop needed infrastructure to sustain services, by identifying federal, state, and local resources.

6.1a: AUHSD and its community partners will identify at least 20 funding sources, to sustain Project SAFE, by September 2010.

6.1b: AUHSD will secure at least \$2 million in additional funding and in-kind resources, to sustain Project SAFE, by July 2012.

(b) Narrative and logic model link objectives to goals. Each goal and/or objective listed in the preceding section has at least one performance indicator. The goals, objectives, and performance indicators address: safe school environments and violence prevention activities; alcohol, tobacco, and other drug prevention activities; student behavioral, socio-emotional, and environmental supports; mental-health services; and, early-childhood social and emotional learning programs. They are also tied to programs/activities to be implemented or expanded, as part of Project SAFE. Programs were selected for their ability to achieve at least one of the following outcomes: reduce the incidents of violent behavior and drug use; enhance pro-social behaviors to prevent violent behavior and drug use; increase the availability of mental-health

services; create schools and communities that are safe, disciplined, and drug-free; engage parents, community organizations, faith-based groups, and other agencies; and develop an infrastructure that is institutionalized and sustainable after the federal funding has ended.

3. Project Design (25 points)

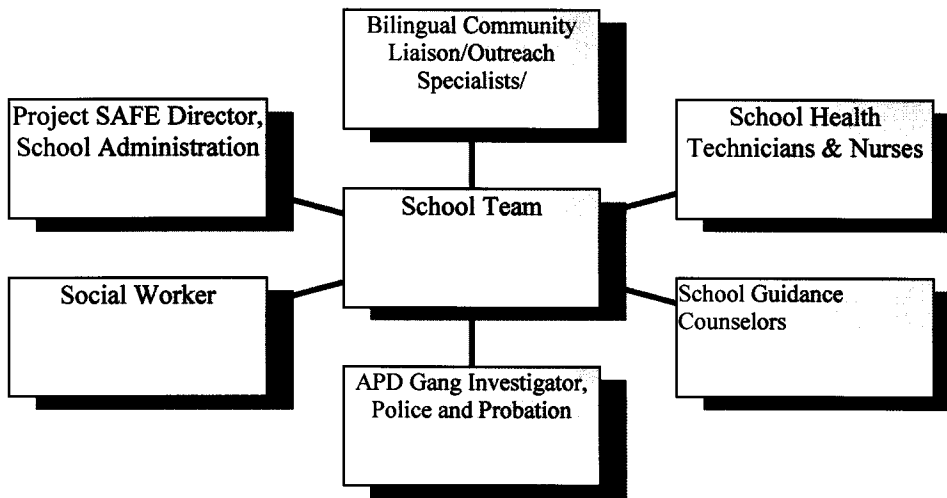
A continuum-of-services model, to address universal prevention, early intervention, and intensive strategies is needed, to provide additional help for students and families, with socio-emotional and environmental issues. In an effort to better serve students with on-going, or serious socio-emotional and/or environmental issues, which often degenerate into physical, medical, and behavioral issues, the following activities, programs, and services are proposed, to address each of the goals and objectives listed in the previous section.

(a) Activities, curricula, programs, and services. The proposed Project SAFE will promote a safe and drug-free school environment by: (1) enacting district-wide and school policy changes; (2) creating an integrated, comprehensive, and well-organized continuum-of-services model, to address universal prevention, early intervention, and intensive strategies (3) providing new and expanded district-wide prevention and early intervention services to 17, 000 students each year; and, (4) providing intensive services to at least 2,000 students with severe socio-emotional, and/or environmental needs. Services will be provided through Project SAFE school teams, and partnering agencies. (Figures 1 and 2, on pages 19 and 20, depict the school team configuration, and the community partnership flow of services.)

Project SAFE will provide resources to support a project director, nine bilingual community liaisons/outreach specialists, four social workers, one psychological services consultant, one administrative assistant, and one program evaluator. The Project SAFE Office will tentatively be located in the same facility as district's translation services and family

involvement resources, and house all but the nine bilingual liaisons/outreach specialists. The bilingual liaisons/outreach specialists will be assigned to schools participating in Project SAFE, but will take direction from the Project SAFE Director. The social workers, who are also under the direction of the Project SAFE Director, will travel to schools, and might have a designated space in two-to-three locations.

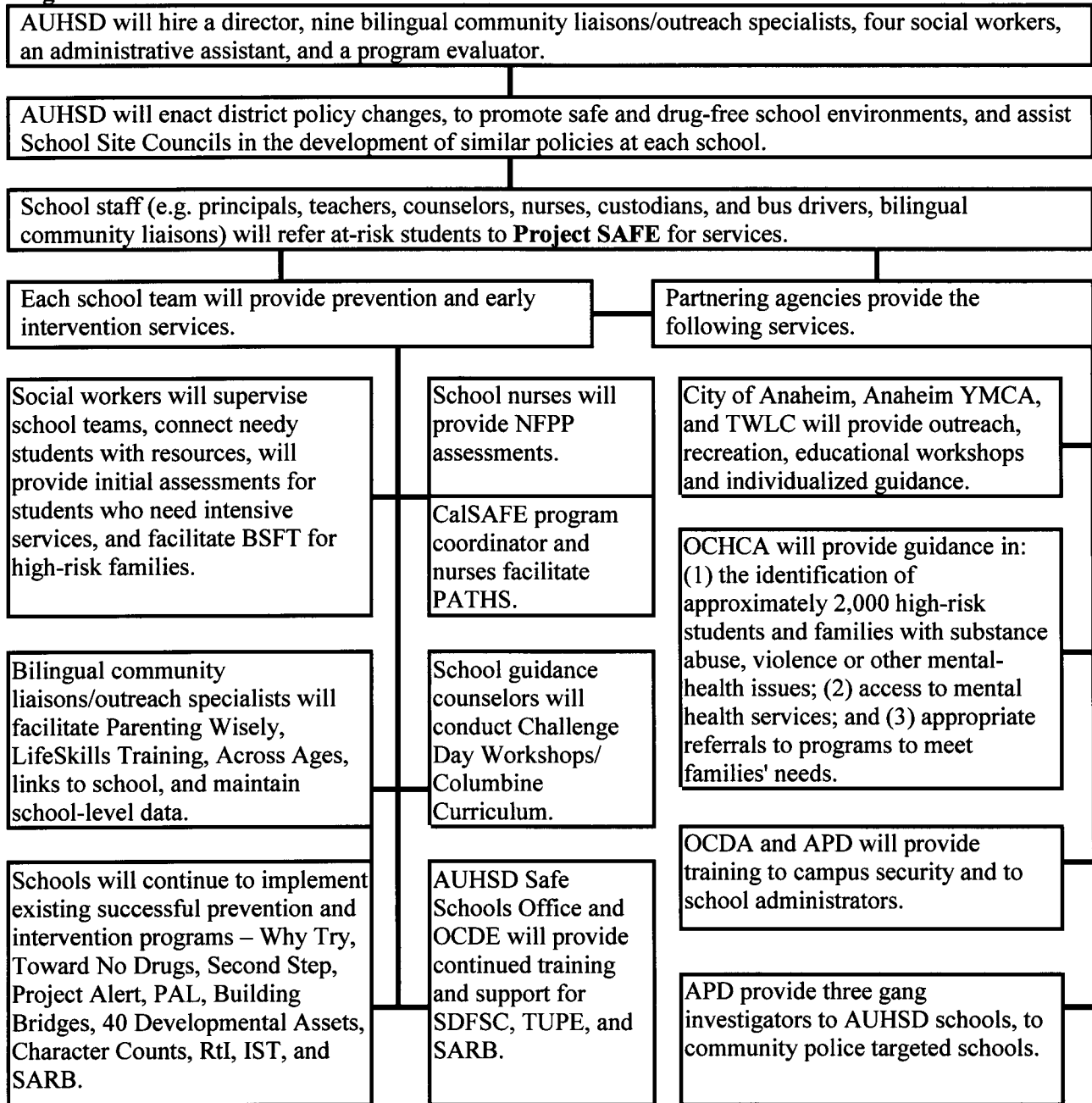
Figure 1: School Team and Community Partner Structure



The Project SAFE Office will be responsible for a district policy review, of all Board policy relating to safe and drug-free schools. The Project SAFE Office will restructure the process for socio-emotional and mental health referrals, school based assessments, individualized service plans, and on-site counseling services. The Project Safe Office will also implement seven new district-wide programs, six of which are Substance Abuse and Mental Health Services Administration (SAMHSA) model programs, including BSFT, Lifeskills Training, Parenting Wisely, Across Ages, NFPP, PATHS, and Challenge Day workshops.

Policy review. To address school-safety concerns, the project director will work with AUHSD administrators, to review and revise existing safe and drug-free, and student-discipline policies, for submission to the Board of Trustees, by January 2010. After initial adjustments to the district policies are made, the project director will annually review and update the policies.

Figure 2: Flow of Services



Any district or school staff member can submit a request to the project director, to make additional changes to the revised policies. The project director will work with the Assistant Superintendent of Education, and the Project SAFE Advisory Committee/Collaborative, to review the suggested changes, and a written response to the request will be made within 30 days. To address school-level policies, the Project SAFE Director and School Site Councils will

review and adjust each school's policies on an annual basis, to align school policies with current research and best practices. Requests to review policies can be made to the School Site Council at any time, and a written response will be provided within 30 days.

Referrals. AUHSD students with severe socio-emotional and/or severe environmental issues will be referred to Project SAFE for intensive services, by teachers, counselors, administrators, social workers, bilingual community liaisons/outreach specialists, health technicians, nurses, school psychologists, and classified staff, including clerical staff, custodians and bus drivers. Classified staff sometimes become aware of student socio-emotional and environmental issues, because they are usually not authority figures, and students may perceive them as easier to approach with personal problems. Parents and students can also make referrals through a school counselor, administrator, bilingual community liaisons/outreach specialist, social worker, nurse, and/or health technician. To establish early-childhood connections with the school system, parents of preschool-age children will be referred to the Project SAFE school teams by district nurses, and the California School-Age Families Education (CalSAFE) program coordinator.

School based assessments. Project SAFE school team counselors and bilingual community liaisons/outreach specialists will provide the initial assessments to at least 2,000 students, with severe socio-emotional and/or environmental issues, each school year. Some of the assessment tools that counselors and bilingual community liaisons/outreach specialists will use include: Search Institute's 40 Developmental Assets; the Home and Environment, Education and Employment, Activities, Drugs, Sexuality, and Suicide and Depression Screen (HEADSS); and the DSM-IV-TR. The Search institute has developed a nationally acclaimed assessment tool, with questionnaires, for children in preschool, elementary, middle, and high school. These

questionnaires measure external assets, including empowerment levels, boundaries, expectations, support system, and constructive uses of time; and internal assets, including commitment to learning, positive values, social competencies, and positive identity. HEADSS is an assessment tool used to complete adolescent psychological histories. This tool was developed by the Los Angeles Children's Hospital in 1988, to detect warning signs of substance abuse, mental-health issues, gang membership, and other criminal activities. The DSM-IV-TR will be used by a licensed provider to assess/diagnose substance abuse and mental-health disorders.

Individualized service plans. Each year Project SAFE school teams will work with the 2,000 students, identified as having severe socio-emotional and/or environmental issues (and their families), to design individualized service plans, to select the most effective interventions and/or services, based on assessed needs. The service plans will be reviewed on a monthly basis, by Project SAFE social workers. The remaining 15,000 students, from AUHSD schools selected for this project, will receive services as part of the newly developed continuum of services, which includes curriculum augmentation, extending existing successful programs to all grade levels, and referrals to appropriate resources.

Counseling. Counselors and Project SAFE social workers will provide one-to-one on-campus counseling sessions for referred students, to discuss emotional issues. Students may be seen one time, or weekly for several weeks, depending on students' individual needs.

Expansion of existing services. Over the past 15 years, AUHSD has implemented several existing substance abuse programs, including Toward No Drugs, Project Alert, Safe and Drug Free Schools and Communities (SDFSC), Tobacco-Use Prevention Education (TUPE), Red-Ribbon Week, Every 15 Minutes, and the Canine Drug Deterrent Program. Project SAFE will assist with the expansion of these programs. Similarly, AUHSD has experienced success with

several behavioral/violence prevention programs that will be expanded, through Project SAFE.

The programs include: Second Step, Character Counts!, Project SAY, Why Try, 40

Developmental Assets, AUHSD Truancy Response Program, and SARB.

Brief strategic family therapy (BSFT). Project SAFE social workers will implement BSFT (a SAMHSA model program), which is designed to: (1) prevent, reduce, and/or treat adolescent behavior problems, such as drug use, conduct problems, delinquency, sexually-risky behavior, aggressive/violent behavior, and association with antisocial peers; (2) improve prosocial behaviors, such as school attendance and performance; and (3) improve family functioning, including effective parental leadership and management, positive parenting, and parental involvement with the child and his/her peers at school. BSFT is typically delivered in 12-16 family sessions, but may be delivered in as few as 8, or as many as 24 sessions, depending on the severity of the communication and management problems within the family. Sessions are conducted at locations that are convenient for the family, including the family's home.

Lifeskills training. Bilingual community liaisons/outreach specialists will provide LifeSkills training (a SAMHSA model program), to at least 650 high-risk seventh-grade and eighth-grade students each year. LifeSkills will provide an after-school enrichment opportunity for seventh- and eighth-grade high-risk students, for the purpose of developing drug-resistance skills, personal self-management skills, including goal-setting and analyzing problem situations, general social skills, and communication skills. Bilingual community liaisons/outreach specialists present the core curriculum to small groups of students, in 45-minute after-school sessions. A total of 18 sessions are provided in the first year. Twelve supplemental class sessions are provided in year-two, and seven supplemental class sessions are provided in year-three. Each school will host at least one round, of at least seven sessions, each year.

Parenting wisely. This self-administered computer-based program will enable at least 500 AUHSD families to learn disciplinary and child-supervision skills, family-communication skills, and family-problem-solving skills each year. Parenting Wisely (a SAMHSA model program), uses easy-to-follow, interactive videos. Families observe scenarios, choose responses, and then watch the results of their choices. Each Parenting Wisely unit will include six weekly one-hour sessions. Three units will be held at each school participating in Project SAFE, each year. Bilingual community liaisons/outreach specialists will serve as group facilitators, and will discuss the scenarios, provide help, and ensure access to computers. Families, who own personal computers, can also use the Parenting Wisely software at home.

Across ages. This after school program connects screened and trained older adults (aged 55 or older) with Junior high school aged students, to strengthen community bonds. Nine trained bilingual community liaisons/outreach specialists will each recruit 5 mentors. Each year the bilingual community liaisons/outreach specialists will provide two ten-hour training units, and will monitor the mentoring relationships. Mentors will meet weekly with students, for at least four months. At least 45 matches will be made each year.

Nurse-family partnership program. This program will support home nurse visits for at least 160 high-risk, low income families each year. Project SAFE nurses will assess the current attitudes, skills, knowledge, and situational support of the expectant parent(s), and/or parents(s) of newborns. To enhance healthy development, nurses will assist parents in using the Ages and Stages Questionnaire (ASQ), and the Ages and Stages Questionnaire: Social-Emotional (ASQ-SE), developed by University of Oregon's Center on Human Development, to assess physical, mental, social and emotional development in children ages infant to five-years. This tool has a reliability rating of 94%, and is considered very satisfactory by participating parents (SAMSHA

2009). Nurses will then assist the family in accessing services and early start programs, including CalSAFE, the Second Harvest Food Bank, and OCHCA. Each Family will receive at least four visits annually, at key childhood development stages.

Promoting alternative thinking strategies (PATHS). The CalSAFE program coordinator and district nurses will work with preschool aged children to implement PATHS (a SAMHSA model program), which has proven to reduce aggressive behavior in preschool-age students. AUHSD preschool support programs will use PATHS to instruct preschool students in the areas of self-control, social competency, positive peer relations, emotional literacy, and interpersonal problem-solving skills. Best-practice research indicates that lessons should be taught three-times per week, for at least 20-30 minutes per day, for a total of 131 lessons. Parent materials are also available for families, to work with their children at home.

Challenge day workshops. This intensive program uses a one-day-workshop format. The curriculum for this program has won national acclaim, after being implemented in response to the Columbine tragedy. Innovative workshop activities include group discussions for youth, teachers, parents, administrators, counselors, and community members. These activities are designed to promote cultural diversity, reduce disruptive and/or violent behaviors, and build communication skills among school staff, students, parents, and community members. At least four Challenge Day workshops will held at each participating school, during a three year period.

Mental health referrals. Project SAFE will collaborate with OCHCA to address mental-health, substance abuse, and violence issues. Each year, OCHCA will provide guidance in: (1) the identification of approximately 2,000 high-risk students and families with substance abuse, violence and/or other mental-health issues; (2) access to mental-health services; and (3)

appropriate referrals to programs to meet families' needs. All OCHCA services will be offered as an in-kind contribution to Project SAFE.

Proposed short- and long-term strategies. Project SAFE will implement both short- and long-term strategies to: (1) create safe and drug-free school and community environments; (2) reduce racial tensions, and promote cultural diversity and understanding; and (3) promote healthy child development, including mental, physical, and behavioral health. The short- and long-term strategies complement each other. Short-term strategies include: developing Project SAFE school teams to provide immediate additional needed services; establishing and/or maintaining relationships with police and juvenile justice departments, OCHCA, OCDE, OCHR, City of Anaheim, Anaheim YMCA, TWLC, psychological services consultant, and local colleges and universities; and, revising district policies to support school safety. These short-term strategies will be accomplished within six months of project start-up, and will support the implementation of long-term strategies.

Long-term strategies include: developing district-level continuum of services model, to address universal prevention, early intervention, and intensive strategies; revising district and school policies, relating to safe and drug free-schools/violence prevention, and student disciplinary procedures; implementing seven new programs (six SAMHSA model programs), and expanding existing programs, which have demonstrated a significant level of effectiveness.

Use of five elements for a comprehensive/integrated program. Project SAFE was developed by: identifying needs and service gaps through a yearlong comprehensive needs assessment; reviewing model and research-based programs, to determine the most effective programs, which address student needs; and determining available resources, including existing services and successful programs.

The SS/HSI “Five Elements” serve as a means to focus and define the goals, objectives, performance indicators, programs, and activities selected for Project SAFE.

Element 1 – Safe-school environment and violence-prevention activities. (1) The campus security position will be upgraded, from entry level aide to a campus safety professional. Campus Aides will receive both State legislated and local outside-agency training, which applies directly to their daily responsibilities, redefining the expectations of school campus aides. OCDA and APD provide staff development to security aides. For example, the gang prevention DA presents trends, statistics, and juvenile issues that impact security procedures. The truancy DA presents attendance trend data, followed by strategies designed to improve attendance on campus. APD will train campus aides to interact with students, in a way that will result in obtaining valuable information, such as finding out why the student is wearing gang clothes, and/or why he/she is truant. (2) APD will provide highly trained police professionals/gang investigators, assigned to community police targeted schools. (3) Violence prevention programs, including Second Step, Character Counts!, Project SAY, Why Try, 40 Developmental Assets, AUHSD Truancy Response Program, and SARB, will be expanded. (4) Safe school policies, for both the district and individual schools, will be reviewed and modified within six months of program start-up, and re-evaluated at thereafter, to promote school safety.

Element 2 – Alcohol, tobacco, and other drug prevention activities. (1) Utilize effective assessments, including Search Institute’s 40 Developmental Assets, HEADSS, and the DSM-IV-TR, and one-to-one counseling. (2) Expand substance abuse programs, including Toward No Drugs, Project Alert, Safe and Drug Free Schools and Communities (SDFSC), Tobacco-Use Prevention Education (TUPE), Red-Ribbon Week, Every 15 Minutes, and the Canine Drug

Deterrent Program; and (3) Implement new programs – BSFT, LifeSkills Training, Parenting Wisely, and Across Ages.

Element 3 – Student behavioral and emotional supports. Activities will include BSFT, LifeSkills Training, Parenting Wisely, Across Ages, Challenge Day Workshops/Columbine curriculum, one-to one counseling, and existing successful prevention/intervention programs.

Element 4 – Mental health services. Services will include: assessments; one-to-one counseling with social workers; one-to-one counseling with licensed psychologist, and referrals to OCHCA, for intensive services to address mental health, substance abuse, and violence issues.

Element 5 – Early childhood social and emotional learning programs. Services will be assessed through ASQ, and ASQ-SE questionnaires; to participate in Parenting Wisely, NFPP, and PATHS.

Each element is supported by several programs, including the expansion of existing programs, and new model programs to be implemented, which are supported by SAMHSA research. The existing programs have been proven effective in the reduction of substance abuse, violent behaviors, and school behavior problems; and, in the improvement the mental, physical, and emotional health, of AUHSD youth and their families.

(b) Activities, curricula, programs, and services are evidence-based. All new activities, curricula, and programs, selected for Project SAFE, are SAMHSA approved, and recorded in the National Registry of Evidence-based Programs and Practices (NREPP), a searchable database of interventions, for the prevention and treatment of mental and substance-use disorders. All SAMHSA approved programs must meet the following three minimum requirements. (1) The intervention demonstrates one or more positive outcomes ($p \leq .05$), in mental health and/or substance-use behavior among individuals, communities, or populations.

(2) Intervention results have been published in a peer-reviewed publication or documented in a comprehensive evaluation report. (3) Documentation of the intervention and its proper implementation (e.g., manuals, process guides, tools, training materials) is available for public use. Many AUHSD programs, to be expanded, are also SAMHSA approved, and include: Toward No Drugs, Project Alert, and Second Step.

Programs, approved by SAMHSA, are noted for their cultural and linguistic sensitivity. PATHS has been found to be equally effective in ethnic minority and white populations, and is available in Spanish and English. LifeSkills Training has been found to be effective in Hispanic, African-American, and white populations, by separate studies. Parenting Wisely materials are available in Spanish and English, and has been successfully delivered to multiple ethnic/racial groups. Across Ages is available in Spanish and English, and was tested among African-American, Hispanic, White, and Asian populations in urban areas. BSFT is available in English and Spanish, and has been proven effective with multiethnic, low- and middle-income, rural and urban families. NFPP is designed for multiple ethnic/racial groups. Challenge Day Workshops have been found to be effective for multicultural populations, and have won numerous awards from the U.S. Juvenile Justice System, government officials, and school districts.

Additionally, AUHSD promotes cultural and linguistic sensitivity in its programs, through the following methods: recruiting staff applicants who are bilingual in English and Spanish; providing translation services at schools, as needed; providing professional development in cultural and linguistic sensitivity; providing program information for parents in both English and Spanish, and other languages, as needed. Project SAFE staff will also undergo at least three hours of cultural sensitivity training, including communication skill building, understanding cultural values and norms, and facilitating cultural discussions. AUHSD will also ensure that all Project SAFE materials are translated, as needed.

4. Evaluation (15 points)

(a) Plan for monitoring program implementation, and assessment process. AUHSD will contract with an independent program evaluator, whose annual tasks will include: designing and updating evaluation tools, to assess the effectiveness of goals and objectives, based on program elements and Government Performance Results Act performance goals (GPRAs); conducting at least three homogeneous focus groups (e.g., parents, students, and staff), with no more than 10 participants per group; conducting at least 25 one-to-one interviews with project stakeholders; observing program activities; and discussing program goals and objectives, with at least 100 participants; analyzing qualitative and quantitative data collected, from all pre- and post-assessments and surveys; serving in and advisory capacity at monthly collaborative meetings; and drafting required reports.

(1) Data to be collected. Data will be collected by the nine bilingual community liaisons/outreach specialists, assigned to each of the 11 schools. The data will include: referrals to Project SAFE; project enrollment forms; parent surveys and assessments, such as ASQ and ASQ-SE, 40 Developmental Assets, HEADSS, and the DSM-IV-TTR; individualized service plans; log of OCHCA referrals, and mentor forms (logged in Intuit QuickBase program); pre- and post-surveys; district data, including enrollment, attendance, discipline referrals, suspensions, expulsions; results from focus groups and interviews; California Healthy Kids Survey (CHKS) data; and, grade distribution data for participating schools.

(2) Data collection times. Referrals, completed assessments, pre- and post-test surveys, mentor forms, logs of OCHCA referrals, and district data will be collected on a monthly basis, by Project SAFE school team members. Annual data will include CHKS, and grade-distribution data for participating schools.

(3) *Evaluation methods.* Project SAFE will be evaluated using outcome and process data, to determine timeliness of services, and impact of services on knowledge, attitudes, and behaviors of project participants.

(4) *Instruments to be developed.* The independent evaluator will review the program curricula to be implemented, and create surveys, pre-post data collection models, and interview templates, to assess program delivery and outcomes, by October 2009.

(5) *Data analysis.* The independent evaluator will analyze data, using a quasi-experimental model, comparing baseline data to changes, at bi-yearly and annual intervals, with performance measures.

(6) *Dates of report availability.* Bi-annual and annual reports will be drafted to chart progress on outcomes, including decreases in substance abuse, violence, racial threats, attendance improvement, and improved mental/physical health, based on the program elements, and GPRA goals and objectives.

(7) *Use of data to plan programs and make adjustments.* Using the previously mentioned data reports, and participant/parent feedback, collaborative members will discuss project progress on a quarterly basis: to implement project alterations; to address barriers and gaps as needed; to guarantee that outcomes are achieved and successful programs are replicated, to achieve the overall objective of healthy childhood development, and preventing violence and substance abuse.

(8) *GPRA indicators.* Project SAFE will use pre- and post-test surveys, CHKS data, referrals to OCHCA, and other project assessment tools, to track required GRPA data over the three-year period, including the percentage of grant sites experiencing: a decrease in violent behaviors; a decrease in substance abuse; improved school attendance; an increase in mental-

health services to students and families; and, evaluate the effectiveness of the Project SAFE Advisory Committee/Collaborative.

(b) Identify outcomes that are clearly linked to objectives and activities. Baseline data will be collected through district data, project enrollment forms, and pre-intervention surveys. To share progress, the independent evaluator will compare baseline statistics, using the following sources: assessments; individualized service plans; log of OCHCA referrals; pre- and post-surveys; mentor forms; district data, including enrollment, attendance, disciplinary referrals, suspensions, and expulsions; qualitative data from focus groups/interviews; yearly participation in satisfaction surveys; and, CHKS and grade-distribution data.

5. Management (25 points)

(a) Management plan defines responsibilities of staff, partners, and concentrated service providers. The Project SAFE Director will provide daily oversight for Project SAFE, and the project director's duties will include: monitoring compliance for all federal, state, and district policies; planning and organizing needs assessments, to determine gaps and address them; implementing project procedures, to establish service delivery guidelines; coordinating the project with existing programs, and also with existing partnerships; hiring and supervision of staff; developing a project sustainability plan with staff; facilitating monthly collaborative meetings; and, working with the independent evaluator, to draft program modification plans. The project director will also be held accountable for making sure that project implementation and goals are completed on-time, and within budget. (See Table 8, on page 33, for a listing of major project activities and completion dates.)

The nine full-time bilingual community liaisons/outreach specialists will facilitate Parenting Wisely, LifeSkills Training, Across Ages, and link students and families to appropriate

school programs and community resources. They will also be responsible for updating and maintaining the databases, for each of the 11 schools, using the Intuit QuickBase program. The data will include: referrals to Project SAFE, project enrollment forms, parent surveys, assessments, individualized service plans, log of OCHCA referrals, mentor forms, pre- and post-surveys, and district data.

Table 8: Project SAFE Timeline	
July 2009	AUHSD will begin the hiring process for: one full-time project director, one full-time administrative assistant, nine full-time bilingual community liaisons/outreach specialists, and four full-time social workers, an external program evaluator, and a psychological support services provider.
July – August 2009	The project director and a district task force will configure the tiered intervention structure, including establishing best practices for collaborating with community agencies, and structuring the Project SAFE referral process.
August – September 2009	The external program evaluator will begin to create evaluative tools. New staff members will be trained, in the areas of making and tracking referrals for services, and facilitating prescribed prevention and intervention service programs. Monthly Project SAFE Advisory Board/Collaborative meetings will begin, in which interim evaluation plans are discussed.
September – October 2009	Project SAFE Director and staff will conduct professional development for AUHSD administrators and counselors, on how to access Project SAFE programs and services. Counselors will receive training on Challenge Day Workshops. Begin implementation of Project SAFE programs and services.
October – December 2009	Project SAFE Director and AUHSD administrators will begin to revise safe and drug-free school district policies. Evaluative tools will be approved by the Project SAFE Advisory Board/Collaborative, who will also discuss and address possible barriers to project implementation
January 2010	District policy revisions will be submitted to the Board of Trustees. Project SAFE Director will work with individual School Site Councils, to make school policy revisions. A mid-year Project SAFE progress report will be presented to the Project SAFE Advisory Board/Collaborative, and also to the AUHSD Board of Trustees.
February 2010	Safe and drug-free school-level policies, and family involvement policies, are finalized, and submitted to School Site Councils for approval.
March 2010	Program evaluator will review first semester data, to determine which programs and activities are proving to be effective, and will present the results to the Project SAFE Advisory Board/Collaborative.
April – May 2010	Project SAFE Director and staff will begin planning for the following year, and will also continue to execute 2009-10 Project SAFE activities.
June 2010	End-of-Year report will be presented to the Project SAFE Advisory Board/Collaborative, and also to the AUHSD Board of Trustees.

The four full-time social workers will: supervise school teams; provide initial assessments for students, who need intensive services; provide one-to-one counseling, for students needing intensive interventions; connect needy students with school and community resources, and facilitate BSFT for at-risk families.

School guidance counselors will conduct Challenge Day Workshops, and link students and families, to other school and community resources. They will also refer students, with serious immediate socio-emotional and/or environmental needs, to project SAFE for assessment. Schools will continue to implement existing successful programs, such as Why Try, Toward No Drugs, Second Step, Project Alert, PAL, Building Bridges, Character Counts, 40 Developmental Assets, RtI, IST, and SARB.

School nurses will provide NFPP assessments, to AUHSD students who are the parents of preschool-age children. The CalSAFE program coordinator and school nurses will facilitate the PATHS early intervention program, for preschool-age children of AUHSD students.

Partners. OCDA and APD will provide training to campus security, and to school administrators. APD will provide three full-time gang investigators, who will implement community policing at targeted schools. OCHCA will provide guidance in: (1) the identification of approximately 2,000 high-risk students and families with substance abuse, violence or other mental-health issues; (2) access to mental-health services; and, (3) appropriate referrals to programs, to meet families' needs. Partners, such as City of Anaheim, through Project SAY, Anaheim YMCA, through Anaheim Achieves, and TWLC, will provide outreach, recreation, educational workshops, after school tutoring, and individualized guidance.

Concentrated service providers. An independent program evaluator will be hired to design/update evaluation tools, to assess the effectiveness of the goals and objectives, based on

the program elements and GPRAs; to conduct at least three homogeneous focus groups (e.g., parents, students, and staff); conduct at least 25 one-to-one interviews, with project stakeholders; observe program activities, and discuss program goals and objectives, with at least 100 participants; analyzing qualitative and quantitative data, collected from all pre- and post-assessments and surveys; serve in an advisory capacity, at monthly collaborative meetings; and draft required reports.

A psychological services provider will triage students and families in need of immediate psychological assistance.

(b) Information about pre-existing required partnership accomplishments. As previously stated, existing successful partnerships include: Orange County Health Care Agency/Behavioral Health Services (OCHCA), Anaheim Police Department (APD), Orange County Office of the District Attorney (OCDA), Orange County Department of Education (OCDE), Orange County Human Relations (OCHR), City of Anaheim, Anaheim YMCA, Tiger Woods Learning Center (TWLC), and Manny Tau, Psy.D., crisis intervention and threat assessment consultant. The identified partnerships include local agencies required for this project: mental health – OCHCA, law enforcement – APD, juvenile justice – OCDA, and education – OCDE.

OCHCA has served AUHSD for many years, providing mental-health services to students who receive Special Education services, under IDEA. Depending upon the availability of their resources, they have also provided assistance to general education students, who have severe emotional issues. Project SAFE will provide an enhanced screening process, to make it easier to identify students with severe mental-health issues, and better serve their needs.

APD has supported AUHSD since 1993, by providing highly trained police professionals/gang investigators, to community police targeted schools. They work directly with

OCDA, when cases are prosecuted. This is an innovative practice, because the gang investigators are teamed with an experienced teacher, on special assignment as a gang prevention specialist. The gang prevention specialist partners with one of the APD officers, and rides in an APD police vehicle. APD provides this service in-kind to AUHSD.

For the past five years, OCDA juvenile justice department has provided in-kind services through the Truancy Reduction Project. After the SARB process has been implemented, AUHSD administration can refer habitual truants to truancy court, which usually results in prosecution and court ordered community service. Families of truant students benefit by having another strategy, to assist with individual truancy issues. OCDA has also assigned a criminal prosecutor to the local gang unit. The gang-unit prosecutor's charge is to work prevention, intervention and diversion, with high-risk gang-involved students, and to share expertise with those high-risk students, and their families.

Since the early 1990s, OCDE has provided several in-kind resources, such as professional development, curriculum, and instructional materials, to enhance the implementation of SDSFC, PAL, and TUPE programs. And more importantly, OCDE hosts the Crisis Response Network, in which OCDE and local school districts share resources and strategies, regarding safe-school matters and crisis-response issues. As part of the Crisis Response Network, AUHSD shares an emergency phone-line with OCDE, to pool resources in the event of a disaster, or a crisis on campus, such as the death of a student or a staff member.

Additionally, AUHSD is collaborating with OCDE on anti-gang/gang-prevention curriculum for parents, in which AUHSD is piloting the curriculum for the California Department of Education. AUHSD is currently field testing curriculum, developed in collaboration with OCDE, and using it to support other partnership activities, such as with APD,

OCDA and City of Anaheim, Project SAY. If proven effective, the curriculum will be replicated statewide, in both highly urban and highly rural areas. The intent of the curriculum is to help parents in their efforts, to diffuse local gang members' ability to recruit their children.

Since 1995, OCHR has partnered with AUHSD to provide the Building Bridges after-school program. The award winning program works with traditional and non-traditional student leaders, to assist in developing better inter-ethnic human-relations skills. Building Bridges facilitates 40 Developmental Assets training, and community service projects. OCHR provides diversity and conflict-mediation training to AUHSD staff. OCHR curriculum is aligned with California Content Standards, and highly regarded publications, such as those authored by Ruby Payne, on understanding the culture of poverty. OCHR helped AUHSD develop a diversity model, used after 911, to utilize rapid response teams and diversity liaisons, in the event of a disaster, or crisis on campus. AUHSD also partners with OCHR, to meet the diversity requirements for teacher credentialing.

For the past 20 years, City of Anaheim has supported Project SAY, an in-kind program available to Anaheim students. Project SAY provides junior high and high school students, and their families, with outreach, recreation, educational workshops, and individualized guidance, to engage youth in positive and constructive activities, to promote the healthy development of young people.

Since 1999, the Anaheim YMCA has offered literacy development, homework assistance, mentoring, enrichment activities (art, music, dance), and character development, to AUHSD junior high school students, through the Anaheim Achieves after-school program.

Since 2004, AUHSD has partnered with TWLC, to offer after-school learning opportunities to AUHSD students, free of charge, in an ultra-modern first-class facility. Courses

are structured around careers in math, science, technology and language arts. TWLC staff raise student expectations, by broadening their interests, guiding students towards the pursuit of higher education, and helping students with college and career planning.

Since 2005, AUHSD has contracted with Manny Tau, Psy.D., a clinical and forensic psychologist, specializing in threat assessment and active threat management, to provide crisis intervention and threat assessment, as needed.

(c) Core management team. Through the leadership of the AUHSD Education Division Assistant Superintendent, Directors, Coordinators, and Curriculum Specialists, Project SAFE will be connected to the entire school district, to facilitate the delivery of services to schools and families, through continued development and refinement of collaborative structures. The Education Division will make sure to identify and maintain an accountability system, to help Project SAFE accomplish and maintain all project goals. The Education Division will also communicate with the greater community, the attainment of the project's goals.

(d) Community involvement. The AUHSD strategic plan, 2006 through 2010, was initiated by a district level task force, and then shared with all levels of stakeholder groups, including the Superintendent's Parent Advisory Committee, and the District English Learner's Advisory Committee. The plan was shared with principals, who shared the plans with school staff and School Site Councils. The feedback that was generated, by the various advisory committees, is similar to the feedback from the Anaheim STEPS Collaborative, mentioned earlier in this narrative. The following service gaps and lack of coordination were identified: (1) targeted prevention programs have been in place for several years for seventh and ninth-grade students, but not extended to other grade-levels; (2) existing programs do not specifically target high-risk youth, gang involved students, or students returning from expulsion; and, (3) a

coordinated continuum of services does not exist. When presented with the possibility of ameliorating these issues, stakeholders expressed unanimous support for developing and implementing Project SAFE.

(e) Data systems to support project. The current AUHSD student information system does not provide the architecture needed to support Project SAFE. QuickBase will be purchased to complement the current student information system, and allow the Project SAFE team to track families, even if siblings from the same family attend more than one AUHSD school. QuickBase provides immediate access to specific services, provided to students and their families. Tracking families, rather than individual students, eliminates duplication of services, and prevents family members, who are in need of services, from falling through the cracks. QuickBase provides multiple ways to: manipulate data, see if programs are working; determine who is being most impacted; determine whether or not a family is receiving services; determine what type of services are being provided; determine whether or not schools are providing services; determine the level of implementation at each school; and, determine whether or not students are being assessed. QuickBase proved to be an effective tool, for the Newport Mesa Unified School District Project ASK program. QuickBase provided an easy way for the project evaluator to trouble-shoot program implementation issues, to quickly increase program capacity, and to deliver services to a greater number of students, and their families. Also, in 2007-08, AUHSD purchased Intagrade PreView® software, which factors students' grades, attendance and behavior, in real-time, to allow administrators/counselors to easily identify high-risk students.

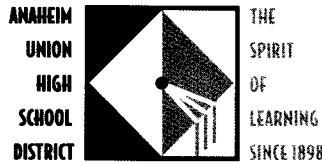
6. Budget (5 points)

The attached budget details the proposed expenditures, and provides justification as to the relation of each line-item to proposed services, including: staff responsibilities, supplies and

equipment needed to support services, and subcontracting entities to provide services. The Project Director will work with district accountants, in accounts payable, payroll, and purchasing departments, to monitor the budget, and the expenditure control process, to ensure the payment of staff, concentrated service providers, and the purchases of required equipment and supplies. The AUHSD Assistant Superintendent of Business Services approves all budgets, to ensure accurate accounting.

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ATTACHMENT 1: PRELIMINARY MEMORANDUM OF AGREEMENT (MOA)

(Safe Schools/Healthy Students Initiative, Project SAFE)

Mission Statement

The Anaheim Union High School District Safe Schools/Healthy Students Initiative, Project SAFE Advisory Committee/Collaborative will support and strengthen the work of the Anaheim Union High School District (AUHSD), Orange County Health Care Agency/Behavioral Health Services (OCHCA), Anaheim Police Department (APD), Orange County Office of the District Attorney (OCDA), Orange County Department of Education (OCDE), Orange County Human Relations (OCHR), City of Anaheim, Anaheim YMCA, Tiger Woods Learning Center (TWLC), and Manny Tau, Psy.D., crisis intervention and threat assessment consultant, to promote healthy development of children, youth and families, in supporting safe schools and communities, through the systematic implementation and evaluation of integrated school-based curricula, services, supports, activities and policies.

Goals and Objectives

The goal of the Anaheim Union High School District Safe Schools/Healthy Students Initiative is to make systemic changes necessary, to prevent school and community violence, and to promote healthy child and youth development. The goals for the five elements of the initiative are to:

- 1) Reduce the incidence of student bullying/harassment/threats and violence, and gang-related incidents, in school and community settings, through universal prevention strategies, to prevent and respond to violence.
- 2) Reduce the incidence of student alcohol, drug, and tobacco use, in school and community settings, through coordinated district and interagency strategies, to prevent and respond to substance abuse.
- 3) Create student behavioral, social, and emotional supports, through the implementation of seven new Substance Abuse and Mental Health Services Administration (SAMHSA) approved programs, and through the expansion of successful existing prevention and intervention programs, which are also intended to increase family and community involvement.
- 4) Provide mental-health services, through one-to-one counseling with social workers; one-to-one counseling with licensed psychologist, and referrals to OCHCA for intensive services to address mental health, substance abuse, and violence issues.
- 5) Increase the social-emotional learning opportunities for preschool-age children, through the Nurse Family Partnership Program (NFPP), Parenting Wisely, and Promoting Alternative Thinking Strategies (PATHS) education programs, which also support the parents of preschool-age children.

The attached application details the specific strategies and activities agreed upon by the Anaheim Union High School District, Project SAFE Advisory Committee/Collaborative. The Safe Schools/Healthy Students Initiative will be known in the community as Project SAFE (Student

Advocacy and Family Education). Participating partners have agreed to collaboratively implement, manage, monitor and evaluate the curricula, programs, services, activities and policies detailed in this grant application.

Outcomes

The Project SAFE Advisory Committee/Collaborative has established long-term outcomes for the Anaheim Union High School District Safe Schools/Healthy Students Initiative, related to the goals and objectives of the proposed project and the Government Results and Performance Act requirements. By 2014, the Safe Schools/Health Students Initiative will have achieved the following outcomes:

Element One: Safe School Environments and Violence Prevention Activities

- 3.0 FTE APD gang investigators provided, to community police schools participating in Project SAFE.
- AUHSD staff members and community stakeholders supported through a 1.0 FTE Teacher-on-Special Assignment (TOSA), a violence prevention and student behavior specialist.
- Professional development provided to security aides, by OCDA and APD, to improve their effectiveness in the areas of surveillance, monitoring students, and working with school administration.
- Professional development provided to school administration and counselors, by local law enforcement partners, to work more effectively with local policing agencies.
- Expansion of successful violence prevention programs, including Second Step, Character Counts!, Project SAY, Why Try, 40 Developmental Assets, AUHSD Truancy Response Program, and SARB.
- Safe school policies, for both the district and individual schools, reviewed and modified within six months of program start-up, and re-evaluated at thereafter, to promote school safety.
- Annual decrease in the percentage of students reporting problem behaviors and violence, by at least 3% for junior high school students, and at least 5% for high school students, as measured by California Healthy Kids Survey.
- Annual decrease in the number of expulsions, as a result of violence and/or threats, by at least 3% each school year.
- Decrease in absenteeism by 3% annually, as documented in district attendance reports.
- Crisis intervention and threat assessments, conducted as needed, to decrease the likelihood of terroristic incidents, occurring on AUHSD campuses.
- The percentage of teachers, who report feeling unsafe at school, and/or that disciplinary issues are not properly addressed, drop by at least 2% each year, from a baseline of 51%, based on annual pre- and post-surveys.
- The percentage of parents being concerned with safety at school decreases by at least 2% each school year, from a baseline to be established in the fall of 2009, and measured by annual pre- and post-surveys.
- The percentage of students feeling safe at school increases by at least 2% each year, as measured by California Healthy Kids Survey data.

Element Two: Alcohol, Tobacco, and Other Drug Prevention Activities

- 3.0 FTE APD gang investigators provided, to community police schools participating in Project SAFE.

- AUHSD staff members and community stakeholders supported through a 1.0 FTE Teacher-on-Special Assignment (TOSA), dedicated to alcohol, tobacco and other drug use (ATOD) prevention.
- Expand existing NCLB approved prevention programs, such as Toward No Drugs, Second Step, and Project Alert, to reach at least 17,000 students per year.
- Decrease the percentage of students who have used drugs within 30 days, by at least 5% for targeted junior high school students, and 5% for high school students each year, as measured by California Healthy Kids Survey.
- Decrease the number of drug related incidents/cases recommended for expulsion, by at least 5% each year.
- Provide Brief Strategic Family Therapy (BSFT) to at least 40 to 50 families, in at least five schools during the grant period, in which at least 90% of BSFT participants report improved family skills, as measured by pre- and post-test surveys.
- Implement, Parenting Wisely, LifeSkills, Across Ages, and Challenge Day Workshops to reduce violence, substance abuse, and truancy.

Element Three: Student Behavioral, Social, and Emotional Supports

- Provide access for students and their families to appropriate medical, dental and social services; mental health services; and child care services through a 9.0 FTE school-based bilingual community liaisons/outreach specialists.
- 4.0 FTE Social workers supervise Project-SAFE school teams, connect needy students with resources, provide initial assessments for students who need intensive services, and facilitate BSFT for at-risk families.
- Assess at least 2,000 high-risk students each year, to determine appropriate interventions.
- Increase communication skills between teens and their parents leading to a reduction in risk-factors, through the implementation of SAMHSA approved, and research-based Parenting Wisely program
- Create and institutionalize a referral pathway, to provide high-risk (violence and substance abuse) students and their families, connection/access to appropriate school-based behavior intervention services, ATOD intervention programs and services, and mental health services.
- Professional development for AUHSD administrators and counselors, by Project SAFE Director and staff, on how to access Project-SAFE programs and services.
- Counselors conduct two Challenge Day Workshops each year, during the grant period.
- Develop a district-wide continuum of services model structured around universal prevention, early intervention, and intensive strategies.
- Connect at-risk students, ages 12 through 14, to older mentors through Across Ages program, in which at least 90% of participants report improved communication skills, as measured by pre- and post-surveys.
- Expand access to existing successful prevention programs, such as Toward No Drugs, Second Step, and Project Alert; and successful intervention programs, such as Why Try, RtI, IST, and SARB.
- Better utilize existing partnership programs, such as Project SAY, Anaheim Achieves, and Tiger Woods Learning Center.

Element Four: Mental Health Services

- Create and institutionalize a referral pathway, to provide high-risk (violence and substance abuse) students and their families, connection/access to appropriate school-based behavior intervention services, ATOD intervention programs and services, and mental health services.
- Refer students with severe emotional, mental health, violence and/or substance abuse issues to OCHCA, or other mental health care providers, as needed.
- 100% of students assessed with severe mental health, substance abuse, and/or violence issues are provided referrals to OCHCA, or other mental health care providers, as measured by assessment data, referral activity logs, and evidence of enrollment into specific OCHCA programs.
- Provide referrals to appropriate health, social and mental services through 9.0 FTE bilingual community liaisons/outreach specialists, and 4.0 FTE social workers.
- Provide mental health services at a school-based resource/parent center. Increase mental health services to students and their families by 60%

Element Five: Early Childhood Social and Emotional Learning Programs

- Each year, school nurses, as a part of Nurse Family Partnerships Program (NFPP), make at least four home visits, to at least 140 expectant parents and/or parents with newborns, in the AUHSD service area, linking them to appropriate resources, such as Orange County Social Services Agency and OCHCA.
- At least 90% of parents receiving home-visits report increased knowledge about healthcare programs available for children, ages infant through five-years, as measured by home-visit surveys.
- Parents of preschool children, whose children are ages infant through five-years, are invited to attend weekly Parenting Wisely sessions, and at least 85% of parents participating in Parenting Wisely demonstrate increased parenting skills, as measured by pre- and post-test data, and home-visit observations.
- Preschool-age children, whose parents are students at AUHSD schools, are invited to participate in the Promoting Alternative Thinking Strategies (PATHS) program, and at least 85% of preschool age children participating in PATHS demonstrate improved social skills, as measured by pre- and post-test data, and observations.

Our grant application details performance indicators for long-term, short-term, and intermediate outcomes. Community partners have agreed to collaboratively implement, manage and monitor the school-based programs, services, activities and policies to achieve the stated outcomes.

Information Sharing

The Anaheim Union High School District Safe Schools/Healthy Students Initiative Project SAFFE Advisory Committee/Collaborative are committed to open communication and timely exchange of information, to assure effective implementation and monitoring of programs, services, activities and policies. The Anaheim Union High School District Safe Schools/Healthy Students Initiative Project SAFE Director will have primary responsibility for coordinating communication and information sharing among participating Project-SAFFE Advisory Committee/Collaborative members. This will be accomplished through:

- Monthly meetings of the Anaheim Union High School District Safe Schools/Healthy Students Initiative Project SAFE Advisory Committee/Collaborative.
- Quarterly status reports on services and outcomes;
- Progress reports at Board Meetings;
- An email listserv; and
- Quarterly and annual verbal and written progress reports by the project evaluator.

Roles and Responsibilities

The following roles and responsibilities demonstrate the support and commitment of the community partnerships to the Anaheim Union High School District Safe Schools/Healthy Students Initiative, Project SAFE. These roles and responsibilities support the selection of each of these identified partners. The Anaheim Union High School District, Orange County Health Care Agency/Behavioral Health Services, Anaheim Police Department, Orange County Office of the District Attorney, Orange County Department of Education, Orange County Human Relations, City of Anaheim, Anaheim YMCA, Tiger Woods Learning Center, and Manny Tau, Psy.D., crisis-intervention and threat-assessment consultant, have agreed to the following specific roles and responsibilities.

The Anaheim Union High School District Unified School District will:

- Serve as applicant, lead agency and fiscal agent.
- Provide free space for the Project SAFE Office, resource/parent center, and space for school-based mental health services, within the resource/parent center.
- Provide administrative and fiscal management of grant activities and funds.
- Convene the Anaheim Union High School District Project SAFE Advisory Committee.
- Purchase and provide the educational materials and supplies as detailed in the application for Safe Schools/Healthy Students Initiative funds.
- Coordinate activities as detailed in this application for Safe Schools/Healthy Students Initiative funds.
- Coordinate collection of data for the evaluation.
- Collaborate with members of the Prevention Coalition to develop a referral system (Prevention Referral Triage Team), and a network of programs, which respond to students and students' family needs (including but not limited to medical, dental and social services treatment agencies; child care services; and other local mental health services).
- Work with all Safe Schools/Healthy Students Project SAFE advisory committee members, to develop and carry out, policies and procedures as stated in this application.
- Conduct evidence-based prevention-related staff development as outlined in this application.
- Provide parent education and events as outlined in the application.
- Identify students at-risk for violence, substance abuse and mental health issues, and connect those students with services as stated in the application.
- Conduct early childhood education and activities for parents of preschool age children.
- And, provide data to support the local evaluation of the Safe Schools/Healthy Students grant program and, to address the Government Performance and Results Act performance indicators established by the federal government.

City of Anaheim Police Department will:

- Provide three (3.0 FTE) full-time gang investigators, to community police schools participating in Project SAFE.
- Participate as a full partner in the Anaheim Union High School District Project SAFE Advisory Committee/Collaborative.
- Provide professional development to security aides, to improve their effectiveness in the areas of surveillance, monitoring students, and working with school administration.
- School administration will receive training, by local law enforcement partners, to work more effectively with local policing agencies.
- Collaborate with members of the Project SAFE Advisory Committee/Collaborative, to develop a referral system, and a network of programs that respond to students and their family needs.
- Continue to participate in the development of district and school safety plans and policies and inter-agency coordinated response policies, procedures and teams.
- Refer at-risk children and youth for intervention services as outlined in the application for Safe Schools/Healthy Students Initiative funding.
- Provide data to support the local evaluation of the Safe Schools/Healthy Students grant program and to address the Government Performance and Results Act performance indicators established by the federal government.

Orange County Office of the District Attorney will:

- Participate as a full partner in the Anaheim Union High School District Project SAFE Advisory Committee/Collaborative.
- Provide professional development to security aides, to improve their effectiveness in the areas of surveillance, monitoring students, and working with school administration.
- Provide professional development to school administrators and counselors, to work more effectively with local policing agencies.
- Collaborate with members of the Project SAFE Advisory Committee/Collaborative, to develop a referral system (Prevention Referral Triage Team) and a network of programs, which respond to students and their family needs (including but not limited to medical and dental services, social services, treatment agencies, child care services and other local mental health services).
- Refer at-risk children and youth for intervention services as outlined in the application for Safe Schools/Healthy Students Initiative funding.
- Provide data to support the local evaluation of the Safe Schools/Healthy Students grant program and to address the Government Performance and Results Act performance indicators established by the federal government.

Orange County Health Care Agency/Behavioral Health Services will:

- Participate as a full partner in the Anaheim Union High School District Project SAFE Advisory Committee/Collaborative.
- Provide screening programs to detect mental health disorders.
- Provide referrals for individual and school group and mental health sessions at school-based Project SAFE resource/parent center or at other sites.
- Collaborate with members of the Project SAFE Advisory Committee/Collaborative to develop a referral system (Prevention Referral Triage Team) and a network of programs, which respond to students and their family needs (including but not limited to medical and

dental services, social services, treatment agencies, child care services and other local mental health services).

- Provide data to support the local evaluation of the Safe Schools/Healthy Students grant program and to address the Government Performance and Results Act performance indicators established by the federal government.

Orange County Department of Education will:

- Participate as a full partner in the Anaheim Union High School District Project SAFE Advisory Committee/Collaborative.
- Continue to provide professional development, curriculum, and instructional materials, to enhance the implementation of SDSFC, PAL, and TUPE programs.
- Continue to host the Crisis Response Network, in which OCDE and local school districts share resources and strategies, regarding safe-school matters and crisis-response issues. As part of the Crisis Response Network, AUHSD shares an emergency phone-line with OCDE, to pool resources in the event of a disaster, or a crisis on campus, such as the death of a student or staff member.
- Continue to collaborating with AUHSD on anti-gang/gang-prevention curriculum for parents.
- Collaborate with members of the Project SAFE Advisory Committee/Collaborative, to develop a referral system (Prevention Referral Triage Team) and a network of programs, which respond to students and their family needs (including but not limited to medical and dental services, social services, treatment agencies, child care services and other local mental health services).
- Refer at-risk children and youth for intervention services as outlined in the application for Safe Schools/Healthy Students Initiative funding.
- Provide data to support the local evaluation of the Safe Schools/Healthy Students grant program and to address the Government Performance and Results Act performance indicators established by the federal government.

Orange County Human Relations will:

- Participate as a full partner in the Anaheim Union High School District Project SAFE Advisory Committee/Collaborative.
- Continue to provide Building Bridges after-school program, which facilitates 40 Developmental Assets training, and community service projects.
- Continue to provide diversity and conflict-mediation training to AUHSD staff.
- Continue to collaborate with AUHSD on important projects, such as the diversity model, used after 911, to utilize rapid response teams and diversity liaisons, in the event of a disaster, or crisis on campus.
- Continue to assist AUHSD in meeting the diversity requirements for teacher credentialing.
- Collaborate with members of the Project SAFE Advisory Committee/Collaborative, to develop a referral system (Prevention Referral Triage Team) and a network of programs, which respond to students and their family needs (including but not limited to medical and dental services, social services, treatment agencies, child care services and other local mental health services).
- Refer at-risk children and youth for intervention services as outlined in the application for Safe Schools/Healthy Students Initiative funding.

- Provide data to support the local evaluation of the Safe Schools/Healthy Students grant program and to address the Government Performance and Results Act performance indicators established by the federal government.

Project SAY (Serving Anaheim Youth, City of Anaheim), Anaheim YMCA, Tiger Woods Learning Center will:

- Participate as a full partner in the Anaheim Union High School District Project SAFE Advisory Committee/Collaborative.
- Continue to provide AUHSD students, and families, with outreach, recreation, educational workshops, and individualized guidance, literacy development, homework assistance, mentoring, enrichment activities (art, music, dance), and character development, and after-school learning opportunities, to engage youth in positive and constructive activities, and to promote the healthy development of young people.
- Collaborate with members of the Project SAFE Advisory Committee/Collaborative, to develop a referral system (Prevention Referral Triage Team) and a network of programs, which respond to students and their family needs (including but not limited to medical and dental services, social services, treatment agencies, child care services and other local mental health services).
- Refer at-risk children and youth for intervention services as outlined in the application for Safe Schools/Healthy Students Initiative funding.
- Provide data to support the local evaluation of the Safe Schools/Healthy Students grant program and to address the Government Performance and Results Act performance indicators established by the federal government.

Manny Tau, Psy.D., crisis intervention and threat assessment consultant, will:

- Participate as a full partner in the Anaheim Union High School District Project SAFE Advisory Committee/Collaborative.
- Continue to provide to provide crisis intervention and threat assessments, as needed.
- Collaborate with members of the Project SAFE Advisory Committee/Collaborative, to develop a referral system (Prevention Referral Triage Team) and a network of programs, which respond to students and their family needs (including but not limited to medical and dental services, social services, treatment agencies, child care services and other local mental health services).
- Refer at-risk children and youth for intervention services as outlined in the application for Safe Schools/Healthy Students Initiative funding.
- Provide data to support the local evaluation of the Safe Schools/Healthy Students Initiative grant program and to address the Government Performance and Results Act performance indicators established by the federal government.

Core Management Team, Anaheim Union High School District Safe Schools/Healthy Students Initiative Project SAFE Advisory Committee/Collaborative

The Anaheim Union High School District Safe Schools/Healthy Students Initiative Project SAFE Advisory Committee/ Collaborative holds meetings to enable all partners equal participation and communication. These monthly meetings also ensure a seamless set of services throughout district sites. This collaboration strategy is also designed to strengthen and support all involved in

providing support and services to children and youth through this Safe Schools/Healthy Students Initiative proposed project, to be known as Project SAFE

The Project SAFE Advisory Committee/Collaborative makes decisions, provides information and facilitates communication. The Prevention Coalition members assign responsibility for tasks, identify and provide professional development opportunities and trainings and parent education opportunities and activities. Open communication ensures and sustains the participation and support of all Project SAFE Advisory Committee/Collaborative members.

Partnership Signatures – To be signed by authorized representatives of the following agencies/community partners:

Anaheim Union High School District Date

Orange County Health Care Agency/
Behavioral Health Services Date

Anaheim Police Department Date

Orange County Office of the District Attorney Date

Orange County Department of Education Date

Orange County Human Relations Date

City of Anaheim Date

Anaheim YMCA Date

Tiger Woods Learning Center Date

Manny Tau, Psy.D., Date

ATTACHMENT 2: Preliminary 2009-10 Project SAFE Budget

DETAILED BUDGET – YEAR 1 BUDGET CATEGORY	ELEMENTS		ELEMENTS 3 & 4	ELEMENT 5	TOTAL GRANT FUNDS
	1 & 2				
PERSONNEL					
Project Director (1.0 FTE-12 mos.) @ \$130,000	\$50,000	\$50,000	\$50,000	\$30,000	\$130,000
Site Administrative Assistant (1.0 FTE-12 mos.)	\$20,000	\$20,000	\$20,000	\$10,000	\$50,000
Four Social Workers (4.0 FTE-10 mos., 1.0 FTE = \$100,000)	\$160,000	\$160,000	\$160,000	\$80,000	\$400,000
Nine (9.0 FTE-10 mos., 1.0 FTE = \$40,000) Bilingual Community Liaisons/outreach specialists	\$155,000	\$155,000	\$155,000	\$50,000	\$360,000
Psychological Services Consultant	\$8,000	\$8,000	\$8,000	\$4,000	\$20,000
Program Evaluator	\$40,000	\$40,000	\$40,000	\$10,000	\$100,000
Subtotal Personnel Costs	\$433,000	\$433,000	\$433,000	\$134,000	\$1,058,000
Fringe Benefits @ .262					\$277,196
Subtotal Personnel Costs and Fringe Benefits (Less 89,804)					\$1,335,196
NEW SAMHSA PROGRAMS					
Brief Strategic Family Therapy					\$30,000
LifeSkills Training					\$3,004
Parenting Wisely					\$4,000
Across Ages					\$3,600
Promoting Alternative Thinking Strategies					\$8,000
Nurse Family Partnership Program					\$40,000
Challenge Day Workshops					\$3,000
PROFESSIONAL DEVELOPMENT					
Sub Costs for Professional Development to be paid out of Title I - TBD					
INDIRECT COSTS – NOT TO EXCEED 5%					\$75,000
TOTAL BUDGET					\$1,500,000