

SDFS 2007-08
Frequently Asked Questions and Answers

Budget:

- Q1:** How much detail needs to be provided for items \$2,000 and over?
- A1:** It is better to provide too much information; in description provide type of item, number and cost per item. If exact cost is not known, it is fine to approximate:
Example: 15 kits at \$150 each, equals: \$2,250.
- Q2:** Can funds be spent on food?
- A2:** No, the Department of Education does not allow this expenditure.
- Q3:** Can funds be spent on T-shirts?
- A3:** SDFS funds cannot be spent on T-shirts unless they are for security purposes.
- Q4:** Can funds be spent on a conference that is not a part of a current program?
- A4:** Yes, if you provide information on how the particular conference will relate or enhance current SDFS programming in your district.
- Q5:** Can funds be spent on a program for 07-08 that was funded by a different source last year or a previous year?
- A5:** The use of SDFS funds may not result in a decrease in State or local funds for a particular activity, which, in the absence of SDFS funds, would have been available to conduct the activity.

General Budget Expenses:

- Q1:** Can districts spend funds on equipment?
- A1:** Spending funds on equipment will be reviewed on a case-by-case basis by program managers. It is preferred that districts cover these expenses.
- Q2:** Can districts charge indirect costs as administrative expenses?
- A2:** Indirect costs are administrative expenses; all administrative costs including indirect costs will be capped at 2% by DOE.

Gun Free Schools:

Q1: How do I complete the Gun Free Schools form if a student who has brought a weapon to school is withdrawn from the district before the expulsion process is completed?

A1: Input information in 2C—Non Expulsions.

Q2: How do I complete the form if the district has not gone through the expulsion process as of the date I am completing the form?

A2: Input information in 2C—Non-Expulsion; at a future time there will be a verification process for a final accounting of incidents and recent expulsions can be added.

Needs Assessment:

Q1: Some of the data in the FYSAS table in the online application (in the Needs Assessment Section) look different from the FYSAS tables published by the Department of Children and Families (DCF). Why?

A1: The data source is the same. The discrepancy in some of the statistics is due to rounding error. When the FYSAS data was imported into our online application, some of the statistics (numbers) were taken to two decimal places rather than being left at 1 decimal place. In most cases, the discrepancy caused by rounding is insignificant. Consider the data in the FYSAS tables located in the online application for what it is: a trend analysis. If you are concerned about the exact statistic, check your FYSAS data on the official website:

<http://www.dcf.state.fl.us/mentalhealth/publications/fyas/>

Q2: Where can I obtain my SESIR data for 2005-06?

A2: The 2005-06 SESIR data was sent to each SDFS district coordinator by their regional program managers.

Collaborations:

Q1: If I am not spending any SDFS funds on collaborations, why is it necessary to report on these in the application?

A1: First, reporting on the coordination of LEA activities with community groups, coalitions, and government agencies is a requirement of No Child Left Behind (NCLB): 4115 (b) (1) (D) (ii). Second, there is not enough SDFS funding to meet all your district's substance abuse and safety needs, and these collaborations show some of the ways in which you are meeting your district's needs in these areas. Third, these collaborations can be partnerships for obtaining additional funding through other funding sources.

Q2: Our district has numerous collaborations, which ones should I submit?

A2: Our application requires 3-5 collaborations. It is best to submit the collaborations which are impacting the largest number of students and have the greatest outcome. Although measurable objectives are not required for collaborations, there may be surveys conducted by the sponsoring groups to help assess the collaboration's impacts.

Q3: Our district only pays for workbooks for the American Lung Association's presentation on tobacco prevention; can I submit this as collaboration?

A3: No, only programs for which no SDFS funds are allocated; the above example must be included in a PAP. The American Lung Association's presentations can be a supplement to a proven or promising program.

Parent Involvement:

Q1: Why do we have to report on parent involvement activities in such a detailed manner?

A1: Reporting on the LEA's involvement of parents is a requirement of NCLB: 4115 (b) (1) (D) (i). Additionally, involving parents in developing the application and programming provides opportunities for parents to better understand the ATOD problems facing their children. Their involvement also enables them to acquire the resources to address these concerns.

Q2: What if we are not currently involving parents in a meaningful way in the SDFS program?

A2: Look over the Example/Tips provided in the application and provide information on how your district will involve parents in the coming school year. The No Child Left Behind Monitoring process will also be reviewing how districts are involving parents, therefore it is imperative that your district find a meaningful way to involve parents in the SDFS project.

Program Activity Profile:

- Q1:** Can I use a program that is not on the SDFS Program Inventory?
- A1:** Yes, there is a waiver process for using programs that are promising or not on the SDFS Program Inventory. This is Question 2a & b where you will provide a brief program description, a rationale for using the program, and 2 primary scientifically- based research strategies. Include bibliographic citations from peer review articles.
- Q2:** What is the difference between the implementation tracking forms?
- A2:** Classroom level forms: These are completed by the person implementing/delivering the program to students.
School level forms: These forms are completed by an identified person at the school level; they are a summation of the classroom level forms.
- Q3:** Do I have to attach tracking forms for all SDFS programs?
- A3:** Yes, classroom level and school level tracking forms must be attached or faxed to your program manager before your application can be approved.
- Q4:** In reference to Question 7a (PAP), what if I don't know which schools will actually implement a specific program?
- A4:** When identifying and soliciting schools for program implementation, the following should be taken into consideration:
- 1 – Review the data to identify grade levels to be targeted. Review program specifics to determine if program should be implemented in a particular subject area (science, health, P.E.) and/or through a particular person (teacher, guidance counselor, hired prevention specialist).
 - 2 – Identify which schools are most in need of the prevention program by reviewing school data and talking with school personnel about school drug and violence issues.
 - 3 – Obtain buy-in through consultations with school officials, potential implementers, teachers, and superintendents. To support this task, let the data speak for itself and make the connection between academic achievement and safe school environments conducive to learning. Solicit community and parental support for the intended program.
 - 4 – Identify the schools that implemented the program successfully in the past. Continue to implement the program in those schools. Ensure that implementation will continue in those schools by regularly communicating about program details and upcoming trainings with school administrators, program implementers, and teachers.

- Q5:** How do I know what “amount of change” to indicate in my objectives for the first year of a new program?
- A5:** For a commercially-developed program talk with the developers regarding realistic “amounts of change.” For other new programs be realistic, aim low the first year; do not expect more than a 10% amount of change.
- Q6:** Can I change/modify a pre/post test if it is lengthy and students are not completing the entire instrument?
- A6:** Do not modify it on your own; talk with the developer to see how this can be modified.
- Q7:** I want to use Discovery Health Connection by purchasing the site license, but I am not sure how to write it up as a program in my application
- A7:** In order to implement Discovery Healthy Connection, you must choose a specific DHC, ATOD or Violence prevention program. The program can then be written up as a proven or promising program in a Program Activity Profile. *#1 Name of Program:* List the name of the intended curriculum program (e.g., Here’s Looking At You, or Get Real About Tobacco, etc.). Within the Program-Specific budget section for one of those programs, purchase Discovery Health Connections site license under curriculum and materials