

APNA AND SCHOOL PROGRAMMING/ REPORTING REQUIREMENTS

Requirements	How APNA Can Help Meet the Requirements / Relevant APNA Items
States must report on frequency, seriousness, and incidence of violence and drug-related offenses (UMIRS)	<p>Been drunk or high at school</p> <p>Attacked to harm</p> <p>Brought a weapon to school</p> <p>Felt safe at school</p> <p>Been suspended from school</p>
States must report on incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities (UMIRS)	<p>Prevalence = lifetime use</p> <p>Incidence = 30 day use</p> <p>Age of onset (age of first use)</p> <p>Perceived risk of harm</p> <p>Perceived parental disapproval</p> <p>Perceived peer disapproval</p> <p>Likelihood of getting caught in neighborhood</p>
As a condition of receiving SDFSCA funds, LEAs must develop a comprehensive drug and violence plan	Baseline data to identify needs for prevention activities, to aide in the selection of appropriate interventions, and to provide a basis for program evaluation
Principles of Effectiveness require that programs be based on an assessment of objective data regarding the incidence of violence and illegal drugs in both elementary and secondary schools as well as, the community to be served	<p>Been drunk or high at school</p> <p>30 Day Use (various substances)</p> <p>Attacked to harm</p> <p>Brought a weapon to school</p> <p>Perceived availability of firearms</p> <p>Perceived availability of various substances</p>
Principles of Effectiveness require an established set of performance measures aimed at ensuring that schools and communities to be served have a safe, orderly, and drug-free learning environment	Performance measures should be directly related to results of local needs assessment (APNA). Analysis of needs assessment (APNA) data helps focus attention on the most problematic issues and guide the development of performance measures that relate to improvement in those areas.

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<p>Principles of Effectiveness require that grantees utilize scientifically-based research to demonstrate that the program to be used will reduce violence and illegal drug use</p>	<p>APNA provides information about prevalence and incidence of drug use and violence as well as risk factors and protective factors related to those behaviors. Scientifically-based research is available for many programs, and often cites risk and protective factors to be impacted. This allows schools to be intentional and selective in choosing programs and interventions.</p>
<p>Principles of Effectiveness require that activities and programs be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research</p>	<p>APNA provides schools with useful information to evaluate drug and violence prevention programs. As measures are identified in the needs assessment as "areas of concern," they are formulated into performance measures and later evaluated for improvement.</p>
<p>Principles of Effectiveness require that grantees obtain meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.</p>	<p>APNA provides schools with information about students' perceptions of parental disapproval of substance abuse and antisocial behavior. It also includes items related to family risk and protective factors. Findings can be used to engage parent participation in the planning, implementation, and evaluation of the district's efforts.</p>

UMIRS is the Uniform Management Information and Reporting System. The state must report these items to the federal government, but gets the data from individual districts. Similar data is requested periodically from the Governor's office, the State Board of Education, and other administrative bodies.

Principles of Effectiveness provide the framework to assist states and local entities in designing, implementing, and evaluating high quality programs and achieving measurable results.

A **performance measure** is one that permits a quantitative assessment of progress. An example of a performance measure that might be adopted by an LEA is: "to reduce the number of fights between students in the upcoming school year by one-half compared to the previous year."

Web Resources:

US Department of Education <http://www.ed.gov/programs/dvpgovgrants/legislation.html>

<http://www.ed.gov/programs/dvpformula/guidancedoc>

EDGAR-Parts 76-77,79-82,85,97-99 <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

OMB Circulars - A-87 and A-133 <http://www.whitehouse.gov/omb/circulars/index.html>