

The Department of Education will recognize nine schools as winners in the 1998-99 Safe and Drug-Free School Recognition Program.

The schools were chosen from among more than 65 nominated schools for the overall quality of their comprehensive drug and violence prevention programs and for their success in preventing or reducing drug use and violent behavior among their students.

Three elementary schools, three middle schools, and three senior high schools were recommended for recognition by a panel of reviewers with expertise in drug and violence prevention, law enforcement, and youth services. The schools are:

Margaret Leary Elementary School, Butte, MT
Linwood Elementary School, Robins AFB, GA
Merrill Road Elementary School, Jacksonville, FL
C.W. OTTO Middle School, Lansing, MI
Portchester Middle School, Port Chester, NY
Putnam Valley Middle School, Putnam Valley, NY
Junea Douglas High School, Juneau, AK
Abington Senior High School, Abington, PA
Shepard Hill Regional High School, Dudley, MA.

The Safe and Drug-Free Recognition Program is designed to:

- promote effective drug and violence prevention programming in our Nation's schools;
- identify exemplary programs and practices;
- dissemination information about prevention programs that are working in schools and districts;
- facilitate the use of research-based programs of demonstrated effectiveness.

Winners will be honored at a special ceremony in Washington, DC this fall.

**C.W. Otto Middle School
Lansing, Michigan**

C.W. Otto Middle School serves 860 students in grade six through eight. Sixty percent of the students qualify for free or reduced price lunch.

In 1994, the Mayor of Lansing identified youth violence as a major problem in the city and called for the formation of a coalition of local government, law enforcement, public schools, prevention agencies, and representatives from the community. After implementing an extensive needs assessment, the coalition developed a comprehensive youth violence prevention program. One part of this program was the Peace Center that was implemented at C.W. Otto. The Peace Center uses peer mediation, conflict resolution, and intensive parent education and outreach as part of its prevention strategy. In addition, the school community has created a school climate of non-violence that permeates day-to-day learning and activities.

After six months of the program, there was a 14 percent decrease in the number of suspensions at Otto Middle School. Teachers and students also feel safer since the program was put in place. Almost two-thirds of teachers surveyed in 1997 felt safer in or near their school than they did the previous year, and 83 percent of teachers indicated that the program made a difference in maintaining or reducing conflict in the school. Similarly, 70 percent of students who had used the peer mediation program said that the school building climate at Otto had improved with the implementation of the program.

**Shepherd Hill Regional High School
Dudley, Massachusetts**

Shepherd Hill serves 1,499 students in grades seven through twelve and is located in an affluent center of a triangular area of Boston, Providence, and Hartford. *U.S. News and World Report* recently voted the school as an "Outstanding American High School".

In the late 1980s, Shepherd Hill found alarming rates of student drug and alcohol use among its high school students. As a result, the Shepherd Hill Regional High School comprehensive health education program was implemented in grades 7-12. The health program, which contains several modules on drug and violence prevention, is required in grades 7, 8 and 10. D.A.R.E. is included as part of the 10th grade curriculum. Students in grades 11 and 12 are exposed to an elective course entitled Personal Health Wellness Management that covers such topics as substance abuse, nutrition, and emotional wellness. The school is in the process of implementing a curriculum-based program for 9th graders.

In addition to the health curriculum, school nurses work closely with student on a daily basis giving them advice on nutrition, substance abuse, hygiene and other matters. Counseling and psychological services are available to all students.

Since implementing its drug prevention program, student alcohol and drug use has declined. For example, in 1992-93, 24 percent of 11th and 12th graders reported that they occasionally used marijuana compared to 13 percent in 1996-97. Daily cigarette use decreased from 31 percent to 27 percent during the same period. The school has also reported some success in decreased alcohol use at grades 7, 8, 9, and 10, although other results were less promising.

Linwood Elementary School
Robins Air Force Base, Georgia

Linwood Elementary is located on a secured air force base and is part of the Department of Defense (DoD) school system. The school serves 390 children in pre-kindergarten through grade six. Nearly half of the students qualify for free or reduced price lunch.

Several years ago, the school was facing serious disciplinary problems. In order to address the problem, the school brought together teachers, parents and students to develop a plan of action, which became the *Linwood Pride Discipline Plan*. Implemented three years ago, the plan empowers students to take responsibility for their actions and to learn from their mistakes. Students and their parents sign a pledge stating that they understand the discipline plan and the consequences for breaking the rules. If a student does not make responsible choices, her or she is sent to the Opportunity Room where staff work with the children on improving their behavior. The Opportunity Room staff may also identify additional resources the child may need such as mentoring, counseling, or tutoring.

The *Discipline Plan* has produced positive changes in student behavior. For example, the percentage of students demonstrating acceptable behavior increased from 84 percent in SY 1996-97 to 92 percent in SY1997-98. Furthermore, the percentage of students referred to the Opportunity Room fell from 29 percent to 16 percent during the same period. The *Discipline Plan* and use of the Opportunity Room have resulted in zero out-of-school suspensions.

Juneau Douglas High School - Juneau, Alaska

The Juneau Douglas High School is the only high school for the town of Juneau in Southeast Alaska. The school serves nearly 2,000 students in grades 9 through 12. Students experience many family circumstances associated with youth violence and drug abuse; high rates of family divorce, alcoholism, domestic violence and sexual abuse. A 1996 needs assessment identified unusually high rates of drug and alcohol use, teen pregnancy, and suicide. Southeast Alaska, where Juneau is the hub city, has the highest rate of binge drinking in the state and the highest alcoholism rate per capita in the nation. In response, the school adopted a program called the "Students for Social Responsibility and Mediation" which focuses on peer empowerment and personal and social responsibility, delivered through peer education and mentoring, experiential learning, retreats and a "teacher as respectful coach" approach to instruction. In addition to this program, the Juneau Douglas principal has established a "zero tolerance" policy towards alcohol, drugs and violence. The school handbook ensures that students are aware of the school policies and the consequences for breaking the rules. Juneau police are contacted when a student violates the alcohol, drugs and violence policies, which lead to the Officer in the Schools Program, whereby police officers are stationed in each of Juneau's schools.

As a result of these efforts, Juneau Douglas has documented a significant decrease in student to student violence as well as an overall reduction in the incidence of violence and controlled substances. Not only have suspensions decreased by 64 from 316 suspension days in the fall of 1997 to 252 suspension days during the fall of 1998, there has also been a shift in the reasons for suspension. Previously, the main reason for suspending boys was the possession of controlled substances. In the fall of 1998, the primary reason for suspension was the failure to serve detention. Suspensions for girls changed similarly, with the main reason for girls' suspension being assault in 1997 changing to failure to serve detention in 1998.

Merrill Road Elementary - Jacksonville, Florida

Merrill Road Elementary is an urban school that serves students in kindergarten through fifth grade. Out of a total enrollment of nearly 700, approximately one-third of the school's students are eligible for free- or reduced-price lunch. The school utilizes a variety of measures to promote school safety and its anti-drug policy. Acknowledging that while the school environment does not cause violence, but may make violent events more likely to occur, Merrill Road uses a number of physical security measures, such as fencing to prevent intruders, and placing two way call boxes in classrooms to ensure rapid communication with the front office.

Other school policies that promote safety include securing school buildings by requiring visitors to sign in and get a badge at the office. Security staff are also present during the day and during evening functions. Anti-drug and violence activities are also utilized in the classroom; D.A.R.E., Red Ribbon Week, Zeroing In on Prevention (ZIP) and Victory Over Violence are some examples. Other prevention programs include community service, mentoring, conflict resolution, peer mediation, student "no drugs" contracts and tutoring. As a result of this wide variety of security measures, policies and programs, the number of serious incidents has decreased over three years. In 1996-97 three incidents were reported, while in 1997-98 this number went down to one. During the 1998-99 school year, no incidents have been reported (as of February 23, 1999).

Abington Senior High School
Abington, PA

Abington Senior High School is located in an upper middle class neighborhood in Abington, Pennsylvania. Abington Senior High School uses the Abington Student Assistance Program (ASAP), which was developed in the early 1990's, as an intervention program for their high school students. Prevention is stressed during the elementary years and the ASAP model moves forward at the secondary level with both prevention and intervention tactics. ASAP reflects the practices of the Pennsylvania state model, which uses many aspects of the Student Assistance For At-Risk Individuals (SAFARI) model. The ASAP approach, like the SAFARI model, provides umbrella services, which coordinates efforts and supports students and staff. The model includes support groups, teacher-supporting students, parent education, staff development, student activity clubs, and peer mediation.

The program's goals are to increase student awareness regarding drug and alcohol prevention, increase violence prevention awareness, decrease the number of incidents of school-related suspensions and expulsions for drug, alcohol and violence related offences, decrease the number of referrals to the Abington Police Department for drug and weapons related issues, and decrease the number of arrests and the referral rate to juvenile court for alcohol, drugs, weapons, and violent crimes. Abington Senior High School has reported a decrease in student suspensions: 14 drug/alcohol offenses, 38 fights, and 2 weapons offenses in 1993-94; to 6 drug/alcohol offenses and 14 fights in 1997-98.

**Margaret Leary Elementary School
Butte, MT**

Margaret Leary Elementary School in Butte, Montana was the site where a 10 year old brought a .22 semi-automatic handgun to school in 1994 and killed another child as the children lined up to enter the school for the day. The tragedy served as a wake-up call, not only to Butte, but all Montana schools. The tragedy propelled the school community into action. The site based School Safety Team, which consists of the principal, teachers, counselors, janitor, playground monitor, parents, DARE officer, probation officer, a family services worker, a faith community member, media representative, the victim's parents, county attorney, nurse, and students (when appropriate), was developed. The school also developed a school-wide disaster prevention, intervention, and response plan where the secondary victims could receive caring support and long-term rehabilitation for post-traumatic stress. The intervention strategies developed included: active collaboration among community/government agencies; after school daycare, structured recreation, safe school team building, positive self-esteem building, drug resistance curriculums and other prevention mentoring programs; training for detection of violence behavior and development of conflict resolution skills, classroom management and crisis planning procedures.

As a result of the tragedy and the implementation of the School Safety Team, Margaret Leary Elementary School has made numerous achievements. Programs and curriculum, truancy, gun-free and zero tolerance policies have been established; the principal has been appointed to President Clinton's Taskforce on student school violence, the National Association of Victim's Advisory Board, and the Montana Youth Violence Task Force; the victim's parents are members of the Attorney General's Task Force on youth violence; and over 300 Montana teachers have attended training in developing site-based Safety Teams and creating crisis plans for schools. The multiple prevention activities have resulted in a cohesive environment, community participation, and sense of ownership of the school community.

Putnam Valley Middle School
Putnam Valley, NY

Putnam Valley Middle School is located in middle class neighborhood in Putnam Valley New York. The crime rate is the lowest of any surrounding the county. Even with crime being low, the school's needs assessment, the *Pride Survey*, made the staff aware that there was an increase in the use of illegal substances from grades 6 through 8 and this use occurs on the weekends in children's homes. In terms of violence, 27.7% of the student population reported being afraid another student would hurt them. The goals and action plan of the school were to build the students' immunity against violence and abuse, and sustain a safe, respectful and orderly environment.

All programs and prevention activities were designed with the aim of fulfilling the schools' mission, guiding the growth of the whole child (intellectual, social, emotional, physical), working in partnership with parents and community, and creating a positive learning environment. Such programs as the Peers Influencing Peers Program (PIP) and the Student Helper Program were programs developed by Putnam Valley Middle School to accomplish their goal. The programs help students communicate more effectively, learn problem solving and decision making skills, and become helpers and positive role models for younger students. As a result, the school has demonstrated that the strong emphasis on refusal skills, peer teaching peers, positive peer pressure is giving the students the strategies to say no and that the lessons in conflict resolution, peer mediation, the emphasis on respect and responsibility is having a positive impact.

Port Chester Middle School
Port Chester, New York

Port Chester Middle School serves nearly a thousand 5th through 8th graders, 56 percent of whom are eligible for free-or reduced-price lunch. The community around the school is a high poverty area with the highest arrest rate in the county for family related problems. Within the school, a needs assessment found that the failure rate was disproportionate by gender, with a high suspension rate. The teen pregnancy rate is the third highest in the county. Many students exhibited antisocial behavior, little involvement in school, and gang membership. The goals of Port Chester Middle School included providing extensive drug and violence prevention education at every grade level, create a safe environment, create a school within a school support system, which addresses all needs, develop social responsibility, maximize positive community partnerships, and make the school building safer.

Several programs were initiated at the school to achieve their goals. A child study team meets weekly, to formally assess students who have been referred to them by teachers, parents, students, staff or self. Using thirteen-risk factor designed by Yale University, the students are assessed and the degree of risk is assigned. A part of this system is the Student Toward Education Progress (STEP) program, which is a student-mentoring program. Depending on the specific needs of the student, the mentors meet with them as needed. The peer mediation program, pre and after school activities, and the community activities are also large components of the prevention program. Port Chester Middle School has reported a drastic decrease in suspensions and referrals. The suspension rate has lowered from 416 in 1995 to 128 in 1998. Discipline referrals have dropped from over 1,000 in a year to less than 300 in 1998. The programs have been instrumental in the reduction in risk and improvement in academics and social responsibility.

SAFE AND DRUG-FREE SCHOOLS

Middle School Drug Prevention and School Safety Program Coordinators

The Safe and Drug-Free Schools Program is the Federal Government's primary source of funding for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in the nation's schools. We support a variety of initiatives designed to prevent violence in and around schools.

The SDFSP consists of two major programs: State Grants for Drug and Violence Prevention Programs, and National Programs. State Grants is a formula grant program that provides funds to State and local educational agencies, and Governors, for a variety of school and community-based education & prevention programs. The National Programs supports a variety of discretionary initiatives in response to emerging needs within the educational system. NP provides direct grants to school districts and communities with severe drug and violence problems.

The Middle School Drug Prevention and School Safety Program Coordinator(s) is a new initiative, included in the President's National Drug Control Strategy, to hire and train drug and school safety coordinators to improve the quality of drug and violence prevention programming in middle schools (between grades 5 and 9). A recent Departmental study concluded that in order to be effective, prevention programs must have available a prevention coordinator. Because middle school students are at the age when they often begin experimenting with drugs and involved with violence and crime. By providing these coordinators in middle schools for early intervention efforts that can have a long-term impact on reducing youth drug use and creating safer schools.

In order to be eligible, Local educational agencies had to propose to hire at least a full-time middle school coordinator to work with two or more grades five through nine and have taken at least the following actions:

- Identified school safety as a serious problem in their most recent needs assessment and have taken one or more of the
 - (a) referred for treatment of substance abuse at least five middle school students;
 - (b) suspended, expelled or transferred to alternative schools or programs at least one middle school student for possession or use of a firearm or other weapon;

- (c) suspended, expelled or transferred to alternative schools or programs at least one middle school student for possession, distribution, or use of alcohol or drugs, including tobacco, or
- (d) suspended, expelled or transferred to alternative schools or programs at least five middle school students for physical attacks or fights.

Under this competition, the SDFSP received 345 eligible applications to support the recruit, hire and train drug prevention and school safety program coordinators for middle schools with significant drug, discipline and violence problems.

The SDFSP will provide support to 92 local educational agencies to recruit, hire and train 242 middle school coordinators to evaluate existing programs and strategies, identify existing gaps in services and to evaluate current programs and strategies for effectiveness and to recommend a comprehensive approach to school-wide drug and violence prevention programs.

U.S. Department of Education - EDCAPS
GAPS Grant Slate Report - Current Year
Grouped by CFDA/Subprogram

Sorted By: rank_order_no

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Fy: 1999 Schedule No: 184K-01 POC: OESE/SDFS

Action: New Competition

CFDA Subprogram Title: DRUG & VIOLENCE PREVENTION COORDINATORS FOR MIDDLE SCHOOLS

Funding Status: Committed

<u>Rank</u>	<u>PR/Award No</u>	<u>Applicant Name</u>	<u>State</u>	<u>Award Amount</u>
2	S184K990343	COMMUNITY SCHOOL DISTRICT 24	NY	\$321,647.00
3	S184K990124	SAN MARCOS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT	TX	\$258,897.00
4	S184K990138	AUSTIN INDEPENDENT SCHOOL DISTRICT	TX	\$534,782.00
6	S184K990173	COMMUNITY SCHOOL DISTRICT 23 - OFFICE OF THE SUPERINTENDENT	NY	\$426,618.00
7	S184K990258	EDUCATIONAL SERVICE DISTRICT 101 - CENTER FOR PREVENTION PROGRAMS	WA	\$474,317.00
8	S184K990309	NORTH CENTRAL EDUCATIONAL SERVICES DISTRICT	WA	\$195,059.00
9	S184K990111	MADISON COUNTY SCHOOL BOARD	FL	\$169,047.00
10	S184K990317	CITY OF NEW BEDFORD	MA	\$499,098.00
12	S184K990128	VILLAGE LEARNING CENTER PUBLIC CHARTER SCHOOL	OC	\$167,000.00
13	S184K990294	GRATIOT-ISABELLA REGIONAL EDUCATION	MI	\$301,103.00
14	S184K990288	CROOK COUNTY SCHOOL DISTRICT	OR	\$108,069.00
15	S184K990109	SUMNER COUNTY BOARD OF EDUCATION	TN	\$391,506.00
16	S184K990043	SCHOOL BOARD OF POLK COUNTY FLORIDA	FL	\$397,500.00
17	S184K990140	FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT	AK	\$479,134.00
18	S184K990153	SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT	CA	\$240,689.00
20	S184K990141	BAY DISTRICT SCHOOL	FL	\$152,368.00
21	S184K990214	BENECIA UNIFIED SCHOOL DISTRICT	CA	\$141,076.00
22	S184K990206	JACKSON PUBLIC SCHOOL DISTRICT	MS	\$402,434.00
23	S184K990215	SCHOOL BOARD OF ORANGE COUNTY FLORIDA	FL	\$433,067.00
24	S184K990310	COLUMBUS OHIO CITY SCHOOL DISTRICT	OH	\$208,377.00
26	S184K990180	DEKALB COUNTY BOARD OF EDUCATION	AL	\$193,946.00
27	S184K990192	SAN ANGELO INDEPENDENT SCHOOL DISTRICT	TX	\$151,668.00
28	S184K990260	COLORADO SPRINGS SCHOOL DISTRICT #11 - GRANTS RESOURCE OFFICE	CO	\$253,935.00
29	S184K990099	DICKERSON COUNTY BOARD OF EDUCATION	TN	\$110,767.00
31	S184K990331	COMMUNITY SCHOOL DISTRICT 18	NY	\$216,568.00
32	S184K990276	FLINT COMMUNITY SCHOOLS	MI	\$518,008.00
33	S184K990319	LAKE COUNTY SCHOOLS	FL	\$306,514.00
34	S184K990364	FORT BEND INDEPENDENT SCHOOL DISTRICT	TX	\$223,340.00
35	S184K990097	ADAMS/ARAPAHOE 28J - AURORA PUBLIC SCHOOLS	CO	\$489,980.00
36	S184K990175	CANUTILLO ISD	TX	\$132,421.00
37	S184K990302	PENASCO INDEPENDENT SCHOOLS	NM	\$131,654.00

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GAPS Grant State Report - Current Year
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Fy: 1999 Schedule No: 184K-01 POC: OESE/SDFS Action: New Competition

CFDA Subprogram Title: DRUG & VIOLENCE PREVENTION COORDINATORS FOR MIDDLE SCHOOLS

Funding Status: Committed

<u>Rank</u>	<u>PR/Award No</u>	<u>Applicant Name</u>	<u>State</u>	<u>Award Amount</u>
38	S184K990337	VALLEJO CITY UNIFIED SCHOOL DISTRICT	CA	\$387,852.00
39	S184K990352	ANCHORAGE SCHOOL DISTRICT	AK	\$394,349.00
40	S184K990143	DALHART INDEPEND SCHOOL DISTRICT	TX	\$132,527.00
41	S184K990251	MEMPHIS CITY SCHOOLS - CENTER FOR SAFE AND DRUG FREE SCHOOLS	TN	\$533,957.00
42	S184K990256	COOPERATIVE EDUCATIONAL SERVICE AGENCY - REGIONAL EDUCATIONAL SERVICE	WI	\$322,534.00
43	S184K990195	WARREN COUNTY SCHOOL DISTRICT	PA	\$112,094.00
45	S184K990205	BROOKLINE PUBLIC SCHOOLS	MA	\$147,100.00
47	S184K990262	LOS ANGELES UNIFIED SCHOOL DISTRICT	CA	\$472,018.00
48	S184K990125	CRAZY HORSE SCHOOL	SD	\$101,732.00
50	S184K990216	MESA COUNTY VALLEY SCHOOL DISTRICT #51	CO	\$456,685.00
51	S184K990225	LAYTONVILLE UNIFIED SCHOOL DISTRICT	CA	\$221,630.00
53	S184K990297	AMPHITHEATER USD	AZ	\$114,604.00
54	S184K990142	BELL COUNTY BOARD OF EDUCATION - BELL COUNTY MIDDLE SCHOOL	KY	\$66,104.00
56	S184K990169	MCDUFFIE COUNTY BOARD OF EDUCATION	GA	\$166,911.00
57	S184K990224	MILWAUKEE PUBLIC SCHOOLS	WI	\$437,845.00
58	S184K990233	BOSTON PUBLIC SCHOOL - DEVELOPMENT OFFICE	MA	\$539,457.00
60	S184K990196	CRETE PUBLIC SCHOOLS	NE	\$113,200.00
61	S184K990211	ALIEF INDEPENDENT SCHOOL DISTRICT	TX	\$278,696.00
62	S184K990212	HARFORD PUBLIC SCHOOLS	CT	\$196,306.00
64	S184K990174	EDMONDS SCHOOL DISTRICT NO 15	WA	\$530,186.00
65	S184K990209	EASTERN SUFFOLK BOARD OF COOPERATIVE EDUCATIONAL SERVICES	NY	\$478,552.00
66	S184K990304	LIVONIA CENTRAL SCHOOL	NY	\$103,971.00
67	S184K990083	MONROE COUNTY BOARD OF EDUCATION	KY	\$314,228.00
68	S184K990204	LAWRENCE COUNTY BOARD OF EDUCATION	AL	\$156,050.00
69	S184K990278	AMARILLO INDEPENDENT SCHOOL DISTRICT - DRUG PREVENT SPEC	TX	\$511,274.00
70	S184K990146	MISSION CONSOLIDATED ISD - DIVISION OF STUDENT SUPPORT SERVICES	TX	\$279,643.00
71	S184K990229	SYCAMORE COMMUNITY UNIT SCHOOL DIST. 427	IL	\$162,825.00
73	S184K990112	PORTSMOUTH SCHOOL DISTRICT	NH	\$159,921.00
74	S184K990210	BUNCOMBE COUNTY SCHOOLS	NC	\$450,437.00
75	S184K990235	LANCASTER SCHOOL DISTRICT	CA	\$513,307.00
76	S184K990308	NEW ORLEANS PUBLIC SCHOOLS	LA	\$543,740.00

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Fy: 1999 Schedule No: 184K-01 POC: OESE/SDFS Action: New Competition

CFDA Subprogram Title: DRUG & VIOLENCE PREVENTION COORDINATORS FOR MIDDLE SCHOOLS

Funding Status: Committed

<u>Rank</u>	<u>PR/Award No</u>	<u>Applicant Name</u>	<u>State</u>	<u>Award Amount</u>
77	S184K990202	PAXTON-BUCKLEY-LODA C.U.S.D.#10	IL	\$210,820.00
78	S184K990243	EDUCATIONAL SERVICE DISTRICT 123 - EDUCATIONAL CONSORTIUM OF TWENTY THREE SCHOOL DISTRICTS	WA	\$504,702.00
79	S184K990306	MCALISTER PUBLIC SCHOOLS	OK	\$147,491.00
81	S184K990327	CAMBRIDGE PUBLIC SCHOOLS	MA	\$334,359.00
82	S184K990227	WEST CONTRA UNIFIED SCHOOL DISTRICT	CA	\$388,673.00
83	S184K990199	SPRINGFIELD PUBLIC SCHOOL	MA	\$512,500.00
86	S184K990249	PIERRE INDIAN LEARNING CENTER	SD	\$92,353.00
91	S184K990311	MACFARLAND JR SCHOOL	NJ	\$141,000.00

Count:

Funding Status: Obligated

<u>Rank</u>	<u>PR/Award No</u>	<u>Applicant Name</u>	<u>State</u>	<u>Award Amount</u>
1	S184K990084	MINNEAPOLIS PUBLIC SCHOOLS	MN	\$544,399.00
5	S184K990033	DALLAS INDEPENDENT SCHOOL DISTRICT	TX	\$540,492.00
11	S184K990045	FREEPORT PUBLIC SCHOOLS	NY	\$549,710.00
19	S184K990068	NEW HAVEN CITY SCHOOL DISTRICT	CT	\$421,175.00
25	S184K990032	NEW YORK CITY BOARD OF EDUCATION	NY	\$457,029.00

Funding Status: Obligated

<u>Rank</u>	<u>PR/Award No</u>	<u>Applicant Name</u>	<u>State</u>	<u>Award Amount</u>
49	S184K990047	CACHE COUNTY SCHOOL DISTRICT	UT	\$418,407.00
52	S184K990030	TUCSON UNIFIED SCHOOL DISTRICT	AZ	\$550,000.00
55	S184K990067	HOUSTON INDEPENDENT SCHOOL DISTRICT	TX	\$675,195.00
59	S184K990018	SCHOOL DISTRICT 87J-L	MT	\$168,866.00
63	S184K990353	SAN DEIGO COUNTY OFFICE OF EDUCATION	CA	\$5,451,402.00
72	S184K990042	SCHOOL BOARD OF BREVARD COUNTY	FL	\$517,787.00

<u>Rank</u>	<u>PR/Award No</u>	<u>Applicant Name</u>	<u>State</u>	<u>Award Amount</u>
84	S184K990181	ALLEN PARK PUBLIC SCHOOLS	MI	\$144,634.00
85	S184K990217	COMMUNITY SCHOOL DISTRICT 13	NY	\$231,234.00
87	S184K990263	SANTA FE PUBLIC SCHOOL	NM	\$103,934.00
88	S184K990116	BYRON AREA SCHOOLS	MI	\$165,740.00
89	S184K990139	MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT - STUDEN SUPPORT SERVICES	AK	\$366,827.00
90	S184K990273	CUMBERLAND COUNTY SCHOOLS -- LOCAL EDUCATION AGENC	NC	\$259,383.00

<u>Rank</u>	<u>PR/Award No</u>	<u>Applicant Name</u>	<u>State</u>	<u>Award Amount</u>
30	S184K990106	KIMBERLY AREA SCHOOL DISTRICT	WI	\$138,137.00
44	S184K990094	FRANKLIN - COUNTY SCHOOLS	NC	\$180,426.00
48	S184K990071	ALBUQUERQUE PUBLIC SCHOOLS - STUDENT SUPPORT SERVICES	NM	\$535,000.00
80	S184K990096	BALTIMORE CITY SCHOOL SYSTEM	MD	\$550,000.00