

applicant and propose activities specifically designed to meet those needs. The Deputy Under Secretary strongly discourages applicants from using "form" applications or proposals that address general rather than specific local needs.

Priorities: This competition focuses on projects designed to meet either of the two priorities in the notice of final priorities for this program, published in the **Federal Register** on December 27, 2000 (65 FR 82224–82226) and January 10, 2001 (66 FR 1963).

Absolute Priority #1—Develop or Enhance, Implement, and Evaluate Campus- and/or Community-Based Strategies To Prevent High-Risk Drinking Among College Students

Under this priority, applicants are required to:

- (1) Identify a specific student population to be served by the grant and provide a justification for its selection;
- (2) Provide evidence that a needs assessment has been conducted on campus to document prevalence rates related to high-risk drinking by the population selected;
- (3) Set measurable goals and objectives for the proposed project and provide a description of how progress toward achieving goals will be measured annually;
- (4) Design and implement prevention strategies, using student input and participation, that research has shown to be effective in preventing high-risk drinking by the target population;
- (5) Use a qualified evaluator to design and implement an evaluation of the project using outcomes-based (summative) performance indicators related to behavioral change and process (formative) measures that assess and document the strategies used; and
- (6) Demonstrate the ability to start the project within 60 days after receiving Federal funding in order to maximize the time available to show impact within the grant period.

Absolute Priority #2—Develop or Enhance, Implement, and Evaluate Campus- and/or Community-Based Strategies To Prevent Violent Behavior Among College Students

Under this priority, applicants are required to:

- (1) Identify a specific student population to be served by the grant and provide a justification for its selection;
- (2) Provide evidence that a needs assessment has been conducted on campus to document prevalence rates related to violent behavior;
- (3) Set measurable goals and objectives for the proposed project and

provide a description of how progress toward achieving goals will be measured annually;

- (4) Design and implement prevention strategies, using student input and participation, that research has shown to be effective in preventing violent behavior among college students;
- (5) Use a qualified evaluator to design and implement an evaluation of the project using outcomes-based (summative) performance indicators related to behavioral change and process (formative) measures that assess and document the strategies used; and
- (6) Demonstrate the ability to start the project within 60 days after receiving Federal funding in order to maximize the time available to show impact within the grant period.

Under 34 CFR 75.105(c)(3) we consider only applications that meet either of the priorities.

Selection Criteria: The following selection criteria are used to evaluate applications for new grants under this competition. The maximum score for all of these criteria is 100 points. The maximum score for each criterion or factor under that criterion is indicated in parentheses.

- (1) *Need for project.* (15 points)
In determining the need for the proposed project, the following factors are considered:

- (a) The magnitude or severity of the problem to be addressed by the proposed project. (10 points)
- (b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (5 points)

- (2) *Significance.* (20 points)
In determining the significance of the proposed project, the following factors are considered:

- (a) The likelihood that the proposed project will result in system change or improvement. (5 points)
- (b) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study. (10 points)

- (c) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (5 points)

- (3) *Quality of the project design.* (30 points)

In determining the quality of the design of the proposed project, the following factors are considered:

- (a) The extent to which the goals, objectives, and outcomes to be achieved

by the proposed project are clearly specified and measurable. (10 points)

- (b) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (5 points)

- (c) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10 points)

- (d) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 points)

- (4) *Quality of project personnel.* (10 points)

In determining the quality of project personnel, the following factors are considered:

- (a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (3 points)

- (b) The qualifications, including relevant training and experience, of key project personnel. (7 points)

- (5) *Quality of the project evaluation.* (25 points)

In determining the quality of the evaluation, the following factors are considered:

- (a) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)

- (b) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)

- (c) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

For Applications and Further

Information Contact: Richard Lucey, Jr., U.S. Department of Education, Office of Safe and Drug-Free Schools, 400 Maryland Avenue, SW., Room 3E252, Washington, DC 20202–6123. Telephone: 202/205–5471. Fax: 202/260–7767. E-mail: richard.lucey@ed.gov. To download a copy of the application, visit the Web site for the Office of Safe and Drug-Free Schools at <http://www.ed.gov/offices/OSDFS>.

If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service (FIRS) at 800/877–8339.