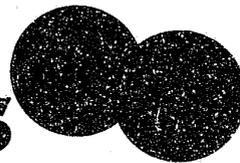
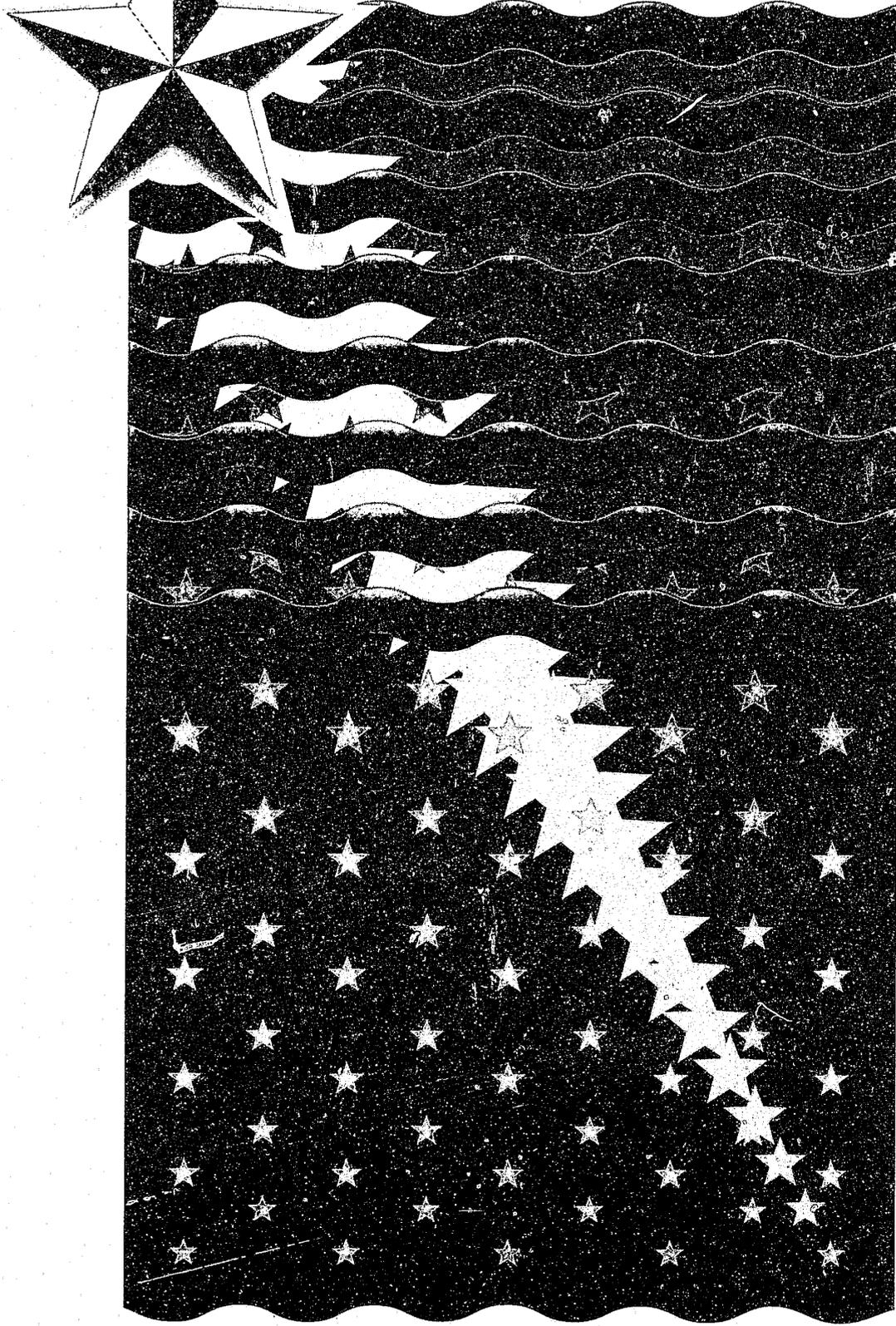


SHINING STARS



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ACQUISITIONS

1994 PREVENTION PROGRAMS THAT WORK



Prevention Programs That Work

1994 Edition

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*MISSION OF THE SOUTHEAST REGIONAL CENTER FOR
DRUG-FREE SCHOOLS AND COMMUNITIES*

*T*he Southeast Regional Center for Drug-Free Schools and Communities provides leadership, support, and expertise to prevent alcohol, tobacco, and other drug use among youth and to foster the well-being of all children. We achieve this by helping to strengthen those systems in which children live (community, school, family, and individual). By enhancing these systems, we also prevent other interrelated problems that affect youth.



INTRODUCTION AND ACKNOWLEDGEMENTS



The programs summarized in *Shining Stars: Prevention Programs That Work* were drawn from three recognition projects: Noteworthy Programs and Practices, the U.S. Department of Education's Drug-Free School Recognition Program, and *An Eagle's View*.

We appreciate the work of the many individuals who made this edition of *Shining Stars* possible. Betty Straub coordinated the Noteworthy Programs and Practices project, wrote summaries, and edited the publication. Brian Buford and Kim Calebs contributed in writing program descriptions, and Brian provided assistance in formatting and editing throughout the process. The Center's area field coordinators identified eligible programs for recognition, and Area Advisory Committee members screened the applicants and assisted in the selection process. The internal review committee, who participated in the final selection of programs, included Jim Griffin, Julia Lomax, Nancy White, Nora Brashear, Barbara Price, Jean Martino-McAllister, Eddie Woods, Patti Miller, Brian Buford, Carmen Frederick, and Betsy Davis. Nancy White provided final proofing at each phase of the project. Rob Gorstein designed the cover, graphics, and formatted the publication. Chad Sexton assisted with follow-up and production.



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HOW TO USE THIS DOCUMENT

Risk and Protective Factors: Building Resiliency in Youth

Throughout this publication, you will see references to "risk and protective factors." At the Southeast Regional Center, the model we use for alcohol, tobacco, and other drug (ATOD) use prevention combines these factors in an integrated approach to action planning for building resiliency in youth. We encourage you to examine closely the information presented below as you design program goals and objectives and specify the outcomes you seek to achieve with your program. As you read the program summaries presented in *Shining Stars*, you will discover what happens when this approach is taken in preventing ATOD use by youth—it works!

Risk Factors for Alcohol, Tobacco, and Other Drugs

Community Risk Factors

- Economic & social deprivation
- Low neighborhood attachment & community disorganization
- Transitions & mobility
- Community law & norms favorable toward ATOD use
- Availability of ATOD

School Risk Factors

- Early anti-social behavior
- Academic failure
- Low commitment to school

Family Risk Factors

- Family history of alcoholism
- Family management problems
- Parental drug use & positive attitudes

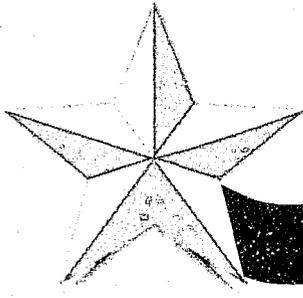
Individual & Peer Risk Factors

- Alienation & rebelliousness
- Anti-social behavior in early years
- Friends who use ATOD
- Favorable attitudes toward ATOD use
- Early first use of drugs

Protective Factors

- **Positive social bonding** forms **attachments** to those people who **care and support** students and who hold **high expectations** for them: parents, family, pro-social peers, teachers, and community
- **Commitment** to school and to the future by being provided with **opportunities to participate in meaningful ways** and the development of **skills** that will ensure success
- **Belief** in society's **norms and values** -- a sense of what's acceptable in the family, school, and community

For more information on the risk and protective factor approach to prevention, contact the central office or your area field coordinator (listed at the back of this publication).



Key to Icons

To assist you in identifying evaluation information and types of programs or practices summarized in *Shining Stars*, look for the following icons:



Evaluation: Describes how program "hits the target" to build protective factors or decrease or buffer risk factors



College/University: Involves institutions of higher education



Music: Involves youth in vocal or instrumental music



Partnership: Focuses on collaboration between youth, adults, schools, families, and/or community groups



Arts: Centers efforts around visual or performing arts



Rural: Designs effort for rural communities



School: Includes elementary, middle, and high school students



Urban: Targets populations in urban neighborhoods and/or schools in urban areas

NOTEWORTHY PROGRAMS AND PRACTICES



The Southeast Regional Center for Drug-Free Schools and Communities recognizes that the success of alcohol, tobacco, and other drug (ATOD) use prevention among youth depends on the work of local communities. The commitment of the local community and its investment in the well-being of youth make prevention efforts work.

In 1989, the regional centers developed Noteworthy Programs and Practices, a recognition program that honors outstanding efforts by local communities across the country. Noteworthy Programs and Practices includes comprehensive, ongoing programs and single, stand-alone events which meet established criteria and demonstrate results.

Specifically, projects included in Noteworthy Programs and Practices must:

- ◆ Include a clear no-use message regarding ATOD and youth
- ◆ Have been in operation at least a year, excluding a pilot phase
- ◆ Reflect current, relevant research regarding ATOD use prevention
- ◆ Develop a scope and sequence developmentally appropriate for participants
- ◆ Establish specific, measurable objectives and demonstrate evidence of significant outcomes
- ◆ Employ qualified, trained personnel
- ◆ Be replicable in similar settings
- ◆ When appropriate:
 - ※ facilitate basic academic skills
 - ※ address the needs of youth at high risk
 - ※ consider the special needs of minority youth

Programs in the southeast region are nominated for recognition by the Center's area field coordinators, based on recommendations from state educational agencies, governors' offices, state alcohol and other drug offices, Center Area Advisory Committees, and other prevention specialists. Applicants complete a reporting form that documents programs and activities.

Following review by a Center internal review committee and acceptance in Noteworthy Programs and Practices, all recognized projects are highlighted in publications and at the Center's regional dissemination conference. This year's honorees were recognized at a reception and an awards luncheon during the Center's September 1994 *Building Resilient Youth: Renewing & Creating Protective Traditions for the 21st Century* conference in Atlanta.

Nominations for 1995

The Center's area field coordinators solicit programs for recognition year-round. If you are interested in nominating your program for recognition in Noteworthy Programs and Practices, contact your area field coordinator for an application. A listing of their names and area field offices is included at the back of this publication.

We are pleased to share information about the 54 programs and practices honored in the 1994 Noteworthy Programs and Practices project. They represent the rich diversity of prevention approaches across the southeast.

CHEMICAL ABUSE PREVENTION PROGRAM

MOBILE, AL

A project that directs its efforts toward entire families is the result of the collaborative efforts of the Mobile County Drug-Free Schools Office and the Drug Education Council. Available to both public and non-public school students in Mobile, **Chemical Abuse Prevention Program (CAPP)** provides education and information rather than punishment as an alternative to suspension from school. Eligible students are those who have violated school system policies and are facing suspension, which places them at risk for alcohol, tobacco, and other drug (ATOD) use. Parents and guardians are required to attend eight hours of sessions and a counseling follow-up with their children. Appropriate individual and/or family referrals are offered at the program's conclusion.



During the first meeting, participants learn about 27 community agencies devoted to assisting families with ATOD issues, hear an overview of the four two-hour meetings, and find out the purposes of CAPP: to provide families with factual information about ATOD use, and legal and medical issues of drug use; to learn ways to open lines of communication with family members; and to develop and strengthen resistance skills. Input is requested from parents and students at the end of each session as a part of the ongoing evaluation of the program. Interaction is emphasized throughout CAPP in group exercises covering multiple issues, including self-concept inventory, feelings, communication barriers, reflective responding, and assertiveness techniques.

Virginia Guy, executive director for the Drug Education Council, explained the approach used in the program. "CAPP is grounded in social learning theory which demonstrates that children's choices are influenced by a perplexing array of factors, paramount of which are peer and parental influences. Every facet

of CAPP emphasizes these fundamental messages: drug use is wrong, it is related to juvenile delinquency, and it places adolescents at high risk for other problems; that parents can learn and use resources more effectively and integrate effective concepts into the family system; and increased education and awareness can affect 'normative' behavior for adolescents."



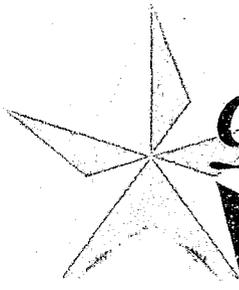
Pre- and post-tests administered by evaluators from the University of South Alabama have been used during CAPP's five years to determine the project's impact, and show a significant improvement in both students' and parents' knowledge about ATOD use, the legal consequences of drug violations, and adaptive skills to avoid ATOD use. The evaluators observed the experiential sessions and noted this method as means for practicing adaptive skills "which opens up new channels of behavior choices and offers more opportunities for positive growth and development." An overwhelming majority of participants endorsed further education and training in prevention of ATOD use by young people.

During the school year, CAPP served 158 students in grades 6 through 12 and 170 parents at a cost of \$70,000. Funding was provided by Mobile County Drug-Free Schools Office.

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DRUGLESS DOUGLAS

KILLEN, AL

Lauderdale County Schools staff decided its program for preventing alcohol, tobacco, and other drug (ATOD) use among youth would benefit from having a rallying symbol, something similar to a school mascot. "With costumer Ron Flippo's design, we started with bright neon clothing, added an oversized smiling head mask, and put an enthusiastic student from the host school inside the costume...and **Drugless Douglas** was 'born' in January 1993," explained Alice Yeager, drug prevention counselor and resource specialist for Lauderdale County School System.



Drugless Douglas has created a positive image for Lauderdale County's ATOD program by successfully promoting "A drug-free lifestyle is best." Yeager's observations and interviews indicate an increase in students' knowledge about dangers of ATOD use and refusal skills. A three-year study is in process by Auburn University researchers to determine if short-term outcomes are impacting the long-term objectives: a 25% reduction in early use of drugs (11 years and younger), and a 25% reduction in ATOD use by all county students. In spring 1993, students in sixth, eighth, tenth, and twelfth grades completed an ATOD use and risk-factor survey. Comparisons will be made for the same cohort in 1995 and for current students in the four grade levels.



Since Drugless Douglas does not talk, no special training is required for the student wearing the costume. During presentations on the dangers of youth ATOD use, Yeager appears with Douglas to facilitate discussions in classrooms, school assemblies, carnivals, and other special events. Refusal skills, self-esteem issues, and decision making are emphasized as "shy" Douglas whispers in Yeager's ear the appropriate responses and suggestions to students' questions.

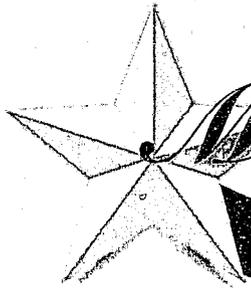
Drugless Douglas's only direct cost was the \$858 uniform that was provided by a state Drug-Free Schools grant. Area businesses made contributions for incentives distributed during presentations.

Contact:

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Lauderdale County School System
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Killen, AL 35645

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FAX 205-757-2101

Parents are informed about Drugless Douglas's appearances and encouraged to ask their children about the presentations. Douglas distributes family workbooks as homework for parents and students to complete together. Yeager further explained, "We originally intended the mascot to accompany me for programs with K-2 students, but even older elementary, junior high, and high school students accept Douglas and cheer him for being cool without using drugs. He seems to bring out the best in everyone."



MADISON DON'T, INC.

HUNTSVILLE, AL

A unique relationship between the Madison City Police Department, Madison County Board of Education, and Madison City government has resulted in **Madison DON'T (Drugs Offer No Tomorrow) Inc.**, a comprehensive prevention program aimed at eliminating alcohol, tobacco, and other drug (ATOD) use among the county's youth.

Madison DON'T was formed in 1990 by Madison Police Chief Cecil Moses and *Madison County Record* News Editor William Noel, who realized that stricter laws and more police were not the solutions to ATOD problems in the community. They discovered that Madison County School System's student assistance counselor, Martha McInnish, was also interested in forming a community-based team that could strengthen the schools' drug education/prevention efforts, and a partnership resulted. Since then, the program has grown from a local effort with a \$22,000 budget to a \$200,000 countywide program.



With the support and active involvement of more than 25 community groups and agencies, Madison DON'T targets students in kindergarten through twelfth grade with a full array of prevention activities. A Child Safety Program is taught in kindergarten and first grade by a trained police officer and counselor. DARE (Drug Abuse Resistance Education) is used in second, fifth, and seventh grades. Mac's Choice, a story format for discussing drugs, is taught by counselors and community volunteers to third-grade students. 1993 *Shining Star* recipient Smoke, Choke, and Eventually Croak is taught to third-grade students and targets tobacco as a gateway drug. Prevention education is infused into the fourth- and sixth-grade curricula by using *Winner* magazine.

This year, sixth graders made pledges to become the Smoke-Free Class of 2000. This American Heart Association project moves each year with the class of 2000, and encourages them

to avoid using tobacco. All six county high schools participate in TeamSpirit, teams of trained students and faculty sponsors who promote prevention activities for their school and encourage student involvement in healthy alternatives. A new team of students were trained in August 1994.

Other components of Madison DON'T include the Alabama Health Curricula, peer support groups, group guidance, and a self-esteem program for middle school girls called Friendly PEERSuasion. No-use messages are infused into every aspect of the program, and each component stresses the importance of living drug-free.



Organizers of the program report an increase in community awareness of ATOD issues and greater community participation in prevention activities since initiating Madison DON'T. Student surveys from PRIDE and DARE also show a decrease in drug use by Madison County youth. School counselors have noted that students talk more openly about their commitment to being drug-free and that the school climate has improved with greater student participation in prevention activities.

Operating on a \$200,000 per year budget, the program serves 16,390 youth.

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Huntsville, AL 35811

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SOUTH ALABAMA YOUTH SERVICES

Dothan, AL

South Alabama Youth Services (SAYS) is a community-based counseling agency which provides prevention services to schools and the Drug Education Program for juvenile court systems in South Alabama's eight-county rural area. Four staff counselors visit schools daily to offer prevention education for students at risk for alcohol, tobacco, and other drug (ATOD) use. SAYS offers weekly or bi-weekly classroom presentations that assist students in making healthy choices and acting responsibly. Topics are relative to school-level needs (elementary, middle, or high school) and include conflict resolution, anger control, ATOD use awareness, building self-esteem, decision making, gang awareness, assertiveness, and refusal skills.



According to Gloria Stabler, youth service manager, "A real advantage of the SAYS approach is that, through meeting counselors in the classroom, students develop relationships with the agency staff, opening the door for discussions about personal issues. Individual and group counseling sessions are offered when requested."

In 1988, SAYS developed the Drug Education Program for youth at high risk for ATOD use: first offenders in the juvenile system. The program presents information and interactive experiences for this special population that emphasize the gateway drugs. Conveying a clear no-use message, counselors use a variety of media to teach problem-solving skills and awareness of healthy alternatives through small group and individual sessions. "We stress commitment to one's future and the community by providing opportunities for meaningful participation in group activities," noted Stabler.



Results from pre-post testing students and youth in the juvenile system indicate increases in awareness, knowledge, and perceptions of the negative consequences of ATOD use. Decreased recidivism rates at juvenile court each year indicate the Drug Education Program's effectiveness. Progress reports from juvenile probation officers indicate improved attitudes and social behaviors. Students' written evaluations of classroom programs note appreciation for the "straight and honest" approach the counselors take.

To cover the \$20,000 cost of the agency's prevention efforts, staff obtained a Governor's Program for Youth At Risk grant, private donations, and state general funds.

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STUDIO BY THE TRACKS

BIRMINGHAM, AL

Believing that artistic expression is one of the most effective ways to reach children, the staff of **Studio by the Tracks** has designed an exemplary practice that introduces the visual arts to youth at high risk for alcohol, tobacco, and other drug (ATOD) use. The project focuses on several protective factors: helping children bond to caring adults, teaching them skills, and providing them opportunities to participate in meaningful activities for themselves and their communities.



A non-profit, community-based organization, Studio by the Tracks serves children identified by area juvenile courts or social service agencies as emotionally conflicted and at risk for ATOD problems. Using age-appropriate instruction in various art media, staff and volunteers facilitate a full array of activities designed to introduce youth to art and provide healthy channels for expressing feelings. The guiding principle is that there are no failures in the program: Everyone's art is affirmed and encouraged.

When children arrive at Studio by the Tracks, they discover endless opportunities to explore art. The free lessons in various media include classes in metalsmithing, quilt design, screen printing, mobile construction, and ceramics. Most of the projects are closely linked to the surrounding community, either through area exhibits or as gifts to agencies and causes. For example, the children collaborated on a large mobile project that was presented as a gift to a new wing of the Ronald McDonald House in Birmingham. They also painted and screen-printed designs for a zoo fundraiser. By participating in such efforts, the children at Studio by the Tracks begin to see themselves as contributing members of their community.

The interaction between the children who attend weekly and the adult volunteers is an integral part of the program. Volunteers meet regularly with identified children and work to build a close, trusting relationship. They also assist in tailoring the program to the needs of specific children. This often includes academic tutoring, assistance with resume writing and job interviews, and supportive listening. The volunteers are coordinated by a professional consultant with a master's degree in human development counseling.

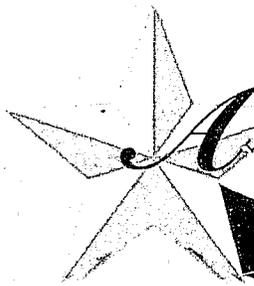
The staff of Studio by the Tracks is already looking at ways to expand the program to other organizations. Through funding from ACTION Drug Alliance, the project is being replicated in other agencies who serve emotionally-conflicted children in Alabama. Those involved hope to teach as many youth in the state as possible to use art as a means of healthy, creative self-expression.

Funding for the program comes from an ACTION grant, a Governor's grant, public art classes, art sales, and community fundraisers. With a budget of \$65,000 a year, the program currently serves 75 to 85 youth per week.

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Studio by the Tracks
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Birmingham, AL 35210

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(No FAX)



A CIRCLE OF FRIENDS

WASHINGTON, DC

Hine Junior High School, located within sight of the United States Capitol, was a school in turmoil in 1982. The media had dubbed it "Horrible Hine," and a community task force, disgusted with the chaos and disintegration at the school, had recommended that it be shut down. Students were using drugs openly during school, vandalism was rampant, and academic achievement was poor.



Fortunately, the story at Hine is a much different one today, thanks to an inspired principal and a group of students and teachers who were committed to changing the school climate. With a new nickname—the "Thrill on the Hill"—and a myriad of innovative school programs, Hine is now a place where students can learn and grow to their potential. Principal Princess Whitfield and her dedicated staff, students, and community supporters have designed and implemented a comprehensive program that has won national awards from 20 organizations across the country, including a President's Blue Ribbon Award of Excellence by then-President George Bush.

Prevention of alcohol, tobacco, and other drug (ATOD) use by youth is woven into every aspect of school life at Hine. Officially known as **A Circle of Friends**, the school's prevention program includes a variety of activities and strategies to encourage healthy choices among students.

The basis of the program is an interdisciplinary approach to education that requires every subject area to address ATOD use prevention, and tailors lessons to the cultural needs and backgrounds of the student population. In addition, A Circle of Friends includes a focus on youth leadership training and student involvement through a number of clubs and extracurricular activities. Some of the opportunities for students at Hine are: the STAR Program (Students Taught Awareness and Resistance); the DREAM Team (Drug Related Educational Alternatives Methods); Friday Night Live prevention clubs; a dropout prevention program called BOCH (Best on Capitol Hill); the Police Department's Officer Friendly program; and workshops for parents and other community members on prevention-related subjects.

Student leadership and inclusion are strongly emphasized at Hine. Youth participate in student-led outreach prevention as peer mentors, tutors, employee shadows, and community service providers. When awards are given to the school, students

are there to receive the recognition for their efforts. When problems arise, students are called on for their input and participation in discovering solutions.



A solid component of this model program is the evaluation plan, and Hine Junior High staff makes sure A Circle of Friends uses a variety of methods. "Measuring our achievements is not complicated," said Principal Whitfield. "We monitor standardized and basic skills tests, attendance records, disciplinary reports, truancy percentages, graduation rates, daily conduct records, and academic grades. Surveys help us pinpoint what knowledge students gain, which behaviors change, and how attitudes improve. The many awards we've received encourage us to continue working with our students for a brighter, healthier future."

"We're especially proud that there have been no incidents of drug use reported by staff, students, or parents, nor have any reports from law enforcement or service agencies been received indicating student drug use," stated Whitfield. "Pre- and post-test surveys show increases in knowledge of the effects of drugs and violence, use of strategies to prevent drug involvement, and improved attitudes toward school, community, and family. For the past three years, CTBS scores have steadily increased, and we've won numerous awards for most improved school attendance in the District. Also, dropout rates have decreased to less than one percent, and there have been no serious disciplinary problems in five years. We are aware of all these achievements because we've taken the time to measure results."

Funding for prevention efforts at Hine Junior High comes from a number of sponsors, including the David Koch Foundation, Serve America, and the D.C. Department of Employment Services. The school's 897 students are served with an annual budget of \$67,070.

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Washington, DC 20003

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FAMILY AUGMENTING APPROACH TO PREVENTION

WASHINGTON, DC

Believing a significant adult can make a big difference in preventing children from alcohol, tobacco, and other drug (ATOD) use, Community Research, Inc. created the **Family Augmenting Approach to Prevention** in 1992. Executive Director Don Freeman and staff developed the neighborhood-based effort that emphasizes one-on-one relationships between youth from high-risk environments and "Supplemental Parents" (SP): volunteers, staff, and part-time employees trained to work with small groups of young people.



"Our staff's 47 collective years of experience in prevention led us to the approach of providing SPs for the neighborhood children," Freeman remarked. "Being an SP means spending weekends, after hours, and sometimes holidays with a child, and keeping other adults informed about the child's life—school issues, parent involvement, relationships with peers and friends. Children are often more willing to talk with the SP than with their parents, so we generally know more specifically what the children are experiencing and how they can best be served."

Family Augmenting Approach provides structured learning for students to gain skills through fun, non-judgmental activities such as computer classes, leathercraft, African dance lessons, magic techniques, cooking, martial arts, weight lifting, and steel band lessons. Linking children in fifth through twelfth grades with SPs, the program focuses on reducing several risk factors (alienation, poor family management, social deprivation, early anti-social behavior, parental drug use and positive attitudes toward use, and low commitment to school) and increasing the protective factors of bonding to caring adults, development of skills, providing opportunities for meaningful participation, commitment to school and the future.



Every two weeks, staff members gather to assess the program's 50 students who each have a progress portfolio. Rating scales for nine areas are updated regularly as information is gathered from student and teacher interviews, attendance reports from school personnel, monitoring report cards, calls to parents, and observing skills used in structured sessions. The nine areas measured include bonding, cultural/racial pride, school attendance, school achievement, acceptance of adult authority, skills development, negative influence of other youth, materialistic orientation, and parental involvement. Over the past two years, improvements have been measured in these areas, resulting in what Freeman calls "an increased sense of community that extends from the neighborhood to the children in the program."

The District of Columbia's Alcohol and Drug Abuse Service Administration provided \$106,000 to fund the program for 1993-94.

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FLETCHER-JOHNSON WAVE, INC. PROGRAM

WASHINGTON, DC

Fletcher-Johnson Educational Center is an open space school for K-9 grade students in a community known for its poverty and crime rates. In 1989, the school staff created the Fletcher-Johnson Drug Abuse Prevention Alternatives (DAPA) Program to provide alternatives to students who were at risk for alcohol, tobacco, and other drug (ATOD) use, academic failure, low commitment to school, early anti-social behavior, and crime. DAPA's mission directed staff to develop strategies to address social, health, and safety issues through ATOD use prevention among the community's youth. The staff discovered an effective program implemented in several locations across the United States: **WAVE (Work, Achievement, Values, and Education) Inc.**

"WAVE, Inc. is a private, non-profit organization founded to assist youth living in high-risk environments by improving educational and social skills and preparing them for the world of work," explained Dr. George H. Rutherford II, principal at Fletcher-Johnson. "Integral to the program is connecting the students to the community through service projects which allow our young people to influence their neighborhoods to change norms that encourage ATOD use by youth. As a part of their peer leadership, WAVE students share their knowledge and practice social skills by providing special events for pre-kindergarten through second graders throughout the school year."



WAVE serves seventh, eighth, and ninth graders whose school records reflect the greatest need for academic intervention and risk of ATOD use. The program incorporates academic instruction/remediation, computer skills, service projects, and the WAVE curriculum to address a variety of issues: improving social skills (communication, managing conflicts, leadership), learning about high school, taking a personal inventory, managing personal resources, exploring careers, setting goals, and maintaining health and well-being. Staff members who exhibit a genuine interest in the program and have

the pedagogical skills and educational background in adolescent behavior to be effective leaders are recruited. Following inservice training from the national office, adult leaders participate in professional development institutes to keep current on prevention research, network with other facilitators, and find meaningful ways to involve students in creating healthy futures.



"We're making a difference in our African-American community with WAVE," Rutherford declared. "We measure self-esteem with the Coopersmith Inventory, monitor grade point average, absenteeism, and suspensions. Through a computerized comparison, we found significant differences between 1991-92 and 1992-93: self-esteem scores improved, grade point averages increased, and absenteeism declined. Other records showed additional improvements: fewer disciplinary referrals, less cutting classes, and a decrease in physical altercations. We believe a real sense of commitment by the staff and students made these results happen."

The District of Columbia Public Schools' Project Accord matched funds with WAVE, Inc. to provide the program for 125 students, and the Office of Systemic Change awarded a mini-grant to meet additional costs.

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SELF-ESTEEM BUILDING THROUGH PERFORMING ARTS

WASHINGTON, DC

Steelpan music is not only rich in its Caribbean heritage, it is also rich with possibilities for creative prevention strategies. The creators of **Self-Esteem Building Through Performing Arts: A Prevention Strategy for African-American Youth** chose the steelpan as the core of their program because of its strong connection to African-American culture and because of the power of music in bringing people together.



A project of the East of the River Community Arts Program, Washington's steelband gets youth involved in music as an alternative to drug use. As "pannists," participants learn to work and perform together, and contribute to the community through benefit concerts and appearances at area events. Known now as the East of the River Steelband, the group has performed for African American Family Day at the National Zoological Park, a meeting of the Southeast Regional Center for Drug-Free Schools and Communities, and such community festivals as Pipafest and Unifest.

All of the band members are recruited from eight schools and live in Washington, DC's Ward Seven, where the city's highest percentage of public housing is located. Ward Seven also leads the city in percentage of drug-related homicides, poverty, teen pregnancy, and school dropouts. To counter such pervasive risk factors, the steelband's leaders infuse information about healthy behavior and the dangers of alcohol, tobacco, and other drug (ATOD) use into their lessons and practices.

Their practices are on Wednesday evenings and Saturdays, and they also encourage parents to get involved with the group through potluck lunches and trips to performances. All members are encouraged to do their best in their schoolwork, and tutoring is provided as a component of the steelband program. Strong no-use messages regarding substances are included in every aspect of the program.



This year, every member of the steelband achieved at least a 3.0 grade point average, and 85% of the group was included on the honor roll. The group reported an increase in parent participation, and a performance schedule that grew by more than 25%.

Serving 45 youth members, the project operates on a budget of \$35,000 per year.

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STUDENT TO STUDENT SUBSTANCE ABUSE PREVENTION PROJECT

WASHINGTON, DC

Most prevention professionals agree that it takes all parts of the community to make prevention efforts effective, but colleges and universities are sometimes overlooked as participants. Thanks to an innovative project at Howard University, residents in a Washington, D.C. neighborhood are learning that colleges do have a great deal to offer in the effort to eliminate alcohol, tobacco, and other drug (ATOD) use among children and youth.



The **Student to Student Substance Abuse Prevention Project** grew out of a U.S. Department of Education Demonstration Grant to form a partnership between Howard University and J.C. Nalle Elementary School in Washington's Eastgate community, D.C. Public schools, First Baptist Church of Marshall Heights, and Links Foundation Inc. Since its conception, new partners have joined the effort, including the Substance Abuse Prevention Education Office, Center for Substance Abuse Prevention, Capital View Branch Library, Sixth District Boys and girls Club, and East of the River/Community Health Care, Inc.

Eastgate is a neighborhood plagued by widespread drug trafficking, crime, and violence, so educators at the school welcomed the opportunity to join forces with colleagues at Howard. The idea was a simple one: link up college students who are studying to be educators with elementary school students and their parents in a prevention training program. The results have been impressive and the program has made a difference in the lives of both elementary school and Howard University School of Education students.

College students from Howard were divided into teams that implemented the program. The Academic Team was responsible for teaching the Project Lead High Expectations curriculum, along with after-school tutoring in reading and mathematics. The Cultural Enrichment Team planned field trips,

mini-projects, and special presentations. The Traveling Troupe and Newsletter Productions Team was responsible for auditioning and putting together a performance troupe of Nalle students who could travel to other schools and present skits about the dangers of ATOD use, and for producing *Student-to-Student*, a newsletter comprised of articles written by participants themselves. Finally, a Parent/Volunteers Involvement Team conducted parent training sessions in tutoring skills and ATOD issues, and invited other groups from the community to join their efforts.



According to the project's 1992-93 Evaluation Report, Nalle students who participated in the program showed gains in pre- and post-tests in reading, and a greater knowledge of the dangers of ATOD use. The project has received numerous invitations to share their success, including a presentation to the Seventh Annual Conference of Drug-Free Schools and Communities in 1993.

Since 1991, the project has trained 200 Nalle students and 50 parents. It operates on a total budget of \$487,700 of Drug-Free Schools and Communities funds.

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SUCCESS

WASHINGTON, DC

For six years, fourth through sixth graders at Aiton Elementary School and Our Lady Queen of Peace Catholic School have discovered **SUCCESS (Super Unlimited Children Can Erase Stigma And Stagnation)**, an exemplary program designed to go beyond "just say no" strategies to prevent alcohol, tobacco, and other drug (ATOD) use among youth. Teachers and counselors select an average of 75 students per year who are at risk for ATOD use due to family management problems and academic failure. The students become members of a drug-free club whose name (BAN—Beyond the Answer No) reflects the program's goal of providing a comprehensive approach to ATOD use issues.



"SUCCESS focuses on student/parent involvement and seeks to reduce the negative effects most of our students experience due to their at-risk environments," explained Geraldine Green-Reed, teacher and coordinator for the program.

"It is definitely a community-based program because many organizations contribute their efforts and resources to assist students in bonding to their families, school, and community."

The program's components include tutoring sessions, development of social skills, referrals to community agencies for individual and family counseling, ATOD use/peer pressure resistance skills, student workshops on various topics (negative consequences of ATOD use, teen pregnancy, violence prevention), and parent workshops on family management and ATOD issues for youth and families. Children meet after school for

two hours, three days per week, participating in group discussions, arts and crafts, sports activities, tutoring, and field trips. Parents have an open invitation to attend all sessions and frequently accompany students on out-of-town trips with teachers and other school staff. During the summer, students participate in structured activities for two hours daily, Monday through Friday.



"To evaluate SUCCESS, we closely watch attendance records, report cards, and group reporting documents (for discipline actions)," Green-Reed reported. "Teachers also report outcomes of parent-teacher conferences where we have noted positive changes in parents' attitudes toward their children and school. Student attendance has improved and disciplinary actions have decreased. Students and parents understand that we are here to help them get through whatever risk factors they experience in order to achieve SUCCESS!"

A federal Student Assistance Program Education grant provided \$39,500 for 1993-94 program costs. Students and parents incur costs for field trips.

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ST. PETERSBURG, FL

For fourth and fifth graders who manifest early signs of future problems, a united effort by a community agency, school counselors, teachers, and parents has resulted in turning discouraged and disinterested, potential dropouts into successful students. **Alpha** is a collaborative project based at Blanton Elementary by Operation PAR (Parental Awareness and Responsibility), a community-based agency for the prevention of alcohol, tobacco, and other drug (ATOD) use by youth. According to Alpha Director Linda Miller, the program addresses several risk factors, including academic failure, inadequate social skills, family management problems, alienation, and rebelliousness.



"Alpha serves children who will benefit from short term, intensive counseling, reduced class size, and emphasis on small group and individualized instruction," explained Miller. "The intensive academic instruction and counseling for the child is combined with counseling and effective parenting skills workshops for the parents, and with consultation and supportive staff development for the child's teachers."

Miller added, "The essential part of Alpha is the active participation of parents. To best serve the child, the entire family must be involved in an intensive effort to redirect the child to maximize his or her learning potential. Besides monthly counseling sessions with the family, we routinely contact parents with progress and problems. Parent workshops address ways parents can work to reduce risk factors in their family situation and build protective factors, as well as train them in positive discipline techniques."

Over the course of a semester, 60 students are eligible for Alpha's services. Divided into three classes of 20 participants each, students are instructed by two teachers; other school staff provide art, music, and physical education classes. Alpha's goal is to return students to regular classrooms on a full-time basis with diminished problem behavior and

improved social skills. Students receive clear no-use messages in an infused curriculum that covers ATOD awareness, responsible decision making, coping and problem-solving skills, friendship, abuse, and positive self-discipline. Parents participate in support groups and special counseling activities when available and needed.



The Alpha Program has been evaluated since 1987 through participant interviews, yearly alumni surveys, and reviews of student achievement tests, standardized self-concept measures, attendance records, and retention rates. Miller reported, "The main reason for Alpha's success is the drastic improvement teachers observe in students. WRAT-R Achievement Test scores show a minimum of six months growth in academic functioning upon program completion for 95% of the students. Other results are: students exhibit improved social behavior; no students have been reported for ATOD use or treatment and family members have been referred for services; school attendance has increased and no skipping classes has been reported; and 100% of parents who attend parenting classes report learning at least four new parenting skills as measured on a pre-post training test. For a population with a high prevalence of working, single-parent homes, mobility, and family dysfunction, our long-term data analysis shows that Alpha is a successful strategy to prevent potential dropouts and ATOD use among students."

Alpha's Steering Committee (school and district administrators, teachers, community representatives, and the Alpha director) meet regularly to plan and solve problems and arrange ongoing training for school faculty. State and district funding and a Citicorp contribution covers its annual budget of \$539,450 for serving 120 students and their parents.

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BETA PROGRAM

PENSACOLA, FL

Each year, Pensacola's Community Drug and Alcohol Commission targets 60 middle school students for the **Beta Program**, an exemplary effort for preventing alcohol, tobacco, and other drug (ATOD) use among youth. Student selection for the program is based on teacher referral, parent recommendation, and academic achievement. Additional risk factors identified by program staff may include lack of school commitment, little family-school bonding, and family management problems. Strategies selected to strengthen protective factors for the selected students are academic tutoring, counseling, follow-up services for Beta graduates, and parent participation.



Because the Beta team considers the family the most significant influence on the academic and social growth of a child, staff members introduce the program to families during individual home visits to establish a positive rapport and trust.

Monthly parent meetings encourage cooperation, information sharing, and improved socialization among the families of Beta students. Parents are trained in pre-adolescent development, setting limits, and raising responsible children, and attend plays produced by the students that stress healthy behaviors and drug-free messages.

Program Manager Linda Terhaar explained the program's school structure: "Students are screened and pre-tested to determine special academic and counseling needs. A Student Participation Plan is then developed for each student with specific academic and behavioral goals; feedback and progress are noted on the plans. Sixth graders attend 45-minute, small group academic and counseling sessions three times each week, and individual sessions are held bi-weekly whenever needed. Our curriculum covers various issues. For example, a cultural awareness unit involves students in a variety of 'appreciation' activities including presentations by international college students from the University of West Florida and community representatives of different cultures. Beta provides seventh graders with weekly individual counseling and academic assistance as needed."

For a unique healthy alternative, Beta students are responsible for maintaining an agricultural greenhouse. Because many community organizations support the program, the agency finds ready acceptance for student service projects, a component that allows students to contribute in meaningful ways with businesses, civic groups, health services, law enforcement, social services, and volunteer/self-help groups.



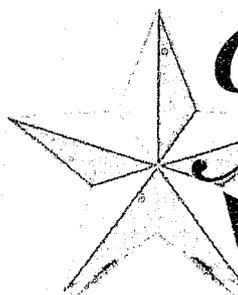
"Our results are encouraging," Terhaar stated. "Pre-post tests on the W-RAT showed 75% reading improvement and 96% math improvement for sixth graders, and 81% reading improvement and 85% math improvement for seventh graders. Observers reported an 80% reduction of Beta students' problem behaviors according to the Burkes Behavior Rating Scale, and 94% of students reported they did not become involved in ATOD use nor did they participate in delinquent behavior. Most students improved their score on the Piers-Harris Children's Self-Concept Scale."

A state Drug-Free Schools and Communities grant and in-kind contributions from the community agency provided \$128,446 for Beta's cost during 1993-94.

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COMMUNITY CRUSADE AGAINST DRUGS

MIAMI, FL

The Community Crusade Against Drugs of South Florida, Inc. is a community-based agency inspired by a mission to provide positive lifestyle alternatives for youth at risk for alcohol, tobacco, and other drug (ATOD) use. Targeting African-American, Hispanic, and other youth living in high-risk environments, the agency sponsors numerous methods to reach area young people, including one-on-one academic tutoring and mentoring, structured field trips, and engaging students from area colleges and universities in administrative internships for academic credit.



Executive Director Tyrone Backers credits parents and community members for their critical collaboration in changing attitudes and reducing risk factors. "The success stories can be told because single-parent families cooperated to keep their children drug-free, because a missionary from Africa spent time discussing with teens how it feels to make a difference in the world, because busy doctors and business executives made it a priority to form significant attachments with youth who need caring adults to show them a better way."

Components implemented by Community Crusade enjoy widespread support by the Miami community:

- Be A Leader is a 12-week program that meets for two hours each week to develop communication and decision-making skills, and provides opportunities for youth to interact with community leaders.
- The Performing Arts Series draws large community audiences. The series focuses on cultural awareness and produces performances by national celebrities, art exhibits, and civic outreach events as a way to assist students in learning to respect differences in people.
- FACTS (Fun Alternative Collegiate Tutoring Skills) involves college students in Community Crusade's goal. The young adults spend time weekly with junior high students for academic assistance, educational field trips, sporting events, and leadership skills development.
- Safety Kids Production is a company of students who perform a full-scale musical that kicks off Red Ribbon Week activities each year.

- The "Born to Be Drug-Free" scholarship essay contest encourages seniors from all Miami high schools to inform the community about the dangers of drug use and its effect on society. Essays are initially screened by a committee of retired educators, then reviewed by a community leaders group, and finally forwarded to a national readers group to determine winners of the three scholarships of \$1,000, \$500, and \$250. In addition to the three top winners, four honorable mentions are named at each high school.
- Hawthorne Summer Camp in northern Florida provides a first time away-from-home experience in a country setting for most of the 25 urban youth who qualify for the tuition/transportation scholarships. Selected students have leadership potential, academic problems, and are at risk for ATOD use due to family and community factors.



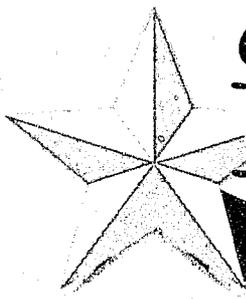
Backers and his staff collaborate with the North Dade Chamber of Commerce to present awards to students when they reach personal achievements in grades and attendance. Students are recommended for the awards by school staffs who monitor academic progress and attendance records. Regarding program outcomes from surveys and staff observations, Backers recalled, "We are especially proud that 90% of students who were attending alternative schools returned to their regular schools. These youth are now leaders in their schools and have greatly reduced the chance they will drop out. Students are more involved in community projects and have improved reading and math skills."

Community Crusade served 2,800 students during 1993-94 and is supported by \$242,570 from several sources: the State Human Resources Services, Metro-Dade Police Department's Law Enforcement Trust Fund, and various civic and corporate sponsors.

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DISNEY CREW PUPPET SHOW

ORLANDO AND CLEARWATER, FL

Partnerships between community organizations and corporations frequently produce effective strategies to prevent alcohol, tobacco, and other drug (ATOD) use among youth. In central Florida, The Center for Drug-Free Living in Orlando joined with Walt Disney World four years ago to create **The Disney Crew Puppet Show**. The program features a troupe of puppeteers and a prevention specialist who travel to elementary schools in three counties (Orange, Seminole, and Osceola). In 1992, Operation PAR (Parental Awareness and Responsibility), a community-based substance abuse agency located in Clearwater, joined the partnership to bring The Disney Crew to 145 schools in Pinellas and Pasco counties.



Virginia Dickinson, prevention coordinator at The Center for Drug-Free Living, credits Disney World CEO Dick Nunis with taking a personal interest in promoting the show's expansion to other areas around the country. His commitment has ensured Disney's continued participation in ATOD use prevention programming by providing two crews of puppeteers who are trained in prevention information and techniques.

The Disney Crew presents a clear no-use message in an educational and entertaining way through a puppet show designed to discourage ATOD use. Targeted for third and fourth graders, the performance combines audience participation with a variety of scenes and musical numbers. During the presentation, a prevention specialist reinforces program components: decision-making skills, knowledge about negative consequences of ATOD use, and healthy alternatives. Follow-up activities include hands-on work in the classroom, completing The Disney Crew workbook developed by substance abuse specialists from The Center for Drug-Free Living, and take-home assignments to share with parents. To keep the show current, Walt Disney World has enlisted the help of school personnel, The Center for Drug Free Living, and Operation PAR to reflect more emphasis on the gateway drugs and changes in drug use prevalence among area youth.



Formal evaluation of the program began two years ago by Operation PAR in cooperation with researchers at the University of South Florida to see if the critical acclaim by educators, parents, students, and community leaders warranted the cost of the

program. A random sample from 20,341 students who participated in the Operation PAR project and a control group completed pre- and post-tests. Scores on 1,217 questionnaires were broken down into subscales that reflected knowledge, attitude, expectation, and application items. Survey results indicated that The Disney Crew participants showed increased knowledge about ATOD use and expected impact of using drugs, more negative attitudes toward ATOD use, and greater ability to apply their knowledge to real-life situations.

In Orlando, The Center for Drug-Free Living received \$250,000 from private sources to bring The Disney Crew to over 100,000 students in 180 schools. Operation PAR has received program funding from the Juvenile Welfare Board and the State of Florida Health and Rehabilitative Services. In addition, a volunteer fundraising committee in Clearwater has raised more than \$100,000 locally to supplement The Disney Crew's initial cost of \$250,000 as well as its annual operating budget.

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EARLY PREVENTION AND INTERVENTION PROGRAM

HiALEAH, FL

To prevent youth from entering the juvenile justice system, the City of Hialeah's Parks and Recreation Division combines employment for youth at playground facilities with structured educational sessions. The **Early Prevention and Intervention (EPI) Program** offers a community approach as an effective means to prevent alcohol, tobacco, and other drug (ATOD) use among youth at risk for dropping out of school, repeated academic failure, and behavior problems (violence or delinquent acts).



According to Coordinator Eduardo Capiro, "Our philosophy emphasizes nurturing youth's self-esteem by providing them opportunities for using newly-developed skills and teaching them to take responsibility for their actions. Youth ages 10 to 16 participate in an eight-week program. Three days a week, they report to an assigned park for two hours of working closely with our recreational professionals on job-related tasks. We hold structured, two- and three-hour meetings and trainings on the other two days to help them develop resiliency against ATOD use as they learn necessary life skills, the dangers of drug use, anger control, and resisting peer pressure."

Each year, approximately 100 fourth to ninth graders are eligible for the EPI program which exposes them to guest speakers, video training, skills workshops, and rap sessions that address risk factors in their lives, primarily low commitment to school,

academic problems, family management issues, friends who use, and early ATOD use. To address prejudice and hate crimes experienced by the youth (94% are Hispanic), Capiro and staff take participants on various field trips to expand their appreciation for other cultures.



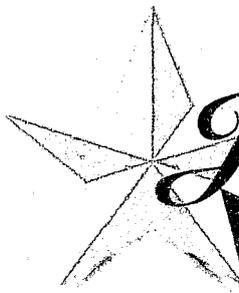
To measure results, EPI program evaluators administered pre-post tests on four self-esteem scales, two anger scales, an index of peer relations, a loneliness questionnaire, and an assertiveness scale to measure results. Three significant findings indicate that, on average, program participants felt better liked by their peers, less angry, and more assertive after their EPI experiences.

Federal and city funds provided the \$142,850 for program costs.

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JUST FOR GIRLS

BRADENTON, FL

Providing informal and structured sessions in a gender-specific learning environment has been a winning combination for **Just For Girls**, a community-educational organization. Now in its twenty-fifth year for K-12 girls in Manatee County, Florida, the program recruits girls from 28 public and private schools for this after-school approach to prevent use of alcohol, tobacco, and other drugs (ATOD).

"Our mission at Just for Girls is to provide the framework within which our girls can aspire to more successful lifestyles, seek meaningful and financially-equitable employment, and become responsible, caring members of our society," said Becky Canesse, executive director for the program. "To meet our goals, we design projects that broaden a girl's knowledge base, increase necessary life skills, and provide opportunities and alternative options that enable her to set and reach her goals."



Canesse credits community collaboration for the program's high level of achievement. "The success of Just for Girls is a direct result of the cooperation for referrals and technical assistance with local agencies such as Manatee Glens, Manatee Palms, Community Partnership, our drug-free schools coordinator, law enforcement groups, and area schools. Blending cognitive development and social influence models with a clear, no-use message is a successful combination for our girls."

Just for Girls incorporates multiple strategies to decrease risk factors and increase protective factors for the 465 girls who participated daily during 1993, a 15% increase over 1992:

- Project CHARLIE (Chemical Abuse Resolution Lies In Education), the core skill development and ATOD use prevention curriculum for elementary students and their parents
- Friendly PEERSuasion pairs teens with girls ages 6 to 10 to increase prevention knowledge and provide refusal skill practices
- Roots and Wings, a two-year old effort focusing on cultural awareness and sensitivity training, job skills development, and career exploration
- GIRLS (Girls Initiative for Renewed Learning Sources), an alternative school structure designed to reduce dropout rates for girls in high-risk environments

- Other curricula (Choices, Preventing Adolescent Pregnancy, Girl Power/Health Power, and Career Choices) deal specifically with multiple family and individual risk factors

Daily homework sessions, specialized classes in math and science (Operation S.M.A.R.T.), library visits, and tutorial and special alternative education programs have produced remarkable progress in academics: the average grade level of girls who entered the program four years ago was D-; the group average has increased to B- as a result of program participation.



Results are measured with pre-post test surveys on knowledge and attitude, self-reporting questionnaires for ATOD use, report cards, observation and role-playing to determine social skills development, and meeting with families to check out family management, parental views, and parent/child relationships. According to multiple national, standardized tests administered by their schools, the girls increased their basic academic skills an average of five grade levels in a six-week period. Additional outcomes include: no experimentation or use of ATOD reported by participants; no adolescent pregnancies among regular members; individual goals being met, improved decision-making skills; and reduced dropout rates through implementing alternative education programs. Evaluation of self-esteem is monitored with the standardized Self-Esteem Index which shows members' average rating at 98% (out of 100%), representing an increase of 59% over the past four years.

Roots and Wings served 1,225 girls this year at a cost of \$978,450. Funding was provided by federal, state, and local government grants, foundations, fees and dues, and donations from Kiwanis and United Way.

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JUVENILE SUBSTANCE ABUSE PREVENTION PROJECT

Miami, FL

The **Juvenile Substance Abuse Prevention Project** provided a comprehensive, multi-level approach to alcohol, tobacco, and other drug (ATOD) use prevention for residents in Metro-Dade County housing complexes. Primarily African-American students in grades three through nine and their families participated in a broad spectrum of educational, recreational, social, and mental health treatment services, including: an ATOD use prevention group curriculum for students; the Nguzo Saba, a self-development program that teaches the "Seven Principles of Blackness"; youth sports teams; and a communication network for sharing knowledge about community resources.



"To enhance maximum family participation, the program's philosophy included maintaining a flexible approach for each component and a healthy respect for client self-determination," Project Manager Edward McKinney stated. "We provided services that are intensive, accessible, and convenient for our clients. Our experienced staff carefully followed recommendations by the project advisory council and individual clients so that everyone felt real ownership in the community partnership."

The project's advisory council met monthly and was comprised of ten people from various community organizations. In addition to being advocates for public housing residents, council members with professional expertise presented seminars and workshops on tenant rights, sex discrimination, changing community norms to support drug-free communities, and negative consequences of drug use for adults.



"The project's evaluation team carefully selected a culturally-sensitive instrument and used focus groups to obtain additional feedback for measuring program outcomes," McKinney stated.

"Comparing participants to a control group in a pre-post format, we found the following results: increased student and parent knowledge of harmful effects of ATOD use; increased self-esteem; improved cultural awareness and pride; and improved student behaviors in family interactions and peer relationships. School attendance increased and truancy/dropouts decreased. The residents increased their protective factors that will ensure these children a healthy, drug-free future."

The Center for Substance Abuse Prevention funded the program for four years at a cost of approximately 1.2 million dollars. A total of 1,114 youth and 650 families received project services during the four-year grant period.

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OASIS PROGRAM

St. PETERSBURG, FL

The Oasis Program uses lessons learned from the outside environment to strengthen and protect the inner environment of sixth- to eighth-graders in Pinellas County. Youth and their parents build positive family, academic, and life skills through student and family wilderness experiences; individual, family, and group counseling; parent participation and support groups; experiential education; and after-care in the school system when the program is completed.



The Oasis Program targets youth who are at risk of dropping out, alcohol, tobacco, and other drug (ATOD) use, and delinquent behaviors through referrals from school counselors, other social service agency personnel, friends, and/or family. The program addresses protective factors by providing youth and parents the opportunity for participation and involvement, a sense of succeeding at a meaningful task, a chance to develop independence, and consistent emotional support from supportive adults.

Oasis develops parental involvement by taking parents and students away from the home environment to canoe and camp for three to five days. This experience, which is repeated twice per course, builds family communication, team cooperation, self-worth, and a sense of responsibility. Furthermore, parent groups include role playing exercises, peer feedback and support, and lessons in positive parenting on an ongoing basis.

Outdoor experiences provide a stimulating addition to academics. To study Florida history, students visited various historical reenactment events and toured historic homes. A science

lesson included building an indoor pond to study the effects of pollution on the environment. Students also benefit from computer training, field trips to various colleges, and job skill development.



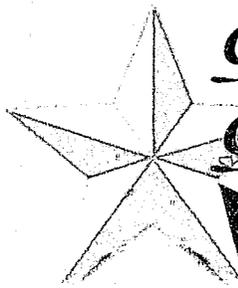
Oasis uses pre- and post-tests, as well as counselor casenotes, HRS juvenile delinquency records, Pinellas county schools grading and attendance records, and a parent/student satisfaction survey to evaluate its outcomes. Of seven measurable objectives, five were met and exceeded, while the remaining objectives averaged 93% of the expected outcome.

The program serves 60-75 youth and 70-90 parents at a cost of \$293,280, funded by the Juvenile Welfare Board of Pinellas County, the City of St. Petersburg, the Governor's Drug-Free Grant, and private donations. Regular volunteers include the city fire department, private citizens, community speakers, and students' peers, who work together to convey the no-use message at the heart of the Oasis Program.

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PINELLAS COMMUNITY PARTNERSHIP PROGRAM

CLEARWATER, FL

“Members within each community know what works best in their neighborhoods and know how best to go about getting something accomplished.”

— Joseph Citro, Program Director



The Pinellas Community Partnership Program takes an aggressive, grassroots approach to neighborhood revitalization through citizen empowerment and mobilization. By weaving a comprehensive web of community support, the program strives to improve the overall quality of life in target neighborhoods by reducing and alleviating alcohol, tobacco, and other drug (ATOD) use and related crime. Joseph Citro, program director, explained: “In less than two years, the program has facilitated the development of three distinct citizen-driven community partnerships, each with its own approach to prevention. The partnerships thrive under the philosophy that given adequate access to resources, the community has the talent and initiative to work hand in hand with government as partners rather than as ‘the governed.’”

Though only midway in its funding cycle, the program has significantly impacted each of its target communities: North Greenwood, Safety Harbor, and Tarpon Springs. With guidance and technical assistance from the Pinellas Community Partnership Program, residents from each of these communities have organized and named themselves, identified their priorities, established strategies to address these priorities, and reached into their communities for support. Programs and activities include recurring drug-free rallies and marches, youth essay contests, late night basketball, specialized parent/teen workshops, citizen crime patrols, drug-free workplace campaigns, smoke-free support initiatives, and neighborhood-based counseling and referral centers.

While each of the three partnerships defines its own by-laws, goals, and structure, they all have four common objectives: 1) to reduce by 10% the prevalence of ATOD use among middle

and high school students residing in the community; 2) to reduce by 25% the number of drug and drug-related arrests among juveniles and adults residing in the community; 3) to significantly increase the level of resident involvement in ATOD abuse prevention programs and activities in the community; and 4) to significantly improve residents' perception of their community as a good place to live.



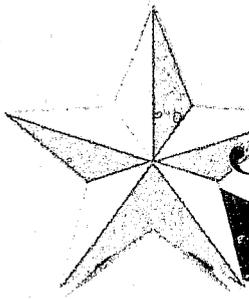
A team of researchers from the University of South Florida works with community coordinators to evaluate program events and activities through questionnaires and follow-up surveys. The team has completed several major studies to evaluate the program's effectiveness, including a Needs Assessment Survey, Youth Prevalence Survey, Community Awareness and Satisfaction Survey, and several focus group studies. Results from these surveys provide a basis to judge measurable outcomes in each community. In addition, crime statistics detail a reduction in drug and drug-related arrests. In one of the partnerships, the North Greenwood community, overall crime has dropped 20% since the inception of the program in 1992.

Community residents and volunteers are the driving force behind the Pinellas Community Partnership Program. Approximately 375 different organizations, agencies, neighborhood groups, and special populations provide support and are represented. The partnership, which receives funding from the Center for Substance Abuse Prevention, has an annual budget of \$350,000.

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SAIL TEAMS

TAMPA, FL

DACCO (Drug Abuse Comprehensive Coordinating Office) in Tampa has discovered an effective prevention strategy for area teenagers at risk for alcohol, tobacco, and other drug (ATOD) use. Serving 41 junior and senior high schools in Hillsborough County, DACCO created **SAIL (Students Assisting in Life) Teams**, a peer mentor program that matches up teens with elementary school children from their neighborhoods. The youth live in housing projects where crime rates are high, community resources are lacking, and families are economically disadvantaged.



Coordinator Daniel Fox explained the noteworthy practice: "SAIL is part of a school-based, comprehensive effort for selected students living in Tampa's inner city communities. The factors that put them at risk include repeated failure in school, likelihood of becoming a dropout, low self-image, and they may have committed a violent or delinquent action. We provide skills development and meaningful opportunities to assist younger children as a way to enhance the mentors' resiliency against ATOD use and other unhealthy behaviors."

SAIL Teams participate in a ten-week training program centered around the Youth Helping Youth curriculum to enhance their knowledge and awareness of ATOD use prevention, social and refusal skills, conflict management, and alternatives to drug use. The students design action plans that outline presentations they will make at elementary schools; how they will involve their elementary partners in community programs (i.e., Boys and Girls Club activities); and special projects for the community.



Reported results of the program are based on comparisons for SAIL students during the 1991-92 and 1992-93 school years: the dropout rate decreased from 5.6% to 4.5%; grades were maintained or improved by 91% of students; pre-post test survey scores for ATOD use prevention knowledge increased for 83% of students; 67% of students increased ability and confidence in public speaking; and schools reported no students were suspended or had any major discipline referrals.

Funding the \$268,000 program was obtained from multiple sources: a U.S. Department of Education Drug-Free Schools and Communities grant; a Florida Department of Education grant; Hillsborough County School District funds; and an Agency for Community Treatment Services grant.

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Understanding Yourself

Tallahassee, FL

At Florida A&M University, elementary and secondary students have a unique opportunity. They can attend the Developmental Research School, a fully-accredited K-12 school located on campus, where professors test the effectiveness of prevention strategies in a real-life setting. School Improvement Coordinator Carolyn Ryals developed **Understanding Yourself**, a curriculum designed to prevent alcohol, tobacco, and other drug (ATOD) use by youth through integrating self-awareness factors with skill development, and implemented it two years ago at the laboratory school.



"We use a formula to help students make wise decisions to avoid ATOD use," explained Ryals. "The formula is P=S+S+S+S: prevention = self-respect + self-confidence + self-control + self-motivation. Our goal is to ensure that students will adapt this approach as a part of their ongoing life management."

The program begins each year with a two-week training for the school's 549 students where they learn information about the harmful effects of ATOD use, healthy alternatives, refusal skills, communication techniques, and decision making. Teachers daily spend time during the homeroom period to reinforce skills and relay new information. Throughout the school year, various strategies are implemented. Older students spend time in elementary classrooms to assist younger children in using the skills; DARE (Drug Abuse Resistance Education) officers deliver prevention curriculum to middle schoolers and make special presentations to other classes; nurses and other

university and community leaders make presentations on various topics. In addition, parents are informed about the program and provided information for encouraging students to practice skills at home.



"We monitor student records and use pre-post testing, teacher evaluations, parents' feedback, and observations to evaluate the program's effectiveness," Ryals said. "Decreases in school risk factors are evident. There are less academic failures, fewer tardies and absences, fewer disciplinary referrals, and less skipping of classes. Student self-report surveys indicate increased self-esteem and improved commitment to eliminate ATOD use. A very encouraging outcome is the adoption of Understanding Yourself by a community group called Becoming A Man which focuses on the healthy development of young African-American men."

A state Drug-Free Schools grant of \$6,000 provided for development of the three-volume curriculum.

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PEER BUDDIES PROGRAM

MACON, GA

How did school staff in Bibb County, Georgia increase protective factors and decrease risk factors for eighth- through tenth-grade students at risk for alcohol, tobacco, and other drug (ATOD) use, academic failure, dropout, and teen pregnancy? The **Peer Buddies Program** found a way by providing summer employment for the middle school youth with a unique focus not widely reported for peer support efforts. Dr. Deborah Jean Baber, Bibb County Schools' wellness/drug free schools coordinator with a doctorate in adapted physical education, recruited 100 peer buddies from four schools who had high absentee rates, poor grades, and were living in at-risk environments to be partners for 30 students with disabilities (many who had never been in integrated settings with "abled" youth).



Originally established in 1992 as a two-week summer pilot project, the program focused on providing peer buddies with positive employment opportunities that included taking responsibility for their partners, and a summer outing experience for students with disabilities. Baber joined with community groups (including the Macon/Bibb Respite Task Force, Museum of Arts and Sciences, churches, fire department, and county recreation department) as partners to provide input and assistance in a variety of ways. For example, the Department of Family and Children's Services through its re-establishing employment program for adults, provided and trained paraprofessionals to help supervise and assist peer buddies in learning friendship skills and sensitivity training for students with disabilities; and the Mental/Health/Mental Retardation/Substance Abuse Department supplemented the staff with respite caregivers and supplies.

In 1993, the program expanded to nine weeks during the summer with a number of structured activities and presentations held at Southeast High School: rhythms and other physical activities, dental hygiene, computer classes, arts and crafts,

music with homemade instruments, clowns, puppet plays, and story time. Students attended field trips together, and peer buddies were responsible for meal preparation and clean up. Staff members provided follow-up activities throughout the school year for students to keep in regular contact with their partners.



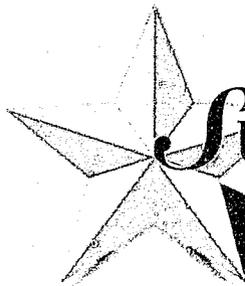
"This program has already been a life-changing experience for many of our peer buddies," said Baber. "In 1992-93, no dropouts occurred for ninth graders, the critical year for dropouts in Bibb County, absenteeism decreased to less than three days for most students in the program, and through monitoring academic records, we noted increased grades for a majority of peer buddies. We will continue to track these students during high school for retention and academic progress. They will also be invited to continue working during summers, provided they remain in school and maintain good progress toward graduation. The most heartwarming outcome is the number of peer buddies who continue as volunteers after their scheduled employment is completed."

A state Drug-Free Schools and Community grant, community block grant, and fees paid by parents of children with disabilities funded the \$50,000 cost for Peer Buddies.

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SUPER STARS

ATLANTA, GA

SUPER STARS (Substance Use Prevention & Education Resources/Self-Esteem Through Arts & Recreation Sessions) is a holistic, comprehensive, primary prevention program designed around the performing arts and implemented by the Metropolitan Atlanta Council on Alcohol and Drugs (MACAD). "A unique feature of the program is its culturally-competent focus, explained Dr. Gregg Raduka, project director. "That is, we assist young people in appreciating and respecting differences between their own and others' cultures."



During development of SUPER STARS, the agency performed a "four-way match" among salient risk/protective factors, content areas, prevention consultants with expertise in the selected content, and artistic consultants. As a result, the program has two versions, Afrocentric and Multicultural, that use a variety of artistic modalities (dance, music, song, mime, storytelling, improvisational theater, puppetry, and mask-making) to reach parents and their children with a clear no-use message.

Program format for SUPER STARS' educational component accommodates youth and parents separately or together, depending on content or objectives. Seven, two-hour core workshops teach groups separately about sense of self, cultural legacy, feelings, group cohesiveness, family dynamics, communications skills, decision making, and stress management. Two, two-hour "booster" sessions bring families together to work on preventing violence through effective conflict management and learning how to enjoy life without ATOD use. Various artistically-inclined facilitators make presentations or engage families in creating art pieces that enhance learning the session's content. Multiple agencies such as Boys and Girls Clubs of Metro Atlanta host the program; typically, eight to ten fami-

lies per location are served during the two weeks required to present the core program.



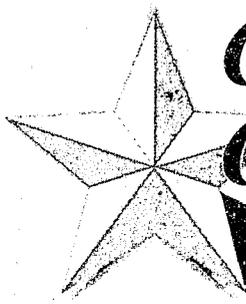
Dr. James Emshoff of Georgia State University performed process, outcome, and impact evaluation using observations, pre-post tests, follow-up assessments, and surveys. His report indicates significant increases for parents in communication skills, belief in value of extended family members, time spent with children, pride in family history, feeling good about self, knowledge of appropriate ways to cope with stress and release anger, and problem-solving skills. He also found a significant relationship between the number of sessions attended and how influential parents feel about preventing ATOD use by their children. For youth, he discovered significant increases in cultural awareness, how well they like themselves, positive feelings about their families, and the likelihood of discussing problems with parents.

Program Coordinators Raduka, Delores Anderson, and Refilwe Moeti, working with various host agencies, served 2,100 youth ages 6-11 and parents at approximately \$250,000 per year for three years in direct costs. Funds are provided by the Center for Substance Abuse Prevention which selected SUPER STARS as one of twelve model programs recommended for replication.

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CATHOLIC SCHOOLS CONFRONT ATOD

LOUISVILLE, KY

Ten years of adding new components in order to reach the entire school community has been effective in creating a comprehensive program for prevention of alcohol, tobacco, and other drug (ATOD) use by over 23,000 youth in the Archdiocese of Louisville's 60 elementary and 11 secondary Catholic schools. **Catholic Schools Confront ATOD** employs a full-time prevention coordinator and administrative assistant to manage a multifaceted approach through classroom instruction, a variety of support groups, prevention clubs, and training for students, parents, teachers, counselors, and administrators in the metropolitan community.



All schools have a comprehensive ATOD curriculum. The DARE (Drug Abuse Resistance Education) program is presented to all fifth graders and a new junior high version has been piloted in two schools. A new curriculum for specifically preventing tobacco use, the "Unpuffables," was piloted this year for all fifth graders. A Louisville-based corporation funded the entire project; it is available across the United States through local American Lung Association offices.

After-school self-esteem groups are offered at 47 elementary schools. Communication skills are emphasized in the curriculum developed specifically for the groups. The objectives for the groups are to increase students' appreciation of self; enhance their contributions to family, classroom, and school community; and reduce the number of behavior problems during class. Teachers report increased cooperation from students and decreased discipline problems.

Parents and their children attend an orientation meeting about the Catholic Schools Confront ATOD program, held to enhance parent-child communications, and return for a closing session to evaluate the program's success. Results indicate that parents see changes in students' attitudes toward themselves, their family, school, and peers. Due to increased involvement in their children's lives, parents asked for ATOD educational programs. As a result, three parent training programs are used to reach the diversity of cultures represented.

Other support groups led by school counselors target students environmentally at risk for use or abuse for a variety of reasons: divorce, grief, academic problems, users/abusers, and relapse. When teachers noted positive changes in behavior, better communication skills, and increased participation in class, they overcame their original objections and approved holding groups during class time when students may miss one class each week in order to attend sessions.

Among the various prevention clubs available at middle and secondary levels, high school students have a unique organization available: SHOL—Students High On Life. Student developers wanted an organization that got away from the just-say-no/don't-take-drugs mentality, so they selected a name that represents a significant outcome for them because they choose alternatives to ATOD use. They meet monthly to plan alcohol/drug free activities and sponsor quarterly events that enjoy wide appeal at their schools. SHOL members and other juniors and seniors also train to be peer leaders and teaching partners with the student assistant coordinator in delivering the ATOD curriculum in the classroom.

All principals, teachers, and counselors receive a two-day intensive training in prevention of ATOD use by youth, are updated through in-services each summer, and are offered specialized training on a variety of ATOD issues during the school year. Teachers who facilitate after-school support groups are trained in current ATOD information, group process skills, and attend monthly regional supervision groups for continuous professional development. Counselors who conduct the various support groups also meet monthly to maintain a support base for themselves through sharing experiences and strategies. Student assistant coordinators are clinically supervised by a community mental health agency consultant.



"Surveys administered to students in grades 6-12 for the past five years indicate positive results for Catholic Schools Confront ATOD," reported Susan Kocher, ATOD prevention coordinator. "Increased knowledge of the harmful effects of drugs and improved refusal skills taught in our curriculum have helped our students make the decision to remain drug free."

Catholic Schools Confront ATOD is funded by Title V, the AWARE Coalition for metropolitan Louisville, a Governor's Grant, and Seven Counties Mental Health Services/Champions Against Drugs.

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KENTON COUNTY TLC/CLC PROJECT

Ft. WRIGHT, KY

To increase students' opportunities for meaningful participation, Linda Verst, prevention consultant with Kenton County Schools, designed a dual-purpose project based on the statewide Teen Leadership Conference (TLC) model, also a *Shining Star* this year. Three years ago, she collaborated with area schools to create the **Kenton County TLC/CLC (Creating Leaders Program) Project** to meet two goals: The TLC segment would provide leadership training opportunities for more high school students in heavily-populated Northern Kentucky, and the CLC staff would train middle school students with leadership potential to take an active role in prevention of alcohol, tobacco, and other drug (ATOD) use by youth.

Prior to the TLC/CLC project, only six students from the county were eligible to participate annually at the state TLC which limits each high school to two students each year. To accommodate a greater number of high school students this year, two one-day TLC trainings were held. Kenton County TLC trained 99 students from four high schools and an additional 23 students served as youth staff during the events.



CLC met the needs of middle school students in Kenton County who previously had not experienced leadership roles in assisting peers to choose healthy alternatives to ATOD use. Using the TLC format, Verst and 17 high school youth staff trained 70 students from six middle schools through interactive workshops and activities that emphasized enjoying the teen years and reducing high risk behaviors. Parents got involved with the CLC staff, participating as workshop presenters and family group leaders, serving food, and cleaning up.

Project design and training format for Kenton County TLC/CLC closely parallels the state's TLC program. When completing the application to attend the events, students sign a pledge committing to being a good role model and staying free of illegal ATOD use. Adult trainers are members of area school faculties, community professionals, parents, and college students

who participate in ATOD use prevention training, follow-up sessions, and are provided the state TLC manual. To strengthen the protective factor of connection to a caring adult, each volunteer serves as leader of a "family" (small groups of 8 to 10 students) which meets regularly throughout the day to process information learned in workshops. Most family leaders also present workshops with a clear no-use message on a variety of topics such as conflict resolution skills, how to get along with parents, stress management skills, dangers in high-risk choices, and being a friend.



Evaluations completed by middle and high school students and youth staff indicate increases in knowledge about the dangers of ATOD use, greater awareness of drug-free activities for teens, and increased skills in resolving conflicts and reducing stress. "Many of the older teens joined prevention clubs on their high school campuses, an indication more students are creating, leading, and participating in drug-free activities," Verst reported.

The one-day format reduced costs for TLC and CLC projects since they did not require overnight accommodations. Funding for TLC is approximately \$3,000; CLC costs about \$3,700. Financial sources included Title V money, participant fees of \$5 or \$10, and donations of money and time from various community groups and individuals.

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KENTUCKY TEEN LEADERSHIP CONFERENCE

SOMERSET, KY

How about this for a positive attitude? "Our program is so well received and supported, that if present monies were withdrawn, I believe new sources would be readily found for its continuance," stated Judie Chandler Wilson, prevention consultant and coordinator for the **Kentucky Teen Leadership Conference (TLC)**, an exemplary practice for high school students across the state to prevent youth from using alcohol, tobacco, and other drugs (ATOD).



TLC's foundation is research-based and focuses on enhancing protective factors: positive social bonding, opportunities to participate in meaningful school and community involvement, development of skills, and developing a sense of strong commitment to family, school, and community. Beginning in 1987, state prevention professionals worked with Champions Against Drugs to design and implement a model based on the national teen institute format where youth meet yearly for a concentrated training in ATOD use prevention. The follow-up work these teens performed, based on action plans developed during the training, attracted the attention of various community leaders. At the present, TLC's community involvement now includes teachers, school counselors, coaches, SAP directors, health department employees, parents, and other volunteers active in the project.

Administered by a core team of prevention professionals across Kentucky, annual training is held for new adult staff recruited from experienced preventionists in ATOD use among youth. Conference leaders and adult sponsors of student groups attend sessions in group dynamics, cultural sensitivity, sexual harassment information, building community, and group activities. Youth staff are required to attend different trainings designed specifically for the teen audience.

According to Wilson, "What makes Kentucky's TLC program unique from similar programs across the country is the replication we have created at the local and regional levels. By establishing Youth Advisory Councils (YAC), we have created a means for all schools in Kentucky to have the opportunity to participate in effective prevention trainings. The structure we've created is effective in capacity building, providing a means for us to reach greater numbers of youth throughout the state."

The YACs are made up of teens who are already leaders actively involved in drug-free activities in their schools and communities. Each of the 17 regions in the state has a 12-member council that attends the state conference with representatives from

each region's prevention groups, schools, and other community groups. In signing the application to attend TLC, students make a commitment to a lifestyle choice to stay drug free. The sessions culminate in the regional teams creating an action plan to carry out during the coming year. Part of the plans include holding local and regional trainings to share the knowledge and strategies YACs gained during the summer conference. Wilson and her colleagues believe a key advantage of the TLC is an opportunity for students from different areas in the state to meet and work together. Committed to helping students appreciate differences, they actively recruit minorities to participate at all levels.



To measure whether they achieve their goal of having a positive impact on teens, TLC administrators conduct pre-tests before the conference to establish baseline knowledge and behaviors; six months after the event, post-tests are given.

Wilson reported the results: "We have noted increases in sound habitative concepts and life skills; knowledge about ATOD issues, harmful effects, and low-risk alternatives; participation in healthy alternatives; and use of positive peer pressure. Peer-led ATOD use prevention activities have expanded in local communities with a significant increase in the number of students taking part in the activities.

"An important outcome of TLC," Wilson continued, "is the establishment of a youth network for ATOD use prevention in Kentucky. The network includes college students creating similar experiences on their campuses after their involvement with TLC. Another exciting outcome of the program is the production of our manual which will be available after June 1994." She invites inquiries about its content and availability.

Funding for TLC totals approximately \$40,000 and was provided by Champions Against Drugs. In addition, many communities receive donations and in-kind services to supplement Title V funds for local TLC projects. This year, 250 youth were served.

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MAGIC CIRCLE PROJECT

PARK HILLS, KY

What happens when you can't find enough volunteers to keep your effective program for prevention of alcohol, tobacco, and other drug (ATOD) use going? Kenton County Schools Prevention Consultant Linda Verst found a solution: call on high school students seeking to find meaningful service projects and discover a winning combination. The **Magic Circle Project** is a small group "listening lab" activity started by the Mental Health Association (MHA) of Northern Kentucky in 1984 to address mental health issues such as self-esteem. Groups form a circle and create a safe and positive environment for identifying and expressing feelings and learning good listening skills. In recent years, however, daytime volunteers willing to be trained and monitor circles in area schools were becoming very scarce at a time when the population in Northern Kentucky was increasing rapidly.



Enter Verst who reached agreement with MHA to provide two trainers for instructing students recruited from three area high schools to facilitate circles in the classroom with teachers and elementary students as participants. Because they worked with high school students, the trainers modified the Magic Circle Training Manual, emphasized skills in listening and reflecting, provided clear guidelines so the students understood that they were not doing therapy, and held more practice sessions than is done with adult circle leaders. The training addressed ATOD use issues, provided a clear no-use message throughout instruction and follow-up sessions, and focused on developmental stages information. Elementary guidance counselors and a school psychologist participated by teaching special sessions on communication and active listening skills in classrooms at the elementary schools.



A formative evaluation process strengthened the project and built capacity for this approach with on-the-job-training for participating teachers and elementary students. Verst and the trainers monitored groups, provided feedback to the student leaders,

and facilitated passing the group leader skills on to the classroom teachers and eventually to the elementary students themselves. Follow-up sessions with the adults and older students addressed questions and concerns, with everyone brainstorming solutions and future action to take.

Through direct observation and interviews with teachers and the leaders, Verst evaluated the project and found positive results for their objectives: listening and other communication skills were improved for both high school and elementary students; students increased in self-esteem and strengthened self-concept; students increased their ability to identify and express feelings appropriately; and high school students learned organizational and facilitation skills for conducting Magic Circles. Once elementary school teachers started seeing students' improved behaviors, they encouraged their colleagues to ask for circles.

"This effort is the first time in Kenton County that high schoolers have been taught a specific skill to be used with younger children in a planned project," Verst remarked. "And Magic Circle would never have happened without the collaborative structure of a community-helping agency (MHA) working with teachers, guidance counselors, and administrators at the eight schools."

This year, 130 high school students held once or twice weekly circles for 600 elementary students. The cost was \$1,600 to teach the model and do follow-up sessions. Funding was provided by Title V and grants from the Greater Cincinnati Foundation and NARE.

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ONE HENDERSON

HENDERSON, KY

The community of Henderson County, Kentucky discovered the futility of "chasing activities" as a means for preventing alcohol, tobacco, and other drug (ATOD) use among youth. "We knew we had to find a way to change behaviors and address associated problems—violence and racism," according to Martie Gregory, student assistance program coordinator for Henderson County Schools. "Using the risk and protective factors approach, we designed a program that maximizes input and collaboration from multiple community levels. We called it **One Henderson**, a name that symbolizes our vision of unity in nurturing resilient, drug-free children."



One Henderson has a unique organizational structure composed of two groups that provide ongoing feedback about the community's efforts:

- The Multicultural Task Force includes representatives from law enforcement, the school system, business, civic groups, clergy, municipal government, students, and parents. Members' tasks are to seek community inclusion on countywide projects and to advise the school system on progress in racial harmony efforts.
- The Student Coalition has members from each grade level in the county school system (elementary, junior, and senior high). Leaders identified by teachers and classmates are representatives of all formal and informal groups of students. They address attitudes and conditions at their respective schools that hinder students' educational progress, creating strategies to enhance existing school efforts. Recommendations and progress reports are forwarded to the task force.



"The two advisory groups address many of the same issues," Gregory explained. "This united effort effectively promotes protective factors that buffer children against our existing risk factors, especially low commitment to school, low community attachment, friends who use, and family management problems. School attendance has improved, involvement in school activities has increased, and attitudes about ATOD use have changed. Student Coalition members express and demonstrate a renewed commitment to school and the community—these include students who refused to work together before joining the coalition."

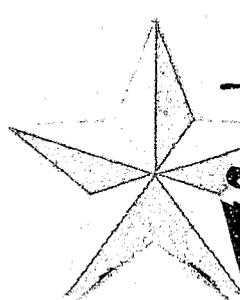
Approximately \$80,000 in staff time is provided by the school system for One Henderson's efforts, which serves 8,190 students.

Gregory believes One Henderson's efforts have made a difference because virtually every segment of the community is empowered to contribute in meaningful ways. "All of this representation comes together to give the community one voice in making a better future for our youth," she said.

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LACROSSE AND ACADEMIC TEAMS

WILMINGTON, NC

Providing protective factors can occur in a variety of ways, even through sports, as the New Hanover County Schools system has discovered over the last four years. Beau McCaffray, chemical awareness program coordinator for the schools, created the **Lacrosse and Academic Teams** for middle school students to provide healthy alternatives to alcohol, tobacco, and other drug (ATOD) use among youth. Team selection is based on bringing together students who live in high-crime areas with youth from surrounding suburbs, producing a heterogeneous team with different backgrounds and experiences. More than half of the 1992-93 team (54%) scored less than the 50th percentile on the 1991 California Achievement Test, an indicator of academic and conduct problems for students in Hanover schools. To engage in new opportunities to explore and develop their athletic, social, and academic skills, team members agreed to remain ATOD free and maintain academic and discipline standards.

"The multifaceted approach we chose includes life skills and academic tutoring with a Native American team sport," explained McCaffray. "We specifically selected lacrosse because it does not require particular physical attributes, it has demonstrated its ability to motivate middle schoolers, and it even initiates thoughts of attending institutions of higher education where the sport's highest level of competition resides."



From March through May, "practices" combine work on the sport with life skills development and academic tutoring sessions; they are held for two hours after school five days a week and most Saturdays. For three days each week, team members work on game fundamentals and conditioning with four coaches, which allows for small group work and connects students to a caring adult. A fourth day is devoted to social skills development: decision making, refusal techniques, communication, group dynamics, and leadership. The goal of the skills

component is to reveal resources and abilities to students that they may not be aware they have. The fifth day divides the team into groups of five students with a tutor so that students receive individual attention and immediate feedback about academic work, and students who have good study skills help teammates with their work. Tutors circulate progress reports to teachers to evaluate areas of need, and some adults provide incentives for good work, attendance, or effort.



The evaluation for the 1992-93 school year showed progress in the project's objectives: to improve academic performance and school conduct of team members. In comparing grade point averages between previous grading periods and the March-to-May period, 66% of team members showed improvement. Absences during the same period declined from 41 to 15 for the entire team, a 63% reduction. Suspensions, both in and out of school, declined over the 12 weeks by 74% and 37% respectively.

Lacrosse and Academic Teams were funded at four middle schools at a cost of \$24,000 per year with a Drug-Free Schools and Communities Emergency Grant from the North Carolina Departments of Public Instruction and Human Resources, a Housing and Urban Development grant from the Wilmington Housing Authority, and a youth sports grant.

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POSITIVE OPTIONS PROGRAM

CHARLOTTE, NC

When a student violates the school's alcohol and other drug (AOD) policy, what can caring administrators and parents do to make sure he/she makes healthier decisions in the future? Faced with this question, the Alcohol and Drug Defense staff of Charlotte-Mecklenburg Schools decided ten years ago to develop a mandatory educational series for students who violate school policy, and to include parents as participants and co-educators.



The result, the **Positive Options Program**, has been serving 150 to 260 students and their families a year ever since. According to Alcohol and Drug Defense Specialist Deena Culp, its success is due in part to its focus on the family as a source of support and stability for youth. "The program allows both the student and family to work together to seek positive alternatives to those forces that lead to alcohol and other drug use. It's prevention because it aims at reducing opportunities for negative behavior. It's also intervention because it works within the family unit—students and their parents—to reinforce the strengths of the family system."

The Positive Options Program consists of seven two-hour sessions held in the evenings. Guided by the school system's strong no-use stance regarding AOD involvement, sessions attempt to raise awareness about the dangers of AOD use, empower parents through resiliency-building lessons and skills development, improve communication and decision making for both students and parents, and provide appropriate referrals for follow-up training and counseling. Each session contains stated objectives for parents and students along with an evaluation form participants fill out to provide feedback on the session's value.

The facilitators of the program come from both the school system, community agencies, and the business community in Charlotte. All facilitators receive 16 hours of training, and must first apprentice as an assistant before facilitating alone. Yearly update trainings are held to provide curriculum changes, assignments, and schedules.



Culp reports that there were fewer referrals to the program during the 1992-93 school year than there were the previous year, and that one reason for this progress is that AOD use appears to be decreasing among Charlotte-Mecklenburg students. A 1992 survey showed a 7% decrease in alcohol use and an 8% decrease in marijuana use among students compared to data gathered in 1990, a sign of hope that the school system's comprehensive prevention efforts are working. Those who have attended the Positive Options Program have given it high marks for changing attitudes about drugs. Of the parents who attended the September 1992 class, 78% agreed that "Participating in the Positive Options Program will benefit me," and 100% disagreed that "There are not many things parents can do to combat their teen's use of drugs and alcohol." Student participants agreed 100% that, after attending the program, "I will think about possible consequences before making decisions."

With a budget of \$8,900 drawn from U.S. Department of Education Drug-Free Schools and Communities funds, the Positive Options Program served 161 students in 1992-93 and 139 students in 1993-94.

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PREVENTION THROUGH PARENTING PROJECT

RALEIGH, NC

“One family at a time” is the philosophy of North Carolina’s **Prevention Through Parenting Project**, which seeks to prevent alcohol, tobacco, and other drug (ATOD) use among youth, according to Project Coordinator Susan Crocker.



Recognizing the vital role parents play in preventing ATOD use among their children, as well as the valuable contributions they bring to community-wide prevention initiatives, Crocker and others with the North Carolina Department of Human Resources/Substance Abuse Services Section have committed Drug-Free Schools and Communities funds to ensuring that parents are included in prevention initiatives across the state. “Since it began in January 1989, the project’s mission has been to prevent ATOD use among youth in North Carolina communities. We accomplish this by stimulating local groups to implement programs that provide parents with information, skills, and support to become actively involved in ATOD use prevention for children in their own homes and communities,” explained Crocker.

To accomplish its goal of reaching parents, the project employs two major approaches to service delivery in local communities: 1) consultation and technical assistance, including information on how to conduct community needs assessments, suggestions on available parenting programs, sound criteria for selecting programs, strategies for program implementation, and methods of evaluating effectiveness; and 2) financial support, including the administration of a mini-grant program that provides up to \$2,000 in support to publically-funded or private non-profit organizations interested in developing or enhancing parent training efforts.

In order for communities to implement an effective parent training program, they must first select a program which meets their needs. The staff of the Prevention Through Parenting Project is ready with specific information on the variety of programs available, as well as advice on how to review programs for cultural relevance, reading levels, appropriate language, and other considerations.



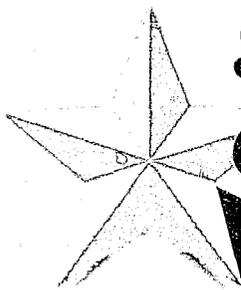
The project’s staff has found networking with communities that are doing parent training to be one of the project’s greatest strengths. According to Crocker, the linkages developed with and among communities are extremely important for gaining insight into the effectiveness of the project and understanding the barriers that keep parent training programs from working. Networking is also an important tool for the professionals and volunteers at the grassroots level who are often the facilitators of parent training. By sharing with others, communities learn a great deal about making their program more effective.

The project is well on the way toward meeting its goal of making parent training available in all of North Carolina’s 100 counties. Currently, 57 counties have worked with the Prevention Through Parenting Project to develop programs with 22 additional counties having access to these programs. Additionally, 73 mini-grants totalling \$130,440 have been awarded across the state to further the efforts of local communities. The project has received a great deal of media attention, which has helped meet the goal of raising public awareness regarding both the need for parent training and the availability of good programs statewide.

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THE DPI FAMILY CONNECTION

RALEIGH, NC

School administrators have long realized how valuable a strong partnership with parents can be in a child's education, especially when a child comes from a high-risk environment for academic failure or alcohol, tobacco, and other drug (ATOD) use. This shift in who's responsible for educating children requires changing perspectives of many school personnel: away from "trying to fix the child" to gaining a systems view of the child's behavior; focusing on understanding the family rather than changing it; and empowering parents to be the experts in their children's lives and securing resources to assure academic success. In seeking to meet the challenge, the Department of Public Instruction (DPI) for North Carolina has discovered a method to promote a strong, viable connection between schools and families with **The DPI Family Connection**. Developed by the Alcohol and Drug Defense Program and Dr. John T. Edwards, the program has trained 800 school personnel from across the state in the last two years.



Through an intensive, two-day training, student services teams (teachers, counselors, and other school staff members) learn essential skills for relating more effectively with parents and their children to reduce behaviors or life circumstances that place students at risk for academic problems and ATOD use, as well as other unhealthy behaviors. Experiential sessions provide school personnel with practice in a structured family interview process designed to empower parents and gain their support in resolving academic and behavioral problems of their children. Topics covered include the systems approach to family dynamics, effective interviewing skills, types of family structures, "mapping" family situations to better understand the complexity of families, positive reframing to deal with negative behaviors, action planning, and strategies for effective referrals to community agencies.



Three short-term objectives have been achieved in the program's first two years: the development of a refined training module and materials, commitment of practicum participants to implement training design for the next two years, and a plan for ongoing training to meet the needs expressed by local education agencies throughout North Carolina. Because of participant feedback, The Family Connection Training of Trainers has been designed with a full-year practicum to build capacity for this initiative. Ratings for the trainings have been uniformly high and have indicated that participants perceive the information and skill acquisition critical for assisting families and students who are at risk for academic failure and ATOD use. A long-term evaluation is in progress to determine the effectiveness of The Family Connection program. The evaluation protocol will attempt to measure the extent to which learned skills become a part of the trained staff's repertoire in working with parents and students, and whether using the skills results in positive outcomes for students as well as for those staff who apply them.

Targeted for K-12 school staffs to serve 1,624,913 North Carolina students, The Family Connection has cost \$70,000. Funding was obtained from the U.S. Department of Education Drug-Free Schools and Communities Program and State Allocations for Alcohol and Drug Defense Programming.

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WILSON COUNTY DREAM TEAM

WILSON, NC

Super-star high school athletes in North Carolina are serving younger students in special ways through membership on the **Wilson County DREAM (Drug Resistance Education by Athlete Mentors) Team**. Ten student-athletes from the area's three high schools are selected each year to promote positive leadership and drug-free lifestyles to students at the county's 18 elementary and middle schools.



Criteria for team selection begins with a commitment from each applicant to remain drug-free. Attitude, sportsmanship, academic performance, leadership, and communication skills are also considered before granting membership. The DREAM Team's orientation and training prepare the students to form a new kind of team whose goal is to present a united approach to young students to remain drug free.

Pattie Renfrow, ADD (Alcohol and Drug Defense) coordinator for Wilson County, reported, "During visits to schools, the athletes participate in various ways: speaking to classes, assisting in class activities, working with small groups or one-on-one, and eating lunch with students. Presentations cover various topics relevant to each school's expressed needs: what's high school really like; awareness of alcohol, tobacco, and other drug (ATOD) harmful effects; academics; discipline; violence prevention; family issues; and dealing with peer pressure."



For the past two years, evaluation surveys, staff observations, and follow-up discussions indicate younger students' improved attitudes and commitment toward school, increased involvement in school activities, and the positive social bonding occurring

between team members and younger students. Results for team members indicate improvement in grades and increased DREAM Team participation.

This effort to prevent ATOD use by youth has received multiple recognitions and awards which have led to replication of the mentor program by school districts across the state. "By 1995, our state high school athletic association hopes to have a DREAM Team in every county," Renfrow stated. "The word is spreading farther: After a statewide conference presentation by team members, Alabama schools contacted us about initiating the concept in their state."

Thirty student-athletes per year make up the DREAM Team. During 1993-94, the team interacted with approximately 500 high school students, 5,352 elementary students, and 2,743 middle school students. Community donations and a state Drug-Free Schools grant provided the cost of the program (\$200) which covered lunches for school visits and team T-shirts.

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EDUCATIONAL DRUG PREVENTION PROGRAM IN PRIVATE RELIGIOUS AFFILIATED SCHOOLS

SAN JUAN, PR



Taking its message on the road, the **Educational Drug Prevention Program (EDPP) in Private Religious Affiliated Schools** has served over 20,000 students since 1991. The program features mobile units which serve as resource centers for 40 elementary to high schools located across Puerto Rico. Staffed by a full-time prevention specialist for alcohol, tobacco, and other drug (ATOD) use by youth, each mobile unit carries a variety of educational, curricular, and audiovisual materials and equipment for use by the specialist, the school ATOD team, teachers, students, and parents. Mobile units visit each school once or twice a week, depending upon the school's enrollment.



In response to local needs, each school's ATOD team and the ATOD prevention specialist develop an action plan which is used to guide educational activities for that school. These school teams build capacity and assure continuity of the program's objectives.

The program provides nine mobile units per four or five schools; organizes and trains 40 local school prevention teams; develops a training plan for teachers that will lead to inclusion of two or three prevention-related activities pertinent to the subject matter they teach; organizes and trains a group of approximately 900 students as peer facilitators. EDPP's objectives include the development of at least six ATOD use prevention activities for students and parents in their school and community; and to increase knowledge of the consequences of ATOD use by 80% among participating students.



EDPP has increased ATOD knowledge among students as measured by pre-post testing, improved motivation and commitment among teachers and peer facilitators to deal with ATOD issues, and provided effective resource centers to the schools and communities served. As testimony to the positive response to the program among Puerto Rican schools, approximately 100 private and public schools have applied for inclusion in the ATOD program. This response includes requests from the superintendent of Catholic Schools and the executive director of the Puerto Rican Private Education Association.

A new proposal is being submitted to the Department of Education to expand the program by 26 schools, for a total of 66 schools served under the program. During the 1993-94 school year, the Educational Drug Prevention Program's budget was \$905,000, funded by the Drug-Free Schools and Communities Act.

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HELPING CHILDREN AND THEIR FAMILIES FACE DRUG ABUSE

GURABO, PR

The Cooperative Extension Service of the University of Puerto Rico and Gurabo's Department of Education have developed **Helping Children and Their Families Face Drug Abuse** to reduce or eliminate seven risk factors for alcohol, tobacco, and other drug (ATOD) use.



The school-based project, which targets children between the ages of seven and eleven, addresses the following factors that may put youth at risk for ATOD use: low self-esteem, inappropriate ATOD knowledge, negative peer pressure, school misbehavior and absenteeism, low bonding between parents and school, inappropriate use of leisure time, and low academic achievement. A comprehensive curriculum guide for each grade provides developmentally appropriate lessons for students in grades two through seven.

Since 1991, Helping Children and Their Families has sought to significantly improve the self-esteem of youth through better academic performance and peer relationships, to significantly increase appropriate knowledge and attitudes towards ATOD use, and to significantly increase parental participation in school-related functions. The program also provides tutoring in math and Spanish twice a week to students who need extra attention.



Though only in its third year, Helping Children and Their Families has already noted considerable success with the students who have participated. To measure self esteem, students complete a pre- and post-test self-esteem inventory; pre- and post-tests also measure changes in students' attitudes towards

ATOD use. Academic records help evaluate improvement in the school performance of students who are tutored, while parental attendance at school activities is monitored to gauge increased parent-school bonding.

To determine its effectiveness, the program compares its evaluation results with those from a group of students who are not involved in Helping Children and Their Families. Differences between the two groups indicated the benefits for the program group: a 50% improvement in math and Spanish academics; a significant increase in self-esteem, according to the Coopersmith Self-Esteem Inventory; increased ATOD knowledge; and increased overall grade point average. A 100% passing rate of students from the third to fourth grade in the program group compared favorably to the previous year when 11% of the same students were retained in the previous grade.

Helping Children and Their Families operates on a \$249,326 budget funded by the Center for Substance Abuse Prevention (CSAP), with additional facilities provided by the Department of Education and the University of Puerto Rico.

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YOUTH ADVOCATES

RIO PIEDRAS, PR

Acknowledging the potential of youth to promote prevention among their peers, **Youth Advocates** has enlisted over 3,600 students to develop and implement prevention plans for their schools and communities. These self-governing prevention organizations promote awareness of the consequences of alcohol, tobacco, and other drug (ATOD) use among youth. Youth are then empowered to develop prevention activities to promote wellness and healthy lifestyles among their peers.



Prevention Program Director Nydia Luiggi Lopez commented, "Peer programs enhance the effectiveness of prevention programs by increasing outreach efforts and expanding services to meet the needs of a sizable segment of youth.

Youngsters often communicate their problems to their peers rather than to parents, administrators, or other adults. We believe peer relationships provide support and shape social development, and that the influence that youth have on each other can be channeled into a positive and constructive peer network. Through proper selection, training, and supervision, peer helpers can be a positive force within the school and community."

Since 1986, Youth Advocates has identified and trained 4,500 urban, rural, and suburban students at the middle, junior, and high school levels. Efforts within the past year have yielded the Youth Advocates National Organization, which consists of public and private junior and high school students and community youth leaders. A three-day residential assembly gave members an opportunity to examine their lifestyles, common

goals, interests, and concerns. These youth, who define themselves as "preventionists," have established group goals and objectives, as well as a group philosophy, logo, and pledge. Furthermore, they elected a steering committee with regional representatives.

The young preventionists receive 18 hours of training in ATOD use prevention from the Mental Health and Anti-Addiction Services Administration. The training includes an exploration of life expectations and values; clarification of the responsibilities of youth facilitators; a definition of prevention models that include risk and protective factors; the development of interpersonal skills such as effective communication, decision-making, and managing peer pressure; information on the consequences of ATOD use among youth; brainstorming and development of a prevention plan for their schools and communities; and an evaluation.

Youth Advocates operates on a \$300,000 budget funded by the Drug-Free Schools and Communities Act in cooperation with the Department of Education.

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ANTI-DRUG CREATIVE ARTS & TALENT FESTIVAL

Aiken, SC

For the fourth consecutive year, community groups in Aiken, South Carolina collaborated with area schools to promote anti-drug messages by encouraging and showcasing the creativity of students in grades K-12. The annual **Anti-Drug Creative Arts & Talent Festival** was developed as a component of Aiken County's efforts to prevent youth from using alcohol, tobacco, and other drugs (ATOD). The project is sponsored by the SAFE (Substance Abuse Free Environment) Team and Office of Drug Education of Aiken County, City of Aiken Parks & Recreation Department, Aiken Mall, Aiken County School District, and 26 local businesses who donate prizes for the participating students.



The festival is an educational and recreational project that begins at the school level. The SAFE Team coordinator alerts school principals and prevention club advisors early each year about the coming spring competition, leaving it up to them and their prevention coordinators to determine the selection process at each school. This year, as they prepared to teach students about ATOD use prevention to include in their artistic presentations, teachers were instructed to focus on the following risk and protective factors: friends who use drugs, availability of drugs, forming attachments to caring adults, development of skills, and creating opportunities for meaningful participation. After receiving prevention information, students then developed a three-to-five minute presentation or piece of artwork that addressed the current anti-ATOD use theme: "Dreaming Drug-Free!"

Usually after holding its own talent show, each school enters one student per artistic category: vocal, instrumental, dance, art, sculpture, mime/drama, and poetry/prose. The final competition takes place at Aiken Mall with professionals active in the community in the various categories serving as judges for performances and viewing displayed art pieces.



Extended media coverage for the 1993 festival helped organizers exceed their goal of having 60 children and their parents participate. Local organizations and businesses developed and distributed promotional flyers and wrote a feature article about the event. As a result, 70 families took part in this year's celebration of creative ways to encourage drug-free lifestyles for youth. SAFE Team members interviewed parents and students after the festival to determine the project's effectiveness. Outcomes they reported include: increased knowledge about the dangers of ATOD use and abuse, increased awareness about how to deal with negative peer pressure, and students' increased confidence in their abilities to express creativity through individual talents.

Aiken's festival operates completely on donations from area businesses and the local parks and recreation department and served 94 students this year.

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CHEROKEE COUNTY SCHOOLS' COPE MENTORING PROGRAM

GAFFNEY, SC

“Special needs students hear such positive results about Cherokee County Schools' COPE (Cherokee Organized in Prevention Education) Mentoring Program that they frequently ask how they can become a part of it,” reports Drug Prevention Coordinator Mary K. Jones, liaison between Cherokee County Schools, the COPE Education Committee, and the Alcohol and Drug Commission. With its aim to increase the protective factor of providing a caring adult to prevent youth from using alcohol, tobacco, or other drugs (ATOD), COPE organizers have responded to numerous student requests by expanding from serving 35 students its first year to matching 80 students with mentors this year.



COPE staff members recruited community professionals to serve as one-on-one mentors for students whose environments placed them at risk for academic and social problems. Prospective mentors were informed that Cherokee County had the state's highest dropout rate and that in junior high, special needs students were at risk for serious problems with ATOD use. To reduce risk factors of academic failure, poor family management, early antisocial behavior, and rebelliousness, the adults were asked to take part in the “extended family nurturing” of mentoring. In addition to meeting individually each week, mentors participated in a variety of group activities with their student partners, including luncheons and social skills workshops.

Jones used a variety of methods to reach potential mentors: sending out brochures to county households and placing them in public places; making radio announcements; advertising in newspapers; writing letters to most area businesses; and making personal contacts. “Indeed, the special commitment to be mentors came from every community group, including business leaders, retirees, school administrators from the system's central office, school staff members, government and law enforcement officials, plant managers, ATOD prevention specialists, and even Miss Cherokee County,” Jones reported. “And because students have progressed academically with increased grades, mentors are following their students as they advance to high schools throughout the county.”

“Some of the real heroes are the principals and liaisons who supported the project and took care of the logistics,” Jones continued. “They made contacts with mentors to find out their interests and preferences, assigned students to mentors, and created a convenient system for signing in and out of school. In addition, they kept communication lines open, informing parents and mentors about any problems the students were having and inviting parents to participate regularly in parenting sessions we held.”



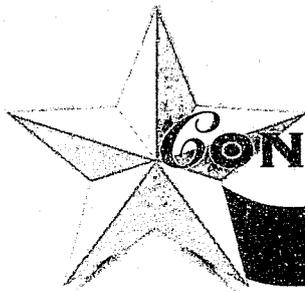
COPE's effectiveness is evaluated through using the school system's OSIRIS computerized data which documented decreases in office referrals, days of suspension, number of times suspended, and increased school attendance. Interviews with students and mentors revealed students' improved confidence levels and increased self-esteem. Many of the students became members of the ADICC (Against Drugs in Cherokee County) Club which linked them with other drug-free peers in selecting alternatives to ATOD use. Benefits that mentors reported for themselves included training sessions to enhance personal growth and development, increased skill levels in working with children, and ongoing support and recognition for a meaningful program.

The cost of Cherokee County Schools' COPE Mentoring Program is approximately \$3,000, and was provided by the district's Drug-Free Schools money and developmental funds from the Alcohol and Drug Commission.

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CONFLICT MEDIATION PROGRAM



SUMMERVILLE, SC

Introduced by Kathryn Waterman, prevention specialist with the Dorchester Alcohol and Drug Commission, the **Conflict Mediation Program at Fort Dorchester High School** added a new twist to the mediation process: Students and teachers were trained together. The training and program had strong administrative support, often the critical component of any successful project. Although the training was lengthy and involved getting teachers and students out of class, the principal simply proclaimed, "If we save one child, it's worth it!" This chief administrator's enthusiasm really boosted the program.



The Conflict Mediation Program involved 45 hours of training throughout the year for twelve students, six teachers, and two counselors, all who were screened and trained by Waterman. An educational perk provided extra incentive for the teachers and counselors to participate: For the first time, recertification hours were granted by the State Department of Education in three areas. Training sessions covered communication and conflict resolution skills, including: listening, conflict styles, "I" messages, communication barriers, negotiating, assertive refusals, cultural diversity issues, confidentiality, and the mediation process. Each mediation involved two trained student mediators, an adult mediator, and two students in conflict who agreed to the process after Waterman or a guidance counselor assessed the severity of the conflict—and no administrators were present. The process was voluntary and confidential and did not go on the students' records.

"Having participants from both student and teacher populations enabled CM (Conflict Mediation) Teams to help resolve conflicts between students and teachers, not just between students," explained Waterman. "Some teachers were hesitant to

resolve a conflict with a student in front of a student-teacher mediation team. We overcame this barrier because we stressed that this was not a process where teachers lost control. To agree to go to a mediation with a student was to participate in a dialogue about the problem and brainstorm solutions."



Reporting on the program's evaluation, Waterman said, "An intriguing outcome for the mediators was the mutual respect and admiration that developed between students and teachers as training progressed. Interviews with both teacher and student mediators revealed their feelings of profound positive growth they have experienced interpersonally with family and friends. Of the 20 mediations completed from February through May, all except one ended with a positive contract agreement, including resolution of two student-teacher conflicts. The school staff is reviewing existing discipline policies and procedures in order to incorporate the mediation process where appropriate."

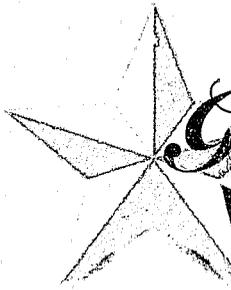
The cost of the Conflict Mediation Program was approximately \$1,000 and was provided by Drug-Free Schools and Communities.

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GET RADICAL

AIKEN, SC

When community organizations in the City of Aiken combined their efforts to help educate youth about the dangers of alcohol, tobacco, and other drug (ATOD) use, the resulting project benefited both parents and children. **Get RADICAL (Resist Alcohol & Drugs. I Care About Life!)** is an educational and recreational project created by the City of Aiken Parks and Recreation Department that targeted students in grades four through eight and their parents during Red Ribbon Week. Volunteers recruited to implement the project work with many groups, including the SAFE (Substance Abuse Free Environment) Team of Aiken County, Aiken Center for Alcohol and Other Drug Service, City of Aiken Department of Public Safety, two middle and five elementary schools, Aiken Regional Medical Centers, and local businesses. All services and materials for the event were donated.



Sessions were held in recreation centers over four days and included ATOD use prevention videos and discussions, arts and crafts activities, and family games. One center is located in a high-risk area for ATOD use and serves primarily minority youth; the other center is in a suburban location. Prevention specialists, a school counselor, a youth officer, and drug education coordinator wore Get RADICAL T-shirts provided by area businesses so families could easily identify the professionals available at the events for private discussions about concerns or issues.

Discussions that followed video showings focused on the risk factors of friends who use drugs and how to deal with them, academic problems, ATOD availability, and community norms. The protective factors that Get RADICAL aimed to strengthen included forming attachments between youth and caring adults, developing skills that will ensure success, and examining personal values and beliefs.



Advertising was an important factor in helping organizers exceed their goal of reaching 100 parents and youth. Feature articles in local newspapers and flyers displayed throughout the community reached the 125 families that participated. Even police officers who walk the neighborhood beats distributed advertisements to businesses and homes for Get RADICAL. Following each day's events, staff interviewed parents and children and found increased knowledge about dangers of ATOD use and heightened awareness in youth about how to handle peer pressure to use drugs.

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PREVENTING ABUSE WITH LIFE SKILLS

NEWBERRY, SC

Focusing on young children to ensure a healthy future for all Americans is the philosophy illustrated by the opening quote in this program's application:

Youth . . . they will sit where we are sitting and when we are gone, attend to those things we think are important . . . the fate of humanity is in their hands. So it might be well to pay them some attention.

—Anonymous

"We asked housing community residents, 'How can we help youth living in high-risk communities in a rural area to be protected against the pressures to use alcohol, tobacco, and other drugs (ATOD)?" remarked Dan Hilton, executive director for the Newberry Commission on Alcohol and Drug Abuse (NCCADA). "Simply put, they decided we must be PALS to these children: offer programs to provide life skills and supervision for latchkey kids."



With this mission, **Preventing Abuse with Life Skills (PALS)** was created. The program is a comprehensive after-school program that targets primarily African-American students in grades K-5, their parents, and the rural communities

where they live. PALS' primary goal is to provide the participants with social, academic, and other experiences and skills which will enable them to successfully resist ATOD use. Safeguarding children against risk factors is accomplished through increasing the protective factors of positive social bonding, commitments to school and family, and development of life skills. NCCADA's vision is based on a clear no-use message and is evident throughout PALS programming: to reduce the negative health, social, and economic consequences resulting from ATOD use.

Four housing communities and one neighborhood action group in isolated, rural areas of Newberry County are active partners with NCCADA in building protective factors for their youth. Each area donates meeting space for the weekly sessions, community bulletin boards for public awareness and outreach messages, and refreshments for PALS participants. Once a week at each site, a PALS coordinator and educational aide teach lessons that address ATOD use prevention, education, and awareness, the development of a positive self-concept, appreciation for cultural identity, life skills training, peer pressure, and positive alternative to ATOD use. Because many participants come from homes where violence is a common response for dealing with conflict, healthy conflict resolution is

taught. These sessions help children learn to assess their feelings and deal with emotions in effective, non-violent ways.

"Including parents is another important part of PALS," Hilton reported. "Through monthly newsletters, we keep them updated on events and ATOD issues. Workshops in Preparing for the Drug-Free Years address various topics: strengthening family bonds, family management techniques, and ATOD use prevention, including recognition of risk and protective factors." Parents also get involved in volunteer activities and public relations efforts to keep the four-year-old program functioning well.



Evaluating the program's effectiveness is performed in numerous ways. Students maintain individual portfolios containing self-paced surveys that assess their development of socialization and other personal skills, and examples of students' written work that show increases in critical thinking skills. Pre- and post-tests reveal that 77% of participants showed an increase in ATOD awareness. Self-image questionnaires revealed an improvement for 85% of PALS students. Parent surveys indicate an increased level of preparedness in using skills taught during training.

Hilton is happy to report that neighboring Fairfield County—also a rural, primarily minority area—is replicating PALS. "Buy-in from housing community managers is essential for the program to work," he said. "In Newberry County, all managers readily agreed that PALS was a worthwhile project and offered to support it in any way possible. Word-of-mouth was very effective in recruiting eager students to join the program."

This year, 131 students attended program activities at the five Newberry sites. Funding totalled nearly \$23,000 and was obtained from NCCADA, the Governor's Office (Division of Public Safety and the Drug-Free Schools and Communities funds), and donations from local businesses and churches.

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SUMMER YOUTH OUTREACH PROGRAM

SUMTER, SC

In Sumter, South Carolina, adults discovered how effectively young people themselves can rebuild their community. In an inner-city area beset with the "hopelessness syndrome," high school students have discovered how they can reduce high crime rates, drug use, teen pregnancy, unemployment, and school dropout rates. The **Summer Youth Outreach Program** was created to empower students with the skills to improve conditions in their neighborhoods by improving themselves first through learning better coping skills, becoming aware of civic responsibility, and by taking on active leadership roles in solving community problems. This outstanding practice trained 14 high school students in prevention of alcohol, tobacco, and other drug (ATOD) use by youth during an intensive, four-week program during summer 1993.



"Summer Youth Outreach represents a departure from the usual idea of adult-led activities in ATOD use prevention by young people," reports Patricia Colclough, program manager for the Prevention Division of Sumter County's

Commission on Alcohol and Drug Abuse which sponsored the project. "It was designed to address specific risk factors: economic and social deprivation, low neighborhood attachment and community disorganization, community laws and norms favorable to ATOD use, low commitment to school, and alienation/rebelliousness. Students are given the responsibility for both targeting problem areas in their community and for devising solutions to these problems."

The project involved significant community support, including Mt. Zion Baptist Church where the training sessions were held. Classroom settings were used to deliver Choices and Challenges, a curriculum with a clear no-use message designed to increase awareness of legal, social, and health issues associated with ATOD use, and to teach life skills that enhance resiliency in students. The generous donations of time and skills by leaders in business, government, and law enforcement agencies were instrumental in Summer Youth Outreach's success. High-profile community leaders—a former mayor, bankers, real estate brokers, a newspaper columnist, a victims advocate from the county attorney's office, and police officers, among others—shared expertise and skills during various networking opportunities created for the students. Through an Outdoor Adventure facilitator, students learned team building and interdependence, important components that encouraged them to form the South Sumter Core Leadership Team (SSCLT).

"The SSCLT is a significant outcome of the project," explained Colclough. "The students we trained took it upon themselves to form this team that planned and implemented ATOD-free activities in their community throughout the year. They held a Halloween carnival, Red Ribbon Week events, and a number of informational campaigns. They also became active in two fundraisers for American Lung Association projects: Holiday Gift Wrap and Project ASSIST (an operation sponsored by the Tobacco-Free Wateree Coalition).

"Perhaps most encouraging," she continued, "is that these students continue to participate in improving themselves, having recently completed the Teens Reaching Youth, a curriculum aimed at improving self-esteem and increasing community initiatives, and making plans to attend South Carolina's Teen Institute this year. They were chosen because they displayed a high degree of maturity and leadership qualities, and they have become peer leaders that get their messages across to other teens without the communication and viewpoint problems which can arise between young people and adults."



Summer Youth Outreach staff used pre- and post-tests to measure the project's effects, and found increases in knowledge about ATOD issues and in levels of personal commitment to prevention activities. Observations of leadership roles in the above-mentioned community events noted significant behavioral changes in the students.

The program cost, approximately \$35,000, was obtained through a Demand Reduction Grant from the U.S. Department of Defense.

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MEMPHIS CITY SCHOOLS CENTER FOR DRUG-FREE SCHOOLS

MEMPHIS, TN

In Memphis, an exemplary urban model for prevention is truly a collaborative partnership among schools, community, and parents. The **Memphis City Schools Center for Drug-Free Schools (CDFS)** is a branch of the city school system's Mental Health Center. "The program's philosophy emphasizes identifying and reducing risk factors, developing academic and social skills, promoting pro-social bonding, and enhancing protective factors," stated Judy Faris, the center's administrator. The center's full scope of services covers prevention of alcohol, tobacco, and other drug (ATOD) use by youth; intense early intervention for students suspended for use to prevent future unhealthy choices; and treatment for Memphis youth and their families.



"The CDFS advisory board (comprised of parents, school officials, community leaders, and students) guides the center's efforts and places strong emphasis on local ownership: each school has its own ATOD use prevention coordinator who develops specific strategies that meet individual school's needs," Faris explained. Parents are trained in prevention strategies with an eight-session program of videos, discussions, and support group activities. In addition, parents provide academic tutoring for students. The center's business partners in the community collaborate on three initiatives: Adopt-a-School, the Just Say No Club in each school, and the Urban Initiative Program which seeks to involve families in community projects and improving drug awareness.

School programs include leadership training in secondary schools. Twice a year, secondary school students are trained at Rhodes College in developing action plans that empower them to become agents of change in their schools. Additional efforts include support groups on conflict resolution and peer mediation training, ATOD use prevention curricula, individual counseling to develop awareness of ATOD harmful effects, decision-making, communication, and problem-solving skills. Students

also participate in nationally-acclaimed PRIDE performance groups and the Cross-Age Peer Program which teaches older students to be effective mentors for younger children.



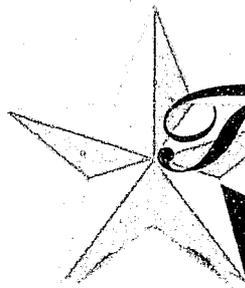
The Center for Drug-Free Schools has been evaluated since the 1988-89 school year with continuous expansion and refinements implemented. Gains in curriculum-based knowledge have increased from pre-post testing each year. During the 1992-93 evaluation, the first significant increase was recorded in pre-test scores from the previous year. Self-reported increases in protective factors were recorded for the Student Leadership program. Urban Initiative schools reported increases in community involvement and lower annual prevalence and daily-to-weekly frequency in use of most drugs.

CDFS serves 117,000 K-12 students in 210 urban public, private, and parochial schools at a cost of \$1,700,000. Funds are provided by a U.S. Department of Education's Drug-Free Schools and Communities grant, Memphis City Schools, and the State Department of Health.

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THE CARE PROGRAM

GALLATIN, TN

“If children are to learn to live healthy lifestyles, develop the skills needed to resist the pressures to use alcohol, tobacco, and other drugs (ATOD), and to break the cycle of family dysfunction, then efforts must begin at an early age,” Drug-Free Schools Coordinator Pat Conner insists. “Our middle schools were using a successful model from the Johnson Institute, but we were missing a key component: a focus on younger children. So we created **The CARE (Children Are Resilient and Empowered) Program** to engage teachers at six elementary schools in ATOD use prevention.”



The two-year-old program trained all school personnel at the selected sites in a comprehensive approach that addresses reducing risk factors and enhancing protective factors. Trainees learned about risk and resiliency, chemical dependency, family issues, children of alcoholics issues, prevention strategies for educators, and referral procedures. Counselors at the elementary schools identified two areas where staff members could meet the students' greatest needs: acting as positive role models and providing quality time with a caring adult.

During the academic year, school staffs work with their students on developing support groups, learning social competence skills, creating a school environment that promotes academic achievement and enthusiasm, and devising healthy alternatives to ATOD use. The CARE Program includes a comprehensive curriculum that infuses a clear no-use message in all classes.



“Through observations, we find that teachers in every classroom reinforce the skills students are learning, and they provide a more emphathetic ear when students describe problems that put academic concerns on the back burner,” Conner said. “Outside school time, teachers who are also parents, take ATOD use prevention strategies back to their own families and community organizations where they are resource agents who identify problems faced by neighborhood youth. CARE team leaders indicate an increase in students' interpersonal and life skills, and teachers report experiencing personal growth themselves as they strive consistently to be positive role models.”

Future plans include developing:

- an ATOD resource and reference center at each school with materials teachers can use in the classroom, and;
- an audio-visual center at Sumner County Schools Central Office for use by project staff.

The start-up cost for CARE was \$100,000 and yearly funding requires \$45,000. The U.S. Department of Education provided a school personnel training grant for two years.

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PARENT EDUCATION IN THE WORKPLACE



CULPEPER, VA

“Culpeper County is committed to involving parents in their children’s education,” stated Paul Ascioffa, drug prevention specialist for the county’s public schools. “It is our belief that the individual school as well as the entire school division and community have an obligation to involve parents. Even using multiple strategies, however, we know parents can’t always attend training sessions at our schools.



“To meet the challenge,” Ascioffa continued, “we formed an alliance with the Chamber of Commerce: the Culpeper School/Business/Community Partnership. For the first time in Virginia’s efforts to prevent alcohol, tobacco, and other drug (ATOD) use among youth, we polled area businesses and discovered companies who were willing to educate parents at work. Thus, **Parent Education in the Workplace** began three years ago.”

Initially developed as a model program, Parent Education in the Workplace offered training to management personnel of its first partner, the Merillat Industries. For three hours over three days, trainers and participants critiqued the program and made adjustments to the curriculum. To the delight of the trainers and management, 75% of all employees attending the entire plant orientation signed up for the parent training. Visitors from other education alliances attended various training sessions which led to replication at other Virginia sites.

Each session stresses a clear no-use message for children and strongly emphasizes dangers of ATOD abuse for parents. Parents facilitate sessions after they complete the training,

enhancing the capacity to meet the high demand for the program. Parent Education in the Workplace focuses on family management skills, positive social bonding, and establishing no-use norms for children.



“The results of the program have been encouraging,” reported Ascioffa. “Because of the high illiteracy rate at Merillat, we used interviews when written evaluations weren’t possible to discover

Parent Education’s effectiveness. We found increased ATOD knowledge, referrals to local agencies for ATOD problems among employees, the start of a smoking-cessation program, diminished absenteeism, and increased referrals to school counselors and a family therapist. Employees took action, joining management to make the entire plant and offices smoke-free. Most encouraging, a permanent channel of communication was opened between employees and management on ATOD topics for themselves and their families, and existing family-oriented programs at Merillat were enhanced.”

Funding the \$7,300 annual cost came from school funds and Merillat Industries. The company paid employees during the time they attended training sessions.

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PROJECT LINK

RICHMOND, VA

When is the best time to begin using prevention programs? Practitioners from over 320 organizations in Virginia believe they can help create a healthier, drug-free state by beginning their work before children are born or during infancy. Preventing substance abuse by pregnant women, mothers, and women of child-bearing age is being achieved in five Virginia areas due to the intensive efforts of the many agencies who have collaborated to form **Project LINK**. To prevent and treat perinatal alcohol, tobacco, and other drug (ATOD) use, creative program linkages are established between participating local agencies in Charlottesville, Rappahannock, Roanoke, Newport News, and Virginia Beach to meet the extensive, multiple needs of women who are at risk for using or who are already using alcohol, tobacco, and other drugs.



Aida Rivadeneira, the project's state coordinator, described the structure: "Advocacy and prevention are fundamental, but the heart of the project lies in its coordinated community-wide response to clients' needs, using a holistic, supportive, and non-punitive approach. The informal and formal communication mechanisms established have served as the glue that holds the project together. Within each site, Project LINK staff enjoys a close working relationship with representatives of key agencies who are actively involved in LINK's local infrastructure and jointly responsible for oversight of the project. The State Interagency Advisory Committee provides overall direction, training, and technical assistance. The partnership created between the state and local organization has helped balance the need for state oversight and local flexibility."

Three core services are provided by Project LINK: transportation, child care, and the unique "Resource Mothers" who are paraprofessionals from the community trained to help women become connected to their community and serve as their own advocates, provide ATOD use prevention information, teach child care, model positive adult-infant interaction, and offer emotional and social support. In addition, each Virginia project site operates according to its action plan which lists specific strategies to meet overall goals and reduce the identified individual, family, school, and community risk factors. In Roanoke, for example, member agencies hold support groups and recreational activities for pre-school and school-age children as well

as for clients; provide stress management at public housing, shelters, and other high-risk locations; and distribute ATOD use prevention materials at health fairs and to community groups, striving to reach all women of child-bearing age.



Progress of clients is monitored through LINK case records, results of staff surveys, reports and observations of the five LINK coordinators, and evaluators' interviews of staff and clients. Using two non-LINK sites for comparison during 1991-93, researchers at the College of William and Mary reported that more effective, better coordinated services resulted in improvements across the five factors evaluated: decrease in substance abuse, increased involvement in parenting, increased stability of living arrangements, increased economic self-sufficiency, and improved coping skills and mental health.

"Evaluation of Project LINK marks the first time in Virginia that data on mothers and babies has been collected systematically," remarked Rivadeneira. "Staff surveys indicate a significant positive change in employees' attitudes toward our target population, which we believe helps eliminate 'turf' issues and simplify interagency program procedures. We disseminate the evaluation reports to national prevention organizations and staff at member agencies and solicit their feedback to encourage continued progress for Project LINK."

Funding implementation at five sites costs \$525,851. Project LINK obtained funds through the Substance Abuse Prevention and Treatment Block Grant, the U.S. Department of Education's Drug-Free Schools and Communities, and Child Care Development Block Grant.

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RICHMOND YOUTH AGAINST VIOLENCE

RICHMOND, VA

The overlap in risk factors for violence and substance use among youth spurred organizers in Richmond, Virginia to focus on violence prevention as an effective means to reduce or eliminate alcohol, tobacco, and other drug (ATOD) use by young people. Wendy Bauers Northup, former director of the Richmond Peace Education Center, coordinates **Richmond Youth Against Violence**, a project developed by Richmond Public Schools, Richmond Community Services Board, and the City Manager's Office. The program's collaborative management team operates with a cooperative spirit that encourages sharing different perspectives, reaches a broader spectrum of the community, and results in little or no overlap of services between other school and community programs.



The core of Richmond Youth Against Violence is school based: an 18-session curriculum is taught to sixth graders, an eight-session format reaches ninth graders, and a peer mediation program is implemented in every middle school.

Violence prevention facilitators are highly visible in the eight middle schools and six high schools where they provide counseling for students suspended for violence, transitional help for students returning from learning centers, and rites of passage groups for African-American male students.

The program's parent/community outreach strengthens its school efforts. Parents are trained in a five-session curriculum that reinforces students' skills in conflict resolution. During the summer, conflict resolution and peer mediation are taught at playgrounds and community centers so students see that violence prevention can be effective outside the school grounds. An overnight camp through another community agency teaches youth healthy alternatives to violence and ATOD use and gives them additional practice at conflict mediation skills.



Evaluations are gathered through observations, self-report surveys from students and school staff, focus groups, and a battery of pre-post tests using a control group. "By comparison, the results indicate various positive benefits for students," Northup stated. These include a diminished sense of fear and hostility and an increased sense of responsibility from using problem-solving skills; increases in positive behaviors (giving compliments, honest feedback, assisting others to solve conflicts); and decreases in fist fights and name calling. Teachers and administrators reported similar changes in positive and negative behaviors. Peer mediation resulted in a 95% success rate between students in conflict.

"The Centers for Disease Control (CDC) has declared violence the number one public health problem facing our nation today, and Richmond Youth Against Violence is in the forefront of the effort to stem this epidemic," stated Northup. "We are one of 13 projects awarded a CDC grant to perform process and outcome evaluation of our efforts. We hope our results will be widely reported to others interested in reducing violence and ATOD use among youth in their communities."

Serving more than 4,000 adolescents, Richmond Youth Against Violence was funded at \$591,997 for 1993-94. A Governor's Office on Drug Policy grant was matched by the City of Richmond, Richmond Community Services Board, and Richmond Public Schools.

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SAY NO GAMES

NORFOLK, VA

For five years, **Say No Games** has been held as a culminating, non-competitive field day for Norfolk Public Schools' prevention program for alcohol, tobacco, and other drug (ATOD) use by youth. Seeking a way to increase commitment to school and to the future, the school system provides an opportunity for youth to participate in meaningful ways and to develop skills that will ensure success. Students and their families from each school level (elementary, middle, high, early childhood center, vocational schools, and alternative schools) gain admission to the city-wide event by showing their drug-free message membership cards to DARE (Drug Abuse and Resistance Education) officers.



"Say No Games was designed to give secondary students in drug prevention groups an opportunity to use their skills to benefit younger children," explained Patricia Dillard, alcohol and other drugs supervisor. "We train middle and high school students (five from each of the thirteen schools) in ATOD use prevention, and we supervise them as they develop and implement the Say No Games activities. In addition, community youth organizations showcase their programs to enlist new members to join them in healthy alternatives to ATOD use. Boys and Girls Clubs, 4-H Club, and Parks and Recreations host participatory activities similar to those sponsored throughout the year."

Though all Say No Games are free, concession items are sold at minimal cost to earn money for high school all-night, drug-free prom parties. Community organizations and businesses take an active role in the prevention effort by contributing volunteer services and financial assistance through sponsoring carnival events and stage performances.



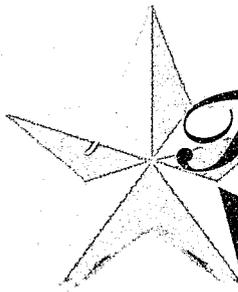
"Each year since 1989," Dillard report, "participation has increased at the Say No Games: more families, more community organizations, more adult volunteers, and more community financial support. The most encouraging result of our efforts is increased school/community involvement by students who join after-school clubs and participate in summer camps and sports leagues."

Various community groups contributed to the \$1,000 program costs: Wards Corner Lions Club, Optimist Club, Blue Cross/Blue Shield, Virginia Power Company, Norview Lions Club, and Tymark Enterprise/Burger King. Say No Games served 2,500 to 3,000 students in 1993-94.

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THE START PROGRAM

CHANTILLY, VA

Beginning in 1990, St. Timothy's School staff decided to make a concerted effort to prevent alcohol, tobacco, and other drug (ATOD) use and violence among its young people. "We felt the most effective approach was building community," explained Marilyn Valatka, principal. "The **START (St. Timothy Awareness Round Table) Program** resulted, a strategy with many facets that has developed cohesion within our suburban neighborhood of Washington, D.C. Its components strengthen the skills and resolve of students, parents, and the surrounding community through drug education curricula, parent/teacher skills training, drug-free social events, worship, family activities, promoting positive alternatives to violence and ATOD use, service projects, leadership for peace training, and special assemblies."



START's task force keeps prevention efforts focused and manageable. Made up of parents and school staff representatives, the group routinely calls on the student council and Youth to Youth members for ideas, organizational assistance, and implementation of action plan activities. "This approach," recalled Valatka, "has increased membership on the task force, avoided burnout for the 'faithful few' and created real ownership among our entire community—especially for the students."

An ATOD use prevention curriculum that stresses a clear no-use message is delivered to kindergarten through eighth graders, and students in all grades learn to resolve problems in conflict resolution training. Nurturing leaders who take an active part in preventing ATOD use among peers is embedded in START's philosophy. While eighth-grade teens are formally trained in leadership skills, the process begins in kindergarten: K-1 students focus on positive leadership in verbal and non-verbal refusal techniques; grades 2-4 students learn cooperation and listening skills that are required for higher levels of leadership competency; during grades 4-6, action planning and

problem solving help prepare students for the active leader roles they will take in junior high. Seventh and eighth graders apply their training in academic projects with younger students, Student Council activities, publishing the school newspaper, and outreach to peers through the Youth to Youth program.



Valatka credited parent involvement as a key to START's success. "They have been active from the beginning, overseeing, researching, organizing, and implementing the curricula, programs, evaluations, and special events. They helped conduct initial assessments that gave us baseline data. Our plan to increase protective factors and resiliency in students has achieved the following: better grades; increased knowledge about ATOD information among students, teachers, and parents; and increased teacher sensitivity to risk factors (reflected in more referrals to school psychologist, incorporation of resistance skills across curriculum, and use of cooperative learning techniques). Additional results include an observed decrease in conflicts during recess, increased leadership skills in eighth graders, and improved ability in students to work out their conflicts. Comparison of PRIDE surveys for 1989 and 1991 indicate a decrease in every category of reported ATOD use."

Fairfax County Public Schools Office of Substance Abuse provided \$600 funds for START which served 613 students during 1992-94.

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CHARLES H. EMANUEL SCHOOL IMPROVEMENT PROGRAM

St. Croix, VI

Increasing students' commitment to school is the goal for the **Charles H. Emanuel School Improvement Program**, according to Rehina Rodriquez, principal of the elementary school. Through a variety of components, Rodriquez and her staff designed a comprehensive approach to increase students' attachment to school and ultimately to prevent alcohol, tobacco, and other drug (ATOD) use by youth.



Program components address numerous needs of the school's population of 80% Hispanic and 20% Black students:

- **Primeros Pasos (First Step)**, a transition program for 150 Spanish-speaking students learning the English language, is careful not to discourage youth from speaking Spanish, but emphasizes using English. With parents' assistance, it helps them integrate into the English-speaking school and community.
- The **Computer Literacy Project** introduces basic computer functions, encouraging use of the technology as an alternative method of learning for 364 students in third to fifth grades.
- **Creative Arts**, an after-school program that meets twice weekly for 20 third-grade students, exposes youth to various disciplines in the performing arts and provides a pro-social bonding environment where students improve their self-confidence through skill development and awareness of performing arts possibilities.
- **Positive Action Program** holds weekly meetings for approximately 50 students who display early anti-social behavior. The instructional format is infused into the regular curriculum, employing a clear no-use

message as students learn about respecting themselves and others, responsibility, honesty, and the importance of a drug-free lifestyle.

- **Whim Museum Education Program** gives third through fifth graders the opportunity to study the cultural and historical roots of St. Croix in a six-week program of field trips to the museum and island plantations.



Evaluation of the School Improvement Program measured students' level of school commitment using a composite of factors: school attendance, self-esteem, knowledge of ethnicity, level of integration into the school, and school vandalism. Rodriquez reports, "Since the program was implemented a year ago, Emanuel has witnessed improvements in each factor. Vandalism, an indicator to us that students are not committed to school, decreased by 80%. This is a particularly important finding since we are located next to a public housing community without a fencing barrier to keep out vandals. The students have affected the surrounding community."

The U.S. Department of Education provided \$13,000 in Chapter II funds to cover program costs.

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UNIVERSITY OF THE VIRGIN ISLANDS MENTORSHIP PROGRAM

CHARLOTTE AMALIE, VI

College students in the Virgin Islands have found a way to assist elementary and junior high youth in assuring themselves a healthier future through prevention of alcohol, tobacco, and other drug (ATOD) use. Through the **University of the Virgin Islands (UVI) Mentorship Program**, young adults are fostering promotion of personal growth and academic development in children and teens as part of their vision to live in a drug-free world.



Dr. Doris Battiste, director of the university's Drug and Alcohol Prevention Program, described the project's goals: "The volunteer program's primary focus is to encourage university students to take an active role in their community's ATOD use prevention efforts by serving as mentors to youth whose environments place them at risk. Through friendship development and positive role modeling, we promote the program's philosophy—that the healthy development of today's youth requires a family-community relationship for all concerned."

Designed as a part of the co-curricular university experience, mentors are recruited through meetings and forums held with student organizations and clubs. The UVI Mentorship Program requires mentors to attend monthly training workshops which cover topics such as ATOD use prevention, self-esteem, motivation, child abuse, values clarification, and multicultural issues. Battiste explains, "As they are developing strong leadership skills, the college students gain a sense of community awareness and responsibility. By participating in general meetings and regular discussion groups, they address issues and concerns about their "mentees" and exchange ideas about their experiences, enhancing their effectiveness with their partners."



The results of mentors meeting with their mentees at least three times a week for tutoring sessions, often in UVI settings, are positive. Over the program's three years, school performance for the elementary and junior high students has improved (grades and participation), absences have decreased, and the number of disciplinary actions has been reduced. Socially, bonding with caring adults has improved through the pairs attending luncheons, sporting events, computer training on campus, church activities, and concerts. Several times throughout the year, the program sponsors social events at the university for all program participants and their families.

The UVI Mentorship Program serves 30 students in fourth through seventh grades. The program began with funding by a FIPSE (Fund for the Improvement of Post Secondary Education) grant, but it is currently funded wholly by the Virgin Islands.

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DRUG-FREE PROGRAM AT WV SCHOOLS FOR THE DEAF AND BLIND

Romney, WV

Maybe you've seen their slogan on T-shirts and bumper stickers? "Just SIGN No!" It's the message that deaf and hard-of-hearing students are using as a part of their strategy for helping prevent alcohol, tobacco, and other drug (ATOD) use among youth. But there is much more than just a slogan at the **Drug-Free Schools Program at West Virginia Schools for the Deaf and Blind (WVSDB)**. The comprehensive program uses multiple approaches to reach deaf and non-sighted students, young people who are at great risk for ATOD use because of communication barriers, i.e., 90% of deaf children are born to hearing parents, most of whom never learn sign language or are poorly skilled in it, and are unable to communicate societal norms and values related to drug use. In addition, most of the adult deaf population is not informed about prevention issues and cannot provide the information teens need to make decisions during adolescence.



To meet these challenges, staff at WVSDB are trained in effective communication styles with sensory-impaired students, have completed 45 graduate hours in prevention education skills, and attended HIV/AIDS workshops. Five members are certified in Skills for Adolescence, a comprehensive ATOD use prevention curriculum. The program serves 180 students at three sites: the West Virginia Elementary and Junior/Senior High School for the Deaf and the West Virginia School for the Blind. Community leaders are involved through presentations and participation in activities throughout the year (such as Deaf Awareness Week, Blind Spirit Week, panel discussions, Teen Issues Day, and Teen Talk), providing role models who discourage ATOD use, teach social skills, nutrition and exercise, and share their experiences of working through their handicaps to accomplish goals. WVSDB students invite their hearing and sighted peers from area schools to attend program activities like Teen Day—Leading By Example where participants learn healthy alternatives to ATOD use. WVSDB students have also attended Teen Institute leadership training events for three years and returned to their schools to teach

their peers skills and knowledge about self-esteem issues and preventing ATOD use, AIDS, and teen pregnancy. Parents are involved in musical revues and skits produced by students and attend dramatizations by deaf and blind professional actors.



A clear no-use message is conveyed through every component of the Drug-Free Schools Program. Effects are found through a variety of methods: student surveys, student-initiated peer education events, discipline logs, and teacher observations. The skills curriculum, infused in all classes for seven years, has resulted in increased knowledge about negative influences and risk factors of ATOD use, enhanced decision-making skills, and improved socialization skills. Other results reported include: fewer suspensions, decrease in use of tobacco and smokeless products, no suspensions for ATOD incidents for two years, and students exhibiting leadership behaviors to educate peers about their ATOD-free lifestyles.

A variety of funding sources are used to support the program (\$8,458 for 1993-94). Sources include Drug-Free Schools funds through the state's RESA VIII, service learning grants, sex equity grants, West Virginia Arts & Humanities grants, West Virginia Association for the Deaf and Alumni Association, money earned by students through a variety of activities, donations from teachers and other staff, and WVSDB matching money for obtained grants.

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PRIDE SINGERS AND PERFORMERS



Weston, WV

Success for Weston's PRIDE (Parent Resource Institute for Drug Education) Singers and Performers is credited to just about everyone in the community: school administrators and teachers, parents, Community Partners in Education, law enforcement units, the Drug Task Force, and families. Students at one high school and a middle school, recruited because their environments placed them at high risk for alcohol, tobacco, and other drug (ATOD) use, work throughout the year to create performances in acting, singing, and public speaking that convey a clear no-use message to audiences. PRIDE Singers and Performers produce shows that last one hour and fifteen minutes and depict handling negative and modeling positive peer pressure, good decision-making skills, friendship skills, and healthy alternatives to ATOD use.

"Along the way, these students build up their skills, gain confidence, and learn to deal with their pain in productive ways," reports Brigitte La Fontaine, PRIDE's teacher and coach. "Our community needed to address numerous risk factors: a high rate of alcoholism and other drug addictions, high unemployment, a 20% dropout rate, poor family management, early anti-social behavior, and low commitment to school. The year before we started PRIDE, four students had died in separate, unrelated incidents that involved ATOD use."



PRIDE students have become committed to school beyond their participation in this exemplary practice. Members of the group attended the state's Teen Institute of Leadership Training in ATOD use prevention and returned to their schools to increase Students Against Drunk Drivers activities and visibility. Others have joined various school sports teams, written a successful grant for a health and fitness trail, performed in numerous competitions (in foreign language, chess, vocational education, and drama), attended the Governor's Academy of Liberal Arts, and participated in community projects that united school, church, and community efforts.



"In the three years since we started, PRIDE students' grades have improved to average or above average and 77% of them are on the honor roll,"

La Fontaine added. "They take pride in talking about their drug-free lives, they actively participate in school events, and the dropout rate for this group is zero. No PRIDE students have been arrested nor have they skipped classes since joining the group. To check out PRIDE's effects, we use student surveys reporting ATOD use, teacher ratings on school performance, report cards, and onsite team reports."

PRIDE's cost for 1993-94 was \$2,600. The Drug-Free School Committee obtained a grant through the Governor's Drug-Free Schools funds.

Contact:

Brigitte La Fontaine
Teacher/Coach
Lewis County Schools
Court Street
Weston, WV 26452

Phone 304-269-8315
FAX 304-269-8305 (at the Board of Education)



DRUG-FREE SCHOOL RECOGNITION PROGRAM

Since 1987, the U.S. Department of Education's Drug-Free School Recognition Program has honored outstanding school-based efforts to prevent the use of alcohol, tobacco, and other drugs (ATOD) by youth. The program recognizes public and private schools which have succeeded in preventing or substantially reducing ATOD use and have maintained updated plans to remain safe and drug-free.

The program was expanded in 1991 to include a stronger focus on violence prevention in keeping with National Education Goal Six: "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

The program judges schools on six criteria:

- Recognizing, assessing, and monitoring the problem
- Setting, implementing, and enforcing policy
- Developing and implementing the ATOD program
- Educating and training staff
- Promoting parent involvement and providing parent education and training
- Interacting and networking with community groups and agencies

Schools may be recognized for developing a comprehensive program that meets all six criteria, or they may receive component recognition for meeting one or more criteria. This year, 21 schools in the southeast region were recognized as comprehensive efforts for their overall programs and six received component recognition.

Selection by the Drug-Free School Recognition Program is a process that begins nearly a year before the list of honorees is announced. Candidates are

first nominated by state educational agencies, the National Parent Teacher Association, the National Federation for Drug-Free Youth, or the Council for American Private Education.

A panel of prevention professionals reviews these nominations using the six criteria and chooses the ones who qualify for site visits. Site visitors travel to the nominated schools and spend two days learning more about their ATOD programs, verifying the information in the applications, and seeking answers to additional questions posed by the review panel. When they are finished, site visitors submit detailed reports of their findings to the review panel.

After the site visitors have submitted their reports, review panelists meet again to review the findings and make final recommendations to the Secretary of Education. The Secretary makes the final selections.

Honored schools are recognized at a national awards ceremony in Washington, DC, and are showcased as models in national publications and reports. Like their counterparts from Noteworthy Programs and Practices, they are included in Center publications and are honored at the Center's regional dissemination conference.

The aim of the Drug-Free School Recognition Program is to demonstrate by example that safe, disciplined, and drug-free schools can be achieved and maintained by communities. The 27 schools honored in the southeast region this year are role models for others across the country, and are important resources for building strong ATOD use prevention programs for youth.

Contact information is included on the following pages to help you network with these outstanding professionals, all of whom are eager to share their strategies for success with you.



1993-94 DRUG-FREE SCHOOL RECOGNITION PROGRAM



Comprehensive Programs

Washington, DC:

Lemon G. Hine Junior High School

Princess Whitfield, Principal
Eighth Street & Pennsylvania Avenue SE
Washington, DC 20003
202-724-4772

Florida:

Bayview Elementary School #84

Rita Franklin, Principal
3257 Lake Shore Boulevard
Jacksonville, FL 32210
904-382-3920

Blanton Elementary School

James Madden, Jr., Principal
6400 54th Avenue North
St. Petersburg, FL 33709
813-547-7820

Frostproof Middle Senior High School

Max Linton, Principal
1 Bulldog Way
Frostproof, FL 33843
813-635-2221

Greenland Pines Elementary School

Laura Z. Rose, Principal
5050 Greenland Road
Jacksonville, FL 32258
904-260-5450

Lakeview Middle School

Michael R. Blasewitz, Principal
1200 West Bay Street
Winter Garden, FL 34787
407-877-5010

Pompano Beach Middle School

Daniel J. O'Keefe, Principal
310 NE Sixth Street
Pompano Beach, FL 33060
305-786-7778

Samuel W. Wolfson High School

David E. White, Principal
7000 Powers Avenue
Jacksonville, FL 32217
904-739-5265

Southside Middle School

Peggy B. Williams, Principal
2948 Knight's Lane East
Jacksonville, FL 32216
904-739-5238

Southwest Middle School

Don D. Woods, Principal
2815 South Eden Parkway
Lakeland, FL 33803
813-499-2840

Tarpon Springs High School

John Nicely, Principal
1411 Gulf Road
Tarpon Springs, FL 34689
813-937-5151

Georgia:

Morningside Elementary School

Elizabeth M. Wolfe, Principal
120 Sunset Lane
Albany, GA 31705
912-431-3387

Kentucky:

North Warren Elementary School

David A. Eakles, Principal
420 College Street
Smiths Grove, KY 42171
502-563-2041

Red River Valley Elementary School

Mary Ruth Stevens, Principal
11134 Highway 191, P.O. Box 219
Hazel Green, KY 41332-0219
606-662-4265



1993-94 DRUG-FREE SCHOOL RECOGNITION PROGRAM



North Carolina:

Lexington Senior High School

Mr. Ashley F. Hinson, Jr., Principal
26 Penry Street
Lexington, NC 27292
704-242-1574

West Charlotte High School

Barbara Ledford, Principal
2219 Senior Drive
Charlotte, NC 28216
704-343-6060

South Carolina:

Maurice Alcorn Middle School

Jeannetta W. Scott, Principal
5125 Fairfield Road
Columbia, SC 29203
803-735-3439

Pocalla Springs Primary School

Henrietta H. Green, Principal
Bethel Church Road
Sumter, SC 29154-8910
803-481-5800

Tennessee:

Westwood Elementary School

Opal R. Bowen, Principal
778 Parkrose
Memphis, TN 38109
901-789-8020

West Virginia:

Greenbrier East High School

Charles O. Carney, Principal
RR 2 Box 163
Lewisburg, WV 24901
304-647-6464

McKinley Elementary School

Earl Lucas, Principal
1130 19th Street
Parkersburg, WV 26101
304-420-9581

Components

Alabama:

Girard Middle School

John B. Roland, Principal
600 Girard Avenue
Dothan, AL 36303
205-794-1426

Florida:

Dundee Elementary School

Evelyn Powell, Principal
215 Frederick Avenue
Dundee, FL 33838
813-439-1755 or 439-4882

Highlands Middle School

Mr. G. W. Reynolds, Principal
10913 Pine Estates Road East
Jacksonville, FL 32218
904-696-8771

Palm Springs Elementary School

Dr. Richard Glynne Hughes, Principal
3563 Tenth Avenue North
Lake Worth, FL 33461
407-641-1274

Kentucky:

Fulton County Elementary School

Linda Littlejohn, Principal
Route 4
Hickman, KY 42050
502-236-2070

South Carolina:

J.B. Beck Middle School

Dr. C.A. Pringle, Principal
2018 Church Street, P.O. Box 1747
Georgetown, SC 29442
803-527-4495

AN EAGLE'S VIEW **RECOGNITION PROGRAM**

The five Regional Centers for Drug-Free Schools and Communities collaborated to produce *An Eagle's View*, a document that describes programs throughout the United States that promote alcohol, tobacco, and other drug (ATOD) use prevention and wellness among American Indian/Alaska Native people.

The Western Regional Center served as lead agency in the project, coordinating and writing summaries featured in *An Eagle's View*. The selected programs represent a significant movement in American Indian and Alaska Native communities to promote ATOD use prevention and to encourage healthy choices among youth. The document highlights comprehensive, ongoing prevention programs and stand-alone events that may be school- or community-based. Readers will discover innovative programs that can be duplicated in other communities,

along with contact information for those who want to learn more about establishing similar projects of their own.

The Western Regional Center defines *An Eagle's View* projects as "successful programs that worked well and made a difference in your community, your neighborhood, your schools and families." Volume I was produced in 1993 and is available from the Southeast Regional Center. Summaries of the 1994 winners will be published in Volume II, available Fall 1994.

To recommend a program or practice to be considered for inclusion in Volume III, contact the central office or your area field coordinator for more information.

Listed below are the 1993 and 1994 honorees from the southeast region.

1994 Programs

Camp Edisto

Cathy Nelson, Camp Director
113 Teepee Drive
Ridgeville, SC 29472
803-871-2126

Project Phoenix

Bobbie Jacobs-Ghaffar, Project Director
Center for Community Action
P.O. Box 723
Lumberton, NC 28372
910-739-7851

Seminole Tribe Empowerment Partnership (STEP) Program

Diane Diaz, Program Coordinator
6073 Stirling Road
Hollywood, FL 33024
305-964-3498

1993 Programs

Haliwa-Saponi After School Youth Program

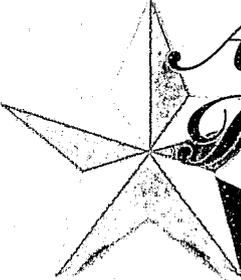
Sharon Harris, Program Coordinator
P.O. Box 9, Tribal Center
Hollister, NC 27844
919-586-4017

EDISTO Connection

Mertice Sherwood
c/o Janice Oglietti
Dorchester County Alcohol & Drug Commission
Summerville, SC 29483
803-821-0034

Cherokee Challenge

Tom Hill, Coordinator
Cherokee Center for Family Services
P.O. Box 507
Cherokee, NC 28719
704-497-7291



ABOUT THE SOUTHEAST REGIONAL CENTER



The position of the U.S. Department of Education is that illicit drug use is wrong and harmful. In accordance with this position, as well as the guidelines set forth by the Department of Health and Human Services (DHHS), the Southeast Regional Center advocates no use for youth. The Center, like DHHS, aims to prevent the use, not just abuse, of alcohol, tobacco, and other drugs by youth and believes all use is abuse when referring to youth under the age of 21.

What is the Center?

The Southeast Regional Center for Drug-Free Schools and Communities is one of five regional centers in a national network established by the U.S. Department of Education through the Drug-Free Schools and Communities Act of 1986. Located at the University of Louisville School of Education in Louisville, Kentucky, the Center serves 12 areas: Alabama, the District of Columbia, Florida, Georgia, Kentucky, North Carolina, Puerto Rico, South Carolina, Tennessee, Virginia, the Virgin Islands, and West Virginia.

What Does the Center Do?

Dedicated to support the prevention of alcohol, tobacco, and other drug (ATOD) use among youth in the southeast region, the Center provides the encouragement, knowledge, and expertise needed to implement effective, comprehensive ATOD use prevention strategies. The Center offers training, consultation, dissemination of information, and technical support to schools, communities, and states.

The Center:

- Facilitates school/community cooperation by building and supporting planning and action teams

- Assists state educational agencies in coordinating and strengthening alcohol and other drug prevention programming
- Assists colleges and universities and local educational agencies in developing and implementing preservice and inservice training programs for educational personnel
- Evaluates and disseminates information on effective ATOD use among youth prevention programs and strategies

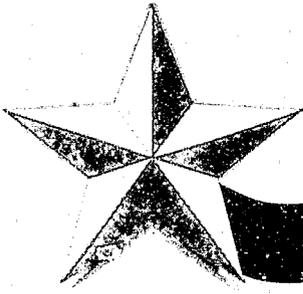
An Integrated Approach to Prevention

The guiding principal of the Center is that planned community-wide action based on cooperation and integration encourages the development of healthy, drug-free youth. Area field coordination is the foundation for Center-assisted planning. Services are geared to meet the unique needs of the southeast region. Each of the 12 areas has a full-time area field coordinator who works with local and state educational agencies, colleges and universities, and school/community teams to develop a prevention plan tailored to the area's particular needs.

Communication is the Key

A network made up of a Regional Advisory Council, Area Advisory Committees, and Sub-Area Advisory Committees advises the Center and offers guidance to keep the Center aware of area needs.

Area field coordinators are linked electronically with the Louisville office and with each other, facilitating solid communication channels among the Center, state and local educational agencies, colleges and universities, and school-community teams.



As a specialty center of the Regional Alcohol and Drug Awareness Resource (RADAR) network the Center communicates electronically with state and specialty centers across the country. This offers a broad base for sharing information, and enables the Center to distribute free NCADI (National Clearinghouse for Alcohol and Drug Information) publications.

School-Community Team Building

Area field coordinators work with local educational agencies to initiate school/community planning and action teams. The Center emphasizes coordination at all levels and the development of local plans to meet locally-identified needs. Center staff and area field coordinators train school/community teams, share information on promising new prevention models, and offer follow-up services. A continuing relationship between the Center and the teams provides the support and encouragement necessary to create vital, ongoing prevention efforts.

Through initial training and subsequent technical assistance and revitalization, the Center assists school/community teams in developing the process, knowledge, and skills for effective community-based prevention.

Urban Initiative

Along with a network of school/community teams, the Center provides networking opportunities for existing prevention organizations as well as training and consultation services for special needs populations through the urban initiative. These efforts are under way in Atlanta, the District of Columbia, Louisville, Memphis, and Miami. Future special initiatives will be developed as needs are identified.

Service to Institutions of Higher Education

The Center encourages colleges and universities to incorporate ATOD use prevention efforts in the communities in which they are located.

Evaluation and Dissemination

The Center offers assistance to communities in conducting needs assessments and helps ensure that adequate evaluation techniques are applied to local efforts. Along with training in program evaluation, the Center compiles and disseminates longitudinal data and information about promising prevention strategies.

The Center's dissemination unit produces a variety of publications which focus on prevention including quarterly newsletters, semi-annual research reviews, and grant alerts. The Center also maintains a resource center with curricula, model programs, print and video materials, and articles focusing on special topics in prevention.

University of Louisville School of Education

The University of Louisville is one of the oldest urban universities in the United States. A major state university, it provides a broad range of baccalaureate and advanced degree programs to meet the educational, health care, research, and cultural needs of Kentucky's largest metropolitan area.

The School of Education is responsible for teacher training and prepares professionals for many other school, college, community, and social and public agency positions. It has a long-standing collaborative relationship with school districts in the southeast region.

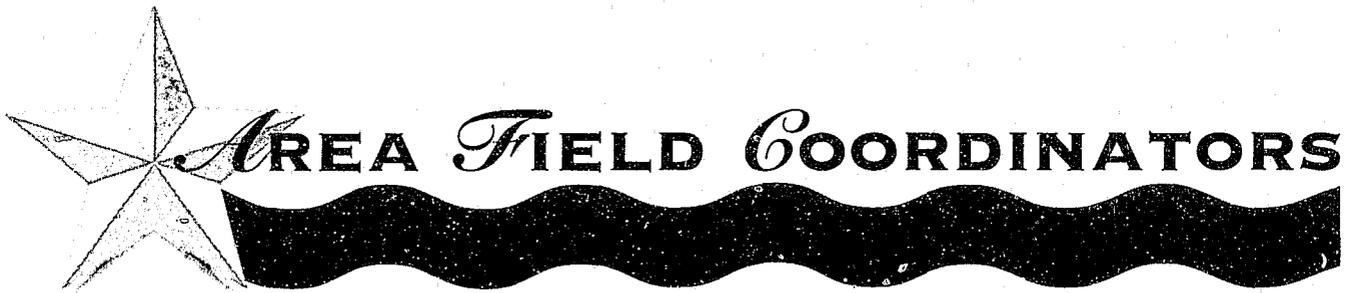
For More Information

Southeast Regional Center
for Drug-Free Schools and Communities
Spencerian Office Plaza
University of Louisville
Louisville, Kentucky 40292

502-852-0052

Toll Free: 800-621-SERC

FAX 502-852-1782



AREA FIELD COORDINATORS

Alabama

Jean Jenkins

SERC

University of Alabama-Birmingham

136-A Ullman Building

Birmingham, AL 35294

205-934-8662 FAX: 205-934-9896

District of Columbia

Kwesi Rollins

Associate Director for Urban Initiative

SERC

c/o Office of Information, Prevention, Education

2146 24th Place NE, Room 165

Washington, DC 20018

202-529-4451 FAX: 202-576-7888

Florida

Anthony Norton

c/o Department of Education DFS

Florida Education Center, Suite 414

325 West Gaines Street

Tallahassee, FL 32399-0444

904-487-8745 FAX: 904-488-6319

Georgia

Eve Nagler

SERC c/o State Department of Education

2054 Twin Towers East

Atlanta, GA 30334

404-651-9406 FAX: 404-651-9330

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Eddie Woods

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University of Louisville

Louisville, KY 40292

502-852-0052 FAX: 502-852-1782

North Carolina

Peggy Richardson, Ed.D.

SERC c/o NCDPI ADD Section

NC Education Building, Room 6108

301 North Wilmington Street

Raleigh, NC 27601-2825

919-715-1747 FAX: 919-715-2229

Puerto Rico

Lourdes Vazquez

Department of Education

Federal Affairs Office - SERC

G.P.O. Box 190759

Hato Rey, PR 00919-0759

809-754-4347 FAX: 809-754-7108

South Carolina

SERC c/o SCCADA

3700 Forest Drive - Suite 300

Columbia, SC 29204

803-734-9740 FAX: 803-734-9663

Tennessee

Jean Beene, Secretary

Department of Education - SERC

8th Floor - Gateway Plaza

710 James Robertson Parkway

Nashville, TN 37243

615-256-6286 FAX: 615-741-6236

Virginia

Virginia Nuckols

SERC c/o VA Department of Education

James Monroe Building - 18th Floor

P. O. Box 2120 - 101 North 14th Street

Richmond, VA 23216-2120

804-225-4429 FAX: 804-371-2455

Virgin Islands

Allison Petrus

P. O. Box 5665

St. Thomas, VI 00803

809-774-0100 ext 3048

FAX: 809-774-4679

West Virginia

Roger Tittle

SERC - 2nd Floor

1204 Kanawha Blvd.

Charleston, WV 25301

304-345-1766

FAX: 304-558-0391 (#2 after second ring)



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Louisville, KY 40292