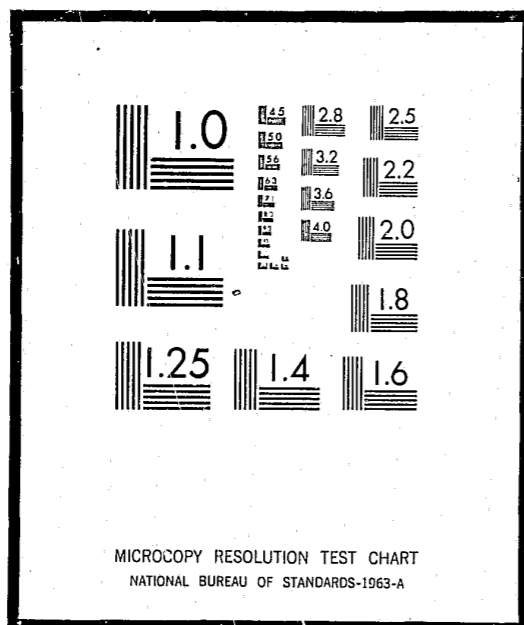


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LAW ENFORCEMENT ASSISTANCE ADMINISTRATION  
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE  
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Date filmed 9/15/75

Report #16200-001  
8 October 1973

EVALUATION OF DRUG ABUSE  
EDUCATION AND PREVENTION PROJECTS

21 DAY STATUS REPORT

Prepared for the  
California Council on Criminal Justice

PUBLIC SAFETY SYSTEMS  INCORPORATED  
P.O. BOX 30410, SANTA BARBARA, CALIFORNIA 93105

A GENERAL RESEARCH COMPANY

8 October 1973

C-16200-1

Ms. Francine Berkowitz  
Cluster Evaluation Project Manager  
California Council on Criminal Justice  
7171 Bowling Drive  
Sacramento, California 95823

Dear Ms. Berkowitz:

On behalf of Public Safety Systems Incorporated, I am pleased to submit our Twenty-One Day Status Report, the first deliverable called for under our contract with Culver City and CCCJ to evaluate drug abuse education and prevention projects. To demonstrate that we have accomplished Tasks 1.1 and 1.2, we have organized this report by the same topic headings used in our proposal and contract:

- Contract Objectives
- Constraints Upon PSSI's Effort
- Basic Issues in the Evaluation Process
- Major Steps in the Evaluation Process
- Proposed Work Plan and Schedule
- Preliminary Findings Concerning the Development of Alternative Methodologies
- Extent to which Contract Objectives can be Met

In addition, we have provided preliminary descriptions of the five cluster projects as Appendices B-F. These descriptions were developed from a review of the documentation available in CCCJ files and initial site visits conducted during the week of September 24, 1973. The interview guide for the initial site visits is shown in Appendix A. These preliminary project descriptions are organized by major service activity, and include only activities that we shall evaluate (e.g., we will not evaluate fund raising activities).

We would like to use the rest of this letter as a vehicle for summarizing the main points contained in this report and for outlining the CCCJ support that we will need to follow the course we have charted, including approval of certain staffing changes.

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The first section of this report merely quotes the contract objectives from our proposal. The second section describes the following six practical constraints upon our effort identified through our review of project documentation and our initial site visits:

- Some projects are no longer operational.
- Pre/post comparisons are not possible.
- Constructing control groups, to all practical purposes, will be precluded.
- Comparing projects meaningfully will be very difficult.
- Gaining access to confidential client files will be a problem.
- Project staffs may view further evaluation as waste or an imposition.

Section III then outlines five basic issues that must be addressed at this time. They are stated as questions, together with tentative PSSI answers:

- Who will be the user of our final report?
- How broad should a drug education/prevention evaluation be?
- How deep should a drug education/prevention evaluation go?
- What evaluation criteria should be used for drug education/prevention projects?
- How can causality be established for drug education/prevention projects?

If you accept our tentative answers to these questions, then we think you will accept our evaluation strategy outlined in Section IV.

The next two sections describe our plan for implementing this evaluation strategy and some preliminary findings. The last section relates what we plan to accomplish to our contract objectives.

To implement our evaluation strategy we will need assistance from CCCJ in the form of letters requesting access to information. At this time we can identify eleven required letters as follows:

- To the Bureau of Criminal Statistics for Juvenile Arrests and Dispositions, by charge category, age, sex, race, and year for our five jurisdictions.
- To the Los Angeles Sheriff's Department for client follow-up information from the Central Juvenile Index.

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- To the San Diego Unified School District for access to arrest/suspension information for client follow-up and for assistance in administering questionnaires to students, teachers and parents.
- To the Monrovia, Centinela Valley, and Culver City School Districts for assistance in administering questionnaires to students, teachers and parents.
- To the Los Angeles and San Diego County Regional Boards for assistance in conducting the community leader survey.
- To the five cluster projects for access to files, staff, clients, etc. and for assistance (specified for each project) in collecting required new information.

(NOTE: The requests to the San Diego and Centinela Valley School Districts would be combined, in each case, to reduce the number of letters.)

PSSI has had experience with all of these agencies and in each case will check with the addressee as to feasibility of the requests, before sending the letter. The letters will formalize our informal inquiries in those cases where authorization and support is assured.

We would also like access to the CCCJ files on the drug education projects funded in Norwalk, La Mirada and Palm Springs and a copy of the surveys that Digital Resources Corporation conducted for the Tri-County Board (Region S). Methodologies used in these studies will be examined in Task 1.4.

At this time, we would also like to address the staffing required to implement our evaluation strategy. In particular, we request permission to make the following staff changes:

- To add one man-month of computer programming effort. No change in total project cost would result--merely a relatively minor internal reallocation.
- To substitute Mr. Raymond Boehne for Mr. York Lucci as Project Director. Because of illness, Mr. Lucci was able to play only a minor role in the preliminary project planning and was unable to participate at all in the initial site visits. Mr. Boehne has very ably substituted as project director and it would be counter-productive to change again what has been the actual project leadership. Instead, Mr. Lucci would serve as project supervisor, reviewing all project activities and providing the benefit of his extensive experience in an advisory capacity at no cost to the project.

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We hope to reach an understanding with you on these staff changes and the required CCCJ support during our meeting on Wednesday, October 10, 1973. Naturally, we also hope to reach an understanding at that time on the basic issues and evaluation strategy referred to above.

Very truly yours,

*York Lucci*

York Lucci  
President

YL:dp

Encl.

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SECTION I

CONTRACT OBJECTIVES

SECTION I

CONTRACT OBJECTIVES

In its proposal to evaluate drug abuse education and prevention projects, PSSI identified three contract objectives:

1. Evaluate the efficiency of operations of each project in the Drug Abuse Education and Prevention Cluster (i.e., the extent to which the objectives of the project are reached and economy with which they are reached).
2. Determine the effectiveness of each project in reducing drug abuse and delinquency. Also, describe what additional changes--anticipated or unanticipated--can be attributed to the program.
3. Study the evaluation component of each project and recommend ways in which that component may serve the project most effectively. Also, develop a model evaluation component for other drug abuse education and prevention projects.

In addition, PSSI identified the following sub-objectives:

- Review all findings in light of CCCJ cluster objectives and overall CCCJ crime reduction objectives
- Identify common objectives and evaluation criteria that can be applied to all projects in the cluster
- Recommend ways in which individual projects should be modified to have a greater impact on criminal justice-related goals
- Identify projects or components of projects in the cluster which are most cost-effective

- Identify impact-oriented objectives which may be applied to all projects in the Drug Abuse Education and Prevention Cluster, or suggest alternatives
- Keep CCCJ well-informed of contract progress and research results, so that the CCCJ Project Manager and staff may make the efficient decisions regarding the directions PSSI should take to reach the above objectives

## SECTION II

### CONSTRAINTS UPON PSSI'S EVALUATION EFFORT

In pursuing the contract objectives stated above, PSSI necessarily is constrained by the budgetary and time limits specified in its contract. In addition, the PSSI team identified several practical constraints through its review of documentation from the five drug education projects and its initial site visits conducted during the week of September 24. These constraints can be summarized under the following six headings:

- Some Projects No Longer Operational
- Impossibility of Pre/Post Comparisons
- Difficulties in Constructing Control Groups
- Difficulties in Comparing Projects
- Difficulties in Obtaining Confidential Information on Clients
- Difficulties in Obtaining Staff Support for Additional Education

Each of these constraints is discussed below.

#### Some Projects No Longer Operational

The Centinela Valley School District project started phasing out its activities in the spring of 1973. No counseling is being conducted during this school year and there are no new teacher workshops. The Monrovia (Reach Out) project has had to cut staff from 10 to 2.5 full-time equivalents. It is funded at this level through the end of 1973. Its principal current activity is seeking additional funding. Since only one of the four Project Culver social workers was continued by Culver City, and none of the other staff, its activities have also been greatly reduced although its responsibilities will probably be expanded beyond cases involving drugs. The most obvious problem arising from this state of affairs is that it will be difficult to collect comparable information from current beneficiaries of the five projects, since three of the projects have few, if any, current beneficiaries.

## SECTION II

### CONSTRAINTS UPON PSSI'S EVALUATION EFFORT

It will also be difficult to collect information from project staff and last year's beneficiaries of these three projects due to the unavailability of staff assistance and loss of contact with both former staff and clients.

#### Impossibility of Pre/Post Comparisons

Generally the projects were not initiated with evaluations in mind, and so they generally did not collect adequate base rate data on drug knowledge, attitudes and behavior before they began to deliver education and counseling services. Since the projects have been operating for at least three years (with some activities concluded more than two years ago), and since they have had an impact upon their entire community or school district, it is impossible to develop meaningful pre/post test comparisons at this time.\*

#### Difficulties in Constructing Control Groups

The San Diego Probation Project was the only project to separate clients into experimental and control groups as part of its intake operation.\*\*

If control group comparisons are to be made for the other four projects, samples of non-beneficiaries need to be constructed to match samples of beneficiaries in terms of demographic characteristics and drug usage. All four of these other projects delivered educational services to all students in certain grades and counseling services to all referrals. This makes control group matching very difficult since there is no "untreated" population to select from. At the same time, few of the projects can provide sufficient face-sheet or descriptive data on beneficiaries to allow for matching on some other basis.

#### Difficulties in Comparing Projects

While it is possible to compare these five projects in terms of some process and outcome characteristics, a number of factors make this a dubious enterprise. First, the projects began at different times and thus have had

\* It would be possible to pre-test newly arriving students and/or teachers. However, this is less desirable than constructing a comparison group from another ("similar") school district for a one-time comparison.

\*\* It no longer does so.

greater or lesser opportunity to make any significant impact on desired outcomes. Second, each of the projects directed its efforts toward quite different (non-comparable) target populations. Third, each of them devoted quite different resources to achieve quite different objectives. Fourth, each of the projects was engaged in multiple activities with different immediate objectives but all contributing to the objective of reducing drug abuse. Fifth, these activities were often designed in phases with some of them occurring only in the first or second year of the project (e.g. the community education activity declined as the community was blanketed by speaking engagements). And sixth, even in cases where two projects have delivered similar services to similar beneficiaries, rarely have they provided process and outcome documentation in similar formats.

#### Difficulties in Obtaining Confidential Information on Clients

All of the projects are engaged in counseling, which requires a relationship of trust as a prerequisite for success. In order to gain the trust of the clients, confidentiality has been guaranteed to the clients. In addition, the criminal justice system is especially concerned about confidentiality in its relations with youth. This may present some problems in trying to collect data, especially if names of clients or former clients are needed in order to evaluate the outcomes of client counseling. Although our use of this information will also maintain confidentiality, there may be difficulties convincing program administrators or clients who may be reluctant to cooperate for other reasons as well.

#### Difficulties in Obtaining Staff Support for Additional Evaluation

All projects have been monitored by CCCJ and have been evaluated by external reviewers. Some of the projects are likely to view any attempt to collect additional information as wasteful repetition and as an imposition. This is especially likely in view of the cessation of CCCJ funding and the consequent cessation or curtailment of the program and staff.

### SECTION III

#### BASIC ISSUES IN THE EVALUATION PROCESS

### SECTION III

#### BASIC ISSUES IN THE EVALUATION PROCESS

After initial discussions with the CCCJ Project Manager and the directors of the five drug education and prevention projects, we feel that five issues must be addressed at this time. If it is agreed that these five issues are critical and consensus is reached on how they should be faced, agreement should immediately follow on the best approach to the contract objectives, given the six practical constraints described above. These five issues are stated here as questions:

- Who is the user?
- How broad should an evaluation be?
- How deep should an evaluation go?
- What evaluation criteria should be used?
- How can causality be established?

These questions are discussed below, together with tentative PSSI answers.

#### Who is the User?

Implicit in the contract objectives are a number of potential users of our final report. Table 1 identifies a wide range of potential users and the uses they might make of a final report that met all of our contract objectives. Given the time and budgetary limitations, and the six practical constraints enumerated above, it will obviously not be possible to satisfy all of the related needs of all of these users.

Since CCCJ funding has ended for all of the projects, and three of the projects are already inoperative or marginally operational, it is clear that our final report will not help either of the first two categories of users identified in Table 1. Further, it is clear that that unavailability of comparable and definitive data on the five projects will greatly limit the value of any cost-effectiveness comparisons made between projects. By a process of



TABLE 1  
 POTENTIAL USERS OF PSSI  
 FINAL REPORT

POTENTIAL USER CATEGORY	POTENTIAL USE
1. THE DIRECTORS OF THE FIVE CLUSTER PROJECTS	DIRECTING PROJECTS TO HIGH PAYOFF AREAS
2. LOS ANGELES AND SAN DIEGO REGIONAL BOARDS AND CCCJ	REFUNDING DECISIONS FOR THESE FIVE PROJECTS
3. CCCJ AND ALL 21 REGIONAL BOARDS	COST-EFFECTIVENESS OF DRUG EDUCATION AND DESIRABILITY OF FUNDING MORE DRUG EDUCATION PROJECTS IN COMPARISON TO OTHER CRIME CONTROL PROGRAMS.
4. DIRECTORS OF NEW DRUG ABUSE EDUCATION PROJECTS	DESIGN OF COST-EFFECTIVE PROJECTS
5. CCCJ AND ALL 21 REGIONAL BOARDS	EVALUATION OF NEW DRUG ABUSE EDUCATION PROJECTS
6. RESEARCH COMMUNITY	COST-EFFECTIVENESS OF FIVE DRUG ABUSE EDUCATION PROJECTS.

elimination the principal use can be identified--providing CCCJ and the 21 Regional Boards with a means for evaluating new drug education projects. It is PSSI's position that *the principal product of its contract effort will be an evaluation methodology for subsequent drug education projects.* Certain information of value to the other users identified in Table 1 will be generated as part of the effort to develop, exercise and validate this evaluation methodology. These by-products will be documented in the final report to provide interim cost-effectiveness insights on drug education and prevention. However, definitive cost-effectiveness information will not be available until the evaluation methodology developed under our contract is fully implemented on new projects.

How Broad Should an Evaluation Be?

Assuming that the principal user of PSSI's final report is the director of a new drug education project, or the evaluation consultant selected by him, the next question concerns the breadth of this model evaluation methodology. The logical union of all previous CCCJ drug education evaluation methodologies would be very broad, because certain evaluations included information of interest only to the research community. Furthermore, this logical union would not cover all of the information needs of the users identified in Table 1.

It is PSSI's position that *application of the model evaluation methodology must provide comparable and definitive cost-effectiveness information on new drug education projects to satisfy the various users indicated in Table 1.* If all of the related needs of these users are to be satisfied, this methodology must document:

- The processes through which a project delivers services
- The quantity of services delivered
- The costs of service delivery
- The effects (outcomes) on project beneficiaries

### How Deep Should an Evaluation Go?

The deeper an evaluation goes into documenting project processes and outcomes, the more information will be generated that may be of use in redirecting the project in question or designing improved projects in the future. On the other hand, as evaluation depth increases,

- Evaluation costs increase,
- Project staff resistance to data gathering increases, and
- Response rates on beneficiary questionnaires decrease.

The issue is one of identifying the point of diminishing returns and collecting the minimal essential data set.

It is PSSI's intention to *initially design an evaluation methodology that delves deeper than necessary into project processes and outcomes, and then to eliminate items of information found to be unnecessary in applying the methodology to the cluster.* For example, the initial methodology, together with the evaluations conducted by the projects themselves, will probably provide redundant outcome measurements from which our analysis will identify a minimal set of outcome measures. By such eliminations, the methodology described in our final report will not delve as deep into project processes and outcomes. Subsequent application of the methodology may help to further eliminate unnecessary items of information.

### What Evaluation Criteria Should be Used?

There is no consensus on the ultimate objectives of drug education and prevention projects. To some the objective must be the elimination of all drug use, and the continued use of drugs would be seen as a failure. But others may count it as a success if use (or abuse) has been reduced. To some the objective is the reduction of drug cases being processed by the criminal justice system; but this may be accomplished through changes in police priorities or prosecutorial policies, without any actual reductions in drug use.

Even if objectives can be agreed upon--e.g. increased drug knowledge--there are differences about the specific measurements to be used. For example, some drug educators have been critical of tests which ask about the technical names or the street names of drugs, or about the symptoms of overdose or withdrawal. Similarly, some may view continued treatment without any apparent change in behavior as a sign of failure, while others may see it as a helpful sign indicating the client has not lost faith in his ability to change.

In addition, there is no a priori consensus about the proper time-frame within which to gauge success. Although two projects may consider it a success if a client is not re-arrested during his participation in the project, the length of this period may vary sharply (e.g. Monrovia Reach Out estimated the average treatment for its clients took ten weeks, while the San Diego Juvenile Probation Department project closed its cases after six months and checked recidivism six to twelve months later).

It is clear that projects must be evaluated both against their own objectives and in terms of their total benefit to society. Since the objectives of future drug education projects should be tailored to the needs of their host communities and since needs will vary between communities, future projects will have objectives as diverse as the five projects in our cluster. It is PSSI's position that *the model evaluation methodology must be based upon criteria broad enough to cover all significant benefits to society resulting from any drug education project and fine enough to measure each project's success in achieving its own goals.* The evaluation methodology must not constrain a project's objectives in any way, but rather must be able to provide evaluative indicators relevant to any likely set of project objectives.

### How Can Causality be Established?

The textbook approach to evaluation is to establish causal relationships between project processes and outcomes through the application of experimental design. Experimental and control groups are randomly selected from the "same" population, that is, matched on the basis of some set of known

attributes . The experimental group receives "treatment" while the control group does not, but they differ only in that variable. Pre- and post-tests provide for measurement of relevant criterion variables before and after treatment. Changes between the two testing periods are computed for both groups, and the difference between the two groups is attributed to the treatment. Randomization excludes the possibility that anything other than the treatment could have caused the "between-group" difference, and the controlled experiment thus eliminates the effect of outside forces.

As noted in the constraints section above, only one project used such an experimental design and it will not be possible to match control groups to beneficiary groups for the four projects that did not employ an experimental design. Comparison groups will be matched to beneficiary groups to the extent possible--but pre/post-testing for either type of group will not be possible. Beneficiaries will be asked to recall pre-participation attitudes and behaviors as a substitute for pre- and post-testing. However, the reliability and validity of retrospective instruments have often been questioned, and they are unquestionably inferior to two-cell testing approaches. The problem is compounded still further when the beneficiary groups are small and there are several intervening variables to be controlled. In addition, the multiplicity of activities within a project makes it difficult to attribute an outcome to a particular activity. Similarly the absence of a controlled experimental design means it is difficult to control or check for the impact of such "environmental" factors as changes in community values or police practices upon drug use or drug arrest rates.

It is PSSI's position that *since our primary objective is to develop an evaluation methodology for new projects, this inability to establish causality for the cluster under study is not a deficiency.* The resulting methodology will call for pre/post-testing and control groups. As this methodology is applied to new projects, formal experimental design may be found to be only an interim requirement. It is entirely possible that a one-time testing of a beneficiary group and a matched comparison group from a different (but "similar") school district may provide sufficient information for all the users of Table 1. However, such a minimal data set needs to be justified from interim pre/post and control group findings.

#### SECTION IV

#### MAJOR STEPS IN THE EVALUATION PROCESS

## SECTION IV

### MAJOR STEPS IN THE EVALUATION PROCESS

Based on our work to date, it appears that the design of an appropriate methodology for evaluation of drug abuse education and prevention projects must meet the following specifications:

1. The design must be comprehensive enough in its scope to tap each of the diverse services offered by such projects.
2. The design must be flexible enough to allow for evaluation of projects capable of providing only the most limited data.
3. The design must be specific enough to allow for evaluation of each project in terms of its own, perhaps unique, objectives.
4. The design must be general enough to allow for project comparisons and evaluation in terms of commonly defined objectives.

Given these specifications and the practical constraints noted in Section II above for the cluster, we have developed an evaluation strategy. In what follows we will describe: first, separate evaluation modules designed to obtain data relevant to the evaluation of various project components and activities; and second, ways of combining evaluation modules and of analyzing their information elements to arrive at estimates of absolute and relative project effectiveness.

### Evaluation Modules

Tables 2 and 3 outline the contents of seventeen evaluation modules needed to implement our evaluation strategy. Nine of these modules are based upon questionnaires and eight relate to statistical information collected from project, school or CJS files. Each evaluation module focuses on a particular source and type of evaluative data. Information relevant to any given project activity may be tapped by a number of evaluation modules. Thus, for example, information exchange, attitude change and personal reactions to educational and counseling services are tapped by modules based on questionnaire surveys of various beneficiary groups and of participating staff members. More indirect and long-range impact of these services are assessed in outcome modules dealing with delinquency statistics and client follow-up data. Finally, staffing patterns, administrative issues, resources and materials available, and other factors pertaining to the efficiency of service delivery are assessed through documentation called for in various process-oriented statistical modules.

### Data Collection Instruments and Procedures

Each of the modules outlined in Tables 2 and 3 calls for the development of one or more questionnaires or other data collection instruments or procedures. Examples of specific topics to be assessed are indicated for each evaluation module. Additional topics may be added or existing entries modified to reflect unanticipated evaluative questions.

Although our strategy requires that we develop a full set of questionnaires, interview outlines, record forms, etc., to insure the collection of comparable data across all projects, wherever possible we will select questions and/or item formats used in previous studies. By drawing on existing instruments which have already been pre-tested we will minimize non-response and improper response. We will also maximize both the availability of base-rate data for purposes of comparison, and the opportunity to use data previously collected by the five cluster projects for purposes of validation.

TABLE 2  
QUESTIONNAIRE-BASED MODULES

	QUESTIONNAIRE MODULE	CONTENT
EDUCATION	STUDENT	DRUG KNOWLEDGE SELF-IMAGE ATTITUDES TOWARD DRUG USAGE DRUG ABUSE BEHAVIOR KNOWLEDGE OF PROJECT EVALUATION OF PROJECT
	TEACHER	DRUG KNOWLEDGE ATTITUDES TOWARD DRUG USAGE KNOWLEDGE OF PROJECT EVALUATION OF PROJECT
	PUBLIC	DRUG KNOWLEDGE ATTITUDES TOWARD DRUG USAGE KNOWLEDGE OF PROJECT EVALUATION OF PROJECT
	STAFF	RELATIVE EFFECTIVENESS OF DIFFERENT EDUCATIONAL COMPONENTS
	COMMUNITY LEADER	DRUG KNOWLEDGE ATTITUDES TOWARD DRUG USAGE KNOWLEDGE OF PROJECT EVALUATION OF PROJECT
	CLIENT	DRUG KNOWLEDGE SELF-IMAGE ATTITUDES TOWARD DRUG USAGE DRUG ABUSE BEHAVIOR EVALUATION OR PROJECT
COUNSELING	PARENT	DRUG KNOWLEDGE ATTITUDES TOWARD DRUG USAGE EVALUATION OF PROJECT
	STAFF	RELATIVE EFFECTIVENESS OF DIFFERENT COUNSELING COMPONENTS
	ADMINISTRATIVE	RELATIONSHIP WITH COMMUNITY AND BOARD OF DIRECTORS STAFFING PROBLEMS CRITICAL EVENTS IN EVALUATION OF PROJECT SIGNIFICANT ACCOMPLISHMENTS OTHER PROBLEMS LESSONS LEARNED

TABLE 3  
STATISTICAL MODULES

	STATISTICAL MODULES	CONTENT	
OUTCOME EVALUATION	EDUCATION	CJS DELINQUENCY STATISTICS	ARRESTS* BY TYPE OF CHARGE REFERRALS TO PROBATION* BY TYPE OF CHARGE
		SCHOOL DELINQUENCY STATISTICS	TRUANCY/DROPOUT* SUSPENSIONS/EXPULSIONS* BY REASONS
	COUNSELING	CJS CLIENT FOLLOW-UP	ARRESTS DISPOSITIONS
		SCHOOL CLIENT FOLLOW-UP	SCHOOL ATTENDANCE AND PERFORMANCE SCHOOL DISCIPLINARY ACTIONS
PROCESS-ORIENTED EVALUATION	STAFF COMPOSITION	BY ROLE BY AGE/SEX/ETHNICITY BY BACKGROUND TRAINING & EXPERIENCE BY IN-SERVICE TRAINING	
	FACILITIES	DESCRIPTION	
	SERVICE DELIVERY	HOURS OF EDUCATIONAL INSTRUCTION HOURS OF OTHER EDUCATIONAL CONTACT NUMBER OF PERSONS EDUCATED MATERIALS DISTRIBUTED NUMBER OF PERSONS COUNSELED HOURS OF COUNSELING INTAKE REFERRALS NUMBER OF CRISES INTERVENED	
	FISCAL	REVENUES BY SOURCE EXPENDITURES FOR STAFF, CONSULTANTS, TRAVEL, SUPPLIES, EQUIPMENT	

\* By age/sex/race.

Refinement of Data Collection Procedures

The procedures listed here for each evaluation module are intended to provide considerable redundancy in data collection. It is difficult to estimate at this time which of two or more procedures is likely to yield the most relevant information. Based on experience derived from the assigned cluster, however, it should be possible to reduce the amount of data collected in future evaluations by selectively dropping those procedures (or items) that yield either little variability, or that prove least relevant to measurement of evaluation criteria.

Use of Evaluation Modules

Table 4 illustrates that no conceptual or practical problems are associated with the selection of modular components for use in evaluating any particular project. All of the modules are relevant to each of the cluster projects--with the exception that the general educational outcome modules are not relevant to the San Diego Probation project. Although most of the modules are relevant to each cluster project, not every item of information covered by each instrument is relevant. Instruments would have to be tailored to projects by deleting irrelevant items.

Process-oriented modules that call for interviews with project directors, and documentation of expenditures and revenues, staffing patterns, services delivered, etc., will be used routinely in all evaluations. Modules that call for questionnaire surveys of various beneficiary groups will be used to evaluate all projects offering educational and/or counseling services; each beneficiary group will be surveyed according to the services rendered to it. Modules calling for collection of community-wide statistics on drug arrests, prevalence of drug use, etc., will be used to evaluate projects with broad beneficiary groups such as those with general educational components; modules calling for outcome tracking of individual clients through criminal justice and school records will be used to evaluate projects with limited beneficiary groups such as those offering direct counseling services. The number and type of evaluation modules used for any given project, as well

TABLE 4  
APPLICATION OF MODULES TO CLUSTER

EVALUATION MODULE		PROJECT				
		DANE	SD PROBATION	CULVER CITY	MONROVIA	HAWTHORNE
GENERAL EDUCATION OUTCOMES	BENEFICIARY Q'AIRE • STUDENTS • TEACHERS • PUBLIC	X X X		X X X	X X X	X X X
	DELINQUENCY STATISTICS • CJS • SCHOOL	X X		X X	X X	X X
	STAFF Q'AIRE	X		X	X	X
	COMMUNITY LEADER Q'AIRE	X		X	X	X
COUNSELING OUTCOMES	BENEFICIARY Q'AIRE • CLIENTS • PARENTS	X X	X X	X X	X X	X X
	FOLLOW-UP CLIENT DELINQUENCY • CJS • SCHOOLS	X X	X X	X X	X X	X X
	STAFF Q'AIRE	X	X	X	X	X
PROCESS-ORIENTED	ADMINISTRATIVE Q'AIRE	X	X	X	X	X
	STAFF COMPOSITION	X	X	X	X	X
	FACILITIES	X	X	X	X	X
	SERVICE DELIVERY	X	X	X	X	X
	FISCAL	X	X	X	X	X

as the individual items of information sought, will vary, therefore, directly with the array of services offered. (N.R. All relevant outcome modules will be used regardless of a project's stated objectives.)

#### Data Analysis

As discussed above in Section II on constraints, opportunities for tightly controlled experimental designs are quite limited in the projects we have visited. Pre-intervention test scores and base rate data on drug abuse and its correlates are not available in most cases, control and comparison groups are difficult to define, and even face sheet data on clients (required for matching and outcome tracking) are either lacking altogether or available only in summary form.

Given these limitations it will be necessary to forego the use of more sophisticated (and better controlled) data analysis procedures for the five cluster projects; evaluation of these projects will consist primarily of post-test only data collection and analysis, and effectiveness comparisons between projects. Wherever possible, however, we will use whatever pre-test data, etc., are available to estimate trends and project impact and for validation. Evaluation of the five cluster projects will also rest heavily on analysis of process-oriented modules. Base rate statistics established here may be compared to data obtained subsequently from similar drug education projects.

The evaluation module approach to data collection outlined in this section provides considerable flexibility in data analysis options. While the analysis of data from the five cluster projects must, of necessity, be limited, the same approach to data collection is fully compatible with more rigorous designs we would hope to see used in subsequent evaluation studies. Thus, for example, given the opportunity to collect pre-intervention data, beneficiary questionnaires can be analyzed to determine project impact on drug knowledge, attitudes, and (self-reported) behavior. Similarly, such questionnaires can be used to determine relative changes among non-counseled/educated comparison groups, and to obtain data relevant to project impact on staff members, community groups, etc.

## SECTION V PROPOSED WORK PLAN AND SCHEDULE

## SECTION V

### PROPOSED WORK PLAN AND SCHEDULE

Figure 1 presents our proposed schedule for completing the work called for under our contract with Culver City and CCCJ following the general steps outlined in Section IV above. It generally agrees with the schedule presented in our proposal (Figure 4-1 on page 4-2), except that the five tasks have been sub-divided into twenty-eight subtasks.\* We feel that the twenty-eight subtask titles, together with the description of the major steps in the evaluation process (Section IV), provide sufficient documentation of what we plan to do. Some indications of how we plan to conduct the project are provided in Section VI below, Preliminary Findings Concerning the Development of Alternative Methodologies. In addition some indications of how we intend to staff the project are in order, particularly where we have progressed beyond the material presented in our proposal.

In particular we have abandoned the concept of two field teams and instead have chosen a division of labor by evaluation module. This allows assigning the most appropriate individual to each module and will enhance data compatibility between projects.

Table 5 shows the qualifications of the individuals responsible for administering each of the modules. Staff members with teaching experience will administer questionnaires to students, teachers and the general public. Our drug education specialist will administer all of the staff, client, and parent questionnaires. A criminal justice systems analyst will be responsible for all of the statistical modules. Two teachers will be needed, since they will also assist in coding the statistical information. One will be assigned to the three projects in Los Angeles County and the other to the two project in San Diego County. The remaining two questionnaires will be the joint responsibility of the CJS analyst and drug educator.

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\*Some slight manipulations were needed to schedule around the Christmas-New Year school holiday period.





A change from the staffing indicated in our contract has been identified and is addressed in the cover letter to the Project Manager. In addition, we will need approximately one man-month of computer programming effort for subtasks 4.1 and 4.8. Effort from other project team members will have to be reduced accordingly.

TABLE 5  
ASSIGNMENTS BY MODULE

MODULE	QUALIFICATIONS OF STAFF MEMBER
STUDENT, TEACHER, PUBLIC QUESTIONNAIRES	SCHOOL TEACHER
STAFF, CLIENT, PARENT QUESTIONNAIRES	DRUG EDUCATOR
STATISTICAL MODULES	CJS ANALYST WITH CODER SUPPORT
COMMUNITY LEADER AND ADMINISTRATIVE QUESTIONNAIRES	DRUG EDUCATOR AND CJS ANALYST

SECTION VI

PRELIMINARY FINDINGS CONCERNING THE  
DEVELOPMENT OF ALTERNATIVE METHODOLOGIES

## SECTION VI

### PRELIMINARY FINDINGS CONCERNING THE DEVELOPMENT OF ALTERNATIVE METHODOLOGIES

As described in Section IV above, our approach is to implement a single evaluation strategy rather than to develop alternate methodologies. A strategy was developed from our answers to the questions:

- Who is the user?
- How broad should an evaluation be?
- How deep should an evaluation be?
- What evaluation criteria should be used?
- How can causality be established?

However, in implementing this strategy, we must choose among many alternatives at each level of specification. For each of the seventeen evaluation modules identified in Section IV, we must determine which items of information to gather, how to gather each item, how to analyze the information collected and how to identify unnecessary items.

To illustrate this process of choosing among alternatives, consider the problem of constructing the nine questionnaires identified in Table 2. After we have further specified the items of information sought through each questionnaire, we must face the problem of phrasing each question. Because of the difficulties in phrasing questions properly, especially when the respondents are alienated juveniles, we intend to use questions that have been used in previous efforts. Not only does this greatly reduce non-response and improper response, but it provides comparison data for each question.

Toward this end, we have written to the Drug Abuse Research Instrument Inventory for copies of relevant questionnaires in their files from previous drug education evaluations. We have visited Dr. Don McCune, Director of the State Drug Education Task Force. He provided PSSI copies of all questionnaires used by his office, together with survey findings. He referred us to the two

other drug education surveys conducted in the State. We are also receiving questionnaires from a GRC project team in Washington conducting a drug education survey for the Office of Education.

As a second illustration of this process of choosing among alternatives, consider the problem of collecting comparable follow-up delinquency information on clients. Preliminary investigations have shown that it may be possible to get comparable data on police arrests and school suspensions for clients from all five projects from only two sources:

- The San Diego Unified School District
- The Los Angeles County Control Juvenile Index (CJI), via the Los Angeles Sheriff's Department or the Culver City Police Department

If indeed it is possible to obtain follow-up information from these two sources, alternatives need not be considered. This would obviously be a least-cost approach for our data gathering effort, just as use of a county's CJI would apparently be the best source in general for this type of information.

Other preliminary investigation has shown that the two best sources for community-wide delinquency data are the Bureau of Criminal Statistics (BCS) and the school districts. Previous PSSI experience has indicated that BCS tapes are a reliable and inexpensive source for juvenile arrest information. However, since there is no Statewide statistical office for school delinquency, various approaches to collecting school delinquency information need to be investigated.

SECTION VII

EXTENT TO WHICH CONTRACT OBJECTIVES CAN BE MET

SECTION VII

EXTENT TO WHICH CONTRACT OBJECTIVES CAN BE MET

This section relates some of the material from Sections II through VI to the contract objectives stated in Section I to show the extent to which these objectives can be met.

Contract Objective 1. "Evaluate the efficiency of operations of each project in the Drug Abuse Education and Prevention Cluster (i.e., the extent to which the objectives of the project are reached and economy with which they are reached)."

Contract Objective 2. "Determine the effectiveness of each project in reducing drug abuse and delinquency. Also, describe what additional changes--anticipated or unanticipated--can be attributed to the program."

These objectives will be met to the extent permitted by the practical constraints identified in Section II. These are not viewed as primary objectives. The evaluations of the five projects are viewed as by-products of satisfying the primary objective.

Contract Objective 3. "Study the evaluation components of each project and recommend ways in which that component may serve the project most effectively."

Although this, too, is viewed as a by-product objective, it will be fully accomplished.

"Develop a model evaluation component for other drug education and prevention projects."

*We view the primary contract objective to be the development of a cost-effective methodology for evaluating drug education/prevention projects. This methodology will consist of a number of validated modules. The subset of modules appropriate to a specific project will depend upon the nature of that project's activities.*

A broader set of modules will be developed initially that will provide multiple measurements of various project effects. This set of modules will be used to evaluate the five cluster projects, to the extent possible. The multiple measurements will be compared with each other as well as with other measurements from each project's own evaluation in order to identify a cost-effective final methodology. The final modules will produce a subset of the measurements provided by the initial broader set of modules.

Sub-objective 1. "Review all findings in light of CCCJ cluster objectives and overall CCCJ crime reduction objectives."

Sub-objective 2. "Identify common objectives and evaluation criteria that can be applied to all projects in the cluster."

Sub-objective 3. "Identify impact-oriented objectives which may be applied to all projects in the Drug Abuse Education and Prevention Cluster; or suggest alternatives."

These sub-objectives will be fully accomplished.

Sub-objective 4. Recommend ways in which individual projects should be modified to have a greater impact on criminal justice related goals.

Sub-objective 5. Identify projects or components of projects in the cluster which are most cost-effective.

These are viewed as by-product objectives and will be accomplished to the extent permitted by the practical constraints identified in Section II.

Sub-objective 6. "Keep CCCJ well-informed of contract progress and research results, so that the CCCJ Project Manager and staff may make the efficient decisions regarding the directions PSSI should take to reach the above objectives."

This report is evidence that this sub-objective will be met. In particular, Section III identifies five key issues that the CCCJ Project Manager should address immediately. The cover letter addresses CCCJ support required to implement our evaluation strategy and requests permission to make necessary staff changes.

APPENDIX A

INTERVIEW GUIDE FOR INITIAL SITE VISITS

APPENDIX A

INTERVIEW GUIDE FOR INITIAL SITE VISITS

After reviewing various reports that the five cluster projects had submitted to CCCJ, the project team developed an interview guide for the initial site visits. This guide, as shown in this Appendix, was used by the three project team members during the site visits conducted on the following days:

- Centinela Valley (NERC): Monday morning, September 24
- Monrovia (Reach Out): Monday afternoon, September 24
- DANE (SDUSD): Tuesday morning, September 25
- San Diego Probation: Tuesday afternoon, September 25
- Project Culver: Wednesday afternoon, September 26

The project descriptions appearing in Appendices B-F were developed from the notes taken on these interview guides and the project documentation available in CCCJ files.

				RESOURCES			
PROGRAM ACTIVITY	OBJECTIVE	STAFFING	MATERIALS	SUPPORTIVE SERVICES	BENEFICIARIES	RECORDS	EVALUATION
DESCRIBE, NOTE TYPE, INNOVATIONS, ETC.	PHILOSOPHY, ATTITUDES, STATED AND IMPLICIT, GOALS, ETC.	HOW MANY, HOW OFTEN, HOURS, SALARIES, TURNOVER, QUALIFICATIONS, ETC.	PHYSICAL PLANT, SUPPLIES, LIBRARY, AV EQUIPMENT, CURRICULA, PUBLICATIONS, ETC.	STAFF TRAINING, IN-SERVICE, SUPERVISION CONSULTING, STAFF MEETINGS, OTHER AGENCY COOPERATION	CLIENT CHARACTERISTICS, HOW SCREENED, SELECTED, HOW MANY, REFERRAL SOURCE, OUT-REACH, CATCHMENT AREA	FACE SHEETS, TESTS, QUESTIONNAIRES, LOGS, SERVICES, EXTERNAL CLIENT DATA, COUNSELOR NOTES, ETC. (COLLECT SAMPLES)	ROUTINE DATA TALLIES, CROSSTABS, PRE/POST-TEST RESULTS, RATINGS, CCCJ REPORTS, EVALUATION STUDIES
I. EDUCATION/PREVENTION							
A. EDUCATION							
1. STUDENTS							
2. PARENTS							
3. CIVIC GROUPS							
4. COMMUNITY AGENCIES							
a. CRIM. JUST. SYST.							
b. OTHER							
4. TRAINING/CONSULTATION							
B. INFORMATION							
1. TELEPHONE							
2. DROP-IN							
3. PUBLICATIONS/MATERIALS							
II. EARLY INTERVENTION							
A. COUNSELING							
1. INDIVIDUAL							
2. GROUP							
3. FAMILY							
B. REFERRAL TO ANCILLARY SERVICES							
C. CRISIS INTERVENTION							
III. OTHER							

PROJECT HISTORY

1. Critical events in evolution of project.
2. Significant accomplishments.
3. CCCJ reports not in our notebook.
4. Press releases, publications, etc.
5. Research on project (other than evaluation).

FUNDING

Please provide statements showing annual expenses since beginning of project, in whatever expense categories are available (e.g. Personnel, Travel, Consultants, Supplies, Equipment).

CCCJ grants each year (we do not have 3rd year funding for three of the projects).

Sources for match

Current Funding Sources

MAP showing operations, school feeder areas, control schools.

ARE THERE ANY OTHER THINGS WE SHOULD BE AWARE OF IN THIS FIRST SITE VISIT?

WHO ELSE SHOULD WE SEE TO GET A REAL APPRECIATION FOR THE PROJECT?

CAN WE OBSERVE:

- A classroom session?
- A counseling session?
- A community education session?

APPENDIX B

DESCRIPTION OF SAN DIEGO PROBATION PROJECT



APPENDIX B

DESCRIPTION OF SAN DIEGO PROBATION PROJECT

1. PROGRAM ACTIVITY: COUNSELING

Drug education rehabilitation program for juvenile drug offenders and their parents consisting of lectures and group discussions.

2. OBJECTIVES

- Reduce recidivism among drug users
- Reduce drug abuse among drug users
- Increase communication between parent and child
- Increase knowledge and awareness of drugs and narcotics for child and parent

3. DESCRIPTION OF ACTIVITY

The program involved six weekly meetings until summer of 1973 when it was changed to twice-weekly meetings for three weeks. The format remained unchanged: an hour lecture followed by an hour group session for the first four contacts, and a two-hour group session for the final two contacts for a total of twelve hours of contact (this does not include an initial interview before decision to assign youth to the project).

The first lecture is by a San Diego Police Juvenile Officer who discusses the physical characteristics of drugs and law enforcement procedures. The second lecture is by a deputy DA who discusses the laws, court involvement, ramifications of "having a record," and provisions for sealing juvenile records. The third lecture is by a psychiatrist who discusses both pharmacological and psychological aspects of drug abuse. The fourth lecture is by a former addict.

The group sessions are "mini-encounter" groups. Groups are composed of both youths and parents, but no child is in the same group as his parent.

Attendance at groups may continue after the six-week period. At the end of six months, the parent is called for a report on the youth's behavior and the case is closed.

The staff is composed of Juvenile Probation Officers. At this point (10/73), no staff member has been with the project longer than six months. Staff was self-recruited, and had no special or additional training. Lectures are rotated and specific speakers are not requested; an exception is the ex-addict who has been with the program from the start.

Meetings are held at the Juvenile Probation Building at 7 PM.

4. BENEFICIARIES OF ACTIVITY

Juveniles in the program are between 14 and 18, with a provable drug charge other than sale or serious offense, without a 601 or 602 petition on file.

Data for 8/70 - 6/71 indicates 72% male, 90% white (with 6% Chicano and 4% Black), mostly lower-middle to middle-class (head of household occupations: only 1.5% unskilled and 16% semi-skilled). More than half (51%) were arrested for possession of marijuana, with 36% arrested for possession of dangerous drugs, but 58% indicated use of marijuana and dangerous drugs (27% marijuana only). In 65% of the cases the parents were married and living together, and in 64% of the cases the child was living with both parents.

In the January-June 1972 period, 191 (or approximately 32/month) were assigned to the program. In that same period 62% of the youths in the program were arrested for marijuana, 27% for dangerous drugs, 4% narcotics, and 7% for paraphernalia or being in a place with drugs. (Another source lists 218 being assigned to programs during that period).

5. BENEFICIARY SELECTION PROCESS

In the test period of 8/70-6/71 (excluding 12/70) cases were randomly assigned either to the program, to a petition and appearance before judge, or were counseled and closed, with 50% going to the program and 25% to each of the other alternatives. After that date participants were selected as a result

of the judgment by the intake officer as to the most appropriate action; in January-June 1972, 20% were assigned to the program, 40% were counseled and closed, and 30% were petitioned to the court (10% were pending). Data for May-August 1973 indicates 16% were assigned to the program.

#### 6. RECORDS AVAILABLE

Recidivism data should be available for past clients.

Program is continuing under Probation Department auspices and pre/post-test should be possible for current cases.

#### 7. EVALUATION CONDUCTED

An evaluation of the project was conducted at the end of the first year (which used random assignment). Drug recidivism was 12% for program graduates, 12% for counsel and close, and 11% for court petitions. Overall recidivism was 20% for program graduates, 24% for counsel and close, and 26% for court petitions.

Other evaluations use pre- and post-tests for program graduates, as follow-up tests on control groups proved difficult (only 30% of those contacted returned a questionnaire). Post-test scores on value orientation and alienation scales of the Jesness Inventory psychological tests showed statistically significant changes. The study also reports changes in perceived communications patterns by both youth and their parents. There was no significant decrease in the use of marijuana, although the proportion indicating a desire to stop their use of drugs increased from 47% to 74%.

A check of recidivism in July 1973 for those entering the program between January and June 1972 indicated a 28% recidivism rate (recidivism defined as petition filed) with approximately one-third of these being charged with the same offense.

#### APPENDIX C

#### DESCRIPTION OF DANE PROJECT

## APPENDIX C

### DESCRIPTION OF DANE (DRUG AND NARCOTIC EDUCATION) PROJECT

#### 1.1 PROGRAM ACTIVITY I: STUDENT EDUCATION

DANE provides for classroom instruction incorporating information about substances, decision-making and building of positive values in the 6th through 12th grades of all San Diego City Schools.

#### 1.2 OBJECTIVE

To establish an effective and viable drug and narcotic education program for San Diego Unified School District.

#### 1.3 DESCRIPTION OF ACTIVITY

The DANE drug education program is operational in both elementary and secondary schools. The elementary program (4th-6th grade) uses multi-media material kits compiled by DANE counselors to teach maintaining of healthy bodies, understanding the effects of drugs on mind and body, building positive values, and development of decision-making abilities. High school students are trained to be Teen Leaders and are assigned to a specific 6th grade classroom to work with students. One DANE counselor acts as a supervisor for the Teen Leaders and the elementary program.

The junior high DANE program is offered in the 8th grade. Each DANE teacher/counselor is responsible for two junior highs and teaches the drug unit one hour per day for four consecutive days.

In the high schools the drug education is taught in 10th grade health and safety classes by the regular teacher with assistance from the DANE counselor when necessary. Each high school has a Student Advisory Committee which aids the DANE counselor in program planning and development. These committees send representatives to a district-wide Student Advisory Committee which evaluates materials to be used in program and proposed program changes. A DANE Newsletter containing recent drug information and student articles relating to drugs is published and distributed to all San Diego City Schools.

#### 1.4 BENEFICIARIES OF ACTIVITY

The education program services students of the San Diego Unified School District, grades 6-12, who represent a variety of ethnic and socio-economic backgrounds.

#### 1.5 BENEFICIARY SELECTION PROCESS

All students in class.

#### 1.6 RECORDS AVAILABLE

Records on the number of classrooms visited by DANE, number of students seen, pre and post test information, curriculum materials developed and used, and numbers of film showings are available from DANE. Also copies of DANE Newsletter are available.

#### 1.7 EVALUATION CONDUCTED

Evaluation instruments and results concerning impact of drug education on reduction of drug use are available..

## 2.1 PROGRAM ACTIVITY II: TEACHER TRAINING

Training of teachers regarding the teaching of drug education and incorporating value clarification and decision-making in their classroom instruction.

## 2.2 OBJECTIVES

- To establish an effective and viable drug education program for San Diego Unified School District.
- To provide an information resource for school staff.

## 2.3 DESCRIPTION OF ACTIVITY

DANE coordinated and conducted a Pilot Elementary Drug Education Workshop for 34 teachers to provide leadership training for elementary teachers who could conduct individualized workshops at their specific school sites. DANE also conducted teacher workshops on junior and senior high school levels including specific drug information, attitudes about drug use, communication skills, decision-making and value clarification, recent drug research findings, and curriculum development. Length of training varied with the nature of the group of teachers being trained.

A district-wide Drug Education Coordinating Committee consisting of representatives from elementary and secondary schools, student and health services and subject area program specialists was established to keep the above mentioned departments involved with drug education and new information, review proposals related to drug education, and to make recommendations regarding the drug education program.

DANE has trained ex-addicts (Community Consultants) to aid Junior High and High School teachers in the drug education units.

## 2.4 BENEFICIARIES OF ACTIVITY

Immediate beneficiaries are elementary and secondary teachers of San Diego Unified School District with training given to teachers outside the District

upon request and availability of DANE staff. Community Consultants (ex-addicts) are part of the staff trained. Ultimate beneficiaries are students and community.

## 2.5 BENEFICIARY SELECTION PROCESS

DANE has no control over this.

## 2.6 RECORDS AVAILABLE

Records of numbers of teachers trained, hours of training and schools from which teachers came, number of Community Consultants used, number of hours, and schools where used, are available from DANE.

## 2.7 EVALUATION CONDUCTED

Questionnaires utilized to determine staff views on effectiveness of DANE program, availability of DANEs to teachers and reliability of information given. Evaluation of Community Consultants by students and staff is also available.

3.1 PROGRAM ACTIVITY III: COMMUNITY EDUCATION

DANE makes presentations to various community agencies and service groups on drug information and recent research findings, causes of drug abuse, youth culture and the DANE approach in the San Diego Unified School District.

3.2 OBJECTIVES

- To provide a speaking and information resource for the immediate campus community.
- To coordinate the DANE program with community agencies.

3.3 DESCRIPTION OF ACTIVITY

DANE has coordinated and conducted workshops for agencies such as San Diego Park and Recreation Department, California State PTA, California Teachers Association, San Diego State Education classes and University of California San Diego. Speakers make presentations to community groups who request this service to provide current drug information and research findings, explore attitudes, and to aid and support efforts of a community group who wish to provide an ancillary service to the DANE program (e.g., Veterans of Foreign Wars setting up community dialogue sessions with DANES facilitating the groups, etc.). Dialogues between high school youth, and adults on communication, drug, adolescent problems, etc., were initiated and run by DANE counselors.

The DANE Citizens' Advisory Committee made up of interested and prominent citizens provides guidance and input from parents and community.

3.4 BENEFICIARIES OF ACTIVITY

- |                             |                              |
|-----------------------------|------------------------------|
| Classes at San Diego State  | Allied Gardens Women's Club  |
| San Diego Juvenile Hall     | Silvergate PTA               |
| Citizens Advisory Committee | E.T.P. Skills Center Classes |

and any other interested community group or agency requesting the service.

3.5 BENEFICIARY SELECTION PROCESS:

Community group initiative.

3.6 RECORDS AVAILABLE

Records of the names of community agencies DANES have spoken to are available.

3.7 EVALUATIONS CONDUCTED

All DANE activities are well documented.

#### 4.1 PROGRAM ACTIVITY IV: COUNSELING

DANE provides individual, group and family counseling to students in the San Diego Unified School District for drug-related problems.

#### 4.2 OBJECTIVES

- To provide counseling and guidance for students with drug-related problems.
- To coordinate the DANE program with community agencies.

#### 4.3 DESCRIPTION OF ACTIVITY

On the elementary level Teen Leaders, under the supervision of a DANE counselor, may do individual or small group counseling with 6th grade students who request it.

In junior high school one DANE is assigned to two schools and is available on the 5th day of the drug education unit or on an on-call basis for students who would like individual or small group counseling for drug-related problems. DANEs are assisted by community consultants in group sessions.

On the senior high level DANEs provide individual and small group counseling to students with drug-related problems and their parents. Students are referred to a DANE counselor by parents, teachers, school administrators, counselors, police or themselves.

Continuation of counseling is on a voluntary basis. Recently DANE was selected by the San Diego Police Department to be a referral agency in their juvenile diversion program. If a youth is arrested for a drug-related offense, and parents are cooperative, the DANE counselor assigned to the school that the youth attends is contacted and the offender may be placed in the DANE program rather than go through the courts and probation. DANE may continue to see the youth or refer him to an appropriate community agency. DANE makes referrals to various community agencies including detoxification facilities, therapeutic communities, job placement centers, family planning agencies, etc. Follow-ups are done where possible or requested.

#### 4.4 BENEFICIARIES OF ACTIVITY

Students of San Diego Unified School District and arrested juveniles and their parents are the beneficiaries of this program and they represent a variety of ethnic and socio-economic backgrounds.

#### 4.5 BENEFICIARY SELECTION PROCESS

Referrals from parent, teacher, school administrator, counselor or self.

#### 4.6 RECORDS AVAILABLE

Records on the types of problems presented to counselors, drug history, anecdotal records (counselor process notes), numbers of individual counseling sessions held, number of group sessions held, attendance, arrest records, referral to other programs and follow-up information are available from DANE.

#### 4.7 EVALUATION CONDUCTED

Evaluation measurements and results for the counseling program (and comparison between effectiveness of counseling vs. education) can be found in the evaluation report by Dr. Stephen Doyne.

APPENDIX D

DESCRIPTION OF MONROVIA (REACH OUT) PROJECT

APPENDIX D

DESCRIPTION OF MONROVIA (REACH OUT) PROJECT

1.1 PROGRAM ACTIVITY I; COMMUNITY EDUCATION

Wide range of educational and informational programs directed to the Monrovia Community.

1.2 OBJECTIVES

The stated objective is to involve the community in the Reach Out Program. Implicit objectives include an increase of knowledge and a change in attitudes concerning drug abuse.

1.3 DESCRIPTION OF ACTIVITY

Presented talks to community groups on drugs, youth, and other topics (e.g., parent-child communication). Talks to schools about drugs and the Reach Out Program. Residential seminars and discussions in a home (6-12 people) about Reach Out, youth culture, parent-child dynamics, etc. Contact with community organizations on an individual and organizational basis. Development of a newsletter in the third year of this program.

1.4 BENEFICIARIES OF ACTIVITY

The general public.

1.5 BENEFICIARY SELECTIVE PROCESS

Voluntary participants, generally. Newsletter circulation not described.

1.6 RECORDS AVAILABLE

Names of groups involved are available. Newsletters are included in third-year evaluation report.

## 1.7 EVALUATION CONDUCTED

Door-to-door survey (N=65); also two service clubs (N=84), churches (N=80), high school teachers (N=9), others (N=23), total sample of 261. The survey asked for knowledge of Reach Out and evaluation of their activities.

## 2.1 PROGRAM ACTIVITY II: OUTREACH

Outreach is designed to bring services to the youths by meeting and working with them on school campuses and elsewhere.

## 2.2 OBJECTIVE

Outreach effort was viewed by its staff as a program for developing an informal/informational relationship with clients; they perceived it as part of the counseling effort.

## 2.3 DESCRIPTION OF ACTIVITY

Meeting and working with youths on high school campuses and "hangouts." Recreational program, rap sessions, "resource coordinator" on high school campuses.

## 2.4 BENEFICIARIES OF ACTIVITY

Youth participating in programs.

## 2.5 BENEFICIARY SELECTIVE PROCESS

Voluntary, but some students were referred by high school disciplinary office.

## 2.6 RECORDS AVAILABLE

Outreach activities are described in monthly and quarterly reports.

## 2.7 EVALUATION CONDUCTED

Outreach effort was evaluated as part of the questionnaire distributed to clients and former clients. Of all Reach Out services, recreational activities were most favorably evaluated by clients.



### 3.1 PROGRAM ACTIVITY III: COUNSELING

A program of formal counseling with professional counselors on an individual, family, or group basis.

### 3.2 OBJECTIVES

- Reduction of client recidivism
- Improvement in client's social situation
- Reduction in client drug abuse; rehabilitation of client

### 3.3 DESCRIPTION OF ACTIVITY

Individual, group, and family counseling sessions. In 1971-72, 139 clients were involved in individual counseling taking 39% of counseling time. Approximately half (51%) of the counseling time involved group sessions which were for two hours and involved an average of eight clients. Twenty families were involved in family counseling which took 12% of total counseling time. In 1973, a greater emphasis was placed on family counseling. The 1973 evaluation report indicates the average client spends ten weeks in the program.

### 3.4 BENEFICIARIES OF ACTIVITY

The total Reach Out program had 172 clients in 1972-1973. A sample of Reach Out clientele (N=21, plus another six program graduates) was 85% female, 45% over the age of 17, 19% Black with 5% Chicano and 67% White. No statement about the representatives of their sample was made (1972 sample of intake forms indicated 51% female clientele).

### 3.5 BENEFICIARY SELECTION PROCESS

In the 13-month period (June 1972 through June 1973) there were 145 clients. Of these 41% were referred by criminal justice system personnel, 30% were self-referrals, another 8% were sent by friends, 7% by schools, and 1% attributed to the outreach activity.

### 3.6 RECORDS AVAILABLE

Reach Out referral forms and counseling termination forms are available. Weekly counseling reports were made.

### 3.7 EVALUATION CONDUCTED

1. Recidivism was compared to Los Angeles County (Monrovia Police Department data unavailable). In 1972 only two of 32 clients who had been arrested were re-arrested; in 1973 none of 60 were re-arrested.

2. Subjective evaluation of improvement of life-style (67% were evaluated as improved).

3. School attendance (83% showed improvement), employment (22% improvement), resolution of family problems (70%), and reduction of drug abuse (67% improvement compared to an increase for sample of high school students).

4. Rating of programs by clientele--counseling deemed favorable.

APPENDIX E

DESCRIPTION OF CENTINELA VALLEY PROJECT

APPENDIX E

DESCRIPTION OF CENTINELA VALLEY PROJECT

1.1 PROGRAM ACTIVITY I: TEACHER TRAINING

In-service training for teachers and other school staff (including cafeteria, maintenance and clerical staff).

1.2 OBJECTIVE

To train school staff to provide the services necessary to reduce drug misuse and to provide counseling when necessary.

1.3 DESCRIPTION OF ACTIVITY

A variety of in-service training workshops for all school personnel was conducted. Training sessions included drug abuse knowledge, as well as group leadership training for those involved in the counseling program. A workshop was held for teachers of the state requirements course to develop course outline for drug education. In 1971-1972, in-service training at Hawthorne High covered three sessions (137 members); at Lennox High, 116 personnel had one session. In 1973, 24 meetings were held.

1.4 BENEFICIARIES OF ACTIVITY

School district staff (253 in 1972) and through them the students.

1.5 BENEFICIARY SELECTION PROCESS

In-service training may be part of requirements.

1.6 RECORDS AVAILABLE

It is difficult to ascertain the content of the training sessions.

1.7 EVALUATION CONDUCTED

No evaluation.

## 2.1 PROGRAM ACTIVITY II: COMMUNITY EDUCATION

Public education through speaking engagements and work with civic organizations.

### 2.2 OBJECTIVE

To inform the public about drug abuse; to develop close working relationships with the community.

### 2.3 DESCRIPTION OF ACTIVITY

Public speaking engagements (these decline with life of project as community is blanketed--but in 1972 attendance totaled 1450; in 1973 there were only five speaking engagements). Citizen advisory committee and other civic groups including liaison with the elementary school districts; 1973 effort included development of proposal for funding of an enlarged project. Adult education unit (four sessions) on psychology of drug culture was held in 1972.

### 2.4 BENEFICIARIES OF ACTIVITY

The direct beneficiaries are the people present at the speaking engagements. Indirectly the beneficiaries of the contact with the citizen advisory committee and other civic groups are the entire community.

### 2.5 BENEFICIARY SELECTION PROCESS

Voluntary.

### 2.6 RECORDS AVAILABLE

Advisory Committee minutes; names of several of the groups addressed.

### 2.7 EVALUATION CONDUCTED

None made of this effort, other than input data of number of contacts and size of groups.

## 3.1 PROGRAM ACTIVITY III: COUNSELING

Counseling of students involved with drugs on both a voluntary and mandated basis.

### 3.2 OBJECTIVES

- Reduce drug/alcohol misuse by clients by 50%
- Reduce arrest rate of clients by 70%
- Maintain school retention rate of clients of 80%

### 3.3 DESCRIPTION OF ACTIVITY

Most counseling sessions were conducted in a building housing Hawthorne Police Department Juvenile Unit to permit efficient intake. In 1972-73, 36 clients had initial interviews and counseling only (approximately 1 1/2 hours each), 59 were in group counseling (16 sessions of two hours each) and 36 had individual counseling--usually as a supplement to group services. Nine were referred to community agencies. In addition, phone counseling (184 students and 234 parent contacts) and drop-in requests and consultations were frequent.

### 3.4 BENEFICIARIES OF ACTIVITY

In 1972-1973, there were 129 students (89 male and 40 female). Only 38% were living with both parents, and 36% were in single-parent situations. Parents were involved in group counseling in several cases. In 1972, 224 students (107 self-referral, 117 mandated) received counseling.

### 3.5 BENEFICIARY SELECTION PROCESS

In 1972-1973, 50 of the clients were there voluntarily, referred by school officials (18) or parent/family (21) or police (9). But 79 were mandated there as a result of an arrest for drugs (or other activities) (32) or by the school (43) or both (4).

### 3.6 RECORDS AVAILABLE

Third year cases had excellent intake and service outcome forms. Whether these are still available, given the termination of the project, is unclear at this point. But data were not systematically collected for first or second year. Arrest records (Hawthorne Police Department and LASD Lennox Station) and school records should be available.

### 3.7 EVALUATION CONDUCTED

Evaluations of third year programs by Dr. Samuel Taylor of School of Social Work, USC, indicates that of the 104 students for whom data were available, only two were arrested for drug use and only eight dropped out of school. In addition, improvement was noted in attendance for 28 and in grades for 32. Data for second year of the program indicated 89% of the referrals still in school and re-arrest record for 4%. Reduction of drug use also noted.

APPENDIX F

DESCRIPTION OF PROJECT CULVER

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1.1 PROGRAM ACTIVITY I: TEACHER TRAINING

Project Culver staff gave workshops for teachers for which they developed a course syllabus.

1.2 OBJECTIVE

To provide community education-consultation about drugs and drug related problems.

1.3 DESCRIPTION OF ACTIVITY

Project Culver staff trained junior and senior high school teachers in pharmacology of drugs, ways of viewing drug use, communication, drugs and the schools, drugs and the law, and counseling resources, and developed a course syllabus. Teachers involved in the training got college credit. Project Culver staff also trained youth workers to act as liaison between Project Culver and schools and to be Peer Counselors. Communication skills, listening skills, therapeutic models were included in training.

1.4 BENEFICIARIES OF ACTIVITY

Teachers choosing to take the course were from Culver City junior high and high schools. Indirect beneficiaries are their students.

1.5 BENEFICIARY SELECTION PROCESS

Students from the high school who showed interest in becoming youth workers were screened and chosen.

1.6 RECORDS AVAILABLE

Course syllabus.

1.7 EVALUATION CONDUCTED

A description of the activity.

## 2.1 PROGRAM ACTIVITY II: COMMUNITY EDUCATION AND ORGANIZATION

Project Culver staff acted as trainers and consultants to community agencies and programs and gave presentations to interested community groups.

## 2.2 OBJECTIVE

To provide community education-consultation about drugs and drug-related problems.

## 2.3 DESCRIPTION OF ACTIVITY

Project staff disseminate information to the community via written reports, news media and speaking to community groups. Information includes:

- Nature and extent of drug abuse in the community
- Youth viewpoint
- Pharmacology and effects of drugs
- Available community resources
- How the community can help provide necessary resources

Project staff are also available to groups or individuals to provide consultation related to drug abuse, to develop preventive programs and other community programs (e.g. Open House). Parent skills workshops have been given for interested parents to help develop communication skills for dealing with their children. Parents interested in volunteering services to the project are trained to lead parent "rap" groups.

## 2.4 BENEFICIARIES OF ACTIVITY

Community agencies (e.g. Department of Public Social Services), parents and civic groups.

## 2.5 BENEFICIARY SELECTION PROCESS

Purely voluntarily.

## 2.6 RECORDS AVAILABLE

The groups contacted are documented. Minutes for some group meetings are available.

## 2.7 EVALUATIONS CONDUCTED

None conducted, but input data (hours worked) are available; results of work can be seen in actions taken by these organizations.

### 3.1 PROGRAM ACTIVITY III: COUNSELING

Project social workers provide crisis counseling for youths and their families who come into contact with Culver City Police for drug-related problems.

### 3.2 OBJECTIVES

- To reduce drug arrests of school-aged youth by 30%
- To provide direct counseling services to youth and their families

### 3.3 DESCRIPTION OF ACTIVITY

Social workers are on-call 24 hours a day to provide crisis counseling to juveniles and their families who have come to the attention of Culver City Police and to prevent the necessity of arrest for drug-related offenses. Varying counseling modalities are used depending on the case--family, individual or group therapy or some combination. Emphasis is on short-term therapy. Those who appear to need a long-term therapeutic process are referred to other agencies.

The project is located in the Culver City Police Department to hasten and facilitate referral to the program.

Youth workers, trained by the social workers, act as peer counselors with youth referred to them by the social workers. Peer counseling involves participating in recreational activities and acting in the general capacity of "Big Brother" or "Big Sister."

Facilities at Open House, a counseling and drop-in center, are used by Project Culver for group counseling.

### 3.4 BENEFICIARIES OF ACTIVITY

Beneficiaries are between the ages of 12 and 17, predominately white, middle to low income and their families.

### 3.5 BENEFICIARY SELECTION PROCESS

Referrals are not made to the program if juvenile has:

- A history of previous arrests
- Residence outside Culver City
- Unwillingness to receive counseling
- No involvement with drugs

Unofficial casework services are provided to siblings of referred clients or other family members and participants of Open House counseling groups. Participants who require long-term therapy are referred to other agencies including Open House, County Department of Mental Health, Culver City Guidance Clinic, and other treatment/rehabilitation programs.

### 3.6 RECORDS AVAILABLE

Arrest records, school attendance records, counselor process notes, time sheets, intake form, police reports, presenting drug problem.

### 3.7 EVALUATION CONDUCTED

No 1972-73 evaluation. Previous evaluation included man-hours worked to indicate success, as well as recidivism data; comparisons to other jurisdictions available.