

Mississippi

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No state-level data have been produced during the past year on the status of tobacco, alcohol, drug use and violence by Mississippi adolescents.

Governor's Program

Goals and Objectives

Goal 1: To continue to provide comprehensive substance abuse prevention and violence prevention programs to citizens of Mississippi by funding at least 15 grants per project year of the 4-year duration of this plan.

Objective:

- *The Community Prevention Coordinator will develop an application and a Request for Proposals, and will coordinate the review and funding process for SDFSCA funds for each year of this comprehensive application.*

Goal 2: To reduce the number of crimes against persons committed by juveniles in Mississippi.

Objectives:

- *To require funded grants targeting violence prevention to provide specific baseline data on violent acts within the target population, and to compare that baseline data to data collected after program implementation.*
- *Through program services provided, reduce the incidence of violent acts within funded program target populations by at least 10 percent per project year.*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 3: Reduce, by the end of the 4-year comprehensive plan, the illegal use of alcohol, tobacco, and other drugs by Mississippi youth. Using the YRBS as a benchmark, this will be measured by the following: alcohol by 3 percent (baseline of 47 percent); tobacco by 3 percent (baseline of 27.6 percent); and marijuana by 1 percent (baseline of 8.8 percent).

Objectives:

- *To require funded grants targeting alcohol and other drug prevention to provide specific baseline data on substance use and abuse rates within the target population, and to compare that baseline data to data collected after program implementation.*
- *To reduce the illegal use of drugs within funded program populations by at least 10 percent per project year.*
- *To reduce Mississippi's exceedingly high mortality rate, as related to alcohol use and motor vehicle crashes, among adolescents and young adults by funding a statewide effort to provide professional training and materials on alcohol use/motor vehicle to at least 10,000 persons aged 10-24 over the 4-year course of this plan.*

Goal 4: To address the deficiencies in training that were noted at the Prevention Resource System Initiative National Collaboration Conference.

Objectives:

- *To note in the Request for Proposals that a specific Mississippi priority for each of the next 4 years is the need for comprehensive, up-to-date substance abuse and violence prevention training.*
- *To fund a SDFSCA program in each of the next 4 years to provide regional training within the state of Mississippi to at least 400 prevention professionals, school personnel, and project staff working with SDFSCA programs.*
- *Through the funded training program, disseminate current information on effective prevention programs and the need for specific evaluation components as part of the funded project.*

Goal 5: To address the specific needs of the priority population of youth in detention facilities.

Objectives:

- *To note in the Request for Proposals that a specific Mississippi priority for this plan is the need for developing a comprehensive approach to substance abuse prevention services and violence prevention services for youth in detention centers.*

- *To fund a SDFSCA grant to coordinate and conduct a substance abuse, violence, and safety survey, and a training needs assessment, of the state's detention facilities.*
- *Based on Objective 2, through the funded program, work with judicial officials, detention center personnel, law enforcement officials, social service providers, and community leaders to develop a comprehensive program including specific curricula and evaluation components.*
- *Implement the comprehensive program to address the needs of Mississippi youth detention centers, as developed in Objective 3, in a minimum of four centers during the duration of this 4-year plan.*

Goal 6: To increase the number of Mississippi schools utilizing service-learning projects that encourage drug- and violence-free lifestyles.

Objectives:

- *To fund a SDFSCA project that determines the number of schools utilizing service learning as a curriculum component, required course for graduation, focused extracurricular activity, or required component for school club membership.*
- *In each year of this plan, disseminate information and provide technical assistance related to the value of service learning in encouraging a drug- and violence-free lifestyle to all Mississippi school districts.*
- *To increase the number of schools utilizing service learning, as determined in Objective 1, by a minimum of 25 percent during the duration of this 4-year plan.*

Goal 7: To continue coordination of drug and violence prevention programs with the SEA and other agencies.

Objectives:

- *The Community Prevention Coordinator or designee will attend meetings and conferences sponsored by the Mississippi Executive Prevention Committee.*
- *The Community Prevention Coordinator or designee will attend meeting and conferences sponsored by the Mississippi Association of Highway Safety Leaders.*

Progress Toward Goals and Objectives

Goal 1

During FY 99 forty-eight (48) Safe and Dmg Free Schools and Communities (SDFSC) grants were funded across the state of Mississippi. These programs served 90,254 people. Community needs, program quality, past performance and geographic location were all factors in choosing these grants

Goal 2

The number of violent crimes against persons committed by juveniles in Mississippi has been reduced from 285 in 1997 to 297 in 1998 as recorded in the Youth Court Report for the state of Mississippi. This shows a slight increase from last year.

Goal 3

The use of alcohol, tobacco and other drugs by Mississippi youth, as measured by the 1997 Youth Risk Behavior Survey, has changed as follows: tobacco use has increased to 31.3 percent from 27.6 percent (1993), smokeless tobacco use has decreased from 10.1 percent (1995) to 6.8 percent (1997), recent alcohol use has decreased from 47.0 percent (1993) to 46.4 percent (1997), binge drinking has decreased from 29.9 percent (1995) to 23.9 percent (1997), marijuana use has increased from 8.8 percent (1993) to 21.3 percent (1997). Alcohol use is highest among twelfth graders. The Youth Risk Behavior Survey was completed in 1999, but the figures are not compiled as of this date.

The number of Mississippi's fatal accidents due to alcohol and motor vehicle use among adolescents and young adults has been reduced from 14.4 percent in 1993 to 12.7 percent in 1997 for adolescents under the age of 16 and has increased from 33.3 percent to 35.1 percent for the ages 16-20. These are the most current figures compiled by the office of Highway Safety.

Goal 4

Several conferences across the state of Mississippi have been offered to prevention specialists by the Office of Safe Schools, the Attorney General's office. Partnership for a Healthy Mississippi, and to our subgrantees; and to Mississippi's youth on alcohol, tobacco, and other drug prevention by Mississippi Commission for Volunteer Service, Office of Highway Safety and Mississippi Student Advisory Board.

The Office of Highway Safety provides resources and technical assistance to all Safe and Drug Free Schools and Communities subgrantees, individually and collectively. Our office maintains a library of resources on curriculum, ATOD prevention and highway safety information that are available to any interested party.

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Goal 5

The Safe and Drug Free Schools program serves a youth detention center in Lowndes County, MS. This program has served 498 incarcerated youth in 1998. The pilot mentoring program through Hinds County Youth Court has experienced several logistical and other problems. The agency did not reapply with the Office of Highway Safety for the upcoming year.

Goal 6

There have been no studies funded with Safe and Drug Free Schools and Communities funds to determine the number of schools utilizing service learning and/ or its effectiveness at this time.

Goal 7

The SEA and this office coordinate services through sharing resources and programmatic information. The Community Prevention Coordinator is very active in several statewide committees: Executive Prevention Counsel, (EPC), DARE Advisory Board, Mississippi Association of Highway Safety Leaders, (MAHSL), Partnership for a Healthy Mississippi, Alcohol and Substance Abuse Advisory Board, and Substance Abuse/ Domestic Violence Task Force, in order to better coordinate services.

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Missouri

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Governor's Program

Goals and Objectives

Goals and Objectives

Goal: Increase the awareness and involvement of the general public in violence and substance abuse issues.

Objectives:

- A. To involve all Missourians in a partnership to combat violence and alcohol and other drug abuse in our state.*
- B. To promote active involvement of local community groups and organizations in efforts to combat violence and alcohol and other drug abuse in their communities.*
- C. To help each Missourian understand the importance of his or her personal responsibility to serve as a positive role model for Missouri's children and those adults who are struggling to overcome substance abuse.*

Goal: Strengthen community-based violence and substance abuse prevention programs.

Objectives:

- A. To delay the onset of the use of alcohol and other drugs among children and youth.*
- B. To reduce the overall incidence of violence among the school-age population.*
- C. To reduce the overall incidence of the use of alcohol, tobacco, and other drugs among school-age children.*
- D. To assist communities in developing their own informal local networks to address violence and substance abuse.*

Goal: Implement early intervention strategies for children and youth with substance abuse and violence-related problems.

Objectives:

- A. To assist schools and communities in helping children and youth who may experience social, emotional, legal and academic problems as a result of their use of alcohol or other drugs to eliminate their drug usage and return to healthier personal and community lifestyles.*
- B. To assist schools, communities, and appropriate providers in helping children and youth who are at increased risk of becoming an alcohol or other drug abuser to understand and cope with the negative influences impacting on them.*

Goal: Reduce the access and use of alcohol, tobacco, and other drugs by children, youth, and adults.

Objectives:

- A. To assist local law enforcement authorities in reducing the making, selling, and purchasing of illegal drugs in Missouri.*
- B. To assist local communities and families in combating the availability of alcohol and other drugs to their children and youth.*

Goal: Implement early intervention strategies for children and youth with substance abusing parents.

Objective:

A. To provide education and support services to the children and youth of chemically dependent persons to help them understand their role in the treatment process and overcome their risk of future chemical dependency.

Goal: Develop appropriate monitoring, evaluation, and outcomes of the Missouri Community 2000 initiative.

Objectives:

A. Develop information about alcohol and drug abuse, evaluate changes resulting from state and local programs.

B. Administer and monitor local community, school and agency efforts.

C. Administer and monitor alcohol and drug abuse prevention and treatment activities.

Progress Toward Goals and Objectives

Goal 1

COMMUNITY 2000

Community 2000 is a Division Substance Abuse Prevention Initiative which has expanded from 130, in 1993 to 217 community teams statewide as of February, 2000. One of the original goals of the Division was to attain 200 teams by the year 2000. The teams consist of over 2000 volunteers from the community and are located statewide. The local teams identify the key issues within the community and develop an action plan that identifies activities to implement for the prevention of substance abuse.

Goal 2

COMMUNITY 2000

The Community 2000 teams described above, requires a “diverse” representation of the community. Through technical assistance provided by the Division of Alcohol and Drug Abuse contractors, the team coordinates activities with other prevention efforts within the community. Collaboration with other community groups is encouraged as a strategy to strengthen community-based violence and substance abuse prevention programs. Topics such as gang prevention, community health fairs providing substance abuse information and alternate activities. Project

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Graduation, and 5th-8th Quarter activities were applied by Community 2000 teams with collaboration from the community.

An Interagency Alliance for Substance Abuse Prevention meets monthly to identify, develop, and recommend strategies for comprehensive, cost efficient, and non-duplicative substance abuse programming in Missouri.

An annual status report on substance abuse for Missouri has been published since 1994 by the Department of Mental Health, Division of Alcohol and Drug Abuse.

Goal 3

The Division has implemented six Family Intervention Projects statewide using risk and protective factor model. These programs work closely with the local schools, social service agencies, and juvenile justice system to assist the adolescents and parent/guardian with their unique situation.

Goal 4

State legislation regarding methamphetamine production was enacted during the 1998-99 report period.

A comprehensive education effort was initiated to inform merchants on laws regarding the sale of tobacco to minors.

Goal 5

Intervention strategies for children and youth with substance abusing parents have been implemented through the Division's CSTAR Women's Programs.

Goal 6

The monitoring, evaluation, and outcomes for Community 2000 were and currently are under review. The risk and protective factor model will be utilized for monitoring, evaluating, and reporting outcomes.

Montana

SEA Program

Goals and Objectives

Goal: To help ensure that all schools are safe, disciplined, and drug-free by promoting implementation of high-quality drug and violence prevention programs.

Objectives:

- *Reduce alcohol and drug use and availability in schools.*
- *Reduce and alcohol and drug use among school-aged youth.*
- *Reduce number of criminal and violent incidents in schools.*
- *Reduce number of weapons carried to school by students.*
- *Reduce the number of physical fights in school and physical attacks on students.*
- *Reduce number of physical assaults on teachers.*
- *Reduce number of students who are fearful of going to school.*
- *The number of school-associated homicides will be zero.*

Programs:

- Number of LEAs providing violence-prevention programs (e.g., conflict resolution) will increase.
- Number of LEAs providing alcohol and drug prevention programming will remain constant.
- Number of LEAs that involve parents in drug or violence prevention will increase.
- Number of LEAs that involve community groups in prevention programs will increase.
- Number of LEAs that involve students in planning or critiquing prevention programs will increase.

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- Number of LEAs that provide prevention activities that are research-based will increase.

Policies:

- LEAs will have policies requiring notification of law enforcement of all firearms violations.
- LEAs will have policies requiring expulsion of students bringing firearms to school.
- LEAs will have policies prohibiting smoking in school by students and faculty.
- LEAs will have policies prohibiting the sale, distribution, and use of alcohol and drugs at school or at school-sponsored functions.

Administration:

- Number of persons satisfied with products produced by SDFS will remain at high levels.
- Appropriate administrative and fiscal control will be maintained over LEAs receiving SDFS base and competitive grant funds.

Data:

- Number of LEAs collecting and assessing data regarding alcohol and drug use will remain constant.
- Number of LEAs collecting and assessing data regarding violence incidents will increase.
- Number of LEAs collecting data on firearms brought to school will remain constant.
- The Montana SEA's SDFS program will develop and use performance indicators.
- All LEAs will develop and use performance indicators for programs funded with SDFS funds.

Progress Toward Goals and Objectives

During 1999–2000, OPI's SDFSC program staff completed an analysis of the data sources identified in Montana's SDFSC performance indicators to determine any progress toward meeting the objectives under our overall goal.

The analysis of data shows that school-based programs are being implemented that impact youth behavior regarding alcohol, tobacco and other drugs and youth violence and disruptive behavior. These behaviors are showing slight improvements or, in some instances, are at least

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being maintained at levels no worse than in 1993. Even past expectations are now showing improvement, specifically marijuana use (has leveled off so that 1999 recent use is actually one percentage point less than 1997) and the availability of illegal drugs on school property (which has declined by 5 percentage points since 1997). In 1999, carrying a weapon on school property had decreased 3 percentage points to its lowest level since 1993. Fighting had dropped 10 percentage points in 1997 from the 1993 rate, and the 1999 rate has been maintained in 1999. The 1999 smokeless tobacco use rate has decreased 6 percentage points from 1993. The 1999 “current” cigarette smoking rate is 3 percentage points lower than in 1997 but still is over 4 percentage points higher than in 1993.

Governor’s Program

Goals and Objectives

By the year 2000:

- **Decrease the dropout rate from high school from its current rate to less than 10 percent.**
- **Reduce the incidence of juvenile violent crime from 12.7 percent of all juvenile offenses to less than 9 percent of all juvenile offenses.**
- **To reduce the number of youth referred to the Juvenile Justice System by 5 percent.**
- **Decrease the number of substantiated cases of reported child abuse by 10 percent per year.**

Progress Toward Goals and Objectives

Following are four objectives set by the Montana Board of Crime Control (MBCC) to achieve the goal of “continued participation in the maintenance of a statewide, comprehensive prevention philosophy centered in the strength of empowered communities.”

- Working to increase the capacity of comprehensive prevention services at both the state and local level
- Promote the risk and resiliency model
- Provide technical assistance

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- Continue to support the D.A.R.E. program

The Executive Director of MBCC serves as a member of the Interagency Coordinating Council for Prevention. The Prevention Program Specialist from MBCC participates on the workgroup for this council. The council consists of members from various state agencies working together to identify and achieve benchmarks for statewide prevention efforts. MBCC also works closely with the Office of Public Instruction to promote the Principles of Effectiveness. Demonstration that the principles of effectiveness are followed and the risk and resiliency model is used continues to be a requirement for all successful grant applications under the Safe and Drug Free Schools Governor's Program.

DARE projects in Montana continue to work toward reaching as many Montana school aged children as possible with the DARE core curriculum. DARE is now competing with a number of alternative law enforcement and school partnerships. School resource officers and other types of curriculum that involve law enforcement have replaced DARE in many school systems. The Montana Law Enforcement Academy (MLEA) took over providing the 2 week DARE Officer Training (DOT) from the DARE consortium in eastern Montana in 1995. With funding from MBCC, MLEA has provided training to over 50 officers. DARE projects throughout the state still maintain a high level of exposure and respect. DARE is the mostly widely used law enforcement and school linkage. In addition to promotion of the DARE program, projects also provide technical assistance to other communities who want to bring DARE to their schools or expand their programs.

MBCC collects data quarterly from all grantees. Submission of this data is a requirement for grantees to receive continued funding. Data sheets are sent out prior to the end of each quarter and must be completed and sent back within 20 days following the end of the quarter. The reduction in numbers from 1998 to 1999 is primarily due to the end of a grant to the Northern Cheyenne Tribe for which a significant amount of data was duplicated at the local level. The upgraded computer data collection system will continue to improve the reliability of data generated.

MBCC also uses two outstanding statewide surveys in determining what populations are reached by grantees: The Youth Risk Behavior Survey and the Prevention Needs Assessment. These surveys are rotated so that students will participate in one survey each year. (Attached are some of the data compiled in each of these reports.)

Safe and Drug Free Schools and Communities Act Governor's Program dollars are used to fund more than 25 diverse programs each year throughout Montana. Programs are the result of thorough needs assessment and comprehensive planning at the community and school level to reduce ATOD usage and violence. Some grantees such as the Boys and Girls Club provide after school programs that weave drug and violence resistance education into healthy alternative activities. Other programs promote healthy lifestyles for youth and families through parenting education, school-based ATOD education, education on teen pregnancy, youth mentoring and conflict resolution training.

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Nebraska

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Governor's Program

Goals and Objectives

Nebraska's goals for the Nebraska Safe and Drug-Free Schools and Communities Grant are shared with the Department of Education's SDFSCA program. The goals are:

- Goal 1: Increase the ability of local school districts to develop comprehensive prevention programming to address alcohol, drugs, and violence.**
- Goal 2: Improve the ability of regional prevention professionals and other state systems to respond to local schools and communities desires for more effective ATOD and violence prevention services.**
- Goal 3: Create a stronger capacity to assist local communities and schools in trying to prevent increases in alcohol and drug use and violence within the community.**
- Goal 4: Provide accessible information to Nebraskans on the incidence, prevalence, and consequences of alcohol and drug use and the interrelationship with violent acts.**
- Goal 5: Develop strong support networks in schools and communities for youth making a commitment to abstain from alcohol, tobacco, drugs, and violence.**

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Progress Toward Goals and Objectives

Toward a Drug Free Nebraska

Toward a Drug Free Nebraska (TDFN) continued to provide support to school/community partnerships which develop comprehensive prevention plans to reduce students' use of alcohol, tobacco, and other drugs and also reduce the incidence of violence. During 1999, Nebraska conducting an analysis of the current status of alcohol, tobacco and other drug prevention collaboration and the technical assistance needs, interests and skills of selected school districts, Regional Prevention Centers, Educational Service Units and school/community team members in Nebraska around the issue of alcohol, tobacco and other drug prevention programming. The survey instrument was developed and implemented with the various stakeholder groups and results were analyzed. Data from the survey is used to establish and prioritize needs within the state.

TDFN continues to provide technical assistance to over 400 school/community building level teams to upgrade and improve their comprehensive prevention plans and programs by integrating into required school improvement plans. Technical assistance topics included mentoring, respect and protect training, team revitalization, and program planning. This year special emphasis was put on providing technical assistance to the schools that serve the four recognized Native American tribes in Nebraska this last year. The Annual Safe and Drug Free Schools and Communities Conference was held and provides opportunities for school districts and community prevention providers to examine promising prevention practices that have been implemented across Nebraska. It also included information on program implementation, evaluation, effective programming and creating parent-prevention partnerships.

TDFN continues to evaluate both the TDFN trainings and technical assistance services. The needs assessment, mentioned earlier, based on stakeholder surveys help staff determine what future directions the program needs to take, and what to do to strengthen and improve school ATOD and violence prevention efforts.

TDFN completed its annual trainings to create school-based student assistance programs. The trainings consisted of two levels: Implementation of SAP programs; and Group Facilitation within an SAP program. TDFN also conducted a survey with trained SAP teams to identify the services that have provided the greatest Nebraska support to the functioning of their team.

Nebraska Ethnic Together Working on Reaching Kids

Nebraska Ethnic Together Working on Reaching Kids maintained 7 multi-cultural drug free youth groups across the state of Nebraska. Additional activities included consultation with a number of youth serving organizations to improve the quality of their substance abuse prevention efforts and to improve their responsiveness to culturally diverse populations.

Nebraska Ethnic Together Working on Reaching Kids provided technical assistance to local schools, communities, and church groups regarding design of culturally competent prevention services. Additionally, the program worked with media professionals to improve programming and message development for at-risk youth.

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Nebraska Ethnics Together Working on Reaching Kids trained their youth groups to provide training on making choices to be drug free and free from violent behaviors. Groups also actively provide HIV/ADDs prevention training to other youth groups in Omaha, Lincoln, North Platte, and Scottsbluff. Training also included collaboration to provide radio and television programs on prevention for the Omaha area.

Nebraska Council to Prevent Alcohol and Drug Abuse

Nebraska Council continued to work with local prevention professionals to assess their prevention training needs.

The Prevention Generalist Training (PGT) is the initial core level of training in the Nebraska Training System. The four-day training is designed to provide a framework of eight necessary prevention skill areas. It is a necessary base of knowledge to understand what effective prevention is. The PGT is delivered twice a year in Nebraska to approximately 40 individuals. The PGT has helped Nebraska to better foster prevention professionals to assure that a minimum standard of skills are present including evaluation and program assessment. The training has been very successful. We have had very positive feedback form across the state regarding the content of the training and the trainers. Most participants would recommend the training to a new prevention professional.

The 1999 Nebraska Substance Abuse Treatment and Prevention Symposium was held August. 298 registered participants attended the conference. This year addressed the intermediate and advanced training in prevention through the statewide Substance Abuse Prevention Conference. Workshops included information on program implementation and evaluation, media advocacy and community development.

Nebraska Council provided technical assistance to regional prevention centers on research findings related to substance abuse prevention. Information included promising approaches for serving youth and adolescents, evaluation, effective programming for reaching youth and effective programming for working with parents.

The Nebraska Council evaluated its training and technical assistance services. Programs were revised and adapted based upon the comments raised from those who participate in the training.

The Nebraska Council provided a toll-free information phone line and materials specific to alcohol, tobacco, and other drug prevention. A total of 11,337 requests distributed 303,720 pieces of materials through the state clearinghouse and associate member sites. There are over 51,37 titles held in inventory. A web site is also maintained for distribution of materials.

Nebraska Council developed six public services announcements in conjunction with the Nebraska Broadcaster's Association and the Nebraska State Patrol. The PSA's were distributed to over 200 radio and TV stations across the state. PSA's were part of the Governor's "Drugs are a Dead End" campaign.

The Nebraska Council provided Nebraska's newspapers with column fillers to identify the toll-free information line, and sources for alcohol and drug information that was sent to 185 daily and weekly newspapers throughout Nebraska.

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The Nebraska Council evaluated the number served, materials distributed, and impact of public service announcements. The Nebraska Council agreed to try to help individuals locate resources closer to their home community through the toll-free information line.

Nebraska Council continued to provide technical assistance to over 100 drug-free youth groups in Nebraska. 370 youth and adults participated in the Annual Advanced Youth Retreat. Parents of youth involved in the network received parent information packets to increase parent support for youth decisions to remain drug free.

Nebraska Council continued to provide training to adult volunteers and local sponsors for drug-free youth groups in Nebraska. Expansion of the All-Stars program continued. Dr. William Hansen continues to work with the implementation and evaluation in Nebraska.

Nebraska Council provided training to drug-free youth groups and Regional Prevention Center youth specialists on community service, environmental prevention, staying alcohol and drug-free, and teaching younger people resistance skills.

The program evaluation office at the Nebraska Council provided worked with prevention providers throughout the state to create quality assessments of their programs, which not only tell providers if the program works but where it worked, how it works, what works best, and how what works can be used somewhere else. Trainings were held to empower providers to pursue objective evaluations, fine tuning existing evaluations, writing questionnaires, analyzing data and writing reports.

Law Enforcement Education Partnership—Nebraska State Patrol DARE

The Nebraska State Patrol continued to offer the DARE program in local school districts. The Nebraska State Patrol provides resources to support the 82 DARE officers across the state.

The Nebraska State Patrol continued to evaluate the effectiveness of the officer teaching DARE by having the classroom teacher fill out an evaluation of the officer's effectiveness in teaching. Students continue to report satisfaction with program and commitment to stay drug free.

All Our Kids, Inc.

All Our Kids, Inc. is a new ongoing grant activity through the Governor's Safe and Drug-Free Schools and Communities program. The program mentors 7th through 12th grade students to encourage them to stay in school and prepare for college. The program serves at-risk youth from low-income areas of Omaha.

The program currently has 115 students involved in several stages of the mentoring and scholarship program. Programming components include preparing for ACT, developing assertiveness/refusal skills, job preparation skills, and community service activities. The program goals that students will demonstrate: a) improved grades, b) reduced absenteeism, c) increased levels of mentor contact, and d) increased levels of program contact.

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Annual Competitive Grant Program

Nebraska continued to offer the competitive grant program to non-profit community-based agencies. Nebraska awarded 10 grants to community based agencies. Grant applications were reviewed according to need, risk indicators, geographic distribution, and children and youth not normally served by schools. Many of the grantees were programs that serve at-risk youth that may be in school but are at greater risk for dropping out, or initiating drug use. 1999–2000 awardees were Macy Youth and Family Services, Nebraska Improv (statewide), Lincoln Action Program, Project Access (Norfolk), Family Service (Omaha), Region III Behavioral Health Services, Service With Action Team (Ogallala), Volunteers of America (Lewellan), Edmonson Youth Outreach/YMCA (Omaha)

Implementation Data

Each of the programs funded through the Governor’s Safe and Drug Free Schools and Communities maintains data on its implementation of the program activities funded. The programs funded through the Department of Health and Human Services are required to submit quarterly reports which detail progress toward achieving goals and objectives, any problems encountered, and how they will resolve the problems. Additionally, programs supply data on who is served by the grant. Data sets include age of person served, race of person served, and whether they serve in school, or out of school youth, parents, or community members.

The Department of Education Program, Toward a Drug Free Nebraska, maintains records regarding its services to local school districts and educational service unit. They document actual days of service delivery and training provided to school personnel in order to advance capacity to address alcohol, tobacco, and other drug prevention and promoting a safe school environment.

Data Assessing the Outcomes of Effectiveness of Prevention Program

Each program must detail the success or problems they are having with implementation, and explaining the plans they have to correct problems. Some programs conduct pre and post tests to determine the level of change they are seeing as a result of programming. All programs showed improvement in some areas and problems in other areas. Programs were revised based upon the findings.

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Nevada

SEA Program

Goals and Objectives

- **Goal 1: To provide training and technical assistance concerning drug and violence prevention to local educational agency staff, parents, students, students and community organizations and members, and to coordinate and collaborate these efforts within and without the Department as appropriate.**
- **Goal 2: To develop, identify, disseminate, and evaluate the most readily available, accurate, and up-to-date curriculum materials for consideration by local educational agencies.**
- **Goal 3: To make available to local educational agencies cost-effective programs for youth violence and drug abuse prevention.**
- **Goal 4: To support demonstration projects in drug and violence prevention.**
- **Goal 5: To provide and support training, technical assistance, and demonstration projects to address violence associated with prejudice and intolerance.**
- **Goal 6: Every school in Nevada will be free of drugs and violence and will offer a disciplined environment conducive to learning.**

Objective

- *Reduce the incidence of drug use and violence by approximately 10 percent per survey year.*

Progress Toward Goals and Objectives

Nevada Youth Risk Behavior Survey: Selected Trends Analysis

	1993	1999
Alcohol and Other Drug Use		
Drank alcohol for the first time before age 13.....	38%	38%
In past 30 days, drank alcohol	51%	53%
In past 30 days, had 5 or more drinks of alcohol in a row within a couple of hours.....	33%	36%
In past 30 days, used marijuana.....	26%	26%
In past 30 days, used cocaine	5%	5%
During their lifetime, used methamphetamines.....	n/a	16%

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Nevada Youth Risk Behavior Survey: Selected Trends Analysis (continued)

	1994	1999
During their lifetime, have ever used a needle to inject any illegal drug	3%	3%
During their lifetime, have sniffed glue or breathed fumes or sprays	n/a	19%
Intentional and Unintentional Injuries		
In past 30 days, carried a weapon.....	22%	18%
In past 12 months, ever felt so sad and hopeless almost everyday for two weeks or more in a row that they stopped doing some usual activities	n/a	28%
In past 12 months, seriously considered suicide.....	23%	20%
In past 12 months, actually attempted suicide.....	9%	9%
In past 12 months, were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend	n/a	11%
Have ever been forced to have sexual intercourse when they did not want to.....	n/a	10%

Governor’s Program

Goals and Objectives

Goal 1: To provide training and technical assistance to communities in the initiation, development and implementation of a community-wide multi-disciplinary team to address alcohol, tobacco, and other drug abuse concerns.

Objectives:

- *Bureau of Alcohol and Drug Abuse will sponsor the annual BADA Prevention Track Summer School, which will focus presentations on the latest strategies for effective task force development, and the prevention of youth violence and substance abuse.*
- *The BADA Prevention Staff will offer training in community prevention strategies with emphasis on risk reduction and resiliency building to all interested communities.*
- *Each of the BADA Prevention Staff will be assigned communities lacking community coordination with significant risk factors to provide technical assistance in the development of community-based task forces to address these concerns.*

Note: Each state’s goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- *BADA will continue to work with the State Department of Education and the Department of Motor Vehicles in the planning and implementation of the bi-annual Governor's Forum on Substance Abuse, which encourages community team participation in a training to enhance drug-free communities.*
- *To coordinate objectives 1a through 1d with state agencies receiving participation funds such as the Child and Family Services Division, the Department of Transportation, the State Department of Education, and the Health Division to insure the coordination of efforts and funds.*

Goal 2: To provide training and technical assistance to communities in the identification of risk and resiliency factors as presented in the research of Hawkins, Catalano, Wolin, and Benard.

Objectives:

- *A) BADA developed a document, which compiled all of the available substance abuse related risk factors for every county in the state. This information is available to every community task force for the development of goal priorities.*
- *B) BADA Prevention Staff will be available to provide onsite assistance to all communities requesting it in addition to the Together We Can training by Gibbs and Bennett in identification of risk and protective factors specific to their community.*

Goal 3: BADA will develop, identify, disseminate, and evaluate the most readily available, accurate, and up-to-date prevention information, model prevention programs, and strategies to all interested parties.

Objectives:

- *BADA will continue to support a Statewide Prevention Information Clearinghouse, which makes available free of charge the following services:*
 - *a video loan library consolidating films on violence and substance abuse prevention provided by several state agencies for centralized access;*
 - *an ample supply free for dissemination of over 100 topics available from the NCADI Clearinghouse;*
 - *information on training available nationwide; and*
 - *small group, after-school, and classroom curriculum materials provided by the U. S. Department of Education and the Center for Substance Abuse Prevention.*

- *The Statewide Prevention Information Clearinghouse Coordinator will set up displays at statewide and large community conferences of a sample of all information available through the Clearinghouse.*
- *BADA will support the development of a Statewide Student Assistance Program Workers Association. The association will bring together and encourage interaction with people from all disciplines such as education, law enforcement, treatment, local and state government, businesses, parents, and youth as a vehicle for sharing information, successful strategies, problem solving, as well as a support group for these individuals statewide.*
- *BADA will coordinate presentations and training available through the Addictions Training Center and other organizations providing such services to states and communities to insure maximum utilization of any free services under contract with the U.S. Department of Education and other federal agencies as appropriate.*

Progress Toward Goals and Objectives

State's Progress Toward Attaining Goals for Drug and Violence Prevention

The Bureau of Alcohol and Drug Abuse (BADA) has not changed its 1999-2000 goals and objectives during this reporting period. The following information describes progress toward achievement of these goals.

Each year BADA contracts with the Addiction Training and Technology Center (ATTC) at the University of Nevada, Reno to provide a comprehensive five-day summer institute for substance abuse prevention and treatment providers, many of who are SDFSCA funded program representatives. During the 1999-2000 funding period, the BADA Summer Institute prevention track focused on research-based prevention, development and implementation of community based prevention, environmental prevention and evaluation. Over 50% of the sixteen SDFSCA funded prevention programs were represented at the 1999 BADA Summer Institute.

During this funding period eight (8) community-based coalitions were awarded sub-grants to develop and implement comprehensive substance abuse prevention plans in nine (9) counties in Nevada. The BEST Coalition in southern Nevada received coalition support through SDFSCA funds. Community coalitions include representation from youth, parents, business professionals, media, youth-serving organizations, law enforcement, religious organizations, civic organizations, volunteers, fraternal groups, health care professionals. Family Resource Centers, Prevention and Treatment providers, education, juvenile justice, child welfare, elected officials, state, local or tribal governmental agencies with expertise in substance abuse, and other organizations involved in reducing substance abuse. Coalition representatives received community development training through *Communities that Care*® and were awarded funds to provide the following services in their communities:

- Participate In a statewide association to discuss prevention issues and advance the efforts of prevention in Nevada.

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- Facilitate regularly scheduled coalition meetings at the community level.
- Assess the community's level of readiness to implement a substance abuse prevention plan.
- Use existing data to compile a community needs assessment.
- Establish community priorities related to substance abuse prevention.
- Determine resources and gaps in services in the community.
- Use community assessment information and current research to develop a comprehensive, community-based substance abuse prevention plan.
- Develop a strategy to access and leverage funds and resources
- Participate in the evaluation of coalitions.

During this funding period, the BEST Coalition participated in the development of a statewide association focused on the unique needs of prevention, conducted regularly scheduled community meetings, completed a community readiness assessment, and compiled a local risk assessment based on local data. The coalition has received continued funding and will maintain the efforts to develop and implement a comprehensive community-based substance abuse prevention plan.

BADA utilizes a Request for Proposal (RFP) application and funding distribution process to distribute funds and achieve its goals. The RFP process incorporates an objective internal and external review process providing scoring and funding recommendations that assist BADA staff with SDFSCA funding decisions. The time frame covered in this report is the 1st year of a three-year funding period. BADA received 151 proposals when the RFP was released in 1999 with over \$7 million requested. During this reporting period BADA funded 74 programs with over \$2 million. Approximately 20% of those funds were Safe and Drug Free Schools and Community Act (SDFSCA) dollars.

Statewide priority setting and planning activities resulting from the technical assistance relationship established in 1996 between the Center for Substance Abuse Prevention (CSAP) and BADA continued into this reporting period. A report resulting from the statewide planning initiative was published and released in 1998 and provided a basis for funding priorities in the 1999 - 2000 funding period. The top five priority risk factors identified by Nevada's communities include:

- Poor family management
- Low academic commitment or failure
- Low parent or adult supervision
- Adult attitudes that support substance abuse
- Low involvement in positive activities

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The substance abuse prevention RFP released in February of 1999 encouraged applicants to implement research-based prevention programs that can produce measurable results that address the risk factors identified in their respective communities. The RFP informed applicants that approximately 25% of all awards would be granted to research-based programs identified as best practices or model programs as defined by CSAP and the remaining 75% of all awards would be granted to programs that are able to demonstrate evidence of program effectiveness based on research or prior program findings.

In addition to the aforementioned RFP requirements, BADA considers two additional criteria when making final funding awards:

1. Utilization of the six CSAP prevention categories:
 1. Alternative Activities
 2. Prevention Education
 3. Information Dissemination
 4. Community Mobilization
 5. Environmental Strategies
 6. Problem Identification and Referral

2. An approximately graphical funding distribution based upon general population:
 - 60 percent to Clark County
 - 20 percent to Washoe County
 - 20 percent to rural areas

During this reporting period 16 programs were funded with SDFSCA dollars. Those programs were the recipients of sub-grants to provide services that include community coalition development, prevention education, information dissemination, outreach and awareness, tutoring, parent education, life skills training, alternative activities, prevocational training, recreation and athletic activities, youth leadership programs, conflict resolution and cultural reinforcement services. Program statistics indicate that BADA reached 38,061 individuals with 29,138 receiving substance abuse prevention information and 8,805 participants receiving direct service provision with SDFSCA funding. The following demographics more accurately describe the participants:

Gender:	50% male and 50% female	
Age:	<5 years old	1%
	5 – 12 years old	29%
	13 – 15 years old	31%
	16 – 18 years old	29%
	>19 years old	10%

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Ethnicity:	Hispanic	16%
	African American	11%
	Native American	3%
	Caucasian	66%
	Other	4%

During the 1999 - 2000 funding period, BADA entered into a contract with the University of Nevada Reno (UNR) to evaluate approximately sixty (60) BADA funded prevention programs between October 1, 1999 and September 30, 2002. The mission of the evaluation project is to develop and implement a comprehensive statewide system for determining the effectiveness of BADA funded substance abuse prevention programs in reducing or preventing substance abuse among Nevada's youth. BADA funded programs continue to move toward an increased emphasis on implementing research-based programs or programs that hold promise for demonstrating effectiveness. Effective prevention programs typically provide multiple services with a participant receiving one or more of these services.

The complexity and difficulty known to be associated with evaluating multiple prevention services have been addressed through the development of the following three evaluation system components.

- A web-based data application system for collecting process known as the Prevention Data Management system (PDMS)
 - Data includes age, ethnicity, gender, type of service received, and dosage of services received.
- Population specific outcome instruments for measuring the attitudes, behaviors, perceptions, intentions, and use of alcohol, tobacco, and other drugs (ATOD)
 - Four outcome instruments (*pre- and post-test surveys*) have been developed and piloted. Use of the surveys began in September 2000.
- A three-dimensional model for evaluating substance abuse prevention programs.
 - The evaluation framework is designed to allow for outcome comparisons in the following areas:
 1. Process (*who received how much of what services*)
 2. Intermediate (*attitudes, perceptions and intentions related to substance abuse*)
 3. Core (*substance abuse behaviors*)

Process data presented in this report is based on PDMS. Preliminary analyses of intermediate and core outcomes will be completed in January 2001.

The Northern Nevada Clearinghouse is funded with SDFSCA dollars and became fully operational after a move to the University of Nevada, Reno campus during the 97-98 reporting period. This clearinghouse, along with the Southern Nevada Clearinghouse, makes up the

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statewide clearinghouse system for substance abuse prevention and treatment. Together they provide scientifically defensible prevention materials, information, and other resources, including prevention curriculum, videos, flyers, brochures, handouts and computer information to students, educators, prevention providers, juvenile justice representatives, community coalition members, and others involved with prevention in Nevada. The clearinghouse disseminated substance abuse prevention information via telephone, mail, e-mail, fax and through direct contact and a lending library. The total number of requests received at the Northern Nevada Clearinghouse was 642, resulting in the distribution of 29,138 pieces of material in the form of state, federal and commercial items, nearly double the number of pieces distributed during the prior funding period. In addition to the dissemination of resource materials, the clearinghouse participated in multiple educational, outreach and support activities.

New Hampshire

SEA Program

Goals and Objectives

All schools in New Hampshire will provide children and teachers with a safe and orderly learning environment that is free from the presence of tobacco, alcohol, illicit drugs, weapons, and violence, including race and gender violence; and will promote wellness, personal responsibility, and citizenship.

Objective 1:

- *To increase the number of LEAs demonstrating the incorporation of comprehensive drug and violence prevention plan within their overall plan for education improvement.*

Performance Indicators:

- Review of LEA consolidated grant applications to assess extent of integrated planning.
- Track numbers of LEAs requesting technical assistance for integrated planning.

Objective 2:

- *To decrease the numbers of student suspensions and expulsions for LEA weapon and firearm violations within safe school zones.*

Performance Indicators:

- LEA Safe School Zone Reports Submitted to SEA.
- SEA Gun-Free Schools Act Reports Submitted to ED.

Objective 3:

- *To decrease the frequency of drug trafficking and use of tobacco, alcohol, and other drugs on school property.*

Performance Indicator:

- Biennial administration of Youth Risk Behavior Survey – comparison of 1995 and 1997 data related to TAOD use and drug trafficking on school property.

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Objective 4:

- *To decrease incidents of race/gender violence and harassment.*

Performance Indicators:

- Increase in the number of LEAs utilizing research-based teen violence curriculum developed, evaluated and piloted by NH Coalition.
- Increase in the number of LEAs partnering with Coalition satellite offices to provide students with instruction from research-based dating violence and “bully-proof” curricula.

Progress Toward Goals and Objectives

Objective 1

We have just completed our fifth funding cycle using the consolidated grant application. Over time, many LEAs have developed strategic or education improvement plans with a primary focus on achievement of proficiency standards in core academic subjects. It was noted in the 1999–2000 school year that an increasing number of plans now include standards for student conduct, health, and school climate. In that respect, progress continues to be made in developing a more comprehensive local education improvement plan which addresses not only academic achievement, but also social development, health, and safety.

Objective 2

Number of students bringing a firearm to school during	1999–00:	5
	1998–99:	11
	1997–98:	5

New Hampshire school districts consistently enforce the state’s Safe School Zone law through the use of a memorandum of understanding with local law enforcement to ensure that swift and strong action is taken when violations do occur. On a state level, a coalition of agencies, organizations, and concerned citizens and parents has developed to provide training and information regarding firearm safety.

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Objective 3

Comparison of selected biennial Youth Risk Behavior Survey results.

YRBS Survey Results	1999	1997	1995
Safety/Personal Violence			
Weapon-carrying on school property in the past 30 days	7.5%	7.0%	9.4%
Threatened or injured with a weapon on school property in the last 12 months	7.6%	7.0%	6.0%
Fighting on school property in the last 12 months	13.4%	14.0%	13.9%
Tobacco Use			
Smoked 2 or more cigarettes on the days smoked in the past 30 days	24.9%	29.0%	26.0%
Smoked cigarettes on school property in the past 30 days	14.5%	18.0%	17.6%
Alcohol Abuse			
Had 5 or more drinks in a row during the past 30 days	33.2%	36.0%	32.9%
Had at least one drink on school property in the past 30 days	4.4%	5.0%	4.4%
Marijuana Use and Drug Trafficking			
Used marijuana one or more times in past 30 days	30.3%	32.0%	27.7%
Students had someone offer, sell, or provide an illegal drug during past 12 months	30.5%	35.0%	32.0%

Safety and Personal Violence. It would appear that while the possession of weapons on school property has decreased over time, the use of weapons to injure or threaten remains steady and slightly increases over time. As a result, the implementation of school resource officer programs is growing steadily in our LEAs.

Tobacco Use. Progress is noted in this area. The NH Tobacco Prevention Program and Smoke-Free NH Alliance continue to make strong efforts in educational and environmental strategies to reduce and prevent the use of tobacco products by youth. New legislation to restrict youth access to tobacco products has been passed, and \$3 million from the national tobacco settlement has been allocated by the NH legislature for prevention and cessation programs.

Alcohol Abuse. While the results may indicate improvement, the percentage of students who engage in binge drinking (5 or more drinks in a row) remains unacceptably high. The Governor has targeted youth substance abuse as a state priority and has ordered all state agencies administering any state or federal substance abuse funds to develop a strategic plan to address this problem. In recognition of this problem, the NH Legislature recently passed a bill to commit a portion of the profits derived from the sale of liquor to alcohol abuse prevention and treatment programs. A Governor’s Commission will oversee the use of these new funds so that their use is aligned with the forthcoming strategic plan. The Safe and Drug-Free Schools program will be represented on the Commission and currently works with other state agencies on strategic planning.

Other Drug Abuse. While drug trafficking appears to have declined, the use of marijuana remains unacceptably high. As part of the state’s strategic planning process, current strategies used to address this problem will be examined.

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Objective 4

The SEA provided a statewide training in the NH Coalition research-based teen violence curriculum for private and public school health educators in 1997. Since that time, the Coalition satellite offices are working with LEAs in their catchment areas to provide more in-depth technical assistance.

The Governor's Commission on Sexual and Domestic Violence has begun a pilot program of a teen dating violence curriculum for middle schools. Six school districts attended training in September 2000.

Planning is underway currently to use Safe and Drug-Free Schools funds available for reallocation to provide LEAs with additional financial support to address issues of gender violence and harassment.

The New Hampshire Commission on the Status of Women has provided training for all designated Title IX coordinators in each LEA on the development of harassment policy and protocol. Safe and Drug-Free Schools technical assistance funds provided financial support for this effort.

The NH Legislature passed a bill in 2000 requiring schools to adopt a policy to address incidences of bullying and harassment. The state Department of Education will be developing a technical advisory to assist LEAs in adopting research-based materials and practices to address incidences of bullying and harassment. The Safe and Drug-Free Schools program will participate in this effort.

Governor's Program

Goals and Objectives

The statewide goal of the Governor's Safe and Drug-Free Schools Grant Program is to maintain and improve the physical and emotional health of youth in New Hampshire, as evidenced by the following indicators:

Goal: Reduce the rate of suicide and violent death among New Hampshire youth.

Objective:

- *Reduce the rate of increase in the violent death rate in the age group 15 through 19 by 50 percent.*

Goal: Increase the rate of successful interventions in suicide gestures/attempts in New Hampshire.

Objectives:

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- *Create a system, in conjunction with project agencies and the newly formed Student Assistance Professional Association, to collect statewide information on successful interventions in suicides. Increase statewide uniform data collection by 35 percent.*
- *The CDC Youth Risk Behavior Survey of 1993 reported 26.1 percent of students in New Hampshire seriously considered attempting suicide in the past 12 months. In the survey of 1995, the rate was 26.0 percent. Reduce this figure by 10 percent per year.*
- *The CDC Youth Risk Behavior Survey of 1993 reported 10.1 percent of students actually attempted suicide. In 1995, the rate was 8.6 percent. Continue to decrease this rate by 25 percent per year.*

Goal: Reduce the rate of experimentation with drugs including alcohol among New Hampshire youth.

Objectives:

- *According to a NIDA study for New Hampshire, "Prevalence and Correlates of Alcohol Use in a Survey of Rural Elementary School Students: The New Hampshire Study," (Baywood Publishing Co., Inc., 1991) estimated probability that a sixth grade child will have at least experimented with alcohol is over 40 percent." Reduce this rate by 50 percent.*
- *According to the "Prevalence and Correlates of Alcohol Use in a Survey of Rural Elementary School Students: The New Hampshire Study," 20 percent of the 1,190 fourth, fifth, and sixth grade New Hampshire youth surveyed used marijuana one or more times during the last 30 days. Reduce this rate by 10 percent.*
- *According to the "Prevalence and Correlates of Alcohol Use in a Survey of Rural Elementary School students: The New Hampshire Study," 49 percent of students had at least one drink of alcohol on one or more of the past 20 days. Reduce this rate by 10 percent.*

Goal: Increase the number of youngsters who return to the educational system after dropping out or being suspended, and reduce the number of youngsters who are at risk of dropping out or being suspended due to a lack of academic success or to negative behavior patterns, including violence.

Objective:

- *Increase the numbers of young people retained in alternative school programming in the target cities of Manchester and Nashua by 25 percent.*

Goal: Decrease the rate of tobacco use among New Hampshire youth.

Objective:

- *The “Preliminary Youth Risk Behavior Survey Results, 1993” from the NH Department of Education which surveyed 2,684 NH students, in grades 9-12 showed that 31.4 percent of the students smoked. at least one cigarette every day for 30 days. Reduce this to 25 percent. Strategies are to include increased emphasis on tobacco in peer leadership/mediator training, linkages with community tobacco use prevention coalitions, and increased involvement of youth peer prevention workers in Sale to Minors Surveys.*

Goal: Increase the number of youngsters participating in after-school and other alternative activities and peer leadership/mediation programs to lessen the amount of unstructured and unsupervised times and activities youngsters might be involved in.

Public reporting of our progress toward meeting those goals and objectives will be accomplished through a series of Community Round Table Meetings to be held around the state in January and February 1996. The Bureau of Substance Abuse Services Regional Coordinators (prevention field staff) will report specifically on the projects in each area that are funded with Safe and Drug-Free Schools monies and seek input from community members for future planning for prevention activities in the community. Five to six of these Community Meetings will be held around the state. Reporting will address each project’s progress to date in meeting its stated goals and objectives. Replicable programs will be showcased at the Bureau of Substance Abuse Services’ annual Educators Conference late fall 1996.

Progress Toward Goals and Objectives

Goals 1 and II

The NH Youth Suicide Prevention Project was funded to identify six selected statewide sites and provide suicide prevention efforts and programming. The project has been completed and outcome data has not yet been collected. Process data shows 155 suicide interventions were successfully completed during this reporting period.

Goal III

Outcome data have not yet been collected.

Goal IV

Five new programs have been funded in New Hampshire’s two largest cities.

Goal V

Outcome data have not yet been collected.

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Goal IV

Baseline data was not formally established initially. However, approximately 50% of the prevention contractors funded through GSDFSCA have after school programs. Three programs include an alternative program for youth.

With assistance from multiple resources, DADAPR is at this time creating a more effective Prevention Data System. Under the current system, only process data is available.

New Jersey

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Governor's Program

Goals and Objectives

Goal 1: To prevent, reduce the incidence of, or reduce the harmful consequences of ATOD abuse and violence among children and youth not normally served by the educational system in New Jersey.

Goal 2: To address the special needs of children and youth not normally served by the educational system in New Jersey.

Objectives:

- *To provide special services and develop additional resources for the prevention of ATOD abuse and violence among special needs populations (i.e., school dropouts, runaway or homeless children, pregnant and parenting teenagers, preschool children, justice-involved youth).*
- *To support the development of a model for providing special services and additional resources for ATOD and violence prevention in NCSCs in the targeted communities.*
- *To coordinate the delivery of ATOD and violence prevention programs and services for special needs children and youth.*

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Progress Toward Goals and Objectives

The New Jersey Department of Education measures progress toward attaining its goals for drug and violence prevention by assessing progress of each of its grant programs funded under SDFSCA. A description of progress for activities that were conducted under each grant program between July 1, 1999 and June 30, 2000 is described below:

Juvenile Risk Reduction Initiative

In 1999–2000, the Juvenile Risk Reduction Initiative concluded in the first three months of the fiscal year. The previous year’s performance data had shown pretest/posttest gains on six of the fourteen measures of pro-social behavior as reported by 103 youth on probation who participated in the program. Problems encountered in collecting and processing the data in the final year of the program resulted in a lack of reliable and valid outcome data. The objective of the program, i.e., of building a skills-based decision-making program with a strong drug and alcohol component into the probation services curriculum, was achieved.

Promoting Student Success: A Dropout Prevention Grant Program

The six grant recipient districts representing three different models reported student intake information. No outcomes data are available. However, in an analysis of interview data collected from participating teens and staff, the evaluator noted the benefits of bringing the students together in a relatively small group. This size setting was helpful in attracting students and assisting in their personal and academic development. With regard to the pregnant and parenting teens model in particular, the staff person implementing this model thought that including the intensive social service support was crucial for success with his group of students. In their analysis for factors related to implementation, the evaluators discussed the effects of staff flexibility, control of hiring, support of building and district administrators, familiarity with the district and the ability to maintain the program’s focus.

Education-Law Enforcement Partnerships

The education-law enforcement partnerships grant program provides funds to D.A.R.E. - New Jersey, Inc. to support the expansion of the D.A.R.E. program into high schools and its coordination across grade levels. The program started late in the reporting year and reached many students, but no outcome data are available.

Neighborhood Community Services Center (NCSC)

Under the NCSC program, funds are provided to the Department of Human Services to support the provision of activities, programs and services in each of four municipalities that were identified by the Governor’s Urban Coordinating Council (Asbury Park, Camden, Elizabeth and Trenton). The service delivery model addresses four key areas: enrichment, health, mental health, and recreation. Key findings of the evaluation were: 1) three of the four sites had fully implemented the model (including counseling services) and were providing quality services to young people, and the fourth site had implemented the model, with the exception of the case

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management component; 2) the sites were “connected” to their communities, having developed new collaborations with community groups and agencies; and 3) outcome tracking showed that youth were developing skills associated with drug abuse prevention, and that they and their parents perceived the programs as helping them in several critical areas of development, including school success and avoidance of risk behaviors.

Community Service Learning for Adjudicated Youth

Under the Community Service Learning for Adjudicated Youth Grant program, funds are provided to the Administrative Office of the Courts for combining community service court dispositions with cognitive and behavioral learning strategies and activities that encourage drug and violence-free lifestyles in school-aged adjudicated youth. The cognitive skills training program helps offenders understand and evaluate their behavior, develop new ways of thinking, apply learned strategies to real-life situations and improve attitudes toward school. Offenders learn decision-making skills resulting in fewer repeat offenses, and their participation in community service experiences helps them to develop a sense of responsibility towards their community. To date, the AOC and county juvenile probation staff have been successfully involved in identifying and recruiting juveniles for the program, establishing partnerships with local schools and community-based agencies, delivering cognitive skills training and coordinating community service experiences.

The evaluation findings for the 1999–2000 project year indicated that (a) juveniles in the treatment group had significantly better school attendance than juveniles in the control group; (b) there was no significant difference between juveniles in the control and treatment groups on number of school disciplinary incidents; and (c) number of cognitive skills and community service hours completed are not strong predictors of improved school attendance, lower numbers of school disciplinary incidents or juvenile self-reported change.

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New Mexico

SEA Program

Goal: Provide resources to local school districts to ensure that, to the extent possible, schools in New Mexico are free of drugs, violence, and the unauthorized presence of firearms and alcohol, and that they offer a disciplined environment that is conducive to learning.

Objectives to be accomplished by the year 2000:

Outcome Objectives:

- *Reduce and/or prevent tobacco, alcohol, and other drug use at school and in community settings.*
- *Reduce and/or prevent crime, violence, and gun possessions at school and school activities.*
- *Increase student disapproval of tobacco, alcohol, and drug use and increase levels of knowledge of the consequences of substance abuse.*

Program Objectives:

- *New Mexico LEAs will provide research-based tobacco, alcohol, and drug prevention education and intervention programs for students.*
- *All New Mexico LEAs reporting incidents of crime, violence, and gun possessions at schools or school activities will provide research-based violence prevention programs.*

Progress on Goals

Objective 1

New Mexico Title IV program personnel has been actively involved in the decision making process concerning the use tobacco settlement dollars. This has resulted in a ten percent (10 percent) set aside for schools of the dollars targeted by the 1st State Legislature for prevention and cessation programs. Some of the dollars targeted for community use include community-school linkages. In addition, the NM State Department of Education received an allocation of \$275,000 from the tobacco settlement for media literacy in schools. This money was used to enhance and expand the media literacy project which received Title IV money.

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The Title IV program contributed to the first School Health Education Institute to support the Alcohol, Tobacco and Other Drugs Track (see exemplary program).

Title IV has participated on statewide committees whose focus is the reduction of substance use by youth. Some of these include: Interagency Tobacco Committee, Chronic Disease Prevention Council, Cooperative Agreement Advisory Committee, DWI Taskforce, New Mexico Healthier Schools Coalition. These committees are instrumental in setting policy, proposing and advocating for legislation, and focusing money on prevention activities that target youth in both schools and communities.

Although the trend from 1994 to 1997 has shown some fluctuations, about 77 percent of adolescents aged 12 to 17 year report being both alcohol-free and drug-free in the past month. Alcohol is the drug most frequently used by adolescents aged 12 to 17 years. In 1997, 21 percent of adolescents aged 12 to 17 years reported drinking alcohol in the past month. Alcohol use in the past month for this age group has remained at about 20 percent since 1992. Eight percent of this age group reported binge drinking, and 3 percent were heavy drinkers (five or more drinks on the same occasion on each of five or more days in the past 30 days).

Data from 1998 show that 10 percent of adolescents aged 12 to 17 reported using illicit drugs in the past 30 days. This rate is significantly lower than in the previous year and remains well below the all-time high of 16 percent in 1979. Current illicit drug use had nearly doubled for those aged 12 to 13 years between 1996 and 1997 but then decreased between 19 and 1998. Youth are experimenting with a variety of illicit drugs, including marijuana, cocaine, crack, heroin, acid, inhalants, and methamphetamines, as well as misuse of prescription drugs and other “street” drugs. (Data from 1999 N(Mexico Youth Risk Behavior Survey)

Objective 2

Unfortunately, the total number of reported incidents of violence and vandalism have increased steadily over the past six school years. During the 1993-94 school year, 6,070 incidents were reported while during the 1998-99 school year that number almost tripled to 17,616. Those categories of crimes that showed the most increase over the past three years (1996-97 to 1998-99) included: student perpetrated acts of violence (an increase of 72.58 percent), knife possessions (41.00 percent increase), and incidents of vandalism (an increase of 18.61 percent increase).

However, over the same period of time, gun possessions decreased from 70 to 51 (decreased 27.14 percent) and gang activity decreased 39.94. Assault w/firearms accounted for only .06 percent of violent crimes, assaults with the use of a knife or other cutting objects accounted for .96 percent, and assaults occurring with other dangerous weapons accounted for 2.9 percent.

Objective 3

The Title IV program supported and participated in technical assistance to schools that resulted in the development by *i* schools in New Mexico of school-level safety plans that included three parts: prevention activities, policies and procedures, and response procedures and policies.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

To date, all New Mexico schools have developed individual plans w goals and benchmarks for each part, and are beginning implementation activities.

The NM State Department of Education received an allocation of \$250,000 from the NM State Legislature for security in schools. Schools receiving mini grants from this allocation utilized the dollars for such things as: communications systems, security fencing, staff development, mediation programs, bully-proofing programs, and other prevention materials for education.

The Title IV program provided workshops and conferences for Title IV coordinators in the areas of strategic planning, grant writing and researched based programs that could be utilized by Safe and Drug Free Schools and Communities programs.

On the New Mexico 1999 YRBS questions about safety at school, 90-92 percent of the respondents answered that they had not stayed away from school during the past 30 days because they felt unsafe and that they were not threatened or injured on school property in the past 12 months by someone with a weapon.

- 5.9 percent stayed out of school from one to three days, and 1.8 percent stayed out of school for 6 or more days out of the past 30.
- In the 1997 NMSS, 17.2 percent of high schoolers reported that they felt unsafe at school or on-the way to school, and 5.6 percent missed school because of feeling unsafe in the past year.
- 6.7 percent were threatened or injured at school one to three times and 1.4 percent 12 or more times in the past 12 months.

Almost 2/3 (63.4 percent) of the respondents had not been in a physical fight in the last 12 months and most of those that had been in a fight were without serious injury.

Fifty-seven percent had tried marijuana at least once in their lifetime—35 percent had used marijuana 10 or more times in their lifetime (61 percent of all who had used). In the 1993 YRBS, 40 percent had used marijuana at least once in their lifetimes, 52.5 percent of which had used 10 or more times.

Governor's Program

Goals and Objectives

The New Mexico Department of Health/Behavioral Health Services Division identified one overall/general prevention goal with five preliminary goals and a total of 22 measurable objectives. These preliminary goals and objectives address the essential elements of a State ATODA Prevention System:

- A. Planning functions
- B. Financial management functions
- C. Program development functions
- D. Program support functions
- E. Program accountability functions

Ten prevention program components of the Behavioral Health Services Division are incorporated into the objectives and activities:

- Networking/Collaboration
- Planning
- Management Information System (MIS)
- Program Support
- Clearinghouse of ATODA Prevention Information
- Cultural Relevance
- Training
- Evaluation/Accountability
- Marketing
- Managed Care

OVERALL GOAL:

To develop and maintain a state-of-the-art alcohol, tobacco, and other drug abuse (ATODA) prevention system in the State of New Mexico.

Preliminary Goal (PG) A: Implement a systematic and strategic ATODA prevention planning process.

Objective I: 95 percent of New Mexico communities will participate in a unified needs assessment by 1999.

Activities:

- Collaborate with other Department of Health divisions, including the Division of Epidemiology, Evaluation and Planning (DEEP) to write CSAP State-wide Needs Assessment Proposal.
- Delineate and coordinate a plan of implementation of statewide needs assessment.
- Identify and define communities.
- Develop and implement a management information system (MIS) on community, regional, and statewide needs.
- Work with DEEP to coordinate centralized collection, analysis and distribution.
- Provide training for individuals who will conduct the needs assessments.
- Collect and analyze needs assessment data and prepare a report for DOH administration and communities.

Action Steps:

- 1) Define and identify communities.
- 2) Develop a consensus list of key indicators that can be collected in all communities, and develop and offer trainings on conducting these assessments.
- 3) Develop standardized needs assessment analysis or profile on communities with prevention programs that are submitting data to the Division, and disseminate these data.
- 4) Develop a plan to implement a statewide, community-based needs assessment.
- 5) Meet with DEEP to coordinate the activities above that may be possible with available funding.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- 6) Present recommendation to the Department of Health Prevention Works work group.
- 7) Ask regional representatives to review this item of the Five-Year Plan and make recommendations.

Objective II: Establish formal collaborations in each of the five State Planning Regions.

Activities:

- Coordinate prevention services throughout New Mexico.
- Coordinate with other DOH divisions and other state agencies regarding prevention efforts, training, resources, and prevention credentialing.
- Initiate state-level collaboration of funding sources.
- Develop a statewide mailing list of preventionists to include state and non-state funded agencies.
- Strengthen and maintain relations with community partnerships, including participation in coalition of partnership quarterly meetings.
- Coordinate localized and regionalized prevention planning and implementation.
- Sponsor a statewide annual planning conference involving all ATODA prevention service providers, partnerships, advocates, the BHSD Prevention Unit, and other state department representatives.
- Organize at least one regional work group coordinated with other DOH divisions and state agencies to receive input on various aspects of implementing the State Prevention Plan.
- Organize at least one regional work group coordinated with other DOH divisions and state agencies to receive input on various aspects of implementing the State Prevention Plan.
- Establish a state prevention network with the assistance of prevention providers, partnerships, and other DOH representatives.
- Provide opportunities for linkages with managed care providers.

Action Steps:

- 1) Actively encourage and support the expansion of the NM Prevention Research Collaborative into a statewide prevention network.
- 2) Continue to develop mechanisms to promote and sustain regional collaborations, especially to identify resources, create preventionist mentoring network, and encourage more joint planning and implementation.
- 3) Create implementation strategy for state-level collaboration of funding sources.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- 4) Expand statewide prevention mailing list to include Safe and Drug-Free School coordinators, DWI coordinators, local public health staff, prevention consultants and evaluators, DEEP staff, Division of Health Improvement (DHI) staff, CYFD Delinquency Prevention and community programs staff, and others as appropriate.

Objective III: Annually, 100 percent of contractors will identify target populations most in need of ATODA prevention.

Activities:

- Integrate needs assessment into the Request for Proposal (RFP) and contracts.
- Modify needs assessment instruments on an annual basis.
- Provide training for preventionists in conducting the needs assessment.
- Assist contractors with how to involve other local providers and prevention advocates in identifying target populations.

Action Step:

- 1) Involve other local providers in target population identification by making it a requirement of the next RFP cycle.
- 2) Provide ongoing training program for needs assessment.
- 3) Establish process to review and insure quality of needs assessment process.
- 4) Regularly update needs assessment requirements to meet changing data availability.
- 5) Work with DEEP to develop stronger statewide data collection procedures.

Objective IV: Increase the utilization of existing prevention resources among contractors by 70 percent to enhance their prevention programs.

Activities:

- Identify resources that will help to address the gaps in prevention services.
- Develop a resource manual that summarizes the ATODA prevention program activities of contractors and non-contractors.
- Involve prevention providers in developing a manual of prevention instruction focusing on prevention efforts which best address and serve key target populations.
- Identify key ATODA prevention information to be disseminated.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- Create an internal system of information dissemination which feeds into communities.
- Establish ATODA clearinghouse branches/centers at ATODA provider sites, in city libraries, and/or community colleges in each region.
- Prepare a library of prevention curriculum and programs for various populations and types of prevention efforts, indexing the curricula by the risk and protective factors that are addressed, where possible.
- Acquire Internet capability at DSA.
- Disseminate grant information through the clearinghouse.

Action Steps:

- 1) Establish a more assertive training program and technical assistance effort that will include the identification of resources to help address service gaps.
- 2) Begin process of identifying and obtaining comprehensive information from non-contractors who deliver prevention services for inclusion in directory (as well as in other activities).
- 3) Develop system to identify state-of-the-art prevention practices and research.
- 4) Develop system to assertively disseminate this knowledge of practice and research to prevention providers, including routinely updating web site to include this information.
- 5) Integrate this evolving knowledge base about state-of-the-art prevention practices and research into training program.

Objective V: 100 percent of managed care HMOs receiving DOH/DSA funds will provide an array of ATODA prevention services.

Activities:

- Integrate primary prevention into New Mexico's managed system of care.
- Coordinate with other divisions of DOH.
- Develop a plan of utilization management.
- Establish primary prevention standards of practice.
- Develop protocols for primary prevention services.
- Incorporate primary prevention services into contracts for HMOs.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Action Step: None

Objective VI: Evaluate the planning process and the prevention plan objectives on a yearly basis.

Activities:

- Conduct process and outcome evaluation of the systematic and strategic planning activities.
- Identify measures and indicators for each activity under the objectives of Preliminary Goal A.
- Collect and analyze data.
- Prepare annual report to include results of the process and outcome evaluation and recommendations.

Action Steps:

- 1) Identify measures of objectives during fiscal 1999.
- 2) Prepare progress report on objectives and activities based upon the present examination and distribute appropriately.

PG B Develop a financial management system for statewide ATODA prevention.

Objective I: Ensure compliance by DSA and contractors with all federal funding requirements.

Activities:

- Plan and develop programming in accordance with federal funding requirements, i.e., Federal Substance Abuse Prevention and Treatment Block Grant and Governor's Portion of Safe and Drug-Free Schools and Communities allotment.
- Incorporate federal funding requirements into the RFP and contracts.
- Develop annual budget in congruence with federal and state funding requirements.
- Monitor fiscal activities and programming of the DSA Prevention Unit and prevention contractors.
- Coordinate and collaborate with other public and private prevention funding entities.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Action Step:

- 1) Establish and institutionalize a process to coordinate and collaborate with other public and private prevention funders – a plan to begin this process was prepared during spring 1997 as part of the State Incentive Grant application and was revised during spring 1998 – and determine if this plan can be executed if this grant is not received.

Objective II: Obtain additional funding for ATODA prevention services.

Activities:

- Identify and pursue other revenue sources for ATODA prevention activities/services.
- Submit proposals on behalf of ATODA.
- Disseminate information on potential funding sources from publications such as *Substance Abuse Funding News*.
- Offer information and training on grantsmanship.

Action Steps:

- 1) Continue to aggressively seek out and apply for potential state-led funding opportunities for prevention services in New Mexico.
- 2) Develop systematic process to routinely disseminate local program funding information to prevention providers.
- 3) Integrate grantsmanship training for providers and communities in SWRSAC and other educational offerings.

PG C: Develop a full continuum of comprehensive community-based prevention services in New Mexico.

Objective I: 75 percent of contractors and 30 percent of non-contractors of ATODA prevention services will utilize research findings in developing their programs.

Activities:

- Identify ATODA prevention providers in New Mexico.
- Develop a plan for identifying, collecting, and distributing research-based model programs.
- Utilize NCADI, PREVline, and RADAR Network to provide state-of-the-art research findings.

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- Disseminate research-based curriculum and model prevention efforts to ATODA prevention providers for adaptation or possible replication.
- Provide technical assistance in how to utilize research findings in developing prevention programs.
- Document those services/programs implemented by ATODA prevention providers which are based on research.
- Support ongoing curriculum development beginning at the community level.
- Integrate risk and protective factor research into program development.

Action Steps: This is one of the most important objectives in this 5-year plan. A complete system must be developed to accomplish this objective. Expertise and staff time and assigned duties must be dedicated to this objective in order to implement the activities above that depend upon identification and dissemination of research-based program models and material. The new staff position that is designed to perform these duties, and which was recently filled, must be supported in every way possible so that this individual may obtain the required knowledge and skills necessary to establish this system.

Objective II: Disseminate information on state and national ATODA prevention trends to 100 percent of identified prevention providers in New Mexico.

Activities:

- Distribute ATODA related statistical information concerning national, state, regional, county, and local trends in ATODA use and related problems.
- Inform all ATODA prevention providers, in a timely manner, about developments in the area of managed care and provide insight as to how to prepare for any system-wide changes.
- Coordinate and collaborate with other state and non-state agencies regarding emerging ATODA issues, e.g., SYNAR Amendment.
- Synthesize and distribute relevant information, e.g., SYNAR Amendment and other regulations, to prevention providers and consumers.

Action Steps: The technical information to be distributed (other than Synar) requires the same expertise, discussed under the preceding objective, to identify, clarify and synthesize the issues, trends and system-wide concerns addressed here. The Prevention Unit was expanded to obtain a staff person who will gain this expertise and focus on these issues. This individual must be supported in every way possible to accomplish the tasks above.

Objective III: Develop standards of practice for ATODA prevention programs in New Mexico.

Activities:

- Review existing standards of practice for ATODA prevention programs from other states.
- Review and incorporate risk and protective factor research.
- Include certification of preventionists.
- Relate the standards of practice to managed care.
- Write the standards of practice.
- Have the standards of practice reviewed by prevention professionals.

Action Steps: None.

Objective IV: 100 percent of contractors and 25 percent of non-contractors will show evidence of utilizing prevention standards of practice as developed by the NHSD.

Activities:

- Disseminate the standards of practice to all prevention providers in New Mexico.
- Incorporate standards of practice into the RFP.
- Distribute RFP.
- Review RFPs, make funding decisions, and issue awards.
- Provide any necessary training for providers concerning the standard operation procedures.
- Provide technical assistance to providers in implementing the standards of practice.
- Document the evidence of utilizing prevention standards of practice.

Action Steps:

- 1) Assess potential contractors as to compliance with guidelines.
- 2) Develop plan to enlist participation of non-contractors in guideline compliance.
- 3) Assess compliance during site visits and other appropriate opportunities.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Objective V: Reduce by 10 percent the abuse of ATODs and related problems in those communities that implement a community-wide prevention program.

Activities:

- Adapt existing community-wide prevention programs, mobilizing the commitment, resources, and skills of numerous individuals, groups, agencies, etc., to address the needs and problems of the community and strengthen community assets.
- Adapt community risk and protective factor research into community-wide prevention.
- Enlist four to six communities to participate in implementing community-wide prevention.
- Involve all sectors of a community as partners and as places to promote prevention themes, principles, and values (families, parents, youth, schools, businesses and workplaces, law enforcement, local government, health care, religious communities, justice system, civic groups, community action agencies, and media).
- Assist with resources for community training.
- Ensure the utilization of multiple prevention strategies directed at the community as a whole, families and parents as agents of prevention, and specific high-risk target populations.
- Provide technical assistance.
- Identify key statistical indicators.
- Collect baseline data regarding the identified key statistical indicators, key policies, and ordinances.
- Use surveys of attitude and behavior.
- Monitor and analyze the data.

Recommendation: These activities contribute to system and capacity building, where the resulting community-based system is then responsible for the activities to actually reduce substance abuse. In general, the Evaluator recommends reframing this objective around system-building progress. Without this revision, in order to measure progress toward this objective in any way, further definition and planning are required of the existing objective: the term “community-wide” must be defined and operationalized; a process to measure substance use in each community must be developed for baseline and later periods, probably a mid-point and a 5-year point. Collection procedures must be established, with the key decision related to a choice of telephone survey, in-person interview, or other survey procedure.

Action Steps:

- 1) Develop training program around risk and protective factors and deliver to the field.
- 2) Include risk and protective factor issues as standard part of site visits and technical assistance offerings.
- 3) Though each staff member uses a definition of community-wide, there is no clear definition of community-wide prevention that has been adopted by the Division, which still needs to be done so that measurement can occur of progress.
- 4) Continue to use the community mobilization model that addresses community norms through a community empowerment process and include followup at next state-wide meeting.
- 5) Repeat offering of the community member training model and identify resources available at the Division to assist communities in this developmental process.
- 6) Develop training and technical assistance model using multiple strategies to assist providers with little history of broad programming. The Guidelines and Benchmarks for Prevention Programming publication of CSAP is a good model to consider for shaping site visits and technical assistance.
- 7) Develop draft list of key indicators to measure community empowerment, including policies and ordinances, and present it for feedback at next statewide planning meeting.
- 8) Broaden the BHSD technical assistance program to assist with all of the activities above.
- 9) Continue support of Native American statewide initiative to create community capacity and mobilization.
- 10) Work with DEEP to create a set of useful community indicators for assessment, and to standardize a set of data collection instruments that can be used statewide.

Objective VI: 100 percent of the contractors and 25 percent of non-contractors will show evidence of incorporating aspects of cultural competence in the development and delivery of prevention services by 1999.

Activities:

- Include cultural competency of agencies and preventionists for the populations they serve as a weighted evaluation factor in the RFP.
- Incorporate the following aspects of cultural competence into the prevention standards: accepts and respects differences, expands cultural knowledge and resources, engages in continuous self-assessment, pays attention to dynamics of difference to better meet needs of individuals and the community, adapts a

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variety of service models, seeks advice and consultation from members of the target populations/communities, and commits to policies that enhance services to diverse populations/communities.

- Offer training opportunities to enhance cultural competence in working with diverse populations (e.g., ethnic minorities, youth, seniors, people with disabilities).
- Disseminate relevant and appropriate information on cultural competence.

Action Steps:

- 1) Develop cultural competence training module and include in next SWRSAC conference program or other appropriate venue.
- 2) Develop, within the BHSD, a system to review relevant material on cultural competence and distribute the useful material to the provider list.
- 3) In order to include non-contractors, the list of prevention providers throughout the state must be expanded (this is also needed for other activities and objectives in this plan).

PG D: Provide ongoing program support, including training, to community-based prevention services.

Objective I: Provide access and utilization of prevention information and technical resources among 70 percent of the prevention providers.

Activities:

- Outline and establish an information system that can be accessed by prevention providers.
- Provide and facilitate access to clearinghouse.
- Prepare and disseminate an acquisition list to all ATODA prevention providers.
- Enlist providers and advocates as Associate Network Members to access PREVline and RADAR.
- Disseminate the DSA bimonthly publication, the Connection, to all ATODA prevention providers.
- All see activities under PG A, Objective IV.

Action Steps: State-of-the-art prevention material must be distributed. The BHSD must create a system to assertively distribute useful information on promising prevention practices, research, outcome data, needs assessment indicators, data and related

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information. The key element to meet this need is seeking nationally all promising information, and then the review of all income materials – based on that review, the identification of relevant information on state-of-the-art prevention practices, program models, curricula, etc. This selected body of information can then be distributed in numerous ways. The BHSD must, however, assure that all programs receive this information in a format that is useful at the local community level, and that anyone who may benefit from the material does indeed receive it. The difference here is that rather than waiting for requests for information, the BHSD must assertively distribute this information to providers. Therefore, as action steps,

- 1) Obtain the expertise to locate and obtain, then review, synthesize, and prioritize all the various materials that become available on state of the art prevention practices.
- 2) Create internal capability to put this information on the upcoming web site and to update the site on a routine (monthly?) basis.
- 3) Develop program to mail these materials to providers on a regular basis and incorporate highlights into each issue of *The Connection*.

Objective II: Develop a comprehensive prevention training system by 1998.

Activities:

- Develop long-term training program.
- Develop training curricula based on basic, intermediate, and advanced skills.
- Identify needs of prevention workers across the state.
- Incorporate prevention standards of practice and prevention professional certification requirements.
- Identify contractor trainers.
- Create a cadre of prevention trainers and a statewide training system.
- Develop policy and procedures for training delivery.
- Establish trainer qualifications.

Action Steps:

- 1) Create year-round training calendar, preferably a quarterly or tri-annual program, with a core beginner component.
- 2) Identify six to eight categories of intermediate and advanced training needs and develop a long-term program, including SWRSAC, to offer all of these in a specific time frame which repeats itself over time.
- 3) Identify qualified trainers on these topics, both nationally and within New Mexico.

Objective III: 100 percent of contractors and at least 10 percent of non-contractors will participate in prevention training and receive technical assistance.

Activities:

- Offer regional training for all ATODA prevention providers.
- Maintain a current list of all training resources and disseminate it to all prevention providers.
- Distribute a training calendar every 6 months.
- Develop video and/or audiotapes of select BHSD training sessions, and make these available as a part of the NHSD Resource Library.
- Develop procedures for Peer Review Technical Assistance.
- Implement Peer Review Technical Assistance.
- Offer training in cultural specific ATODA prevention issues.
- Utilize a team for providing technical assistance.
- Provide technical assistance.

Action Steps:

- 1) Begin delivery of comprehensive training program as soon as possible.
- 2) Identify capacity to deliver regional trainings and implement when appropriate.
- 3) Develop statewide prevention provider list to include non-contractors.
- 4) Develop Peer Review Technical Assistance program and begin implementation by mid-1999, using next year's statewide planning meeting to obtain feedback and guidance on implementation issues.

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- 5) Utilize SWRSAC to deliver a broad range of prevention training programs or workshops that complement the comprehensive training program.

Objective IV: 50 percent of ATODA prevention workers will be certified as Prevention Professionals by 2001 (certify 10 percent per year).

Activities:

- Maintain a record of known ATODA prevention workers in New Mexico to be updated annually.
- Disseminate certification information packets to all ATODA prevention providers.
- Coordinate and offer training opportunities for all prevention workers, and those who desire to become certified as ATODA prevention professionals.
- Work with community colleges and other institutions of higher learning to provide ATODA coursework in line with requirements for certification as ATODA prevention professionals.

Action Steps:

- 1) Identify prevention workers throughout the State and maintain an updated mailing list.
- 2) Design training program to meet accepted certification standards.
- 3) Hold discussions with other colleges and universities in the state to encourage development of prevention courses within appropriate academic departments.
- 4) Continue to hold discussions with certification bodies to assure clear certification procedures and make this information available to prevention workers.

Objective V: Increase the knowledge of the benefits of prevention, particularly among formal and informal decision makers.

Activities:

- Outline and implement a statewide marketing campaign about the benefits of prevention.
- Adapt campaign products and other materials from the National Prevention Network Communication Campaign Media Kit.
- Involve providers in the campaign.

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- Distribute media kits to all prevention providers.
- Train prevention providers and advocates in the use of the media kits.
- Maintain a record of media coverage related to the campaign.
- Measure and assess the marketing campaign.

Action Steps:

- 1) Designate a staff member to develop a strategic plan for marketing.
- 2) Utilize marketing expertise within DOH.

PG E: Develop and implement a plan for long-term outcomes and impact evaluation.

Objective I: 100 percent of contractors and 15 percent of ATODA non-contractors will participate in a management information system on community, regional, and statewide needs.

Activities:

- Refine prevention data collection forms.
- Inform, recruit, and enlist non-contractors to utilize prevention data collection forms.
- Collect data from contractors and non-contractors.
- Assess and interpret data for the purpose of evaluation and planning.
- Disseminate data to funding source, contractors, non-contractors, and other entities.

Action Steps:

- 1) Routinely tabulate, summarize, and put into a report format all the outcome data when received.
- 2) Create and implement dissemination plan for outcome and other data.
- 3) Create strategy to obtain data from non-contractors.
- 4) Create a strategy to disseminate process and outcome data from the centralized MIS system.
- 5) Create strategy to encourage consistent data collection, formatting and reporting.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- 6) Assign staff member the responsibility to routinely analyze process and outcome data as they are collected, and distribute this analysis, especially to providers who have submitted the data.
- 7) Prepare a menu of reports to be produced and distributed regularly.

Objective II: 100 percent of contractors will produce annual outcome evaluation results for the purpose of evaluating prevention programming and long-term impact of prevention on ATOD abuse.

Activities:

- Create standardized instruments for outcome evaluation.
- Provide example of tools to measure outcomes of specific prevention activities.
- Provide outcome evaluation training to all prevention providers.
- Modify outcome evaluation instruments as needed.
- Identify community statistical indicators.
- Initiate a system of standardized data collection.
- Provide technical assistance to prevention providers for custom data entry, retrieval, and analysis.
- Analyze and interpret data.
- Integrate yearly income evaluation results into the State Prevention Plan for long-term impact evaluation.
- Monitor and document changes to prevention services based on outcome evaluation results.

Action Steps:

- 1) Collect final reports from community programs during July 1998.
- 2) Tabulate and synthesize these outcome data and prepare report of community outcomes.
- 3) Include outcome measurement training in comprehensive training program for providers.
- 4) Develop strategy to disseminate this information as appropriate.

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Objective III: Review and update the State Prevention Plan annually based on the results of the outcome data.

Activities:

- Analyze outcome data which relate directly to goals, objectives, and activities of the State Prevention Plan.
- Make any needed revisions and additions to the State Prevention Plan.
- Prepare a report regarding the revisions and additions based on the outcome data.

Action Steps:

- 1) Review the outcome information in this report, in addition to input received previously and during Fall 1998, and revise objectives and activities as appropriate. Based upon this review, some objectives may need small revisions, and a number of activities are either no longer appropriate or are not a priority.
- 2) Create a plan to systematically review all aspects of this plan and revise the plan as appropriate – perhaps monthly, day long, or half day retreats by staff throughout fall 1998 can be used to integrate all input that has been received and agree upon revisions.
- 3) Integrate, into the revised plan, objectives for new initiatives, including those for Native American communities, the School Mental Health Initiative, the Border Area Project, the state’s new mentoring initiative, the Women’s Health Initiative, SYNAR activities, and any additional projects that become relevant to this plan.
- 4) Prepare and issue a report on the progress made by BHSD toward the current objectives as of December 1998, and a revised plan, and distribute it at the next annual prevention meeting in February 1999.

Recommendations:

This report contains many recommendations for action steps needed to complete activities and meet objectives of this plan. However, the Evaluator urges immediate action in two specific areas. The overall goal for this Plan is to create and sustain a state-of-the-art ATODA prevention system in New Mexico. In order to achieve this goal, state-of-the-art prevention programs, promising practices, current research, and funding opportunities must be assertively sought out from around the nation, reviewed and synthesized, and those of most promise in this state must then be just as assertively disseminated to the prevention field in many ways, including through the internet and in a comprehensive training program. Progress in both of these areas has been made with expansion of the Prevention Unit and resultant hiring of a staff member to undertake the identification and dissemination of promising and state-of-the-art prevention practices, and with the preliminary design of a training program. However, the

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implementation of both of these has yet to occur. It is therefore recommended, as has been the case in each review completed thus far, that:

- The BHSD seek out, identify, and disseminate, including through the Internet, state of the art, effective and promising prevention practices, research, curricula and funding opportunities. See esp. Preliminary Goal A, Objective 4, Preliminary Goal C, Objectives I, II, and III, and Preliminary Goal D, Objective I; and
- The BHSD design and implement a comprehensive training program to teach state-of-the-art practices on a regular basis. See esp. Preliminary Goal D, Objectives II and III.

Progress Toward Goals and Objectives

A joint application for needs assessment, was completed in spring 1999, but funding was not awarded by CSAP because not all conditions of the award could be met by the State. The first collaborative school-based (high school) survey was implemented in April 1999 with funding from the CSAP State Incentive Grant (awarded to BHSD in July 1998). This survey used the Youth Risk Behavior Survey (YRBS) and added questions from the CSAP-recommended Communities That Care survey, plus additional questions prepared by the Office of Epidemiology. In April of 2000, the same collaborative process between the BHSD and the NM Department of Education resulted in a collaborative middle school version of this survey. Unfortunately, many school districts failed to participate for a variety of reasons, some because they were also participating in an assets survey designed by the Search Institute. This survey is supported in a few counties and school districts each year with funding from the Public Health Division of the Department of Health. BHSD has committed to support a single school survey for at least another year. The single survey committee, led by the Department of Education, includes representatives from many local school districts, several district Public Health offices, other Department of Health representatives, interested citizen advocates, and BHSD. A subcommittee completed development of an instrument that incorporates risk and resiliency questions drawn from leading surveys across the nation. The survey content was constructed using the latest resiliency research. Through the collaborative relationships established in the single survey process, trainings were held around the state during April and May 2000 on how to use and interpret the data from the latest high school survey. The training was presented by the Department of Education, with the assistance of Epidemiologists from the Department of Health, and was offered to Safe and Drug Free Schools coordinators.

A funding source for a uniform needs assessment (beyond the school survey) does not presently exist. However, the CSAP needs assessment funding could fund this for a three year period, and includes a framework based upon the latest research in risk and protective factors, CSAP strategies and the Institute of Medicine framework for target groups. A community-based needs assessment process does exist for BHSD contractors, based upon trainings delivered in late 1995 and expanded upon since that time to include local risk and protective factor analysis. Activities under the State Incentive Grant have led to discussions among participating state agencies about this issue.

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Under the auspices of a new prevention initiative, "Improving Health in New Mexico: Preventing Youth Substance Abuse," a web-based database was established this year which uses archival data drawn from numerous sources. These data were gathered by numerous state agencies, and posted to the new web-site, NMIHI.com, by county and by risk or protective factor. Training on how to use this web-site was offered during May and June 2000 to over 200 individuals. This training has been offered since this time to Native American communities throughout the state.

Through the State Incentive Grant awarded to New Mexico in July 1998, a group of state level prevention funders has begun to meet and address these and related issues. The Cooperative Agreement Advisory Committee (CAAC) began meeting in October 1998, representing state agencies who fund prevention and other stakeholders. A training program on science based prevention strategies was designed by BHSD and presented by the CAAC in seven one-day regional trainings to more than 500 local prevention workers throughout the state (January and February 1999). This training was offered to preventionists (who missed the initial offerings) in two sites during November 1999, when approximately 150 individuals attended. An advanced, hands-on version of this training was designed and offered during January 2000 in six locations throughout the state to approximately 350 prevention workers. To support this training program, mailing lists from all prevention funding agencies and other sources were combined into a single statewide prevention mailing list. Initially consisting of approximately 750 individuals, this mailing list has grown to more than 900 as of this date. The CAAC has continued discussions aimed at establishing state level collaborative mechanisms to support integrated local prevention planning and programming. These discussions have thus far focused on frameworks for prevention planning (risk and protective factors, CSAP and IOM frameworks), research based programming, training, and common RFP language and requirements. A draft version of a common RFP framework to be used by all agencies that fund prevention related funding was developed during spring 2000. These discussions on issues pertinent to coordination and collaboration will continue throughout the State Incentive Grant (two more years). The BHSD, the School Health Unit (Public Health Division, Department of Health), the Department of Education, and Children Youth and Families Department (CYFD) have continued to collaborate on the School Mental Health/Behavioral Health Initiative, which funds four school based pilot projects in the state.

The Fifth Annual Statewide Prevention Planning Conference was held in March 2000. A regional network, growing out of the second statewide planning meeting, has developed continually and many regional meetings have been held. Quarterly meetings have occurred over the past year in most regions. Planning and implementation issues are now being addressed in some of these regions, and participation has expanded in some of these regions to include local public health staff, Drug Free Schools coordinators, and DWI coordinators, as well as some other non BHSD funded prevention providers. Each region was awarded \$5,000 by the BHSD to support training and other infrastructure growth. Trainings within this structure have been offered in: grantsmanship, science-based prevention, RADAR network issues, and model programs. This regional structure continues to hold much promise. The State Plan Committee meets quarterly to advise on the development of the Five Year State Plan. The Committee also planned the 2000 Statewide Planning Meeting and is developing plans for the February 2001 Planning Meeting. Input has been given on all five goals of the Plan.

There is no integration with managed care providers at this time.

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ROPE (Rural Organization Project Entity) was funded as a regional prevention collaborative in the southeast corner of the state as a result of a joint plan presented by many prevention providers of the region.

A one-time appropriation of \$690,000 was awarded to the BHSD for prevention of black tar heroin in Rio Arriba and Santa Fe Counties in spring 2000. A regional planning process was initiated through a series of 18 focus groups, resulting in a steering committee for the project. The steering committee began development of a collaborative and comprehensive planning and mobilization process, which will result in specific activities across two county area.

A needs assessment process was integrated into the RFP process and contracts by the BHSD for fiscal year 1998, and further revised to include the most recent research based concepts and frameworks in fiscal year 1999 and 2000. The new Improving Health Initiative integrated these concepts into its RFP. Training was conducted on these frameworks as part of the statewide trainings discussed in the section above. Specific training on how to use the risk and protective factor web-site was offered in spring 2000 to approximately 200 persons. Training for needs assessment is offered to contractors on an on-going basis, and technical assistance is offered upon request. Needs assessment is integrated into the BHSD sponsored training program. The training program is now offered to any interested parties, whether funded by BHSD or not, at no cost.

A funding category was developed by the BHSD in spring 2000 for communities to implement science-based prevention programs with a specific target population, K - 6 grade high-risk youth and their parents. This provided an opportunity for communities to study and address the needs of a specific target population.

A directory of BHSD-contracted prevention services has been published for each of the last four fiscal years. The BHSD has been integrated into the Department's internet system, and staff have internet access. The State Incentive Grant Cooperative Agreement Advisory Committee (CAAC) has begun to address this objective. A statewide Provider Directory has been prepared and distributed. A science-based program manual was developed and broadly distributed. This manual was expanded winter 1999. Regular dissemination of publications about research- and science-based prevention programming occurred throughout the fiscal year. Two new clearinghouse branches were established. Internet capability has been developed at the BHSD. The Prevention Generalist Training (PGT) and the recent CAAC-sponsored trainings were developed to disseminate information about science-based programs and findings.

No DOH/BHSD prevention funds are included in the state managed care plan and therefore no steps have been taken.

This review is the fourth annual review of strategic planning activities contained in the Division's Five Year Plan, completed during September 2000. Measures of most activities are apparent from activity statements. Objectives are five year objectives, and measures of some will become available during the five year period. Other procedures to measure progress toward objectives must still be established.

Most of the activities under this objective were accomplished during fiscal year 1997, some through new procedures incorporated into the RFP process during Spring 1997, and others through managerial procedures at the BHSD and site visits to contractors. Data collection requirements were met through the implementation of the Minimum Data Set during fiscal 1999, and trainings in its use have been conducted since that time. This objective, as it relates to

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compliance, has been met - future measurement need only examine whether these activities have been successfully integrated into the BHSD management and RFP structures.

New Synar requirements for compliance are now being met as all BHSD prevention contractors (except SIG) are required to monitor Synar compliance, and the Division has a staff member who works exclusively on this issue. Federal youth tobacco access laws are being addressed as part of a FDA contract on a statewide basis. As to coordinating with other prevention funders, this has begun to be addressed through the CAAC/SIG. New contractors under the NMIHI must use the MDS data system and other reporting structures of the BHSD.

Several sources of potential new funding have been identified, sought, and awarded to the BHSD during the last several fiscal years. For the current year, this includes the State Incentive Grant Program (\$3 million). The BHSD also received \$150,000 from State General Fund monies for prevention. The NMIHI funding of \$2.3 was pooled from existing sources at the Department of Health and designated for youth substance abuse prevention.

Presentations on funding opportunities were offered at SWARSAC, and notices of community based funding were distributed to programs in attendance. BHSD has provided numerous letters of support to local communities who applied for federal funding. Many programs availing themselves of this information and expertise were awarded funding during the past fiscal year. Four Family Strengthening awards (CSAP) were made to programs in New Mexico. Six programs received Drug Free Communities grants (OJJDP). Several school districts received prevention or counseling grants from the Department of Education. Three pueblos received prevention and intervention funding from the Justice Department's Tribal Youth Program.

Grantwriting workshops were offered to coincide with the two major community program RFP's for prevention services this year. In addition, two district level grantwriting workshops were provided; grantwriting workshops were offered in Native American communities; two workshops were offered to Safe and Drug Free Schools coordinators.

A comprehensive mailing list for prevention providers and advocates from throughout the State has been developed. It now includes over 900 individuals. Information on research/science-based programs was identified, collected, summarized and distributed statewide in the regional CAAC sponsored trainings in early 1999, November 1999, and again in January 2000. A risk and protective factor framework was included as a core element of these trainings. This training was also provided to Safe and Drug Free Schools Coordinators, DWI program coordinators, and recently funded delinquency prevention providers.

The new staff resource position at the BHSD coordinates much of this objective's research dissemination function, which is also substantially supported through the State Incentive Grant. State Incentive Grant and the new "K - 6 Grade Youth and Their Parents" program applicants were required through the RFP process to utilize research-based principles and science based programs. The new NM Improving Health Initiative required the use of research-based programs or principles in the selection of prevention activities. A Sub-recipient Council (made up of the community based grant recipients — SIG, coalition, and NMIHI) will continue to address the ongoing use of research principles and programs throughout the two remaining years of the State Incentive Grant. The SW and Border Center for the Application of Prevention Technology (CAPT's) have provided assistance in developing materials on research based strategies. The

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BHSD funds 50% of a full time staff position with the SWCAPT to work in-state to support this objective.

Essential information for contracted prevention providers has been disseminated. The ongoing series of statewide CAAC-sponsored trainings began the larger information dissemination effort. A BHSD web site has been developed which will assist in this objective. State level cooperation has begun under the auspices of the SIG project through the CAAC. Concrete examples include the statewide trainings, satellite teleconferences on science-based prevention programs, and the collaboration between BHSD, EPI, and State Department of Education (SDE) on the Youth Risk Behavior Survey (YRBS). Additionally, SDE/Safe and Drug Free Schools, DFA/DWI programs, and CYFD/delinquency prevention program staff have enthusiastically responded to science based prevention training offerings and provided them to local program planners. Parallel research-based federal initiatives supported by the OJJDP with funding for underage drinking prevention has been awarded to CYFD. These programs are using the same body of prevention research literature in shaping decisions about strategies and activities to address the problem behavior.

Draft standards for all behavioral health programs were developed, and reviewed by preventionists; these were published as guidelines and included with the RFP for fiscal years 1999 and 2000. Comprehensive Behavioral Health Standards were developed during fiscal year 2000 by the Department of Health which include prevention standards. These were incorporated into the prevention RFP's for fiscal year 2001. The mentoring initiative, which was developed with technical assistance from the National Association of Substance Abuse Directors, developed professional standards for mentoring programs during spring 2000.

Standards were developed during the last fiscal year, approved by the State Legislature, and included in the most recent prevention RFP's, and applicants addressed them in their proposals for funding. The City of Albuquerque adopted these standards for its prevention initiatives.

To complete the first activity under this objective (which requires community-wide mobilization through a coalition model), the BHSD has created a funding strategy that supports programs in three general categories: a) contracts with existing community based prevention coalitions or agencies; b) contracts to a group of providers, from one community, to encourage and support development of a community coalition where none exists; and, c) contracts with traditional treatment providers who demonstrate an interest in prevention programming and who make a commitment to begin building a community coalition. This funding strategy - along with new requirements of respondents in the RFP process, and a more detailed approach to writing contractual scopes - now result in significant leverage by the BHSD to help create the system-wide change addressed by this objective. Multiple prevention strategies are now required in the scope of services of contractors. BHSD staff has been expanded and program managers now estimate that they spend from 30 to 60% of their time providing technical assistance to community programs. A community mobilization model provided by CSAP has been used to deliver training on this issue. The new NM Improving Health Initiative addresses these issues through requirements for a comprehensive community health planning process that is data driven. Regional structures have been funded to do training on the issues addressed above, especially community coalition building, and this has begun to occur. The State's SYNAR activities and Border Area Project promote and require multiple sector involvement in all of their activities.

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A manual for use by Native American communities was prepared in 1998 for mobilization and preparation to plan and implement a community based prevention program. An intensive training program was offered during the 1999 fiscal year in four Native American communities as a pilot project, and this training program addressed all of the activities above. This was expanded to other Native American communities during fiscal year 2000. A second Native American Prevention Summit was held during summer 2000 to develop strategies for increased mobilization efforts in Native American communities, and to increase the use of research- and science-based prevention practices.

The community based RFP for prevention services required coordination in all domains within the community, and this will be the subject of substantial amounts of technical assistance in the coming year. It also required for detailed and specific identification of target populations. A listing of prevention providers from throughout the state and from all state funders was developed and distributed in spring 1999. Risk and protective factor research was integrated into all training programs and the community based RFP's during the fiscal year. The State Incentive Grant and CAAC have begun to address the coordination of resources at the state and local levels, which is essential to address community wide change.

A Strengthening Families program was implemented with state assistance through the Border Initiative Grant coalition. This program added an important regional approach to the planning occurring in the southwest corner of the state.

Demonstrated cultural competency was included as a requirement of the RFP process and in evaluation factors. Information about cultural competency was included as a core component of the CAAC sponsored statewide trainings and is now a core component of the Prevention Generalist Training offered by the BHSD. Cultural issues are now seen as an essential part of adapting or replicating science-based programs. The new prevention standards include cultural competency as a core element. Cultural competence was an agenda item in several sessions at the April 2000 SWRSAC conference.

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New York

SEA Program

Goals and Objectives

Goal 1: Review and approve subgrant applications for included federal programs and enable interested LEAs to develop their own consolidated plans under Section 14305 so that all program applications focus on improved teaching and learning.

Objectives:

- *Increase the number of LEA consolidated plans that include specific focus on standards and assessment, linkages between and among the various Improving America's Schools Act (IASA) programs, linkages with other federal and state programs and initiatives that complement and support IASA program activities, program-specific (IASA and other) efforts directed at the early identification of IASA-eligible students and an early intervention designed to address existing or potential need, and movement toward development of schoolwide programs.*
- *Review and process consolidated applications and annual updates in a timely manner.*
- *Develop and implement a peer review process to comment on the quality of an LEA's consolidated application to improve academic performance.*

Goal 2: Provide technical assistance to LEAs and schools on teaching and learning, and hold them accountable for the performance of their students.

Objectives:

- *Develop a coordinated technical assistance review that focuses not only on IASA programs to achieve challenging content and performance standards, but also on their connections to other federal and state programs and initiatives that directly affect IASA-eligible children (e.g., IDEA, School-to-Work, VATEA, bilingual education, and preschool programs).*
- *Provide technical support for networks of schools and other agencies that have been successful in integrating whole-family services into a broader school reform agenda, including assisting these networks in documenting principles, effective practices, and successful models.*

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- *Develop and disseminate change/improvement models, processes, and training and support materials for schools and districts that will promote the whole-school, whole-child approach to educational reform.*
- *Provide training for School Support Teams on whole-family services as an approach to school reform.*
- *Partner with the New York Technical Assistance Center in developing and delivering priority technical assistance to IASA programs.*
- *Partner with the Boards of Cooperative Educational Services (BOCES) to coordinate service delivery to help school institute the higher standards and assessments.*

Goal 3: All children will come to school ready to learn.

Goal 4: All students will learn in a safe and drug-free environment.

Objectives:

- *An increase in the number of schools reporting safe and drug-free school environments through a reduction in the number of school crimes, weapons incidents, violence, and discipline programs (including school suspensions).*
- *An increase in the number of school staff, parents, and community representatives participating in the design and implementation of effective prevention programs.*
- *An increase in the number of drug and violence prevention initiatives at each grade level.*
- *An increase in the number of school/community linkages for referral/intervention.*
- *A decrease in the use of alcohol, tobacco, and other drugs among school-age youth.*

Goal 5: Provide high-quality professional development for teachers, administrators, and others who work in the school that enables them to teach effectively to challenging content standards and assure that all students achieve at high levels.

Objectives:

- *Promote the networking of existing staff development networks (teacher centers, professional associations, the Staff and Curriculum Development Network (S/DN), the Regional Facilitator Network, the Comprehensive Health and Wellness Centers, the Model Schools Coordinator Network, higher education institutions, parent-teacher association, technical assistance providers, and others), so that schools, BOCES, and Department*

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staff can more effectively use the resource and expertise of these groups and organizations to develop and sustain a community of learners.

- *Develop performance indicators for professional development.*
- *Assist school districts to develop performance indicators for local professional development.*
- *Expand the use of technology in schools through the creation of technology partnerships with business.*

Goal 6: Increase parental and community involvement so that schools can better help all children to learn.

Goal 7: Provide a safe and drug-free school environment for all children.

Objectives:

- *Promote the learning standards for comprehensive health education including a broad range of drug and violence prevention activities for all students, K-12.*
- *Provide training and support services in model programs and best practices in drug and violence prevention for school staff through the Comprehensive Health and Wellness Centers.*
- *Increase technical assistance services to the 75 school districts that are identified in greatest need of Title IV funds.*
- *Develop and disseminate guidance materials and resources for schools to address drug and violence prevention (where appropriate, in languages other than English).*
- *Conduct Youth Risk Behavior Survey to measure adolescent health risk behaviors including those related to drugs and violence (where appropriate, in languages other than English), with the results providing the basis for program planning and implementation.*
- *Coordinate state-level activities with other state agencies (Departments of Health, and of Social Services, Office of Alcoholism and Substance Abuse Services, and Division of Criminal Justice Services) addressing comprehensive health, including drug and violence prevention, to assist schools with a broad range of resources to improve comprehensive approaches to drug and violence prevention.*

Progress Toward Goals and Objectives

Goal 4

Objective 1

During the 1999–00 reporting period, the number of school incidences showed a slight increase from the reported 1998–99 data collected from the LEA annual program report and submitted to the U.S. Department of Education (USDOE). In part, these increases are attributable to better data collection efforts at the LEA level and inclusion of incident data reporting on the Basic Educational Data System (BEDS) Annual School Data Form. This latter system requires each school building in New York State to annually report on a wide range of educational issues. The 1999–00 school data was submitted to the State Education Department in October 2000. Statewide school data will become available in the spring of 2001. In succeeding years, more consistent data comparisons can be made through the BEDS system rather than the Annual Program Report submitted by LEAs. Total incident data for 1998–99 is included in the body of the Consolidated State Performance Report. Section J contains the 1999–00 incident data of 81.6 percent of LEAs reporting as of November 19, 2000.

The Department continues to fund the Upstate School Safety Center to assist school districts in school safety planning, including data collection, analysis and identification of appropriate strategies related to data analysis. The CSHW trainings that support school-based drug and violence prevention efforts include those related to effective programs, strategies and policy.

Objective 2

The State Education Department and its regional Comprehensive School Health and Wellness Centers continued to promote effective community partnerships. During 1999–00, over 2,900 community-based agencies provided services to school districts related to their Safe and Drug-Free Schools Program. At the State level, staff continued to work with other state agencies to increase collaborative efforts on a number of prevention efforts, including those related to drug use, especially marijuana and tobacco, parent involvement, violence prevention, and comprehensive planning at the local level among schools, parents, and community agencies using the asset development model of the Johnson Institute and the Communities That Care model of Hawkins and Catalino to promote youth development.

Objective 3

The State Education Department and the CSHW Centers have consistently focused on building the capacity of all school districts to offer comprehensive prevention programming for all students grades K-12. Many districts provide a wide range of programming that is State or district funded for drug and violence prevention, complementing their Safe and Drug-Free Schools Program funds. The CSHW model supported by the State Education Department reinforces the comprehensive approach to be used by schools. Last year's efforts continued to focus on assisting schools to align their health instruction program with the standards established by the Department for health education. The health education approach assures a minimum drug prevention for students grades K-12. Data from the 1998 School Health Profile, which is a

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school-based survey conducted by State Education Departments in cooperation with CDC, show over 98 percent of schools in New York state address tobacco use prevention and alcohol and other drug-use prevention at the secondary level. CSHW Centers also offered a number of trainings in research-based or effective prevention programming, such as Life Skills Training, which align to national and State standards for health education and drug prevention. In reviewing the 1999–00 annual report on the Safe and Drug-Free Schools Program, school districts are focused on offering comprehensive strategies and programs for students at each grade level using available federal, State, and local resources.

Objective 5

While trend data is not available from New York State’s Youth Risk Behavior Survey (YRBS), comparison of New York State’s 1999 YRBS data with national YRBS data show New York State secondary students have “no lifetime drug use” and “no use within the last 30 days” greater than the national data for secondary students for all illegal drugs. Also, New York City’s 1999 YRBS data show similar results when compared against other large cities.

In comparing New York State’s 1999 YRBS data to 1997 data, a few significant changes were noted. More students in both the 10th and 12th grades reported nonuse of cigarettes, inhalants, marijuana, and injectable drugs. Also, less students in these same grades reported carrying weapons.

Governor’s Program

Goals and Objectives

Goal 1: To prevent the onset of ATOD use and abuse by young people under the age of 21.

Objectives:

- *Increase the number of prevention programs targeting traditionally underserved populations, such as dropouts, the homeless, and pregnant teens.*

Goal 2: To prevent violence to and by young people in New York State.

Objectives:

- *Increase the percent of prevention efforts which address violence and ATOD issues.*
- *Increase the number of parents and significant others actively involved in the prevention of violence to youth.*

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Goal 3: Increase community and other systems participation in ATOD prevention.

Objectives:

- *Strengthen community networks between AOD prevention programs and other health-related agencies.*
- *Increase the availability of before- and after-school activities for high risk youth.*

Progress Toward Goals and Objectives

1. Implementation Data

This past year has seen continued progress toward full implementation of the US DOE Principles of Effectiveness. Following a site visit by our DOE Project Officer, and review of submitted work plans, allocation of SDFSCA funds were adjusted to fully meet the SDFSCA Governor's program intent. The review process reported last year is now fully implemented. The Governor's Share SDFSCA continues to allow our state to support targeted substance abuse and violence prevention efforts to populations not normally served by the local education authority (school district) in before and/or after school settings, in the community. We work in a complimentary partnership with our State Education Department, attempting to maximize the statewide impact of SDFSCA funds received.

OASAS continues to require on-going prevention programs to submit specific work plans that contain information on the target population to be served with SDFSCA funds and the results to be achieved. Each work plan, developed annually and individually by each prevention program, must detail the comprehensiveness of the programs services and describe how its approach will be integrated and coordinated with other service delivery systems. By targeting specific services in this manner, programs achieve greater impact on at-risk populations and create an optimal opportunity for achieving their specific performance targets.

Consistent with the past several years, during 1999/2000, all programs funded under SDFSCA funds were subjected to an independent peer review of their proposed program, as defined in the Prevention Workplan submitted. The Workplans were modified to include the Principles of Effectiveness, and reviewer training highlighted the need for applications to demonstrate how their proposed service would comply with these Principles.

The result of this most recent review process was approval of 26 programs for SDFSCA funding. Five (5) programs were determined not to meet the SDFSCA Principles of Effectiveness and are no longer funded under SDFSCA.

2) Data Assessing Outcomes or Effectiveness of Prevention Programs

It continues to be the policy of OASAS to use the Prevention Workplan instrument to assess and review the extent to which each funded program is obtaining it's stated outcomes. We are pleased with the outcome of integrating the SDFSCA Principles of Effectiveness and Independent Peer Review into our system-wide Prevention Workplan and are finding the two processes complement each other well.

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In NYS, outcomes are not measured by the number of individuals served, but rather through an assessment of progress toward meeting goals stated on this work plan document. The annual work plan and progress report review serves to verify success in meeting these individual program goals. Where “course correction” is required, the program must identify this and articulate specific steps to be taken, prior to the work plan being approved and funding being made available for the coming year.

We are approaching finalization of an Internet based reporting system that will enhance our performance data collection capacity. We have completed the pilot, and expect to be operational in the next twelve months.

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North Carolina

SEA Program

Goals and Objectives

Goal 1: To support curricula and activities on violence, tobacco, alcohol and drug prevention that are comprehensive, sequential and integrated.

Objectives:

- *A 5 percent decrease in elementary students having tried drugs for the first time by December 1997.*
- *A 10 percent decrease in elementary students having tried drugs for the first time by December 1999.*
- *A 10 percent increase in middle/high school students reporting having completed a drug prevention education program or activity in their current school year by December 1997.*
- *A 20 percent increase in middle/high school students reporting having drug prevention education in their current school year by December 1999.*

Goal 2: To support statewide initiatives that promote safer schools through conflict resolutions, peer mediation, peer helpers, leadership academics (Student Athletic Summer Institution, Smoke Free Class of 2000, and Peer Helper Association) and life-skills development and to encourage collaboration between law enforcement agencies and LEAs in rural and urban areas.

Objectives:

- *A 10 percent decrease in juvenile arrests due to violent crimes and drug violations by December 1997.*
- *A 20 percent decrease in juvenile arrests due to violent crimes and drug violations by December 1999.*
- *A 10 percent decrease in the number of violence incidents/acts reported by each LEA by December 1997.*
- *A 20 percent decrease in the number of violence incidents/acts reported by each LEA by December 1999.*
- *A 10 percent increase in students who feel safe in their school environment by December 1997.*

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- *A 20 percent increase in students who feel safe in their school environment by December 1999.*

Goal 3: To provide technical assistance to LEAs in promoting drug abuse prevention education programs and increased involvement of parents and communities.

Objectives:

- *A 10 percent yearly increase in the number of LEAs participating in documented school/community partnerships by December 1999.*
- *A 10 percent yearly increase in the active participation of LEA and parent/community advisory committees or councils by May 1999.*
- *A 5 percent yearly increase in LEAs that provide year long documented opportunities for parent involvement by December 1999.*
- *A 10 percent increase in LEAs that provide alternative education activities (after school programs, resource centers, mentor programs) at the LEA level by December 1999.*

Goal 4: To support collaboration/consolidation and networking among and consolidation of prevention programs at the local, state, and national levels, and adequate support services in order to ensure that all students will be able to meet challenging academic standards.

Objectives:

- *A documented increase in interdepartmental collaboration aimed at integrating the Safe and Drug-Free Schools and Communities program with other state and federal programs by December 1997.*
- *A 5 percent increase in interagency collaboration agreements and initiatives that support safe and drug-free schools and communities by December 1997.*
- *A 5 percent increase in state government and local conferences/meetings supporting safe and drug-free schools and communities by December 1999.*
- *A 5 percent increase in state government co-sponsorship or involvement in national conferences/meetings supporting safe and drug-free schools and communities by May 1999.*

Goal 5: Strong Family, Community and Business Support

Progress Toward Goals and Objectives

The state made progress in developing a draft of a “First in America” Report Card to be used across the state. This report card is aligned with the state’s major priorities and would provide comprehensive information to the public whenever it takes effect.

A “Ready for School” subcommittee of the School Improvement Panel developed proposals for a common definition of school readiness that various early childhood providers across the state will use. The State Board approved the proposals which will strengthen early childhood practices and K-2 readiness assessments across the state.

A subcommittee of the School Improvement Panel presented a report to the State Board of Education on proposals for strengthening community/business/parent partnerships. The Governor’s NC Business Summit for Education and NC Business Committee for Education will follow up with an action plan for implementation.

In the past year, the state has focused \$4.4 million on the award of competitive planning grants for 695 low achieving schools to engage in a planning process that will lead to intervention designs for meeting the needs of its most low-achieving students not meeting state proficiency standards.

This strategy has helped to provide additional funds to the schools that need help the most.

Governor’s Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

North Dakota

SEA Program

Goals and Objectives

Goal 1: To improve PK-12 student knowledge and attitude toward safety as well as to prevent or to decrease the incidence of violent behavior.

Performance indicators:

Decrease in number of:

- *Suspensions or expulsions due to violent behavior.*
- *Observed violent incidents requiring other disciplinary actions.*
- *Vandalism incidents.*

Objectives:

1. *To increase student knowledge of effects of violence.*

Performance indicators:

- *By May 1999, all students K-6 will be exposed to bullying prevention programs.*
 - *By May 1999, 35% of K-12th grade students will participate in at least one after-school program.*
2. *To create a positive school climate.*

Performance indicator:

- *By May 1999, K-12 classrooms will receive guidance in conflict resolution/anger management.*
3. *To enforce school policies designed to deter violence.*

Performance indicator:

- *All students and parents will sign and return handbook policies.*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 2: To improve PK-12 student knowledge and attitude toward alcohol, tobacco and other drugs (ATOD) prevention as well as prevent, delay or decrease ATOD use.

Performance indicators:

Decrease in percentages of:

- *Student tobacco use.*
- *Student alcohol use.*
- *Student use of other illegal drugs.*

Objectives

1. *To increase positive student knowledge and attitude toward prevention.*

Performance indicator:

- *By May 1999, all 7th grade students will have participated in activities from Life Skills Training curriculum.*
- 2. *To increase skills-based education for prevention.*

Performance indicator:

- *By May 1999, at least 20 teachers will be trained to use the Project TNT curriculum.*

Goal 3: To improve staff knowledge and attitude toward prevention and promote practice of positive role modeling by staff for violence and ATOD prevention.

Performance indicators:

Increase in number of:

- *Staff trained in violence and ATOD prevention.*
- *Staff involved in student prevention activities.*
- 1. *To promote awareness of programs on ATOD and violence prevention.*

Performance indicator:

- *By May 1999, at least 20 teachers will be trained in anger awareness/conflict resolution.*
- 2. *To increase knowledge of prevention strategies.*

Performance indicator:

- *By May 1999, 90% of staff will attend a training session on school safety.*

Goal 4: To improve parent and community knowledge and attitude toward prevention as well as to promote involvement in violence/ATOD prevention.

Performance indicator:

Increase in number of:

- *Parents/communities in prevention activities.*
- *Parents/communities involved in prevention policy promotion.*
- 1. *To increase parent/community knowledge of approaches to prevention.*

Performance indicator:

- *By May 1999, two Parenting for Prevention six-session courses will be offered for parent education.*
- 2. *To recognize the need to be involved in prevention.*

Performance indicator:

- *Increase in the number of parents and community members involved in prevention activities.*
- 3. *To disseminate information about drug and violence prevention programs, projects, and activities.*

Performance indicator:

- *Increase in the number of media events related to ATOD.*

Progress Toward Goals and Objectives

Teacher staff training for drug and violence prevention remains at 80 percent of districts using SDFSC monies in this area. This is encouraged.

Student instruction in drug prevention and violence prevention was static at 98 percent of districts. This is encouraged.

Before and After School Programs was up from 36 to 40. This is encouraged.

This use of security personnel and equipment increased slightly but remains low at about 10 percent of districts.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Governor's Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Northern Mariana Islands

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Governor's Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

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Ohio

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Governor's Program

Goals and Objectives

Goals and Objectives

Goal 1: To preclude the onset of VATOD abuse among youth by assisting them to adopt positive values that are clearly shown and available; removing the attraction of VATOD, destructive lifestyles, and low self-esteem.

Objectives:

- *By September 30th: Significantly delay the onset of VATOD abuse behavior of 75-100 at-risk youth, ages 12-17 by increasing resistance skills, thus empowering them to serve as peer educators/role models in the target community.*
- *Recruit and cultivate 100 students from schools, courts, and community to qualify as peer educators and performers, enabling them through increased knowledge and awareness, to convey accurate information about substance abuse, sexuality, health care, community resources, and developmental opportunities.*
- *Administer a pre-assessment questionnaire on all SETT participants regarding their introduction to alcohol, tobacco, and other drugs; familiarity with the effects of substances and their attitudes about the impact of substance on their health and social and educational achievement and adjustment.*
- *Mobilize parents, churches, media, schools, professionals, and youth-serving prevention agencies to assist in the training of peer educators.*

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- The mobilization focuses on voluntary support and involvement of the parents of the youth recruited, churches, and schools that they attend.
- Twelve youth-serving prevention agencies and certified VATOD educator/counselors are scheduled to assist in the orientation, education, and ongoing training.
- *Orientation, education and training—selected high-risk youth participants participate in an educational and training process designed to inform and positively change attitudes of participants.*
- *SETT requires each student to complete 75 hours of training sessions, where theater skills are integrated with areas of teen concerns.*
- *The intervention of Afrocentric and Hispanic culture and values (no less than 14 hours in program).*
- *Community life education classes dealing with family and community life issues such as alcohol, tobacco, and other drug abuse, gang violence, sexuality, family and peer relationships, etc.*
- *The duration of VATOD drug abuse training and education before a cast is ready for performance is 12 weeks: 12 hours for theater training and 4 hours a week of health education training, which will result in creating a series of short, unresolved improvisational skits depicting problem situations that they identify as most critical to themselves and their peers.*

Goal 2: To eliminate the incidence of VATOD abuse among youth by assisting teens in the awareness of persons and prevention organizations that are available in case of need to enhance positive goals and to share this information with other teens and the community.

Objectives:

- *By September 30th: SETT's Peer Educators will significantly delay the onset of VATOD abuse and violence among their peers by conducting 35-50 VATOD Prevention Performance Awareness sessions with target audience reaching a minimum of 10,000 high-risk youth and adults.*
- *Exhibit a minimum of 36 substance abuse prevention performance sessions annually. The 45-minute sessions consist of 10 skits; these performances take place in schools, churches, community centers, youth-serving agencies, penal institutions, parks, and other public places each year to 10,000 other high-risk youth and adults.*
- *Stress contacts in areas that primarily serve high-risk youth, recognizing the significantly higher risks these population groups confront with alcohol, tobacco, and other drug abuse.*

- *Reach a minimum of 10,000 high-risk youth and adults through theater and rap sessions. These sessions and skits address problems such as VATOD abuse, teen pregnancy, pressures to have sex, depression, difficulties in communicating with parents and peers, acquaintance rape, and others.*
- *Raise awareness of VATOD abuse through facilitation and open communication. Following each performance, the actors invite the audience to question, comment, and offer resolutions for problems portrayed. This period of the performance is designed to be the most lively and educational portion of the SETT performance where Conflict Resolution and Decision-Making is demonstrated by the guided discussion of peer educators.*
- *Conduct audience awareness impact surveys to measure opinions and attitudes of the clarity, consistency, credibility, attention-getting, persuasiveness, appeal, and cultural relevance of the VATOD messages presented by the troupe.*

Goal 3: Adapting Prevention Education for Youth with Disabilities project to increase youths' exposure to violence, alcohol, tobacco, and other drug (VATOD) prevention activities in their schools and communities.

Objectives:

- *Teachers, policymakers, administrators, parents, and community providers will show significant improvement in their knowledge and awareness of VATOD and other risks and issues faced by youth with disabilities and will learn techniques for adapting prevention messages to meet the needs of those youth.*
- *Participants will improve knowledge of existing school and/or community resources and perceived ability to refer to and/or collaborate with these resources.*
- *SARDI personnel will test the empirical effectiveness of the training program to improve knowledge and to change attitudes and competencies of the participants.*

Goal 4: To enhance the decrease of alcohol, tobacco and drug use and other negative behaviors through the provision of prevention programming to focus on self-esteem, self-awareness, cultural awareness, refusal skills and coping skills development.

Objectives:

- *By January, 1999, 80 percent of the program participants, age 7-17, will self-report abstinence from the use of tobacco, alcohol, and other drugs, and by June 1999 25 percent youth between the ages of 7-17 will self-report a 30 percent decrease in association with delinquent, tobacco, drug-using peers.*

- *By March 1999, 30 program youth between the ages of 7-18 will self-report an increase in school attendance by an average of 3 days during the 1999 school year. By May 1999, 20 youth between the ages of 7-18 will self-report an increased commitment to school and improvement by one letter grade from the first grading period by 25 percent.*
- *By May 1999, programming will be implemented to increase the awareness of sexual responsibility of program participants.*
- *By January 1999, 30 program youth will increase their ability in resolving interpersonal conflicts without the use of violence using the Ohio Violence Prevention Process model (OVPP) by 50 percent.*

Goal 5: To improve and strengthen family protective factors linked to violence, tobacco, alcohol, and other drug abuse.

Objective:

- *To increase parental awareness, decision-making skills, and assertiveness in decreasing tobacco/alcohol and other drug use with their children by 30 percent by June 1999.*

Goal 6: To assist residents in becoming empowered, responsible, self-sustaining, contributing individuals. To provide activities that respond to the interest and needs identified by the community which are responsive in growth, learning, and culture of its constituents.

Objective:

- *By June 1999, increase participants' resistance to alcohol, tobacco, and other drugs through job readiness opportunities, pre-employment training, and employment by 25 percent.*

Progress Toward Goals and Objectives

Process data is primarily collected through the annual Evaluation of Safe Drug Free Schools and Communities Act Report which is used to determine progress towards the state and project-specific prevention goals and objectives. This report also identifies the most commonly identified outcomes the funded programs are working to achieve. The following is a listing of those outcomes:

- Increased knowledge of alcohol, tobacco and other drugs
- Developing and implementing programs components
- Improving parenting skills
- Increasing skills, including resiliency and decision making

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- Increasing abstinence and promoting positive lifestyles and alternatives to ATOD use
- Increasing awareness of ATOD abuse
- Changing attitudes towards ATOD use
- Increasing community mobilization
- Decreasing delinquency and criminal justice involvement
- Preventing, delaying or reducing ATOD use or abuse
- Providing training and education

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Oklahoma

SEA Program

Goals and Objectives

- Goal 1: Assist local education agencies (LEAs) to decrease the number of reported incidents of alcohol, tobacco, and other drug use by students.**
- Goal 2: Reduce the number of criminal/violent incidents and gun possession reports in schools.**
- Goal 3: Provide additional technical assistance to the 10 percent of LEAs that have been identified as high risk to decrease their rates of violent acts and substance use.**

Progress Toward Goals and Objectives

Use of Federal Programs to Support State's Key Strategies or Priorities

- First annual statewide Safe and Healthy School Conference highlighting prevention programs, health issues, aids prevention and coordinated school health for all grade levels.
- Co-sponsored the statewide annual "Prevention Convention" featuring national and state specialists speaking on numerous prevention and intervention topics.
- Development and distribution of Oklahoma School Health Newsletter in coordination with the Oklahoma Department of Health. This newsletter is mailed three times per year to Title IV coordinators, health educators, nurses, physical education teachers, school nurses, counselors, and administrators.
- Co-sponsored "STAR" (Smoke Free Teens Are Rising) rally with the American Cancer Society.
- Co-sponsored "Youth Participation Conference" with the University of Oklahoma Family and Child Development.
- Co-sponsored conference with Child Abuse Training and Coordination Program (CADA) Train the Teachers: Training Educators.

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Strategies

- Establish statewide needs assessment tools for indicators of youth risk behaviors and safe school issues for school districts to use in planning programs of prevention and intervention.
- Distribute to all school districts a “School Health Newsletter” for teachers, nurses, Title IV coordinator, administrators, counselors, and physical educators.
- On site monitoring and assessment of Safe and Drug-Free Schools programs by participating school districts.
- Develop a statewide recognition award for “Programs of Excellence” for Safe and Drug-Free Schools.
- Develop strong linkages with other agencies, groups, and individuals who address issues of substance abuse and violence prevention strategies.

Activities:

- Annual Performance Reports for Safe and Drug-Free Schools
- Applications for “Program of Excellence Award”
- School Health Newsletter in collaboration with the Oklahoma Department of Health
- Monitoring reports
- Collaboration with various agencies and coordinator of the Governor’s portion of Title IV funding in planning, needs assessment, and implementation of effective programs for our state
- Development of statewide Comprehensive Health Advisory Council

Performance Indicators:

- School districts chosen for the “Programs of Excellence Award” presented at the Safe and Health School Conference
- Annual Performance Reports for Safe and Drug-Free Schools
- Dissemination of the “School Health Newsletter” three times per year
- Monitoring Reports

Note: Each state’s goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Governor's Program

Goals and Objectives

1996-97

Goal 1: Increase the rate of youth in public and private schools that elect to enter treatment for alcohol, tobacco, and other drug abuse.

Objective:

- *Increase by at least 10 percent the numbers of viable Student Assistance Programs in public and private schools.*

Goal 2: Reduce the rate of youth age 11 and older that begin substance abuse experimentation.

Objective:

- *Maintain the number of school and law enforcement partnerships that provide substance abuse curriculum for state fifth graders.*

Goal 3: Reduce the rate of new smokers among youth by the year 2000.

Objective:

- *Increase by at least 20 percent the numbers of Oklahoma schools, public and private, that have received anti-smoking programs.*

Goal 4: Provide comprehensive prevention and intervention services to special populations.

Objective:

- *Increase the numbers of high-risk youth who have access to focused, comprehensive prevention services in four state sites.*

Progress Toward Goals and Objectives

Program Changes/Additions

Starting in the fall of 1999 and continuing through the spring 2000 semester, community-based Safe and Drug Free Schools contractors performed nationally recognized youth needs assessments. The needs assessments were to address at a minimum youth substance abuse and violence issues. Instruments endorsed by ODMHSAS for this purpose include the Youth Risk Behavior Survey, the Monitoring the Future Survey, and the American Alcohol and Drug Survey. Contractors are expected to provide a needs assessment at least two times a year during a four-year period.

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The same students will not be tested and re-tested. Rather, each administration of the needs assessment will give a “snap shot” description of the school/community situation. These assessments also provide information on the overall effectiveness of prevention efforts.

Research-Based Programs

Oklahoma Safe and Drug Free Schools programs continue to deliver Enhancing Emotional Capability (EEC), a 1999 Center for Substance Abuse Prevention Exemplary Program Award winner. Peaceful Resolutions for Oklahoma Students (PROS), a school peer mediation program, and Life Skills, a prevention curriculum developed by Dr. Gilbert Botvin also are offered. Contractors are responsible for completing pre and posttest evaluation of the curricula. Data are then sent to the Oklahoma State University Prevention Resource and Evaluation Center. The Center provides analysis of the data as an aggregate. Due to the large amount of data processed for the needs assessment, the outcome evaluation report on the research-based programs has been delayed and will be sent under separate cover. Completion of this report is expected at the end of the December 2000.

Training for SDFS contractors in EEC, PROS, and Life Skills was accomplished during the summer of 2000.

Law Enforcement Education Partnerships Report

	1997	1998	1999	2000
Number of Partnerships by year	130	174	186	121

Outcome Evaluation on Student Assistance Programs

	1999	2000
Total students participating in program	968	1,415
Total student participants who were promoted or graduated	775	1,229
Total students who dropped out	28	50
Total students who left for other reasons	167	126

The goal for the Student Assistance Program was to keep the number of young people who dropped out of school to less than 10 percent of the total participants. The Student Assistance Programs failure rate was 4 percent. Average state percent school failure for a general population based on Oklahoma Kid’s Count 1999 data is 5.6 percent.

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Oregon

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Governor's Program

Goals and Objectives

The state of Oregon has two major goals for all funded prevention efforts:

- **Reduce the risk factors (or increase the presence of protective factors) that have been shown in the literature to predict a higher incidence of alcohol, tobacco, and other drug use among adolescents.**
- **Reduce the overall prevalence of alcohol, tobacco, and other drug use in the state.**

Progress Toward Goals and Objectives

Section 1: Introduction

Alcohol, tobacco, and other drug (ATOD) use among public school students continues to be a major concern in Oregon as it is across the nation. ATOD use not only affects students' scholastic performance but often is related to their willingness to remain in school as well. Substance abuse at an early age sets a pattern that can follow an individual throughout his or her life.

This is the eighth of the bi-annual public school drug use surveys that have been conducted since 1986 in Oregon. These surveys have been patterned in their sampling methodology and in

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their drug use questions after the ongoing annual national surveys of the National Institute on Drug Abuse (NIDA) (“Monitoring the Future,” Johnston et. al., 1985-1995), which have become widely accepted as a source of authoritative information on public school drug use at the national level.

In 1994 the Oregon survey was part of a six-state federally funded effort to measure substance use and risk and protective factors related to that use. The Risk and Protective Factor framework developed by J. David Hawkins and Richard F. Catalano of the Social Development Research Group (University of Washington) was used as the basis of this effort. The Hawkins and Catalano approach examines factors in four domains (community, family, school, and peer/individual) that are associated with the risk of alcohol, tobacco, or other drug use or the protection from such risk. A new survey instrument was developed by the six-state consortium and administered in Oregon by Northwest Professional Consortium (NPC). New features of the 1994 survey in Oregon included the addition of a sixth grade sample to the eighth and eleventh grades, and an increase of the sample size to allow for improved regional comparisons in addition to the statewide comparisons.

The 1996 Oregon survey continued the inclusion of a sixth grade sample as well as the use of adequate numbers to track regional data. The survey instrument used that year was a modification of the survey instrument used in 1994, incorporating a shorter version of the Risk and Protective Factors instrument. The scale items that were retained in the 1996 version of the survey were those that had been shown to be the most predictive of alcohol, tobacco and other drug use among students based on the 1994 Oregon survey.

In 1998, the survey was funded through the State Incentive Grant, awarded by the Center for Substance Abuse Prevention of the Substance Abuse and Mental Health Administration, a branch of the federal Department of Health and Human Services. The survey retained the Risk and Protective Factor scales and the survey sample was expanded to allow estimates down to the county level. In addition, many additional questions were added at the request of the Governor’s office to assess juvenile violence and crime issues to aid in the development of the Governor’s Juvenile Crime Plan. Other additional questions on tobacco use were also added at the request of the State Health Division. NPC hopes that the results will enable policymakers to target prevention efforts to reverse the trends of increasing student drug use in Oregon and its relationship to juvenile violence and crime.

As in 1998, the 2000 survey was funded through the State Incentive Grant and included questions requested by the Governor’s office and the tobacco programs.

Section II: Methodology

In the spring of 1998, Northwest Professional Consortium (NPC), under contract with the Office of Alcohol and Drug Abuse Programs (OADAP), administered the bi-annual statewide alcohol and drug use survey in the public schools. Students were sampled as they have been since 1986, using a cluster sampling design in which schools were randomly selected and the survey administered within the chosen schools to the appropriate grade level.

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Sample Design and Implementation

Students in Oregon attend a wide variety of schools and school settings. There are small schools in rural settings, comprised of children in a wide number of grades. Other schools are large and urban, comprised of students in a small number of grades. These different school environments create different opportunities for exposure to ATOD use. In addition, Oregon is geographically a large state, consisting of several distinct regions with different local cultures. To reflect the diversity of regional and school size differentials, a multi-stage sample design was implemented. The sampling strategy is identical to that implemented in previous administrations of this survey from 1986 to / 1994 and is similar to the strategy used in the NIDA “Monitoring the Future” national survey. The strategy in Oregon is described below:

Stage 1: Five geographic regions were designated by the Office of Alcohol and Drug Abuse Programs. These included:

Region 1 - Multnomah County;

Region 2 - Clackamas and Washington Counties;

Region 3 - Willamette Valley and Central and Northern Coast (counties of Benton, Clatsop, Columbia, Lane, Lincoln, Linn, Marion, Polk, Tillamook, and Yamhill);

Region 4 - Southern Oregon (counties of Coos, Curry, Douglas, Jackson, Josephine, and Klamath);

Region 5 - Eastern and Central Oregon (counties of Baker, Crook, Deschutes, Gilliam, Grant, Hamey, Hood River, Jefferson, Lake, Malheur, Morrow, Sherman, Umatilla, Wallowa, Wasco, Union, and Wheeler).

Stage 2: Schools were selected in each region to approximate the percentage of students in the sample proportionate to representation of the region to the total student population of the state. The schools were chosen randomly within regions after identifying sub-groups of schools to maintain proportional representation of small and large schools. Within the set of selected schools, the entire class of sixth, eighth, or eleventh graders was surveyed.

The sample this year (as in 1994) was designed to be representative of the entire state as well as representative of each region within the state.

School selection: Early in the spring semester a joint letter from OADAP, The Oregon Department of Education, and Governor’s Office was sent to each selected school requesting it cooperation in participating in the survey. Following the receipt of the letter, telephone contact was made with each principal or district program coordinator by survey administration staff, soliciting the participation of the selected school. In cases where a school declined to participate, an alternate school, randomly pre-selected was contacted.

There were 68 sixth grade school, 67 eighth grade schools, and 57 eleventh grade schools in the total sample. A total of 192 schools and 11,987 students were included in the useable

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surveys after exclusion criteria similar to that used for the nation survey (“Monitoring the Future,” Johnston et al., 1985-1999) was applied.

The Benchmark tracked in Oregon is 30-day use of alcohol, tobacco and other drugs in the eighth grade. The results of the 2000 Oregon Public Drug Use Survey show level or a decrease in all drug use for eighth graders. See chart below.

Eighth Graders 30-day Use	1998	2000
Cigarettes	20.4%	12.9%
Alcohol	26.0%	26.2%
Marijuana	11.6%	8.6%
Any illicit drugs*	18.6%	13.8%

*Any illicit drug includes marijuana, LSD, amphetamine, and methamphetamines, heroin, crack, tranquilizers, and inhalants.

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Pennsylvania

SEA Program

Goals and Objectives

Goal 1: Produce a comprehensive statewide profile of the nature and scope of youth violence and tobacco, alcohol, and other drug (TAOD) problems affecting schools in the Commonwealth by December 1996.

Objectives:

- *Identify and select a data collection process that utilizes accessible and uniform youth drug and violence data applicable to all schools.*
- *Conduct a comprehensive assessment of the scope and nature of youth TAOD and violence problems affecting schools of the Commonwealth.*
- *Analyze data and create a profile from data showing the scope and geographic distribution by county of youth drug and violence problems in the state.*

Goal 2: Provide local schools and communities with up-to-date information and guidance designed to help them develop effective youth TAOD and violence prevention policies and programs from July 1995 through September 1999.

Objectives:

- *Prepare and disseminate information on best practices to assist all schools in developing a comprehensive youth TAOD and violence prevention education program.*
- *Provide schools with an instrument and technical assistance for assessing and developing their own policies on safety and assist them with strategies and procedures to ensure that all students, parents, faculty, and community are informed of school violence policies and the consequences of violations of those policies.*
- *Provide information to schools on the legal and programmatic aspects of alternative educational programs for disruptive students.*
- *Conduct a state Safe and Drug-Free Schools Recognition Program and disseminate information to schools and communities on model programs and best practices on youth TAOD and violence prevention as resources for the development of their own programs.*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- *Provide an informational service to local schools on resources, both on state and community level, that will help them design staff development programs to ensure that staff are aware of and trained in policies and increase their expertise in dealing with TAOD and violence prevention.*

Goal 3: Create a comprehensive community development strategy for youth TAOD and violence prevention that is coordinated with efforts of other state agencies that deal with youth violence and TAOD problems by September 1997.

Objectives:

- *Coordinate the Department of Education's plan for youth violence and TAOD prevention by working cooperatively with other state departments on the plan and implementation of statewide activities for TAOD and violence prevention efforts.*
- *Provide guidelines and technical assistance to schools on how to effectively organize and utilize their community advisory councils.*
- *Provide technical assistance to schools for preparing effective reports to their communities of their assessments and progress toward meeting planned goals.*
- *Produce a comprehensive community development TAOD and violence prevention strategy.*
- *Develop and promote a school-to-school self-help peer assistance program wherein one school may help another develop and/or improve its TAOD and violence prevention efforts.*

Progress Toward Goals and Objectives

Pennsylvania's plan for Safe and Drug-Free Schools and Communities submitted to the federal office on May 3, 1996 outlines several measurable benchmarks for its prevention programs. It is part of our plan that the intent to use and the self-reported use of alcohol, tobacco, marijuana and other drugs would decline for all grades 6, 7, 9, and 12, which were surveyed. Some progress has been reported with these goals.

A comprehensive statewide survey has been conducted every two years since 1989. The survey planned for the spring of 1999 was delayed and has been scheduled for the spring of 2000. Below are presented the results of the most recent survey which was completed in the spring of 1997.

- Generally, for all drugs of abuse, we are seeing a "leveling off of monthly use patterns. Alcohol use is the only exception.

- We are beginning to see concrete reductions in the “intent to use” category in elementary and middle school grade levels.
- From 1995 to 1997, reported use of all types of alcohol decreased in grades six and seven. In grade nine, reported use of beer decreased from 1995 to 1997.
- In grade nine, increases can be seen in reported use of liquor and wine and, in grade twelve, reported use of beer and liquor has been slowly increasing since 1991. In grade twelve, reported use of alcohol (weekly + use) is at its highest level since 1991, with 23.5 percent of the seniors reporting use at this level. This is up from 21.9 percent in 1995.
- The willingness to drink alcohol increased in all grades from 1995 to 1997
- Almost 30 percent of the seniors, 18 percent of the ninth graders, 7 percent of the seventh graders, and 2 percent of the sixth graders smoked cigarettes daily. However, self-reported use of cigarettes, as well as the willingness to smoke cigarettes, decreased from 1995 to 1997 in grades six, seven and nine. Reported use of cigarettes increased in grade 12 from 26 percent to 29 percent.
- In grades six, seven, and nine, males’ regular use of smokeless tobacco decreased by at least one-fourth since 1995. In grade twelve, regular use has decreased slightly since 1993.
- After a dramatic increase in marijuana use from 1993 to 1995, self-reported use increased at a slower rate in grades seven, nine and twelve (less than 5 percent) from 1995 to 1997. In grade six, self-reported use of marijuana decreased slightly from 1995 to 1997.
- Twenty-two percent of the seniors, seventeen percent of the ninth graders, five percent of the seventh graders, and two percent of the sixth graders smoked marijuana at least once a month.
- In all grades surveyed, regular use of depressants is at the highest level since the first statewide biennial survey. In grades nine and twelve, use of stimulants is at the highest level. This poses concern to our local education agency SDFSC Coordinators and community agencies.
- From 1995 to 1997 reported use of inhalants and hallucinogens decreased while use of cocaine and crystal methamphetamines increased.
- Stimulants, inhalants, depressants, and hallucinogens were the types of “hard” drugs used most widely by Pennsylvania students. No more than seven percent of the students in any grade regularly used any of these drugs. In every grade, at least some use of cocaine, crystal methamphetamine, designer drugs, steroids, crack, and heroin was reported.

Governor's Program

Goals and Objectives

Goals and Objectives

- Goal 1: Create a partnership between law enforcement, community-based organizations, and school districts... (LEEP).**
- Goal 2: Provide assessment and consultation services to all students... (SAP).**
- Goal 3: Provide for the successful transition... after release from a YDC/YFC.**
- Goal 4: Provide for the safety and welfare of domestic violence victims through drug and alcohol support services.**
- Goal 5: Support community partnerships with schools and provide them with the technical assistance to establish related policies for the prevention of violence, rape crisis and substance abuse....**
- Goal 6: Complement the Governor's aggressive criminal enforcement strategy with the implementation.**
- Goal 7: Establish a clearinghouse of best strategies.**

Progress Toward Goals and Objectives

This was the final year we funded general Law Enforcement Education Partnerships (LEEP) programs (subgrantee-developed) because most of the programs were not meeting the principles of effectiveness. In upcoming years, we intend to focus on School Resource Officer programs as our LEEP programs because we have data indicating the success of these programs if properly implemented. This year, however, we funded 62 varying LEEP programs, and data on these programs is reflected below:

The success of these programs has contributed in some way to the overall reduction of incidents of violence and number of offenders in the public school system. The number of incidents and weapons possession for the 1999-2000 school year has decreased 20.5 percent compared to 1998-1999. Likewise, the number of offenders decreased by 24.4 percent for the comparative periods. Law enforcement contacts decreased by 18.9 percent and the number of arrests for 1999-2000 was 3,410 representing a 12.2 percent decrease. While one category cannot be considered to be successful over another it remains that combined categories within each program can and do bring about more positive results. It is interesting to note that one program comment indicated in its original proposal it expected to serve 225 persons and ended up with an overwhelming response by serving 3836 persons.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

When reviewing the number of funded programs for 1999-2000 most recipients demonstrated a degree of success however, all can address a more positive atmosphere in their partnerships that is leading to more cooperation, understanding and efficient problem identification and resolution. These partnerships are providing for a safer environment for students and school personnel alike.

An overall review of the programs indicates the recipients experienced the following:

- Forty-four percent experienced a decrease in incidents.
- Thirty percent experienced an increase.
- Twenty-six percent indicated no change.

While the increase and decrease of incidents are very close it is noted that there is a decrease in the number of fights and out-of-school suspensions.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Puerto Rico

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No state-level data have been produced during the past year on the status of tobacco, alcohol, drug use and violence by Puerto Rico adolescents.

Governor's Program

Goals and Objectives

Goal 1: To Contribute to develop an educated Puerto Rican, able to understand, itself and the society it lives, and to incorporate in a productive way to the social and economic changing process.

- To increase the number of students and communities impacted through activities that assist in the prevention of violence, use of drugs and alcohol and tobacco.

Goal 2: To Develop the necessary working conditions, so that teachers may improve the quality of the teaching process: those that favor a responsible, flexible autonomous administration, and those that are able to retain in the system the best qualified personnel.

- To improve working conditions to strengthen the quality of the teaching process.
- To offer technical assistance to improve effective and successful programs.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 3: To achieve an active and systematic participation of the community members in the development of the education process.

- To achieve an active and systematic participation of the community where prevention projects are developed.

Goal 4: To attain an efficient, effective and active administrative structure with reduce central intervention, to facilitate the offering of education services to all the students in harmony with their needs and interests.

- To collaborate with the External Resources Office efforts to achieve and efficient, active and effective administrative structure.

Progress Toward Goals and Objectives

The Puerto Rico Department of Education's progress towards attaining the goal: **that all schools in Puerto Rico be free of drugs, violence, firearms and alcohol** include the following:

- There were three hundred and fifty children from high poverty areas, who benefited from 40 hours a month of music instruction in a safe, health environment, to develop musical skills, higher self esteem and other interests to deter them from drug and alcohol use.
- One hundred percent of students received drug prevention literature.
- Eighty percent of K-3 students have received prevention literature.
- There were 443 students that received orientation on areas such as: decision making process, dealing with peer pressure, improvement of self esteem and communication
- Eighty five percent of one hundred and twenty students K-6 from Comerío developed their motivation and communication skills through theatrical activities.
- A data base of information on drug and alcohol prevention for schools and communities was created.
- A total of 21,211 students received orientation on drug prevention and healthy lifestyles from the Police Department.
- A total of 1,229 parents received orientation on attitude and behavior change, effective communication and improvement in family relations.
- A total of 465 schools received workshops from Police Department personnel on drug prevention.
- There were a total of 669 prevention workshops provided to school faculty.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- Development of a drug prevention awareness day with 1,000 participants.
- Three thousand students from K-6 received information on drug prevention strategies through the Puerto Rico DARE program.
- One hundred and thirty people participated in the Great Smoke-out Day.
- Eight hundred students from the school districts of Maricao received information and orientation on drug, alcohol and violence prevention through police workshops.
- A total of 5,386 students were trained in conflict management, school violence and controlled substances.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Rhode Island

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Governor's Program

Goals and Objectives

- Goal 1:** To establish a conceptual frame work for the development of appropriate prevention interventions based on identifying, collecting, and analyzing social indicator data in our state relevant to specific risk factors.
- Goal 2:** Continue the partnership formed on the state level by collaborating with the COZ (Child Opportunity Zone Initiation) to achieve a significant increase in the number and types of service accessed in 50% of the COZ's by August of 1996 (for 1995's plan) and by August of each subsequent year in the comprehensive plan. By August of 1998, 10 Child Opportunity Zones will have progressed from the planning to the implementation stage.
- Goal 3:** To improve linkages between law enforcement, public health, and community groups regarding ATOD and violence.
- Goal 4:** To reduce the availability of ATOD and perceived parental and peer approval rates for their use, as evidence in the Adolescent Substance Abuse Survey.
- Goal 5:** To devise an evaluation instrument and then to conduct an objective performance based evaluation of all Safe and Drug-Free Schools and Communities grant recipients.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Progress Toward Goals and Objectives

Goal 1

The Division of Substance Abuse (DSA) continues to rely on the results of the state's Adolescent Substance Abuse Survey (CASAS), Kid's Count and the Youth Risk Behavior Survey of YRBS) to create a database for planning programs.

Prevention planning staff continue to participate in the development of elements for a minimum data set with the East Coast Prevention Consortium and the Center for Application of Prevention Technology (CAPT). The goal is to develop a risk and protective framework for planning and program development.

The DSA continued to focus on planning and developing several key components of a state prevention system including: performance outcome measures; a MIS for prevention which includes the CSAP minimum data set; prevention program standards; workforce development, including certification of prevention professionals.

In FY2000, the DSA continued efforts to develop a statewide needs assessment. The needs assessment utilized community focus groups, social indicator data, and the results of the 1998 Youth Risk Behavior Survey and the 1999 RI Adolescent Substance Abuse Survey. The DSA worked together with other organizations and individuals to integrate all ATOD prevention services and to ensure that those services are consistent with the results of a statewide needs assessment and current research findings.

Additionally, the Chief of Prevention Services serves on the Educational Development Center's (EDC) Northeast CAPT Advisory Board. The CAPT has, as a mission, to provide technical assistance and training in areas such as research-based models and developing outcome based performance measures.

All of the above efforts made a significant contribution to the development of a revitalized state prevention system based on research and best practice. As a "first step" in workforce development, the DSA continues to require each of the funded prevention service providers to attend three mandated trainings (Attachment D) each year. The training requirements were set forth in the Terms and Conditions of their Contracts. The mandated training is applicable to prevention certification.

The Division is also committed to providing technical assistance and training to SDFSC funded community-based providers on research-based/effective models, outcome based performance measures, and evaluation methodologies. The Division has contracted with the Community Research and Services Team at the University of Rhode Island (URI) to provide technical assistance to SDFSC funded agencies on the above (Appendices D, H and I).

The DSA is developing key elements of a plan for the reallocation the SDFSC Governor's Discretionary Funds, consistent with the new state framework for prevention and CSAP 's guidelines for implementing science based programs. Future funding will be allocated through a Request for Proposal (RFP) process.

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Goal 2

The State Education Agency submits a comprehensive report on the statistics and goals of this initiative. The DSA continues to contribute a portion of the SDFSC Discretionary funds to this initiative. The SDFSC Project Director is a member of the Interagency Coordinating Team and the RFP review team for the COZ initiative. The COZ's have been implemented and are in operation in 13 schools. See appendix I for a description of the R.I. COZ program.

Goal 3

The Chief of Prevention Services, DSA continues to sit on the Interagency Coordinating Committee, the Rhode Island Policymakers Team, and the Starting Right Planning Committee. The SDFSC Project Manager is an active member of the Starting Right Youth Care Subcommittee and the COZ Management Team. DSA collaborates with the R.I. Prevention Network, and the Rhode Island Substance Abuse Prevention Task Forces, which encourage youth involvement through community service. Ongoing participation at interagency and planning meetings, as well as the continuation of partial funding to the COZ initiative, contributes to meeting the stated goals.

The DSA currently administers a federal block grant from the Department of Justice entitled the "Enforcing Underage Drinking Laws Program." The DSA contracts with municipal police departments to increase local law enforcement efforts to reduce youth access to alcohol products and also contracts with municipal substance abuse prevention task forces (coalitions) to assist with public education efforts and regulatory and policy change strategies. A particular focus of these public education efforts is to increase youth and parental perception of risk associated with underage alcohol use. Youth involvement in the planning and implementation of both education and environmental strategies is required.

Municipal task forces also continue to work closely with the DSA on reducing youth access to tobacco products. For the current contract period, youth task force volunteers are educating retail tobacco vendors regarding state youth access laws and are engaging in other outreach efforts targeting their peers and the tobacco vendors.

Law enforcement education partnerships (LEEP) were continued through the co-funding and implementation of D.A.R.-E. in Rhode Island schools. In FY 2000 the DSA provided supplemental funding for eight SDFSC programs to include LEEP activities (appendix A). The DSA also collaborates with the Rhode Island Attorney Generals Office, Rhode Island Justice Commission, and municipal police departments statewide to reduce the incidence of underage drinking and youth access to alcohol and tobacco.

Goal 4

In addition to the Evaluation, COZ and D.A.R.E collaborations, fifteen community awards were funded during the last fiscal year. Twelve awards included before and after school programs, parent skill training programs, and dropout prevention programs (Appendix A). These were funded through a competitive Request for Proposals (RFP) process outlined in the Report submitted in 1998.

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The 1998 Rhode Island Adolescent Substance Abuse Survey (ASAS) was released in June of 2000. This is the fifth survey conducted since 1989 and it indicates that although the use of alcohol, tobacco, and marijuana by children in R.I. remains unacceptably high progress has been made.

Perceived peer approval rates among Rhode Island youth have decreased.

<u>Perception of Peer Pressure</u>	<u>1995</u>	<u>1998</u>
Friends would approve if I used marijuana regularly	12.0%	9.0%
Friends would approve if I tried cocaine or crack once or twice	3.5%	2.9%
Friends would approve if I had 5 or more drinks each weekend	12.4%	10.7%
Friends would approve if I drove after having 5 or more drinks	3.7%	3.0%

The prevalence of substance use has decreased in the following areas:

<u>Prevalence of Use</u>	<u>1995</u>	<u>1998</u>
Current smokers	14.0%	10.9%
Drank any alcohol in the past month	50.6%	39.6%
Got drunk 2 or more times in the past month	14.0%	12.7%
Used marijuana in the past month	20.1%	19.9%

The Department of MHRH in collaboration with the Department's of Education and Health have been working over the past year on a process for meeting each of the departments' data needs while reducing the number of survey instruments imposed upon the schools. The agreement was to simultaneously administer two national surveys, the Youth Risk Behavior Survey (YRBS) and the Youth Tobacco Survey (YTS). Some respondents will receive the YRBS while others will receive the YTS. These surveys will be administered in 2001 and continue to be administered on a biannual basis.

It is important to note that the ASAS will no longer be implemented, therefore, the Division of Substance Abuse will lose a great deal of data. However, 12 substance abuse questions will be added to the YTS in order to collect data on risk behaviors from middle school students.

Goal 5

On site, annual monitoring of funded projects will continue for the duration of the grant (Appendix F). Each agency receiving SDFSC funds is required to submit Quarterly and Annual Program Activity Reports which address the goals and objectives, and to conduct program evaluation as part of its commitment. The Quarterly Report has been revised to best meet the needs of the Department and the Provider Agency, and can be submitted electronically.

The Division of Substance Abuse is committed to demonstrating the efficacy of the Governor's Portion of SDFSC. The Division has designated funding and has contracted with the Community Research and Services Team, University of Rhode Island to engage in a participatory process with the DSA and local agencies for purposes of "Enhancing Evaluation in SDFSC Programs".

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Phase two of “Enhancing Evaluation in SDFSC Programs” activities during FY 2000 included:

- Extend the three exemplary evaluations selected in year one.
- Provide a three session (four hours per session) training series for SDFSC funded agencies. The sessions corresponded to phases in evaluation processes (i.e. planning, implementation, analysis and reporting).
- Provide on-site and telephone technical assistance supporting evaluation of SDFSC funded agencies.
- Provide data analysis technical assistance to SDFSC funded agencies who have completed the training series but whose organizational resources and limitations preclude local data analysis. Wherever possible, this service is linked to the establishment of simple data analysis systems in the agencies themselves.
- Document the enhancement of evaluation capacity within the SDFSC funded agencies with objective judgements of progress in incorporating the “Principles of Effectiveness” into evaluation practices.

Phase three will take place between September 2000 and August 2001. Planned activities include:

- Continue two exemplary evaluations selected in Year 1 and add one to represent the three general program categories (before and after school programs, parent skills training programs, and dropout prevention programs). Continuing data collection, with any required refinements of measurements and procedures, will further the objective of enhanced evaluations of model programs and culminate in improved assessment of their effectiveness.
- Provide two workshops (four hours each) to promote collaboration among local agencies, divided into two workgroups (clusters) on the basis of shared target populations and outcome characteristics. The two clusters would each participate in one session, held in October, and a second session, held in June. Logic models, measures of outcome variables, and evaluation designs developed in Years 1 and 2 will be shared and strengthened, with the three exemplary evaluations featured where appropriate. Interagency collaboration will be the primary means for advancing prevention capacity.
- Provide on-site and telephone technical assistance supporting evaluation of SDFSC programs to local agencies. Technical assistance will be made available for issues in all phases of the evaluation process (formulating evaluation objectives, developing an evaluation design, choosing measures, evaluation implementation, data analysis, etc.), extending the supportive relationships developed in Years 1 and 2 and following up on issues addressed in the training workshops described above. Technical assistance will be available to all SDFSC agencies.

Note: Each state’s goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- Provide data analysis technical assistance to a limited number of local agencies whose organizational resources and limitations preclude internal data analysis. This assistance is explicitly limited to statistical analysis and brief interpretation of data supplied by the agencies, and does not include responsibility for data collection or report preparation. Wherever possible, this service will be linked to the establishment of simple data analysis systems in the agencies themselves.
- Document the enhancement of evaluation capacity within the agencies with objective judgment of progress in incorporating principles of effectiveness into evaluation practices, employing the inventory of evaluation capacity developed in Year 1, and adding qualitative interviews to explore attitudes toward and perceived barriers to science-based practice.

South Carolina

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No state-level data have been produced during the past year on the status of tobacco, alcohol, drug use and violence by South Carolina adolescents.

Governor's Program

Goals and Objectives

Goal 1: To reduce the incidence of alcohol, tobacco, and other drug use in South Carolina.

Objectives:

- A. To reduce the 30-day incidence of alcohol use, in grades 7-12, from 31.1 percent to 27 percent by July 1, 2000.*
- B. To reduce the 30-day incidence of cigarette use, in grades 7-12, from 20.4 percent to 17 percent by July 1, 2000.*
- C. To reduce the 30-day incidence of marijuana use, in grades 7-12, from 7.4 percent to 6 percent by July 1, 2000.*

Goal 2: To increase the number of students perceiving risk in the use of alcohol, tobacco, and other drugs in South Carolina.

Objectives:

- A. To increase the number of students, grades 7-12, reporting great risk associated with the regular use of beer from 44.3 percent to 50 percent by July 1, 2000.*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- B. *To increase the number of students, grades 7-12, reporting great risk associated with the regular use of tobacco from 46.8 percent to 55 percent by July 1, 2000.*
- C. *To increase the number of students, grades 7-12, reporting great risk associated with the regular use of marijuana from 72.4 percent to 80 percent by July 1, 2000.*

Goal 3: To reduce the alcohol, tobacco, and other drug arrest rates in South Carolina.

Objective:

- A. *To reduce the number of alcohol law arrests for youth under 18 to 900 by July 1, 2000.*
- B. *To reduce the number of driving under the influence arrests for youth under 18 to 125 by July 1, 2000.*
- C. *To reduce the number of public drunkenness arrests for youth under 18 to 175 by July 1, 2000.*
- D. *To reduce the number of disorderly conduct arrests for youth under 18 to 1,600 by July 1, 2000.*
- E. *To reduce the number of drug law arrests for youth under 18 to 800 by July 1, 2000.*

Goal 4: To decrease the incidence of alcohol, drug, and violence incidents in South Carolina schools.

Objectives:

- A. *To reduce yearly drug law incident reports in public schools to 200 by July 1, 2000.*
- B. *To reduce yearly alcohol law incident reports in public schools to 75 by July 1, 2000.*
- C. *To reduce yearly weapons law incident reports in public schools to 600 by July 1, 2000.*
- D. *To reduce yearly assault law incident reports in public schools to 300 by July 1, 2000.*

Goal 5: To reduce alcohol-related automobile crashes among 18 to 20-year-olds.

Objective:

- E. *To reduce the number of alcohol-related automobile crashes among 18 to 20-year-olds to 300 by July 1, 2000. .*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 6 (Management): To provide alcohol, tobacco and other drug abuse services to students in South Carolina who are not normally served by the SEA.

Objective:

- A. To provide 8,000 hours of prevention and education services to 100,000 persons who are not normally served by the SEA in South Carolina by July 1, 2000.*

Progress Towards Goals and Objectives

Goal 3

- Objective A.** CY 1998, 1,352; CY 1999, 1,439
- Objective B.** CY 1998, 154, CY 1999, 171
- Objective C.** CY 1998, 177; CY 1999, 134
- Objective D.** CY 1998, 2,274; CY 1999, 2,520
- Objective E.** CY 1998, 3,361; CY 1999, 3,188)

Goal 4

- Objective A.** SY 1999, 803; SY 2000, 862
- Objective B.** SY 1999, 202; SY 2000, 233
- Objective C.** SY 1999, 202; SY 2000, 860
- Objective D.** SY 1999, 723; SY 2000, 412)

Goal 5

- Objective A.** CY 1998, 545; CY 1999, 588)

Goal 6

Objective A. To provide 8,000 hours of prevention and education services to 100,000 persons who are to normally served by the SEA in South Carolina by July 1, 2000. The program serves over 100,00 persons a year with an excess of 8,000 hours of service. (The number of contracts has been reduced and the focus of the program from more general prevention programming to focused special projects for the Safe and Drug-Free Schools and Communities population has reduced the number of persons served by this program.)

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

South Dakota

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Governor's Program

Goals and Objectives

Goal 1: Reduce the number of youth who smoked cigarettes on one or more of the past 30 days by at least 2 percent per year through the year 2000.

Objective 1:

- *Develop comprehensive tobacco use prevention programming targeted at youth.*

Objective 2:

- *Partially fund three regional Prevention Resource Centers and nine community mobilization projects through the year 2000.*

Objective 3:

- *Conduct 1,000 statewide tobacco access compliance inspections per year and disseminate the annual report statewide.*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 2: Reduce the number of youth who had at least one drink of alcohol during the past 30 days by at least 3 percent per year through the year 2001.

Objective 1:

- *Partially fund the nine South Dakota community mobilization projects each year through the year 2001.*

Objective :

- *Fund one Improvisational Theater Training activity per year for approximately 80 youth within a juvenile correctional facility through the year 2000.*

Objective 3:

- *Fund the 6th Circuit Court District's Primary Prevention Program (PPP), which will serve approximately 112 juveniles for State fiscal year 2000, and the more structured Intensive Prevention Program (IPP).*

Objective 4:

- *Develop and fund seven additional Circuit Court District PPPs and IPPs to divert approximately 2,270 additional adolescents.*

Objective 5:

- *Solicit input from local providers for innovative programming on high-risk youth, and fund and pilot these programs at selected sites across the state.*

Goal 3: Reduce the percentage of youths in physical fights in the past year by at least 3 percent per year through the year 2000.

Objective 1:

- *Develop and fund comprehensive violence prevention programming targeted at youth through collaboration with local prevention providers.*

Objective 2:

- *Partially fund the nine South Dakota community mobilization coalitions that will continue to provide information dissemination, education, and alternatives.*

Objective 3

- *Fund early intervention projects at the community level.*

Goal 4: Reduce the percentage of youth that experiment with alcohol or controlled substance, and youth that engage in violent acts.

Objective 1:

- *Provide funding to state, county, or local law enforcement agencies in consortium with local education agencies or community-based agencies for the purposes of carrying out drug abuse and violence prevention activities.*

Objective 2:

- *Accept applications to consider funding such activities as Drug Abuse Resistance Education, partnerships between law enforcement and child guidance professional, and before- and after-school activities.*

Progress Towards Goals and Objectives

Goal 1

Objective 1

The State continues to fund the three Prevention Resource Centers in the State to provide the following activities to community based agencies and local school districts: maintain a library of current research based prevention curriculums, prevention and violence related training activities, technical assistance services including help for the School Districts in the completion of their Title IV applications, youth leadership training including Natural Helpers and Improvisational Theatre, Tobacco prevention initiatives and onsite program reviews in enhance local prevention services.

The Division also funds the activities of 14 Community Mobilization workers located at 12 sites across the State. Each worker assists a community in completing a local need assessment, and based on the outcome of this assessment, establish programming to address the priority problems in each community. The Division requires each local project to establish measurable goals and objectives, and then report on progress toward each goal on a monthly basis.

Objective 2

The Division conducted 1,800 tobacco compliance inspections during the reporting period. The overall compliance rate was 8.1 percent. This data show that 91.9 percent of the retailers surveyed did not sell tobacco products to minors when inspected.

Objective 3

In the Tobacco Prevention area, the State has been divided into five Regions with seven Tobacco Coordinators working with local Community Coalitions on establishing a Statewide Tobacco prevention initiative. In the South Central Region of the State, there are ten local

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coalitions who are receiving funds for Tobacco prevention services. In the Southeastern Region, there are 23 funded local coalitions. In the Central Region, there are five funded local coalitions. In the Western Region, there are ten funded local coalitions. The Northeast Region has just been formed, and no local coalitions have as yet been funded.

Funding for the Tobacco prevention services are primarily funded by CDC funds. State general fund dollars and a Legacy foundation grant.

The Division measures progress towards the above statewide goals through the administration of the South Dakota Youth Risk Behavior Survey, which is conducted every two years. The last Survey was conducted in 1999. When comparing the data from 1997 survey to 1999 survey results on the Question “number of youth who smoked cigarettes on one or more of the past 30 days”, there was a 2 percent drop in use by males, and a 1 percent increase by females. The results would show the need to increase the efforts to prevent the use of tobacco products by females below the age of 18.

The next Youth Risk Behavior Survey will be conducted in 2001.

Goal 2

Objective 1

The number of Community Mobilization Projects has been increased from nine to twelve, with fourteen Community Mobilization Workers employed across the State. Each of the local sites has conducted local need assessments, with youth use of alcohol being a priority issue at the majority of the sites across the State. Funding for these projects is accomplished through multiple funding sources including Safe and Drug Free School funds.

Objective 2

There were a total of 16 Improvisational Troupes trained during the reporting period. The size of each troupe trained varied from 8 to 15 members. Each trained Troupe returns to their local community and conducts prevention related training events for local students. Funding for Improvisational Theatre training events is funded through multiple funding sources including the Safe and Drug Free School funds.

Objective 3

The initial pilot site for the two levels of diversion programming continues to be funded utilizing Safe and Drug Free School funds. During the reporting period, a total of 137 youth attended the Primary Prevention Program, and 13 youth attended the Intensive Prevention Program. Of the Youth attending programming, 8 youth or 5% required multiple services due to repeated alcohol or drug use issues.

Objective 4

The Division continues to utilize Safe and Drug Free School funds to support the statewide alcohol and drug diversion program for youth under the age of 18. During the reporting period, a total of 1,437 youth attended the Primary Prevention Program, and 393 youth attended the Intensive Prevention Program for a total of 1,830 youth. Of those youth attending these program components, 5 percent required multiple services due to continued use of substances.

The curriculum utilized in both levels of diversion programming is called Prime for Life, which is Researched based curriculum developed by Pacific Research Institute, which is based in Kentucky.

Objective 5

No new statewide initiatives have been piloted during the reporting period.

The 1999 South Dakota Youth Risk Behavior Survey on the question “percentage of respondents who had at least one drink of alcohol on one or more of the past 30 days” shows that between 1997 and 1999, there has been a 1% decrease by males, with the female group showing no decrease.

The next Youth Risk Behavior Survey will be conducted in the year 2001.

Goal 3

Objective 1

The issue of youth violence is a component of the local need assessment completed by the Community Mobilization projects. Programming that targets this issue in local communities is funded by the Division.

Objective 2

The three Prevention Resource Centers have funds available for technical assistance activities for local communities and schools in the violence prevention area. They also provide training activities and have a Resource Library with materials on the topic that is distributed to individuals or groups at the local level.

Objective 3

Funding is available to local accredited alcohol and drug prevention and treatment facilities for early intervention activities. The Division reimburses for group and individual services that are provided by these entities.

In comparing the South Dakota Youth Risk Behavior Survey data from 1997 to 1999 on the question “percentage of respondents who were in a physical fight one or more times during

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

the past 12 months”, there was a 1 percent decrease for males, with females remaining unchanged.

The next Youth Risk Behavior Survey will be conducted in 2001.

Goal 4

Objective 1

The Minnehaha County Sheriffs Department submitted an application in conjunction with the Sioux Falls School District. Prevention services were provided to students in grades K-12.

In the Elementary K-5 program component, prevention activities were conducted weekly at the eleven after-school sites serving 430 kindergarten through 5th grade students. Programming was designed to empower children to develop strong, healthy and long-term life skills. The children learned about drugs and alcohol, tobacco use prevention, how to deal with anger issues, conflict resolution skills and how to make good healthy decisions.

In the Middle School 6-8 program, prevention programming was provided at two middle schools. One school implemented an after-school teacher/student mentor program that matched teachers with 300 students who had discipline problems in school, and were falling behind in their class. The other middle school supported a summer program called Skyward Bound that served 30 students. The program targeted those students who had minor behavior problems that had resulted in detention or after-school detentions.

In the 9 to 12 programs, the focus was on 26 students that had prior alcohol or drug violations. One teacher managed the program and made 140 contacts with the students during the summer program. Program activities included individual consultations, group discussions, and group outings. None of the students who participated in the program had an alcohol or drug violation over the summer.

Tennessee

SEA Program

Goals and Objectives

- **By September 30, 2000, the use of drugs by Tennessee youth will be reduced by 2 percent as indicated by a reduction in the percentage of high school seniors reporting lifetime marijuana use compared to those reporting on the 1995 Youth Risk Behavior Survey.**
- **By September 30, 2000, the involvement of Tennessee youth in violent crime will be reduced by 2 percent as indicated by a reduction in the percentage of students expelled from school under the state's zero tolerance policy during the 1998–99 school year as compared to the 1995-96 school year.**

Progress Toward Goals and Objectives

Results for the 2001 Youth Risk Behavior Survey are not yet available.

According to the 1999–2000 Annual Report of Suspensions and Expulsions, the total number of drug-related incidents at school or school-related functions decreased by 12 percent with 2,655 incidents in school year 1999–2000, as compared to 3,004 in school year 1998–1999. Alcohol incidents decreased by 327 over the previous year for a 21 percent difference.

The 1999–2000 Report of Suspensions and Expulsions reflects an annual decrease of 46 percent for firearm offenses. The report also showed that 106 fewer firearm-related incidents as compared to 1998–1999. Over 60 percent of schools have completed a schools safety assessment as a part of their overall school improvement process.

Governor's Program

Goals and Objectives

- Goal 1: To reduce the use of alcohol, tobacco and other drugs by Tennessee youth. (As indicated by: 1.5% annual reduction of students reporting as current smokers; 1% annual reduction in binge drinking; 2% annual reduction in alcohol/drug related incidents)**

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 2: To provide a safe and disciplined learning environment for all students. (As indicated by: 25 annual reduction in firearms offenses; 3% annual reduction in students being expelled or suspended for any reason; 90% completing a school safety assessment)

Progress Towards Goals and Objectives

Goal 1

The Tennessee Department of Education administers the Youth Risk Behavior Survey during odd numbered years. In 1999, 1,519 students in 37 high schools in Tennessee completed the survey. Due to high participation rates, the 1999 YRBS is weighted, meaning the results can be generalized to the entire high school student population in the state. The 2001 YRBS data is still in the process of being tabulated and analyzed. The 2001 YRBS data is unweighted and cannot be compared accurately to the 1999 data.

In 1999, 37.5% of students smoked cigarettes on one or more of the past 30 days. In 2001, the unweighted data shows 29.1%, thus possibly indicating a decrease.

In 1999, 28.5% of students had five or more drinks of alcohol in a row, that is, within a couple of hours, on one or more of the past 30 days. In 2001, the unweighted data shows 27.3%. Again, this is a possible decrease.

In the SY 99-00 Annual Report of Suspensions and Expulsions, 2,451 students were suspended for drinking or drug violations. In the SY 00-01 report, 1,953 students were suspended for drinking or drug violations. Although this data indicates a decrease in drinking and drug violations, the Zero Tolerance Statistical Report indicates an increase.

In order to get a clearer picture of Zero Tolerance violations and their dispositions, in 1999, the Safe and Drug-Free Schools and Communities Program began to collect statewide data. For the purpose of this report. Zero Tolerance offenses are defined as any offense that, by local policy, results in a removal of the student from his or her regular educational program for a period of greater than ten days.

The Statewide Zero Tolerance Statistical Report for SY 99-00 shows that there were 3,651 Zero Tolerance offenses committed compared to 3,952 total offenses in SY 00-01. Of those, 2,147 were alcohol or drug-related in SY 99-00 and 2,520 in SY 00-01.

Although the Zero Tolerance Statistical Report is only two years old, we believe the data is the most reliable source for determining the extent of the problem in Tennessee schools. Clearly, the Safe and Drug-Free Schools and Communities Program must focus on the increasing alcohol and drug-related incidents.

Goal 2

As reported in the Annual Report of Suspensions and Expulsions, there were 82 firearm offenses in SY 99-00 and 101 in SY 00-01 indicating an increase.

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Also, as reported in the Annual Report of Suspension and Expulsions, in SY 99-00 there were 119,709 suspensions for any reason and in SY 00-01 there were 113,718 indicating a decrease.

The total number of students expelled during SY 00-01 increased to 2,381 from 2,193 in SY 99-00. This increase, however, is largely explained by school system correction in reporting methodology.

The Zero Tolerance Statewide Statistical Report shows that there were 109 firearm offenses in SY 99-00 and 96 firearm offenses in SY 00-01. According to this report, firearm offenses have decreased. It appears that the State is progressing in the area of firearms and weapons, but needs to improve in the area of drug and alcohol prevention.

In order to enhance the ability of Tennessee schools to be proactive in addressing school safety issues, a school safety assessment was incorporated into the SDFSCA formula funds application. 100% of the LEA'S applying for the funds completed the assessment (this represents approximately 96% of the LEA'S in Tennessee).

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Texas

SEA Program

Goals and Objectives

State goals for Safe and Drug-Free Schools and Communities:

Goal 1: Decrease substance use among students.

Goal 2: Reduce violence in schools.

Goals 3: Increase community and parental involvement.

Goals 4: Increase student involvement in school.

Goals 5: Raise the level of student achievement.

Objectives:

- *Build awareness among students of the dangers of tobacco, alcohol, and other drugs (TAOD) and resistance to becoming involved in TAOD;*
- *Develop skills necessary to address conflict in a non-confrontational manner;*
- *Promote involvement in education by families and communities;*
- *Increase student attendance; and*
- *Create safe environments for learning and instruction.*

Progress Toward Goals and Objectives

Goal 1

Data Source: Texas School Survey of Substance Use Among Students: Grades 7-12

Results of drug and alcohol use from the 20000 *Texas School Survey of Substance Use Among Students: Grades 7-12* indicate that percentage of students reporting they had used tobacco in the month before the survey fell 15 percent between 1998 and 2000. Among lower grades, the decrease was even greater. Seventh graders reported a 30 percent decline, and eight graders reported a 19 percent drop in tobacco use. Among grades 7–12, there was a 9 percent decline since 1998 in the percentage of students reporting they had used any illicit drug in the

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month before the survey. There was also a 17 percent decline in past-month inhalant use. Past-month use of marijuana fell 10 percent among secondary students, and past-month alcohol use dropped 5 percent.

The Texas School Survey summary reports the following:

- Seventy percent of secondary students reported they had ever used alcohol, down from 72 percent in 1998.
- Texas eighth, tenth, and twelfth graders reported lower rates of tobacco use from 1998 to 2000.
- Use of hallucinogens decreased for eighth, tenth, and twelfth graders from 1998–2000.
- Past month use of marijuana decreased for eighth and tenth graders.
- Among seventh graders, 74 percent reported that their parents strongly disapproved of underage drinking; however, the rate fell to 54 percent among seniors.

Substance	1994	1996	1998	2000
Tobacco	54.50%	55.20%	54.70%	51.1%
Alcohol	74.10%	73.30%	72.10%	70.7%
Any Illicit Drug	27.80%	33.70%	36.10%	33.7%

Data Source: The Texas Department of Public Safety Uniform Crime Report

The Texas Department of Public Safety Uniform Crime Report for 1999 indicates a decrease in the number of incidents of juvenile arrests for marijuana, cocaine, drunkenness, and other dangerous non-narcotic drugs and liquor laws from 1998 to 1999

Juvenile Arrests Incidents	1998	1999
Marijuana	286	278
Cocaine	178	172
Drunkenness	2,094	1,787
Other Dangerous Non-narcotic Drugs	514	500
Liquor Laws	3,661	3,422

Goal 2

Data Source: Safe and Drug-Free Schools and Communities Annual Evaluation Report and the Texas State Education Public Information Management System (PEIMS) Chapter 37-Record 425-Disciplinary-Action-Reason-Code

Beginning with the 1999–2000 school year, drug use and violence incidents were collected through the Chapter 37, PEIMS 425 Record Disciplinary-Action-Reason-Code on 26 drug and violence indicators. The Safe and Drug-Free Schools and Communities Annual Evaluation

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Report previously collected data on 16 indicators to measure the tobacco, alcohol, other drugs and violence incidents for Texas schools. 1999–2000 Record 425 data will be used as a baseline data for future evidence of programming success. Although data collection has changed, some general comparisons may be made when analyzing the results of the 1999–2000 PEIMS data compared to the 1998–99 information from the SDFSC Annual Evaluation Report

Type of Incidents	1998–99 SDFSC Annual Evaluation Report	1999–2000 PEIMS Record 425
Criminal activities	24,211	8,728*
School violence	59,322	7,99*
Weapons	6,922	2,053*

*Discipline-Action-Reason-Codes—student count

Summary analysis: THE SDFSC Annual Evaluation Report has collected data on 16 drug and violence indicators since the 1992–93 school year. Beginning with the 1999–2000 school year, these data are being collected through the Agency’s PEIMS 425 Record Disciplinary-Action-Reason-Code, which is not directly comparable to the list of indicators previously collected.

Due to the change in the data collection process, no conclusions can be shown based on the 1999–2000 data. In the future, the 1999–2000 PEIMS 425 Record will serve as the base year for measuring progress in reducing the use of drugs and violence.

Data Source: Texas Department of Public Safety Uniform Crime Report (Preliminary) 1999

The Texas Department of Public Safety Uniform Crime Report reflects a decrease in juvenile arrests from 1998 to 1999 in the areas of aggravated assault, vandalism, disorderly conduct, and carrying and possessing weapons. Other categories of offenses for juvenile arrests such as breaking and entering, larceny-theft, vagrancy, arson, and other assaults also evidenced a decline from 1998 to 1999.

Juvenile Arrests Incidents	1998	1999
Aggravated Assault	3,008	2,821
Vandalism	6,442	5,769
Disorderly Conduct	18,290	15,390
Carrying and Possession of Firearms	1,694	1,370
Breaking and Entering	6,770	5,813
Larceny-Theft	26,228	23,418
Vagrancy	102	41
Arson	421	346
Other Assaults	17,260	16,081

Note: Each state’s goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 3

A major emphasis has been placed on parental involvement by the state. Parent groups are included in all conference planning and advisory groups on the state level. LEAs are encouraged to include parents as partners in all activities.

To support this effort, emphasis is directed toward community participation on the SDFSC Advisory Councils and strategies for outreach and community planning are encouraged through SDFSC trainings and workshops.

In addition, scholarships to attend the Safe and Drug-Free Schools and Communities Annual State Conference are provided to community teams to assist in implementing their local comprehensive drug use/violence prevention plans. The teams are made up of parents, community members, school personnel, and students. Priority was given to teams from school districts identified as “most in need.” Districts “most in need” are those that receive the additional 30 percent funding under SDFSC.

The 1999–2000 SDFSC Annual Evaluation Report, Part V, indicates an increase in parental involvement activities from 1998–99 in the following areas:

- Parent Training increased 1.7 percent
- Teacher/staff training increased 7.7 percent

Goal 4

See data in the Consolidated State Report for Attendance, Completion, and Dropout information.

Student Participation – Data from the 1999–2000 Safe and Drug-Free Schools and Communities Annual Evaluation Report indicate that student participation in extra-curricular activities and organizations has increased 1.2 percent from 1998–99..

Goal 5

See data in the Consolidated State Report for progress on student achievement.

TAAS scores for the state as a whole increased in All Tests Taken, Reading, and Mathematics for all student groups from 1998–99 to 1999–2000.

Governor's Program

Goals and Objectives

Under the Safe and Drug-Free Schools and Communities Act, the State of Texas has four measurable statewide goals and objectives. Each program does not have to meet each of these statewide goals; however, they must meet their specified goals by the end of that funding year. These goals must be achieved cumulatively throughout the state by the end of the comprehensive term:

Goal 1: To promote drug and weapon-free environments in communities targeted by subgrants.

Objectives:

- *Promoting drug- and weapon-free environments in communities targeted by subgrants will be accomplished by:*
 - *Equipping 20 percent or more targeted grade levels statewide in target schools with drug abuse/gang resistance skills.*
 - *Creating "safe passage corridors" in all target schools and communities, manned by parent volunteers or others, to ensure safety of students, reduction in gang confrontations, etc.*
 - *Reducing violence- and drug-related offenses in neighborhoods targeted by grant-funded projects by 3 percent.*

Goal 2: To promote respect for the rights of others and to foster individual responsibility in communities targeted by subgrants.

Goal 3: To provide services that promote school attendance, discipline, and learning.

Objectives:

- *Providing services that promote school attendance, discipline, and learning will be accomplished by:*
 - *Reducing school disciplinary referrals of students participating in grant-funded projects by 2 percent.*
 - *Reducing school dropout rate of students participating in grant-funded projects by 2 percent.*
 - *Improving attendance of students participating in grant-funded projects by 5 percent.*
 - *Improving academic performance of students participating in grant-funded projects by 2 percent.*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 4: To coordinate drug and violence prevention programs statewide.

Objective:

- *There will also be a 70 percent increase in coordination among communities and neighborhoods affected by subgrants by eliminating gaps and duplications in services.*

Progress Toward Goals and Objectives

Implementation Data

The Criminal Justice Division (CJD) requires each subgrantee to submit prescribed progress reports only for those activities supported by CJD grant funds, grantee, match, and program income. To remain eligible for funding, the grantee must be able to show not only the number of service provided, but the impact and quality of those services.

Data Assessment of Outcomes or Effectiveness of Programs

For the 1999-2000 program year, CJD subgrants were reviewed for numbers of services provided to the number of recipients as stated in the subgrant applications. Currently, CJD subgrantees must regularly evaluate the effectiveness of their projects. This includes reassessment of individual project activities and services to determine if they remain relevant and effective. Grantees must be able to show that their activities and services to determine if they remain relevant and effective. Grantees must be able to show that their activities are well thought out and provide real services that directly impact an identified problem statement and bring the project closer to its goals. CJD assesses this requirement through required progress reports (see Attachment A), on-site visits, and desk reviews. Information relating to project evaluations are maintained in the project's files and are available for review by CJD staffer their representatives. In addition CJD has contracted with Texas A&M University, Public Policy Research Institute (PPRI) to assist grantees in determining standard program measure that should be used to evaluate their individual programs. 1999-2000 was the first full year for subgrantees to work with PPRI and submit progress reports. Thus, a full review of progresses of each individual grantee is not expected until the 2000-2001 report. CJD is able to review each subgrantee's successes on an individual basis.

CJD funded programs on a competitive basis that were comprehensive in providing prevention, diversion, and intervention services, after-school or before-school programs, anti-gang activities, drug and violence prevention programs, parent education programs, conflict resolution and peer mediation programs, and others. Each statewide objective is impacted at the local program level. It is each subgrantee's responsibility to show that each program has progress in the objectives stated to continue funding.

CJD funded programs a competitive bases to programs such as conflict resolution and peer mediation; youth/student support services; community service projects; violence prevention; anti-gang activities; and activities that prevent violence related to prejudice and intolerance. Again,

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each statewide objective is impacted at the local program level. It is each subgrantee's responsibility to show that each program has progress in the objectives stated to continue funding.

CJD funded subgrantees that provided services for youth in school; parent education and involvement programs, youth/student support services; drug and violence prevention curricula; and other activities to protect program level. Again, each individual objective was to be met at an individual program level. It is each subgrantee's responsibility to show that each program has progress in the objectives stated to continue funding.

Subgrantees for all CJD funding must address an identified problem, be part of a local strategy, and comply with the rules in the Texas Administrative Code. Criminal justice planners from the regional councils of governments coordinate the local plans and set additional guidelines for the development of these plans.

Effective plans reflect the participation of the whole community, including representatives of public agencies, private nonprofit organizations, education, health, mental health, juvenile justice, criminal justice, child welfare, law enforcement, the private sector community associations, and concerned citizens. These strategies will target specific problems of concern and identify a variety of resources—local, state, and volunteer—that the community will use to address them. CJD funds are used as seed money that assists in filling gaps in services identified in the community plans.

In producing a community plan, communities identify specific prioritized problems, all possible resources, and explain their uses in developing a creative and comprehensive strategy. This is a community-wide approach in solving local problems specific to that community. The main priority for this is to provide communities with resources to solve local problems. Once all plans have been submitted to their respective COGS, the opportunity is granted to identify gaps and duplications in services provided. Applications are submitted to COG on a competitive basis with community plans that assist COGs in the selection of subgrantees.

In addition, there has been increased coordinated effort at the state level with the Texas Education Agency, Texas Commission on Alcohol and Drug Abuse, Texas Juvenile Probation Commission, Texas Youth Commission, Health and Human Services Commission, Texas Alcohol and Beverage Commission, as well as other agencies and organizations with streams of funding that targets violence, drug, and delinquency prevention. CJD participates in active regular meetings of leading prevention agencies in Texas.

Texas Statistical Trends

While the Governor's Criminal Justice Division cannot claim that the reduction in juvenile crime is solely due to the funding through the Safe and Drug-Free Schools and Communities Act, the funding plays an important role in the overall accomplishments to the reduction of juvenile crime and increases in academics such as reading among Texas youth.

Statistical data from 1986 to 1995 shows that delinquent referrals rose 94.5%, and violent referrals (including homicide, sexual assault, robbery, and aggravated assault) increased an overwhelming 178%.

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However, juvenile probation data from 1995 to 1998 shows promising trends. The number of juveniles referred decreased in 1997 for the first time since reporting began. After an increase of 36.5% between 1990 and 1995, the number of referrals to juvenile probation departments declined by 7% from 1996-1998. Referrals for violent offenses as well as for felonies declined every year between 1995 and 1998.

From 1996 through 1998, the number of arrests for violent and property offenses decreased. There was a steady decrease in status offense referrals, felony weapon referrals, DUI/DWI referrals and violent felony referrals. Drug offenses were also significantly lower than in 1996. However, Conduct In Need of Supervision (CINS) offenses increased all three years. These three years also saw an increase in the number of females being referred while most male categories decreased, with the exception of non-Hispanic males who showed a slight increase in 1998. Of those referred, the statistics remained the same; approximately 58% of the juveniles had been referred before.

In summary, during the last three years, fewer young Texans committed crimes, especially violent crimes. Youths that committed those violent crimes were more likely to be sentenced to Texas Youth Commission secure facilities, and were serving longer periods of time in those facilities. The number of female offenders is rising; conversely, there is a slight decline in the number of non-white male youth offenders.

Referrals - Between 1995 and 1998 the juvenile population increased by 2.6% and juvenile referrals decreased 7%. This was a change from the previous five years when the juvenile population increased 14% and referrals also increased 36.5%. Ninety percent of all referrals originate from law enforcement agencies.

Referrals from parents, schools, and social service agencies increased while those from law enforcement agencies decreased slightly. The number of probation staff available to handle cases increased from 3,230 in 1996 to 3,906 in 1998. The juvenile population increased from approximately 206,000 in 1996 to 207,200 in 1998.

Referrals are projected to decline from 1998 to 1999 as well. After this it is projected that referrals will begin to increase; 9.6% between 1999 and 2003. These changes would be a result of a projected increase in the juvenile population.

Dispositions - Of the 125,608 juveniles referred, 74,419 were immediately released to their parents or other responsible adults. The remaining 51,189 were detained; of those, 48,975 were held in the 66 pre-adjudication secure residential facilities or holdover facilities and 2,214 were placed in non-secure alternatives to detention.

Corresponding with the decrease in referrals from 1997 through 1998, incidences of secure detention decreased 1.0% in the state. The use of non-secure alternatives also decreased 7.2% between 1997 and 1998 because of the expansion of secure facility options. Thirty-three percent of all juveniles securely detained were released in less than one day. Only 2% of the juveniles securely detained could have been placed in alternative non-secure settings had they been available.

Detentions - Over the three-year period (1995-1998), referrals decreased. However, the use of secure detention facilities increased, partially in response to an increase in the number of available beds and because non-secure alternatives were not available. Use of non-secure

alternatives increased in 1996 because more non-secure programs were developed, in 1997, use of non-secure alternatives decreased as the number of available beds in secure facilities increased.

The population in Texas Youth Commission (TYC) institutions, residential contract care facilities, halfway houses and day treatment programs increased 166% between 1990 and 1998. This is attributed to the increase in the minimum length of stay and an increase in the number of commitments. According to the Texas Criminal Justice Policy Council, TYC's population is projected to increase 10.8% between 1999 and 2003, largely because of a corresponding projected increase in juvenile population.

Combating the Problem

As stated by the Texas Juvenile Probation Commission in their *Delinquency Prevention in Texas: A Compendium of Services (1997)*:

Traditionally, the criminal justice system has invested the bulk of available time, effort and financial resources to work with offenders who pose a threat to society. Most of these individuals are usually well established in their life patterns and have developed perpetual careers in crime. Rehabilitation of these offenders is extremely difficult because criminal behavior is deeply ingrained in their personalities. Although some are amenable to treatment, often the best that they can hope for is to control further criminal activity by confinement and surveillance.

With a burgeoning prison population and overtaxed juvenile corrections system, few offenders will have their behavior controlled long enough to ensure they do not reoffend. Numerous studies have shown that it will be virtually impossible to stem the tide of criminal activity by simply building more prisons.

The answer lies in diverting these individuals from criminal careers before they are established. There is strong agreement among criminal justice professionals that this process must begin early, before potential offenders come to the attention of the juvenile justice system, or as soon as possible after referral for an offense.

Historically, efforts have been focused on youth after they offend, but now the criminal justice profession is readjusting its priorities to direct attention to at-risk juveniles before they become offenders. This means that instead of waiting until a child is subject to juvenile laws (ten years of age by Texas law), work must begin much earlier in the formative years when children are more malleable and life behavior patterns are just emerging. Access and identification are key areas of concern in implementing such an initiative, but one common element all children share that lends itself to identification and access is our public school system.

At-risk children usually reveal numerous symptoms early in their lives that are recognizable by teachers and school officials. These range from excessive truancy and behavior problems to indications of parental abuse. Unfortunately, the education system is not prepared, either by choice or circumstances, to invest time and attention on "problem children" and their families. Consequently, the child's potential for success continues to erode. Eventually the child enters the juvenile justice system, but often it is too late to alter behavior permanently, and like the child's adult counterpart, the best the system can do is temporarily curb the criminal behavior.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

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Utah

SEA Program

Goals and Objectives

The following are goals for our 4-year comprehensive plan. Assessment procedures, evaluation activities, and monitoring will be ongoing. Current prevention literature will be reviewed as to the most effective prevention strategies. Adjustments in prevention programs will be appropriately implemented; improving the prevention effort based on assessments and sound evaluation activities.

- **Through continual implementation of a variety of school-based and community-based prevention strategies, we will reduce the incidence and prevalence of alcohol use among Utah's school-aged children and youth by 5 percent, tobacco use by 3 percent, and other drug use by 2 percent.**
- **All schools districts will begin implementation of violence prevention programs as per requirement for Safe and Drug-Free Schools and Communities funding and enhance and implement successful violence prevention activities each succeeding year. Due to a variety of prevention strategies, we will see a reduction of 2 percent in incidences of violence, weapon violations, and assaults at school and school-sponsored activities, and also a 2 percent reduction of juvenile arrest rates for crimes such as violent and property crime, vandalism, and disorderly conduct.**
- **Teacher training teams have been established throughout the state of Utah for the purpose of providing teachers with quality prevention skills in implementing "Prevention Dimensions," Utah's Safe and Drug-Free Schools and Communities PK-12 prevention program. We will increase by an average of 30 percent per LEA the number of teachers trained in Prevention Dimensions.**
- **By providing extra encouragement, direction, and support, we will increase by 30 percent per LEA the number of teachers implementing Prevention Dimensions in the schools within their district. This prevention strategy will allow us to impact a greater number of public and private school children in grades PK-12 throughout Utah.**
- **LEAs will coordinate and collaborate with local substance abuse programs, local service agencies, community prevention groups, and internal special education, comprehensive guidance, and teacher assistant teams in setting up a formal comprehensive Student Assistance Program (SAP). We will increase by 35 percent the number of LEAs establishing a SAP. These programs will build on the success of Utah's Prevention Dimensions in providing additional prevention/intervention services to children and youth in grades PK-12.**

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The progress toward reaching these goals is reported in the Annual Superintendent's Report, which goes to the legislature and local education agencies and is made available to the public. The Public Relations Department at the Utah State Office of Education will be updated about the progress in reaching the goals and will report this progress to the media.

Progress Toward Goals and Objectives

Reviewing the recent results of the YRBS Survey which was conducted among the 10th and 12th graders in Utah's Schools, we are very encouraged with the results. We are pleased to report that in the past month use of alcohol has declined from 24 percent to 22.7 percent. Our state survey has shown a steady decrease in alcohol use since 1984. This decline has leveled off over the past couple years so we are pleased with this slight decrease. Beings last year we reported the use of cigarettes had increased the last several years it was extremely encouraging to see that the percent of students smoking in the past 30 days went from 16 percent in 1997 down to 11.9 percent in 1999. Another significant result was the 30 day use of marijuana decreasing from 12 percent in 1997 to 10.6 percent in 1999. Other drugs such as cocaine and inhalants have also shown slight decreases.

While the YRBS survey results are very encouraging, we will be completing our state survey later this year and will be anxious to see if that also shows similar decreases in the use of various substances by school age youth.

Over the past several years all school districts have now implemented violence prevention strategies and activities as part of their Safe and Drug-Free Schools and Communities Program. At the present time we are attempting to gather consistent and reliable data regarding the violence issues so we have good baseline data in order to measure the effectiveness of the various programs. Data from our recent (1999) YRBS suggest the following: The trend of students being involved in a physical fight during the past 12 months has steadily decreased from 41 percent in 1991 to 28 percent in 1999. The percentages of both male and female students involved in a physical fight during the past 12 months have decreased significantly from 1997 to 1999, 23 percent to 20 percent for females and 41 percent to 36 percent for males. Nearly all respondents (95 percent) indicated there were not any days in the past 30 they did not want to go to school because they felt it would be unsafe (either at school or on their way to and from school). Thus, 5 percent of respondents indicated they felt unsafe. Students who reported they had carried a gun to school in the past 30 days went down from 9 percent to 4.7 percent. Eight percent of the males had carried a gun during the past 30 days compared to only 1 percent of the females.

We will continue to improve the data collection of student prevalence to violence and measuring the prevention programs being implemented.

Teacher training teams throughout our state continue to inservice teachers with quality prevention skills in implementing "Prevention Dimensions," Utah's Safe and Drug-Free Schools and Communities PK-12 Prevention Program. Trainers have now trained close to 90 percent of all elementary teachers throughout the state. A significantly lower percent of secondary teachers received training in this program; however, with the implementation of the new Secondary Healthy Lifestyle Core, the plan is to train all secondary health teachers within the next two years. During the summer and fall of 1999, through 3 separate health core trainings approximately 65-70 percent of health teachers received the prevention training as it relates to the health core.

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Utah continues to have a strong networking system set in place for its prevention programs. This year LEAs coordinated, collaborated and made application for funding with the local substance abuse program providers. This process has helped strengthen the coordination of the prevention efforts as a statewide prevention effort is implemented.

When it comes to school based prevention we feel it is necessary to have a strong foundation at the various grade levels. Research has shown that there is a strong connection among Character Education, Prevention, Service-Learning, Health Education, and Diversity/Equity. At the State Office of Education we have organized the TEAM (Together Everyone Achieves More). We are coordinating our professional development opportunities for LEAs which bring together the commonalities of these various efforts. Early indication from LEAs have been very positive with this approach. Continual development and future evaluation will show its effectiveness.

Although we feel we have tremendous strides in creating Safe and Drug-free Schools conducive to learning, we have a lot left to be done. It is our intent to stay abreast of the proven prevention strategies as we move forward, implementing these strategies in a coordinated, effective way as we make safe, caring, and drug-free environments.

Governor's Program

Goals and Objectives

These goals and objectives are not meant to be all-inclusive, but to reflect the minimum expectations for the Governor's SDFSCA programs. Through the annual planning and funding application process between the Division of Substance Abuse and the Local Substance Abuse Authorities who will be recipients of the Governor's SDFSCA funding, additional specific goals and objectives will be developed. It is therefore anticipated that the goals and objectives will be reviewed revised on an annual basis, with revisions submitted for approval to the U.S. Department of Education.

Goal 1: Decrease the use of cigarettes among Utah students in grades 7-12 by at least 3 percent.

Objectives:

- *Enhance the focus on tobacco in the Utah Prevention Dimensions curriculum and in all other drug education/prevention programs, including parenting programs and community mobilization trainings.*
- *Promote the development of local tobacco prevention campaigns and coalitions to raise community awareness and encourage the passage of local*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

youth tobacco access ordinances (e.g., prohibit self-service displays and sales of cigarettes, etc.) and enforcement of youth tobacco laws.

Goal 2. Decrease the current use of alcohol among Utah students in grades 7 and 8 by at least 3 percent.

Objectives:

- *Enhance the focus on alcohol in the Utah Prevention Dimensions curriculum and in all other drug education/prevention programs, including parenting programs and community mobilization trainings.*
- *Promote the development of alcohol prevention campaigns and coalitions to raise community awareness and encourage the passage of local youth alcohol access ordinances and enforcement of youth alcohol laws.*

Goal 3: Decrease the use of marijuana, amphetamines, barbiturates, inhalants, and hallucinogens at least to the use levels reported in the 1989 School Survey among Utah students in grades 7-12.

Objectives:

- *Enhance the focus on marijuana, amphetamines, barbiturates, inhalants, and hallucinogens and resistance/refusal skill in the Utah Prevention Dimensions curriculum and in all other drug education/prevention programs, including parenting programs and community mobilization trainings.*
- *Increase partnerships with appropriate community agencies to reinforce and support prevention efforts targeted at reducing the use of marijuana, methamphetamines, barbiturates, inhalants, and hallucinogens among Utah's youth.*

Goal 4: Increase the number of before- and after-school programs and/or the number of youth served by programs that encourage drug-free and violence-free lifestyles.

Objectives:

- *Through the planning and funding award process, encourage the development of before and after school program (recreational, instructional, cultural and artistic), that encourage drug-free and violence-free lifestyles.*
- *Increase the number of partnerships between Local Substance Abuse Authorities and community agencies/resources to provide before- and after-school programs that encourage drug-free and violence-free lifestyles.*
- *Where additional formula funds are available under the Governor's SDFSCA program, give funding award priority to support before- and after-school programs that encourage drug-free and violence-free lifestyles.*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 5: Increase the number of SDFSCA programs and/or the number of youth served by programs that provide direct services to youth not traditionally served by Utah's SEA or LEAs, and who need special services or additional resources, for example, school dropouts, youth in detention centers, preschoolers, runaway or homeless youth, and pregnant and parenting teens.

Objectives:

- *Through the planning and funding award process, encourage Local Substance Abuse Authorities to develop programs that provide direct services to youth who need special services or additional resources, and who are not traditionally served by Utah's education agencies.*
- *Increase the number of partnerships between Local Substance Abuse Authorities and community agencies/resources to provide direct services for youth not traditionally served by education agencies and who need special services and/or additional resources.*
- *Where additional formula funds are available under the Governor's SDFSCA program, give funding award priority to programs serving youth who need special services or additional resources, and who are not traditionally served by Utah's education agencies.*

Goal 6: Increase the number of prevention programs that integrate drug and violence issues, including an emphasis upon strategies that promote the awareness of and sensitivity to alternatives to violence through courses of study that included activities to prevent and reduce violence associated with prejudice and intolerance, and which incorporate an appropriate emphasis on reducing risk and enhancing protective factors for drug use and violent behaviors.

Objectives:

- *In cooperation with the Utah State Office of Education and Utah's 40 school districts, continue the process to integrate youth gang/violence information and prevention strategies into the Utah Prevention Dimensions curriculum and to provide inservice training for teachers in violence prevention strategies.*
- *Integrate youth violence information and prevention strategies into other school and community-based drug prevention programs and activities.*
- *Provide training for local substance abuse prevention specialist in youth violence prevention strategies.*

Goal 7: Increase the number of parents, law enforcement officials, judicial officials, health and social services providers, and community leaders who are trained in youth drug and violence prevention strategies and who are knowledgeable of state and local drug and violence prevention resources in Utah.

Objectives:

- *Continue to encourage and fund community mobilization trainings and activities throughout the state.*
- *Emphasize and fund followup trainings/activities for community teams trained in previous funding cycles.*
- *Increase collaboration among entities sponsoring community awareness and education campaigns regarding youth drug abuse and violence.*
- *Provide local community forums for agencies providing youth drug and violence prevention programs and resources, in order to facilitate information exchange and to strengthen collaboration among these agencies.*

Goal 8: Show a continuous decrease in risk factors and an increase in protective factors, as measured by archival indicators, throughout the 4 years of the Governor's SDFSCA funding process.

Objectives:

- *Require local substance abuse authorities submitting annual applications and plans for Governor's SDFSCA funds to specifically address the reduction of risk factors and enhancement of protective factors for youth drug abuse and violence in their measurable goals and objectives.*
- *Continue Division of Substance Abuse efforts to update data on risk and protective factors and to disseminate the information to communities throughout the states for their use in prevention program planning and evaluation activities.*

Progress Toward Goals and Objectives

The most recent student survey data has been included. We are planning to survey youth in schools and alternative schools this coming year. One of our barriers to this process has been the "active parental consent" law in place in Utah. This makes collecting data very expensive and time consuming.

We have just received SIG funding which will help us in survey data collection and in developing a new data system statewide. This new data system will provide us with a more comprehensive collection of process data than the MDS of previous years.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

The Division is currently developing a new Internet based software application which will collect an entirely new set of data about the prevention services given throughout the State of Utah. In addition to collecting general and client level demographic data about each service, the software will gather Department of Education data, State Incentive Grant data, Risk and Protective Factor data, and program evaluation data. Consequently, the design is intended to encompass all of the meaningful pieces of data the Division is required to report to other agencies as well as to evaluate the effectiveness of the prevention programs and services which are given across the state.

The timeline for deploying the software has been established as July 1, 2001. Hence, Fiscal Year 2002 will be the first full year of data collection for the new software and data set.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Vermont

SEA Program

Goals and Objectives

The state of Vermont has established *Healthy Vermonters 2000* goals for tobacco, alcohol and other drug use. Common goals and interconnected strategies with education, health, and human services increase the impact of the individual programs.

Goal 1: Reduce health effects related to the use of alcohol and other drugs through prevention, intervention, and education.

Objectives:

- *Reduce the percentage of students, grades 8-12, who used alcohol during the past 30 days.*
- *Reduce the percentage of students who binged on alcohol during the past 30 days.*
- *Reduce the percentage of students who smoked marijuana one or more times during the past 30 days.*
- *Reduce the percentage of students who smoked marijuana one or more times on school property during the past 30 days.*
- *Reduce the percentage of students who were offered, sold, or given an illegal drug on school property during the past 12 months.*
- *Reduce the percentage of students who used inhalants to get high one or more times during their lifetime.*

Goal 2: Reduce the number of young people who start smoking.

Objectives:

- *Reduce the percentage of students who smoked cigarettes on one or more days during the past 30 days.*
- *Reduce the percentage of students who smoked every day during the past 30 days.*
- *Reduce the percentage of students who smoked cigarettes on school property during the past 30 days.*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goals 3: Reduce the incidence of violence and abuse through coordinated prevention and early intervention.

Objectives:

- *Increase the percentage of schools that teach non-violent conflict resolution.*
- *Decrease the percentage of students who engaged in physical fights in the last 12 months.*
- *Decrease the percentage of students who were in a physical fight on school property in the last 12 months.*
- *Decrease the percentage of students who carried a weapon such as a gun, knife, or club on school property during the past 30 days.*

Progress Toward Goals and Objectives

Goal 1 Objectives

Reduce the percentage of students, grades 8-12 who used alcohol during the past 30 days. Vermont Youth Risk Behavior Survey. Baseline: 1993 = 48 percent. The 1999 Youth Risk Behavior Survey reported a 4 percent decrease in this indicator.

Reduce the percentage of students who binged on alcohol during the past 30 days. Vermont Youth Risk Behavior Survey. Baseline: 1993 = 27 percent; 1997 = 31 percent. The 1999 YRBS reported a 2 percent decrease in this indicator.

Reduce the percentage of students who smoked marijuana one or more times during the past 30 days. Vermont Youth Risk Behavior Survey. Baseline: 1993 = 25 percent; 1997 = 32 percent. The 1999 YRBS reported a 2 percent decrease in this indicator. Marijuana use in Vermont remains above the national average. We need to increase our prevention efforts around marijuana use.

Reduce the percentage of students who smoked marijuana one or more times on school property during the past 30 days. Vermont Youth Risk Behavior Survey. Baseline: 1993 = Not available; 1997 = 9 percent. The 1999 YRBS reported no change in this indicator.

Reduce the percentage of students who were offered, sold, or given an illegal drug on school property during the past 12 months. Vermont Youth Risk Behavior Survey. Baseline: 1993 = Not available; 1997 = 38 percent. The 1999 YRBS reported a 7 percent reduction in this indicator. We are still very concerned about the number of students who reported being offered, sold, or given an illegal drug on school property. We will continue to work with school administrators and local advisory councils to try and address these numbers.

Reduce the percentage of students who used inhalants to get high one or more times during their lifetime. Vermont Youth Risk Behavior Survey. Baseline: 1993 = Not available; 1997 = 22 percent. The 1999 YRBS reported a 8 percent reduction in this indicator.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 2 Objectives

Reduce the percentage of students who smoked cigarettes on one or more days during the past 30 days. Vermont Youth Risk Behavior Survey. Baseline: 1993 = 31 percent; 1997 = 36 percent. The 1999 YRBS reported a 4 percent reduction in this indicator.

Reduce the percentage of students who smoked every day during the past 30 days. Vermont Youth Risk Behavior Survey. Baseline: 1993 = 11 percent; 1997 = 14 percent. The 1999 YRBS reported a 1 percent reduction in this indicator.

Reduce the percentage of students who smoked cigarettes on school property during the past 30 days. Vermont Youth Risk Behavior Survey. Baseline: 1993 = 11 percent; 1997 = 14 percent. The 1999 YRBS reported a 4 percent reduction in this indicator.

Goal 3 Objectives

Increase the percentage of schools that teach non-violent conflict resolution. Vermont Comprehensive Health Education Report/Act 51 Report. Baseline: 1994-95 = 217 schools; 1997-98 = 234 schools. There was an increase of 21 schools for 1998-99 school year = 255.

Decrease the percentage of students who engaged in physical fights in the last 12 months. Vermont Youth Risk Behavior Survey. Baseline: 1993 = 45 percent; 1997 = 31 percent. The 1999 YRBS reported a 2 percent reduction in this indicator.

Decrease the percentage of students who were in a physical fight on school property in the last 12 months. Vermont Youth Risk Behavior Survey. Baseline: 1993 = Not available; 1997 = 15 percent. The 1999 YRBS reported a 15 percent increase in this indicator.

Decrease the percentage of students who carried a weapon such as a gun, knife, or club on school property during the past 30 days. Vermont Youth Risk Behavior Survey. Baseline: 1993 = Not available; 1997 = 12 percent. There was no change in this indicator.

Governor's Program

Goals and Objectives

- **Reduce the percentage of students using marijuana**
- **Reduce the percentage of students using alcohol**
- **Reduce the percentage of teens seriously considering suicide**
- **Reduce the percentage of teens that attempt suicide**

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- **Reduce the percentage of teens that require medical treatment due to a suicide attempt**
- **Reduce the rate of teen suicide**

Progress Toward Goals and Objectives

With this reporting cycle we are concluding the three-year demonstration of alternative dropout prevention programs in three school districts here in Vermont. These districts are located in Milton, Bellows Falls, and Newport, Vermont. Each of these demonstration sites was quite different in their approach and their settings. Two were located off-site from the local high schools, the third, was a school within a school.

Common features were: all children were at risk of dropping out of school, all were young people who had a history of attendance issues, all were in small town settings. Two of these sites drew their students from the surrounding rural communities into a union school setting.

We received general program implementation information (that included process information) as part of the report that grantees submitted twice a year (at the- mid point of the grant period and at the end of the grant period).

Funding for evaluation was limited; therefore we chose to concentrate our efforts on the drop out prevention grants to the three schools. In addition to the above reporting we designed an evaluation process that all three grantees followed over this program year. (See attached evaluation tool in Appendix One.)

In addition to the evaluation reports as mentioned above we employ the following instruments for measuring the outcomes of our efforts statewide in both SDFSCA- funded efforts and in other efforts throughout the state:

Kids Count

The Kids Count Data Book, published by the Vermont Children's Forum, uses the best available data to measure the educational, social, economic and physical well being of Vermont's children. Information on 20 indicators is broken down by county and is published and disseminated on a periodic basis. Publication is announced through a major media event.

Youth Risk Behavior Survey (YRBS)

Vermont offers the Youth Risk Behavior Survey to all schools systems. The survey is completed biannually and provides the public with specific information on the behaviors of youth regarding the use of alcohol, and drugs, and on the incidence of violence in the lives of our children and youth.

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Community Profiles

Since 1995, Vermont has broken down the available data on a number of indicators at county or community levels so that community member can see what the condition of their specific community is. Yearly updates allow communities to see what progress on indicators is being made at the county/community level and at the state level.

Health Department Data on Teen Suicide

Information on teen suicide is disseminated through the Vermont Department of Health to State and Community Teams, including the Prevention Institute and the Regional Governance Teams. This information is also made known to Community Mental Health Center staff who conveys it to Youth Prevention Specialists to make the information available to the general community.

Field Research

The Agency of Human Services contracts with the University of Vermont to conduct program evaluations on selected activities funded with SDFSC monies.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Virgin Islands

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Governor's Program

Goal: In co-ordination with other Department of Human Services (DHS) prevention programs, the funds from this application will be used to seek to reduce the occurrence of violence; drug, alcohol and tobacco use among children and youth in the U.S. Virgin Islands. (US VI) It will seek to do this by targeting pre-delinquent, and delinquent youth known to Office of Intervention Services under the Division of Children, Youth and Families and by providing or funding program activities which reduce known risk factors. (These Risk Factors were developed by the University of Washington, School of Social Work and are included in this report as "*Attachment A*")

It must be noted that because the funds to the territory are very limited, funding is primarily used to supplement and complement existing programs in the territory reaching out to high risk youth through extensive collaboration and partnerships. The objectives below relate to specific use of grant funds for the SDFSC, Governor's Portion. We are including them because we have slightly changed the objectives by combining the two objectives relating to public information campaign and outreach into one objective which is low number 4. This was because it was determined that use of limited SDFSC could best be used in collaboration and support of a variety of youth activities which the youth helped to plan. Also, when these objectives were originally formed, the territory had no coordinated effort to develop a youth data base. The Community Foundation of the Virgin Islands has subsequently applied for received funding for the *Kids Count Program* funding by the Annie E. Case Foundation to develop a community wide data base. The SDFSC therefore modified its first objective to focus on the development of a very specific and specialized data base within

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DHS protective and juvenile justice (both incarcerated and non-incarcerated youth) while participating extensively as part of the community wide committee working on the *Kids Count Program*. (The first Kids Count Data Book, "Our Children Now! A Call to Action for year 2000 was just last year and is available upon request.)

Objectives:

- *Develop a territory wide data base on the prevalence of youth problems and crime with a breakdown of behaviors and profile data documenting risk factors, drug and criminal activities with the DHS clientele for protective and juvenile justice caseloads. (Since DHS is the only entity with legal mandates to service these populations, all protective and juvenile justice cases are apart of the DHS records.)*
- *Work with the Community Foundation of the Virgin Islands on the Kids Count Program to develop a territory wide data base on the prevalence of youth problems and crime with indicators where drug use were involved in order to create information for intervention. various entities servicing the at risk youth population.*
- *Establish a minimum of one (1) program per island district (St. Thomas/St. John and St. Croix) that will be designed to reduce at least one known major risk factor present among high risk youth in the territory.*
- *Administer a discretionary grants program to enable non-profit and community programs to develop and provide innovative prevention programs for at-risk youth.*
- *Through an extensive program of community outreach and collaboration, assist various non-profit community and other departments in promoting island wide and territory wide activities supporting drug prevention education, alternatives to drug use and to increase the awareness of the community of the positive and dynamic contributions to our youth are able to make to the community.*

Progress Toward Goals and Objectives

Objective 1

1. Profile Data Base for youth in juvenile justice system for FY
 - Non-Incarcerated youth (pre-delinquent. Person in Need of Supervision, PINS) and adjudicated youth
 - Youth remanded to detention facility: Pre-Trial, Adjudicated and Youth Transferred as an adult

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Data base developed for following categories: age, sex, average age at time of arrest, drug and/or alcohol use by youth; drug and/or alcohol use in home; single parent household; living at home at time of arrest; family income (very low or middle and above); status of residency in VI; domestic violence in home; history of adult criminal activity in home; new or repeat offender; age at time of 1st police contact; sibling involved in juvenile justice system; diagnosed special education; committed a violent crime; committed a crime against property; diagnosed mental illness.

2. Profile Data Base for protective children and youth developed for FY

- Children Placed in Foster Care
- Children in protective services but remaining in home

Data base included all of the above categories except records of arrest and included differential data on abuse and neglect.

3. Trend data bases by number/ percentage developed for Intake, Protective and Juvenile Justice (incarcerated and non-incarcerated) 100% accomplishment of objective. All data is available upon request. Some significant findings include:

- For youth remanded to the detention facility: 22% increase from prior year; 24% increase in youth committing serious offenses and transferred to be tried as adults; steady increase in number of females remanded into custody - 17% of current population for year; 46% drug/alcohol use by offenders; 34% school drop-outs; 65% from single family household; 46% committed violent crimes.
- For non-incarcerated juvenile delinquents -a 17% decrease from 1998 and same as 1999 in 2000; 13% females; 88% living at home at time of arrest; 67% from single parent household; 60% were first time offenders; 40% were drug/alcohol users; 31% committed a violent crime which is down from 1999 by 20%.
- Protective- 27% decrease in protective cases staying at home; no decrease in foster care; 19% drug/alcohol use in home; 79% neglect, 30% physical abuse, 16% sexual abuse - which represents a 16% decrease from 1999, 31% domestic violence in home, 3% involved in juvenile justice system.

Objective 2

1. Program staff had extensive involvement with the Community Foundation of the Virgin Islands (CFVI) to help in obtaining grant from Annie Casey Foundation for development of Kids Count Statistical book.
2. Self-assessment tools were developed and bench marks and data to be collected determined. Identified as major risk factors to document as: single parent household, children mortality rate, poverty levels, high school drop-outs, teen-age mortality, juvenile violent crime, child abuse and neglect, teen births.
3. Assisted in Data Collection Task Force.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

100% accomplishment of objective. SDFSC staff participation helped CFVI obtain grant through support and collaboration.

Objective 3

St Thomas/St. John: Collaborative Job Readiness Program: DHS/St. Thomas Chamber of Commerce

Risk Factors addressed: Economic deprivation, 1 low neighborhood attachment; low expectation for success and lack with business community; uncaring attitude towards delinquency; greater influence by and reliance on peers than pa figures in community.

Program: In a collaborative partnership with the Chamber of Commerce and the Department of Human Services (DHS), Juvenile Justice and Protective Units offered a unique opportunity for an apprenticeship program with cooperating businesses. A total of 40 high risk adolescents were recruited DHS Social Workers and SDFSC staff from active delinquent and pre-delinquent, protective caseloads and referrals from school counselors. Of these 40 youth, 29 were selected, including two (2) school drop outs. The Chamber of Commerce provided job readiness and business orientation and recognition and placed the youth in actual jobs with businesses within the community. The salaries for the youth was provided through match from the SDFSC grant to the Chamber. For most of the youth, this was their first exposure to the world of work. Only a few of them were even aware of the existence of many of the businesses or job opportunities in the private sector. Most of these youth came from severely economically depressed homes and most of their exposure to “work” was related to government services or the schools. DHS Social Work staff assisted youth access tutorial and GED programs and coordinated services with parents. The youth and five of the parents maintained close one on one relationships with the businesses where they were placed. At the end of the program, three youth were kept on by the businesses and many continued their relationship with the business in other forms. The businesses within the community have been looking for a way to reach out to the high risk youth and this provided them with the mechanism to do so. The selection committee worked hard with each youth to help place him or her in jobs that would offer them employment opportunities.

St. Croix: Computer Training Project at Kingshill

Risk Factors Addressed: Low academic achievement, unsupervised after school time within unsafe neighborhoods; lack of access to computer technology.

Program: The SDFSC staff developed its first computer program for 60 adolescents who were referred to the program from the DHS Social Workers in the Protective and Juvenile Units as well as from outreach to the school counselors for youth having problems in school and engaged in pre-delinquent behaviors. The program provided training in basic computer skills, use of the internet and specialized help with homework. Youth were introduced to basic use and care of a computer. Most of these youth did not have access to a computer at home

Virginia

SEA Program

Goals and Objectives

No new goals and objectives submitted at this time.

Progress Toward Goals and Objectives

No new progress submitted at this time.

Governor's Program

Goals and Objectives

Goal 1: Increase the capacity of communities to engage in comprehensive, collaborative prevention planning to address youth violence and substance abuse problems.

Objectives:

- *Increase among citizens and community leaders an understanding of youth violence and substance abuse problems and of effective strategies for prevention.*
- *Increase the number of communities engaging in a formal process of assessing needs and of developing and implementing strategies to identify and address youth violence and substance abuse problems.*
- *Increase the capacity of communities to effectively monitor and evaluate their own efforts to address youth violence and substance abuse problems.*

• **Goal 2: Reduce the incidence of crime and violence in Virginia schools.**

Objectives:

- *Increase the number of schools in the Commonwealth that have conducted safety and security assessment and have developed a school safety plan.*
- *Increase the number of schools with school resource officers (SROs).*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- *Strengthen school resource officer programs.*
- *Establish alternative education facilities throughout the Commonwealth for students whose behavior does not allow them to remain in schools that serve their neighborhoods.*
- *Improve the current annual school violence data collection methods to include appropriate incident-based reporting elements.*
- **Goal 3: Build resiliency in youth by enhancing protective factors.**

Objectives:

- *Increase opportunities for positive youth leadership development.*
- *Increase opportunities for relationships with caring adults who encourage and recognize positive development.*
- *Increase the number of students involved in service learning, peer resistance, and other competency-building activities in the Commonwealth.*
- *Develop clear and consistent standards for behavior across families, schools, and communities.*
- **Goal 4: Improve the effectiveness and accountability of youth violence and substance abuse prevention programs and activities.**

Objectives:

- *Increase the number of communities engaging in a formal process of risk and resource assessment.*
- *Increase the number of communities developing and implementing strategies that have demonstrated effectiveness or shown promise of reducing risks while increasing protective factors.*
- *Increase the capacity of communities to effectively monitor and evaluate their own efforts to address youth violence and substance abuse problems.*
- *Establish and maintain as part of the administration of SDFSCA a mechanism for organizing and facilitating sharing of indicator data currently being gathered by various agencies and organizations.*

Progress Toward Goals and Objectives

Community Empowerment

1999 Update: The Virginia Effective Practices Project (VEPP)

VEPP has continued to serve as the primary vehicle for capacity-building for SDFSCA Programs. Since its implementation in January 1998, the VEPP has trained SDFSCA Coordinators from half of Virginia's local school divisions. All Coordinators have had benefit of the Project's SDFSCA Program Planning and Evaluation Handbook which was made available to all Coordinators in March 1999.

A recent preliminary comparison of local SDFSCA goals and objectives in 1997-98 (pre-VEPP) with 1999-2000 goals revealed that only 12.5% of local SDFSCA goals and objectives were measurable and results-oriented while an average 86.9% of goals and objectives were measurable and results-oriented in 1999-2000. Local SDFSCA were relatively more successful in developing measurable and results-oriented goals (91.5%) than objectives (84.5%).

In 1997-98, SDFSCA programs in 64% of Virginia's local school divisions had no measurable, results-oriented goals and objectives; only 3% had goals and objectives which were measurable and results-oriented. In 1999-2000, 84% of the local school divisions had 100% of their SDFSCA goals measurable and results-oriented; 61% of the local school divisions had 100% of their objectives measurable and results-oriented.

VEPP also disseminates information on research-based practice through its website, a quarterly newsletter, and regional workshops which "showcase" exemplary practices. In early

2000 VEPP will offer through its website a SDFSCA Program Planning and Evaluation Tutorial and a searchable database of research-based programs.

2000 Update: The Virginia Effective Practices Project (VEPP)

VEPP has continued to serve as a primary vehicle for capacity-building for SDFSCA programs. Additional evaluation has confirmed earlier reported LEA gains –

- development of measurable and results-oriented SDFSCA goals and objectives rose from 12.5% in 1997-98 to 88.3% in 2000;
- SDFSCA needs assessments judged to be "excellent" rose from 17% in 1997-98 to 49% in 1999-00; and
- local SDFSCA program designs judged to be "excellent" rose from 2% in 1997-98 to 32% in 1999-00; those judged "good" rose from 12% to 43%.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Governor's Office for Substance Abuse Prevention (GOSAP)

Established in summer 2000, this office is designed to coordinate prevention activities of various state agencies, review substance abuse prevention program expenditures, and determine the direction and appropriateness of such expenditures. At the state level, GOSAP will be working closely with a variety of state agencies to develop a more unified approach to prevention. GOSAP will administer Governor's Safe and Drug-Free Schools and Communities Act (SDFSCA) grants and a newly awarded CSAP State Incentive Grant. Echoing SDFSCA Principles of Effectiveness, guiding principles for the Office are : 1) "Need" for a program must be based on objective data, 2) Implement proven prevention programs rooted in science-based strategies and invest in promising programs, and 3) Evaluate programs for their effectiveness.

Objective 1, 2000 Update

Opportunities to increase understanding of youth violence and substance abuse that have been provided include workshops on crisis management, aggressive students, bullying prevention, and inhalant prevention. Publications developed include a Guide to Inhalant Prevention and a Guide to Searches in Public Schools. Additionally, information on research-based programs was disseminated through VEPP "showcase" events and website postings. (SEA initiatives)

Objective 2, 2000 Update

Particular emphasis has been placed on supporting communities in conducting quality needs assessments. A category of Governor's SDFSCA grants was established to support comprehensive needs assessments. Training and TA through VEPP have continued to emphasize needs assessment as the foundation on which program planning and development occur. VEPP evaluation has shown that SDFSCA needs assessments judged to be "excellent" rose from 17% in 1997-98 to 49% in 1999-00 and those judged to be "poor" fell from 17% to under 2%.

Objective 3, 1999 Update: Grantee Training/Technical Assistance

In 1998-99, Governor's grantees participated in training provided by the Virginia Effective Practices Project and designed to improve their skills in program planning and evaluation consistent with SDFSCA Principles of Effectiveness. Results included improvement in the quality of goals and objectives developed by the grantees, an increase in utilization of research-based strategies, and strengthening of project evaluations and use of evaluation to improve practice.

School Safety

School Safety Goal: Reduce the incidence of crime and violence in Virginia schools: 2000 Update.

The Virginia General Assembly in its 2000 session established a Center for School Safety to be housed at the Virginia Department of Criminal Justice Services. The Center has

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collaborated on an ongoing basis with both the Governor's Office for Safe and Drug-Free Communities and the Virginia Department of Education. Extensive training opportunities have been provided for School Resource Officers and joint training for SROs and school administrators.

Objective 1, 2000 Update

The School Safety Audit guidelines were updated.

Objective 2, 1999 Update: School Resource Officer Programs

The number of SRO Programs has increased dramatically in Virginia. In 1998-99, Byrne funds supported SROs in 27 Virginia localities; thirty-one additional programs were funded by SDFSCA effective January 1999. As of July 1999, 119 positions were being supported by federal and state grants. These positions are in addition to positions already supported by local funds. Half the local school division SDFSCA programs report collaboration with a school resource officers.

Objective 2, 2000 Update

In a survey of law enforcement agencies throughout Virginia conducted by the Department of Criminal Justice Services, over 400 SROs were identified.

Objective 3, 1999 Update

SRO Training. Three SRO Basic Schools trained 187 school resource officers in 1999. Additionally, advanced training workshops attracted nearly three hundred SROs and school administrators.

SRO Program Guide. With support from the Governor's SDFSCA Office, a Virginia SRO Program Guide has been developed for use by SROs.

State SRO Program Evaluation. Virginia has undertaken a more comprehensive evaluation of its SRO Program to examine not only the activities of officers but also the short- and long-term impacts of the program in schools.

Objective 3, 2000 Update

Four SRO Basic Schools serving over 230 SROs were conducted in 99-00. Advanced training workshops attracted over 200 SROs and school administrators.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Objective 4, 1999 Update

Nearly 50% of Virginia local school divisions report alternative education services as part of their SDFSCA program.

Objective 5, 1999 Update

Model School Crisis Plan. A Model School Crisis Plan for Virginia Schools was developed in 1998-99. The Model Plan has been disseminated to school administrators is posted on the Virginia Department of Education's web site. (SEA Initiative)

Crisis Management Workshops. Four seminars on Crisis Management in Schools were conducted in fall 1998. The seminars were sponsored by the Virginia Department of Education, Office of Compensatory Programs and were coordinated by the Center for School-Community Collaboration, Virginia Commonwealth University. The seminars were a continuation of Crisis Management seminars which began in 1996 and were attended by over 1000 participants from throughout Virginia. The four fall 1998 seminars attracted an additional 426 participants. Additionally, a follow-up survey school administrators who had attended the seminars was conducted to determine how information and resources from the seminars had been used and to help define current training and information needs. (SEA Initiative)

Regional Workshops on Working with the Aggressive Student. Two regional workshops on Working with the Aggressive Student were conducted in spring 1999 with nearly 200 attending. Three additional workshops are planned for fall 1999. (SEA Initiative)

Objective 5, 2000 Update

Aggressive Student Workshops. Three regional workshops were conducted in fall 1999 with over 200 attending. (SEA Initiative).

Crisis Management Workshops. Two workshops on Crisis Management in schools were conducted in fall 1999, continuing the series of workshops begun In the previous year. Fall 1999 workshops were attended by 181 educators and law enforcement officials.

1999 Update

Juvenile Law Handbook Update. A 1999 Update to the Juvenile Law Handbook was completed in July 1999; several thousand copies are to be disseminated to school administrators and law enforcement officers throughout Virginia. Joint training workshops are being planned for 1999-2000 by the Virginia Departments of Education and Criminal Justice Services.

2000 Update

Regional Inhalant Prevention Workshops. A series of six inhalant prevention workshops were conducted in fall 1999 with nearly 200 attending. (SEA Initiative)

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Youth Development Goal: Build resiliency in youth by enhancing protective factors.

1999 Update

Over 75% of Governor's 1998-99 grantees reported their programs build resiliency in youth through enhancing protective factors.

2000 Update

The Governor's Office SDFSCA grants program earmarked funding specifically for Youth Development programs. Grants up to \$10,000 were awarded for support of youth leadership development projects. Projects were required to a) involve a youth planning committee, b) conduct high quality youth leadership training, and c) select and successfully complete a substantive community service project which addresses a documented need in their community. A total 12 communities were awarded such grants.

Objective 1, 2000 Update

YADAPP. The Sixteenth Annual YADAPP Statewide Conference was held in July 1999 with teams from 97 high schools participating. Each team developed an action plan to address AOD and/or youth violence problems identified at their school. (Joint SEA and Governor's Initiative)

Objective 2, 2000 Update

Nearly half (17) the local programs supported by Governor's SDFSCA funds involved mentoring.

Objective 3, 1999 Update

Sixteen 1998-99 Governor's SDFSCA grantees reported providing youth development programs; seven report using service learning. Forty-three (or 34%) of Virginia's local school divisions reported using SDFSCA funds to support community service projects and 81 (60%) reported use of peer mediation programs.

Objective 3, 2000 Update

Thirty-four 1999-00 Governor's SDFSCA grantees reported providing youth development programs (compared with 16 for 1998-99) and 14 used service learning (compared with 7 for 1998-99). Forty-seven of Virginia's local school divisions reported using SDFSCA funds to support community service projects and 82 reported use of peer mediation programs.

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Objective 4, 1999 Update

CLASS ACTION: Teens and the Law (Governor's Initiative). The CLASS ACTION: Teens and the Law Program was conducted in over 200 schools in at least 82 local school divisions. Test results from over 25,000 students demonstrate substantial gains in knowledge about the laws of Virginia. Furthermore, student ratings of both the program and of the instructors' effectiveness were overwhelmingly positive - strong indicators that students found the program both interesting and relevant.

Ratings and comments from over 400 classroom teachers in whose classes the program was conducted were strongly positive. Teachers found the program to be of very high quality and especially relevant for their students. They strongly endorsed the program as an excellent use of instructional time; many recommended the program be lengthened or made available to a greater number of students. Many teachers also viewed CLASS ACTION as facilitating positive relationships between students and law enforcement officers.

The CLASS ACTION Parent Program was well received by parents who found the program to be helpful and well delivered by the instructors. Evaluation of the pilot program provided strong evidence of program benefits for both volunteer and court-ordered parent participants.

CLASS ACTION instructors found teaching the program to be an overwhelmingly positive experience, particularly in the areas of establishing rapport with students and building collaborative relationships with teachers. The educational value of the program was also noted - both students and school staff members had benefit of accurate information from an authoritative source.

School Resource Officers (SRO) (Governor's Initiative). A key role that school resource officers in Virginia play is that of law related educator. Over 90% of the SROs participating in the state SRO Program evaluation instituted in spring 1999 report providing law-related educational presentations to hundred to students in their assigned schools.

Objective 4, 2000 Update

Both the CLASS ACTION Program and SROs Programs continued to operate throughout Virginia, but were funded through alternate sources.

Effectiveness and Accountability

Goal: Improve the effectiveness and accountability of youth violence and substance abuse prevention programs and activities.

1999 Update

Highly individualized training and follow-up technical assistance was divisions and to all 1998-99 Governor's SDFSCA grantees through the Virginia Effective Practices Project. The training specifically taught program coordinators how to conduct data-driven needs assessment,

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establish measurable goals and objectives, select research-based strategies, and to design and implement an appropriate evaluation.

2000 Update

Training and TA were provided to over 45 SDFSCA Coordinators through VEPP workshops and specially designed training to assist selected LEAs in preparing local applications. The quality of local SDFSCA applications improved as reflected in an increase from 68 to 108 in the number of applications approved during the initial review period. A workshop was provided for Coordinators whose applications were not approved. (SEA initiative)

Objective 1, 1999 Update

Local Interagency Collaboration. Coordination of local assessments by Community Services Board, SDFSCA Programs, and local Offices on Youth has continued been advocated. SDFSCA needs assessments have increasingly incorporated community risk and resource assessments collaboratively conducted by CSBs, Offices on Youth, and other local planning offices and task forces. State Risk and Resource Assessment.

The Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services (VDMHMRSAS) has undertaken a State Prevention Needs Assessment as part of a three-year Center for Substance Abuse Prevention (CSAP) initiative.

Objective 1, 2000 Update

Local archival indicator data have been gathered and organized through the Prevention Needs Assessment and these will be available for use in local needs assessments and planning in early 2001.

Objective 2, 1999 Update

Grantee Trainin/Technical Assistance. In 1998-99, Governor's grantees participated in training provided by the Virginia Effective Practices Project and designed to improve their skills in program planning and evaluation consistent with SDFSCA Principles of Effectiveness. Results included improvement in the quality of goals and objectives developed by the grantees, an increase in utilization of research-based strategies, and strengthening of project evaluations and use of evaluation to improve practice. Additionally, training and technical assistance was provided to 35 local school divisions.

Objective 2, 2000 Update

Training and TA on designing quality program evaluations have continued to be offered SDFSCA Coordinators through VEPP.

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Objective 4, 1999 Update

Governor's Prevention Survey. The survey of all state agencies and of all local grantees receiving both state and federal monies for youth violence and/or substance abuse prevention was conducted in winter/spring 1999. Results of the survey have been used to inform policy decisions of the Governor's office and to develop recommendations for certain improvements in interagency coordination and planning at the state level.

Objective 4, 2000 Update

Key functions of the newly established Governor's Office for Substance Abuse Prevention will involve facilitating information sharing and planning at the state level and the systematic use of indicator data for decision-making.

Additional Effectiveness and Accountability Strategies

2000 Update

Upgraded standards have been maintained for approval of LEA SDFSCA applications and for awarding of Governor's competitive grants, resulting in improvement in the quality of programs supported by SDFSCA funds.

A state-level survey of youth is being conducted in fall 2000 by the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services (VDMHMRSAS) as part of a Center for Substance Abuse Prevention (CSAP) State Prevention Needs Assessment. This survey, using the Communities That Care survey instrument, will yield state-representative data.

Washington

SEA Program

Goals and Objectives

Goal: To help ensure that all schools are safe, disciplined, and drug-free by promoting implementation of high-quality drug and violence prevention programs.

Objectives by year 2000:

- A. Increase student perception of harm related to drug use.*
- B. Reduce alcohol and drug use among school-aged youth.*
- C. Reduce number of criminal and violent incidents in schools.*
- D. Reduce number of weapons carried to schools by students.*
- E. Number of LEAs providing violence-prevention programs (e.g., conflict resolution) will increase.*
- F. Number of LEAs providing alcohol and drug prevention programming will remain constant.*
- G. Number of LEAs that involve parents in drug or violence prevention will increase. New initiatives in alcohol awareness and media literacy training for families will result in improved community climate for avoiding violence and substance abuse.*
- H. Number of LEAs that involve community groups in prevention programs will increase.*
- I. Increase measurable protective factors in student at all levels.*
- J. Number of LEAs that involve student is planning and/or critiquing prevention programs will increase.*
- K. All LEAs will provide prevention activities that are research-based.*
- L. LEAs will have policies requiring notification of law enforcement and parent/guardian of all firearm violations.*
- M. LEAs will have policies requiring expulsion of students bringing firearms to school.*

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- N. *LEAs will have policies prohibiting the sale, distribution, and use of alcohol and drugs at school or at school-sponsored functions.*
- O. *Number of persons satisfied with products and services produced by SDFS will remain at high levels.*
- P. *Number of LEAs collecting and assessing data regarding alcohol and drug use will increase.*
- Q. *Number of LEAs collecting and assessing data regarding violence incidents will increase.*
- R. *All LEAs will develop and use performance indicators for programs funded with SDFS funds.*

Progress Toward Goals and Objectives

The Office of Superintendent of Public Instruction for the State of Washington has established an inter-agency group to collaborate in the development and implementation of the statewide school survey (Washington State Survey of Adolescent Health Behaviors). This survey is used by schools as well as state agencies to assess progress on Title IV goals and objectives. We have recently completed administration of the survey and had a profound increase in participation by local school districts. The results of this survey, available in March 2001, will provide important and timely information on the progress of our state's local goals and objectives for Safe and Drug-Free Schools programs. Monitoring reports from LEAs and consortiums indicate steady progress towards those goals and objectives.

OSPI has been working to improve the weapons data collected by each local school building. Timely and accurate reporting has been problematic. The interpretation of an "incident" varies around the state and has not necessarily been consistent with Department of Education's definition. The report form was placed on-line this past year which should ensure accurate and timely collecting and reporting of these incidents. OSPI also provided leadership in establishing common data definitions and imparting on local schools the importance of this report. As a result we have received improved information. Although, the data contained in this report shows significant increases in all categories from last year, we feel this is the result of faulty reporting, rather than increased incidents.

In addition, the Washington State Legislature provided increased funding for school safety planning and safe school programs. There has been an increase in building security funding by the state. The data shows that there has been a general decline in the number of guns in schools. Plus, in the Washington State Survey of Adolescent Health Behaviors conducted in 1995 and 1998, students report that they feel safer and report carrying fewer guns to school. We believe our 2000 survey will reflect positively on our prevention and safety programs as well.

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Governor's Program

Goals and Objectives

Goal 1: To reduce the availability of alcohol and other drugs through impacting community norms and values in at least 20 communities of the state each year.

Objectives:

- *Each discretionary contractor will review local law enforcement procedures related to dealing with youth and adult alcohol and other substance abuse and compliance with the law. Strict implementation of penalties will be sought. At least 20 communities will adopt stricter procedures each year.*
- *Each discretionary contractor will assess the number of establishments that serve alcoholic beverages and the licenses pending. If the number of establishments per capita appears high, the community group will advocate denial of new liquor licenses. At least five communities per year will advocate license denial.*

Goal 2: To provide at least 400 instances of prosocial youth involvement in the media.

Objective:

- *To reduce the number of incidences of violence by youth by providing positive youth activities. Each discretionary contractor will develop an information campaign that provides positive images of youth working in and contributing to the community.*

Goal 3: To avoid duplication of efforts and enhance collaboration with the state education agency and other state agencies.

Objectives:

- *The Department will meet at least monthly with and consult with the SEA to assure coordination of services to public and private schools.*
- *The Department will participate on the Washington Interagency Network, the Family Policy Council, Governor's Council on Substance Abuse, and the Stop Youth Violence Advisory Committee to assure that services are coordinated, family oriented, culturally relevant, locally planned, outcome based, and creative.*

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Goal 4: To develop public policy position papers, including an implementation strategy, on violence, tobacco use, alcohol use, and substance abuse.

Objectives:

- *Develop public policy position papers and a long-range strategy and plan.*
- *Examine violence prevention public policy position papers in light of new data available and recent legislative and congressional action.*
- *Conduct an annual assessment and identify areas where federal program requirements inhibit effective program operations and request a waiver from the Secretary of the Department of Education.*
- *Conduct annual evaluation and updates on the state plan.*

Goal 5: To support violence and substance abuse prevention programs in all 39 counties of the state.

Objectives:

- *The Department will conduct an annual training needs survey to identify contractor-training needs and will provide training and technical assistance.*
- *The Department will provide risk factor/protective factor training to new Community Mobilization staff.*
- *The Department will provide technical assistance to Community Mobilization contractors who will coordinate and conduct biennial community-wide violence and safety assessments and surveys. These assessments will be updated annually.*
- *The Department will review community needs assessments to assure that school's needs are considered in the development of countywide comprehensive violence and substance abuse reduction plans.*
- *The Department will monitor Community Mobilization contractors to assure that there is community and parent involvement in schools, educational service districts, local government, businesses, and community-based organizations.*
- *The Department will evaluate the effectiveness of violence prevention and substance abuse prevention activities.*
- *The Department will continue to use a peer review process to award grants and contracts for the Law Enforcement Education Partnership program.*

- *The Department will recognize accomplishments of local programs by sponsoring a showcase conference, producing an information brochure, and producing and distributing a video and an annual report on county Community Mobilization activities.*

Progress Toward Goals and Objectives

The Governor's portion of the Safe and Drug-Free Schools and Communities Act (SDFSCA) continues to be used to partially fund Washington State's Community Mobilization Against Substance Abuse (CMASA) Program. This increases the amount of funding local contractors (recipients) can use to mobilize their communities against alcohol, tobacco, other drugs, and violence. Communities involve the educational system, law enforcement, local government, tribal governments (where applicable), other prevention agencies, treatment agencies, local businesses, youth service providers, health departments, civic organizations, religious organizations, and community citizens at large through representation on the directing board of the program. This board identifies and prioritizes risk and protective factors which impact local youth and their families. The board determines the strategies and providers and coordinates local strategies and activities to reduce the incidence of substance abuse, violence, and their concomitant social ills. The local Community Mobilization contractor (recipient) and the state agency promote collaboration between all of the above organizations in each county and on a state-wide level to create integrated strategies and activities to reduce risk factors and support protective factors for substance abuse and violence identified within the individual community.

The Office of Community Development (OCD) is the Governor's designee to receive funding and oversee the Governor's portion of the SDFSCA. OCD staff meet monthly with state agencies that provide substance abuse and violence funding or programming concerning local and state issues. Committees that Community Mobilization (CM) work with include the Family Policy Council, Washington Interagency Network Against Substance Abuse, Governor's Council on Substance Abuse, Interagency Substance Abuse Committee on Communications, Interagency MIS Committee (to create and maintain a common tracking database), the Year 2000 and Year 2002 Youth Behavior Survey Coordinating Committees, the State Incentive Grant Advisory Committee, etc. This year Community Mobilization Against Substance Abuse and Violence participated in the development of a joint needs assessment with the Division of Alcohol and Substance Abuse, the Office of the Superintendent of Public Instruction, the Department of Health (Tobacco Initiative), the Washington Traffic Safety Commission, and the Community Health and Safety Networks (Family Policy Council).

Community Mobilization participated in planning and offering state-wide activities during Drug-Free Washington Month in April 2000, along with other state and local partners, and participated in the planning and implementation of a combined Readiness to Learn Conference in March, 2000 and a Substance Abuse and Violence Prevention Conference in Yakima in October 1999. Other agencies represented on the planning committees included the Division of Alcohol and Substance Abuse, the Office of the Superintendent of Public Instruction, the Department of Health, the Washington Traffic Safety Commission, the Liquor Control Board, the Lieutenant Governor's Office, the Washington State Mentoring Partnership, the National Guard, the Washington State Patrol, Law Enforcement representatives, and the Northwest High Intensity Drug Trafficking Area oversight organization, as well as other agencies and organizations.

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The following is Washington State's progress toward goals described in the SDFSCA application.

School Readiness

Early Childhood Education and Assistance Program (ECEAP) and Headstart Program staff and other preschool programs are included on contractors' local boards in order to integrate activities for preschool children into local programming. Both CM and ECEAP are represented on the Family Policy Council, where coordination of statewide efforts to promote local programs occurs. CM also participates in the Washington Interagency Network, which focuses on policy issues regarding substance abuse and violence. CM staff were involved in planning the statewide Readiness to Learn Conference, and provided several presentations to the conference.

School Completion

The State and local CM agencies continue to coordinate with state and local SEAs to provide a variety of activities aimed at increasing school completion and reducing school dropout rates. Such programs include after-school tutoring projects and prevention activities, alternative schools, summer learning and prevention activities, tutoring and mentoring programs, in-school suspension programs, and other strategies to encourage students to stay in school and complete their education. Twenty-two contractors provided before and/or after school programs which included supervised study activities, tutoring, drug and violence prevention activities, and other activities designed to promote school completion. Nine contractors were engaged in alternative school projects. All forty-five CM and LEEP programs provide some type of program to youth in schools, and twenty-two programs also provide services and/or programs to youth who are not currently in school. Several of these programs are designed to assist youth in returning to school. A comparison of WASL scores to the 1998 Youth Behavior Survey indicates a correlation between reduction in drug use and violence and improved average WASL scores for the schools or school districts effected. This has given both schools and CM programs added incentive to work together to reduce drug use and violence in schools.

Student Achievement and Citizenship

CM Contractors provided opportunities for youth to succeed in the job market through job training, mentoring, community projects and other efforts, and as a learning tool for future employment, community participation, and responsible citizenship. CM Contractors collaborate with their local and state organizations to promote student achievement and offer citizenship awards for outstanding work at the local level. Twenty-one contractors provided programs and/or activities designed to develop youth leadership and recognize achievement. Some examples of programs to develop leadership include peer-mediation training, mentoring younger students, putting on plays and facilitating student discussions about drug use and violence, serving on policymaking boards of teen or family centers, etc. Contractors also provided opportunities for students to volunteer along with community members in drug and violence prevention activities.

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Teacher Education and Professional Development

CM participates with the SEA, DSHS, and other state agencies, businesses, and prevention organizations to develop and promote courses for Substance Abuse Professionals in the areas of prevention. CM co-sponsored the annual Washington State Substance Abuse & Violence Prevention Conference in October 1999. This conference provided a number of workshops on substance abuse & violence prevention and offered college credit to interested participants. Workshops included Violence Prevention in Schools, Reducing Hate Crimes in Schools, Community Asset Building, Risk Reduction and Resiliency Building in Schools, Media Literacy, Program Enhancement and Evaluation, and various Prevention Program Models. There was a special track for youth as well as one for Tobacco use reduction, sponsored by the Department of Health. CM also co-sponsored the OSPI “Ensuring Student Achievement through Collaboration, The Challenges of Poverty and Transition” Conference in March 2000. Workshops especially addressing substance abuse and violence included “After School and Mentoring Programs: Involving the Whole Community”, Safe Streets Campaign’s “Violence-Free School Zone Project”, “Addressing Barriers to Learning”, “Understanding the Cycles of Poverty”, “Using Evaluation Results for Program Improvement”, “Collaboration with School and Community Health”, “National Communities in Schools Program”, “Prevention and Education Reform”, and a panel discussion on “Dangerous Youth Activities”. Local contractors also provided training to teachers, prevention specialists, law enforcement, health officials and other professionals on subjects related to substance abuse and violence prevention.

Mathematics and Science

CM co-sponsored OSPI “Ensuring Student Achievement through Collaboration, The Challenges of Poverty and Transition” offering workshops in techniques for teaching math and science in the schools. One workshop specifically addressed “Achieving the Essential Academic Learning Requirements”. The State Administration Office for Community Mobilization continues to donate surplus computers to contractors for use in their after-school mentoring and tutoring programs. They are used to increase students’ success in math and science as well as other components of their curriculum. Fourteen contractors provided a tutoring program either during or after school hours specifically for children needing academic help.

Adult Literacy and Lifelong Learning

CM Contractors provided training to parents on a wide variety of skills, including literacy, job search and job maintenance, English as a Second Language, assistance with coping skills when adapting to a new culture, accessing local resources, and drug prevention and refusal skills, as well as a number of other life-long learning opportunities. CM Contractors also coordinate their efforts with local literacy providers to improve the skills of immigrant and indigent parents and their families. Examples: One contractor provides integrated educational and family services to residents of a farm-worker camp, while another contractor coordinates prevention training with literacy education in a local substance abuse treatment center for adults.

Safe and Drug-Free School and Communities

(See State Goals 1 and 2 below)

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Parental Participation

CM Programs offered parenting training and a variety of other skills-building activities to assist parents in improving relationships with and behavior of their children. Parent-child joint activities were also planned to increase bonding between parents and their children. This year's OSPI conference "Ensuring Student Achievement through Collaboration, The Challenges of Poverty and Transition" specifically addressed involvement of parents in their children's academic achievement and behavior. Workshops included "Engaging Parents in School", Parent Effectiveness Training", and "Developing a Collaborative Family Support Model". Thirty-seven contractors provided educational programs especially for parents. In addition, all boards were required to have at least one parent as a member, to ensure that parental issues were addressed, and needed programs and activities were considered. Parent and other community members were recruited as volunteers for a variety of programs. In one county the family of every youth who attended any CM activity received a home visit by an outreach worker from the CM Contractor to involve the family in drug prevention and refusal activities. The worker takes the opportunity to enroll the families in any other program which seems appropriate and assists them to access local resources that would benefit the family

Goal 1, Alcohol and Other Substance Abuse Prevention

Over the last six years, CM has been expanding the use of the Risk and Protective Factor Model for contractors. All contractors are required to conduct a local Needs Assessment and identify their highest priority Risk and/or Protective Factors. Goals are then developed linking strategies to the prioritized factors. Strategies are developed to specifically address the chosen risk/protective factors. Contractors were also required to identify a method of evaluating the outcomes. Each application for the 1999–2000 funding year was required to have the following elements identified:

- The two or three highest priority Risk/Protective Factors from the Needs Assessment.
- A mission statement stating the long-term outcomes desired.
- Goals which specifically addressed the risk/protective factors chosen.
- Strategies that specifically addressed those goals.
- Outcome evaluation methods to measure progress on reaching the specific goals the activities were chosen to address.
- Identification of at least one program on which an in-depth evaluation will be done using approved outcome measurement tools.

Twenty of the thirty-eight contractors chose "Community Laws and Norms tolerant of drug use" as one of their priority risk factors. Goals, strategies and activities were built around reducing this risk factor in their communities.

Largely due to the collaborative efforts of the prevention agencies in Washington State, data is available from several sources upon which to base programming. CM uses the Washington

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State Adolescent Health Behavior Survey, administered statewide in the schools; data available through the University of Washington's "Six-State Study"; and the Research and Data Analysis section of the Dept. of Social and Health Services which has compiled a "county profile" for each county analyzing available archival and survey data sources. Using this data, combined with the work being done to create and teach prevention outcome technology to contractors, CM is well on its way to more than meeting the requirements of the Principles of Effectiveness; i.e., science-based programming.

CM provided training and technical assistance in 1999–2000 to all local contractors to evaluate at least one program in-depth using approved outcome measurement tools. The pilot reporting tool, developed last year, that collects demographic and process evaluation information, was used by several CM contractors to verify the success of the Community Mobilization process. Some outcome evaluation data collected in this cycle has been added to this report (see attached county program summaries, and sample evaluations). As contractors become more effective in assessing outcomes, more data will become available. More programs are expected to have outcome results in the 2000–2001 program cycle.

Since the institution of the Principles of Effectiveness, training and technical assistance continues to stress methods to make goals more measurable, and choosing specific objective instruments which will measure progress. In the 1999–2000 funding cycle, all contractors chose at least one project to evaluate using measurement tools for demonstrating the outcomes of their programs. The contractors received training and technical assistance in all areas of the planning cycle (needs assessment, goal-statements, identification and selection of strategies, research design models, monitoring, and evaluation). The bulk of the training involved developing and administering measurement tools for outcome-based programs. Not all results of these evaluations have been analyzed at this time. However examples have been attached to this report.

Goal 2, Youth Violence Prevention

CM Contractors have provided a variety of evening, overnight, summer camp, and after-school programs to involve youth, parents and other community members in activities to reduce youth violence. Some examples of programs being offered include anger management courses, conflict resolution skill building, negotiation and communication skills, mediation and talking circles as conflict resolution techniques, and training in alternate behaviors to violence. Coordination with other youth violence prevention or enforcement programs increases the opportunities for youth to participate. Eighteen contractors provided violence prevention instruction, and nine contractors trained youth specifically in mediation and conflict resolution skills. At least two contractors jointly sponsored early intervention programs for youth in their counties to prevent entry or re-entry into the juvenile justice system. Another contractor taught 398 students the Second Step Violence curriculum at the elementary and middle school levels, resulting in a reported improvement in 13 of 17 measured outcomes for students, and improved response scores in 12 of 13 questions. One contractor introduced talking circles to students as a means to work through conflict.

Goal 3, Coordination with SEA and Other Agencies

As has been indicated throughout the report. Community Mobilization coordinates activities and resources with a large number of local, state and federal agencies that provide youth

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drug and violence prevention programs within the state. CM participates on the Washington Interagency Network (WIN), the Family Policy Council, Governor's Council on Substance Abuse, the National Network for Safe and Drug-Free Schools and Communities, the state Drug Prevention Communications Committee, the state Prevention MIS Development Committee, the State Incentive Grant Advisory Committee, and the state-wide Year 2000 and Year 2002 Youth Survey Coordinating Committees, the "Reducing Underage Drinking" Task Force, and the Stop Youth Violence Advisory Committee to assure that services are coordinated and are: family oriented, culturally relevant, locally planned, outcome based, creative and flexible at the provider level, preventive, and customer services driven. CM is also represented on several planning committees for prevention conferences/workshops, Drug-Free Washington Month, and other prevention activities. State and local CM staff continue to give input to the Department of Health in designing effective use of Tobacco Settlement funding to impact and reduce tobacco use among youth. Several CM contractors have received Department of Health Tobacco settlement funding to institute prevention programs locally. Other CM contractors are working closely with the locally designated youth tobacco reduction entities. In addition, CM staff interact with representatives from other state and federal agencies weekly on an informal basis, and develop projects together. As an example. Community Mobilization gave significant input into the recent successful Collaborative Needs Assessment developed jointly by OSPI (schools). Department of Health, Division of Alcohol and Substance Abuse (DASA), Washington State Traffic Safety Commission, Community Health and Safety Networks (Family Policy Council), and Community Mobilization. This joint needs assessment will be administered in each community and will then be accepted as the basis for grants for substance abuse and violence prevention from each of these agencies.

State Goal 4, Public Policy

Community Mobilization has a representative on the WIN Group, which meets bi-monthly throughout the year, except during legislative session, when it meets weekly. Other agencies represented on WIN are the SEA, Traffic Safety Commission, Department of Health, DASA, the Governor's Office, the Governor's Budget Office, the Family Policy Council, the Liquor Control Board, the Washington State Patrol, Employment Security Department, and others. WIN discusses youth drug and violence concerns, shares information about resources and activities, reviews prospective legislative actions for their impact on the drug and violence prevention, intervention, and interdiction community, and provides information to legislators regarding bills being considered. CM also has a seat on the Governor's Council on Substance Abuse. CM has given helpful input to the council, and has assisted in writing council position papers on substance abuse issues. CM continues to participate in statewide data systems development. It has responded to requests for fiscal notes on Substance Abuse and Violence related legislation, and continues to use a "Quick Bill Analysis" program making information about bills before the legislature available to local CM contractors. CM and contractors use an Internet list serve, called "Mobilize Home", to share information. In March 2000, CM state and local providers participated in a Public Policy Forum ("The Power of Constituency"), which provided training in advocacy to local, state and federal policy-makers, developing community citizen's advocacy groups, and specific skills for affecting change in substance abuse and violence policies. Local contractors have also participated in affecting local policies. These activities included helping communities establish violence-free zones around schools, working to change county regulations regarding advertising of alcohol and tobacco products, especially around schools, residential neighborhoods, parks, etc.; making the sale of single cigarettes in convenience stores illegal; and

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supporting SAFTYE, SADD, TATU and other youth groups which advocate against use of drugs and/or violence.

Goal 5, Providing Support To Contractors

CM supports violence and substance abuse prevention programs in all 39 counties of the state. It also supports six Law Enforcement Education Partnership grants across the state. CM has administered a training needs survey to identify contractor training needs and provided training and technical assistance on the basis of that survey. CM has provided training and technical assistance on Risk Factor/Protective Factor to new Community Mobilization staff and Contractors, so that they can coordinate and conduct biennial community-wide risk and protective factor assessments. These assessments are updated annually. This year intensive training was provided to contractors on the use of outcome measurement tools for evaluating their programs. Training was provided in writing measurable goal statements, research design, and selection of approved measurement tools based upon desired outcomes.

CM reviews community assessments to assure that schools' needs are considered in the development of countywide comprehensive violence and substance abuse reduction plans. CM also monitors Community Mobilization Contractors biennially to assure program compliance and involvement of the CM Board in the planning and implementation of programs. CM boards must represent the community, parents, schools (LEA), educational service districts, local governments, tribal governments, treatment, businesses, parents, medical, social and law enforcement professionals, the faith community, and other community-based organizations. CM recognizes accomplishments of local programs by sponsoring showcases at the annual statewide conference, producing an informational brochure, and producing and distributing an annual report on all activities of Community Mobilization Programs statewide.

Each Contractor submits an abstract with their biennial application that discusses how they will evaluate the accomplishments of their program. Some contractors choose to employ consultants to perform evaluations or involve policy and advisory committee members in conducting evaluations. In the 1999–2000 funding cycle, all contractors engaged in projects to develop and use measurement tools that verify program efficacy. The ultimate goal is outcome-based, science-based, evaluated programs for all contractors.

Each contractor submits semi-annual activity reports which document the community mobilization process, program activities, and the impact of the program on violence and substance abuse funded through SDFSCA.

CM continues to use the peer review process to award grants and contracts for the Law Enforcement Education Programs.

West Virginia

SEA Program

Goals and Objectives

A preliminary plan for fiscal year 1995 (FY95) was submitted to the U.S. Department of Education in order to develop a final consolidated plan for FY96. The SEA's goals and objectives have not changed since they were last provided to United States Department of Education. To summarize West Virginia's measurable goals and objectives, the following three goals have been targeted:

- **One hundred percent of LEAs will receive training and technical assistance in drug and violence prevention,**
- **One hundred percent of LEAs will participated in the dissemination of materials and resources, and**
- **One hundred percent of LEAs will receive assistance in receiving cost-effective programs for youth violence and drug abuse prevention.**

Progress Toward Goals and Objectives

The West Virginia Department of Education continues to support the goals and objectives as established in the combined federal grant application. Staff development trainings and technical assistance offered to LEAs, models effective research-based programs and strategies and builds capacity within the state and LEAs.

Statewide trainings in Life Skills, Conflict Resolution/Peer Mediation (Advanced and Basic), Get Real About Violence and Respect & Protect have been offered. Additionally, two statewide meetings for LEA coordinators of Safe and Drug-Free Schools have been held to facilitate technical assistance.

Life Skills Training Curriculum – (Year 2 Pilot Implementation)

The Safe and Drug-Free Schools Program at the West Virginia Department of Education began a pilot study of the Life Skills Training (LST) program in 1998. The LST pilot study was designed to encompass three years of implementation. The evaluation goals are (1) to determine the completeness and fidelity of teacher implementation and (2) to obtain feedback from teachers about their experiences with the LST program to provide better training and technical assistance.

Five counties were selected and received \$5,000 each to assist with the implementation process. A total of eight (8) teachers participated in the LST pilot during the 1999–2000 school

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

year . The evaluation relied on teacher self-reports. The self-report form had five main areas: (1) coverage of session objectives, (2) estimated percent of time spent using teaching techniques, (3) total time devoted to session, (4) rating of student reactions to session, and (5) general comments.

A focus group of implementing teachers was held in May 2000. The purpose of the focus group was to gather opinions about the LST program from teachers who taught the program. This information will provide better training and technical assistance to the statewide implementation effort. The focus group was guided by a detailed protocol which lasted approximately two hours.

The majority of the teachers implementing Level II responded favorably to the LST program. The first year of implementation in the pilot sites progressed well. Health teachers had higher implementation than those who delivered LST in AA. All the skipped sessions occurred in AA and came at the end of the program.

Time spent teaching each session is another area of concern. Numerous teachers reported spending much more than the allotted 45 minutes per session. Information needs to be collected as to why certain sessions needed so much more time.

Despite these concerns, the second year of implementation in these pilot sites went rather well. Future plans include training eighth grade teachers to implement the third level of the program. Focus groups will also be held at the end of the school year.

Peer Mediation/Conflict Resolution and West Virginia's Responsible Students Program

These programs are continuously supported efforts. A comparison of data between 1998 to 2000 indicates that steady gains have occurred in the number of schools implementing these programs.

	1998	1999	2000	Percent Decrease
Conflict Resolution	437*	515*	477**	1.67%
Peer Mediation	302*	454*	451**	1.76%
Responsible Students Program	306*	505*	502**	1.58%

*Schools participated

**We believe that this decrease may be caused by statewide school consolidations.

AEL was the selected contractor to perform a formative evaluation on the Conflict Resolution/Peer Mediation Program and the WV Responsible Students Program.

AEL's overall evaluation design called for site visits to randomly selected schools in randomly selected school districts. The design called for interviews with the principal, school counselor, teacher, Safe and Drug-Free School coordinator, and students. Surveys for other teachers and parents were also utilized to gain information.

Generally, principals, faculty and school counselors are supportive of the programs and are positive about the effects of the programs. Schools also have data to support the idea that there are fewer discipline problems. This is attributed somewhat to these programs.

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Students overwhelmingly acknowledge a greater level of comfort talking to peers about their problems. Peer Mediation improves interpersonal and problem-solving skills.

The Responsible Students Program in particular is believed to effect instructional time and effort through better student preparation. Suggestions for improving the programs seem to be focused on providing more time and resources in the implementation of the programs.

The study indicates a greater need to publicize and communicate the purpose and impact of the program(s) to parents.

Safe Schools Conference

A Safe Schools Conference was held in November 1999 to focus attention on a safe learning environment and provide materials, strategies and multiple interventions for LEAs. Approximately 450 participants were registered for the conference and attended. Sessions on character utilizing Resource Officers in schools, a community panel's view of Safe Schools "When the School Becomes a Neighborhood" which included youth. Building Cultural Diversity and programs on recommitment to caring and student support programs were also offered. Evaluations indicated that the majority of participants rated the Safe Schools Conference as the most successful Safe Schools Conference in three (3) years.

Respect & Protect

Hazelton was contracted for training on the program of Respect & Protect for thirty (30) school personnel. These individuals serve as trainers for interested schools.

Get Real About Violence (K-8)

AGC/United Learning trained forty-four (44) participants in this curriculum. A follow up to this training is currently in the planning stages.

Safe and Drug-Free Schools Coordinators Meetings

At least two technical assistance meetings are held in the fall and spring of each year. The fall meetings occur after grant funding and focuses LEAs on the goals and objectives of the program with updates on state initiatives. The spring meeting serves as a grant writing information with emphasis on improving the quality of grants and adherence to the Principles of Effectiveness.

Collaborative Efforts with other Agencies

A large portion of time is spent networking with and assisting statewide coalitions and agencies in their efforts to deliver services and special interests to the local school systems. Technical assistance is given to these entities in an effort to give value to these contacts and to design these efforts within acceptable criteria. Examples of these types of contacts are:

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- Criminal Justice Services – advisory committee members of Byrne funding and Juvenile Justice funding
- Safe and Drug-Free Communities – grant reading and funding as well as the design of DARE evaluation
- Alternative Education – crafting of policy
- Positive Behavior Support System – assisting with the design for pilot sites at the LEA level
- Operation Safe Schools – member of Governor’s Advisory Committee. Presenter at regional cabinet forums on “Operation of Safe Schools”
- Domestic Violence Coalition – member of Evaluation and Educational Partnership Committees. Design of pilot project for schools with the Get Real About Violence Curriculum and West Virginia Instructional Goals and Objectives
- School Resource Officers (PRO – Prevention Resource Officers) – Member of advisory committee and training presenter.

Governor’s Program

Goals and Objectives

Goal 1: To support community-wide comprehensive drug and violence prevention programs.

Objective 1:

- *Ten counties will be identified as having need for drug and violence prevention programs based on the ongoing needs assessment.*

Objective 2:

- *By July 1997, technical assistance and funding will be directed to four of the counties exhibiting the greatest need for drug and violence prevention programs.*

Note: Each state’s goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Objective 3:

- *By July 1998, funding and technical assistance will be directed to two additional counties as identified by the needs assessment.*

Objective 4:

- *By July 1999, funding and technical assistance will be directed to two additional counties as identified by the needs assessment.*

Goal 2: To use at least 10 percent of each year's funding to support law enforcement education partnerships.

Objective 1:

- *D.A.R.E. programs will be established in at least 90 percent of all West Virginia counties (utilizing a variety of funding sources) by the end of 1999.*

Objective 2:

- *All D.A.R.E. officers receiving SDFC funding will be provided with additional prevention training in evaluation and risk-focused prevention.*

Goal 3: To support violence and drug abuse prevention programs for school dropouts and youth in detention.

Objective 1:

- *To provide funds to at least one violence and drug prevention program for school dropouts.*

Objective 2:

- *To provide funds to at least one violence and drug prevention program for youth in detention.*

Goal 4: To support outreach activities to provide drug and violence prevention services in low-income communities.

Objective 1:

- *Funds will be provided to at least three outreach projects in public housing communities.*

Objective 2:

- *Funds will be provided to at least one community action agency to conduct outreach activities in low-income communities.*

Goal 5: To support ongoing needs assessment and evaluation activities.

Objective 1:

- *Technical assistance and funding will be available to all community-based programs to conduct needs assessment and evaluation on their projects.*

Objective 2:

- *An ongoing statewide needs assessment will be conducted.*

Progress Toward Goals and Objectives

Goal 1

Thirty-four local projects were funded during the period of July 1, 1999, to June 30, 2000. The projects were awarded \$809,226 for community-based drug prevention projects. Services were provided for approximately 12,833 people.

Objective 1

A total of thirteen counties were identified based on a statewide needs assessment undertaken to determine areas of the State demonstrating high need for drug and violence prevention services. Data from the Youth Risk Behavior Survey, West Virginia KIDS COUNT Data Book, West Virginia Crime Beat, and the Juvenile Justice Data Base were used as a basis for the needs assessment. The following indicators for youth drug use and violence were chosen: youth population; juvenile drug arrests; youth reported delinquent; school drop-out rate; teen birth rate; child abuse and neglect cases; number of children approved for free and reduced school meals; numbers served by Head Start; unemployment rate; and number of children in poverty. For each of these indicators the counties which scored the highest on the most number of indicators were identified. They were Boone, Calhoun, Clay, Doddridge, Lincoln, Marion, McDowell, Mingo, Raleigh, Roane, Mercer, and Tyier. ***Completion of this objective was reported upon in the report covering July 1, 1996 to June 30, 1997.***

Objective 2

Technical assistance and training to Clay, Mercer, Raleigh, and Tyier continued with community teams being trained in Developmental Research and Programs' *Promising Approaches*. The teams completed their data collection, prioritized their risk factors, identified effective, research-based programs and developed comprehensive long-range community plans.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Completion of this objective was reported upon in the report covering July 1, 1997 to June 30, 1998. During the time period covered by this report, projects in Clay, Mercer, and Raleigh counties continued to receive funds to implement research-based programs, as well as technical assistance from the Division of Criminal Justice Services.

Objective 3

The two counties chosen to meet this objective were Boone and McDowell. In addition, Brooke, Hancock and Kanawha Counties presented proposals for a planning grant using this model and also received training. These community teams received technical assistance in conducting a thorough assessment of objective data about drugs and violence in their communities. Their community teams were provided the “Communities That Care” Risk and Resource Assessment Training in October 1998. They also received a minimum of four technical assistance visits from the State Administrator of the SDFC program. During the time period covered by this report, these teams received the *Promising Approaches* training from Developmental Research Associates. **Completion of this objective was reported upon in the report covering July 1, 1998 to June 30, 1999.** The above-referenced projects continued to receive funding for implementing research-based programs and technical assistance from the Division of Criminal Justice Services.

Objective 4

Funding and/or technical assistance were provided to teams from Lincoln and Doddridge counties. Neither team was able to complete the data collection as directed through the training provided to them in November of 1999. Problems encountered involved readiness and “turfism” issues that could not be resolved.

Goal 2

Nine (4) law enforcement education partnership grants were funded totaling approximately \$98,018, which represents over 10% of the total amount allocated to West Virginia with the governor’s set-aside. The funded projects included: one Gang Resistance Education Training (G.R.E.A.T.) project; one civil rights team training project; one Prevention Resource Officer (PRO) project; and one project to evaluate the D.A.R.E. program in West Virginia. The G.R.E.A.T. program did not undertake the evaluation as required in their grant contract, but it was able to put into place a process for evaluation for next year. The Civil Rights Team Project, providing funding to the WV Office of the Attorney General, is based on a model implemented by the Maine Attorney General’s Office. The program has been given two years to show effectiveness, in compliance with the Principles of Effectiveness. The PRO project is being evaluated using Juvenile Accountability Incentive Block Grant (JAIBG) funds. The program was developed by the West Virginia Division of Criminal Justice, Juvenile Justice section. It takes the idea of School Resource Officers (SRO), but focuses on a prevention approach. Safe and Drug-Free Schools and Communities monies funded on project in McDowell County. This project has been given 2 years in which to show effectiveness of the program. The governor’s SDFS&C program is working cooperatively with the JAIBG program to provide funding for the PRO projects.

Note: Each state’s goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

The project involving the evaluation of the D.A.R.E. program in West Virginia has not been completed. The project has been given a no-cost time extension to complete the work on this project. Data has been collected from the officers, teachers and administrators at the schools that have participated in the D.A.R.E. program in West Virginia. The West Virginia Division of Criminal Justice Services has been working with the WV Department of Education to add questions to the Youth Risk Behavior Survey (middle school survey) to gather information from children who have participated in the D.A.R.E. program. Permission was obtained to do this last fall, but we have now encountered difficulty proceeding with this.

Objective 1

D.A.R.E. programs have been established in 45 of West Virginia's 55 counties utilizing a combination of Safe and Drug-Free Schools and Communities (Governor's set-aside) funds and Drug and Violent Crime Control (Edward Byrne Program) funds. The Division of Criminal Justice Services administers both these programs. Program administrators cooperate and work closely with the West Virginia D.A.R.E. Training Academy to institute this program.

Objective 2

Officers take part in administrative workshops provided by the SDFC program administrator. These workshops offer training in risk-focused prevention, program evaluation and other prevention skills. In addition, the WV D.A.R.E. Officers Association holds an annual conference which presents prevention skills workshops. The West Virginia Prevention Conference takes place biannually and offers trainings and workshops in prevention skills. In addition, regional workshops which present opportunities for officers to be educated in prevention-related topics are held within the State throughout the year. Officers are notified of these opportunities, encouraged to take advantage of them, and allowed to use grant funds for expenses related to these trainings.

Goal 3

Objective 1

Funds were provide to the Windy Mountain Learning Center which serves school drop-outs in a non-residential setting also received funding. This subgrantee received one of the planning grants discussed previously. They received further training in the *Promising Approaches* model. As a result of this training and technical assistance process, a youth activities board was form. This board chose to implement the following research-based programs: Reconnecting Youth, Preparing for the Drug-Free Years, and the Buddy System. The Reconnecting Youth curriculum was presented to 60 teens at Windy Mountain Learning Center and four Mercer County Alternative School sites. Preparing for the Drug-Free years was presented to 78 parents involved in the Welfare to Work Program and the Job Training Partnership Program.

Objective 2

This objective was not met during the time period covered by this report. However, the project supported by the West Virginia Department of Education for juveniles in the State's juvenile detention facilities (discussed in the previous year's report) is continuing with funds from other sources.

Goal 4

Objective 2

Funds were provided for five projects that are either directed by public housing authorities or a community action agency. These communities are located in low-income areas. Each of these projects conduct outreach to the children of the communities to include them in the services and activities provided.

Goal 5

Objective 1

Each funded project is required to evaluate its program. Evaluation expenses are approved as part of the budget of grantees. On-going technical assistance is provided by the state-level administrator through administrative workshops, site visits and telephone consultation.

Objective 2

Data from the Youth Risk Behavior Survey, the KIDS COUNT Data Book, and the WV Statistical Analysis Center were updated for use in the needs assessment.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Wisconsin

SEA Program

Goals and Objectives

Title IV funds will be used to assist schools in the provision of safe, drug-free, and disciplined learning environments in order to meet the above goals and increase the achievement of all students. Title IV funds will also be used in the context of the vision and content of the Wisconsin Framework for Comprehensive School Health Programs. As part of a cooperative statewide initiative that includes the Department of Health and Family Services, the Wisconsin Department of Public Instruction (WDPI) Student Services, Prevention, and Wellness Team has developed a common vision and framework for promoting healthy, successful resilient learners. Components of the framework include 1) curriculum and instruction; 2) pupil services; 3) programs for students; 4) family and community connections; 5) healthy school environment; and 6) programs for adults.

In keeping with requirements of the SDFSCA, all schools will continue to:

- Provide students with violence prevention programs/activities at the elementary, middle, and high school levels;
- Provide students with alcohol, tobacco, and other drug prevention programming at the elementary, middle, and high school levels;
- Assess their progress toward meeting measurable program goals;
- Involve families in Title IV program activities; and
- Involve students in planning, implementing, or critiquing drug and violence prevention activities.

The specific Title IV goals and performance indicators are as follows:

Goal: Assist LEAs in providing safe, drug-free, and disciplined school environments to help insure that all students will meet challenging academic standards.

Objectives:

- *The number of criminal incidents in school by students will show continuous reduction.*
- *The number of weapons-related incidents in schools will show continuous reduction.*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- *The number of students expelled for bringing a weapon to school will show continuous reduction.*
- *The number of students referred to the principal's office for discipline for physical fights and/or attacks on students/teachers will show continuous reduction.*
- *The number of students referred to the principal's office for discipline for AOD incidents will show continuous reduction.*
- *The number of students in grades 9-12 who report usually or always not feeling safe at school will show continuous reduction.*
- *The number of students in grades 9-12 who report using tobacco, alcohol, and marijuana on school property in the past 30 days will show continuous reduction.*
- *The number of students who report ever being sexually harassed at school will show continuous reduction.*

Progress Toward Goals and Objectives

In collaboration with the Department of Public Instruction (DPI) programs and as part of the Student Services Prevention and Wellness Team's Mission, during the 1999–2000 school year the following services, training, resources and materials were developed or provided to further efforts in drug and violence prevention. Data specific to programs are included in enclosures.

- The Department of Public Instruction is providing technical assistance grants to 5 urban school districts. These TA grants are being used to improve the skills and knowledge of school staff in curriculum, instructions, and assessment on human growth and development education, including HIV/STD/teen pregnancy prevention.
- A cadre of 12 trainers was created to provide training on the Programs that work! Reducing the Risk, Project Towards no Tobacco Use, and Life Skills Training and on the DPI's Power of Teaching.
- Continued development of Marketing Information on Comprehensive School Health Programs (See Appendix D).
- Dissemination of information for the Citizenship: Building a World of Good-Tool Kit. This initiative aims to help schools develop seven characteristics that will produce responsible, caring, productive, and contributing members of society from their students. We have a USDE grant to implement Citizenship Projects in 144 schools over five years.
- Sponsored Wisconsin Program Sharing Conference to disseminate exemplary practices in school and community prevention. "The Heart of Successful Schools" Conference was attended by 350 Pupil Services and Administrative Staff. (See Appendix E)

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- Conducted grantee and SDFSCA Workshops for Local Education Agency (LEA), AODA (Alcohol and Other Drug Abuse)/Student Assistance Program (SAP) coordinators and community prevention specialists.
- Further development on information to integrate *Citizenship Initiative* with *Comprehensive Frame Work for School Health*. (See Appendix F)
- Continued dissemination of materials and presentation of training on *The Power of Teaching* document. Seventeen presentations around the state. Twenty-eight new cadre trained bringing total to fifty.
- Conducted the second Pupil Services Summer Institute to build skills to implement collaborative Pupil Services programs. To date a total of 35 school teams have been trained.
- Provided technical assistance calls for all LEAs in the state and visits to regional coordinators meetings.
- Co-sponsored the 7th Annual Forum on Youth Violence with the United States Attorney's Office (Eastern and Western Districts of Wisconsin), Wisconsin Gang Violence Prevention Council, and the Wisconsin AODA Education Network.
- Disseminated materials, provided technical assistance, and conducted workshops on the *School Nursing and Health Services Resources and Planning Guide*.
- Disseminated materials and conducted workshops on SDFSC Principles of Effectiveness. (See Appendix G)
- Co-sponsored Lakeside 2000, a prevention and wellness conference focused on helping LEA teams integrate the Framework for Comprehensive School Health and the Citizenship initiative into their local districts. 130 participants from 26 schools attended. (See Appendix H)
- Selected and provided funds and technical assistance for 270 district AODA Program grantees. Awarded 323 Mini-grants (\$1000 or less/proposal) for peer projects designed and implemented by students were funded across the state.
- Sponsored Safe Night events throughout Wisconsin. This Department was an original planner and sponsor of Safe Night Wisconsin, which has grown into a national event. This year there were over 70 events in our state celebrating peace and non-violence.
- Continued distribution of a key concept in health and safety document that aims to guide development of "Big Ideas" curriculum in health and safety. Distributed performance assessments to 750 teachers around the state.
- Developed and disseminated sixty-two new Health Literacy Performance Assessment packages to improve instruction and assessment about alcohol, tobacco, other drugs, violence and other health and safety issues.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

- Maintained the State Superintendent's AODA Advisory Council with school and community representatives which provides advice on state SDFSC and related programs.
- CESAs statewide system of agencies providing technical assistance, training and networking for schools, agencies and communities.

Governor's Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No progress report was submitted at this time.

Wyoming

SEA Program

Goals and Objectives

No new goals and objectives were submitted at this time.

Progress Toward Goals and Objectives

No state-level aggregated data have been produced during the past year on the status of tobacco, alcohol, drug use and violence by Wyoming adolescents.

Governor's Program

Goals and Objectives

Goal 1: By July 1999, provide a mechanism whereby individuals, agencies, and communities are able to access statewide and local data regarding ATOD and violence issues.

Objectives:

- *To have a structure for such a mechanism devised by July 1997, based on the results of the needs assessment and coordinated with the WDE Goals 2000 efforts to develop a state plan for educational technology.*
- *To develop a means of funding and implementing the mechanism by July 1998.*
- *To continue to provide funding for a statewide information and resource clearinghouse located at the University of Wyoming, including information and curricula on alcohol, tobacco, other drug, violence, and conflict resolution issues.*
- *The Governor's Substance Abuse and Violent Crime Advisory Board will revise its meeting agenda to actively solicit the presence and input at Board*

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

meetings of officials and grant recipients in the local vicinity of those Board meetings.

- *The Board will publish an annual report card to the state regarding progress on ATOD and violence issues.*

Goal 2: Make available ATOD and violence information and education to all K-6 grade students in the State via law enforcement/LEA partnerships. Such funding will comprise at least 10 percent of Governor's funds each year of the plan.

Objectives:

- *Provide basic level funding to any Wyoming school district providing elementary-level D.A.R.E. program to the extent of necessary supplies.*
- *Provide basic funding for selective Wyoming school districts to provide gang resistance education and training to the extent of necessary supplies.*
- *Fund at least two communities to provide programs that divert youth from the juvenile justice system, in consortium with local school districts and other community-based services.*
- *Provide funding for at least one multi-year grant to the county commissioners of at least one county for a youth diversion program that entails cooperative and coordinated services among local agencies. Such a project will be based on a successful model in use in one Wyoming community.*

Goal 3: Give priority consideration to programs that provide services to children and youth not normally served by state or local education agencies.

• *Objectives:*

- *Provide funding each year for at least one before-school, after-school, and summer tutoring program that utilizes peer tutors and focuses on maintaining and improving basic academic skills, self-esteem, and information about maintaining a drug- and violence-free lifestyle.*
- *Provide funding each year for at least one academic and special education program to youth in residential settings.*
- *Provide funding each year for at least one prevention/education experiential program that serves youth at high risk of adopting violent or criminal lifestyles.*

Goal 4: Make a measurable impact in at least one of the following areas: 1) reducing alcohol-related vehicle deaths from 15.0 to 12.5 per 100,000; 2) reducing drug-induced hospital admissions from 509 to no more than 400 per 100,000; 3) reducing violent crime incidence among juveniles from 41.9 to no more than 30 percent.

Objectives:

- *Reduce deaths caused by alcohol-related motor vehicle crashes from 15.0 per 100,000 population in 1990 to no more than 12.5 per 100,000 people in 1998.*
- *Reduce the rate of drug-induced hospital admissions from 509 per 100,000 population in 1994 to no more than 400 per 100,000 population in 1998.*
- *Reduce the incidence of violent crime among juveniles as a percentage of total violent crimes from 41.9 percent in 1994 to no more than 30 percent by 1998.*

Progress Toward Goals and Objectives

Goal 1

The Governor's Substance Abuse and Violent Crime Advisory Board, along with other agencies, has provided continued funding to the University of Wyoming's Chemical Abuse Research and Education (WYOCARE) program to act as a clearinghouse for ATOD data and information. Among its efforts, it has developed a web page (<http://www.uwyo.edu/care>), and regularly publishes a newsletter to all school districts, public libraries, law enforcement, public health, and community agencies, and any other interested parties.

The Substance Abuse Division (SAD) within the health department is on the verge of completing a three year needs assessment contract with the Center for Substance Abuse Treatment (CSAT) and is generating annual data regarding the state of substance abuse and violence trends in Wyoming. The current year's report for the general population has recently been released and the youth indicators report is presently under review.

Goal 2

The Governor's board has routinely made funds available for basic funding of DARE programs, as well as Gang Resistance Education and Training (GREAT). During the grant period, such classes were provided in eight school districts via governor's funds.

Programs are operating in two communities to divert first-time offenders from the juvenile justice system by a combination of restitution, community service and counseling as needed. Such programs are operated by a consortium of law enforcement, juvenile justice, education and community-based agencies.

Note: Each state's goals and objectives were developed and submitted to the Department of Education by a state representative and were incorporated in the Safe and Drug-Free School Communities Act (SDFSCA) reporting forms.

Goal 4

In 1998, the latest year that is currently available, alcohol-related vehicle deaths were 11.0 per 100,000. While higher than the previous year's 8.7 deaths per 100,000, the rate is still below the goal of 12.5 deaths.

Drug-induced hospital admissions were 181 per 100,000 and represents a six percent reduction from the previous year's 193 per 100,000 admission rate.

The incidence of violent crime among juveniles was 42.5 percent of all violent crime in 1998.

The first two figures are referenced in Wyoming's Indicators of Substance abuse, 1987–1998 and the third is calculated from crime indexes in the publication, Crime in Wyoming, the Uniform Crime Reporting Annual Report, 1998.