

**School-Based
Collaboration:
A Readiness Guide
for
Prevention
Professionals**



Funding provided by:

**Substance Abuse and Mental Health Services Administration
(SAMHSA)**

Center for Substance Abuse Prevention (CSAP)

**Ecstasy, Other Club Drugs, Methamphetamine and Inhalant
Initiative**

ID# 1H79SP10426

and

Iowa Department of Public Health

Prevention of Methamphetamine Abuse Project

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School-Based Collaboration:

A Readiness Guide for Prevention

Professionals

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A Note From the Authors

The main objective of this guide is to assist prevention professionals and prevention educators with the process of program implementation in the school setting. Portions of this guide target prevention professionals who are new to the field of prevention or to an agency. However, experienced professional staff in the field will find several parts of the guide useful as well.

Education is one of the six recognized substance abuse prevention strategies. The six prevention strategies (see Glossary) support each other to strengthen prevention efforts. This guide focuses specifically on educational programming. Like many other states, Iowa has a certification process to assure a required level of knowledge and skills for substance abuse prevention professionals (see www.abc.org). This guide touches on many, but not all, of the core functions addressed in the certification process.

Educational programming contributes to the broader community's prevention efforts as outlined in the Substance Abuse and Mental Health Services Administration's (SAMHSA) Strategic Prevention Framework (SPF). This guide addresses the five steps outlined in the SPF process, including assessment, evaluation, capacity, planning, and implementation. Sustainability and cultural competence are necessary throughout this process for effective prevention. The reader is encouraged to review this framework at <http://prevention.samhsa.gov/about/spf.aspx>.

The information and suggestions presented here are based on the experiences of prevention professionals with the Iowa

Prevention of Methamphetamine Abuse Project, funded through the Iowa Department of Public Health with funds from the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Prevention. Practical recommendations based on this group's successes and challenges in implementing school-based programs are provided here in the form of articles addressing key aspects of school-based program implementation.

The first three articles address gathering pertinent information, including assessments of individual strengths and agency resources. The next four articles provide tips on building working relationships, addressing funding requirements, selecting programs, and planning for sustainability. Subsequent articles provide specific information on developing communication plans, professionalism, meeting with school personnel, program implementation, and ongoing assessment and communication. A resources section, including a glossary, worksheets, sample documents, and links to additional resources is located at the back of the guide.

Developing collaborative relationships is not always simple, but it is the key to successful program implementation. Collaboration is facilitated by recognizing that prevention and education work together to help children succeed.

Prevention professionals often learn and grow as new challenges arise. The professionals who developed this guide hope it will be a useful and practical tool for ongoing successful collaborations with schools.

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Personal Skills Assessment

Self assessment is an important part of being professional. Using the "Personal Skills Assessment" can help identify areas needing improvement and highlight strengths not previously identified. This awareness will help a prevention professional in all aspects of program implementation. The Personal Skills Assessment is a professional development tool; it should not be used for performance evaluation or value judgement.

Personal Skills Assessment

For each of the following statements, indicate with a check mark the level of your comfort/experience:

1 - "I need more training or direction in this area."

3 - "I have some experience/comfort with it but need some review."

5 - "I feel totally comfortable/competent in this area."

1 = "I need more training or direction in this area."	3 = "I have some experience/comfort with it but need some review."	5 = "I feel totally comfortable/competent in this area."	Develop and maintain professional contacts in the community:
			Communicate the goals of the program to contacts and parents, verbally and in writing.
			Make calls and visits to community contacts to introduce myself and the program.
			Seek out new contacts/professional relationships.
			Use email professionally to share information with colleagues and contacts.
			Suggest activities and materials parents can use with children at home.
			Discuss problems with coworkers/contacts/parents in a confidential, supportive, and constructive way.
			See that printed materials are available to tell others about programming.
			Foster positive public relations through newspaper, radio, television, and other media.
			Talk to community groups about the program.
			Participate in community activities outside the agency.
			Use community social services, health, and education resources.

1 = "I need more training or direction in this area."	3 = "I have some experience/comfort with it but need some review."	5 = "I feel totally comfortable/competent in this area."	Facilitation skills:
			Prepare age-appropriate and culturally sensitive lesson plans, presentation outlines, visual aids handouts, etc.
			Provide accurate, relevant, and appropriate information about ATOD abuse and related problems to groups and individuals, including:
			<ul style="list-style-type: none"> • Elementary students
			<ul style="list-style-type: none"> • Middle School level students
			<ul style="list-style-type: none"> • High School students
			<ul style="list-style-type: none"> • College or University students
			<ul style="list-style-type: none"> • Adult participants
			<ul style="list-style-type: none"> • Court mandated participants
			Maintain fidelity when implementing evidence-based prevention programs.
			Practice positive discipline strategies to manage a classroom with little or no teacher assistance.
			Keep an awareness of and sensitivity to participants' culture and language.
			Respond promptly to participants', contacts' or parents' concerns and feelings.
			Refer youth or parents to community resources.
			Maintain confidentiality of program participants.

1 = "I need more training or direction in this area."	3 = "I have some experience/ comfort with it but need some review."	5 = "I feel totally comfortable /competent in this area."	Remain organized, prepared and accountable:
			Organize my schedule and work semi-autonomously.
			Keep records and complete paperwork according to agency/grant requirements.
			Provide timely follow-through on commitments.
			Check my email regularly, write concise messages, and use appropriate email etiquette.
			Create, send, and save attachments, and forward messages appropriately.
			Use effective strategies to find information on the internet, and evaluate its authenticity, bias, reliability, authority and accuracy.
			Develop well-organized and information-rich presentations.
			Understand the certification process and work with supervisor to meet its requirements.
			Prepare a program evaluation plan.



1 = "I need more training or direction in this area."	3 = "I have some experience/ comfort with it but need some review."	5 = "I feel totally comfortable/ competent in this area."	Balance work with my personal health and well-being:
			I am clear about my responsibilities.
			I am certain about how much authority I have.
			I am given a chance to do the things I do best.
			I have opportunity to develop my own special abilities.
			I find it difficult to prioritize and spend time on the most important tasks.
			There are clear goals and objectives for my job.
			I know what resources are necessary and available to do my job well.
			I have enough time to do my job well.
			I think about my emotional health and try to change my thoughts and behaviors when I feel down.
			I change my daily routine to reduce stress.



Use the scores to create a professional development plan.

A "Use of Technology Skills Assessment" is available in the Resources section ([pages 35-36](#)).

References:

Billman, Jean (1995). Child care program directors: What skills do they need? Results of a statewide survey. *Early Childhood Education Journal*, 23, 63-70.

Bloom, Paula Jorde, Sheerer, Marilyn, & Britz, Joan (1991). *Blueprint for Action: Achieving center-based change through staff development*. Lake Forest, IL: New Horizons.

Child Development Associate, Assessment System and Competency Standards for Preschool Care givers (1992). Washington, DC: The Council for Early Childhood Professional Recognition.

KNOW YOUR STUFF...

The following sections are to help you build effective relationships with the schools. Regardless of how your prevention programming comes to be, the ultimate goal is for the programming to be valuable and established.



Know the Agency

One part of a prevention professional's job is to be knowledgeable about the agency implementing the program, including its strengths, weaknesses, and experience working with schools. With this information, a prevention professional will be better prepared to approach schools and the community.



The following are questions to ask about the agency:

How is the agency's mission statement connected to the schools/community?

What services does the agency offer?

Does the agency have a brochure, information packet, or presentation? (If not, create one.)

What are the agency's past successful prevention efforts?

What is the agency's vision?

What personnel resources are available in the agency?

What are the skills of agency staff?

What programs are employees trained to facilitate?

What are the agency's existing strengths in working with identified groups?

What material resources (e.g., program guides) are available in the agency?

What agencies, coalitions, schools, or businesses have been past collaborators?

- Are these strong collaborations? If not, a prevention professional may need to work on school and community relationships.

What information can a supervisor or other experienced staff share about the local school district or individual schools? Has the agency experienced past successes or challenges with any of the schools? The agency's experience may differ from school to school.

What agency training is available to assist prevention professionals in working with schools? Can mentors/experienced agency staff provide guidance?

What are the prevention supervisor's recommendations for making first contacts with the school(s)? Can he or she provide the name and position of a contact person?



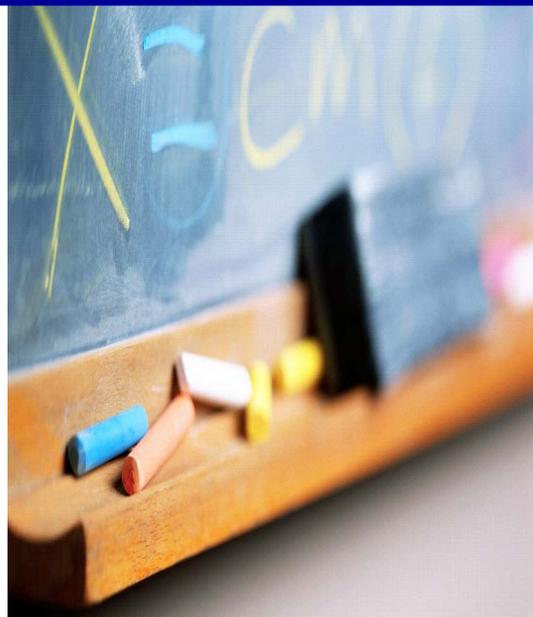
Know the School District

Understanding individual school environments and community dynamics are keys to building successful relationships that lead to positive youth outcomes. Navigating different school environments can be challenging. Prior to meeting with school personnel, a prevention professional can complete an assessment to enhance understanding and create a solid foundation for prevention's contribution to the learning environment.

- Has student data (Iowa Youth Survey data or school district specific assessment) been gathered?
- Review the school's student demographic data: drop out rate, attendance data, and free and reduced lunch participation percentages. This information is usually available in the district's annual report, found on the school's web site or at its administrative offices.
- How are decisions made about prevention programming? Does the school use site-based or centralized decision-making processes? [Note: site-based decision-making means each principal and his or her staff make programming decisions for the grade levels served at the building. A district using a centralized approach may make curriculum decisions at the district level and apply them to all schools in the district.] Are there prevention efforts in place?
- A program inventory chart (page 38-39, Resources) may be helpful in organizing this information.
- Who coordinates prevention efforts?
- What outcomes, benefits, and/or challenges has the school experienced from past prevention programming?
- Are additional student services offered by other community providers?
- What is the school's relationship with the agency providing the programming and/or services?
- What are the school district's standards, benchmarks, and Learning Supports that may be impacted by prevention programming? (See Glossary for definition of "Learning Supports.")
- Who are the local Area Education Agency consultants serving the district? They may be able to provide information about the district, Learning Supports, and grade level standards and benchmarks. The Area Education Associations for each county are listed on the Iowa Department of Education's web site: <http://www.state.ia.us/educate/>.

Establish and Enhance Relationships with Schools

A good relationship with the school is the most effective tool for developing partnerships for effective school-based prevention. Working together, prevention professionals and school staff can dramatically affect student behavior and academic achievement. This section provides guidelines for contacting and building working relationships with local school staff. A contact log may be helpful for maintaining adequate records of meetings and conversations with school personnel. A school contact template can be found in the Resources section on [pages 40-41](#).



- Contact the principal or other designated school personnel yourself to discuss prevention programming and resources. [NOTE: Use surnames in addressing school personnel, unless given permission to use a person’s first name.]
- Ask about the school’s needs and requirements (e.g., No Child Left Behind, Learning Supports) and discuss how prevention programming may help promote student well-being and achievement. Be prepared to share outcome data that support student achievement or improved school climate. (See Glossary for definition of “Learning Supports.”)
- Discuss the agency’s level of experience with implementing prevention programs.
- Ask about experiences with and reactions to specific prevention programs, including what worked well or did not work and what staff would do differently next time. Share appropriate feedback with the prevention supervisor.
- Research the school/district policy on active vs. passive consent for program participation, and for evaluation activities such as surveys, gathering school performance data, etc.
- Ask whether school personnel have been trained in any prevention programs.

- Keep key school personnel informed about funding opportunities and the status of any pending applications.
- Inform school representatives about funding opportunities that might support their prevention programming.
- If the local prevention agency or coalition will be applying for school-based prevention funding, ensure that the following areas have been discussed:
 - How implementation decisions will be made (e.g., first come, first served vs. area of greatest need).
 - Meeting specific grant requirements such as evaluation and fidelity.
 - Initial plans for sustaining program efforts beyond the funding period.
 - Consider cultural accommodations.

EDWARD EVERETT HALE:

***I am only one,
But still I am one.
I cannot do everything,
But still I can do something.
And because I cannot do everything
I will not refuse to do
The something that I can do.***

Know the Funding Requirements



Each funding body has different requirements. Some agencies work with more than one funding source. It is important to understand all requirements for each funding resource. [Schedule a time with the prevention supervisor or other experienced staff to discuss specific grant projects: their goals, requirements, and restrictions.]

- The grant application/proposal and the funding agency Request for Proposals (RFP) or Request for Applications (RFA).
- Specific goals and objectives.
- Project restrictions or activities that cannot be conducted.
- The particular evidence-based program recommended by the funding body, or the agency's justifiable choice.
- Appropriate evidence-based programming options, identified through discussion with the supervisor, other experienced staff, school personnel, and other agencies participating in the implementation process.
- Issues of program fidelity.
- School requirements and responsibilities.
- Confidentiality policies and consent protocols required by the funding agency. Know the agency's specific policies and guidelines for handling confidential material.
- The funding source's data collection and record-keeping requirements, such as pre-post and follow-up tests, attendance records, and quarterly reports.
- Ability to meet with the supervisor to update and share concerns.
- Staff roles in integrating substance abuse into the school's Learning Supports. Does the school have a Learning Supports team? Are prevention agency staff members on the team? (See Glossary for definition of "Learning Supports.")
- Connect with other agencies accessing the same funding.

Program selection is an important process. It begins with assessment of target population characteristics (e.g., age, risk level), needs, resources, existing skills, and overall environment. A prevention professional may assist schools or the agency with selecting prevention programs that meet the identified needs of the target population.

- Does the project have specific goals and objectives? Use needs-assessment data to develop goals and objectives if they are not available.
- Have evidence-based programs/strategies that meet the goals and objectives been identified? (Visit <http://www.nrepp.samhsa.gov/> to find potential programs and strategies.)
- Does the program address the needs of the target population, as understood by community agencies and the school?
- Does the program provide evidence that desired outcomes can be achieved?
- Are program outcomes consistent with the project goals?
- Has the program been demonstrated effective in similar target populations?
- What training and resources are needed to implement the program?
- Can the program be sustained with current resources? If not, what resources will be needed to sustain it?
- Will the planned program implementation work for the target population and the school schedule?
- Can the program be implemented with fidelity at the selected site?
- Are tools available for evaluating the program's impact on the target population?



Communication Plan

Contact school personnel involved in prevention activities. Ask for the best time to call again or meet. Meet as early in the school year as possible. School representatives may include:

- The principal
- Curriculum director
- Secretaries/office personnel
- Classroom teachers
- Counselors or social workers
- School Resource Officers (“SROs” - formerly D.A.R.E. Officers)
- Other school staff potentially relevant to program implementation
- Anyone involved with program selection. Consult with the prevention supervisor or grant writer to identify key people.

A communication plan provides a solid foundation for developing relationships that last beyond program terms or funding periods. Throughout the planning and implementation process, a prevention professional will work directly with several school staff members. It is helpful to identify one person as the primary contact or liaison for program implementation.



Building relationships with administrative staff can help in planning logistics, such as scheduling meetings.

Address the following with administrators before program implementation:

- Expectations/requirements for evaluation.
- Funding agency record-keeping and data collection requirements.
- Confidentiality and consent protocols.
- Needed school personnel and resources (e.g., access to student records for grades, disciplinary actions).
- Data or reports useful to the school.
- School professional codes and expectations for prevention staff who conduct classes (e.g., faculty dress codes).
- Potential need for the teacher to remain in the classroom.
- The level of teacher involvement in program implementation.

GEORGE BERNARD SHAW:

I am of the opinion that my life belongs to the community, and as long as I live it is my privilege to do for it whatever I can.

GOETHE:

Treat people as if they were what they ought to be and you help them to become what they are capable of being.

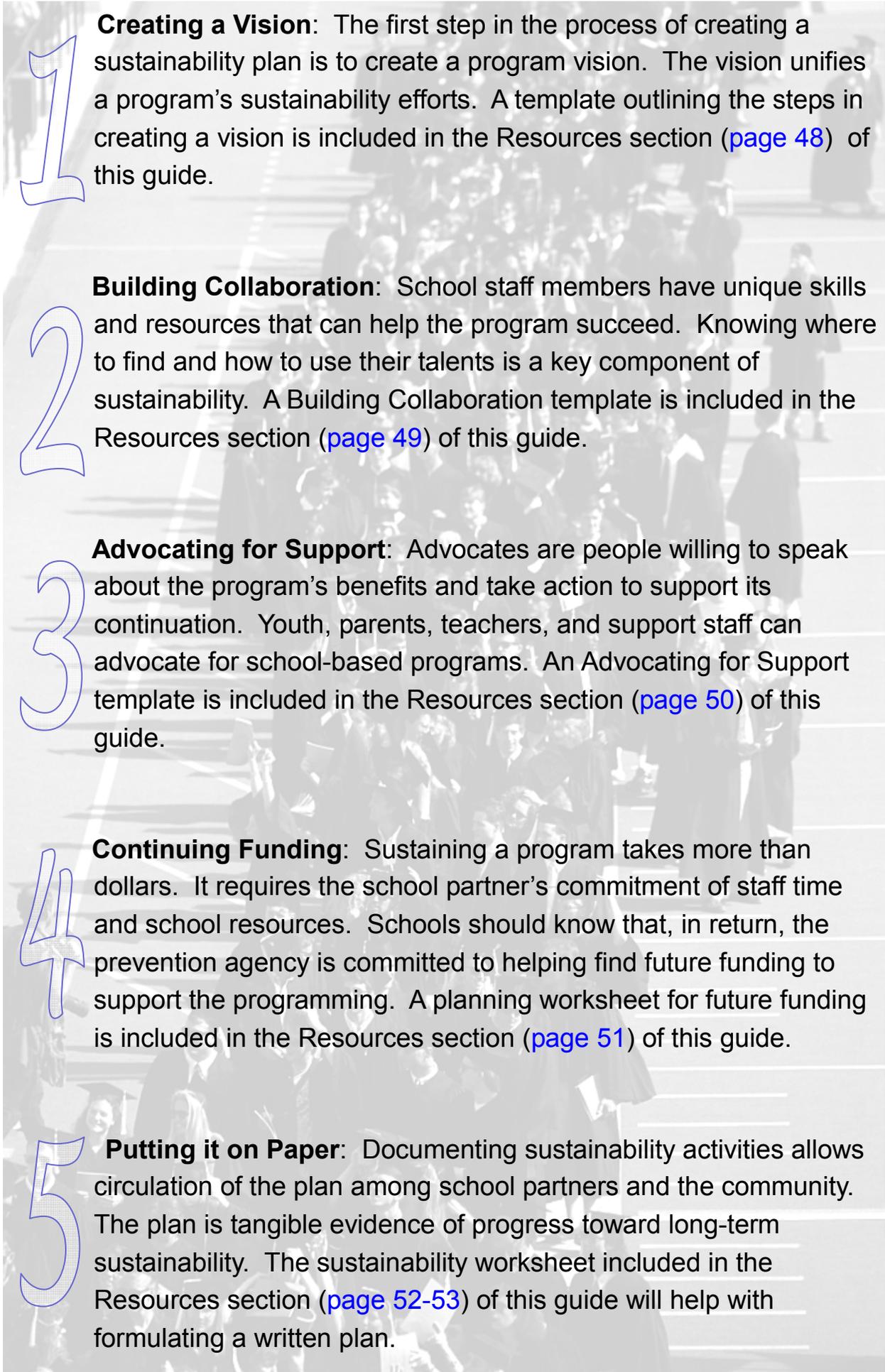
Program Sustainability

Sustainability is the process of ensuring that program activities integrated into the school and community continue beyond the program funding timeline. Sustainability activities should begin at program selection. There are several ways to work toward program sustainability. Below is a specific process for creating an effective program sustainability plan.



The Sustainability Plan:

A written sustainability plan can strengthen school support for and understanding of prevention. The following outline from the Iowa After-School Alliance (<http://www.afterschoolalliance.org/>) can help the prevention professional identify innovative ways to approach issues surrounding program continuation. Tools included in the Resources section ([pages 48-53](#)) of this document will assist with implementing the following steps:



1

Creating a Vision: The first step in the process of creating a sustainability plan is to create a program vision. The vision unifies a program's sustainability efforts. A template outlining the steps in creating a vision is included in the Resources section ([page 48](#)) of this guide.

2

Building Collaboration: School staff members have unique skills and resources that can help the program succeed. Knowing where to find and how to use their talents is a key component of sustainability. A Building Collaboration template is included in the Resources section ([page 49](#)) of this guide.

3

Advocating for Support: Advocates are people willing to speak about the program's benefits and take action to support its continuation. Youth, parents, teachers, and support staff can advocate for school-based programs. An Advocating for Support template is included in the Resources section ([page 50](#)) of this guide.

4

Continuing Funding: Sustaining a program takes more than dollars. It requires the school partner's commitment of staff time and school resources. Schools should know that, in return, the prevention agency is committed to helping find future funding to support the programming. A planning worksheet for future funding is included in the Resources section ([page 51](#)) of this guide.

5

Putting it on Paper: Documenting sustainability activities allows circulation of the plan among school partners and the community. The plan is tangible evidence of progress toward long-term sustainability. The sustainability worksheet included in the Resources section ([page 52-53](#)) of this guide will help with formulating a written plan.

Communicate with Classroom Teachers



Classroom teachers may complete lesson plans months in advance. Meet with teachers well before the first day of programming. Try to meet with the involved teachers during a common planning period, or present information about the program at a school-wide staff meeting. Confirm all meeting times and dates.

Depending on how the program was selected, teachers may have little prior knowledge of its relevance to the curriculum. Teachers may have access to school resources useful in prevention programming. The initial meeting will create better understanding of the program and generate support.

Prepare and share:

- Stories of students who have participated in the program and achieved positive outcomes.
- Copies of the prevention program summary (see Resources section ([pages 42-47](#))).
- Teacher and student guides from the program curriculum (share a sample lesson, or leave the curriculum with the teachers).
- The prevention professional's or supervisor's business cards.
- A general outline of the program from start to finish. Include fidelity guidelines and required surveys or testing.
- A short presentation about these issues. Allow ample time to answer questions.

Address the following during the initial meeting or through follow-up communication:

- Iowa state law mandates that certified teachers must be in the classroom during program implementation.
- Teachers may be responsible for data collection (e.g., attendance charts, survey administration).
- A brief description of the prevention professional's personal qualifications and background.
- A list of the prevention professional's program responsibilities and duties.
- A potential schedule for the program, including class periods. Teachers may need to finalize the schedule outside the meeting.

- Obtain a school calendar and daily schedule for the program year that includes school vacations, conferences, and early dismissals.
- Communicate ways teachers can indirectly support program implementation (including contacting the prevention professional about weather-related schedule changes or school activities).
- Identify teachers' preferred ways to maintain communication.
- Address additional questions or concerns.
- Express appreciation and enthusiasm for working together.

Professionalism

Showing respect for school personnel and other professionals is an important part of relationship building. The prevention professional is a guest in the school. He or she must respect the school culture.

Ask the prevention supervisor about the school's culture, environment, dress code, and professional expectations. A person's appearance affects professional expectations. Prevention professionals are expected to dress professionally to meet with school or other agency personnel. Respecting the school's culture will allow a positive, ongoing relationship to build.

Communicating regularly with teachers and other key staff about the program's progress before, during, and after its implementation is essential. Communication allows partners to address concerns and make necessary modifications. Be available to staff members to answer questions or respond to concerns, and provide timely follow up.

Work with schools or agencies as a team to implement prevention programs. School schedules are very full. Prevention programming may need to be scheduled around tests, school vacations, teacher absences, and field trips.

Offer to assist teachers and principals working to achieve school and district objectives. These objectives may be compatible with prevention program objectives. Provide assistance within the boundaries of the prevention professional position. For example, offer to be present during parent-teacher conferences or submit information about the program to a school newsletter for parents.

A prevention professional's actions reflect on the supporting agency. The prevention supervisor and experienced staff are additional resources in building relationships with partners.



Keep It Going

Successful program implementation can be facilitated through ongoing assessment of and communication with involved students, parents, and the school board. Adjustments to the program can be made by obtaining feedback from involved individuals. Stakeholder awareness and program sustainability may be increased through regular updates. This section contains suggested ways to facilitate the reciprocal assessment and communication process.

Program Implementation, Ongoing Assessment & Communication

- Maintain frequent, regular contact with the key school representative for two weeks prior to the program's start. Check the status of the school's agreed responsibilities (e.g., a classroom on x days at x time, supplies or materials, etc.).
- Visit the classroom prior to the program start date. Communicate questions or concerns about the room immediately to a teacher or administrator.
- Arrange ahead of time to call or meet with the key contact person after the first program session. During the call/meeting, share positive aspects and address problems or potential problems to facilitate solutions.
- Establish a schedule of regular updates with the key contact person. The frequency of the updates will depend on the type and length of the program and the school's wishes.
- Arrange ahead of time to receive feedback from and provide updates to principals, curriculum directors, teachers, and counselors. Obtain feedback at least once partway through the program; more often for longer programs.
- Attend school open houses, parent-teacher conferences, or PTA/PTO/PTSA meetings to receive parental input.
- Work with the school to obtain student feedback. Include participating and non-participating students. Provide program information to non-participating students through student assemblies or other available venues.
- Plan school board updates partway through and at the end of the program. Share what did and did not work well, success stories, and what students learned. Ask willing students to share their program experiences. After program completion, present outcome data.
- Provide program outcome information to the substance abuse coalition, Board of Health, and other community coalitions.



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Active and Passive Parental Consent - Researchers collecting survey and behavioral data from children at school have frequently received IRB (Institutional Review Board) approval to obtain "passive" informed consent of parents when the research poses no significant risk. Parents are mailed information about the study and asked to return a form if they do not want their child to participate. This practice was undertaken because "active" consent procedures, which require that parents return a signed consent form if their child may participate, seemed to diminish participation rates and the validity of research samples.

Advocate - See Program Champion.

Area Education Agency (AEA) - Regional service agencies that provide school improvement services for students, families, teachers, administrators, and communities. AEAs ensure equal education for all children from birth through age 21.

Benchmarks (also known as standards) - The Department of Education's system for measuring student progress through detailed objectives. Content standards are designed to encourage every student's highest achievement by defining the knowledge, concepts and skills students should acquire at each grade level.

Board of Health - Board in each Iowa county that provides leadership in health promotion, disease prevention, and assurance of access to primary care through community-based environmental, personal, and public health programs.

Cultural Competence - Acquisition of knowledge, skills, and experience necessary for the development and implementation of services for different target populations.
http://www.coalitioninstitute.org/SPF_Elements/CulturalCompetence/CulturalCompetenceHome.asp

Environmental Strategies - Approaches that aim to decrease the social and health consequences of substance abuse by limiting access to substances and changing social norms that are accepting and permissive of substance abuse. Such strategies can change public laws, practices and policies to create environments that decrease the probability of substance abuse.

Iowa Youth Survey - A survey designed to help state-level planners identify youth development needs, develop relevant programs, and assess program outcomes. The data can help assess the strengths and weaknesses of schools, families, and communities from young people's perspectives. The survey is implemented every three years with students in 6th, 8th, and 11th grades.

<http://www.iowayouthsurvey.org/>

Iowa Youth Tobacco Survey (IYTS) - A comprehensive survey of tobacco use, secondhand smoke exposure, access, cessation, attitudes about tobacco, tobacco marketing, and the tobacco prevention exposure and awareness of the "Just Eliminate Lies" campaign among Iowa youth. The survey has been conducted every two years since 2000. The Iowa Department of Public Health (IDPH) uses the IYTS to measure the effectiveness of Iowa youth tobacco use prevention and cessation programs.

<http://www.idph.state.ia.us/tobacco/default.asp>

Learning Supports - Resources and instructional strategies that provide students the physical, social, emotional, and intellectual support needed for learning.

National Registry of Evidence-Based Programs and Practices (NREPP) - Organization that reviews programs using rigorous research standards. Model Programs are well-implemented and well-evaluated programs. Developers whose programs that have the capacity to become Model Programs coordinate with SAMHSA to provide quality materials, training, and technical assistance for nationwide implementation. Model Programs score at least 4.0 on the 5-point Integrity and Utility scale of the NREPP review process.

www.nrepp.samhsa.gov

No Child Left Behind (NCLB) - The purpose of this act is to ensure that children in every classroom experience the benefits of well-prepared teachers, research-based curricula, and safe learning environments.

Program Champion; Advocate - Individual who advocates for and promotes your project's benefits. The champion actively seeks project support from management and organizational leaders with the aim of ensuring that decision makers view the project as necessary.

Program Fidelity - The degree of compatibility between developer-defined components of a substance abuse prevention program and its implementation in a particular organizational or community setting; sometimes called program adherence or integrity.

Program Summary - A brief description including objectives, references, and outcomes, program costs, personnel qualifications, training, and sustainability issues of the model program.

PTA/PTO/PTSA - Parent Teacher Association/Organization (PTA/O) and Parent Teacher Student Association remind our country of its obligations to children, provide parents and families a powerful voice to speak for every child, and provide parents the best tools for helping their children become successful students.

Shared Decision Making - An effort to transform conventional school organizations into learning communities by giving local site participants the power to improve teaching and learning. Local stakeholders are empowered to make decisions that involve all parties affected by the teaching and learning process. Shared decision-making supports and values high levels of involvement throughout the learning community. It focuses on supporting new approaches to teaching and learning. Each participating learning community has a site leadership team of parents, teachers, support staff, middle- and high-school students, community members, and the principal. The site leadership team creates a flexible and equitable learning environment based on student needs and assumes authority, responsibility, and accountability for the education of its students within the parameters of state and federal law and district policy.

Site-based Decision Making - A site-based management approach structures school (site)/district relationships so that more power, authority, and accountability is placed in the individual school. Site-based decision-making has been proposed as a way to help school sites produce higher student achievement.

<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/go/93-1site.htm>

Six Prevention Strategies - The strategies are: information dissemination; education; alternative strategies; environmental strategies; problem identification and referral; and community-based process.

Strategic Planning Framework - The five-step strategic planning framework helps communities develop needed infrastructure for community-based public health approaches leading to effective and sustainable reductions in alcohol, tobacco, and other drug (ATOD) use and abuse. The five steps are: assessment; capacity; planning; implementation; and evaluation. Sustainability and cultural competence have been added to the model.

http://www.coalitioninstitute.org/SPF_Elements/SPFElementsHome.asp

Sustainability - Planning for the future of the initiative, where the program will lead, and how it will get there.

Team-based Management Style - An effort to transform conventional school organizations into learning communities by giving local site participants power to improve teaching and learning. Local stakeholders are empowered to make decisions that involve all parties affected by the teaching and learning process. (See also shared decision-making.)

1 = "I need more training or direction in this area."	3 = "I have some experience/comfort with it but need some review."	5 = "I feel totally comfortable/competent in this area."	Use of Technology Skills Assessment Reference: Bellingham Public Schools (2004-5). Self-Evaluation Rubrics: Middle School Teacher Use of Technology. Mankato, MN: Public Schools.
			I create original publications, combining design elements such as columns, clip art, photo images, tables, word art and captions, with appropriate citation of sources.
			I enter data in spreadsheets and create data displays to explain my information using well-labeled and effective charts and graphs.
			I use formulas to help analyze and interpret data.
			I locate and obtain materials from the school and public libraries.
			I determine and use search terms (author, title, subject, keyword) appropriate to my purpose, and create bibliographies for participants.
			I find information in print and electronic resources using simple searches and the index.
			I use keywords, limiters and other features of electronic databases to answer research questions.
			I use a variety of search engines, metasearch tools, and subject directories (<i>Google, Vivisimo, Internet Public Library, GEM—Gateway to Educational Materials, etc.</i>) to locate information for lesson preparation in my subject area.
			I use effective strategies to find information on the Internet, and evaluate for authenticity, bias, reliability, authority and accuracy.
			I create well-organized, information-rich presentations.
			I use a projection device (projector, scan converter/monitor, document camera) regularly for class presentations.

1 = "I need more training or direction in this area."	3 = "I have some experience/comfort with it but need some review."	5 = "I feel totally comfortable/competent in this area."	Use of Technology Skills Assessment Reference: Bellingham Public Schools (2004-5). Self-Evaluation Rubrics: Middle School Teacher Use of Technology. Mankato, MN: Public Schools.
			I learn new programs and discover additional program features on my own.
			I save and retrieve files to and from local and network drives.
			I create my own folders to keep files organized and know how to identify the date and size of each file and folder.
			I check my email daily, write concise messages, and use appropriate email etiquette, including subject line.
			I create, send, and save attachments and forward messages appropriately.
			I maintain my mail folders in an organized manner, and move messages from my in-box appropriately so that the email system works efficiently.
			I use email professionally to share information with colleagues and contacts.
			I use a word processing program for my written professional work: memos, outlines, reports, and communications with contacts. I edit, spell-check, and change document formats.
			I incorporate features in my documents such as tables, bulleted and numbered lists, page numbers and notes, and use editing tools such as Find/Replace.
			I create pictures with paint/draw programs, and/or insert my own graphics and clip art, citing my sources.
			I understand and apply design principles and modify graphics (example: digital photos, scanned drawings).
			I use templates and wizards in a desktop publishing program to create one or more types of published documents.

Program Inventory Chart (Example)

School Name	Contact Person/Contact Information	Grade											notes			
		K	1	2	3	4	5	6	7	8	9	10		11	12	
Sample School	Name of Principal or Curriculum Coordinator Phone numbers or e-mails	Protecting You Protecting Me Curriculum (K-5)						Project Northland			Class Action (9-12) Reconnecting Youth (9-12)					

Reconnecting Youth Program Summary

(Students in grades 9-12)

Fidelity is key to success and effectiveness in an evidence-based program.

Main Objective:

To use a partnership model in which peers, school personnel, and parents deliver interventions that attempt to decrease drug involvement, increase school performance, and decrease emotional distress.

References:

Center for Substance Abuse Prevention (CSAP): Approved Model Program
Substance Abuse and Mental Health Service Administration (SAMHSA): Model Program
National Institute on Drug Abuse
National Institute of Mental Health
U.S. Department of Health and Human Services
Reconnecting Youth Prevention Research Program

Facilitators:

[include agency name, address, phone number, and facilitator names here]

Statistical Results:

Students who participated in Reconnecting Youth programs have shown the results listed below.

Outcomes on School Factors:

18% increase in GPA

7.5% increase in credits earned

Outcomes on Drug Involvement Factors:

7% decrease in drug involvement

48% decrease in drug use control problems

50% decrease in hard drug use

Outcomes on Personal and Social Support Assets:

25% increase in self-esteem

26% increase in social support

13% increase in school bonding

Anticipated Local Outcomes:

The Iowa Youth Survey will show reduced drug use among students age 14-18.

(If there are local results from RY they can be added here.)

Reconnecting Youth websites:

<http://modelprograms.samhsa.gov/pdfs/model/Reconnecting.pdf>

<http://modelprograms.samhsa.gov/>

Reconnecting Youth: Program Requirement Checklist

Program Costs*

- Materials: \$25 per workbook per student or equivalent copies
- Training Costs: \$900 per facilitator (4 day training)
- Curriculum: \$300
- Optional transportation for end-of -semester activity

Recommended Personnel Qualifications

- Required: Reconnecting Youth trained facilitator
- Experience working with high school students

Program Implementation Specifics

- Duration: 1 semester (can be adapted to quarter/block schedule)
- Sessions: 68-70 lessons (35 lessons if block schedule)
- Time Period: 40-60 minutes per lesson

Class Location

- Classroom with privacy
- Ability to structure room so students can sit in circle

Program Placement in the School

- During school hours/worked into school schedule as a class
- Course credit can be approved by the school

Program Evaluation

- Grades
- Collection of student data
- Active consent from parent/guardian

Attendance Policy

- Based on school attendance policy - attendance in RY is mandatory

Sustainability of Program/Instructors

- Initial program will be facilitated by the prevention professional and teacher
- Based on positive results, the prevention professional and school will work on sustainability

Student Support Beyond the Program

- Use program graduates to mentor and work with other students in Reconnecting Youth

Additional School Support also Necessary for Program Success

- Identifying students with varying degrees of need
- Weekly communication between counselors and Reconnecting Youth facilitators

* *subject to change*

Strengthening Families Program Summary

(Parents and youth age 10-14)

Fidelity is key to success and effectiveness in an evidence-based program.

Main Objective:

To reduce adolescent substance abuse and other problematic behaviors in youth aged 10 to 14 years; to improve parenting skills; to build youth life skills; and to strengthen family bonds.

References:

Institute for Social and Behavioral Research at Iowa State University

<http://www.extension.iastate.edu/sfp/>

National Institute of Drug Abuse

Substance Abuse and Mental Health Service Administration (SAMHSA): Model Program

<http://modelprograms.samhsa.gov>

Center for Substance Abuse Prevention CSAP: Approved Model Program

Office of Juvenile Justice and Delinquency Prevention

U.S. Department of Education

Facilitators:

[Agency Name, address, phone number, and facilitator names included here.]

Statistical Results:

Parents and youth who participated in Strengthening Families Program (parents and youth age 10-14) have shown:

Decrease in Substance Use

26% to 56% relative reduction in 'ever use' of substances at 4-year follow up, depending on the substance

32% to 77% relative reduction in conduct problems at 4-year follow up, depending on the behavior

Delayed onset of other problematic behaviors

Youth are 4.2 times less likely to begin using drugs and alcohol or to progress to more serious substance use

Improvements in Positive Attitudes/Behaviors

Increased resistance to peer pressure

Youth attending the program had significantly fewer conduct problems in school than youth who did not attend the program

Other Types of Outcomes

Increased parental ability to set appropriate limits and show affection to and support for their children

Parents showed an increase in positive feelings towards their child

Parents show improved general child management including setting rules and following through with consequences

Strengthening Families Program: Program Requirement Checklist

Program Costs*

- Materials: Approximately \$15 per family (magnets, name tags, charts, colored markers, sticky notes, index cards, pencils, colored construction papers, masking tape, glue sticks, butcher paper, rope, clothespins, blanket, blindfold, yarn, bucket, hat, box, rubber bands, dice, playing cards, tag board, scissors, balloons, stamped envelopes, certificates)
- Training Costs: \$250 per facilitator + added travel
- 3 facilitators are recommended to implement the program
- Curriculum: \$500 curriculum and videos
- Videos (can be borrowed from Iowa State University Extension Office or Iowa Substance Abuse Information Center)
- Activities: meals are optional activities. (approximately \$5 per person per meal)
- Recruitment costs vary depending on media source used

Personnel Qualifications

- Required: Strengthening Families Program trained facilitators
- 1 facilitator for parent group and 2 facilitators for youth group (10-14 years) are recommended

Program Implementation Specifics

- Duration: Once a week for 7 weeks
- Sessions: 7 sessions
- Time Period: 2 ½ to 3 hours per session

Setting

- separate rooms for parent group & youth group
- VCR/TV available in both rooms

Program Placement Options

- School
- Church
- Club, private agency, etc.

Program Evaluation

- Pre/Post Survey
- Active consent from parent/guardian

Attendance Policy

- Attendance impacts success of the program

Sustainability of Program/Instructors

- Training of community members and volunteers as facilitators
- Connecting with community partners is also important for incentives and meals/food support
- Families who complete the program will act as resources for recruiting other families/participants

* *subject to change*

LifeSkills™ Training Program Summary

(Students in elementary school and middle school/junior high)

Fidelity is key to success and effectiveness in an evidence-based program.

Main Objective:

To provide students the skills necessary to resist social pressure to smoke, drink, and use drugs. Helps them develop greater self-esteem, self-mastery, and self-confidence; enables children to effectively cope with social anxiety; increases their knowledge of the immediate consequences of substance abuse; and enhances cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors.

References:

Substance Abuse and Mental Health Services Administration (SAMHSA): Model Program

Centers for Disease Control and Prevention (CDC): Programs That Work

Office of Juvenile Justice and Delinquency Prevention (OJJDP): Model Program

White House Office of National Drug Control Policy: Model Program

National Institute on Drug Abuse: Programs That Work

Institute of Medicine (IOM) Classification:

Universal

Facilitators:

[include agency name, address, phone number, and facilitator names here]

Select Statistical Results from Youth Participating in the Program:

- Reduced initiation of cigarette smoking by 75% and, 3 months after program completion, by 67%
- Reduced alcohol use by 54%, heavy drinking by 73%
- Reduced drinking to intoxication one or more times a week by 79%
- Reduced marijuana use by 71%, and weekly or more frequent use by 83%
- Reduced multiple drug use by 66%
- Reduced long- and short-term substance abuse
- Decreased use of inhalants, narcotics, and hallucinogens by up to 50%

Other Outcomes:

- Develops a positive self-image
- Develops decision making and problem-solving skills
- Helps youth manage anxiety
- Builds healthy relationships
- Increases youth self-confidence in social situations

Anticipated Results:

- Youth develop drug resistance skills that enable them to recognize and challenge common misconceptions about substance use and deal with peer and media pressure to engage in substance use.
- Youth develop self-management skills that help them examine their self-image and its effects on behavior. Allows youth to develop goal setting, personal progress, and decision making skills.
- Youth develop social skills that enable them to overcome shyness, communicate effectively, and avoid misunderstandings; use verbal and nonverbal assertiveness skills to make or refuse requests; and recognize that they have choices other than aggression or passivity when faced with tough situations.

Life Skills Training website: <http://www.lifeskillstraining.com/>

LifeSkills™ Training: Program Requirement Checklist

Program Costs*	Class Location
<ul style="list-style-type: none">Materials: \$10 per student - optionalTraining Costs: \$700Curriculum: One Curriculum Guide per grade<ul style="list-style-type: none">Middle School – grade 6-9: \$625Elementary – grade 3-6: \$655Activities**: 10 student guides - \$60 - optionalMost activities are low or no cost. Student involvement should be maximized.	<ul style="list-style-type: none">Classroom
Required Personnel Qualifications	Program placement in the schedule
<ul style="list-style-type: none">Specially trained facilitatorClassroom management skills	<ul style="list-style-type: none">Science curriculumHealth curriculum
Program Implementation Specifics	Parental Permissions Needed (mandatory in Iowa)
<ul style="list-style-type: none">Duration:<ul style="list-style-type: none">6th grade 15 classrooms sessions7th grade 10 sessions8th grade 5 sessionsTime Period: adapted to classroom schedule – at least 45 minutes	<ul style="list-style-type: none">Pre/Post SurveyClass TripsFollow-Up Survey
	Attendance Policy
	<ul style="list-style-type: none">School policy
	Sustainability of Program/Instructors
	Support Group beyond the Program

** The following books by Tom Jackson are good references: *Activities That Teach*; *More Activities That Teach*; *Activities That Teach Family Values*; *Still More Activities That Teach*; and *Conducting Group Activities with Kids*. These books can be purchased at: <http://activelearning.org/>.

*subject to change

Vision Template

Your vision should unify all program sustainability efforts. Your vision should be the focal point that brings program staff, parents, participants, community partners and supporters together. The ability to convey your vision clearly to others is essential for maintaining and attracting support.

Fill in the table below to start building the vision component of your sustainability plan. It may be helpful to refer to the National Center for Community Education's online, interactive Vision Course at: <http://www.nccenet.org/OnlineCourses/index.cfm>

Our program's vision statement:	
Results our program is trying to achieve:	
Activities that will lead to desired results:	
Our program benefits our community in these ways:	

Building Collaboration Template

Collaboration is a key ingredient of sustainability. Each school partner possesses unique skills and resources to contribute to your program and to expand its base of support. Collaboration increases the number of people concerned with your program’s sustainability and offers more avenues or access to potential funding sources.

To enhance your sustainability efforts through collaboration, you need to:

- Identify your program’s key partners who will help achieve your vision;
- Consider the best way to involve your partners and make the most of the resources they have to offer. Some partners may be more involved than others. (For example, some partners may provide valuable advice and information for creating your sustainability plan; others may offer staff time to draft funding proposals; others might arrange meetings with potential investors.); and
- Create and implement outreach and communications efforts to keep your partners informed of developments, challenges and successes.

Fill in the table below to start building the collaboration component of your sustainability plan.

Our program’s key partners:	
Resources our partners bring:	
Key partner roles and responsibilities for sustainability:	
How we will keep our partners informed:	

Advocating for Support Template

Advocates play an integral role in building public awareness, garnering public and private resources and fostering relationships with decision makers that can benefit your program. Consider the following advocacy strategies in creating your sustainability plan:

- Clarify what your supporters need to advocate for;
- Identify your program’s advocates and determine which ones have influential connections that can be tapped; and
- Determine which decision makers your supporters need to contact, and the best approaches for doing so.

Fill in the table below to start building the advocacy component of your sustainability plan.

<i>Table 3: ADVOCATING FOR SUPPORT</i>		
Our program supporters need to advocate for:		
Advocates for our program are (parents, staff, community partners, youth, decision makers):		
Supporters with potential influential connections and how they can be tapped:		
Our program’s supporters need to target these decision makers using these tactics:	Targets:	Tactics:

Finding Funding Template

According to the Finance Project¹, finding funding involves “clearly identifying what you need to sustain your work, and systematically analyzing the feasibility of a range of public and private financing options based on your resource needs, the size and scope of your program, and the engaged community partners.” Diversified funding streams can provide your program security from funding priority shifts or policy changes. Consider the following strategies for finding funding in creating your sustainability plan:

Maximize your existing funding and in-kind resources; be aware of when those resources will expire;

Assign responsibility for identifying and pursuing funding opportunities; and

Create new funding sources by strategically employing your community partners.

Fill in the table below to start building the funding component of your sustainability plan.

Our program’s existing resources and any relevant time limits:			
Potential new funding sources, and who will gather information about them:	Federal/State/Local:	Private:	In-Kind:
Partners who can help generate new funding sources:	Partners with access to public funds:		Partners with access to private funds:

¹For more information on possible funding sources, it may be helpful to visit the Finance Project’s website at: <http://www.financeproject.org>.

Formal Sustainability Plan (Example)

Sustainability Plan for the Bright Stars After-school Program Everytown, MA Drafted January 15, 2002	
Program Summary:	[Provide a few sentences about your program services, target population, hours of operation, community partners and how your program is funded.]
Program Vision:	[Referring to your work on Table 1, provide a few sentences about your program’s vision, desired results, activities that will lead to those results and who benefits.]
Program Collaborators and their Roles for Sustainability:	[Referring to your work on Table 2, provide a few sentences about your community partners, their resources, and their sustainability roles.]
Program Advocates and their Roles for Sustainability:	[Referring to your work on Table 3, provide a few sentences about your program’s supporters, their goals, target decision makers, and tactics.]
Current Funding Sources:	[Referring to your work on Table 4, provide a few sentences describing existing program resources and relevant time limits.]
Potential Funding Sources and Steps for Securing Them:	[Referring to your work on Table 4, provide a few sentences about potential new funding sources, who is responsible for finding out more about them, and public and private funds that partners can help pursue.]
Quality Program Offerings:	[Provide a few sentences about how your program addresses the needs and assets of youth participants, partners and your community, how your program aligns educational components with school-day learning, and the types of academic, enrichment, recreation and service activities it offers. For help on this section, see the North Central Regional Educational Laboratory’s <i>Beyond the Bell: A Toolkit for Creating Effective After-School Programs</i> , 2000, by visiting www.ncrel.org .]
Management Systems in Place:	[Provide a few sentences about your program’s fiscal, human resources, and information systems. For help on this section, see the Finance Project’s <i>Sustainability Planning Workbook</i> , February 2002, by visiting www.financeproject.org/osthome.htm .]
Evaluation Data:	[Provide a few sentences about the data and information your program has collected, your intended results, the tools used to collect the data, and how those data are used to ensure that your program meets its goals and are adapted as necessary. For help on this section, see the Finance Project’s <i>Sustainability Planning Workbook</i> , February 2002, by visiting www.financeproject.org/osthome.htm .]

Formal Sustainability Plan Template

Sustainability Plan for:	
Program Summary:	
Program Vision:	
Program Collaborators and their Roles for Sustainability:	
Program Advocates and their Roles for Sustainability:	
Current Funding Sources:	
Potential Funding Sources and Steps for Securing Them:	
Quality Program Offerings:	
Management Systems in Place:	
Evaluation Data:	

Shared Decision-Making Process

The shared decision-making process is ongoing and cyclical. The following steps show the process in action:

1. A needs assessment is completed by the site leadership team.
2. The site leadership team identifies design teams and committees to address focus areas of need. The site leadership team determines the make-up of design teams and committees.
3. Design teams and committees research best practices and review the literature to develop action plans to address focus areas of need.
4. Action plans are presented by the design team or committee to the site leadership team.
5. If approved, the action plan is forwarded to the school-as-a-whole for discussion and approval. If not approved, the site leadership team gives the design team direction for further study and planning.
6. If approved by the school-as-a-whole, the design team implements the action plan. The design team is responsible for assessing the action plan. It is presented at the appropriate time to the site leadership team.
7. The School Improvement Plan reflects the needs assessment completed by the site leadership team, the action plans approved by the school-as-a-whole, and the assessments completed by design teams. The assessments become part of the next cycle for school improvement in the needs-assessment phase.

For Further Information

After-School Alliance: <http://www.afterschoolalliance.org/>

Area Education Agencies (Iowa): <http://www.iowa.gov/educate/content/view/527/550/>

Center for Substance Abuse Prevention: <http://prevention.samhsa.gov/>

Iowa Board of Certification (substance abuse treatment and prevention):
<http://www.iowabc.org/>

Iowa Consortium for Substance Abuse Research and Evaluation (for project outcomes data, methamphetamine prevention curriculum, additional resources):
<http://iconsortium.subst-abuse.uiowa.edu/>

Iowa Department of Education: <http://www.state.ia.us/educate/>

Iowa Department of Public Health: <http://www.idph.state.ia.us>

Iowa Substance Abuse Information Center: <http://www.drugfreeinfo.org/>

Iowa Youth Survey: <http://www.state.ia.us/government/dhr/cjip/iys/YouthSurvey/ythsurvey.html>

Iowa Youth Tobacco Survey: <http://www.idph.state.ia.us/tobacco/#youth>

Parent Teacher Association (national): <http://www.pta.org/>

National Registry of Evidence-based Programs and Practices (NREPP):
www.nrepp.samhsa.gov

No Child Left Behind: <http://www.ed.gov/nclb/landing.jhtml>

Strategic Prevention Framework (Substance Abuse and Mental Health Services Administration [SAMHSA]): <http://prevention.samhsa.gov/about/spf.aspx>

SAMHSA's Model Programs: <http://modelprograms.samhsa.gov>

