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OFFICE OF CRIMINAL JUSTICE PLANNING

*Providing Support to Criminal Justice Agencies,
Victim Service Organizations, and
Crime Prevention Programs.*

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GEORGE DEUKMEJIAN
GOVERNOR

SUPPRESSION OF DRUG ABUSE
IN SCHOOLS PROGRAM
ANNUAL REPORT TO THE LEGISLATURE
MAY 1987



Office of Criminal Justice Planning

G. ALBERT HOWENSTEIN, Jr.
Executive Director

JOAN KAWADA CHAN
Chief Deputy Director

G. KEVIN CARRUTH
Deputy Director

PLAUCHE F. VILLERE, Jr.
Deputy Director

OFFICE OF CRIMINAL JUSTICE PLANNING
OFFICE OF THE DIRECTOR
1130 K STREET, SUITE 300
SACRAMENTO, CALIFORNIA 95814



SUPPRESSION OF DRUG ABUSE IN SCHOOLS PROGRAM

ANNUAL REPORT TO THE LEGISLATURE

FOREWORD

The Suppression of Drug Abuse in Schools Program (DSP) demonstrates the commitment of Governor George Deukmejian and the California Legislature to enhance local government's effectiveness in dealing with problems related to drug abuse.

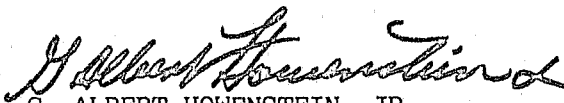
This program was developed to encourage and strengthen coordination between local law enforcement agencies and school districts. It is designed to provide financial and technical assistance to reduce drug abuse and drug trafficking in California schools.

Suppression of Drug Abuse in Schools Programs are expected to provide a wide range of educational, law enforcement and treatment services to students, teachers, parents and the community.

Accomplishments attained by the Office of Criminal Justice Planning (OCJP) and respective project sites in implementing the program authorized by AB 1983 (Chapter 952, Statutes of 1983) are reflected in this report.

Requests for copies of this report or questions concerning the program should be directed to the Crime Prevention Branch at (916) 323-7727.

Sincerely,


G. ALBERT HOWENSTEIN, JR.
Executive Director

NCJRS

JUN 7 1986

ACQUISITIONS

SUPPRESSION OF DRUG ABUSE IN SCHOOLS PROGRAM

ANNUAL REPORT TO THE LEGISLATURE

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SUPPRESSION OF DRUG ABUSE IN SCHOOLS PROGRAM

ANNUAL REPORT TO THE LEGISLATURE

INTRODUCTION AND BACKGROUND

Governor George Deukmejian has a long-standing concern about drug abuse and its devastating impact on the lives of our children. When he introduced his "Plan for Public Safety" in 1983, he said:

"One of the most heart-wrenching outgrowths of the breakdown in public safety in California has been the invasion of crime and drugs in our schools."

The Governor's concern is supported by the National Institute on Drug Abuse (NIDA) which found that the following drug use patterns exist for high school seniors:

- 60 percent have tried marijuana;
- 32 percent have tried stimulants;
- 17 percent have tried inhalants and cocaine;
- 16 percent have tried sedatives and hallucinogens;
- less than 2 percent have tried heroin.

The relationship between substance use or sales and youth crime is extremely disturbing and complex. Data compiled by the California Department of Justice, Bureau of Criminal Statistics (BCS) in 1985 show that 8,977 juveniles were arrested for felony drug law violations, 15,583 for misdemeanor drug law violations, 3,802 for driving under the influence (DUI), and 6,589 for drunkenness. From 1984 to 1985 the rate of juvenile felony drug law violations increased 21.6 percent. An ongoing national cohort study by Elliott and Huizinga on "The Relationship Between Delinquent Behavior and Alcohol, Drugs and Mental Health (ADM) Problem Behaviors" (1984) shows that although juvenile drug abuse may not cause delinquency, a large proportion of drug abusers also are heavily involved in serious delinquent acts.

The Legislature has shared the Governor's deep concern over drug abuse. Since the 1880s, the California Education Code has mandated some form of school-based education concerning drugs. However, with the alarming increase in drug abuse during the 1960's, the Legislature mandated specific drug education guidelines by enacting the Drug Education Act of 1971.

Purpose and Goal of the Program

The Suppression of Drug Abuse in Schools Program (DSP) has been administered by the Office of Criminal Justice Planning (OCJP) since its inception in 1983. The program's purpose is to provide financial and technical assistance to co-applicant law enforcement agencies and school districts to reduce drug abuse and trafficking in and around schools. The program's goal is to restore safety to the schools and playgrounds and to create a drug free environment in which teachers teach and children learn. Grant funded projects are required

to provide a wide range of educational, treatment and law enforcement services to students, faculty, parents and community groups.

This report consists of four sections: the first section provides the background and history of the DSP; the second section provides an overview and describes the DSP Components and suggested types of activities; the third section describes the accomplishments and project highlights of FY 1984/85 DSP Projects (Attachment A), and the accomplishments and project highlights of the FY 1985/86 DSP Projects (Attachment B); and the fourth section describes the impact and future of the DSP.

History of the Program

In response to the Governor's and Legislature's concerns regarding youth drug abuse, Assembly Bill 1983 (Chapter 952, Statutes of 1983) was enacted to establish the DSP. A copy of the legislation is included as Attachment C. The DSP legislation encourages and supports drug prevention, intervention and treatment efforts and sets forth criteria from which OCJP drew guidelines for funding local DSP projects. To assist OCJP in implementing the program, the Legislature required the appointment of a DSP State Advisory Committee. A list of the committee members is included as Attachment D.

OCJP, with assistance from the committee, allocates and awards funds to eligible law enforcement agencies and school districts. The agencies that receive funding are selected by a competitive process based on statutory criteria and OCJP's DSP administrative guidelines.

Since FY 1983/84, OCJP has awarded \$7.6 million in state DSP funds to 32 local agencies to implement and enhance drug prevention, suppression and treatment activities.

To assist in DSP's ongoing development, OCJP contracted with the National Council on Crime and Delinquency (NCCD) to evaluate the original 13 funded projects for a three year period. NCCD completed the first year evaluation in April, 1986 (copies of the report are available from OCJP), and is currently involved in the third year evaluation. This annual report is based on the findings of the second year evaluation, OCJP monitoring visits, and quarterly progress reports submitted by the projects.

PROGRAM DESCRIPTION

Overview

The DSP is designed to develop and implement effective programs for law enforcement and school districts to prevent and treat drug abuse and suppress drug trafficking. In order to be considered for funding, a co-application by the local law enforcement agency and the local school district must be submitted. This requirement is based on the fact that drug education and prevention programs have often excluded law enforcement. Moreover, the requirement contemplates that effective prevention, treatment and suppression activities must include all elements of the community. Fundamentally, full community involvement and participation are necessary for positive results. To ensure continuing co-applicant cooperation, the DSP Program Guidelines require a "Memorandum of Understanding" (MOU) to be included as part of the grant contract. The MOU is the contractual agreement which

specifies the level of coordination and the division of responsibilities between the law enforcement agency and the school district.

Suppression of Drug Abuse in Schools Program Components and Activities

The authorizing statute mandates the following program components:

1. Establishment of a Suppression of Drug Abuse in Schools Local Advisory Committee.
2. Drug traffic intervention activities.
3. The use of tested drug abuse education curricula to increase teachers's and student's awareness of drugs and their effects.
4. Prevention of drug abuse by providing family oriented programs.
5. The use of appropriate written and audio visual aids to train school and law enforcement staff in handling drug related problems.
6. Development of prevention and intervention programs for elementary school teachers and students.
7. Development of a coordinated intervention system that identifies students with high risk or chronic drug abuse problems.

Applicants are encouraged to review problems, needs and existing resources in developing activities meeting each component requirement. The goal is for each funded community to have a comprehensive drug suppression program. A variety of activities may be utilized to meet the program components and achieve the overall DSP goal. Such activities are structured in the following manner:

- Local advisory committees differ in frequency of participation as well as range of responsibilities. Some committees meet on an annual basis. Some

committees are primarily involved in administrative activities and public relations, while others take a more active interest in project objectives and coordination.

- Drug traffic intervention activities, involving law enforcement at each site, are largely based on the prior working relationship between the police department and school administration, and vary among sites. Activities include expanded police presence on campus by increasing patrols or the number of officers on or near campus and bolstering undercover operations, and law enforcement participation in presentations to students, faculty and parents on prevention techniques and the effects and consequences of drug abuse.
- In-service training of school and law enforcement staff is provided at all sites. In some programs, training is also provided to hospital personnel, Parent Teachers Association groups, volunteers, court restitution workers and other interested persons on topics which include chemical dependency, review and selection of classroom curricula, effective teaching techniques, crisis intervention and effective parenting.
- The drug education of students is accomplished through accredited classes, in classroom lectures or school assemblies. The prevention/education curriculum provides information on drugs and drug abuse and encourages discussions on self-esteem, peer pressure and the effective handling of everyday problems.

- Family oriented activities are designed to alleviate pressures arising from family problems which may, in turn, contribute to drug and alcohol abuse. To achieve this, projects provide family counseling, parenting classes, family communication and problem-solving sessions, and parent support groups.
- In developing a coordinated intervention system, projects work to identify high risk or chronic drug abusers, who are referred for treatment. Treatment may include individual or group counseling and family counseling.

PROJECT ACCOMPLISHMENTS

Fiscal Year (FY) 1984/85 Project Accomplishments

Nineteen DSP projects were funded with FY 1984/85 funds for an 18-month period. These projects were required to submit quarterly progress reports that included a description of their project's achievements. The following figures represent activities completed by the 19 projects, as reported to OCJP during their grant period, with specific project highlights noted under each component.

Component #1: To establish a Suppression of Drug Abuse in Schools Local Advisory Committee.

All 19 projects established a county level advisory committee to review the grant application prior to its submission to OCJP. Many of the projects' county level committees continued to meet on a monthly or quarterly basis.

Other projects established more localized, target area advisory committees which provided coordination, direction, and support functions for the DSP effort.

Project Highlights:

- The Nevada County Superintendent of Schools project held eight advisory committee meetings during the grant year to inform members about the progress and problems of the project. The advisory committee assisted the project director on all planning and major outreach efforts. Committee members also attended in-county and out-of-county workshops and conferences to keep informed on current strategies to reduce drug abuse.

- The City of Orange project established a local Substance Abuse Free Environment (SAFE) Advisory Group consisting of key members from the county level Community Against Substance Abuse (CASA) Task Force. Members include representatives from schools, law enforcement and the community. The 63-member committee, which meets monthly, has established five working committees dealing in public relations, education, membership, fund raising and student activity. During the grant year the committee raised approximately \$58,000 which funded a portion of its drug prevention activities.

Component #2: To establish Drug Traffic Intervention Programs.

The MOU established by each project enabled law enforcement officers to work more effectively on or near school campuses. In general, police reported increased support from teachers, other school staff, parents and students.

The 19 projects reported over 11,000 juvenile arrests and more than 1,000 informal handlings of drug related incidents.

Project Highlights:

- The City of Berkeley project saw a 43 percent increase from FY 1984/85 to FY 1985/86 in arrests of drug dealers near Berkeley High School. In addition, the project's school resource officer was part of a team which gave presentations about recognizing the physical description of drugs to over 300 school employees, parents and community members.

In addition, a 24-hour anonymous drug concern line, "The Cops", was available to the community to anonymously report drug dealing activities. The school resource officer distributed 1,100 "The Cops" business cards to students. Approximately 5,800 copies of the Drug Abuse Prevention Program listing "The Cops" telephone number were distributed to the community.

- The City of Orange project youth services officer spent 10-12 hours per week focusing on the seven targeted secondary schools by increasing police visibility and assisting the schools with drug-related incidents. During the grant year more than 500 youths were detained for drug use and trafficking.

Components #3 & #6: School and Classroom Oriented Programs.

The 19 projects reported that more than 64,000 students were provided drug education. Projects used or modified existing drug awareness curriculum materials such as "Here's Looking At You, II", "Stanford Decide" and "Drug

Abuse Resistance Education" (DARE) to educate students. In addition, the projects reported training over 9,000 DSP personnel on the effects of chemical dependency and effective curriculum and teaching techniques for the classroom.

Project Highlights:

- The Nevada County Superintendent of Schools project trained 130 volunteer educators in their TEAM-3/Decide curriculum through two 18-hour workshops. Five school site volunteer educator coordinators for the TEAM 3/Decide curriculum have received extensive training and serve as school liaisons for the project.
- The Long Beach Unified School District project implemented the DARE curriculum for targeted 6th grade classes. Two Long Beach Police Department officers taught 2,200 students in the 17-week curriculum.

Component #4: Family Oriented Programs.

This component is designed to provide prevention and early intervention programs to parents and families of students who may be involved in substance abuse. The 19 projects conducted over 300 parent workshops, lectures and counseling sessions reaching more than 8,000 parents.

Project Highlights:

- The City of San Mateo project held Saturday drug education classes for students suspended for drug or alcohol abuse incidents. One or both parents were required to attend these classes with the student for at

least two hours. During the grant year a total of 22 Saturday schools were held for 59 students and their parents or guardians.

- The San Bernardino Unified School District project presented 40 mandatory Parent Insight Nights for parents of high-risk chemical users. This four-session parenting class must be attended by a parent or guardian of an identified chronic drug or alcohol user who has been expelled from a targeted school. A San Bernardino Police Department team teaches the classes in conjunction with a consultant (i.e., licensed marriage, family and child counselor), or a school-site teacher or counselor.

Component #5: Use of Appropriate Written and Audio Visual Aids.

The projects generally used or adapted standard drug program curricula as discussed previously. In addition, many projects utilized existing videos and brochures for educating students, parents, teachers and school personnel. However, several projects developed their own instructional aids taking into consideration the composition of the community and student population.

Project Highlights:

- The El Dorado County Office of Education project established a Substance Abuse Media Center in the Office of Education. Media center materials have been used to provide comprehensive updates on current county drug trends to the El Dorado County Sheriff's Department, all schools within the target area, and several service organizations in the county.

Component #7: To Develop A Coordinated Intervention System That Identifies Students With High Risk or Chronic Drug Abuse Problems.

This component provides an early intervention approach to substance abuse. It encourages students, teachers, parents and law enforcement to identify high risk or chronic substance abusers and establish a system whereby identified students can be referred for counseling and treatment for substance use related problems. The 19 projects spent a considerable time developing identification and referral systems. Fourteen projects reported that over 1,800 students were identified as being high risk or chronic and were referred for counseling.

Program Highlights:

- The Madera Unified School District project implemented an extensive intervention and referral system for law enforcement, mental health and school agencies. During the first quarter of the grant year, weekly meetings were held with school site administrators to establish written standard operating and emergency procedures for processing student referrals to either law enforcement or counseling. These procedures were disseminated to school sites through individual meetings with school site administrators and principals. In addition, all teaching, nursing and counseling staff were trained in implementing the referral process. The Madera County Probation Department also was involved in establishing the intervention and referral system. During a six-month period, 114 students were referred for an ongoing series of two-hour group counseling/educational sessions. In addition, the project provided lunch

hour drug/alcohol information groups at target area high schools. Forty students regularly attend these sessions.

Fiscal Year (FY) 1985/86 Project Accomplishments

Thirteen projects received second-year funding with FY 1985/86 funds. These projects were required to submit quarterly progress reports that included a description of project achievements. The projects were required to send data, in the form of monthly reports, to NCCD for the DSP evaluation. Highlighted below are the activities completed by the 13 projects, as reported to OCJP and NCCD, during the grant period.

Component #1: To Establish a Suppression of Drug Abuse in Schools Local Advisory Committee.

All 13 projects established a county level advisory committee to review the grant application prior to its submission to OCJP. Some county committees remained involved in DSP project activities through monthly or quarterly meetings. Many projects also formed target area advisory committees which assisted the project in increasing public awareness, fundraising and attracting volunteers.

Project Highlights:

- The Pajaro Valley Unified School District project's county level advisory committee assisted in the following project activities: (1) a six-week series of workshops for parents and youth totaling 1,392 participation hours; (2) increasing the membership in the Safehomes Project by 50

members); (3) a School-Based Intervention Pilot Program; (4) expanded media coverage with an average of two articles a month appearing in local publications; (5) funding for a "Drug Free Youth Dance" for 300 youths; (6) increasing public awareness through community activities (i.e., promoting a Drug Abuse Awareness Week, community barbeque, heroin panel and video).

Component #2: To Establish Drug Traffic Intervention Programs.

Law enforcement agencies increased arrests for the possession and use of drugs by youths, and enhanced cooperation with schools and area service providers in the delivery of drug use/abuse prevention strategies. As a result of the project's MOUs and the increased support from teachers, other school staff, parents and students, the ability of law enforcement officers to implement effective drug traffic intervention programs on campus increased. The 13 projects reported over 5,888 juvenile arrests and more than 4,213 adult arrests for drug law violations on or near school campuses.

Project Highlights:

- The City of Antioch project has a full-time police officer assigned to the DSP project. The officer provides a wide range of prevention, suppression and intervention services. The drug and alcohol arrest rate for target area schools (eight elementary and four secondary) increased by 18 percent. Arrests of elementary school students increased from four in FY 84/85 to seven in FY 85/86, necessitating an increased focus on prevention strategies for grades Kindergarten through sixth.

- The Contra Costa Sheriff's Department project increased the number of arrests for the possession of drugs by 232 percent from 61 to 142 during its second grant year. The increased arrest rate can be attributed to a 24-hour drug concern telephone hotline maintained by the Sheriff's Department, school officials identifying non-students on campus and the increased presence of a full-time grant funded law enforcement officer on Pittsburg Unified School District campuses.

Components #3 and #6: School and Classroom Oriented Programs.

The 13 projects reported providing over 7,200 drug awareness educational sessions to more than 92,000 students. Two classroom strategies were used to provide substance abuse prevention and education: general drug education and specific programs directed at high-risk youths or other specific target groups. General education included information on the effects and consequences of drug abuse. The specific programs addressed issues such as drunk driving and treatment resources in the community. Most of the drug curricula took a "personal skills" and "decision-making" approach to drug and alcohol use by dealing with personal development, values clarification and assertiveness training ("Say no!"). In addition to student training, the 13 projects reported that more than 13,000 teachers, school administrators, law enforcement personnel and community members received drug prevention education. Areas of drug prevention education included the effects of chemical dependence, classroom curricula, discussions of effective teaching techniques, crisis intervention, instruction of parents and the personal and legal rights of school staff and students with respect to substance use.

Project Highlights:

- The City of Los Angeles Drug Abuse Resistance Education (DARE) project conducted 2,135 drug prevention sessions for 53,932 school students (these figures represent presentations conducted by the OCJP funded component). The DARE project uses police officers assigned full-time to elementary and junior high school campuses to present the DARE curriculum to K-7 grade students.
- The San Diego Unified School District project conducted 185 drug education classes to involving over 5,700 students in the first through sixth grades utilizing the "About Drugs" unit produced by the project during the first year grant. In addition, 2,627 teachers received in-service training in identifying signs of "high risk" or "drug using" youths. "Social Concerns Drug and Narcotic Educators" (DANES) provided faculty programs at approximately one-half of the secondary schools in the district. Additionally, four presentations were made at management conferences, resulting in the in-service training of 42 school administrators.

Component #4: Family Oriented Programs

This component focuses on educating parents by providing facts about drug use, factors leading to use, and correlates of use. It provides support groups and classes for parents concerned about drug use by their children, and counseling for families of students who have drug-related problems, are "high risk", or who want help and support. The 13 projects reported that 22,882 parents attended over 785 parent workshops, groups or classes. In addition, a total of 1,154 families were provided drug abuse counseling.

Project Highlights:

- The Pajaro Valley Unified School District project presented six-week parent/student family workshops and "Just Say No" family nights. Approximately 1,770 hours of drug awareness and involvement programs were provided to 652 parents. Eighty-nine intake/counseling sessions were provided by their Rapid Referral and Pilot Intervention Program to families of youths identified as high risk. The project also increased its Safehomes Project by 50 percent over the first year. Membership currently exceeds 300. The Safehomes Project unified parental support by having parents sign and publish pledges such as: "We care enough to say no" and "We are in charge and will not allow our teens to ruin their lives by becoming involved with drugs and alcohol."
- The Sonoma County Sheriff's Department project provided 962 early intervention counseling sessions to 223 families. In addition, Social Advocates for Youth (SAY), a contract agency for the project, provided six one-half hour segments of drug awareness training and parent education programs to a total of 140 parents.

Component #5: Use of Appropriate Written and Audio Visual Aids.

Most of the 13 projects continued to utilize standard drug program curricula. Some sites, taking into consideration community and student population factors, developed their own curriculum related to drug use and decision-making skills.

The projects continued to use materials focusing on in-service training for teachers, school staff and law enforcement and decision-making skills for students.

Project Highlights:

- The San Diego Unified School District project completed four video tape presentations: "Educating Mrs. Griffin", for school staff in-service, "Cool You", for drug prevention in grades 1 and 2, "Drug Abuse: Whose Responsibility Is It?", Drug Prevention Education to Parents, and "Your Choice", for grade 7. The project provided copies of the video tapes to requesting school districts and law enforcement agencies throughout the state for a nominal fee.

Component #7: To Develop a Coordinated Intervention System That Identifies Students With High Risk or Chronic Drug Abuse Problems.

This component provides an early intervention approach to substance abuse. It encourages students, teachers, parents and law enforcement to identify high risk and chronic substance abusers and establish a system whereby identified students can be referred to counseling and treatment for substance abuse related problems.

The 13 projects reported that a total of 7,017, or an average of 585 youth per month, were referred for drug counseling or treatment services through the DSP. Fifty-five percent of the students referred for treatment were male. Seventy-two percent of the abuser referrals to treatment were white. The largest group of referred students were in grades 7 and 8. The most commonly

reported drugs used by students referred for treatment were alcohol (43 percent) and marijuana (47 percent). When students were asked for a drug abuse history, however, several other drugs were frequently reported. The most common treatment modality was group counseling (39 percent), followed by individual (31 percent) and family counseling (15 percent).

Project Highlights:

- Both the Pajaro Valley Unified School District project and the Benecia Unified School District project implemented a student intervention program in their target area junior and senior high schools. Students identified by school officials, law enforcement personnel or self-referrals as high risk or having chronic drug abuse problems by school are referred to a campus specialist.

The intervention specialist collects background data from school records, drug use history and other sources and determines if the intervention program is appropriate for the student. The specialist and the referred student establish a contract in which the student agrees to participate in group counseling sessions, family counseling sessions, and follow-up meetings. In Pajaro Valley, a three-month pilot of the intervention program served over 120 youths.

- The San Benito Joint Union High School District project identified 353 students as being high risk or having chronic drug abuse problems. 181 students were seen on a drop-in basis and 48 group crisis sessions were held. The project utilizes a full-time counselor on the high school

campus, because other treatment programs are not available within the county.

DSP Impact

The most obvious success of DSP activities is the increased reporting of drug related incidents. During the first grant year, 13 projects reported over 3,780 arrests attributed to DSP activities. During the second grant year, the same 13 projects reported that the number of attributable arrests increased to 10,203; 5,900 juveniles and 4,303 adults. The reported increase can be attributed to increased law enforcement activity on and around targeted school campuses, the training of teachers, school administrators, parents and law enforcement personnel in identifying signs of drug use and abuse, and the education of more than 130,000 school children in drug awareness. A major factor contributing to increased reporting, as well as to the overall success of the DSP, is the increased coordination and cooperation between law enforcement and schools. School personnel have been responsive to the support and involvement of law enforcement officers on campuses. School personnel are reporting drug-related incidents on campus with more confidence, knowing that the cooperatively established intervention system provides the best form of correction and rehabilitation for the students.

PROGRAM ENHANCEMENTS AND FORECASTS

Based on current data received from projects' monthly and quarterly reporting, monitoring and site visits conducted by OCJP staff, and findings made by the

NCCD evaluation, the following recommendations for program enhancements will be incorporated into future DSP Program Guidelines and Requests-for-Proposals:

Local Advisory Committee

- Increase the importance of target area committees formed from the county-wide Suppression of Drug Abuse in Schools Local Advisory Committees.
- Increase the importance of fundraising efforts so that projects will be self-sustaining when state funding is no longer available.

Drug Traffic Intervention

- Strengthen the importance of a clear and concise memorandum of understanding (MOU) established by the school district and law enforcement agency regarding drug related incidences on school campuses.

Classroom Education and Training

- Teachers and other school staff should, in most cases, be used to implement the majority of the classroom curriculum. This allows drug education to be more easily integrated into the regular school curriculum.
- Law enforcement personnel also should be involved in team teaching as many of the curriculum units as possible.
- All sites should continue to coordinate law enforcement and school personnel in as many parts of the staff training as possible.

Family Education and Counseling

- Increase parent involvement in project workshops, classes and support groups.

Treatment for "At Risk" Users.

- Stress the importance of each project developing specific criteria for referring certain students for treatment.
- Expand project services to include students who do not necessarily abuse drugs, but who live in families where drugs are abused.
- Stress the need to start developing culturally sensitive treatment programs.

Based on the above findings and recommendations, the DSP Program Guidelines and Request-for-Proposals for Fiscal Year 1986/87 were revised. Funded projects are currently implementing the above recommendations.

The DSP also is involved in enhancing statewide public awareness. OCJP has contracted with NCCD to prepare a resource guide in addition to its evaluation efforts. The resource guide will describe the DSP, discuss the activities of DSP projects and highlight some model prevention, suppression and intervention programs being implemented by DSP projects. In addition, the resource guide will review current curriculum being used by the projects and review resource materials and audio visual aids being used statewide. The resource guide should be available for public distribution in April 1987.

OCJP has provided the San Diego Unified School District project with funds to develop, field test and evaluate various drug awareness educational materials. The results will enable any teacher to provide drug awareness information and positive attitudes without costly teacher training or expensive teaching aids. By using the support lessons, parents, police officers and older students can share the responsibility of educating, while learning themselves.

The following materials will be available through the City of San Diego in July 1987:

- Drug prevention curriculum, grades 1-6;
- Parent and police officer support lessons, grades 1-4;
- Drug education student workbook, grades 7-8;
- Teen leader manual for use by senior high school students during "peer leadership" programs with elementary and middle school students; and
- Peer support lessons, grades 5-6.

The DSP projects have developed comprehensive drug awareness programs in their communities. The increased cooperation between the law enforcement agencies and school districts in these projects has improved communication on drug-related information and other issues of mutual and community interest (i.e., truancy, gang activity and daytime burglary).

Continued state and local government support for the DSP will allow for enhancement of current projects and provide an opportunity for implementing new projects throughout the state. In addition, the success of state funded local programs in demonstrating credibility, a sense of ownership and results, promotes a positive attitude by local funding sources that can assume responsibility for continuing the programs once state funding is no longer available.

ATTACHMENT A

Suppression of Drug Abuse in Schools Program

FY 1984/85 Project Listing

<u>Co-Applicants</u>	<u>Grant Award</u>
Benecia Unified School District* Benecia Police Department	\$65,000
Berkeley Unified School District* Berkeley Police Department	\$145,000
El Dorado County Schools Office* El Dorado County Sheriff's Department	\$65,000
Emeryville Unified School District Emeryville Police Department*	\$84,000
Lassen County Sheriff's Department* Lassen County Superintendent of Schools	\$56,612
Lennox School District* Los Angeles County Sheriff's Department (Lennox Station)	\$28,750
Long Beach Unified School District* Long Beach Police Department	\$193,000
Madera Unified School District* Madera County Sheriff's Department Madera Police Department	\$113,000
Nevada County Superintendent of Schools* Nevada County Sheriff's Department	\$100,000
Orange Police Department* Orange Unified School District	\$130,000
Palo Alto Unified School District* Palo Alto Police Department	\$92,000
Perris Union High School District* Perris Police Department Riverside County Sheriff's Department	\$103,000

Sacramento Police Department*	\$190,731
Sacramento Unified School District	
San Bernardino City Unified School District*	\$133,000
San Bernardino Police Department	
San Mateo Union High School District*	\$16,309
San Mateo Police Department	
Sanger Police Department*	\$40,000
Sanger Unified School District	
Vista Unified School District*	\$140,000
San Diego County Sheriff's Department	
Western Placer Unified School District*	\$105,000
Lincoln Police Department	
Woodlake Unified School District*	\$48,244
Woodlake Police Department	

* Designated administrative agency

Suppression of Drug Abuse in Schools Program

FY 1985/86 Project Listing

<u>Co-Applicants</u>	<u>Grant Award</u>
Antioch Police Department*	\$65,597
Antioch Unified School District	
Butte County Sheriff's Department*	\$55,029
Oroville Union High School District	
Contra Costa County Sheriff's Department*	\$181,689
Pittsburg Police Department	
Brentwood Police Department	
Various City Schools	
Earlimart School District*	\$24,537
Tulare County Sheriff's Department	
Garden Grove Police Department*	\$82,678
Garden Grove Unified School District	
Los Angeles Police Department*	\$382,754
Los Angeles City Unified School District	
Menlo Park Police Department*	\$71,699
Redwood City Police Department	
Atherton Police Department	
Various City Schools	
Oakland Unified School District*	\$152,746
Oakland Police Department	
Pajaro Valley Unified School District*	\$73,422
Watsonville Police Department	
Salinas Union High School District*	\$46,472
Salinas Police Department	
San Benito Joint Union High School*	\$37,517
Hollister Police Department	
San Diego City Unified School District*	\$133,181
San Diego Police Department	
Sonoma County Sheriff's Department*	\$220,679
Various Sonoma County Schools	

* Designated Administrative Agency

Assembly Bill No. 1983

CHAPTER 952

An act to add Chapter 7 (commencing with Section 13860) to Title 6 of Part 4 of the Penal Code, relating to drug abuse, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor September 20, 1983. Filed with Secretary of State September 20, 1983.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1983, La Follette. Drug abuse suppression program.

Existing law establishes in state government the Office of Criminal Justice Planning with specified powers and duties relative to development of state crime prevention programs.

This bill would create in the Office of Criminal Justice Planning the Suppression of Drug Abuse in Schools Program. The executive director of the office would be authorized to allocate and award funds to local law enforcement agencies and public schools with joint drug abuse prevention and drug trafficking suppression programs. The executive director would be required to prepare and issue guidelines and procedures for the program to be submitted to the Legislature and to submit an annual report to the Legislature. The State Suppression of Drug Abuse in Schools Advisory Committee with specified membership would be appointed and would consult with the executive director concerning the program.

This bill would provide that it would constitute the guidelines for specified programs relating to the Office of Criminal Justice Planning. It would appropriate \$500,000 from the amount appropriated for the Suppression of Drug Abuse in Schools Program in the Budget Act of 1983 to the Department of Alcohol and Drug Programs, for specified purposes.

This bill would take effect immediately as an urgency statute.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 7 (commencing with Section 13860) is added to Title 6 of Part 4 of the Penal Code, to read:

CHAPTER 7. SUPPRESSION OF DRUG ABUSE IN SCHOOLS

13860. The Legislature finds and declares that a substantial drug abuse and drug trafficking problem exists among school-age children on and around school campuses in the State of California. By enacting this chapter, it is the intention of the Legislature to support

increased efforts by local law enforcement agencies, working in conjunction with school districts and county drug offices to suppress trafficking and prevent drug abuse among school age children on and around school campuses through the development of innovative and model programs by local law enforcement agencies and schools and drug abuse agencies. As used in this chapter, drugs are defined as marijuana, inhalants, narcotics, dangerous drugs, pharmaceuticals, glue and alcohol. It is the further intention of the Legislature to establish a program of financial and technical assistance for local law enforcement and school districts.

13861. There is hereby created in the Office of Criminal Justice Planning the Suppression of Drug Abuse in Schools Program. All funds made available to the Office of Criminal Justice Planning for the purposes of this chapter shall be administered and disbursed by the executive director of the office in consultation with the State Suppression of Drug Abuse in Schools Advisory Committee established pursuant to Section 13863.

(a) The executive director, in consultation with the State Suppression of Drug Abuse in Schools Advisory Committee, is authorized to allocate and award funds to local law enforcement agencies and public schools jointly working to develop drug abuse prevention and drug trafficking suppression programs in substantial compliance with the policies and criteria set forth in Sections 13862 and 13863.

(b) The allocation and award of funds shall be made upon the joint application by the chief law enforcement officer of the coapplicant law enforcement agency and approved by the law enforcement agency's legislative body and the superintendent and board of the school district coapplicant. The joint application of the law enforcement agency and the school district shall be submitted for review to the Local Suppression on Drug Abuse in Schools Advisory Committee established pursuant to paragraph (4) of subdivision (a) of Section 13862. After review, the application shall be submitted to the Office of Criminal Justice Planning. Funds disbursed under this chapter may enhance but shall not supplant local funds that would, in the absence of the Suppression of Drug Abuse in Schools Program, be made available to suppress and prevent drug abuse among school-age children and to curtail drug trafficking in and around school areas.

(c) The coapplicant local law enforcement agency and the coapplicant school district may enter into interagency agreements between themselves which will allow the management and fiscal tasks created pursuant to this chapter and assigned to both the law enforcement agency and the school district to be performed by only one of them.

(d) Within 90 days of the effective date of this chapter, the Executive Director of the Office of Criminal Justice Planning in consultation with the State Suppression of Drug Abuse in Schools

Advisory Committee established pursuant to Section 13863 shall prepare and issue administrative guidelines and procedures for the Suppression of Drug Abuse in Schools Program consistent with this chapter. In addition to all other formal requirements that may apply to the enactment of such guidelines and procedures a complete and final draft shall be submitted within 60 days of the effective date of this chapter to the Chairpersons of the Committee on Criminal Law and Public Safety of the Assembly and the Judiciary Committee of the Senate of the California Legislature.

(e) By July 1, 1984, or after a full year of program operation, the executive director shall prepare and submit an annual report to the Legislature describing in detail the operation of the program and the results obtained from the Suppression of Drug Abuse in Schools Program receiving funds under this chapter. The report shall also list the full costs applicable both to the Office of Criminal Justice Planning for processing and reviewing applications, and to the state and local agencies for obtaining grants, from any source, to support the program. The purpose of the program evaluation shall be to identify successful methods of conducting Suppression of Drug Abuse in Schools Programs. Ongoing evaluation findings shall be used to replicate proven successful methods, identify, implement, and refine new methods.

13862. Law enforcement agencies and school districts receiving funds under this chapter shall concentrate enhanced apprehension, prevention and education efforts and resources on drug abuse and drug trafficking in and around school campuses.

(a) Such enhanced apprehension, prevention, and education efforts shall include, but not be limited to:

(1) Drug traffic intervention programs.

(2) School and classroom-oriented programs, using tested drug abuse education curriculum that provides indepth and accurate information on drugs, which may include the participation of local law enforcement agencies and qualified drug abuse prevention specialists and which are designed to increase teachers' and students' awareness of drugs and their effects.

(3) Family oriented programs aimed at preventing drug abuse which may include the participation of community-based organizations experienced in the successful operation of such programs.

(4) The establishment of a Local Suppression of Drug Abuse in Schools Advisory Committee. The committee shall be established and appointed by the board of supervisors of each county and city and county. The committee may be a newly created committee or an existing local drug abuse committee as designated by the board. The committee shall be composed of, at a minimum, the following:

(A) Local law enforcement executives.

(B) School district executives.

(C) School site staff, which includes administrators, teachers or

other credentialed personnel.

(D) Parents.

(E) Students.

(F) School peace officers.

(G) County drug program administrators designated pursuant to Section 11962 of the Health and Safety Code.

(H) Drug prevention program executives.

(5) Development and distribution of appropriate written and audio-visual aids for training of school and law enforcement staff for handling drug-related problems and offenses. Appropriate existing aids may be utilized in lieu of development of new materials.

(6) Development of prevention and intervention programs for elementary school teachers and students, including utilization of existing prevention and intervention programs.

(7) Development of a coordinated intervention system that identifies students with chronic drug abuse problems and facilitates their referral to a drug abuse treatment program.

(b) Enhanced apprehension, prevention, and education efforts commenced under this section shall be a joint effort between local law enforcement and local school districts in cooperation with county drug program offices. These efforts shall include, but not be limited to, the concentration of apprehension efforts in "problem" areas identified by local school authorities.

(c) Funds appropriated pursuant to this chapter may be used in part to support state-level development and statewide distribution of appropriate written and audio-visual aids for public awareness and training of school and law enforcement staff for handling drug-related problems and offenses. When existing aids can be identified, these aids may be utilized in lieu of the development of new aids.

13863. Criteria for selection of law enforcement agencies and school districts to receive Suppression of Drug Abuse in Schools Program funding shall be developed by the State Suppression of Drug Abuse in Schools Advisory Committee.

(a) The State Suppression of Drug Abuse in Schools Advisory Committee shall be composed of two police chiefs, two sheriffs, two district attorneys, one attorney primarily engaged in criminal defense, one representative of parent groups, one representative of the Department of Alcohol and Drug Programs, one county drug program administrator designated pursuant to Section 11962 of the Health and Safety Code, a school peace officer, and a representative of community-based drug abuse programs, all of whom are appointed by the Governor. In addition, the Attorney General shall designate one member representing the Department of Justice and the Superintendent of Public Instruction shall designate four members, one representing the Department of Education, and three school site personnel. Staff services to the committee shall be provided by the Executive Director of the Office of Criminal Justice

Planning. Committee members shall be reimbursed for actual expenses involved in the conduct of committee business. The committee shall review applications for grant awards and shall recommend approval for those applications which are deemed appropriate and are consistent with the guidelines and administrative procedures established pursuant to this section and this chapter.

(b) Each committee member shall be personally present to cast a vote or be counted toward a quorum. An appointed member of the committee unable to attend any meeting may designate a representative to attend such meetings on his or her behalf. Such a representative shall be accorded full privilege to address the committee on any matter under consideration but shall not have the right to vote on any motions entertained by the committee.

(c) The State Suppression of Drug Abuse in Schools Advisory Committee shall develop specific guidelines and administrative procedures for the Suppression of Drug Abuse in Schools Program.

(d) These guidelines and administrative procedures shall set forth the terms and conditions upon which the Office of Criminal Justice Planning is prepared to offer grants of funds pursuant to statutory authority. The guidelines and administrative procedures do not constitute rules, regulations, orders, or standards of general application.

(e) Administration of the overall program and the evaluation and monitoring of all grants made under this chapter shall be performed by the Office of Criminal Justice Planning.

(f) The Office of Criminal Justice Planning shall, to the extent possible, coordinate the administration of the Suppression of Drug Abuse in Schools Program with those of the Department of Alcohol and Drug Programs and the Department of Education established pursuant to Article 2 (commencing with Section 11965) of Chapter 2 of Part 3 of Division 10.5 of the Health and Safety Code.

(g) Local assistance grants made pursuant to this chapter shall not be subject to review pursuant to Section 14780 of the Government Code.

(h) Funds disbursed under this chapter shall not be used for the acquisition of equipment.

(i) Funds disbursed under this chapter shall not be used to purchase information or drugs.

(j) In the interest of maximizing the use of funds for program support and implementation, local law enforcement agencies and school districts receiving funds under this chapter are expressly discouraged from using Suppression of Drug Abuse in Schools Program funds for personnel costs. Where it can be demonstrated that personnel costs are essential to the success of the program and that sufficient law enforcement and school personnel are not available to carry out the program, exceptions to this section may be requested through the Executive Director of the Office of Criminal

Justice Planning.

(k) No more than 5 percent of the total amount of funds disbursed under this chapter shall be used for administrative costs.

SEC. 2. Section 1 of this act constitutes program guidelines for the purposes of control language in Items 8100-001-001 and 8100-101-001 of the Budget Act of 1983.

Notwithstanding any other provision of law, the sum of five hundred thousand dollars (\$500,000) from the amount appropriated for the Suppression of Drug Abuse in Schools Program by Item 8100-101-001 of the Budget Act of 1983 is hereby appropriated to the Department of Alcohol and Drug Programs to support the School-Community Primary Prevention Program established by Chapter 1002 of the Statutes of 1981 and Chapter 1285 of the Statutes of 1982.

SEC. 3. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

Drug abuse is pervading schools of all levels at an alarming rate. In order to effectively combat this spread of drug abuse it is necessary that this act take effect immediately.

Suppression of Drug Abuse in Schools Program
State Advisory Committee

Dr. Eleazer Ruiz
Whelan Elementary
School District
10319 Firmosa Avenue
Lennox, CA 90304

Margery Ranch
Representative, Parent Groups
1332 Oakhurst Avenue
San Carlos, CA 94070

Honorable Grover C. Trask II
District Attorney
County of Riverside
District Attorney's Office
4080 Lemon Street
Riverside, CA 92501

Mr. Elgie Bellizio
Director
Sunrise House
116 East Alisal Street
Salinas, CA 93901

Ms. Adrionne D. Beasley
Attorney at Law
223 25th Street
Richmond, CA 94804

Honorable John Zunino
Sheriff
County of San Joaquin
Sheriff's Office
P.O. Drawer "H"
Stockton, CA 95202

Mr. David L. Snowden
Chief of Police
City of Costa Mesa
99 Fair Drive
Costa Mesa, CA 92628-1200

Mr. Alphonso H. Twine
Administrator
County of San Bernardino
Alcohol and Drug Program
565 North Mt. Vernon Avenue, Suite 100
San Bernardino, CA 92411

Mr. Richard G. Keith
Investigator
Los Angeles Unified School District
P.O. Box 3193
Quartz Hill, CA 93534

Dr. Emily Garfield
Executive Director
Project Pegeasus
703 Welch Road, Suite H4
Palo Alto, CA 94304

Mr. Frank Acosta
Chief of Police
City of Los Gatos
P.O. Box 973
Los Gatos, CA 95030

Mr. Walter Drive
Director
Woodhurst Foundation
6512 Woodhurst Court
Citrus Heights, CA 95621

Honorable John Dougherty
District Attorney
County of Sacramento
P.O. Box 749
Sacramento, CA 95804

Mr. Jack Dugan
Director, Crime Prevention Center
State of California
Attorney General's Office
1515 K. Street
Sacramento, CA 95814

Mr. Chauncey Veatch, III
Executive Director
State of California
Department of Alcohol and
Drug Programs
111 Capitol Mall
Sacramento, CA 95814

Honorable Roy D. Whiteaker
Sheriff
County of Sutter
P.O. Box 1555
Yuba City, CA 95991

Persida Drakulich
Consultant, School Health Program
California State Department
of Education
721 Capitol Mall
Sacramento, CA 95814