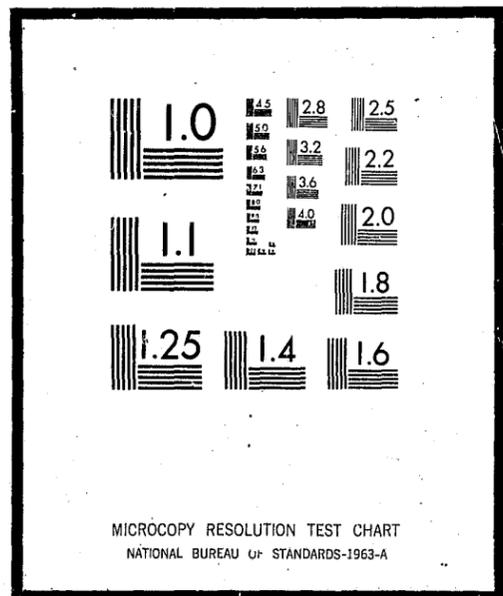


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Date filmed

8/11/75

Wicklburg County

FINAL REPORT
COMPREHENSIVE DRUG ABUSE PREVENTION PROGRAM—
LEAA DISCRETIONARY GRANT
SEPTEMBER 1972 - JANUARY 1974

013840

TABLE OF CONTENTS

	PAGE
<u>Final Report</u>	
Goal I: Drug Education Component	1
Goal II: Law Enforcement Component	17
Goal III: Administrative Component	21
Evaluation: Drug Education Component	27
Evaluation: Law Enforcement Component	34
Progress Reports: January 1974	38
Appendix	
"Outline of Unified Approach to School System"	
"Materials Prepared By The Mecklenburg Criminal Justice Pilot Project Staff"	

GOAL I: DRUG EDUCATION COMPONENT

Goal I: Drug Education Component

Philosophy

The philosophy of the Charlotte Drug Education Center during this grant period has remained essentially the same. Our original conviction that drug use is a symptom of other problems in people's lives has been reinforced by our experiences in drug education.

Drug Education is viewed as an aid in development of attitudes toward self, toward relationships, and toward goals that allow one to cope and to attain needs without the chemical altering of consciousness. The deliverance of drug information is within, but not the primary part of this broad context.

Goals

The goal of this component was and is to reduce the factors that cause individuals to have a propensity to use drugs. The goal of any drug education effort should be to provide experiences, interaction, and skills that will move individuals and family units out of the high-risk drug-prone psychological states. DEC programs have pursued these goals. The evaluation which is described on page 27 will determine what impact DEC programs have had on schools that have participated in these programs.

Rationale of Methods

The methods proposed in Section III of the grant to reduce factors that cause individuals to have a propensity to abuse drugs are discussed below in terms of accomplishments, changes, problems and successes of each method.

Before discussing the methods themselves, however, one should realize that these methods have an overall rationale. Methods pursued by the DEC are concerned with needs, beliefs, attitudes, values, communication and goal setting. Methods, therefore, should and have addressed themselves to:

1. Decision making skills
2. Effective listening
3. Problem solving skills
4. Development of self concept
5. Values development and clarification
6. Development of interpersonal relationships
7. Communication skills
8. Effective group interaction
9. Alternatives
10. Goal setting

Overview of Methods

We have used many methods of education during this grant period and the following methods have proven most effective:

In the area of parent-child communication, we have found that Parent Effectiveness Training courses have been a very effective means of changing or improving behavior and inter-family communication. We have spoken at many programs at PTA's and at churches and while these are of some value, we feel that there are more long-term gains with the P.E.T. course, or other multiple meetings with parents.

In our school programs, we have tried various methods of reaching young people from drug-information seminars, to rap groups, to personal growth classes such as the "Ombudsman" classes. It is our belief (confirmed by tentative evaluation studies) that the Ombudsman classes are by far the most effective means of moving young people out of high-risk states and making them aware of their own potential. DEC staff have found Ombudsman classes to be effective, because, through encouraging self-

growth, they provide avenues whereby students can reach out and help others. The classes are project, rather than problem-oriented. Because of their effectiveness, we have increased the number of ombudsman classes in both the junior and senior high schools, and we have almost stopped doing short-term drug information classes. We are also doing special three-week classes to ease racial tension at one of our feeder area high schools.

The focus of our program in the fourth and sixth grades has also become more person oriented. We have stopped using the film: "Drugs Are Like That" in the fourth grade and have printed our own booklets for fourth and sixth grade. Both of these booklets are geared to helping children understand peer-pressure, decision-making, and themselves.

A REVIEW OF METHODS OUTLINED IN SECTION III OF GRANT

A. Better Parent-Child Communication

1. Parent to Parent Education

DEC staff found it difficult to reach parents of public school students except in PTA meetings. Rap groups for parents of sixth grade students were conducted by DEC staff at Charlotte Country Day School, a private school in the community. In a controlled school, such as Country Day, parents were easier to reach.

Current parent groups are a cross between study groups and rap groups and are mostly run by volunteers.

During the early stages of the grant, the DEC ran a parent crisis group. This group was comprised of parents who felt they had an emergency problem. It was intended that parents meet with a consultant psychologist for six sessions. However, some of the parents requested that DEC ex-

tend the group beyond six sessions. As a result, the group became another rap group. No crisis group exists at this time, but parents with a crisis are referred to the consultant psychologists of DEC.

Parent-Effectiveness-Training (PET) has been a successful method of reaching parents. Performance indicators for PET have been included in the LEAA quarterly progress reports.

The overall objective of Parent to Parent Education, "to open communication between parent and child" is stated on page 31 of the grant and has remained unchanged.

2. Self-Help Group

One self-help group was established at St. John's Church during the grant and is still on-going. With the assistance of the Alcohol Information Center, this became a Families Anonymous group modeled after Al-Anon, using lay leadership.

More self-help groups were established but did not succeed on a long-term basis, partially due to lack of a hard working, interested inner core of persons, as is the case with the St. John's group.

Parents of drug users are often difficult to reach because of their reluctance to admit and freely discuss their problems. Parents have expressed greater interest in courses about drugs rather than rap groups or self-help groups.

B. Support in Schools

Throughout the grant period, the DEC has remained convinced that next to family and peers, the school is probably in a position to be the greatest influence on a child's decision to use or not use drugs.

However, the design of projects in this section as described in the grant (page 32) has changed.

Factual information concerning drugs is readily provided to teachers, counselors and principals when requested, but is not a major thrust of the DEC, as was implied in the grant. The primary goal of DEC staff is not to single out the drug user, but rather focus on all children. Emphasis in the schools has been on ombudsman classes, rap groups and peer counseling.

1. Workshop for School Principals

No specific workshops for principals have been held during the grant period. However, principals, in addition to other school personnel, participated in an LET workshop (Leadership Effectiveness Training) sponsored by the DEC.

DEC staff have also held numerous meetings with principals to explain the philosophy of drug education, the purpose of the school survey, Parent Effectiveness Training and Teacher Effectiveness Training. DEC staff have also met with the Charlotte/Mecklenburg School Board to explain correlates to drug abuse.

2. Program for Teachers

The DEC program that has reached the most teachers, is the Teacher Effectiveness Training Course (TET). This is basically a workshop in human relations and communication skills. DEC staff worked with the Director of In-Service Training for the Charlotte-Mecklenburg Schools in allowing 2 hours renewal credit to teachers taking the course. Quarterly progress reports to LEAA show the number of teachers who participated in TET during the grant period.

In addition to TET, rap group seminars have been held for those teachers who lead rap groups in their schools. Also, at the request of teachers at McClintock Junior High School, DEC staff is conducting a communication workshop for teachers. Through DEC liaison with the Director of In-Service Training, Director of Human Relations and Director of Counseling of the School System, staff has participated in school sponsored workshops and faculty meetings.

DEC staff have also conducted seminars for teachers covering the history of drug education, drug information, drug education and mental health, values clarification, and health and science curriculum. These seminars were offered two hours per week to teachers. In addition to planned programs for teachers, DEC staff have been flexible enough to meet crisis needs. For instance, 3 week-long classes in communication skills and values were offered to Myers Park High School students and teachers as a result of racial tension at the school.

A major DEC effort, not foreseen when the grant was written, has been to offer programs in the area of higher education. Since the beginning of the grant, Dr. Jonnie McLeod, Director of the Drug Education Center, along with other DEC staff have taught semester courses at UNC-C, both on the graduate and undergraduate level. These courses are a part of the Department of Human Development and Learning and are entitled: "Drugs: Educational Aspects" and "Drugs: Helping Relationships". This later course was initially taught by the DEC but is now being taught by departmental faculty. DEC hopes that by offering these courses young students entering the teaching profession will be equipped with appropriate skills needed to help students move out of drug-prone psychological states and/or prevent students from

falling into these states. These courses are also offered to teachers who are already in the school system.

Students from the Department of Human Development and Learning at UNC-C and from Johnson C. Smith University work as interns at the DEC or in DEC programs, such as the ombudsman classes.

In sum, the DEC is reaching beyond the school system into the colleges in order to offer pre-service training to teachers just finishing college and to offer continued career training to teachers already in the school system.

3. Training Volunteer Counselors

The performance indicators listed on page 13 show the number of volunteers trained by DEC. Volunteer training ranged from a 15-30 hours course covering values clarification, counseling techniques, group dynamics and listening skills. During the last six months of this grant, drugs were not discussed, but group members were given drug information brochures and were quizzed at the end of the course.

Volunteers were trained to assist staff and counselors in the Myers Park and West Charlotte feeder areas. During the first 8 months of the grant, the DEC Volunteer Coordinator was training volunteers for Open House. In April 1973, Open House acquired the capability of training its own volunteers.

Because most DEC efforts to reach the school population takes place during the day and most volunteers are not free during daytime hours, volunteers have not worked heavily in the schools themselves. DEC volunteers have primarily worked in the ombudsman classes and parent groups. After initial training, volunteers were given more specific training for the area in which they wished to work.

4. School Home Liaison

After the DEC was established, it became clear that the idea of school-home liaison was unrealistic. The PTA's have been more concerned with conventional duties than pilot projects, such as DEC.

C. Opportunities to Experience Success

1. Student to Student Instruction

As mentioned earlier, ombudsman classes, rap groups and peer counseling have been the major thrust of DEC in the schools. An "outline of unified approach to the school system" appears in the appendix of this report and was prepared by Ms. Chris Jones, the Educational Coordinator at DEC. This outline describes goals of the school programs including ombudsman classes and rap groups. Ombudsman classes are now offered year-round for credit. Students in these classes have given skits and talks to elementary school children. The DEC is represented on the Board of Project Areas which is sponsored by the National Conference for Christians and Jews. Project Ares is a student operated project in all Charlotte/Mecklenburg high schools. Students are trained, among other things, to conduct workshops on communication skills to junior high school students.

Other activities undertaken by students in the ombudsman classes are peer counseling, establishing and operating a coffee house on Friday evenings, visiting senior nursing homes, and developing ombudsman classes in the junior high schools.

2. Contest Emphasizing the "Natural Highs"

In an effort to emphasize the "natural highs" several measures were taken by DEC:

- 10,000 T-shirts (donated by a local company) bearing the slogan "I get high on _____" were given away on request. All were gone within 3 days.

- A contest was held for those who could write the best slogan about a natural high. DEC staff decided not to award money, in order to ensure that persons would not enter for that reason.

- A Music Workshop Day was held at Dilworth Park. Anyone could perform and local music companies offered lessons.

- A poetry and prose contest was conducted and results appeared in the DEC publication entitled, "A Natural High, You Say?"

- An arts contest was not conducted because the Board of Education would not permit it without at least a one year notice.

- Clinics were conducted by DEC staff in guitar.

- A natural-high club was promoted, but did not succeed. DEC staff felt that the idea failed partially because students were not club-oriented.

3. Opportunities for Constructive Activities

As shown in the LEAA progress reports, several youth groups have formed and meet weekly. A coffee house is open on Friday nights and is located at Myers Park Methodist Church. Rap groups are also conducted on request.

As stated in the grant (page 36), the DEC had planned to develop recreational activities in cooperation with the Charlotte Park and Recreation Department. However, the Park and Recreation Department did not feel they were adequately staffed for such activities. DEC staff did form baseball teams in the various public housing projects during the summer of 1973.

4. Sidewalk Education

During the course of the grant, the DEC has developed several neighborhood rap groups in various public housing projects. During the summer (1973) each DEC staff member was assigned a certain public housing project area in which to develop activities. By late summer, a full time staff member was hired to work in the Piedmont Courts area. His functions are described later in this report.

The DEC located a trailer at Dalton Village, a large public housing project, in order to provide information and programs to residents. However, the van was continually broken into and damaged causing the DEC to turn to other methods of sidewalk education.

D. Program for Adults

1. Industry

An information packet was developed by the DEC and distributed to industry through the Chamber of Commerce. A two-day workshop, sponsored by the DEC and Community Health Association, was held for industry. The workshop provided drug information, policy direction and ideas on how to promote good mental health in industry.

In addition, two large industries in the area participated in a DEC family group which focused on role plays, drug information and peer pressures. These groups ran for two nights each and were well received.

2. Public Housing Residents and Community Groups

DEC staff attempted to set up adult groups in several public housing projects in the community, but found that very few residents were interested.

A DEC staff member works full-time on projects for residents of Piedmont Courts, a low-income, trouble-ridden area of the City. This staff member has organized rap groups, recreation programs, and provides counseling to the residents.

E. Build Resources

During the grant period, a library was set up at DEC headquarters and is open from 9 A.M. to 5 P.M. The DEC now owns 35-40 films and has printed numerous publications which are listed on page 26.

The DEC has a very active speaker's bureau. The number and types of speeches are shown on page

2. Produce Audio-Visual Materials

DEC staff have produced a cassette-tape and made a film entitled "The Big Growth", for use in primary grades.

3. Educating Medical Personnel

The DEC sponsored a two day seminar for doctors and nurses to provide them with drug information and expected psychological reasons for drug use.

4. Citizen Involvement

Talks and programs given by DEC staff members at churches and civic groups have generated interest in volunteering at DEC and have increased enrollments in the DEC volunteer training class.

5. Coordination with Nearby Towns

DEC staff, particularly the volunteer coordinator, has offered volunteer training programs in Gastonia, Monroe, Shelby, Wadesboro,

Concord, Morganton, Asheville and Greensboro.

Also, much time and staff effort have gone into helping develop a statewide plan for drug education.

DEC staff have also conducted the drug education portion of several Mental Health sponsored workshops within the State.

Performance Objectives - Drug Education Component September, 1973
to January 1974.

<u>Methods</u>	<u>Participants</u>
A. <u>Better Parent-Child Communication</u>	
<u>Contact with Parents</u>	5,023
Reached by Parent Effectiveness Training, talks, counseling and self-help groups	
B. <u>Support in Schools</u>	
1. Contact with principals and teachers	2,025
reached by meetings, Teacher Effectiveness Training	
C. <u>Opportunities to Experience Success</u>	
1. <u>Student Instruction</u>	21,414
Reached by:- ombudsman classes that meet daily for one period	
-special classes to ease racial tension	
-talks	
-films and discussions	
-natural high activities	
-rap groups	
-counseling	
2. <u>Programs for Adults</u>	1,249
Reached by: industry talks, public housing groups, counseling, group work, mothers club at Piedmont Courts, community groups	

D. Build Resources

112,053

- Reached by:
- speaker's bureau
 - publications
 - films
 - UNC-C semester course
 - volunteer training course
 - interagency meetings
 - special workshops
 - coordination with nearby towns

Total persons reached by DEC during grant period 279,416*

*This figure was compiled by totaling performance figures listed in all progress reports submitted to LEAA. Many persons participate in DEC programs more than one time, thus causing the total figure to be so high.

Problem Areas

Some of our problem areas, which have been mentioned in other reports, include our inability to generate more Parent Effectiveness Training courses than we have. We feel this is due to several factors. One factor is the charge for the P.E.T. course (which is legally set by Effectiveness Training Associates). We do offer partial scholarships for those who cannot pay the whole fee. Another factor is that many parents do not appreciate or consider that they can use more training to be parents, until serious mid-adolescent problems occur. Even then, many parents find it difficult to commit themselves to an eight-week course.

A second problem area has been with our goals in industry. We have found it difficult to become more involved in industry due to lack of personnel with sufficient training and time to concentrate on industry-related projects. We have also found a reluctance by industry to admit that they might have drug-related problems with their personnel. Despite many meetings and attempts to get the industry film off the ground, we have been unable to complete this project. We have found that producing a film of this type requires a great deal more research, expertise and expense than we had originally thought. We have continued with the project and committed a base sum from our grant to this film. Additional expenses, including research, script-writing, etc., will be borne by the North Carolina Drug Authority.

Personnel Changes

At the time the First Discretionary Grant began, the Charlotte Drug Education Center had five employees. At the present time, we have fourteen full-time employees as well as three part-time consultants.

This increase in personnel has enabled us to concentrate more heavily in the schools by assigning staff members to particular schools. It has enabled us to become trained in Parent and Teacher Effectiveness techniques; values clarification, transactional analysis; to write and publish materials for use by parents, teachers and students; and to do more effective counseling and evaluation studies.

GOAL II: Law Enforcement Component

The goal of the Law Enforcement Component, as stated on page 27 of the grant application, is to "reduce the availability of illegal drugs in the community". Impact and expected results of activities directed toward this goal are also stated on page 27 of the application and are discussed in the Evaluation section of this report.

Page 41 of the application proposed two methods by which the supply of illicit drugs could be decreased; namely, the hiring of 3 additional vice control officers and increased funds for purchase of evidence.

The police component of the Drug Abuse Prevention Program included no definite stages or phases. During the grant period, attention was focused on increasing the number of arrests of wholesalers (dealers) and retailers rather than strictly users. Dealers sell but do not use drugs whereas retailers both sell and use drugs. According to Lt. White, Chief of Vice Control during this grant, vice officers during the grant period have seized large quantities of drugs, clandestine laboratories and arrested manufacturers of illicit drugs.

Although only one clandestine laboratory was actually seized, vice control officers along with interstate police are following labs elsewhere in North Carolina and in South Carolina. A task force approach is being used to uncover clandestine labs. Comprising the task force are the DEA (Drug Enforcement Administration), SLED (South Carolina Law Enforcement Division), the North Carolina SBI and Charlotte Vice Control Division. Lt. White reported that labs are

GOAL II: LAW ENFORCEMENT COMPONENT

difficult to find because most are portable and have headquarters out of state.

Three to four manufacturers of illegal chemical drugs (such as LSD) were arrested during this grant period. One of these arrests resulted in confiscation of 1,300 tablets of LSD. Many more arrests were made of illegal manufacturers, but most of these were growers of marijuana.

During the latter part of November, 1973, a chart was devised to reflect the quantity of drugs seized. Listed on the chart are the complaint number, weight or dosage units, and type of case (i.e., whether it was received by Charlotte Vice Squad officers, other city/county police officers, or regional officers). It has been difficult to determine the quantity seized because of insufficient equipment, space, and personnel in the Charlotte/Mecklenburg Crime Laboratory to do quantitative analysis on each sample to derive the amount of active material and inert excipient in it.

When Lt. White speaks of large quantities of drugs being seized, he is referring to more than a few bags of heroin (10 mg. per bag). Quantities of drugs seized since November, 1973 appear below:

Drugs Seized Since November 1973

Marijuana	6,605.09 gm. and 41.7 lbs.
Heroin	10.85 gm. and 1 unit*
Amphetamines	364.81 gm. and 3 units, 40% with no weight
PCP (Phencyclidine)	1 hit,** and .86 gm.
Cocaine	1 unit and 1.50 gm.
Pheno	241 units
Seco	2 units
LSD	8 hits and 28 units
MDA ***	1.37 gm.
Hashish	7 gm.
Amo/Seco (Tunal)	150 units
Codeine	30 units

* A unit usually pertains to an aluminum foil package containing an amount of drugs, too small to weigh (several milligrams)

** A hit is defined as one dosage unit. What constitutes a dosage unit varies with each individual, depending upon the individual's habit and the percent of heroin the dose contains. A hit usually consists of a few milligrams of heroin.

*** Methylendioxy-amphetamine

In reference to the two methods proposed to cut down on the illicit supply of drugs the following has occurred:

Although the Comprehensive Drug Abuse Grant was awarded in August, 1972, the three vice officers were not hired until December 17, 1972, because of training schedules of the Charlotte Police Department.

The buy money specified in the grant was not released until July, 1973. Vice officers used this money to work their way up the illicit distribution network by initially making small buys and then increasingly making larger buys. By the close of this grant, the Police Component had spent \$9,700 for the purpose of evidence.

Lt. White states that with the additional manpower and available buy money, arrests were made of persons in the drug network that police had been previously unable to reach. The buy money made it possible to purchase information unattainable before the project was funded. With the aid of undercover police officers, the vice-officers were able to arrest previously untouched heroin pushers. These arrests resulted in state and federal indictments and active prison sentences for those who were tried. Specific arrest and conviction figures appear on the performance sheet, page 20.

The only major change that occurred in the project during the grant period, was within the budget. The \$41,719 allocated for the purchase of drugs was decreased to \$10,000 in October 1973, due to a request by LEAA that all grant funds be expended before continuation funds be awarded. The remaining portion of the buy money was allocated to various other accounts within the comprehensive program.

Performance Objectives - Law Enforcement Component

Jan. '73-Jan.'74

1. Total number of Arrests for Drugs:

1972 = 900
1973 = 1,474

2. Drug Type Seized:

	<u>1972</u>	<u>1973</u>
Narcotic (opiate)	160	177
Barbituate	46	61
Hallucinogen	31	79
Marijuana	605	1,008
Amphetanime	29	44
Other	<u>29</u>	<u>105</u>
TOTAL	900	1,474

3. Number of Case Analyses made by Crime Lab

1972: 922
Jan.'73-Jan.'74: 1,690

4. Arrests made between Jan.'73-Jan.'74 with Buy-Money provided through the grant (\$9,700 of Buy-Money)

<u>Officers</u>	<u># Arrests</u>	<u># Tried</u>	<u># Convicted</u>	<u># Pending</u>
Snyder	40*	21	21	13
Griffin	13	0	0	13
Stout	12	9	9	3

*The remaining 4 cases were nol-prossed.

GOAL III: ADMINISTRATIVE COMPONENT

Goal III: Administrative Component

A. During this grant period, considerable time has gone into the grant process itself. Four applications for continuation funds submitted to LEAA through the Central Piedmont Criminal Justice Planning Agency, before winning approval, despite efforts by the Administrator and his staff to follow instructions.

Considerable staff effort and many man-hours went into the preparation of these grants. Each grant required the Administrator and Finance Director to reduce their normal activities, reallocate available staff and supervise these staff in developing the application. One staff member of the Administrator and two staff of the Finance Director worked intensively for an average of 20 days in preparing each grant. Four continuation grants, as stated above were submitted to LEAA for approval, totalling roughly 1,920 man-hours that were spent by the 3 staff members. The administrator and other county personnel made 16 trips to Raleigh, not to mention the many phone calls and letters to LEAA concerning the status of the applications. Correspondence, meetings with both the State, regional and Federal offices of LEAA, supervision of staff, and meetings with the Directors of the two components concerning the applications constituted roughly 1,200 man-hours on the part of the Administrator and 200 hours on the part of the Finance Director between the months of April, 1973 - January, 1974. Total staff effort on developing and submitting continuation applications estimated 3,320 man-hours on the part of county staff.

In addition to developing continuation applications, the Administrator along with staff from the County Manager's office and Finance Office were involved in preparing budget revisions and quarterly reports required by the State Planning Agency.

A total of five budget revisions were submitted to LEAA, four of which were at the request of the Drug Education Center. The fifth revision was requested by LEAA due to LEAA's decision that police buy-money could not be encumbered but must be spent before continuation funds could be granted. Because large sums of money had to be spread throughout the line items of all components in order that they terminate on the same date, five professional staff from the Manager's office and Finance Office worked intensively on this final revision for two weeks to meet LEAA's deadline.

A major problem in administering the grant was the length of time it took LEAA to process and act on a budget revision request. Once a budget revision was submitted to LEAA, it took an average of two to three months before the administrator received notice of LEAA action. During these two months, Police and DEC staff spending was frozen in these particular line items where the revision was requested.

B. Time not spent by the Administrator in grant and budget revisions including meetings, etc., was spent monitoring the components. The Finance Department was responsible for preparing financial reports which were submitted to LEAA through the regional office. This entailed collecting all expenses incurred during a month, xeroxing copies of vendor's invoices and county checks, accum-

ulating all expenses and consolidating these into the final report.

In addition, Finance Department staff invoiced the Drug Education Center for 10.42% of their monthly expenditures, which was paid by the Charlotte Junior League as a part of their \$25,000 pledge to support the grant.

Finally, all service orders and requisitions of the DEC were monitored by the Finance Department, under direction of the Administrator.

As stated in the grant (p. 49), the Administrator was responsible for overall project monitoring. Described above, was basically the County Finance Department's role in monitoring the grant, under the supervision of the Administrator.

Among the responsibilities of the Administrator were collection and distribution of information describing the level of drug abuse in the community and impact of the components on the drug problem. The grant stated that the Community Drug Action Committee (CDAC) would assist the Administrator in these functions.

The original members of CDAC, assisted by Gloria Grizzle of the Pilot Projects staff, prepared studies on the drug problem in Charlotte/Mecklenburg and completed a Comprehensive Drug Abuse Plan. The Comprehensive Plan was completed in January, 1972, at the time this grant proposal was being developed. After completion of the Comprehensive Plan, CDAC formed a new committee and attempted to reformulate goals. Between the months of January and April, 1973, the Administrator met on several occasions with the chairman of CDAC to discuss its future role.

They decided that CDAC had fulfilled its original role and that it should be restructured. CDAC was not reappointed by the Board of County Commissioners, but a new organizational structure is developing that will assure citizen participation. This reorganization is designed to pull all the drug components together under a coordinated administrative structure.

Although CDAC was inactive during the grant period, Gloria Grizzle and a staff assistant carried out all data collection activities concerning impact of the Police and Education components, prepared related reports, and will publish impact evaluation results in the summer of 1974. Publications by Gloria Grizzle concerning the components of this grant, but funded through the Pilot Cities Grant are listed at the end of this section.

The Administrator has maintained frequent contact and offered guidance, as requested, to Gloria Grizzle in conducting of the impact evaluation. Progress made on the evaluations of both components is described on page 27 of this report.

C. Major Problem Areas

As concerns project monitoring, there were no major problems. There was, as with all infant agencies, an adjustment period where the DEC had to learn county procedures. For instance, DEC tended to err from their capital outlay list by purchasing items not on the list. Since change in capital outlay must be approved by the Board of County Commissioners, this became time-consuming on the part of the Manager's and Finance Director's staff.

DEC also requested four budget transfers during the grant period. This required the Finance Department to make a budget transfer request to LEAA where it took an average of 2-3 months to be approved.

Major problems in administering this grant were efforts by Mecklenburg County to comply with LEAA guidelines, which seemed in a continuous state of change. As stated above, an application for continuation funds was submitted four times by this office, primarily due to changes in LEAA policy and guidelines.

Another problem in administering the discretionary grant and in applying for continuation funds, was a basic difference between Mecklenburg County and LEAA concerning whether or not to combine or separate the Drug Education and Law Enforcement components. It was the County's stance that both from an administrative and philosophical viewpoint, the two components ought to be separated, and that continuation grants should be submitted separately. It was not until October, 1973 that LEAA concurred.

The manner in which the discretionary grant was set up caused administrative difficulties from the very beginning. The discretionary grant was designed to run over a 21-month period to allow sufficient time for completion of the evaluation. Costs, excluding the evaluation, were to be incurred over a 12 month period and were to be covered under a continuation grant after the first 12 months. LEAA decided, however, that funds designated for evaluation and for police buy-money must be spent

before continuation funds could be awarded. This decision created administrative difficulties in that much time had to be spent by the Finance Department and Administrator in preparing budget revisions and shifting evaluation money and buy-money into the other line items of both components in order that they terminate on the same date.

Publications

Publications of Gloria Grizzle were funded through Pilot Cities funds, and appear in the Appendix, while DEC publications were funded through this grant, and appear below:

DEC Publications - September 1972 - January 1974

Film: "The Big Growl"

Pamphlet: "Suggestions for Parents"

Pamphlet: "Feeling Good"

Book: "A Natural High, Yes Say?"

Pamphlet: "What Is The Charlotte Drug Education Center"

Booklet: "Feeling Good"

Booklet: "To Reach Them, We Need to Reach You"

Booklet: "Keep Out"

Brochure: "Charlotte Drug Education Center"

Booklet: "Family Talk on Venereal Disease"

Catalogue: "Audio-Visual Catalogue"

Booklet: "An Approach to Drug Education"

EVALUATION - DRUG EDUCATION CENTER

As stated on p. 43 of the grant application, two types of evaluation were to take place concerning the Drug Education Program:

- Impact evaluation of the program in terms of the objectives listed on pp. 24-25.
- Performance evaluation which assesses the outputs of specific projects of the DEC.

Gloria Grizzle, Pilot Project staff member of the Institute of Government is currently performing three different impact evaluations of the DEC, which are briefly described below.

Evaluation #1: This evaluation is that mentioned on p. 43 of the grant application, which will examine whether there has been a measurable change in the entire student body of those schools that participated in DEC programs, in terms of the objectives listed on pp. 24-25.

Evaluation #2: This evaluation looks at change in terms of behavioral measures for one psychological state, "lacking attachment to school". Here the evaluator compares 8 different DEC groups in terms of changes in grades and absenteeism of group participants from the time period of Spring 1972 - Spring 1973. Results of this evaluation were published in February 1974 and are included.

Evaluation #3: This evaluation is directed toward six specific groups, five of which have control groups. Here, the evaluator will look at changes in attitudinal measures for 13 of the psychological states. Results of this evaluation, will be published in summer 1974.

This report will discuss only Evaluation #1, since it is the specific evaluation required by the grant.

EVALUATION

On March 15, 1972, a questionnaire was administered in 44 public and private schools in Mecklenburg County. A total of 32,995 students responded. The questions sought to find out the following:

- Drug Knowledge
- Drug usage and frequency of usage
- The number and percentage of students that fall into drug-prone psychological states.

Results of this survey are discussed in three publications.

- Alcohol and Other Drug Usage Among Junior and Senior High School Students in Charlotte-Mecklenburg by Gloria Grizzle and Jonnie McLeod, June 19, 1972.
- Correlates of Drug Usage Among Junior and Senior High School Students in Charlotte-Mecklenburg by Gloria Grizzle and Jonnie McLeod, October 20, 1972.
- Prevention Policies Directed Toward the School Population by Gloria Grizzle, March 26, 1973.

Information from the 1972 School Survey serves as a baseline against which to measure change in drug usage, drug knowledge, and shifts in psychological states.

On March 5, 1974, a second School Survey was administered to junior and senior high students in Charlotte/Mecklenburg public and private schools. Comparison of the two surveys will show what change has occurred in the experimental schools as compared to the control schools.

Gloria Grizzle's proposed content of DEC Evaluation I appears below.

PROPOSED CONTENT OF DEC EVALUATION I:

EFFECTS OF PROGRAM ON PSYCHOLOGICAL AND DRUG USAGE STATES

I. What change occurred in the experimental schools compared to the control schools?

[Evaluations 2 and 3 address the question of whether individuals directly involved in Drug Education Center groups change. Evaluation 2 presents the change in terms of behavioral measures for one psychological state, lacking attachment to school. Evaluation 3 presents changes in attitudinal measures for thirteen psychological states. Evaluation 1, on the other hand, addresses the question of whether there has been a measurable change in the entire student body of those schools that participated in the Drug Education Center program. The schools, rather than individual students who took part in the program, are the focus of the analysis. We will look for behavioral changes in terms of reported drug usage, attitudinal changes for fifteen psychological states, and changes in drug knowledge. Drug usage will be described in terms of current frequent usage (percentage of students using a drug frequently and using it within the last month), current usage (percentage of students having used a drug but not within the last year), never used (percentage of students who report never having tried a drug), and available but not used (percentage of students who report not using a drug but being able to obtain the drug if they wanted it). Current frequent usage, current usage, and never used statistics will be computed for seven drug types--marijuana, alcohol, hallucinogens, amphetamines, barbiturates, opiates, and inhalants. Remission will include six of these drug types, excluding alcohol. Available but

not used will be presented for marijuana and for another category. The other category will include students who report being able to get other drugs and not using within the last year hallucinogens, amphetamines, barbiturates, or opiates.]

A. Did experimental schools do better than control schools?

[The average change of all experimental schools will be compared with the average change of all control schools.

This comparison requires two statistics for each of fifteen psychological states, twenty-nine drug usage categories, and one drug knowledge score. The narrative will describe areas in which the experimental schools seem to do better and note any patterns of change that appear in the data.]

B. Did the Drug Education Center attain the objectives set forth in the grant application?

[The objectives set forth in both grant applications will be compared with the changes described in A above.]

II. Re-examining the assumptions upon which the demonstration program was based.

A. Is there an association between psychological states and drug usage?

1. Absolute risk

a. Individual high risk states (based on percentage of students who use a drug)

b. Patterns of association (LINCAT)

2. Relative risk

B. Did psychological variables, drug knowledge, and drug usage change in the same directions?

[The twenty-nine drug usage categories are the dependent variables and the psychological states and drug knowledge

categories are the independent variables. I will probably use multiple regression on a sample of the twenty-nine equations.]

C. What factors are most important in bringing about a change in the percentage of students in psychological states?

[The main effects and some interactions of three school variables (size, inflexibility, and innovativeness), four student variables (grade, sex, race, length of exposure), and two program variables (length and time) will be examined.]

D. What factors are most important in bringing about a change in drug knowledge?

[The drug knowledge score will be the average score for all the students in the school and will be computed from the thirteen drug knowledge questions included in both of the 1972 and 1974 surveys. The independent variables will be the same as those listed in C above.]

E. What factors were most important in bringing about a change in the percentage of students using drugs?

[The independent variables will be the same as those listed in C above and the dependent variables will be the twenty-nine drug usage categories listed under I.A. above.]

III. What we have learned from the survey

[The assumptions that seem to be of interest are listed below.]

A. Schools that participated in the current usage program will show greater change than schools that participated in the 1971-72 and 1972-73 programs.

B. Schools that participated in the program for two years will show greater change than schools that participated in the program for only one year.

- C. Schools that are innovative will show greater change than schools that are not innovative.
- D. Schools that are inflexible will show less change than schools that are not inflexible.
- E. Small schools will show greater change than large schools.
- F. Males will show greater change than females.
- G. Whites will show greater change than Blacks.
- H. Students exposed to two years of the program will show greater change than those not so exposed.
- I. Younger students will show greater change than older students.

Prepared by Gloria A. Grizzle

Institute of Government

February 25, 1974

DISCUSSION OF PROPOSED CONTENT

- (1) An assumption upon which the drug education program has been built hypothesizing that the drug-prone psychological states are, indeed, high risk states has been tested, and the results support this assumption.

Data from the 1972 School Survey established an association between high risk states and usage but did not determine causation, (i.e., does boredom cause or result from drug usage?) Data from the first School Survey found that the same seven psychological states were highly associated with all seven drug types. This suggests that certain psychological states may not be related to the type of drug used, in the manner hypothesized on p. 26 of the grant.
- (2) The DEC proposed to move children out of selected drug-prone psychological states. The evaluation will look at the change in the psychological states of those tested by comparing control and experimental schools.
- (3) The evaluator will look for change in drug usage by comparing control schools to experimental schools.
- (4) The evaluator will look at change in drug knowledge by comparing control and experimental schools.
- (5) The evaluator will see if changes in psychological states are linked with change in drug usage. This examination will attempt to establish causation.

EVALUATION: LAW ENFORCEMENT COMPONENT

Although the grant was awarded in August 1972, the three vice squad officers specified in the grant (p.41) were not hired until December 1972. Buy-money specified in the grant (p.41) was not released until June 1973.

During this time, however, the evaluator was collecting drug offender data for 1971, which was to serve as baseline data. Because of the delay of grant implementation, the evaluator decided to use 1972 data as a baseline to be compared with 1973 data.

- (1) The primary focus of the police evaluation is to see if there has been a change in the availability of drugs in Charlotte/Mecklenburg, since implementation of the grant. Change will be examined two ways:
 - (a) By looking at the volume of illicit drugs
 - (b) By determining the ease and/or difficulty in obtaining drugs.

The evaluator has attempted to apply three methods to determine the above:

- In 1972 a Delphi Panel was set up, composed of policemen, vice squad officers, ex-sellers, users, etc.). This panel provided estimates on both volume and ease of obtaining drugs.
- Both the 1972 and 1974 School Surveys included two questions on the ease/difficulty of obtaining drugs.
- On rare occasions, the Police Crime Lab tests for purity of heroin.

Vice Control officers report that drugs confiscated in 1973 are less pure than those confiscated in 1972 and 1971, but the Crime Lab has not been able to conduct analysis on a routine basis to determine purity. The Crime Lab reports that use of the gas chromatograph for their layer chromatography requires three days to complete one purity check. Staff resource constraints dictate that these tests be conducted only in rare instances. Therefore, the necessary purity checks cannot be conducted to determine the change in purity from 1972 to 1973.

As concerns availability, the evaluator assumed that as the supply of drugs decreased, the price of drugs would increase. The 1972 Delphi Panel was questioned about these assumptions and about the number of sellers, and the sources of drugs in relationship to the type of drug user. This data has been collected for 1972 and 1973.

In sum, the following data concerning change in the availability of drugs has been collected for 1972 and 1973.

<u>Measures</u>	<u>Methods</u>
Price of Drugs	Delphi
Number of sellers	Delphi
Ease with which drugs can be obtained	School survey, Delphi Panel

Estimates on the number, intensity, and duration of panics has not yet been collected for 1973. This data will be obtained by talking with drug treatment personnel.

- (2) A second focus of the police evaluation will be to look at the effect of the vice-squad on drug availability. This will be examined in several ways:

- (a) By looking at the number of persons arrested by drug type and by charge.
- (b) By looking at drug confiscation. The grant states that vice control efforts will focus on high level sellers. Vice Control officers, however, stated they could not reach high level sellers without first concentrating on low level sellers by making small buys. The 1973 data should, therefore, show vice officers making buys higher up in the network than in 1973.
- (c) By looking at disposition of arrests. Persons arrested by officers not in the vice control bureau will serve as a control group. The change in nol-pros and conviction rates will be examined for both groups.
- (d) By looking at the drug distribution network in terms of the percentage of arrestees that vice control officers believe to be from several levels in the drug distribution network.

In sum, in an effort to determine the effect of vice control efforts to change drug availability, the following data has been collected for 1972 and 1973.

<u>Measures</u>	<u>Methods</u>
No. of arrests by vice control officers	Arrest records maintained by record bureau
Drugs confiscated by type, quantity and value	Vice Control Records
Disposition of arrests* (for both Vice Squad and non-vice squad arrests)	Court Records (1972-1973)
A sample of drug arrestees categorized by level in drug distribution network	Ratings by police based on explicit criteria (1972 compared to 1973)

*Due to the number of open cases, disposition of arrests has not been collected past August, 1973. Also, the disposition of arrests by non-vice squad officers has not yet been checked. Arrest and disposition for non-vice arrests will be collected for the first and third quarters of 1973. Evaluation results are scheduled to be published in Summer, 1974.

CHARLOTTE DRUG EDUCATION CENTER, INC.
1416 East Morehead Street
Charlotte, N. C. 28204

PROJECT DETAIL FOR JANUARY, 1974

A (1) Better Parent-Child Communication:

Parent Effectiveness Training Classes
(eight-week, twenty-four hour course)

Class # 18	January, February	13 persons
Class # 19	January, February	16 persons
Class # 20	January, February, March	15

Talks to Parents

P.E.T. Class Follow-up	9
Education Center Parents Group	20
Sedgefield High PTA	15
Piedmont Jr. High PTA	29
Christ the King Center Parents Group	12

Counseling

Staff members and consultants counseled eleven adults during this period.

Self-Help Groups

Families Anonymous continues to meet weekly at St. John's Baptist Church. There were four meetings in January. 10 - 18 persons

B. Support in Schools

(1) Meetings with Principals/Asst. Principals

Piedmont Junior High School	1x	2 hrs.
Myers Park High School	3x	4 hrs..

(2) Meetings with teachers/counselors

T.E.T. Course #1 (Optional School)	32 teachers
T.E.T. Course #2	18

Piedmont Jr. High School, 1 hr. meeting	40
South Mecklenburg High School, 1 hr.	30
J. T. Williams Jr. High School	25

PROGRESS REPORTS

January, 1974

Charlotte Drug Education Center, Inc.

2.

Project Detail for January, 1974, Continued:

C. Opportunities to Experience Success

(1) Student Instruction

West Charlotte High School		
Ombudsman Class # 1, (meets daily one period)		30
Ombudsman Class # 2, (meets daily one period)		19
Myers Park High School		
Ombudsman Class # 1, (meets daily one period)		17
Ombudsman Class # 2, (meets daily one period)		10
Myers Park High School - special classes-five per day for three-week period, to ease racial tension --run by staff members, volunteers		
Class # 1	25	
Class # 2	18	
Class # 3	23	
Class # 4	12	
Class # 5	<u>19</u>	97
Piedmont Jr. High School		
Ombudsman Class (meets daily one period)		13
Sedgefield Jr. High School		
Ombudsman Class (meets daily one period)		21
A. G. Junior High School		
Ombudsman Class (meets daily one period)		17
Street Academy		
Ombudsman Class (meets daily one period)		11
Harding High School --talk		20
J. T. Williams --talk to health classes		50
Myers Park Elementary School		8
A. G. Junior High School -talk		24

Junior League Volunteers showed film and conducted discussions in following schools for sixth grades:

Myers Park Elementary	78	
Sedgefield Elementary	91	
Selwyn Elementary	98	
Thomasboro Elementary	<u>121</u>	388

Charlotte Drug Education Center, Inc.

3.

Project Detail for January, 1974, Continued:

Junior League Volunteers showed films and conducted discussion in the following schools for fourth graders:

Pineville Elementary	109	
Pinewood Elementary	146	
Rama Road	153	
Shamrock Gardens	101	
Sharon	86	
Starmount	144	
Steele Creek	119	
Sterling	95	
Statesville Road	<u>94</u>	1,047.

(2) Natural High Activities:

Activities for children in Piedmont Courts area:

Roller skating	14
Basketball Game	9
J. T. Williams Chess Club	15
J. T. Williams Guitar Club	16
Project Aries at St. Mark's Lutheran Church (2 hrs.)	45

(3) Constructive Activities:

Rap Groups - J. T. Williams	2 x	15
- Charlotte Country Day School	3 x	13
Hawthorne Jr. High		10
Piedmont Jr. High	4x	15
Northwest Jr. High	9x	12
Thursday night group	4x	25

Maxwell's Coffee House --weekly meeting group of young people at Myers Park Methodist Ch.

75 - 130

(4) Counseling:

Staff members counseled a number of students at the various schools and at the DEC offices 23 students, 17 hours

Charlotte Drug Education Center, Inc.

4.

Project Detail for January, 1974, Continued:

D. Program for Adults

Industry meetings (with consultants and other interested parties to plan next moves in involve industry in drug education) 3 mtgs.

Public Housing:

Staff member permanently assigned to Piedmont Courts Housing Development meets daily with students, several times weekly with adults, and special rap groups several times a month.

E. Build Resources

(1) Speaker's Bureau:

Florence Crittendon Home	25
Optomist Club	35
Myers Park Prebyterian Church	25
Seventh-Day Adventist Church-Sharon	20
Covenant Presbyterian Church	20
YWCA - Park Road	25
Christ Church	18
Sardis Presbyterian Church	43
Neighborhood Women's Club	20

(2) Produce materials:

Booklet "A Natural High You Say" distributed to all junior and senior high schools, as well as to students with material in booklet 175

Brochure: DEC Programs distributed to churches requesting same 8500

Booklet: Keep Out! mailed to several schools out of town, at their request 110

Booklet: Feeling Good distributed to several private schools at their request 135

During this month we purchased three additional films for community use. We also purchased more than \$3,600 in new books for use in our Ombudsman classes, for our community library.

(4) Citizen Involvement

UNCC Class -new class for semester once a week, for three hours per week 34

Charlotte Drug Education Center, Inc.

5.

Project Detail for January, 1974, Continued:

Volunteer Training Course (new class for six weeks) 9

Inter-agency meetings with
Open House (all day, plus Directors Meeting)
Randolph Clinic 2 x
Families & Childrens Services 2x
Charlotte City Council
Mental Health Center
Court Counselors

North Carolina Drug Authority meeting in Durham

Progress Report - January, 1974

Law Enforcement Component:

The goals and objectives of this component are discussed on pages 23 and 27 of the grant application. The methods undertaken in January to achieve these objectives are a continuation of enforcement of large scale pushers and wholesalers. Prison sentences have been given to several of these large scale pushers, although a few are out on appeal bond awaiting hearing. Vice Control Chief Lt. White claims that those on appeal bond are continuing to sell drugs.

As relates to Objective #1 (listed on page 27 of the grant application), a comparison of 1973 and 1974 figures for drug arrests appears below:

	<u>Total Arrests</u>	<u># of Narcotics</u>
January, 1973	114	10
January, 1974	148	7

Crime Lab Reports for January, 1973 and January, 1974

<u>Year</u>	<u>No. of Drug Analyses Made</u>
January, 1973	91
January, 1974	197

Problems

There have been no major problems during the month of January.

Progress Report - January, 1974

Administrative Component

During this month, the Administrative Component has been involved with closing out the discretionary grant and implementing the action grant for the Drug Education Component.

Applicants for the "evaluator" position were interviewed during this month and after careful screening, the Administrator offered the position to Ms. Denny McGuire who formerly worked three years with the State Department of Human Resources.

A contract between Mecklenburg County and the Computation Center at UNC-CH was developed during this month, although was not finalized until February. Under this contract, the Computation Center will perform keypunching and computer programming services for the March, 1974 school survey.

The Administrator has been in frequent contact with Ms. Gloria Grizzle of the Pilot Cities Team concerning progress made on the impact evaluation during the month of January. This progress is reported below:

Evaluation

Goal I: Drug Education Component

During the month of January spread sheets were drawn up that defined Drug Education Center projects in all schools from Spring, 1970 to Spring, 1974, in order to help determine two variables that will be looked at in the evaluation: early programs and recent programs.

Goal II: Law Enforcement Component

Collection of 1973 data on type, quantity value of drugs confiscated has been completed.

Computer printouts on the 1972 drug offender study have been received and are now being analyzed by Gloria Grizzle, of the Pilot Cities staff.

Interviews have been completed to determine the price and number of sellers for 1973.

APPENDIX

OUTLINE OF UNIFIED APPROACH TO SCHOOL SYSTEM

A. Goals:

1. To move students out of the high-risk psychological/sociological states that have been suggested as predictors of the likelihood that a person will use drugs.

- a. Some of these states are:
- 1) incohesive family life
 - 2) poor parent-child relationships
 - 3) lacks commitment
 - 4) lacks attachment to school
 - 5) boredom
 - 6) loneliness
 - 7) poor self image
 - 8) peer pressure, etc.

2. To be a supportive person in the system-aiding teachers, students, counselors, and principals when help is needed and asked for

- a. Sounding board for fears and frustrations
b. Counseling students
c. Working with teachers in the classroom
1) Giving talks
2) Human relations
d. Teaching T. E. T.

B. How to approach the school

1. Set up appointment with the principal

- a. Listen and ventilate what problems this person foresees in the year and how, if any, these relate to drug education
b. Discuss the DEC philosophy
c. Explain the whys and purpose of testing as related to rap groups.
1) Control and Experimental group-pre and post testing
2) How to set up rap groups-when, how often
3) Teacher involvement
d. Arrange a time to meet faculty

2. Introduction to faculty

- a. Faculty meeting good time for everyone to see you at once.
1) History of drug education-from "scare tactics" to humanistic approach
2) Why you are in school-supportive--you recognize demands made on teachers
a) Use T. E. T. "Mandala of Relationships"
3) Rap groups-teachers lead groups, think about sign up
b. Spend time in faculty lounge-listening, getting a feel for their problems-begin to build trust
1) When timing right discuss rap groups with individual teachers and ask those who are interested to sign up
c. When asked to visit classes--Do it!
d. Give overview of T. E. T.

3. Meet the counselors

- a. Discuss rap groups
b. Explain your supportive role and that you want to work together
c. Listen to their ideas, feelings and frustrations- (counselors are swamped with paper work)
d. How can you be of help to each other-counsel students

4. Meet the students, suggested ways:

- a. Assembly-all the students can see you at one time
b. Talk to classes-7th grade career guidance class good in road to 7th grade
c. Mingle with students in the hall and or outside
d. Sit in lunchroom
e. Referrals from counselor's office
f. Principal or vice principal may want you to work with a particular group.

5. Others

- a. Executive secretary, guidance secretary-very much a part of school

C. Rap Groups

1. Definition

- a. A place of trust and support where students can talk and actively pursue outside interests about what they want to in an atmosphere of mutual respect and concern

2. Goals

- a. To deal with attitudes and behaviors that are either self-destructive or destructive to others or both
b. To get students and teachers actively involved in activities that everyone is interested in
c. To learn how to communicate person-to-person
d. To learn how to handle conflict in a positive way
e. To help students reach their own goals that may or may not be my goals
f. To provide an outlet for frustrations

3. Relation to psychological factors that lead to drug abuse

- a. According to the staff, rap groups are designed to deal directly with the following "high risk" states:
1) Feels hopeless, unable to cope
2) Has poor self-image
3) Is bored

4. Teacher involvement

- a. Meet with each teacher who has signed up for rap groups individually and discuss:
1) Purpose of rap groups
2) When they could meet with their group
3) Grade preference or mixed group
4) Teacher training
5) Listen to their ideas and suggestions-can learn a great deal
b. Teacher training
1) Discuss possibility of workshop to train all teachers who are group leaders
2) If can't attend workshop set time for you to do training:
a) Discuss DEC philosophy
b) The helping relationship
c) Group dynamics
d) Maslow's "Hierarchy of needs"
e) Active listening
f) Group activities dealing with high risk states, etc.
g) Values
3) Training can take place, once a week after school or during planning period

5. Student involvement

- a. Students can sign up for groups during lunch-designate a day to do so with principal's and counselor's approval

6. Experimental and control groups

- a. Using the table of random numbers, pick 24 students from the sign up sheet
b. Give pre-test
1) Assign each student a number between one and 24, and have that number printed on test form.
c. At random pick 12 students to be experimental group and 12 to be control group
d. Work with experimental group for 8 weeks and not with control group.
e. After 8 weeks post test experimental and control groups
1) Begin working with control group as regular group now

7. Teachers groups

- a. Once you experimental groups has been started, you're ready to organize teacher rap groups by using the rest of the students not picked for control or experimental groups on student sign up sheets.
b. Give list of students to each teacher
c. Teacher responsible for meeting with rap group once or twice a week during planning period or lunch
d. Assure teachers you are always available to listen to frustrations or problems related to rap groups

D. Ombudsman Classes-

1. Definition

- a. A special credited class which deals with:
1) Building trusting relationship among students
2) Facilitating the group towards talking about themselves and their relationships with parents, peers, teachers, etc., with emphasis on understanding values and communication techniques

- 3) Helping them get involved in some meaningful group oriented toward some helping action either in the school, in the community, or through some social agency
2. Goals
- a. To help students unravel "red tape" in their own lives as they learn about how to help other people.
 - b. To help students answer the following questions:
 - 1) Who am I?
 - 2) And how do I relate to others?
 - c. To expand the idea of the "learning experience" to include learning that takes place outside of the classroom setting.
3. Relation to psychological factors that lead to drug abuse
- a. The course will provide opportunities to help move students out of the following psychological states:
 - 1) Has poor self-image
 - 2) Feels hopeless, unable to cope
 - 3) Is bored
 - 4) Is lonely
 - 5) Is rebellious
 - 6) Lacks commitment
 - 7) Feels peer group pressure
4. Setting up class
- a. It is imperative to work with the principal and counselors in setting up the course
 - b. The evaluation process for this group will be similar to the evaluation process for rap groups

MATERIALS PREPARED BY THE MECKLENBURG CRIMINAL JUSTICE PILOT PROJECT STAFF

DRUG ABUSE

Note: Reports prepared by the Community Drug Action Committee or its Task Force in conjunction with the MCJPP Staff are so designated.

Strategies for Coping with Drug Abuse, by Gloria A. Grizzle. MCJPP 1.
July 16, 1971. 25 p. Bibliography

NTIS: PB 223 598 AS Paper \$3.75, Microfiche \$1.45 (see p. 1).
Reviews literature on drug abuse and community drug action efforts, pointing out the range of perspectives from which the problem may be approached.

Federal Funding Sources for Drug Programs, by Sharon O'D. MCJPP 2.
Johnston. July 18, 1971. 5 p.

Describes major sources from which financial support for drug abuse programs might be sought.

Organizing and Scheduling the [Drug Action] Committee's Activities, by Gloria A. Grizzle. July 19, 1971. 6 p. MCJPP 3*

Suggests a method of organizing and scheduling the Committee's work and provides some examples of this method as a means of stimulating discussion about what is to be done and in what order.

Possible Funding Sources for Drug Programs, by Gloria A. Grizzle. MCJPP 4.
August 9, 1971. 2 p.

A supplement to MCJPP 3 above.

Causes and Effects of Drug Abuse, by Gloria A. Grizzle. MCJPP 9.
October 29, 1971. 42 p. Bibliography.

NTIS: PB 223 659 AS Paper \$4.75, Microfiche \$1.45 (see p. 1).
Reviews literature and local opinion on causes and effects of drug abuse, and integrates information into a model relating social and psychological factors to drug use and its aftermath.

Assessing and Ranking Proposed Drug-Related Projects, compiled by Gloria A. Grizzle. November 4, 1971. 60 p. MCJPP 10.

Presents materials calling for members of the Drug Action Committee methodically to assess proposed drug use and its aftermath.

Priorities and Funding Levels of Proposed Drug-Related Projects: A Summary of Opinions Expressed by Committee Members, compiled by Gloria A. Grizzle. November 30, 1971. 28 p. MCJPP 11.

A compilation of individually expressed opinions of Drug Action Committee members on priorities among proposed projects.

* Out of print. See p. 1.

Projects Recommended for Inclusion in the Comprehensive Drug Abuse Prevention Program, by the Task Force for the Community Drug Action Committee. December 10, 1971. 11 p.

MCJPP 12*

Describes projects proposed for inclusion in the Drug Action Committee's recommended program.

A Comprehensive Program for the Prevention and Treatment of Drug Abuse in Charlotte-Mecklenburg, developed by the Community Drug Action Committee. January 24, 1972. 47 p.

MCJPP 13.

Presents the justification and description of a comprehensive drug action program for Charlotte-Mecklenburg, resulting from the work of the Drug Action Committee.

A Financing Plan for the Comprehensive Program for the Prevention and Treatment of Drug Abuse in Charlotte-Mecklenburg, developed by the Community Drug Action Committee. January 28, 1972. 7 p.

MCJPP 14.

Describes the components and phases of an approach for achieving a desired level of funding for a drug action program.

Activities in Charlotte-Mecklenburg Related to Drug Abuse, compiled by Gloria A. Grizzle. February 22, 1972. 32 p. NTIS: PB 223 425 Paper \$4.00, Microfiche \$1.45 (see P. 1).

MCJPP 15.

Describes activities carried out by various agencies and groups in dealing with drug abuse, their workloads, and the interactions among them.

Alcohol and Other Drug Usage Among Junior and Senior High School Students in Charlotte-Mecklenburg, by Jonnie H. McLeod, M.D., and Gloria A. Grizzle. June 19, 1972. 71 p.

MCJPP 33.

* *

Provides information about the amount and type of drug usage in the junior and senior high school population, the age at which they begin to use drugs, and the extent to which they continue to use them. Based upon responses of 32,995 students to a questionnaire in 44 public and private schools on March 15, 1972.

How Many Heroin Addicts in Charlotte-Mecklenburg? By Gloria A. Grizzle. October 16, 1972. 41 p. Appendix, Bibliography.

MCJPP 34.

* *

Estimates the number of heroin addicts in Charlotte-Mecklenburg in 1971 using four different approaches, and applies two ways to determine indirectly whether the size of the problem appears to change over a period of time.

Correlates of Drug Usage Among Junior and Senior High School Students in Charlotte-Mecklenburg, by Jonnie H. McLeod, M.D. and Gloria A. Grizzle. October 20, 1972. 48 p. Table, Charts.

MCJPP 35.

* *

Second report based on the survey of 32,995 students in Charlotte-Mecklenburg. Cross tabulates data on family, church, school, health, and drug knowledge, and drug education. Shows

differences between the percentages of students with different characteristics who have used drugs.

Availability and Cost of Illicit Drugs in 1972. A Discussion Paper by the Task Force on Drug Availability summarized by Gloria A. Grizzle. October 30, 1972. 5 p.

MCJPP 36.

* *

Presents data on the sources and availability of drugs in Charlotte-Mecklenburg, as well as on the prices of illegally sold drugs and on the causes of price fluctuations.

Illicit Drug Trafficking in 1972. A Discussion Paper by Task Force on Drug Availability summarized by Gloria A. Grizzle. February 28, 1973. 16 p. Tables. NTIS: PB 223 445 Paper \$3.00, Microfiche \$1.45 (see p. 1).

MCJPP 53.

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Estimates numbers of people selling illicit drugs in Mecklenburg, their sources of supply, and the extent sellers operate on a polydrug basis.

Prevention Policies Directed Toward the School Population, by Gloria A. Grizzle. Revised February 1, 1974. 85 p. Appendix, Charts, Tables.

MCJPP 56.

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Discusses some of the factors that are pertinent to making policies for preventing drug abuse among the school population. The paper builds upon the conceptual model developed by the Community Drug Action Committee, Charlotte-Mecklenburg, and utilizes some of the results of the school survey conducted in Charlotte-Mecklenburg in March 1972.

Rehabilitation Policies for Heroin Addicts, by Gloria A. Grizzle. April 6, 1973. 73 p. Appendix, Tables. NTIS: PB 224 577 AS Paper \$3.75, Microfiche \$1.45 (see p. 1).

MCJPP 57.

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Presents some of the factors that are pertinent to making policies for rehabilitating heroin addicts. Includes consideration of the costs and benefits of treatment methods to the addict and to society; the size and costs of facilities required in order to treat all addicts in Charlotte-Mecklenburg expected to seek help; the philosophies underlying different treatment methods; and the moral dilemmas inherent in making rehabilitation policy.

Attitudes Concerning the Relative Seriousness of Abusing Different Drugs, prepared by Ronald A. Boykin. May 30, 1973. 8 p. Appendix, Charts.

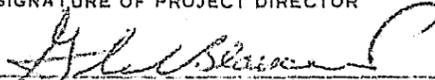
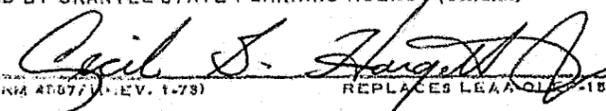
MCJPP 63.

Presents results of an exercise in which members of Drug Action Committee expressed opinions on relative seriousness of various forms of drug abuse by stacking pennies in proportion to seriousness.

Law Enforcement Policies Directed Toward Controlling
Production and Sale of Illegal Drugs, by Gloria A. Grizzle.
June 19, 1973. 62 p. Tables, Charts.

MCJPP 65.

Presents some of the factors pertinent to making
policies for enforcing drug laws, including arrest
and conviction rates and severity of sentence. Assesses
relative impact of four alternative enforcement programs,
taking into account their deterrent and incapacitative
effects.

 U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION		DISCRETIONARY GRANT PROGRESS REPORT	
GRANTEE	LEAA GRANT NO.	DATE OF REPORT	REPORT NO.
N. C. Dept. of Natural & Economic Resources - N.C. Law & Order Div.	72-DF-94-0058	4-1-74	
IMPLEMENTING SUBGRANTEE	TYPE OF REPORT		
Mecklenburg County, N. C. County Office Bldg. 720 E. 4th St., Charlotte, N. C.	<input type="checkbox"/> REGULAR QUARTERLY <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT		
SHORT TITLE OF PROJECT	GRANT AMOUNT		
Comprehensive Drug Abuse Program	\$287,742		
REPORT IS SUBMITTED FOR THE PERIOD	Sept. 1972	THROUGH	Jan. 1974
SIGNATURE OF PROJECT DIRECTOR	TYPED NAME & TITLE OF PROJECT DIRECTOR		
	Glenn C. Blaisdell, County Manager		
COMMENCE REPORT HERE (Add continuation pages as required.)			
Please find attached the Final Report for the above grant. Also included are progress reports for the month of January, 1974.			
RECEIVED BY GRANTEE STATE PLANNING AGENCY (Official)			DATE
			

APR 20 9 25 PM '74
 LEAA
 REGIONAL
 OFFICE

15810

PROGRESS REPORTS--INSTRUCTIONS FOR LEAA DISCRETIONARY GRANTS

Grantees are required to submit Quarterly Progress Reports on project activities and accomplishments. No fixed requirements as to length or detail have been established, although some general guidelines appear below. It is expected that reports will include data appropriate to the stage of project development and in sufficient detail to provide a clear idea and summary of work and accomplishments to date. The following should be observed in preparation and submission of progress reports.

- a. **Reporting Party.** The party responsible for preparing the report will be the agency, whether grantee or subgrantee, actually implementing the project. Thus, where a State Planning Agency is the grantee but has subgranted funds to a particular unit or agency to carry on the project, the report should be prepared by the subgrantee.
- b. **Due Date.** Reports are submitted by the subgrantee to its State Planning Agency on a quarterly basis (i.e., as of June 30, September 30, December 31, and March 31) and are due at the cognizant Regional Office on the 30th day following the close of the quarter (unless specified otherwise by LEAA). The first report will be due after the close of the first full quarter following approval of the grant (i.e., for a grant approval on May 1 the first report will be due for the quarter ending September 30. It will cover the five month period May through September). The award recipient's final progress report will be due 90 days following the close of the project or any extension thereof.
- c. **Form and Execution.** Three (3) copies of each report should be submitted. However, five (5) copies must be submitted for all final reports. (If the grantee wishes to submit the same report to several agencies it may utilize LEAA form 4487/1 (1-73) as a face sheet completing all items and attach the report to it.) If continuation pages are needed, plain bond paper is to be used. It should be noted that the report is to be signed by the person designated as project director on the grant application or any duly designated successor and reviewed by the cognizant State Planning Agency.
- d. **Content.** Reporting should be non-cumulative and describe only activities and accomplishments occurring during the reporting period. These activities and accomplishments should be described with specific attention to project phases or stages completed (e.g., initial planning stage, completion of preliminary survey effort, purchase of required equipment, staging of pilot training program, etc.). Reports should be concrete and specific concerning accomplishments (e.g., number of people trained, volume of correctional services provided, extent of equipment usage, etc.). Special emphasis should be placed on comparison of actual accomplishments to goals established for the report period. If established goals were not met, reasons for slippage must be given. Special reports, evaluation studies, publications or articles issued during the period should be attached, and major administrative or design developments should be covered (e.g., changes in personnel, changes in project design, improvements or new methods introduced). Budget changes should be touched upon. Problem areas and critical observations should be mentioned and frankly discussed, as well as project successes.
- e. **Dissemination.** All three (3) copies of regular quarterly progress reports and all five (5) copies of final reports should be submitted to the subgrantee's State Planning Agency. After review the State Planning Agency will forward two (2) copies of the quarterly report and four (4) copies of the final report to the cognizant LEAA Regional Office. The Regional Office will route the reports to all interested LEAA units. Copies should also be provided to other agencies cooperating in or providing services to the project.
- f. **Special Requirements.** Special reporting requirements or instructions may be prescribed for discretionary projects in certain program or experimental areas to better assess impact and comparative effectiveness of the overall discretionary program. These will be communicated to affected grantees by LEAA.

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