

Shining Stars

Prevention Programs that Work
1993 Edition

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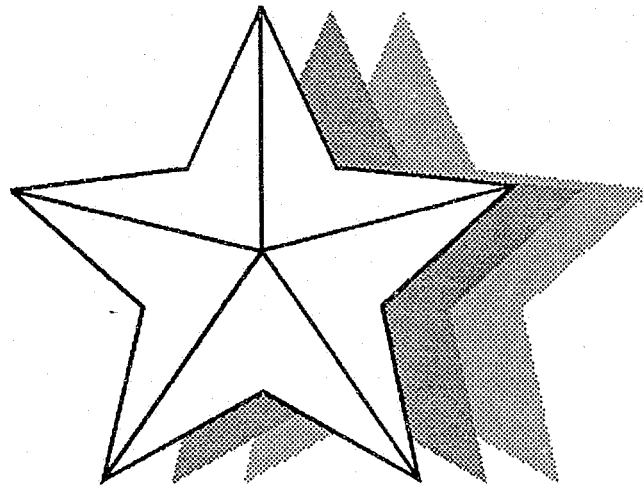
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SOUTHEAST
REGIONAL CENTER FOR
DRUG-FREE
SCHOOLS AND COMMUNITIES



Shining Stars

Prevention Programs That Work

1993 Edition

Southeast Regional Center for Drug-Free Schools and Communities

Spencerian Office Plaza

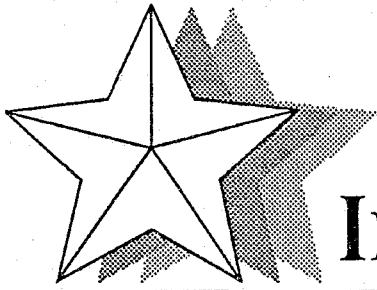
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Introduction

The programs summarized in *Shining Stars: Prevention Programs That Work* were drawn from two recognition programs, Noteworthy Programs and Practices and the U.S. Department of Education's Drug-Free School Recognition Program.

We appreciate the work of the individuals who made this edition of *Shining Stars* possible: Brian Buford, who coordinated the Noteworthy Programs and Practices project and edited the publication; the Center's area field coordinators, who identified and selected eligible programs for recognition; Area Advisory Committee members, who screened applicants and assisted in the selection process; Center staff who participated in the final selection of programs as members of the internal review committee, including Carmen Stoller, Lacy DeBerry, Betsy Davis, Stuart Crockett, and Jim Griffin; Karen O'Connor, who wrote the program summaries; Mary Jane Aboud and Nancy White, who provided editing expertise; Rob Gorstein and Kellie Tomita, who designed the layout; and Chad Sexton, who assisted with follow-up and production.

Our Mission

The Southeast Regional Center for Drug-Free Schools and Communities provides leadership, support, and expertise to prevent alcohol, tobacco, and other drug use among youth and to foster the well-being of *all* children. We achieve this by helping to strengthen those systems in which children live (individual, family, school, community). By enhancing these systems, we also prevent other interrelated problems that affect youth.

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Center Director

Patricia Miller, Associate Director for Evaluation and Dissemination

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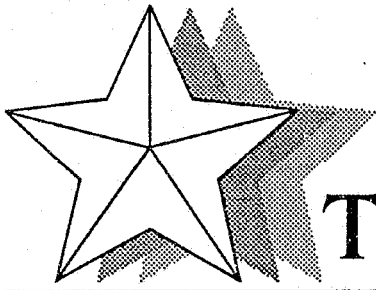
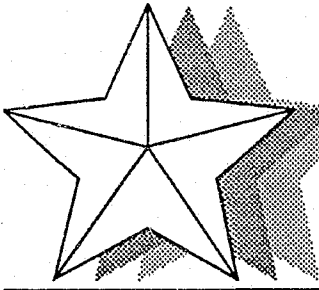


Table of Contents

Noteworthy Programs and Practices.....	1
<i>Alabama:</i>	
Drug-Free Schools Program.....	2
Morgan County Schools Parenting Programs.....	3
No Drugs for Me!.....	4
Smoke, Choke, and Eventually Croak.....	5
<i>Florida:</i>	
A Learning Place for High Achievers.....	6
Buffer II Volunteer Program.....	7
Children Are People.....	8
Economic Alternative Art Project.....	9
Model Church Intervention Project.....	10
Smart Moves.....	11
TRUST Program.....	12
Winning Recreation Alternative Program.....	13
Youth Crime Watch of America.....	14
<i>Georgia:</i>	
Camp DETOUR.....	15
<i>Kentucky:</i>	
Jefferson County Schools, Office of Alcohol and Drug Education.....	16
Project START.....	17
<i>North Carolina:</i>	
Governor's Academy of Prevention Professionals.....	18
Student-Athlete Substance Abuse Program.....	19
Together We Can.....	20
<i>Tennessee:</i>	
Drug-Free Magic Show Series.....	21
People Actively Changing Things.....	22
<i>South Carolina:</i>	
Fighting Back Simulcast.....	23
Gym Jams/Just Say No Rally and Walk.....	24
Lakeside Middle School.....	25
<i>Virginia:</i>	
Mapp At-Risk Prevention Program.....	26
<i>Virgin Islands:</i>	
Arthur Richards After-School Program.....	27
Cancryn Alternative Program.....	28
<i>West Virginia:</i>	
McKinley After-School Program.....	29
Drug-Free School Recognition Program.....	31
Component Winners.....	32
Comprehensive Winners.....	32
About the Southeast Regional Center.....	35
Area Field Coordinators.....	37



Noteworthy Programs and Practices

The Southeast Regional Center for Drug-Free Schools and Communities recognizes that the success of alcohol, tobacco, and other drug (ATOD) use prevention depends on the work of local communities. The commitment of the local community and its investment in the well-being of youth makes prevention efforts work.

In 1989 the regional centers developed Noteworthy Programs and Practices, a recognition program that honors outstanding efforts by local communities across the country. Noteworthy Programs and Practices includes comprehensive, ongoing programs and single, stand-alone events which meet established criteria and demonstrate results.

Specifically, programs included in Noteworthy Programs and Practices must:

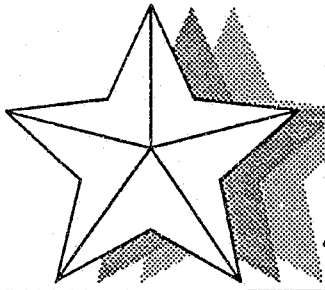
- Include a clear no-use message regarding ATOD and youth
- Have been in operation at least a year, excluding a pilot phase
- Reflect current, relevant research regarding ATOD use prevention
- Develop a scope and sequence developmentally appropriate for participants
- Establish specific, measurable objectives and demonstrate evidence of significant outcomes
- Employ qualified, trained personnel
- Be replicable in similar settings
- When appropriate,
 - facilitate basic academic skills
 - address the needs of high-risk youth
 - consider the special needs of minority youth

Programs in the southeast region are nominated for recognition by the Center's Area Field Coordinators (AFCs), based on recommendations from state educational agencies, governors' offices, state alcohol and other drug offices, Center area advisory committees, and other prevention specialists. Applicants complete a reporting form that documents programs and activities.

Following review by a Center selections committee and acceptance in Noteworthy Programs and Practices, all recognized projects are highlighted in publications and at the Center's regional dissemination conference. This year's honorees were recognized at an awards luncheon during the Center's September 1993 *Successful Transitions Through Collaboration* conference in Nashville.

The Center's AFCs solicit programs for recognition year-round. If you are interested in nominating your program for recognition in Noteworthy Programs and Practices, contact your AFC for an application. A listing of area field offices is included at the back of this publication.

We are pleased to share the 29 programs honored in the 1993 Noteworthy Programs and Practices project. They represent the rich diversity of prevention approaches across the southeast.



Birmingham, Alabama

Drug-Free Schools Program

Jefferson County Public Schools

Target Population

Grades K-12

Feature

A comprehensive prevention program

Jefferson County Public Schools (JCPS) have learned how to take advantage of all the resources they have to communicate with students about prevention, sometimes even calling on a car that talks! In addition to Star Force, a customized Firebird (sponsored by the Jefferson County Sheriff's Department) programmed with alcohol and other drug use prevention scripts for grades K-6, this county-wide Drug-Free Schools Program includes DARE, Me-ology, Just Say No clubs, parenting classes, support groups, peer programs, SADD, and student assistance programs.

Academic support is provided to JCPS students through a study skills program and through tutoring offered by peers and adults. Drug-free activities such as dances, sporting events, and community rallies, coordinated through such community partners as the Jefferson County Sheriff's Office, Family & Child Services, and the Southeast Regional Center for Drug-Free Schools and Communities, offer healthy recreational alternatives.

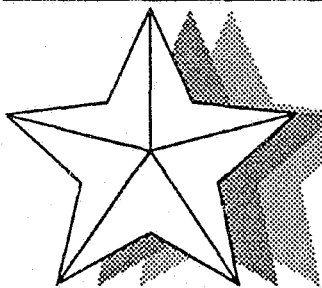
One of the unique features of the Drug-Free Schools Program is an innovative approach to prevention called "Drugs in the Schools." Sponsored by the Alabama State Bar's Committee on Substance Abuse in Society, the Center for Civic Education, and JCPS, this 7th grade drug and juvenile law curriculum is carried out in seven sessions by local attorneys. The course explores legal issues around drug use, the problem of drugs in society, and solutions to the problem. Students are encouraged to think about their own perspectives and come up with strategies to resolve drug problems.

Another strong component of the JCPS program is its emphasis on peer programming, which is in place at 31 area schools. Peer helpers, tutors, and sponsors who represent the schools' ethnic and cultural diversity learn leadership and helping skills each fall, and follow up with revitalization training in the spring. The work of peer helpers and tutors brings a sense of empowerment to the students at JCPS, as well as greater investment in creating a school climate free of drugs.

The Drug-Free Schools Program serves 62 schools on an annual budget of \$266,256.

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Hartselle, Alabama

Morgan County Schools Parent Programs

Target Population

Parents of school-age children

Feature

Classes, support groups, and activities for parents

Participating in school activities is sometimes difficult for parents. Many work full-time and have to juggle other responsibilities along with playing a strong role in their children's education. That is why administrators at **Morgan County Schools** believe schools need to take prevention programs to parents through a variety of settings that allow for busy lifestyles.

School personnel in Morgan County reach parents through Parent-Teacher Organization meetings, parenting classes, fall festivals, and local civic organization meetings. Family fun is emphasized through such events as the Spring Activities Day and Four-Mile Walk, which drew over 500 parents and their children last year.

The school system additionally offers parenting classes each month that focus on such topics as:

- Strengthening families and fostering positive lifestyles
- Alleviating family problems
- Building effective communication skills, using discipline and time out, and reducing stress
- Substance abuse and its consequences
- Community resources

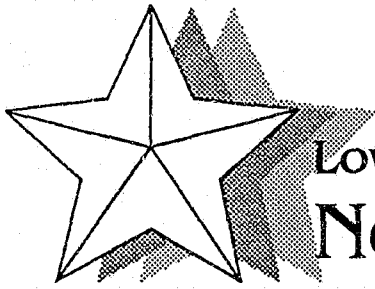
Parents are referred to parenting classes by counselors and principals. One valuable outcome of the classes is the strong network of parents who form their own support group.

Believing that strong ties with community resources are valuable to sustaining healthy families, Morgan County holds an annual resource fair where local agencies set up booths and talk to parents about the services available to them. The emphasis is on fun, but the rewards for families reach far beyond mere entertainment.

Administrators count the growing number of parents participating in the program as one indication of its effectiveness. They are presently developing a needs assessment to identify ways in which parents can be included in the future.

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Lowndes County, Alabama **No Drugs For Me!**

Target Population Grades K-12

Feature Prevention curriculum and extra-curricular activities

No Drugs For Me! was created to support the belief that children prosper in environments where they are recognized for their accomplishments and supported for their efforts. A project of the Council on Substance Abuse—an affiliate of the National Council on Alcoholism and Drug Dependence, Inc. (NCADD)—it includes programming for school children and their parents with a strong emphasis on avoiding alcohol and other drugs.

The program, which reaches every student in the public school system, includes curricula for K-6th grade students and 7-12th graders. The K-6th grade curriculum covers the topics of choices, peer pressure, medicine, and age-appropriate information about substances. The 7-12th grade curriculum consists of ten separate sessions covering an issue related to substance abuse (AIDS, gangs, social and legal consequences, advertising, tobacco, teen pregnancy, suicide, drugs, peer pressure, Fetal Alcohol Syndrome, and age-appropriate drug information). Adults in the community receive instruction on role modeling, intervention, and parenting skills in addition to the topics covered in the 7-12th grade curriculum. The staff of the Council on Substance Abuse-NCADD are certified prevention specialists and teach only the subject of substance abuse and related issues.

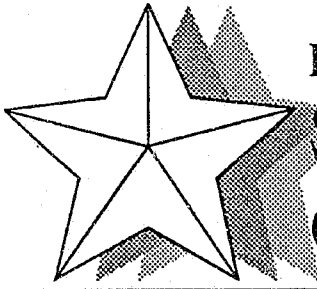
The school system in Lowndes County is made up primarily of African-American students, and curriculum resources such as books, handouts, videos, and extra-curricular activities such as the poster contest, rap contest, and No Drugs For Me! parade reinforce student pride in their heritage.

Activities to raise self-esteem are a part of every lesson. Winners of the poster contest meet with the governor, while the rap contest winners appear on local TV. The winning design for the drug-free billboard contest is displayed on billboards all over the county.

This program serves all of the district's eight schools at a cost of \$56,288.

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Huntsville, Alabama

Smoke, Choke, and Eventually Croak

Target Population

3rd grade students and their families

Feature

Tobacco use prevention teaching module and community campaign

Smoke, Choke, and Eventually Croak is a message that is hard to ignore. It is also the title of a week-long tobacco use prevention module and multi-media campaign designed to educate third graders and their families about harmful effects of tobacco.

The program is administered by the Partnership for a Drug-Free Community, Inc., a coalition comprised of Madison County Mental Health, Madison County Public Health, the American Cancer Society, the American Lung Association, the Department of Human Resources, Huntsville/Madison County Schools, and the American Heart Association. News articles, radio announcements, and television commercials are all part of a campaign to highlight the dangers associated with tobacco use.

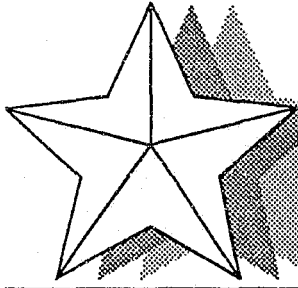
Last year, all third grade teachers received a **Smoke, Choke, and Eventually Croak** module and all school libraries received a training video for the program. The program is now mandated in Madison County Schools.

The curriculum focuses on tobacco as a "gateway" drug, or one that leads to the use of other, often more addictive and harmful, drugs. The lessons included in the **Smoke, Choke, and Eventually Croak** packet focus on such topics as smokeless tobacco, second-hand smoke, and refusal skills. The program pays special attention to students whose parents smoke, thereby putting them at high risk, and emphasizes reaching parents, particularly those who smoke, through inviting them to participate in the project with their child.

Last year, 3,270 third graders were served in 40 Huntsville and Madison County schools. The program operates on an annual budget of \$25,000, made available by a Governor's High Risk Youth Grant.

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Miami, Florida

A Learning Place for High Achievers

Target Population

Grades 3-6

Feature

School-based academic and social support

A Learning Place for High Achievers (ALPHA) is a school-based program designed to prevent students facing high risk conditions from becoming involved with alcohol or other drugs. ALPHA was originally developed in Orlando in 1974 and has since been modified and duplicated with much success as a component of the Family Health Center, Inc.

The ALPHA program is a team effort. Through the combined efforts of parents, teachers, and ALPHA staff members working together as a support system, children have an opportunity to learn skills both academically and socially that will increase their opportunities for success. ALPHA addresses the very broad emotional needs of children by initiating positive changes in them, and by supporting parents and teachers while expanding their skills to encourage children facing various risks.

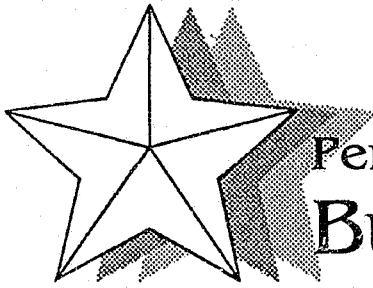
Students participate weekly in individual and group counseling to improve their problem-solving and social skills. Parents also talk weekly with counselors to review their child's progress and discuss principles of positive reinforcement and academic support. Parenting groups are offered each semester. Teachers who refer students to ALPHA participate in an in-service day at which various classroom management techniques are introduced and practiced.

Each student receives individualized math and reading instruction along with music, physical education, and art. The total experience is designed to offer children a positive, successful academic experience in the classroom through specialized attention.

Regional documentation indicates a 4.3% decline collectively in the dropout rate this year for the two schools ALPHA is presently serving.

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Pensacola, Florida

Buffer II Volunteer Program

Target Population

Selected students enrolled in a dropout prevention program

Feature

Volunteers who provide mentoring and tutoring to students

Concerned volunteers and prevention professionals in Pensacola wanted to do something to buffer children against the pervasive risks they faced, so they developed an innovative program that builds resilience in children and protects them from such dangers as substance use, academic failure, and delinquency.

Using a risk factor/protective factor approach to prevention, the **Buffer II Volunteer Program** provides trained volunteers as tutors and mentors to work with selected elementary and middle school students, while also offering opportunities for community service, organized recreation, and cultural enrichment.

The Buffer II Program links students with community support as a follow-up to their participation in two intensive, school-based prevention programs titled Alpha and Beta. All activities focus on the development of protective factors to foster such resiliency characteristics as independence, optimism, confidence, and flexibility.

A full-time volunteer coordinator is responsible for the program's intensive recruitment, screening, training, and placement of volunteers who serve as tutors and mentors for referred students. Volunteers are caring adults who can provide academic assistance through group and individual tutoring and who supply the leadership for service projects and recreational activities. Volunteers further serve as referral sources for students, helping guide them toward a variety of summer programs that include camps and special interest classes.

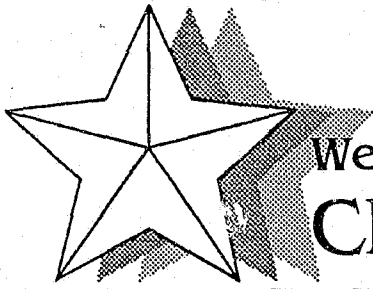
Volunteers also serve as mentors, committing to a minimum of four hours per week of contact with their students. Mentors often form close bonds with the children they serve, demonstrating the caring and support that is such a necessary part of building resilience.

Making a volunteer program like this succeed involves a great deal of coordination between parents, volunteers, schools, and students. The outcome evaluation for this program, as well as participant feedback, suggests that the effort has been worthwhile. Participation increased over 50% last year, participant surveys demonstrated positive changes in risk and protective factors, and teachers expressed their enthusiastic support for the program's role in aiding academic performance.

Buffer II serves 130 youth per year with an annual budget of \$73,500.

Contact

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West Palm Beach, Florida Children are People

Target Population Grades 3-5

Feature

After-school support groups offering social skills and recreational activities

Children Are People involves student assistance core teams at eight elementary schools in Palm Beach County, Florida. Team members review referrals and identify students to participate in this after-school program. The program components are a curriculum offered in a support group setting and recreational activities all designed to strengthen children's healthy choices and help them resist alcohol, tobacco, and other drugs.

Children are People is a modification of a nationally known program designed specifically for young children of chemically dependent parents who are typically left out of the recovery process. The curriculum includes a variety of activities so that the facilitator can gear each lesson to the age level of the group. There are also specific age-appropriate workbooks with alternative activities for grades K-6.

The support group curriculum covers eight topics: Goals, Feelings, Defenses, Chemical Dependency, Risks and Choices, Families, Specialness, and Communication. The children set the group rules during the first week and closely monitor one another in their behavior. Behavior contracts are utilized when necessary.

The parent component consists of a two-part meeting which is repeated once during each cycle to accommodate parents' schedules. Part One meetings focus on parenting skills and family management practices such as discipline, motivation, and communication. Part Two meetings focus on alcohol and drug information and prevention strategies for parents. Referral services are also provided to families.

Children typically finish the program with a strong no-use philosophy, according to their self-reports. The parent component also includes a strong no-use message, along with facts about the physiological and psychological consequences of use.

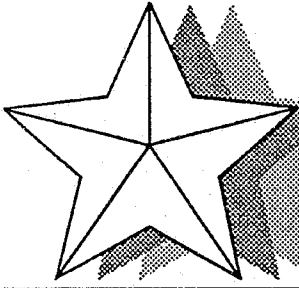
The program addresses risk factors and seeks to enhance the resiliency of the participants by building a sense of purpose and future, increasing autonomy, and enhancing the attributes of social competence and problem solving.

Through Children Are People, 768 youth and their families have been served. The project operates on a budget of \$246,700, provided by a U.S. Department of Education Drug-Free Schools and Communities Emergency Grant.

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Miami, Florida Economic Alternative Art Project

Target Population

Grades 6-8

Feature

A student-operated T-shirt business

Staying after school means fun and financial reward for the middle school students involved in the **Economic Alternative Art Project**. This T-shirt business, managed and operated by 6th through 8th grade students, allows youth considered to be at risk for substance abuse or other problems to use their art and business skills. At the same time they learn more about themselves, develop job skills, explore healthy lifestyle alternatives, and cooperate as members of a team.

The project is conducted twice weekly after school in two-hour sessions. The students, working with their own board of directors, design T-shirts with positive social messages, market their products, and manage their profits. At the end of the year, the proceeds from the project are offered to students who remain in the program to help further their educational goals and to provide fun activities for the participants and their families.

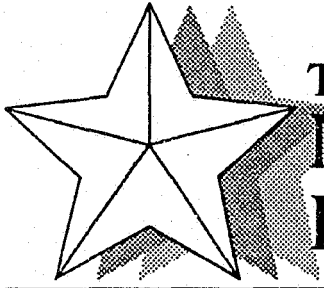
The Bond Alliance, a minority-owned silk screen company in Liberty City, Florida, provides mentoring to the students through a unique business partnership with the schools.

Clinical social workers and university student mentors further involve the students in activities to increase their self-esteem and improve academic performance, attendance, and behavior at school. These adult sponsors also focus on increasing participants' knowledge about the negative effects of alcohol and other drug use on careers and personal lives, and on the availability of mental health services and other resources. Sponsors report the program has provided students with an incentive to stay in school and learn valuable lessons about themselves and the world of business.

One hundred students from four schools are served through this U.S. Department of Education grant of \$174,451.

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Tallahassee, Florida Model Church Intervention Program

Target Population

Church congregations

Feature

Church-based prevention planning and programming

Church health committee members of the Jackson County Alcohol and Other Drug Coalition strongly believe the African proverb that says it takes a whole village to raise a child. Their work with the **Model Church Intervention Program** is encouraging churches in the community to take a leadership role in helping rear healthy children by addressing substance abuse among youth.

Six rural African-American churches are using CSAP (Center for Substance Abuse Prevention) community development funds to organize, implement, and evaluate a drug use prevention program for their church congregations. The project funds training for individual churches where participants learn to conduct a needs assessment and use action-planning strategies to design a churchwide prevention program. Church committees, made up of youth and adults, design prevention initiatives that include alternative activities, parenting, mentoring, peer resistance activities, and awareness campaigns. Trained church volunteers facilitate all prevention activities.

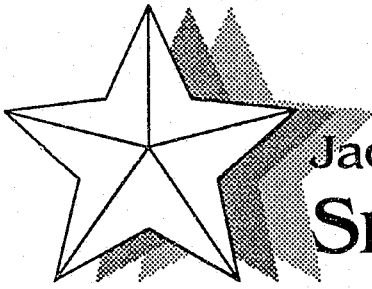
Some participants have designed "Drug Prevention Sundays" to call attention to the issue. Others have implemented youth recognition awards, tutoring programs, job training classes, and goal-setting seminars for youth.

Yearly assessments measuring drug knowledge, attitudes, and behaviors are collected from participating congregations. The results of an analysis of last year's pre- and post-data indicated positive changes in attitude toward the non-use of substances.

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Jacksonville, Florida Smart Moves

Target Population

Grades 1-12

Feature

A community-based comprehensive prevention program

Smart Moves was initiated in 1987 as a joint effort of the Boys & Girls Clubs of America and the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. It is a comprehensive drug, alcohol, and pregnancy prevention program for youth, with a supporting program for parents that serves Boys & Girls Clubs in Jacksonville, Florida housing developments.

This community-based program focuses on the creation of "Prevention Teams," consisting of Boys & Girls Club staff members, volunteers, parents, community leaders, and older club members. These teams are trained to lead smaller groups of youth in developing communication and decision-making skills to resist peer and social pressures. Prevention Team members offer support to their groups by building self-esteem, giving them accurate information about drugs and their effects, and providing role models.

Smart Moves encourages group members and their parents to get involved in Boys & Girls Club activities, and extends its work into the community by sponsoring events with other groups that serve youth.

Smart Moves activities include AIDS/drug seminars, carnivals, career fairs, rap sessions, public speaking/leadership classes, newspaper clubs, computer classes, and nutrition and cooking classes. One key feature is homework and tutoring sessions for students who are experiencing difficulty with specific subjects.

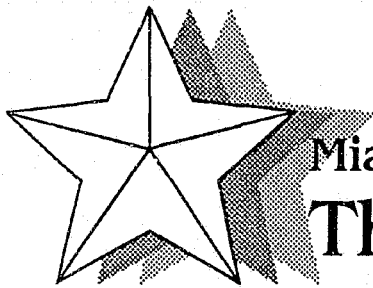
Smart Moves was rated one of the top two prevention programs in Florida by the Governor's Drug and Crime Policy Office. It has been named one of the ten best in the country by the federal Center for Substance Abuse Prevention.

The program has made a difference in the lives of participants. After participating in Smart Moves, 90% of members in homework-tutoring sessions were promoted to the next grade, 50% showed considerable improvement in their grades and behavior, and 80% demonstrated greater understanding of the dangers of drugs, alcohol, and teen pregnancy. Further, 13% fewer police reports on juvenile criminal activity were filed near housing developments that had a Boys & Girls Club.

This program serves 3,000 youths with an annual budget of \$68,000.

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Miami, Florida

The TRUST Program

Target Population
PK-12th grade

Feature
A comprehensive student assistance program

The Dade County Public Schools TRUST (To Reach Ultimate Success Together) Program is built on cooperation and collaboration between parents and the community to prevent the use of alcohol and other drugs by students. This comprehensive student assistance program is designed to address the needs and problems of students in order to promote positive behavior and attitudes. Classroom and small group prevention instruction, school-based intervention, and joint efforts with community-based organizations reflect the program's theme, "TRUST."

Students in preschool through the 12th grade benefit from the developmentally appropriate program designed to provide information about tobacco, alcohol, and other drugs; as well as to develop communication skills, decision-making skills, and self-awareness to promote healthy alternatives. Elementary school teachers use the district-developed and adopted interdisciplinary prevention curriculum and additional supplemental resources including the DARE (Drug Abuse Resistance Education) program. Students in the secondary schools receive prevention education from a TRUST specialist, a school-based prevention counselor, in a variety of settings such as life skills classes and in small and large group presentations.

Intervention counseling, referral services, and support groups are provided at the elementary school level by a school guidance counselor or the elementary TRUST specialist. Seventy-six (76) secondary specialists conduct support groups and provide intervention counseling and referral services to students and their families. In addition, the specialists conduct an alternative to suspension program, which includes two parent/child

sessions for students referred by the school site administration.

In addition, "Information You Can TRUST" pamphlets are available at both the elementary and secondary level to reinforce the no-use message. The pamphlets focus on specific topics such as tobacco, marijuana, cocaine, inhalants, alcohol, and family alcoholism and drug abuse.

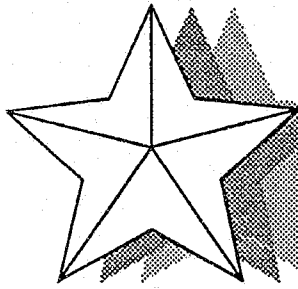
One example of how the TRUST program is working in local school systems is the Homestead TRUST. The Homestead/Florida City area had a unique opportunity to rebuild a stronger and more cooperative community following the devastation of Hurricane Andrew in 1992. The Homestead Community TRUST program, with its Homestead Feeder Pattern initiative, has been working to decrease the environmental correlates of drug abuse while countering the devastation of natural disaster. One Homestead principal noted that "discipline problems have dropped 50% since the TRUST specialist arrived."

This program serves 300,000 youth with an annual budget of \$5,062,284.

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Tallahassee, Florida

Winning Recreation Alternative Program to Alcohol, Tobacco, and Other Drug Use

Target population
Grades PK-12

This program currently serves 200,000 youths with an annual budget of \$70,000.

Feature

Prevention training for leisure services personnel

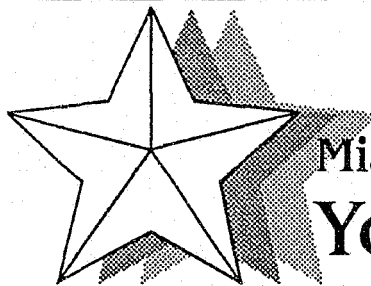
Contact

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To reach youth, effective prevention efforts often include large doses of fun. Building on this idea, **Winning Recreation Alternative Program to Alcohol, Tobacco, and Other Drug Use (WRAP)** is a program that trains parks and recreation personnel to run prevention skill-building activities as part of their regular programs with children. It emphasizes teaching a no-use message regarding alcohol and other drugs and developing community partnerships.

Over 90 agencies across Florida have completed the training. Each agency develops its own action plan that must include a minimum of one alcohol education activity, one tobacco education activity, the incorporation of life skill-building activities (communication, decision making, self-esteem, personal responsibility, and leisure education) into at least one program (after school, summer camp, youth athletics, etc.), and a community-wide special event with a drug prevention theme and other community co-sponsors.

At special events in Broward and Dade Counties, thousands of youth came out to participate in the drug-free activities. "Just Say No" Bingo and "Sink the Drug Dealer" basketball were two of the most popular WRAP events. Poster and slogan contests, skits, dances, raps, and cheers were all part of the fun, getting kids involved in sharing the message that there are healthier ways to have fun than using drugs.



Miami, Florida

Youth Crime Watch of America

Target Population

Grades K-12

Feature

A student-led crime prevention program

Youth Crime Watch of America (YCW) is a national effort led by students who want crime and drugs out of their schools and are ready to do what it takes to make their vision possible. The organization's goal is to create a strong sense of pride, respect, and citizenship by developing positive relationships between students and police, and by using positive peer pressure to reduce crime in schools and neighborhoods.

YCW of Dade County began operating in Miami 14 years ago. It later established the national organization which now includes over 37 Florida counties and five states (Arizona, Texas, Pennsylvania, and Alabama). A typical YCW group starts in a school with an adult sponsor and 10 to 20 "core" student members. The school, however, is not the only setting where groups can start; there are YCW groups in parks, HUD projects, and neighborhood centers.

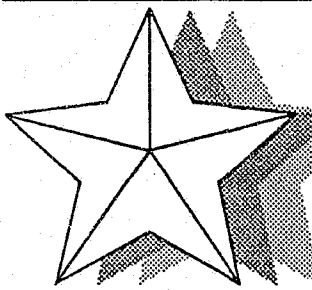
Trained in peacemaking and helping skills, YCW members are dedicated to preventing crimes by giving anonymous tips to law enforcement officials or school staff about potential problems they see arising. YCW members often post signs to let drug dealers and other criminals know that they will be watching. Thus, when rumors of an after-school fight begin to circulate at school, YCW members defuse the problem before it starts. Student patrols, pep rallies, and YCW assemblies with student speakers, cheerleaders, and rappers are popular elements of the program.

Areas where YCW groups exist have come to rely on members to be "eyes and ears" of the community. In return, adult organizers work to assure these crime watchers that their referrals will be kept confidential. The mutual support and respect shared among group members, the school, and law enforcement are a vital part of the program's success in preventing crime and violence.

Youth Crime Watch is funded through state and local grants including the Florida Governor's Office, law enforcement, and corporate and private donations. Annual funding of \$130,000 serves 37 counties in Florida and programs in other states. A national conference is held annually, and a handbook and training video have been developed to assist new groups. YCW staff members also assist by kicking off new programs and giving technical assistance.

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Milledgeville, Georgia Camp DETOUR

Target Population Grades 6-8

Feature

A drug education and adventure-based camp counseling program

Camp DETOUR (Drug Education Through Outdoor Utilization of Recreation) is an intensive drug intervention/wellness program that was created when staff at Boddie Middle School noticed their 6th grade students demonstrated a mature knowledge of drugs and drug-related behavior. The camp has become an important tool for teaching children refusal skills, self-esteem, alternatives to substance use, and cooperation with others.

To participate in Camp DETOUR, all Boddie Middle School 6th graders travel three hours away from home to Unicoi State Park. The four days and three nights of classes and activities, all focusing on the themes of wellness and chemical-free lifestyles, last from early morning until late evening.

Teamwork is one of the most important components of the camp. Student campers are divided into teams of 14 or 15 and assigned to a team leader from the Boddie staff who acts as a mentor. The team leader helps participants cooperate with one another to finish assignments, resolve issues that arise, and build friendships. Other DETOUR activities are conducted by school personnel, community leaders, city and county law enforcement personnel, area prevention specialists, personnel from Georgia College, Board of Education members, the local newspaper editor, and parents. By the time camp ends, students are on a first-name basis with many of their community's leaders.

The students attend sessions on peer pressure, refusal skills, non-competitive games, multicultural awareness, media influences on drug use, forest ecology, first aid, crafts, and sexuality issues. Hiking, square dancing, and campfire stories round out the experience.

Follow-up intervention activities continue throughout the year, with periodic day camps and exercises on the school's ropes course and pavillion.

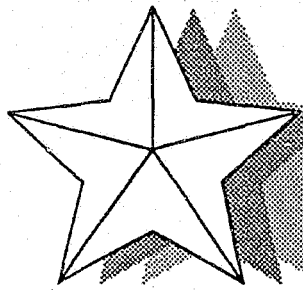
Pre- and post-tests for Camp DETOUR participants showed decreases in suspensions and substance abuse-related referrals, increases in self-esteem, and greater numbers of students receiving the Presidential Fitness Award. The positive feedback from teachers, parents, students, and community members is further indication of the program's effectiveness.

Camp DETOUR serves about 180 students per year.

Contact

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Louisville, Kentucky Office of Alcohol and Drug Education Jefferson County Public Schools

Target Population

PK through high school students and their families

Feature

A full range of prevention and intervention programs in a major urban school system

Serving over 96,000 students in 161 schools (10% of Kentucky's school-age population), **Jefferson County Public Schools (JCPS) Office of Alcohol and Drug Education** is a model comprehensive urban prevention program that reflects the philosophy of the Drug-Free Schools and Communities Act.

Serving a large, diverse population of students requires an expansive program with a variety of services. Some of the many projects in place at JCPS include:

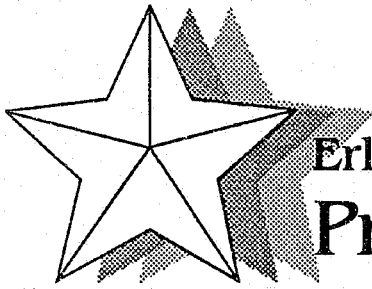
- The Early Childhood project, designed to expand the JCPS curriculum to include age-appropriate drug and alcohol modules, materials, and activities for over 7,000 preschool children and training for early childhood teachers and assistants
- Video-based parenting programs adapted to suit the specific needs of families including videos on problem assessment, conflict management, cultural pride, self-esteem, family management, and neighborhood and community concerns
- Drug Abuse Resistance Education (DARE) at the elementary, middle, and high school levels
- Leadership Education Against Drugs (Project LEAD), a school-parent-community partnership program designed to impact students in 6th through 8th grade

- High Risk Core Team Training camps called "We Can" and "Succeed With Me" summer enrichment programs designed to reinforce social and academic skills, particularly mathematics and language arts
- The Regional Alcohol and Other Drug Assessment Center for Children and Youth, established to provide assistance at no cost to families with young people experiencing problems arising from substance abuse
- The Alcohol, Tobacco, and Other Drug Education Resource Library, which houses a broad collection of substance abuse related references
- School/Community Action Teams (SCAT) that develop local community action plans to address their tobacco, alcohol and other drug concerns using local resources
- The Risk Alleviation Project (RAP), offering after-school drug and alcohol-free clubs that implement recreational activities and train peer educators

All curricula and programs reflect the clear no-use message JCPS has established through its "Zero Tolerance" policy, and are developmentally and culturally appropriate to their focus audience.

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Erlanger, Kentucky Project START

Target Population

School personnel

Feature

Summer training in prevention programming

While Project START stands for "Students Trained Around Right Thinking," it is the teachers and other school staff in Kenton County and Covington Independent school systems who are the *real* students in this training program.

Project START consists of three summer training events designed to teach school personnel to develop and carry out alcohol, tobacco, and other drug (ATOD) use prevention programs for youth. Everyone who works in the school environment—teachers, administrators, janitors, bus drivers, secretaries—plays a role in developing the program and deciding how to reach youth. The first two events focus on elementary school personnel, while the third targets middle and high school staffs. The sessions draw on local resources as much as possible, often using local professionals to make presentations on prevention issues or inviting teenagers to give testimonials about their decisions to remain drug-free.

The program will also be adding a youth component to the training this year. Magic Circle training will focus on high school youth who have graduated from Kentucky's Teen Leadership Conference, and will teach them to mentor younger students in middle and elementary schools.

While ATOD use prevention programming for students is the goal of Project START trainings, the coordinators also recognize that school personnel often need encouragement and support for their efforts. The trainings always include stress-relieving games and activities, and participants are encouraged to develop ways they can support one another during the school year. One school started

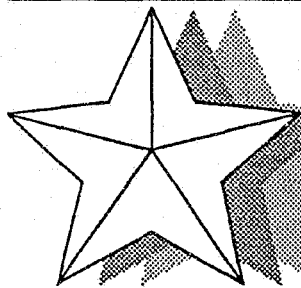
a "Secret Pal" project, where every staff member had a secret friend who wrote encouraging notes and left small gifts as signs of support. Ice cream socials and non-competitive game days for staff members are also being done at several schools to thank personnel for their hard work.

As a result of last year's START training, schools in both Kenton County and Covington Independent school systems are implementing their plans and telling others about the project. The number of participants who signed up for training (40 people in 1992) more than doubled to over 100 in 1993.

Project START operates under Drug-Free Schools funds with an annual budget of \$72,000.

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Chapel Hill, North Carolina Governor's Academy of Prevention Professionals

Target Population

Prevention professionals

Feature

Intensive training for prevention specialists

The Governor's Academy of Prevention Professionals (GAPP) was created to provide a broad educational base to alcohol, tobacco, and other drug (ATOD) use prevention specialists in North Carolina. GAPP is the first of its kind in the nation to prepare those working in prevention for certification as "prevention professionals" in the field of alcohol and other drug abuse.

The academy is a rigorous, highly structured, week-long program which focuses on teaching skills needed to provide comprehensive ATOD use prevention programs. The curriculum includes prevention theory, community organization, multicultural issues, life stages, pharmacology, program design, needs assessment, evaluation, public speaking, material development, gender issues, and other important topics.

A unique aspect of the academy is its integration of strong academic work with a mentoring process. Participants are assigned to working groups when they arrive at the academy. Each group is facilitated by a trained mentor who assists participants with issues that come up during the program and serves as a sounding board for questions and observations. The groups serve as sources of support during the academy. Group projects, such as skits, are part of the curriculum.

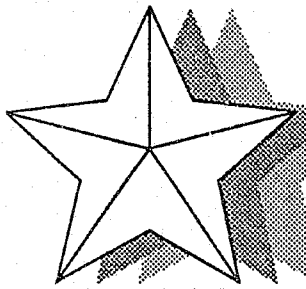
The North Carolina GAPP is sponsored by the University of North Carolina at Chapel Hill, the Department of Public Instruction, and the Department of Human Resources. A maximum of 50 applicants are selected to attend the academy each year.

The academy is recognized by substance abuse prevention and treatment certification boards and offers certification renewal credits through the Department of Public Instruction.

One hundred and fifty-two professionals have completed the necessary 110 hours of intensive instruction and have graduated from the academy. Annual funding for this project is \$80,000.

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Lexington, North Carolina Student-Athlete Substance Abuse Program

Target Population

Student athletes in grades 7-12 and their parents

Feature

A student assistance program for athletes

Student athletes in Lexington City Schools, North Carolina, now have a compelling reason to say no to substance abuse. After attending a conference sponsored by the North Carolina High School Athletic Association in 1990, leaders from Lexington City Schools developed the **Student-Athlete Substance Abuse Program**, including a policy and activities to support non-use by their athletes. The results have been encouraging to parents and school officials who were concerned about mixed messages regarding sports and substances.

As part of the school district's student assistance program, all coaches now endorse a strong no-use policy that requires athletes to refrain from the use of any substance during the sports season. Each athlete, parent, and coach signs a commitment contract. Athletes also pledge to support their fellow team members in refraining from substance use. Tutors, or "academic coaches," further support the athlete's success by monitoring grades and providing required tutoring sessions.

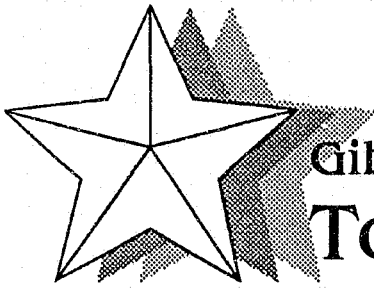
Educational meetings featuring topics such as wellness and empowerment are held for all school teams. Team members discuss the responsibility that comes with being viewed as role models by other students. Athletes who do use alcohol or other drugs can report their use without punishment and may enter an intervention program called Insight. Athletes caught violating the policy are suspended from all games for two weeks and are referred to the Insight program. A second violation results in suspension from the team for the season.

A significant grade point increase was noted last year for athletes who participated in the tutoring program. Reductions in detention and tobacco- and drug-related suspensions in the schools are further indications of the program's effectiveness. As a result of favorable public feedback, the school district plans to expand its no-use policy to participants in all extracurricular activities.

This program serves 450 youth in three schools with a budget of \$1,500.

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Gibsonville, North Carolina Together We Can

Target Population

High school students and their parents

Feature

A school/community team approach to prevention

Eastern Guilford High School's school/community team, **Together We Can**, works from the philosophy that every student and employee has the right to a school safe from drugs and violence, and that students have the right to learn without disruption. Trained by the Southeast Regional Center for Drug-Free Schools and Communities to plan strategies that prevent the use of alcohol and other drugs by students, **Together We Can** seeks to:

- develop awareness programs for students that change current attitudes toward drinking as an acceptable norm;
- develop a parent information network; and
- create a community coalition to foster support for prevention efforts and provide healthy alternatives for students.

The team is special because it brings together both adults and students to carry out the prevention program. The ten adult members and ten student council members sponsor activities such as Alcohol Awareness Month, a drug-free party following prom, student pledges to be drug-free, and presentations to parents and businesses. Community social service agencies, businesses, and other concerned groups are represented on the team and contribute to a community-wide investment in the well-being of the school.

Student-led clubs such as the Fellowship of Christian Athletes and Students Against Drunk Driving (SADD) promote drug-free lifestyles on campus and provide support to students who choose to say no to drugs.

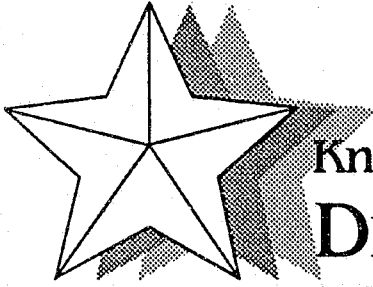
To create a strong network of involved parents, the school invites parents to comment on school issues and make suggestions regarding new policies and programs. Parents participate in classes and workshops held at school and are informed about school-sponsored events through the PTSA newsletter.

Eastern Guilford uses a Comprehensive Management approach to set a positive climate for the school that includes clear expectations for student behavior. This approach includes a tardiness policy, a Saturday school for detention, and a policy against fighting that is enforced by the sheriff's department.

Other initiatives implemented at Eastern Guilford include a school improvement plan, a peer counseling program, student incentive programs, a comprehensive school policy regarding substances, and extracurricular events emphasizing no-use.

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Knoxville, Tennessee

Drug Free Magic Show Series

Target Population
Grades K-5

This program has served 26,505 youth in 40 schools and operates on an annual budget of \$25,790.

Feature

Magic shows with a prevention message

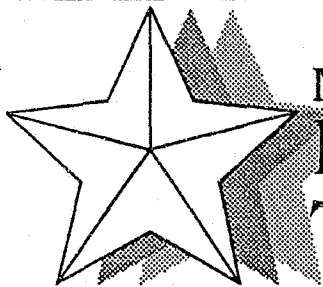
Contact

Schools in Knox County go all out to convince their students that drugs aren't magical. Using colored balls, knotted ropes, and odd-shaped balloons, the Alcohol and Other Drug Prevention Office's resident magician weaves a different kind of spell on students, performing incredible feats of magic while sharing important lessons about alcohol and other drug use prevention.

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The **Drug Free Magic Show Series** consists of five age-appropriate presentations that use magic to help children understand the negative impact tobacco, alcohol, and other drugs may have on their lives. Marty Iroff, consulting teacher and staff magician, created the shows to complement the substance abuse curricula used by the system's classroom teachers.

The primary message of the Drug Free Magic Show series is that drugs are harmful. Iroff emphasizes no use by children of illegal substances such as tobacco and alcohol, and the careful use of legal drugs such as aspirin, vitamins, and caffeine. The magic tricks are used to demonstrate the dangers of drug use on the body.



Memphis, Tennessee People Actively Changing Things

Target Population

Residents in public housing

Feature

A neighborhood coalition that includes parenting and youth leadership

A group of neighborhood residents in southeast Memphis have made a "pact" to strengthen their community through a project called **People Actively Changing Things (PACT)**. Volunteers who live in or near Hornlake Heights and Cypresswood public housing developed the idea for a community coalition and obtained the leadership training they needed to write an action plan for their community. The goals of their plan focused on building neighborhood unity and creating a drug- and violence-free environment where strong programs were in place to buffer against risks facing youth.

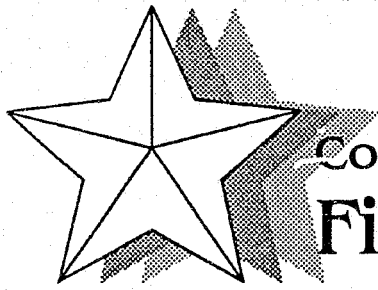
Training for the project was provided by Memphis City Schools' Center for Drug Free Schools. Consultants provide ongoing support to PACT as participants address such issues as low attachment to community, family management problems, and lack of opportunities for youth participation. A sense of community grew among the group of PACT volunteers and crossed age, gender, race, and economic barriers.

A PACT youth council was formed to assist in identifying program needs and developing youth activities. One result of their efforts involved showing videos to youth during Black History Month to enhance cultural pride. Volunteers continue to provide parent training using the Parent-to-Parent video series and an eight-session parenting discussion group.

PACT's work has made a difference in the attitudes of the neighborhood residents toward their surroundings. When parents identified much-needed repairs to community property, they used the action planning process to get organized and assertively pursue the renovation.

Contact

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Columbia, South Carolina Fighting Back Simulcast

Target Population

Youth, parents, and community

Feature

A mass media approach to community awareness

After completing a two-year assessment of alcohol and other drug problems in the community, **Fighting Back**, a coalition of the Lexington/Richland Alcohol and Drug Abuse Council (LRADAC), used the findings to develop strategies to combat the growing problem of public denial. The group's public awareness committee, composed of representatives from local radio, TV, and other media organizations, dedicated valuable air time to broadcast an area-wide simulcast on most of the community's local TV channels, radio stations, cable TV stations, and MTV. The simulcast, aired during prime evening hours, was devoted to increasing community awareness of the problems associated with alcohol and other drugs.

Overall, the simulcast targeted the entire community, but parents and youth were the primary intended audience. According to research compiled by **Fighting Back**, most youth in South Carolina were drinking on a regular basis by the time they graduated from high school, and the problem of underage drinking was compounded by community denial of alcohol and other drug problems, particularly by parents.

Sixty radio and TV stations agreed to allow **Fighting Back** to take over the airwaves from 8:00-9:00 p.m. in order to reach approximately one million viewers who normally tuned in to radio or television at that time.

The one-hour special featured some of the alcohol- and drug-related struggles and triumphs of area residents while providing information about prevention, intervention, and treatment. Four hosts (two youths, a well-known local DJ, and LRADAC's public information director) emphasized the importance of developing community-wide solutions to alcohol and other drug problems.

Following the broadcast, a live one-hour panel discussion was aired on the statewide Educational Television Network. All other commercial stations

ran a notice encouraging their viewers and listeners to switch from their station to the talk show.

A toll-free phone bank staffed by treatment professionals, crisis counselors, **Fighting Back** project staff, and employees of the South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS), took calls during the simulcast. More than 500 callers phoned in from South Carolina, Georgia, and North Carolina, mostly needing information about drugs or referrals for treatment. About 30 people called to become volunteers for the **Fighting Back** project. DAODAS offered the use of its clearinghouse phone number for the phone bank and for any future calls that were received.

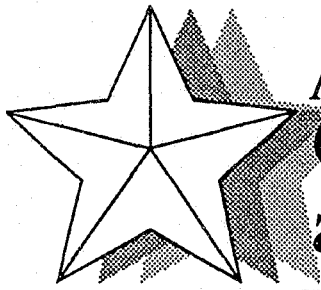
South Carolina's largest daily newspaper featured the program in a donated quarter-page ad, on the cover of its TV guide, and in an editorial and news article.

The simulcast was a collaborative effort of the **Fighting Back** projects in Richland and Lexington counties. The Richland project is funded by a grant from the Robert Wood Johnson Foundation. The Lexington/Regional project receives federal funding from the Center for Substance Abuse Prevention.

Fighting Back's work did not end with the simulcast. The coalition has developed a five-year plan that includes programs to strengthen the community's commitment to prevention. The coalition is currently working to involve churches, schools, the media, businesses, doctors, youth, and parents in its long-range strategy.

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Aiken, South Carolina

Gym Jams/Just Say No Rally and Walk

Target Population

Youth and their families

Feature

Drug-free activities for the community

Gym Jams

Once a month, approximately 300 middle and high school students from nine schools in Aiken County, South Carolina turn out to dance to the music of DJ "Super Daddy" and to enjoy free sodas and pizza in a drug-free setting known as Gym Jams.

It's a simple idea that has caught on among the youth of Aiken. Sponsored by the Parks and Recreation Department, Gym Jams have the kind of community support that makes such exciting efforts possible. Area businesses donate pizza and sodas, while local newspapers advertise the events and highlight the Gym Jams in feature articles. Local law enforcement officers provide security and the community's SAFE (Substance Abuse Free Environment) Team chaperones the events. Scheduled after in-town school athletic events, Gym Jams have quickly become the "place to go" after games.

With a budget of \$4,000, the Aiken Parks and Recreation Department is able to serve up fun for over 2,000 young people each year.

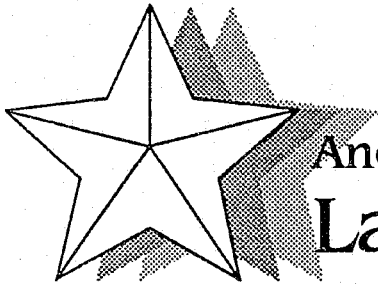
Just Say No Rally and Walk

Aiken's annual Just Say No Rally and Walk is not restricted to the 280 youth in grades 1-8 who attend Just Say No activities. Any child or parent in Aiken County who is interested in seeing a magic show, hearing a local celebrity (like Strom Thurmond), or just walking one mile to demonstrate their commitment to healthy lifestyles is welcome to join the fun. This year's guest speaker will be Charlie Simpkins, Aiken native and 1992 Olympic Silver Medalist in the Triple Jump.

Local agencies and businesses support this annual activity and an Aiken Parks and Recreation budget of \$1,000 serves the over 300 youth and adults who attend this event.

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Anderson, South Carolina
Lakeside Middle School

Target Population
Grades 6-8

Feature
Student assistance program

What happens when students plan an activity but don't have the funds to see it through? **Lakeside Middle School** students used creative fundraising last year to make their trip to Washington, DC a success. They designed a pig-kissing contest, where students voted with pennies for the teachers or staff members they most wanted to see go lip-to-snout with a donated swine. Their idea worked, sending 22 students on an educational trip to the nation's capital and creating a school climate characterized by fun and positive regard.

The student assistance program (SAP) at Lakeside puts caring, concerned educators and community representatives together to focus on students' problems, give them structure, and create solutions.

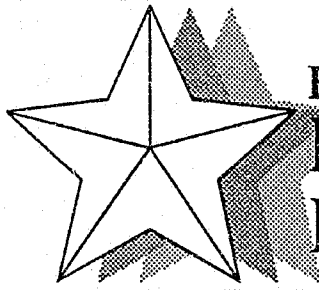
The core team meets weekly to assess student needs and progress. Working closely with the Anderson-Oconee Alcohol and Drug Abuse Commission, the school includes the entire student body in its prevention and intervention activities. Drug-free clubs, leadership training, presentations, and skill-building in communication and assertiveness are just some of the offerings that help students avoid using substances.

Intervention services at Lakeside include an after-school tutoring program called HOPE, and support groups for new students and children of single parents.

SAP counselors are committed to "being there" for the students they serve. Evidence of the program's success can be seen in the growing number of self-referrals, up 5 since last year.

Contact

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Portsmouth, Virginia Mapp At-Risk Prevention Program

Target Population

Grades 6-8

Feature

An after-school program emphasizing cultural awareness and drug-free activities

The Mapp At-Risk Prevention Program (MAPP) is a multifaceted after-school program at Alfred J. Mapp Junior High School aimed at developing resiliency in youth. The program has four major components: academic remediation, social skills development, enhanced self-esteem through cultural awareness, and organized drug-free activities.

School faculty and student assistance staff collaboratively designed the program to address the needs of students who have made poor school adjustments, indicated by repeat referrals to the office for disciplinary problems or failing grades.

To build resilience, the adults who guide MAPP demonstrate high expectations for their students, and offer them caring and support. Students are expected to maintain good attendance, adhere to school and group rules including no use of alcohol or other drugs, and strive for academic excellence. MAPP facilitators monitor students' progress and encourage them to set challenging yet attainable goals for themselves.

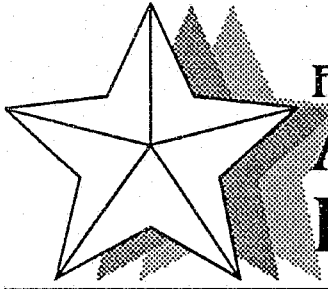
Cultural awareness is a major component of the program. Students engage in guided group discussions regarding diversity and carry out special projects in recognition of such events as African-American History Month and Women's History Month.

MAPP field trips have allowed students an opportunity to visit various historical/cultural sites and local minority businesses. On business field trips, middle school students are challenged to think ahead regarding their career goals and to ask questions of local business owners.

Of the 30 youths served by MAPP last year, at least half experienced academic improvement of one letter grade in the areas where they were receiving remediation. The annual budget for the program is \$1,500.

Contact

Seko Varner
Student Assistance Counselor
Portsmouth Public Schools
21 Alden Avenue
Portsmouth, VA 23702
(804) 393-8788



Fredricksted, St. Croix, Virgin Islands Arthur Richards After-School Program

Target Population

Grades 7-9

Feature

An after-school prevention program

At Arthur Richards School, the message that alcohol and other drugs are dangerous doesn't end with the final class period of the day. The dedicated staff has also developed a strong after-school program to get students involved in activities that teach a no-use message and provide a healthy alternative to substance use. Rap sessions, video presentations, anti-drug marches, guest speakers from law enforcement and other segments of the community, and writing activities on the topic of drug use all come together in a program designed to create norms against use for youth at the school.

The activities at Arthur Richards include something for everyone. The program, created with an eye toward diversity, includes segments that interest students and challenge them to learn new skills. Basketball, softball, cooking, sewing, tae kwon do, computer literacy, music and creative movement, drama, a steel orchestra, journalism, art, and crafts are just some of the activities students can look forward to at the end of the day.

The after-school program aims to give students fun things to do, but it does not stop there. Realizing the value of alternative activities, the staff at Arthur Richards adopted specific objectives for the program that include their vision of healthy youth:

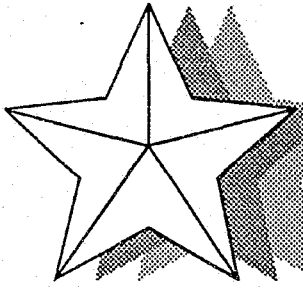
- Help students stay free from drugs and become involved in constructive activities
- Improve social skills of students as they interact with others

- Reduce truancy and drop-out rates
- Provide acceptable alternatives to violence
- Develop positive role models for students through mentoring
- Help students develop positive regard for school and community property
- Provide invitational experiences that encourage bonding between students and their classmates, and between students and the school system

The after-school program serves over a thousand youth with a budget of \$10,000.

Contact

Mr. Terrance Joseph
Principal
Arthur Richards School
20-21 Estate Stoney Ground
Fredericksted, St. Croix, VI 00841
(809) 772-1500



St. Thomas, Virgin Islands The Cancryn Alternative Program

Target population
Grades 7 & 8

Feature

An alternative school program for eligible students

The **Cancryn Alternative Program (CAP)** was created using the school-within-a-school model. Planners from Addelita Cancryn Junior High designed it to meet the needs of students who were performing below their social and/or academic potential and to reinforce decisions about healthy, drug-free lifestyles.

The CAP program aims to improve students' attitudes toward learning and themselves, develop their awareness of career opportunities, and improve their self-concepts and self-discipline, making it possible for them to function successfully in learning and training situations while avoiding destructive behaviors like drug use.

Instructors in the CAP program use a variety of creative, non-traditional approaches to education to teach the full range of courses offered in "regular" schools. Smaller class sizes and strong collaborative partnerships with parents and other educators allow them to reach students who are sometimes overlooked in traditional school settings.

The primary features of the program are:

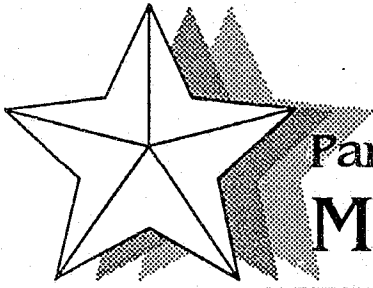
- **The House System:** Every student is assigned to a "house" or team. Each house is awarded or penalized points based on several factors such as student and parent attendance, suspension, grades, and extracurricular involvement. House members learn to cooperate with one another to earn the points needed for special incentives.

- **Academic Instructional Teams:** Four major academic teachers per team in the CAP program share a common planning period to address the specific needs of students.
- **Parent Involvement:** A strong PTA and other efforts to get parents involved in the program have contributed to a growing number of parents who participate in their children's education.
- **Truancy/Phone Master:** The school has developed a computerized system that calls CAP parents every night to inform them of their child's attendance and other school matters.
- **Steelband:** One of the most popular after-school programs is a steelband class that teaches students the cultural significance of steelband music.
- **Occupational Relations Course:** This class, offered only to CAP students, focuses on career exploration and job skills. It includes such exercises as job simulations, mock interviews, and field trips to typical workplace settings, exposing students to the world of work.

Between 1987 and 1991, CAP received referrals for 631 students, a testament to the program's success and the community's need. The program accepts 60 youth per year with an annual budget of \$16,275.

Contact

Joe Trunk
Principal
Addelita Cancryn Jr. High School
44-46 Kongens Gade
St. Thomas, VI 00802
(809) 774-4540 or (809) 776-4224



Parkersburg, West Virginia

McKinley After-School Program

Target Population
Grades K-6

This program serves 460 youths with an annual budget of \$45,100.

Feature
After-school activities

Contact

Latchkey children often find themselves alone at the end of the school day with nothing to do. Recognizing the opportunity to reach latchkey children, staff at McKinley Elementary School developed an innovative program to reinforce the prevention messages these students were learning in the classroom.

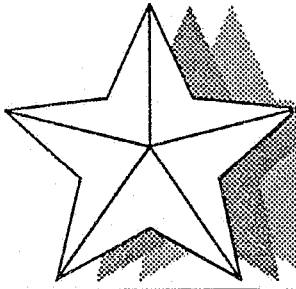
Terry Fouss
Program Director
McKinley Elementary School
1130 19th Street
Parkersburg, WV 26101
(304) 420-9581

The **McKinley After-School Program (MAP)** is an after-hours project for any students who are facing high-risk conditions in their lives. Community patrons, parents, and school faculty offer curricula centered around three important prevention messages: "Stay Drug Free," "Stay in School," and "Be the Best You Can Be." Students are placed in the program through a referral process that addresses their personal goals.

Some of the exciting aspects of MAP include day and overnight field trips, parent activities, and parties. Students can choose from such courses as Russian, Vocational Skills, Health, and Art.

MAP is a unique latchkey program because of its needs-based curriculum and creative, non-traditional teaching methods. The students are learning new skills and ideas, as well as discovering healthy alternatives to drugs. The joint effort between school, community, and parents provides a strong foundation for success.

Of the participating students, 73% improved their school attendance during the program last year and 77% raised or maintained their grades.



Drug-Free School Recognition Program

Since 1987, the U.S. Department of Education's Drug-Free School Recognition Program has honored outstanding school-based efforts to prevent the use of alcohol, tobacco, and other drugs (ATOD) by youth. The program recognizes public and private schools who have succeeded in preventing or substantially reducing ATOD use and have maintained updated plans to remain safe and drug-free.

The program was expanded in 1991 to include a stronger focus on violence prevention in keeping with National Education Goal Six: "By the year 2000 every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

The program judges schools on six criteria:

- Recognizing, assessing, and monitoring the problem
- Setting, implementing, and enforcing policy
- Developing and implementing the ATOD program
- Educating and training staff
- Promoting parent involvement and providing parent education and training
- Interacting and networking with community groups and agencies

Schools may be recognized for developing a *comprehensive* program that meets all six criteria, or they may receive *component* recognition for meeting one or more criteria. This year, 17 schools in the southeast region were recognized as comprehensive efforts for their overall programs and five received component recognition.

Selection by the Drug-Free School Recognition Program is a process that begins nearly a year before the list of honorees is announced. Candidates are first nominated by state educational agencies, the National Parent Teacher Association, the National Federation for Drug-Free Youth, or the Council for American Private Education.

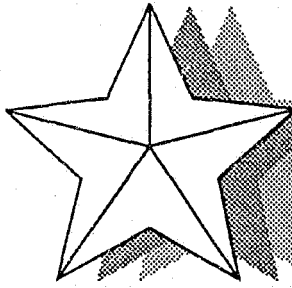
A panel of prevention professionals reviews these nominations using the six criteria and chooses the ones who qualify for site visits. Site visitors travel to the nominated schools and spend two days learning more about their ATOD programs, verifying the information in the applications, and seeking answers to additional questions posed by the review panel. When they are finished, site visitors submit detailed reports of their findings to the review panel.

After the site visitors have submitted their reports, review panelists meet again to review the findings and make final recommendations to the Secretary of Education. The Secretary makes the final selections.

Honored schools are recognized at a national awards ceremony in Washington, D.C., and are showcased as models in national publications and reports. Like their counterparts from Noteworthy Programs and Practices, they are included in Center publications and are honored at the Center's regional dissemination conference.

The aim of the Drug-Free School Recognition Program is to demonstrate by example that safe, disciplined, and drug-free schools can be achieved and maintained by communities. The 22 schools honored in the southeast region this year are role models for others across the country, and are important resources for building strong ATOD use prevention programs.

Contact information is included here to help you network with these outstanding professionals, all of whom are eager to share their strategies for success with you!



1992-93 Drug-Free School Recognition Program

Component Winners

Meadowbrook Middle School

Mr. Lawrence Fox, Principal
6000 North Lane
Orlando, FL 32808
(407) 296-5130
(407) 296-5139 FAX

Spessard L. Holland Elementary School

Mrs. Constance St. John, Principal
50 Holland Court
Satellite Beach, FL 32937
(407) 773-7591

Midway Elementary School

Ms. Gayle Owen, Principal
3318 Midway Road
Decatur, GA 30032
(404) 289-0818

Fulton County Elementary/Middle School

Ms. Linda Littlejohn, Principal
Route 4
Hickman, KY 42050
(502) 236-2159
(502) 236-2184 FAX

Rockfield Elementary School

Mr. Everett Leasor, Principal
7597 Russelville Road
Bowling Green, KY 42101
(502) 843-8437

Comprehensive Winners

Millbrook Middle/Junior High School

Mr. Theodore Jackson, Principal
P.O. Box 487
Millbrook, AL 36054
(205) 285-2100

D. A. Smith Middle School

Mr. James H. Jarmon, Jr., Principal
159 Enterprise Road
Ozark, AL 36360
(205) 774-4913

Eastern Senior High School

Mr. Ralph H. Neal, Principal
1700 East Capitol Street, NE
Washington, DC 20003
(202) 724-4805

Spanish River Community High School

Dr. Arthur C. Johnson, Principal
5100 Jog Road
Boca Raton, FL 33496
(407) 241-2200
(407) 241-2236

Boca Raton Community High School

Dr. Norman W. Shearin, Principal
1501 NW 15th Court
Boca Raton, FL 33486
(407) 338-1400
(407) 338-1440 FAX

Roosevelt Vocational Junior/Senior High School

Mr. Harold Maready, Principal
115 E Street
Lake Wales, FL 33853
(813) 678-4252

Mulberry High School

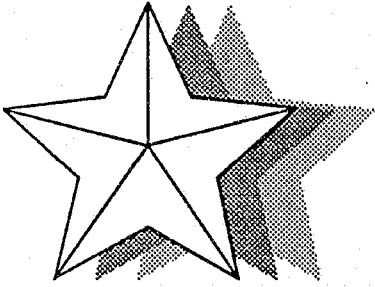
Mr. Steve Petrie, Principal
1 Panther Place
Mulberry, FL 33860
(813) 425-1148

Lake Shipp Elementary School

Ms. Anice McElrly, Principal
250 Camellia Drive
Winter Haven, FL 33880
(813) 291-5384

George H. Gause Career Development Center

Mr. C. Scot Norton, Principal
1395 W. Polk Street
Bartow, FL 33830
(813) 534-7425
(813) 534-0705 FAX



Comprehensive Programs Continued

Southwest Elementary School

Mrs. Sherrie Nickell, Principal
2650 Southwest Avenue
Lakeland, FL 33803
(813) 499-2830

Forrest Hills Elementary School

Dr. Frank Duncan, Jr., Principal
923 Forrest Boulevard
Decatur, GA 30030
(404) 289-9361

Terry Mill Elementary School

Dr. Shirley C. Reams, Principal
797 Fayetteville Road
Atlanta, GA 30316
(404) 373-3463
(404) 371-7004 FAX

Wilton Elementary School

Ms. Wanda Braswell, Principal
2555 Highway 96
Franklinton, NC 27525
(919) 528-0033

Oak Elementary School

Dr. Julianne C. Robertson, Principal
3573 Oak Road
Bartlett, TN 38135
(901) 373-2646

Evans Elementary School

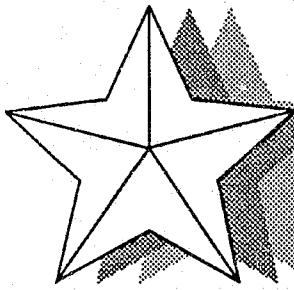
Mrs. Margaret H. Woods, Principal
4949 Cottonwood
Memphis, TN 38118
(901) 366-2504

Menchville High School

Dr. John W. Kilpatrick, Principal
275 Menchville Road
Newport News, VA 23602
(804) 886-7722
(804) 875-0648 FAX

Saint Timothy School

Mrs. Marilyn S. Valatka, Principal
13809 Poplar Tree Road
Chantilly, VA 22021
(703) 378-6932



About the Southeast Regional Center

The position of the U.S. Department of Education is that illicit drug use is wrong and harmful. In accordance with this position, as well as the guidelines set forth by the Department of Health and Human Services (DHHS), the Southeast Regional Center advocates no use for youth. The Center, like DHHS, aims to prevent the use, not just abuse, of alcohol and other drugs by youth and believes all use is abuse when referring to youth under the age of 21.

What is the Center?

The Southeast Regional Center for Drug-Free Schools and Communities is one of five regional centers in a national network established by the U. S. Department of Education through the Drug-Free Schools and Communities Act of 1986. Located at the University of Louisville School of Education in Louisville, Kentucky, the Center serves 12 areas: Alabama, the District of Columbia, Florida, Georgia, Kentucky, North Carolina, Puerto Rico, South Carolina, Tennessee, Virginia, the Virgin Islands, and West Virginia.

What does the Center do?

Dedicated to support the prevention of alcohol and other drug use among youth in the southeast region, the Center provides the encouragement, knowledge, and expertise needed to implement effective, comprehensive alcohol and other drug (AOD) prevention strategies. The Center offers training, consultation, dissemination of information and technical support to schools, communities, and states.

The Center:

- Facilitates school/community cooperation by building and supporting planning and action teams
- Assists state educational agencies in coordinating and strengthening alcohol and other drug prevention programming
- Assists colleges and universities and local educational agencies in developing and implementing preservice and inservice training programs for educational personnel
- Evaluates and disseminates information on effective alcohol and other drug prevention programs and strategies

An integrated approach to prevention

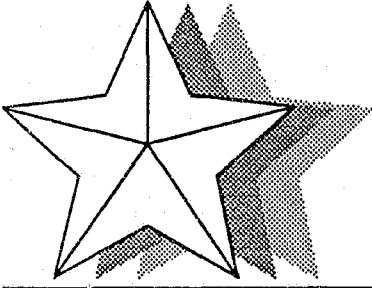
The guiding principle of the Center is that planned community-wide action based on cooperation and integration encourages the development of healthy, drug-free youth. Area field coordination is the foundation for Center-assisted planning. Services are geared to meet the unique needs of the southeast region. Each of the 12 areas has a full-time area field coordinator who works with local and state educational agencies, colleges and universities, and school/community teams to develop a prevention plan tailored to the area's particular needs.

Communication is the key

A network made up of a Regional Advisory Council, Area Advisory Committees, and Sub-Area Advisory Committees advises the Center and offers guidance to keep the Center aware of area needs.

Area field coordinators are linked electronically with the Louisville office and with each other, facilitating solid communication among the Center, state and local educational agencies, colleges and universities, and school/community teams.

As a specialty center of the Regional Alcohol and Drug Awareness Resource (RADAR) Network, the Center communicates electronically with state and specialty centers across the country. This offers a broad base for sharing information, and enables the Center to distribute free NCADI (National Clearinghouse for Alcohol and Drug Information) publications.



School/community team building

Area field coordinators work with local educational agencies to initiate school/community planning and action teams. The Center emphasizes coordination at all levels and the development of local plans to meet locally identified needs. Training staff and area field coordinators train school/community teams, share information on promising new prevention models, and offer follow-up services. A continuing relationship between the Center and the teams provides the support and encouragement necessary to create vital, ongoing prevention efforts.

Through initial training and subsequent technical assistance and revitalization, the Center assists school/community teams in developing the process, knowledge, and skills for effective community-based prevention.

Urban initiative

Along with a network of school/community teams, the Center provides networking opportunities for existing prevention organizations as well as training and consultation services for special needs populations through the urban initiative. Urban initiatives are underway in Atlanta, the District of Columbia, Louisville, Memphis, and Miami. Future special initiatives will be developed as needs are identified.

Service to institutions of higher education

The Center encourages colleges and universities to incorporate alcohol and other drug prevention into existing preservice training programs and to become a vital part of the AOD prevention efforts in the communities in which they are located.

Evaluation and dissemination

The Center offers assistance to communities in conducting needs assessments and helps ensure that adequate evaluation techniques are applied to local efforts. Along with training in program evaluation, the Center compiles and disseminates longitudinal data and information about promising prevention strategies.

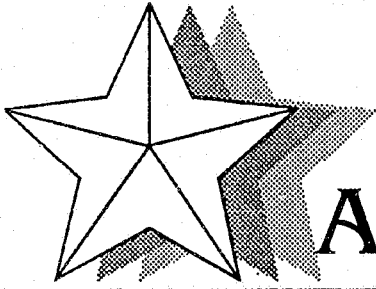
The Center's dissemination unit produces a variety of publications which focus on prevention including quarterly newsletters, semi-annual research reviews, and grant alerts. The Center also maintains a resource center with curricula, model programs, print and video materials, and articles focusing on special topics in prevention.

University of Louisville School of Education

The University of Louisville is one of the oldest urban universities in the United States. A major state university, it provides a broad range of baccalaureate and advanced degree programs to meet the educational, health care, research, and cultural needs of Kentucky's largest metropolitan area.

The School of Education is responsible for teacher training and prepares professionals for many other school, college, community, and social and public agency positions. It has a longstanding collaborative relationship with school districts in the southeast region.

Southeast Regional Center
for Drug-Free Schools and Communities
Spencerian Office Plaza
University of Louisville
Louisville, Kentucky 40292
(502) 588-0052
Or call toll-free: (800) 621-SERC
FAX: (502) 588-1782



Area Field Coordinators

Alabama

Jean Wallace-Jenkins
SERC
University of Alabama/Birmingham
136-A Ullman Building
Birmingham, AL 35294
(205) 934-8662 FAX: (205) 934-9896

District of Columbia

Kwesi Rollins
SERC
c/o Office of Information, Prevention, Education
2146 24th Place, NE Room 165
Washington, DC 20018
(202) 529-4451 FAX: (202) 576-8949

Florida

Leonard Everett
c/o FL Department of Education
Drug-Free Schools
Florida Education Center, Suite 414
325 West Gaines Street
Tallahassee, FL 32399-0444
(904) 487-8745 FAX: (904) 488-6319

Georgia

Peter Gillespie
c/o State Department of Education
2054 Twin Towers East
Atlanta, GA 30334
(404) 651-9406 FAX: (404) 651-9330

Kentucky

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University of Louisville
Louisville, KY 40292
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North Carolina

Peggy Richardson
c/o NC Department of Public Instruction
Alcohol & Drug Defense Section
NC Education Building, Room 6149
301 North Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1747 FAX: (919) 715-2229

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Lourdes Vazquez
Department of Education
Federal Affairs Office - SERC
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Hato Rey, PR 00919-0759
(809) 759-8910 ext. 214 FAX: (809) 754-9289

South Carolina

Stuart Crockett
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Rene Krailo
Department of Education
SERC
8th Floor
Gateway Plaza
710 James Robertson Parkway
Nashville, TN 37243
(615) 256-6286 FAX: (615) 741-6236

Virginia

Jeanne Martino-McAllister
SERC, c/o Virginia Department of Education
James Monroe Building, 18th Floor
P.O. Box 2120
Richmond, VA 23216-2120
(804) 225-4429 FAX: (804) 371-2455

Virgin Islands

Allison Petrus
P.O. Box 5665
St. Thomas, VI 00803
(809) 774-0100 ext. 3048
FAX: (809) 774-4679

West Virginia

Roger Tittle
SERC - 2nd Floor
1204 Kanawha Blvd.
Charleston, WV 25301
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FAX: (304) 558-0391 (*2 after second ring)



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