

CATEGORICAL ASSISTANCE PROGRESS REPORT

FILE

The information provided will be used by the grantor agency to monitor grantee cash flow to ensure proper use of Federal funds. No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by existing law and regulations (Uniform Administrative Requirements for Grants and Cooperative Agreements — 48 CFR, Part 66, Common Rule, and OMB Circular A-110).

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|--|--|---|---|
| 1. GRANTEE Good Shepherd Services | | 2. AGENCY GRANT NUMBER 97-JN-FX-0007 | 3. REPORT NO. 3 (Final) |
| 4. IMPLEMENTING SUBGRANTEE n/a | | 5. REPORTING PERIOD (Dates) FROM: 7/1/98 TO: 8/31/98 | |
| 6. SHORT TITLE OF PROJECT Ounce of Prevention: STOP | | 7. GRANT AMOUNT \$100,000 | 8. TYPE OF REPORT <input checked="" type="checkbox"/> REGULAR <input type="checkbox"/> FINAL REPORT <input type="checkbox"/> SPECIAL REQUEST |
| 9. NAME AND TITLE OF PROJECT DIRECTOR JoEllen Lynch, Asst. Exec. Director | | 10. SIGNATURE OF PROJECT DIRECTOR <i>JoEllen Lynch</i> | 11. DATE OF REPORT 1/19/99 |
| 12. COMMENCE REPORT HERE (Continue on data pages) | | | |

I. Overview

During the final two months (July 1 to August 31, 1998) of the grant period, the members of the STOP (Students Teaching On Prevention) Team continued to participate in an innovative program in which students at South Brooklyn Community High School (SBCHS), Good Shepherd Services' model, alternative public high school for former dropouts, receive training and then develop and lead participatory, role-playing exercises on substance abuse prevention for adolescent peers and children in the South Brooklyn community. STOP team members also continued to build community-wide support for substance abuse prevention by working with the members of the Red Hook Community Advisory Council, a group of youth leaders, adult residents, and other local stakeholders. Finally, the STOP Team sustained outreach to out-of-school and truant youth and provided Information and Referral (I&R) services for these adolescent peers.

STOP remained a highly effective youth intervention during the grant period, facilitating ongoing opportunities for young people to develop critical leadership skills, serve as positive change agents in their community, and overcome negative risk factors related to substance abuse. In total, we estimate that 562 South Brooklyn children, teens, and adults were involved in and/or positively engaged by the Ounce of Prevention-funded STOP Project during the August 1997 to August 1998 grant period.

(Report continued on attached pages.)

CERTIFICATION BY GRANTEE Official signature

Paulette Lo Monaco
Sr. Paulette LoMonaco, Executive Director

14. DATE 1/19/99

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II. Project Description

Throughout the August 1997 to August 1998 grant period, nineteen (19) SBCHS students served as STOP Peer Educators after completing an intensive training curriculum for academic credit. [Thirty-five (35) students were recruited for participation, and of these, sixteen (16) chose to participate in other SBCHS youth leadership development activities.] While the project was developed and carried out by STOP Team members, SBCHS supported the program by facilitating training that enabled students to maximize their effectiveness as peer educators. During fifteen, weekly ninety-minute training sessions, student peer educators studied the risks of substance abuse and then practiced facilitating participatory, role-playing exercises on this issue. As described in our previous Progress Reports, training was extensive and included workshops on group goals and rules, workshop planning, role playing as a learning tool, trust building, self-esteem, communications, decision making and problem solving, protective and risk factors, family relationships, anger and stress management, and overcoming peer pressure.

Following this training process, STOP Team members developed and then led experience-based, participatory role-playing workshops for their fellow students at SBCHS as well as for youth participants at the Red Hook Beacon, Good Shepherd's nationally-replicated community center (team members received critical support from SBCHS staff in this process). Youth participants at the Beacon came from a wide range of programs including the Beacon After-School Program for elementary and middle school students; the Challengers, Pathfinders, and Youth On The Move youth leadership groups; and the Red Hook Youth Court, a new and innovative community adjudication program. In addition, as stated, STOP members also facilitated activities for local residents such as a "mini-workshop" for the members of the Red Hook Community Advisory Council.

As described in our previous Progress Reports, each STOP workshop was extensive and included an introduction to the STOP Team and its goals; a presentation of facts and risk and protective factors regarding substance abuse; interactive role plays and skits on the topic; pre and post-tests of participants' knowledge and comprehension of the issues presented; small group interactive activities; and opportunities for participants to demonstrate and use the new skills that they learned during presentations.

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In addition to facilitating workshops, STOP Team members utilized their leadership skills in a wide range of community service and advocacy efforts. STOP members reported on their work to the Red Hook Beacon Community Advisory Council and to the local Community Board, and they participated in a City Council Youth Speak-Out. Team members initiated meetings between local youth and police officers in order to increase understanding between these groups and overcome barriers to positive youth and police interaction. At SBCHS, team members led group meetings and student orientations and organized special events. They undertook outreach efforts including phone calls and workshops to out-of-school youth from the South Brooklyn community in order to increase awareness of opportunities to return to school and earn a diploma. Finally, they also mentored younger people at the Red Hook Beacon and provided a resource table at the Red Hook Beacon Youth Recognition Awards Ceremony.

Throughout the grant period, STOP continued to provide a strong example of the positive, strength-based youth development framework that we have embraced in all of our Good Shepherd programs. To this end, the project combined individual support for each team member, high expectations of young people, and regular opportunities for youth involvement in program development and implementation. Through participation in STOP, young people were able to establish positive group norms and thus help both themselves and their peers develop the strengths and confidence necessary to overcome the negative risk factors of substance abuse.

III. Specific Activities During Final Two Months of the Grant Period

The following section describes the program activities provided during the final two months of the grant period as well as the following month (September 1998). These activities included training workshops, Information & Referral (I&R) services, SBCHS orientation, and Red Hook Community Advisory Council meetings (please see attached "Ounce of Prevention Narrative Report Cover Sheet" for listing of statistical highlights from the final two months of the grant period).

A. Information & Referral (I&R) and Outreach

In July and August of 1998, four (4) STOP Members [two new and two continuing students] participated in Internship training in order to provide Information and Referral (I&R) services for new and prospective SBCHS students (please see attached training attendance records). (A

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fifth student was recruited but was not able to participate in the summer internship.) To this end, the program facilitated two (2) training and orientation sessions regarding Information & Referral goals and techniques (please see attached outline of training sessions). The training and orientation process for Information and Referral began on June 24th and ended on July 6th.

Following participation in training, the four STOP Members participated in outreach to out-of-school and truant youth from the South Brooklyn community. Specific outreach activities included the dissemination of 633 letters to 323 out-of-school youth and 643 telephone contacts to the homes of these 323 truant teens and adolescents (please see attached activity logs). In addition, the four interns led outreach workshops for twenty-five (25) young people who were participating in either the Beacon Summer Youth Employment Program (SYEP) or the Red Hook Public Safety Corps, a local AmeriCorps program, thus bringing the total number of older adolescents who received outreach information during the final two months of the grant period to 358.

The referral sources for the young people contacted included the LTA (long-term absentee) list of truant students from John Jay, the local high school; word-of-mouth contacts among youth who heard about SBCHS from friends and peers; and other social service and youth development programs including both Good Shepherd Services and other service providers.

B. Interviews With and Referrals for Adolescent Peers

Of the 358 youth contacted by STOP Team members during the final two months of the grant period, 51 potential SBCHS students either enrolled in SBCHS or received Information & Referral (I&R) services from members of the STOP Team. As a result of these efforts, seventeen (17) new students enrolled in SBCHS for the September 1998 term. The remaining 33 young people who did not enroll in SBCHS received referrals to other appropriate academic or training programs (please see attached log). One young person did not complete the process and thus did not either receive information and referral services nor enroll in SBCHS.

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C. Planning and Facilitating Orientation for the Fall 1998 Semester

During the final two months of the grant period, five (5) STOP Team members participated in planning the September orientation for new, incoming, and returning SBCHS students (please see attached program outline and orientation materials). Following these preparation activities, the five STOP Team members facilitated three (3) orientation sessions for new and returning students on September 9th, 10th, and 11th. These orientations included one for the seventeen (17) new students, one for the 55 returning students, and one for all 72 students together. During these orientations, the 72 new and returning students received an overview of STOP Team goals and projects and were invited to join and participate in program activities.

For additional documentation of these outreach, recruitment, and orientation activities, please see the following attached supplementary materials:

- Copies of Telephone Contact Cards Completed By STOP Team Members
- Copy of the Mailing Log and Address Listing Completed By STOP Team Members
- Information Regarding Interview Dates and Times for Potential Students or Referrals

IV. Project Continuation (Activities Since End of Grant Period)

Since the August 1998 termination of the Federal grant period, we have worked to sustain the STOP program at South Brooklyn Community High School through the use of private and in-kind agency support. SBCHS, where the program is located, has continued to utilize funds from the NYC Dept. of Youth and Community Development, Member-Item Grants from NY State Legislators, and contributions from private foundations and corporations.

Through this core SBCHS funding, we have been able to maintain the primary STOP program activities. During the Fall 1998 semester, we have sustained the recruitment and training of STOP team members, and during the upcoming Spring 1999 semester, we plan to continue developing and facilitating participatory, role-playing workshops on substance abuse prevention for students at SBCHS and young people at the Red Hook Beacon Community Center. In addition, we have also continued to undertake outreach to out-of-school and truant youth from the South Brooklyn community.

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We are also pleased to report that a former STOP Team member who is now a first-year college student gave a moving speech and testimonial at Good Shepherd Services' annual Benefit in October. Guests at this event included Agency Board members and senior staff; representatives of corporations, foundations, and government agencies; elected officials; and friends and supporters of the Agency. In addition, STOP program participants and staff have maintained their contact with the US Justice Dept. Ounce of Prevention staff by participating in the December 1998 OJJDP conference, *Juvenile Justice: Focus On The Future* in Washington, DC. During this conference, the former STOP Team member who spoke at the Good Shepherd Benefit participated in a workshop on "The Truth About Substance Abuse Among Youth," and our Project Director, Good Shepherd Services' Assistant Executive Director for Community-Based Programs, also participated in a conference workshop.

However, we must also report that due to the loss of Federal "Ounce of Prevention" funds, we have not been able to sustain a number of critical program activities. We have significantly reduced the provision of incentives and special events such as the Fall planning retreat that was essential for building group identity and enabling Team members to focus on the importance and potential impact of their workshops. We have reduced our use of publicity and outreach materials such as T-shirts, brochures, and flyers. We can no longer provide summer internships for STOP Team Members, a program component that was essential for successful recruitment and outreach. Finally, we have significantly reduced our capacity to undertake ongoing documentation, evaluation, and assessment of program activities and services.

V. Attainment of Program Goals and Objectives

At the conclusion of the Federal grant period, we believe that the STOP program has attained the following general goals and specific objectives that were outlined in our initial March 1997 "Ounce of Prevention" proposal:

A. General Goals

- The STOP Project attained its overarching and primary goal of facilitating activities to help young people develop the skills necessary to fight drug and alcohol use.

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- Young people's attitudes about drugs and alcohol changed as a result of program participation and they strengthened their understanding of the importance of rejecting substance abuse in favor of positive youth development and educational options.
- Young people became empowered through program participation and increased their problem-solving and decision-making skills as well as the confidence necessary to overcome negative peer pressure regarding substance abuse.
- Young people participated in training and activities through which they developed leadership skills and increased their sense of community ownership and personal responsibility.
- To insure program success, young people strengthened their relationships with community-based service providers and other local stakeholders such as the members of the Red Hook Community Advisory Council.

B. Specific Objectives

- The SBCHS Advocate Counselors and Site Coordinator provided supportive services to members of the SBCHS STOP Team and out-of-school youth as measured by counseling logs and other documentation of activities to positively engage young people.
- As indicated in previous Progress Reports, SBCHS staff recruited 35 students, nineteen (19) of whom completed training to serve as STOP Peer Educators and/or Interns, as measured by attendance at training and lesson-planning sessions and demonstration of leadership skills through role-playing and group leadership activities.
- As indicated in previous Progress Reports, STOP Team members led participatory, role-playing workshops on substance abuse prevention and strengthening decision-making and problem-solving skills for all eighty (80) fellow students at SBCHS as measured by attendance logs, group lesson plans, written workshop summaries, and group workshop evaluation forms. Team members assessed participants' abilities to respond to questions about substance abuse, list health-related risks, and articulate strategies to overcome peer pressure.

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- As indicated in previous Progress Reports, STOP Team members led participatory, role-playing workshops on substance abuse prevention and strengthening decision-making and problem-solving skills for 104 younger children, adolescent peers, and local adults at the Red Hook Beacon Community Center as measured by attendance logs, group lesson plans, written workshop summaries, and group workshop evaluation forms. Team members assessed participants' abilities to respond to questions about substance abuse, list health-related risks, and articulate strategies to overcome peer pressure.

- As indicated in previous Progress Reports and described in this Progress Report, STOP Team members undertook outreach to 358 older, out-of-school and truant adolescents from the South Brooklyn community as measured by outreach logs and records of referrals to external educational, vocational, family support, and youth development resources. This project component, which included Information and Referral (I&R) and efforts to increase SBCHS enrollment, reduced risk factors by linking these young people to positive youth development activities.

C. Number of Participants

During the grant period, the following young people from the South Brooklyn community participated in program activities:

| Group (South Brooklyn Community High School) | Males | Females | Total |
|---|--------------|----------------|--------------|
| African-American | 4 | 2 | 6 |
| Latino | 27 | 39 | 66 |
| Caucasian/Other | 10 | 8 | 18 |
| | | | |
| Total | 41 | 49 | 90 |

| Group (Beacon After-School, Ages 6-8) | Males | Females | Total |
|--|--------------|----------------|--------------|
| African-American | 8 | 6 | 14 |
| Latino | 0 | 3 | 3 |
| Caucasian/Other | 0 | 0 | 0 |
| | | | |
| Total | 8 | 9 | 17 |

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| Group (Beacon After-School, Ages 9-12) | Males | Females | Total |
|--|----------|-----------|-----------|
| African-American | 2 | 11 | 13 |
| Latino | 1 | 4 | 5 |
| Caucasian/Other | 0 | 0 | 0 |
| Total | 3 | 15 | 18 |

| Group (Beacon Challengers, Ages 10-12) | Males | Females | Total |
|--|----------|----------|-----------|
| African-American | 5 | 4 | 9 |
| Latino | 0 | 2 | 2 |
| Caucasian/Other | 0 | 0 | 0 |
| Total | 5 | 6 | 11 |

| Group (Beacon Pathfinders, Youth On The Move, Youth Court, ages 12-20) | Males | Females | Total |
|--|-----------|-----------|-----------|
| African-American | 7 | 9 | 16 |
| Latino | 4 | 4 | 8 |
| Caucasian | 0 | 1 | 1 |
| Total | 11 | 14 | 25 |

| | | | |
|--------------------|-----------|-----------|------------|
| Grand Total | 67 | 93 | 161 |
|--------------------|-----------|-----------|------------|

Based on these statistics as well as those provided in our two previous Progress Reports, we project that a **total of 561 South Brooklyn residents were involved in and positively affected by the Ounce of Prevention-funded STOP Project during the past year. This aggregate includes the following¹:**

¹ Please note that we were not able to obtain a break-out of participants by race and gender for activities during the final two months of the grant period.

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| Group | Number of Participants |
|--|------------------------|
| SBCHS Students and Red Hook Beacon Children and Youth (i.e. Grand Total Above) | 161 |
| Out-Of-School and Truant Youth Contacted During Summer of 1998 | 323 |
| Adolescent and Adult Members of Red Hook Community Advisory Council Who Participated in Program Activities | 53 |
| Summer Youth Employment Program (SYEP) and Red Hook Public Safety Corps Members | 25 |
| Grand Total | 562 |

VI. Impact of the Program

During the grant period, we found that young people were extremely enthusiastic about STOP, in part because of the project's strong recognition of the daily challenges that South Brooklyn children and teens face from substance abuse. By developing, leading, observing, and participating in STOP workshops, young people from this community were able to recognize familiar peer and family dynamics and at the same time strengthen the communications, decision-making, and problem-solving skills necessary to overcome negative risk factors.

Based on group evaluations, profiles, and workshop pre and post-tests, we found that the STOP program had a significant direct impact on STOP team members, on SBCHS students, and on young people at the Red Hook Beacon. As stated in our July 1998 Progress Report, in questionnaires regarding the program's impact on SBCHS students (including STOP Team members), school staff concluded that "the STOP Team's work led to an increase in awareness and discussion, the consequences, skills to avoid [drug and alcohol] use, and methods of gaining support . . . individual [SBCHS] students have modified behavior in a positive direction as a result of their participation."² Indeed, these findings are reflected in the attached SBCHS staff "Negative Behaviors" sheet which indicates that half of STOP Team members improved substance abuse decision-making skills; that there was a 83% reduction in the number of students charged with illegal activities and

² "Ounce of Prevention: Narrative and Final Status Report," Good Shepherd Services. Submitted to US Dept. of Justice, July 1998.

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misdemeanors; and that no students were either involved in a gang or dropped out of or were suspended from school.

The comments of SBCHS staff members and STOP Team members reveal the positive impact of the program on individual students. For example, staff reported that because of participation in STOP, one Team member "went from being introverted to a young man who is participating in activities that talk about the issues in his environment." Another STOP Team member reported that "before [STOP] I used to let my anger take over. Now I talk about whatever is bothering me. [STOP helped] because I learned anger management and stress management skills."³ Indeed, we are pleased to report that of the nineteen (19) active STOP Team members, today two (2) are still on the STOP Team; eight (8) are still enrolled in SBCHS but involved in other activities; eight (8) have graduated and matriculated to college, vocational training, and/or employment; and one (1) was discharged and enrolled in a GED program (please see attached "STOP Team Outcomes Grid").⁴

The program's impact on SBCHS students was also documented through surveys, questionnaires, and profiles completed by school staff and program participants. In a review of these materials, it was found that program participation contributed to numerous positive outcomes among SBCHS students in school attendance, communications, social involvement, decision-making and problem-solving as well as peer pressure and self esteem to resist involvement with substance abuse. As an example, as stated in our July 1998 Progress Report, the average number of days absent for SBCHS male students fell from 14.9 days during the Fall 1997 semester to 13.8 days during the Spring 1998 semester. For female students, the average number of days absent decreased from 11 to 8.8. Together, these declines in the number of days absent show an average improvement of 13%.

The impact of STOP on children and adolescents in the Red Hook Beacon after-school program and youth leadership groups was similarly evaluated through pre and post-tests and program assessment surveys completed by program participants. While STOP Team Members faced challenges in effectively implementing these evaluation methods among

³ "Ounce of Prevention: Narrative and Final Status Report," Good Shepherd Services. Submitted to US Dept. of Justice, July 1998.

⁴ Please note that the places of former STOP Team members were taken by newly recruited program participants during the Fall 1998 semester.

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elementary school students due to issues such as age and limited literacy skills among these younger children, Peer Educators were able to develop a profile of the program's impact by obtaining feedback from Beacon staff who work directly with children and teens. As one example, it was observed that "all of the [Beacon] staff felt that the workshops had been helpful in opening doors with their groups. For the six to eight year olds . . . the Activity Specialist for that group stated that "the youngsters have asked for the STOP Team to come again."⁵

Because of the effectiveness of STOP in helping young people develop positive leadership and youth development skills as well as the competencies and confidence to overcome negative risk factors, we are committed to continuing this initiative in the future. As stated, we are supporting the program in the current 1998-99 school year as a component of SBCHS and seek to sustain this initiative which truly helps young people develop the skills necessary to serve as leaders in their schools and neighborhoods and succeed in education, employment, and positive family and community life.

⁵ "Ounce of Prevention: Narrative and Final Status Report," Good Shepherd Services. Submitted to US Dept. of Justice, July 1998.

Ounce of Prevention Narrative Report Cover Sheet
REPORTING PERIOD: [July 1, 1998 - August 31, 1998]

During this reporting period:

- 4 STOP Members were trained to perform information & referral [I&R] [See attached attendance records].
- 2 training & orientation sessions were held to train STOP members in Information & Referral goals and techniques. [See attached outline of training sessions.]
- Training & orientation for I&R began on 6/24/98 & ended on 7/6/98.
- 4 STOP Members completed outreach tasks.
- 633 Outreach letters were sent to 323 out-of-school or truanting youth by STOP members. [See attached log.]
- STOP Members made 643 telephone contacts to homes of 323 out-of-school or truanting youth. [See attached log.]
- Information & referral was completed with 33 potential students. [See attached log.]
- 17 new students were enrolled in SBCHS for the coming September term.
- 33 students, who did not enroll in SBCHS, were referred to another appropriate academic or training program.
- 51 students completed the initial face-to-face interview.
- 36 students completed the interview & assessment process initiated by 4 STOP members during the summer of 1998.
- 5 STOP members participated in planning September orientation for new incoming and returning SBCHS students. [See program outline & orientation materials attached.]
- 5 STOP members participated in the implementation of 3 orientation sessions held respectively for new & returning students on 9/9/98/ 9/10/98, & 9/11/98.
- 70 new & returning students were given an overview of the goals and activities of the STOP team and invited to join.

ATTACHMENTS INCLUDE:

COPIES OF TELEPHONE CONTACT CARDS COMPLETED BY STOP MEMBERS
COPY OF MAILING LOG/ ADDRESS LISTING COMPLETED BY STOP MEMBERS
INTERVIEW DATES AND TIMES FOR POTENTIAL STUDENTS OR REFERRALS

Ozrpt8

| STOP PROGRAM OUTCOMES GRID | | | | | | | | | |
|----------------------------|-----|---|--------------------------------------|--|--|---------------------------------|----------------------|------------------------|--|
| Age | Sex | Ethnicity A; AA; H; NA; W; (See code below) | Still in school and receiving credit | Continuing to participate in STOP activities | Graduated | | | Employed and in school | Other positive outcome |
| | | | | | In College or beginning this spring term | Other post-secondary education/ | Employed or military | | |
| 19 | M | AA | | | | | X | | Applying to college |
| 18 | M | H | | | | | X | | Applying to military |
| 17 | F | H | X | | | | | | Applying to college |
| 19 | M | H | X | | | | | | Applying to college |
| 18 | M | H | | | X | | | | Enrolled in college (CUNY—NYC Tech.) |
| 19 | M | H | X | | | | | | Enrolled in school. Strong improvement in math, communications, and test-taking skills. |
| 18 | M | H | | | | | | | SBCHS was inappropriate school setting for student. Was successfully enrolled in GED program after discharge from SBCHS. |
| 17 | M | O | X | | | | | | Applying to college |
| 17 | F | W | X | | | | | | Applying to college |
| 18 | F | H | X | | | | | | Applying to college and working |
| 18 | F | O | | | X | | | | To start college, February 1999 |
| 18 | F | W | X | | | | | | Applying to college |
| 17 | M | O | | | | X | | | Has applied for college; now traveling with family |
| 17 | F | H | | | X | | X | | Applying to college and working |
| 18 | M | AA | X | | | | | | Working |
| 17 | F | H | | | | X | | | Working |
| 17 | M | AA | | X | | | | | Enrolled in school |
| 16 | F | H | | X | | | | | Applying to college |
| 20 | M | H | | | | | X | | Working and now applying to college. |

Ethnicity Codes: A = Asian, AA = African-American, H = Hispanic, I = Indian, NA = Native American, W = White

Please indicate any positive outcome you are aware of in the last column including involvement in other community service or civic youth groups and/or activities; increased attendance and/or school performance; honors, awards, speaking requests and engagements, etc. If you like, you can abbreviate and code any repetitive comments, but be sure to indicate the code or abbreviation above. In order to preserve confidentiality of students, student names are not to be provided on this form. Please complete this information to the best of your ability. Please indicate name and title of person(s) completing these forms below:

Name: _____
ozrpt9

Title: _____

Date: _____

NEGATIVE BEHAVIORS: STOP TEAM

Please indicate, in aggregate numbers ONLY, to the best of your knowledge how many of the STOP Team members were involved in each of the following prior to, and during or after their involvement in STOP:

| ACTIVITY | # INVOLVED PRIOR TO BEING IN STOP | # INVOLVED FOLLOWING STOP |
|--|-----------------------------------|---------------------------|
| Poor decision-making regarding substance use | 14 | 7 |
| Involved in a gang | 3 | 0 |
| Dropped out or suspended from school | 20 | 0 |
| Charged with illegal activity or misdemeanor | 6 | 1 |

Please make any comments below that you feel are pertinent or helpful regarding the above information.

STOP MEETING PROCESS SUMMARY/ OBSERVATION FORM

Session # 1

DATE: 6/24/98

Meeting & Purpose: Training Summer Internship

Workshop: Part # 1: ^{Summer} Group & Site: Interns / SBCHS

Facilitators: Richard Austin / Vernesa Mosley

Documentor: VernesA Mosley

Attendance: Calvin Cox, Nicole Della Pa,
Raffick Mohammed, Jessica Torres,
Steven Mejias

If session or meeting, the purpose was to:

Begin training process for Summer
Interns, defining their roles, duties and
Responsibilities.

Meeting Summary/ Observations: (Indicate which facilitator led each activity)

Rich and I met with the Interns to begin a training piece on the work that they would be doing throughout the Summer.

We defined the basic work expectations such as arrival time, signing in and out, breaks, time sheets and hours they will be working.

OZOBSPRM

We also talked about how we assess students who are applying

To the program. We described the intake process and the basic criteria for admittance into SBLHS. - The description of this process is necessary so that the interns can work w/ the LTA (Long term Absentee list)

The Interns were given a packet with basic criteria for admittance, Referral process information and LTA Roster.

The Interns had lot's of questions and they were able to get a more clear perspective of what the admittance process is from the other side.

I think when they were applying, they experienced the process as an intake, now they are students who are receiving intakes.

They all seemed enthused about the work. We also conveyed to them that they would be doing a variety of office tasks as well.

* refer to attached training packet.

{ Basic Criteria for Admittance into SBCHS.

- ① Applicant needs to be at least 16 y.o. - With one year of H.S. experience
(finished the 9th grade)
- ② Credits - 8-10
- ③ NO Special Ed or resource
- ④ Student should be on the register of John Jay H.S.
- ⑤ Student must live within the outreach Zone (John Jay Catchment)
 - Red Hook
 - Carroll Gardens
 - Park Slope
 - Bay Ridge
 - Sunset Park.
- ⑥ Student must be truant

Referrals

I In addition to providing outreach to young people who may be appropriate for the High school, those young people who are in need of other educational services are assisted as well. This is our Referral Process. Simply put, we try to find GED, GED/Training & Alt HS. placement for students who are out of school & would like to complete their education.

II Things to do

- ① When contact is made & it's been established that a referral is necessary - make an appointment
- ② If you make the appointment, you should do the referral.
- ③ Fill out a yellow contact card
- ④ Put appointment on the calendar

a copy of the referral questionnaire
(refer to questionnaire)

⑥ go through the questions with them.
make sure all of the information
is completed.

⑦ begin a conversation with the
student to explore what it is they
are looking for. i.e., GED, GED/Training
day program, evening program, Dayca's
etc.

⑧ Go through the 2 binders we have
with educational information and try
to match the young person with a
program.

⑨ Call the programs to get information
regard recruitment, open house date
when program begins, how long the
program is & what the application
process is.

If the program is closed for
the summer we can give the
student the information and give
them the option of calling us
in September to let us know
what has happened.

- ⑩ record the names of the programs you referred the young person to on the appropriate form (refer to form)
- ⑪ record information on the yellow card also. Check off the persons' name on the calendar if they come in.
- ⑫ If your referral does not show up, please give them a follow-up call and reschedule the appointment.
- ⑬ Remember to record all information on the LTA Roster if this is when the ~~stard~~ student came to us from.
- ⑭ If you have any problems, see Rich or myself okay :)

STOP MEETING PROCESS SUMMARY/ OBSERVATION FORM

Session # 2 DATE: 7/6/98
Meeting & Purpose: Intern Training part II
Workshop: Part # 2: Group & Site: Summer Interns/SBCHS
Facilitators: Richard Austin
Documentor: Vernesa Mosley
Attendance: Calvin Cox, Nicole Della Pa,
Raffick Mohammed, Steven Mejias

If session or meeting, the purpose was to:
Complete training process for Interns.

Meeting Summary/ Observations: (Indicate which facilitator led each activity)

The Interns began there work day yesterday 7/6/98 However we needed to continue the training so they would have the information they needed to follow through with there work.

Today we focused on the referral process and how we give students information regarding other educational options.

We also explained to students why we refer students as well. (see attached training packet on 6/24 process notes).

The last piece we went over was the phone outreach & LTA. We covered where the LTA originates from and how we use it. I went over what information is on the LTA and how it is to be documented on the LTA form.

ie., Student name ^{DOB/age}

Address w/ apt #

phone number

parent/guardian name

(also refer to LTA form attached)

At the end of the day as well as when the interns had problems or questions, we discussed what needed to happen to resolve the matter.

phone outreach

We covered the proper phone etiquette they should use when making phone calls. Initially A

③

Couple of the Interns felt nervous because they were calling the homes of people they did not know.

Eventually, they got used to it after making a couple of calls.

There were times when they became frustrated because people would just hangup or they constantly ~~was~~ made calls where they had to leave a message.

Rick and I tried to help them through their frustration by explaining that sometimes it takes more than one phone call to outreach a student because they may not be in a place where they are ready to deal with school.

We asked them to reflect back upon when they were not engaged and what the process was for them. This made them a little more understanding of their peers and the approach was different.

I think they also began to get different responses which made them feel good. When they were successful in helping someone it made them feel good.

student is given
his form with the
name of educational and
or training programs.
These are sometimes
made at the time of
the

SOUTH BROOKLYN COMMUNITY HIGH SCHOOL
110 W. 9TH STREET
BROOKLYN, N.Y. 11231
(718) 260-8697

REFERRAL TO ALTERNATIVE PROGRAMS

NAME: _____

DATE: _____

Referral.

Name of Program:

Address:

Directions:

Phone Number:

Contact:

Appointment Date:

Name of Program:

Address:

Directions:

Phone Number:

Contact:

Appointment Date:

Name of Program:

Address:

Directions:

Phone Number:

Contact:

Appointment Date:

BE SURE TO BRING WITH YOU:

proof of age
social security card
proof of income/address
immunization
transcripts from high school
discharge papers

REMEMBER:

Be on time for your appt.
Call if you cannot make it.
Dress neatly.

REFERRAL COUNSELOR: _____

PLEASE FEEL FREE TO CALL US OR TO COME BACK TO VISIT TO SET UP ANOTHER
APPOINTMENT.

Student is given
to assist with making the
appropriate referral.

South Brooklyn Community High School
Referral to Alternate Programs

1. Name
2. Address
3. D.O.B.
4. What was the last school you attended?
5. When was the last date you attended school?
6. Reading level, if known
7. Reason for leaving
8. What have you been doing since leaving school?
9. What classes did you like when you were in school?
10. What jobs have you held that you've really enjoyed?
11. Do you like what you're doing now? Could you see yourself continuing in this line of work/occupation?
12. Do you prefer to work indoors/out-of-doors? Would you rather be in an office/working with your hands?
13. Do you mind travelling to get to a job/school site?
14. Would you rather be in class during the day or in the evenings?
15. Job training-GED-both
16. What is your living situation like?
17. What is your family's/your source of income?
18. Is there anything else in your life that would prevent you from working on a GED/job training program right now?

Referral counselor _____

Date _____