

# Executive Summaries

*Round I & II\**



The Governor's Program aims to prevent violence in and around schools, prevent the illegal use of alcohol, tobacco, and drugs, and involve parents and communities in these efforts.

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**Safe & Drug-Free  
Schools & Communities  
Technical Assistance Project**  
*California's Governor's Program*

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\*These Executive Summaries are not a full representation of all the Safe and Drug-Free Schools and Communities grantees.



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# Contra Costa County

## Executive Summary



## The Contra Costa County FAMILIES AND SCHOOLS TOGETHER: BUILDING HEALTHY COMMUNITIES

**MISSION.** To build healthy communities by engaging youth, families, and schools as partners in promoting drug and alcohol prevention, youth leadership, and family cohesion.

**YOUTH AND COUNTIES SERVED.** *Families and Schools Together: Building Healthy Communities* targets the ethnically diverse, low-income population of Rodeo, where 38% of families earn less than \$35,000; and Bay Point where 64% of the students qualify for free or reduced price school lunches. Youth in these communities are at-risk from violence and substance use and abuse in their communities, adversely affecting their attitude, peer relations, and academic performance in school.

As partners, *Families and Schools Together: Building Healthy Communities* engaged the collaborative support of the Municipal Advisory Council, local education agencies, career and training centers, YMCA, Faith-Based Zion Church, Contra Costa's AODS Advisory Board and Housing Authority, and the Bayo Vista Resident Council.

**STRATEGIES.** *Families and Schools Together: Building Healthy Communities* integrates existing science-based prevention strategies according to the following programs:

***Creating Lasting Family Connections (CLFC).*** *CLFC* is a life skills class for youth and adults with proven success in increasing communication and reducing family problems. In its best form, *CLFC* runs concurrent parent and youth sessions, which enables the whole family to learn and grow together. The 15-week youth course assists youth in developing independence and responsibility, preventing drug and alcohol use, and improving communication and cooperation with peers and adults. Two 15-week parent classes are also implemented, focusing on bonding with one's children and encouraging healthy decision-making, creating family expectations and consequences, and increasing communication with all family members. The classes are free, and dinner and childcare are provided.

*"People could look up at our window and see that our light was on every Tuesday night – that it was a place that you could come and get support."—program participant*

### **Communities Mobilizing for Change on Alcohol**

**(CMCA).** CMCA is an after-school youth development and environmental prevention program offered at Carquinez Middle School and in the Bayo Vista community. This program focuses on developing youth leadership skills and engaging youth in an environmental approach to the prevention of community substance use. Instead of focusing on the individual, youth assess factors in the community or environment that may promote substance use and abuse. These factors include everything from billboard advertising to local policy or community norms. Students then design activities to address these factors in an after-school youth program.

**Community Activities.** School-based risk factors, such as substance use and violence are also addressed through school-wide activities. These include Red Ribbon Week and Alcohol Awareness Month presentations and events, and the creation of a peer-mentoring program that helps students resolve minor problems peacefully.

### **KEY ACHIEVEMENTS.**

- CMCA youth developed a strong partnership with alcohol merchants in their neighborhood. Project funding made it possible for merchants in all the off-sale outlets in Rodeo to submit annual "report cards."
- Bay Point's *Lock it Up* media campaign, designed to discourage adults from providing alcohol to youth, gained notable media mileage when its message appeared on buses, BART, and in movie theaters. In 2006, a 12-minute video was produced by young people from Bay Point and Rodeo, which received extensive broadcast and print media attention. This raised community awareness on the issue of youth access to alcohol by adults, as well as the important work of CMCA youth.

### **IMPACT OF THE PROJECT.**

- Of the youth engaged in the project, 79% of Rodeo students and 70% of Bay Point students were characterized as successful prevention participants, with the latter showing a statistically significant decrease in tobacco use.
- While many of the parent participants are of non-CLFC youth, it was an impressive achievement, considering that the class found a home within the Bayo Vista Housing Project, a place that has experienced and continues to experience high levels of violence and fragmentation.
- Data from both groups indicated that the CLFC parent program is highly regarded by the participants and many techniques were being put to practice in parents' homes. Parents reported changes in the manner they spoke to their children and how they disciplined them. They also noted an increase in consistency with regard to parental messages.

### **LESSONS LEARNED AND FUTURE DIRECTIONS.**

Creative measures were taken to address problems in recruitment and retention. The curriculum was offered within existing systems and in "bite-size pieces" that were easier for participants to commit to. More importantly, completion of each module was celebrated. A community engagement approach (i.e. community events) and offering the class in a safe venue were also effective.

Overall it was found that the project had the most success when it was integrated into programs that were already in place with strong ties among well-established institutions. In the future, these recruitment avenues will be explored in more depth. Additionally, in communities such as Bayo Vista where lack of trust is prevalent, time needs to be spent in the development phase to foster positive dynamics among the target groups.

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# Kings County

## Executive Summary



*Kings County engaged 8,392 students in grades K-8 in 33 schools (61% participation). All youth were considered at-risk due to high rates of gang activity, adolescent violent crime, teenage pregnancy, drinking among youth, and low educational attainment within their community. Approximately 561 teachers and 4,074 parents participated. 4,345 students participated in the service learning projects in schools.*

## The Kings County SECOND STEP PROJECT

**MISSION.** To reduce violence and increase social and emotional management skills for students and their parents by providing a school based-curriculum and a community parenting program. Also, to improve environmental prevention through safer schools, classrooms, and community resources by implementing an evidence-based youth development prevention program.

**YOUTH AND COUNTIES SERVED.** The Kings County SDFSC project was a community-wide collaborative effort led by the AOD office and facilitated by the Kings County Office of Education and other service providers in the county.

**STRATEGIES.** Kings County implemented Second Step, a science-based prevention strategy. Mini grants were also allocated to schools implementing service learning projects. The primary strategies included:

**Second Step Classroom Curriculum.** Teachers and Facilitators were provided with a curriculum specific to the grade level to be taught. Each kit covers three units of lessons on empathy, impulse control and anger management. Strategies included group decision making, modeling, coaching, and practice using interpersonal situations. The curriculum was integrated into small group sessions, full classroom sessions, and service learning opportunities. Approximately 60% of the students participating in this strategy were of Hispanic/Latino decent. 11% were white and 16% were of mixed racial background.

**Workshops for Parents.** Six workshop sessions were provided to involve parents in Parental Coalitions who would learn the same skills their children were learning and who would participate in the community service projects developed by the students.

**Small Group Sessions.** 478 students participated in small groups focused on developing social and emotional skills in three primary areas: empathy through use of feeling words, impulse control and emotion management. Approximately 40% of the students who participated in this strategy were of Hispanic/Latino decent. 33% were white and 12% reported being of mixed racial background.

**Student Service Learning Projects.** Mini-grant funds were allocated to implement student developed service projects. Projects focused on the following research-based strategies: Risk and protective factors, conflict resolution involving problem-solving skills, and overall youth development.

**Program Evaluation Surveys.** Program Evaluations were based on data collected through pre- and post- surveys measuring attitudes and behavior associated with risk and protective factors.

#### **KEY ACHIEVEMENTS.**

- Small groups showed improvement in virtually every area of student attitude and behavior.
- Non-violent solutions to problems increased from 37.3% on the pretest to 61.2% on the post-test.
- Parents improved in parenting their children in socio-emotional skills.
- 40 teachers volunteered to continue Second Step regardless of future funding.
- In 2006, the Second Step Program received an award for the Best Science-Based Prevention Program in Kings County.
- Four teachers at three different schools were recognized for their efforts in conducting a Science Based Program within their schools.
- Assemblywoman Nicole Parra and Senator Dean Flores recognized these successful programs and teachers.
- Kings county was invited to participate in a research project with the Committee for Children on "Steps to Respect" (a bullying prevention program).

#### **IMPACT OF THE PROJECT.**

- Students who completed the small group sessions showed a composite increase of 8% over the life of the grant in their ability to demonstrate empathy.
- Students reported the greatest improvements in feeling there was at least one grown up at their school they could talk to about a personal problem.
- Students showed a composite increase of 3.7% over the life of the grant in their ability to demonstrate impulse control.
- Facilitators reported 98% of youth who completed the small group sessions could recognize and understand feelings.
- Students who completed the small group sessions demonstrated a composite 9.2% increase over the course of the grant in their ability to show compassion.
- 97% of the students who completed the small group sessions were able to exhibit effective, non-violent anger management.
- Expulsion rate for youth in the small group sessions declined over the life of the grant by approximately 8.75% for the early elementary students and 8.8% for the late elementary students.
- Teachers reported the highest percentage of change for the better in their students of all those surveyed.

#### **LESSONS LEARNED AND FUTURE DIRECTIONS.**

The Kings County program inspired 40 teachers to continue the Second Step program despite the uncertainty of future funding. Participant results and responses were also overwhelmingly positive to the Kings County project. Continued success and sustainability is dependent upon increasing community, parent, and teacher involvement, as well as intensive training, technical support, and strong staff and administrative support.

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# Los Angeles County

## Executive Summary



## The Los Angeles County STAR ALERT

**MISSION.** To create a comprehensive approach to prevent or reduce AOD and violence amongst 6th-8th grade students in eleven schools within the Hacienda La Puente Unified School District (HLPUSD) and South Whittier School District (SWSD).

**YOUTH AND COUNTIES SERVED.** The County of Los Angeles Sheriff's Department Success Through Awareness and Resistance (STAR) Adolescent Learning Experiences in Resistance Training (ALERT) is a collaborative partnership between the Los Angeles Sheriff's Department STAR Unit, Industry and Norwalk Sheriffs Stations, Scientific Services Bureau, Detective Division, HLPUSD, SWSD, teachers, community representatives, and parents.

Rowland, Pomona and Walnut School Districts were also partners during the 2006 program year. These school districts collaborated and partnered with the STAR/ALERT project during the fourth and fifth program year.

The program targets 6th-8th grade youth in the HLPUSD and SWSD. These youth live in poverty stricken areas that encourage crime, substance abuse, and gang involvement. Sheriff's Department records indicate that more than 1,700 drug arrests occurred in the Hacienda, La Puente, Valinda, and South Whittier areas alone in 2006.

**STRATEGIES.** STAR ALERT consisted of a three pronged program that incorporated the following elements:

**Project Alert.** Project Alert is taught in the first two grade levels at the districts' eleven middle schools. This scientifically-based curriculum meets the U.S. Department of Education's Principles of Effectiveness and has been proven to be effective at helping young people identify and resist pressure that lead to experimentation with drugs, as well as preventing teenage experimenters from becoming regular drug users. Trained deputies taught 11 classroom lessons, and provided two parent-education lessons per year at each of the school sites.

**After-school program.** The after-school program provided a wide range of activities for youth such as fitness training and beautification projects at the schools and communities. In addition, students act as homicide and/or forensics experts as part of the Crime Scene Investigation (CSI) staged crime scenes. Information on the crimes was given to students weekly until they were able to solve the case. Students involved in this program were required to maintain excellent attendance records.

**Summer camp program.** The summer program consisted of weeklong day camps. Participants took part in daily drug prevention or life skills lessons. Alternative activities also occurred such as sports, and an interactive STAR Drinking Under the Influence (DUI) mock trial that demonstrated the potentially detrimental effects of alcohol.

#### KEY ACHIEVEMENTS.

- Approximately 120,308 students participated in the ALERT curriculum program throughout its lifetime.
- Approximately 503 parents participated in the educational program.
- The after-school project served approximately 2,283 students throughout the program lifetime.
- The Summer Day Camp project served approximately 640 students during the program lifetime.
- ALERT is the only program in Los Angeles County that includes a school curriculum, after school, and summer program. This three-pronged approach allowed for deputies to establish positive relationships with school administrators, teachers, parents and especially students. It is unique because deputies in uniform taught the classes, and served as positive role models. Deputy visibility in the school setting also prevented violence and increased protective factors. It was also credible because the lessons taught had law enforcement patrol stories to validate its content.

#### IMPACT OF THE PROJECT.

Overall the programs deliverables were met with minor adjustments.

- **Project Alert.** Overall the program was effective, in that it may have substantially slowed down ATOD rate of increase compared to what would have happened without the program. Also, a lack of change can be considered positive due to the amount of time from pre-test to post-test. The time period was one academic year and significant maturation and increase in risk could have occurred during that time.
- **After-school program.** The after-school program's evaluation was based on a nine-item survey that addressed the students' opinion of the program. Based on the results, 100% of the students would recommend the after-school program to their friends, and 100% of the students felt very safe with the deputies supervising them.
- **Summer camp program.** The summer camp program's evaluation was based on a ten-item multiple choice pre-and post-test constructed to measure content of the STAR Drinking Under the Influence (DUI) mock trial focused on the legal basis and consequences of driving under the influence. One hundred percent of the youth's knowledge increased by an average of 41%.

#### LESSONS LEARNED AND FUTURE DIRECTIONS.

ALERT gained many insights throughout the implementation of the program. In particular, much was learned regarding evaluation techniques of the program. ALERT staff valued the help of outside experts in the area of evaluation to adapt the survey instruments to make them more applicable to the population served.

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# Mendocino County

## Executive Summary



## The Mendocino County KUNG FU PROJECT

**MISSION.** To support student academic success through a series of violence and substance abuse prevention strategies in two elementary schools and a middle school.

**YOUTH AND COUNTIES SERVED.** Kids United: No Gangs For Ukiah (KUNG FU) targets underserved students in south Ukiah at Nokomis and Grace Hudson Elementary Schools (Grades 4-6) and at Pomolita Middle School (Grades 7-8), especially English Language Learners and younger siblings of youth with gang involvement.


KUNG FU has successfully collaborated with Ukiah Unified School District, the Community Coalition for Gang Prevention (CCGP), and law enforcement agencies such as the Ukiah Police Department, Mendocino County Sheriff's Office and the Mendocino County District Attorney's Office.

**STRATEGIES.** KUNG FU utilized a combination of universal, selected, and indicated approaches to serve the population:

**Cross-Age After-School Tutoring.** Through the contracted services of the nationally recognized Mathematics, Engineering and Science Achievement (MESA) program, KUNG FU provided academic tutoring to students at Nokomis and Grace Hudson Elementary Schools (Grades 4-6) and at Pomolita Middle School.

**Second Step Violence Prevention Curriculum.** Through the collaborative efforts of KUNG FU and an Early Mental Health Initiative (EMHI) grant from SAMHSA, teachers were trained in the curriculum delivery and staff were offered clinical and curriculum support.

**Spanish-language Mental Health Counseling.** Although originally intended to be one-on-one counseling, this strategy was modified to fit the students and the school culture. Students who were referred to counseling met in groups and followed a trajectory of mental health wellness.



**Club Latino Youth Empowerment Groups.** KUNG FU contracted with Nuestra Casa, a local non-profit Latino service organization to provide after-school youth empowerment groups for Latino students. These middle-school groups provided a safe environment in which youth were able to discuss issues and challenges, including gang-related issues. Parents attended monthly parent education/support meetings and parenting classes and learned how to become active partners in their child's education.

**Digital Storytelling.** Digital Storytelling workshops were taught at the middle school in an after-school setting. Students produced 3-5 minute movies from personal accounts focused on middle school life.

**Gang Resistance Is Paramount (GRIP) Curriculum.** In collaboration with the Ukiah Unified School District and county law enforcement agencies, *Gang Resistance Is Paramount (GRIP)*, a gang prevention curriculum, was implemented in all of the 5th grade classrooms in the district. Due to the success of the program, the curriculum was expanded to other cities in the county.

- Students received high "dosages" of academic support and gang prevention services with anywhere from one to 541 hours of service over the three-year time period.
- The program delivered the most intensive services to students in highest need. KUNG FU participants' 2004 standardized test scores were consistently lower than students in a comparison group, indicating that they were at higher risk of academic failure.

#### IMPACT OF THE PROJECT.

- In 2004, KUNG FU students scored lower than a comparison group on all six district-administered standardized tests. By 2005, KUNG FU students' scores were statistically significantly higher than students in the comparison group on five out of the six tests.
- By 2006, KUNG FU students' improvements were sustained or further increased so that once again their test scores were significantly higher than those of students in the comparison group on five out of the six standardized tests.

#### KEY ACHIEVEMENTS.

- The project enrollment goal was exceeded. The original goal of serving 630 students over three years was surpassed and over 800 students were served in the first three years.
- KUNG FU has consistently served students from its target population. Although 50% of the students in the three participating schools are Hispanic, 72% of the students served by KUNG FU are Hispanic.

#### LESSONS LEARNED AND FUTURE DIRECTIONS.

KUNG FU appreciates the importance of fostering positive relationships with all program partners, especially youth. The program took advantage of opportunities to collaborate with others, and consistently sought out additional funding sources. This resulted in a diversified and stronger program that served more youth than originally intended.

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# Napa County

## Executive Summary



## The Napa County TO REACH INVOLVE BUILD AND EMPOWER (TRIBE)

**MISSION.** To reduce substance use and high-risk use among youth by promoting family connectedness, fostering life skills, and engaging youth in environmental prevention efforts.

**YOUTH AND COUNTIES SERVED.** *TRIBE* targets at-risk youth (ages 9-14) and their families. This population of youth includes those in existing school-based substance abuse prevention programs; those with families in substance abuse treatment; and those served through the mental health system.

The Napa County Health and Human Services Prevention Unit has successfully collaborated with the Cope Family Center and the Boys & Girls Clubs of Napa Valley throughout the implementation of program services.

**STRATEGIES.** *TRIBE* utilized the following science-based strategies to serve the population:

**Families That Care: Guiding Good Choices (FTC:GGC).** *FTC:GGC* is a five-session curriculum that addresses preventing

*"During this class I had quit smoking and also the instructors were very encouraging and informative. I felt much more confident in guiding my three children with good choices in the future."—FTC:GGC parent participant*

substance abuse in the family, setting clear family expectations regarding ATOD use, managing family conflict, and strengthening family bonds. Services are delivered in both English and Spanish, with over 59 families participating annually.

**Home Visitation.** A subset of families from *FTC:GGC* receives more intensive services through the *California Safe and Healthy Families (CALSAHF)* home visitation program, based on the SAMHSA Model Nurse Family Partnership. Visits range from once per week to once per month, depending upon need for a duration of 6-12 months. Approximately 54 families participate annually.

*"I just hope this program will continue for a long time. It's a great opportunity to better oneself on setting clear guidelines on drugs, alcohol and other family issues."—*  
FTC:GGC parent participant



**SMART Moves Program.** *SMART Moves* is an after-school, substance abuse prevention program, which teaches youth to identify and resist peer, social, and media pressures to use tobacco, alcohol, or other drugs. Program participants are also involved in Friday Night Live/Club Live as members of Torch Club, a middle school service club that focuses on alcohol and tobacco issues from an environmental perspective.

#### KEY ACHIEVEMENTS.

- *TRIBE* successfully established collaborative relationships with community-based organizations serving youth and families.
- Involvement in *TRIBE* elevated the knowledge of family-based service providers regarding substance abuse prevention.
- Involvement in the program expanded prevention opportunities to parents.
- Student and family participation increased the number of evidence-based programs and practices being implemented throughout Napa County.

#### IMPACT OF THE PROJECT.

- Student perceptions surrounding the use of alcohol and cigarettes are positively impacted by the *SMART Moves* curriculum. Pre-to-post survey results showed a positive change of .05 percentile points regarding student perception of alcohol as unhealthy. A positive change of .01 percentile points was found regarding student perception of cigarettes as unhealthy. During this time of adolescent experimentation, these positive changes are noteworthy.
- The Torch Club implemented an environmental prevention program called the *Bottles and Butts Campaign*. The students focused on ridding the Boys & Girls Club grounds of trash associated with smoking and drinking. The program had such an impact on the participants that they took it upon themselves to contact the Boys & Girls Club Executive Director and asked for

his help in rectifying problems encountered during clean-up.

- Positive changes to parenting skills were consistently seen after delivery of the *Families that Care: Guiding Good Choices* program curriculum. Pre-to-post assessment showed improvement in thirteen of the fourteen skills addressed during program implementation.
- Home visitations have been very successful in and have served more families than originally targeted. Annual assessment continues to show very positive findings. Overall averages rated high for each skill set measured. Questions regarding parenting skills, particularly those related to ATOD parental guidelines and ATOD access in the home, as well as constructive discipline and other topics all saw movement in a positive direction.

#### LESSONS LEARNED AND FUTURE DIRECTIONS.

*TRIBE* understands that child care, meals, and transportation assistance are key components of family-based programs to ensure parental recruitment and retention. The program learned that recruitment is enhanced if program services are provided in natural locations (i.e. faith centers; public housing; schools) and if organizations or individuals who have relationships with parents assist in recruitment. Although retaining parents in program services can be challenging, *TRIBE* realizes that external pressure to participate (i.e. probation, courts, etc.) is sometimes necessary to ensure parent involvement. The program also learned that home visitation approaches are highly effective in reaching families and delivering prevention services.

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# Sacramento County

## Executive Summary



## The Sacramento County MIDDLE SCHOOL PROJECT

**MISSION.** To raise the likelihood that target youth will receive adequate academic support, feel connected to their school and community, develop strong refusal skills and have parents or guardians as intrinsic and supportive adults in their lives.

**YOUTH AND COUNTIES SERVED.** Students from five middle schools (four from large districts and one from a rural community) in Sacramento County were targeted for program services. Each district selected their most in-need school based on API, at-risk student population, and low SAT9 scores. Youth exhibiting at least two of the following risk factors were selected for program services: at risk for retention due to academic problems, attendance problems, and a history of suspension due to behavioral issues.

**STRATEGIES.** SMSP integrates existing science-based prevention strategies according to the following key programs:

**Club Live (CL).** The Club Live program builds partnerships for positive youth development, engaging youth as active leaders and resources in their communities. Unengaged young people were recruited by their peers for involvement. Based on feedback from school site personnel, this recruitment focused on opportunity and art classes. Through the program, students were provided with opportunities and resources to increase their skills and assist in becoming leaders and advocates. The program also provided venues for them to build relationships among their peers and with adults.

**Friday Night Live (FNL) Mentoring.** FNL Mentoring provides opportunities for young people to be in ongoing, mutually beneficial, caring relationships which strengthen a young person's resiliency to the challenges they face in life. The FNL Mentoring program recruited high school students to serve as mentors to middle school protégés. The middle school students were chosen by school administrators, counselors, and teachers as young people who would benefit from a mentoring relationship. The program utilized Project Alert, a SAMHSA model program curriculum, adapted by the high school mentors (with approval) as an effective and engaging program for middle school protégés.

### KEY ACHIEVEMENTS.

- Youth development opportunities were provided to 39,896 middle school students.
- Six hundred forty five young people were recruited and invited to attend Club Live meetings and activities.
- Three hundred thirty four students were involved in the FNL Mentoring program throughout the duration of the grant.
- Forty high school students were trained each year to implement the Project Alert curriculum. These high school students delivered the Project Alert curriculum fostering peer to peer relationships with the middle school youth.
- Forty middle school protégés were educated through the Project Alert curriculum each year.
- According to the Youth Development Survey, over 75% of the middle school students in the FNL Mentoring program were not involved in any other program or activity on campus. The program fostered a sense of connectedness with the school.

### IMPACT OF THE PROJECT.

- As a result of the FNL mentoring program, protégés report that they are more likely to attend school (86%, 2006-07), feel connected with school, enjoy the one-on-one time with their mentors and look forward to seeing them each week, and feel better prepared for high school.
- The FNL mentoring program resulted in protégés building healthy relationships with their peers and gaining interpersonal and relationship building skills (88%, 2005-06). Increases in leadership skills and the ability to advocate for issues that matter to them were also reported by 91% (2006-07) of the protégés.
- Protégés feel that they have been able to build skills such as working as part of a group (81%, 2004-05),

planning activities, solving problems, and looking at issues in their communities (52%, 2006-07).

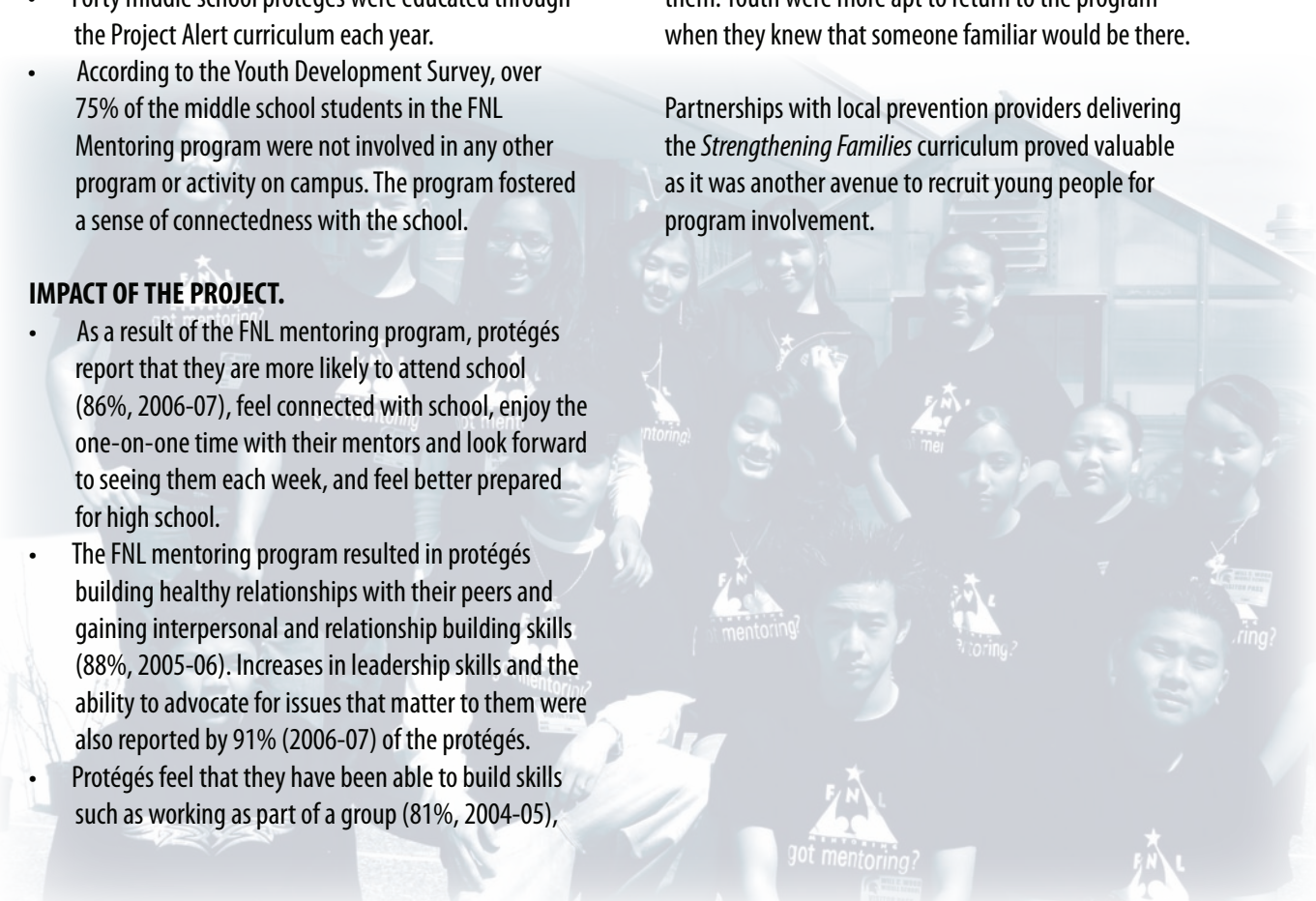
- (*Youth Development Survey, Youth Leadership Institute, 2004-05, 2005-06, 2006-07*)

### LESSONS LEARNED AND FUTURE DIRECTIONS.

*The Middle School Project* valued its relationships with school staff. Teachers and other school site personnel were critical in suggesting the most effective means to recruit the targeted youth for program services.

Relationship building with the youth was also a key to program success. FNL staff attended school site chapter meetings to spend time with youth and get to know them. Youth were more apt to return to the program when they knew that someone familiar would be there.

Partnerships with local prevention providers delivering the *Strengthening Families* curriculum proved valuable as it was another avenue to recruit young people for program involvement.



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# Sacramento County

## Executive Summary



## The Sacramento County PEOPLE REACHING OUT

**MISSION.** To raise the likelihood that target youth will receive adequate academic support, feel connected to their school and community, develop strong refusal skills and have parents or guardians as intrinsic and supportive adults in their lives.

**YOUTH AND COUNTIES SERVED.** The most at-risk youth, ages 10-14, and their families in the Elk Grove Unified School District (EGUSD) were targeted for program services. The program was implemented at three middle schools (Samuel Jackman Middle School, Rutter Middle School and Albani Middle School).

*"I'm more open to hear what my kids have to say. I don't dismiss them. I used to say, 'You're just a little kid. You don't have the right to an opinion, and I'm your mother.' Now I listen to them. I've been more open, thanking them for their opinion. I use these skills now every day."—SFP parent*

The program is a collaborative partnership (SDFSC Family Strengthening Grant Partnership) between Alternatives for Galt Youth, People Reaching Out, Asian Pacific Community Counseling, OMNI Programs, and Sobriety Brings About Change with input from the Sacramento County Drug and Alcohol Division and the Sacramento Office of Education.

**STRATEGIES.** People Reaching Out (PRO) implemented the Strengthening Families Program (SFP) which focuses on reducing family-related risk factors for adolescent problem behaviors and building protective factors in young adolescent children and their parents/caregivers. Based on feedback from the participants, sessions were improved on a weekly basis and strategies adapted to best meet the participants' needs. Improvements included a box for participant's questions which were answered at the following session, a question of the week at family dinner time to encourage increased conversation amongst families, and an incentive system allowing families to earn prizes by gathering "PRO Bucks."

*"I think there was a lack of communication with my parents. We didn't really talk that much. Now my mom's more open to accept things without really getting mad, so I can pretty much talk to her about everything that happens."—SFP youth*

### KEY ACHIEVEMENTS.

- The Strengthening Families Program served 126 individuals over the course of the grant.
- EGUSD contributed over 1400 meals for the weekly family dinners. This is only one example of the support received from

each school, not only food, but with recruitment and use of space.

- A partnership was secured between PRO, Sacramento State University, and the Office of Community Development. The partnership has enabled PRO to secure on-going service learning students from the Child Development Department who contribute 60-80 hours per semester with the Strengthening Families program.
- The Sibling Care Program was implemented for families with children under the age of ten. A service learning student adapted the weekly topics into new, age appropriate lessons. This engaged the whole family and allowed for increased participation among families because it addressed the need for childcare.
- A graduation dinner was given for families at the completion of the program. Each family received a family certificate of completion and a small gift. One proud mother attended the dinner wearing a graduation cap and gown, commenting that "this is the first time I have ever graduated from anything."
- The success of SFP resulted in a partnership between PRO and EGUSD in helping to launch the Valley Hi Youth and Adult Coalition which strives to make change through environmental prevention strategies.
- PRO has also been able to expand the PRO After School cross-age youth mentoring program to two EGUSD High Schools with youth mentoring students from Samuel Jackman Middle School and Rutter Middle School.

*"My parents and me, we never used to be so close as we are now. SF made us closer. We can trust each other. . ." and "With me and my parents, and with them with each other, there's more talking and more confidence now."—SFP youth*

### IMPACT OF THE PROJECT.

- Significantly fewer youth engaged in problem behaviors in school and at home.
- Significantly lower rates of alcohol, tobacco, and marijuana use among youth.
- Gains in specific parenting skills; including setting appropriate limits, building a positive relationship with their youth, effective monitoring of their youth, and having appropriate and consistent discipline.

*"This program is tight! We should've made a movie of this!"—SFP youth*

### LESSONS LEARNED AND FUTURE DIRECTIONS.

A strong relationship with the school is essential to a program's success. Meeting with school site contacts on a regular basis ensured school buy-in and recruitment. Strong ties with the school also resulted in less work for staff and volunteers. Recruitment, facility set-up, and provision of dinners were done by school staff. This enabled the program facilitators to focus their energy on making each week's topic dynamic and interesting, rather than focusing on logistic tasks.

PRO will continue to provide the PRO After School Mentoring Program and work with the Valley Hi Youth and Adult Coalition in Elk Grove in an effort to continue impacting youth and families to make positive changes in their community.

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# San Diego County

## Executive Summary



## The San Diego County YOUTH LEADERSHIP PROJECT

**MISSION.** To provide an integrated, countywide structure for youth development and involvement in creating healthier and safer communities by changing environmental conditions that lead to alcohol and other drug-related (AOD) problems.

**YOUTH AND COUNTIES SERVED.** The San Diego County *Youth Leadership Project* serves six regions of the county with high levels of AOD use. The six regions are: North Coastal, North Inland, North Central, Central, South, and East. Within the six regions, there are a total of eight regional collaboratives involved in the project.

Project youth working in partnership with adult ally staff within each regional collaborative serve the community at-large by raising community awareness of conditions that allow pervasive, sometimes subtle, means of marketing alcohol and other drugs to youth. Project youth confront these conditions with proposed policy changes, counter-advertising alcohol to youth, and media strategies to reduce the glamorization of alcohol and marijuana to local youth. The youth advocates are trained in prevention principles to improve the communities in which they live by changing the social, legal, and commercial practices related to the availability and promotion of alcohol and other drugs.

Youth are recruited by each individual group through networking, clubs, and marketing tools. Any and all youth are encouraged to participate. Each of the eight groups has an average of 6 – 10 youth participating at any one time.

**STRATEGIES.** The prevention strategies that are utilized by the *Youth Leadership Project* are based on the environmental management model of AOD prevention, including:

**Media Advocacy.** Youth develop and advance news stories for print and television media outlets to raise community awareness of problems related to youth alcohol or drug use. Youth are trained to utilize media to rally community support and promote policy change. Youth then become community spokespersons and lead campaigns that effectively incorporate media advocacy strategies.

**Data and Research.** Youth are trained by local and statewide organizations on data collection strategies, how to conduct research to assess community problems, and how to interpret and use this data to inform communities and develop prevention campaigns designed to bring about community solutions. Youth are also trained on how to use data to evaluate whether change has occurred throughout the campaign process.

**Community Organizing.** Youth learn to build support both with their peers and adult community members by educating them and engaging them to work towards making positive impacts in their communities.

**Policy.** Youth work towards creating policy change in their communities related to underage alcohol and drug accessibility and consumption and the creation and maintenance of healthier communities for young people.

**Enforcement.** Youth partner with law enforcement agencies in their efforts to enforce laws related to underage access to alcohol. Through participation in local shoulder-tap and decoy operations, youth are engaged in community adherence of existing laws.

#### KEY ACHIEVEMENTS.

- Successful media events and letters by members of the SAY Latino Youth Council (our identified “high-risk youth group”) to the editor written to San Diego Union-Tribune, El Latino newspaper, Mid-City Neighbor newspaper, KPBS and the Mexican Consulate.
- Members of the SAY Latino Youth Council supported the Alco-pop Initiative by writing letters to the Union Tribune and the El Latino Newspaper (a local Spanish-language newspaper) regarding the issue from a Latino youth perspective.
- The Wall Street Journal published an article on March 29, 2006 about the San Diego Youth Council’s environmental prevention awareness and efforts in their community. The article highlights the communities’ concerns regarding unfair targeting by the alcohol industry of the Hispanic community.
- On July 20, 2006 the Youth Advocacy Coalition planned and completed a very successful Radio Rally protesting pro-drug DJ banter on local radio stations. Prior to the event, two North County Youth Groups (which included YAC and NCPYC) sent letters to a representative at each of the following radio stations, expressing their concerns about the promotion of irresponsible and underage drinking and drug use and specifically the significance of 4/20, often referred to as “weed day.” On the day of the event, letters were given to the Presidents/CEO of Finest City Broadcasting and the Program Director of Clear Channel Communications expressing the same concerns. The outcome of the event

was very positive. Clear Channel Communications agreed to meet and granted youth 30 minutes of airtime on each of their stations for anti-drug messages. Finest City Broadcasting also agreed to collaboratively develop anti-drug PSA’s on their radio stations as well.

- The South Bay YMCA youth were successful in having an ordinance drafted by the Chula Vista City Council to limit alcohol distribution within 660 feet of elementary, middle and high schools.

#### IMPACT OF THE PROJECT.

- Youth advocates surveyed annually consistently report feeling a connection to their community as a result of their project participation and a connection to other youth throughout the county engaged in prevention activities.
- Youth advocates surveyed consistently demonstrate an overall increase in knowledge level and increased confidence in skills from project training on prevention principles and practices, in particular strategies to address and change community conditions.
- Adult allies and other key stakeholders (for example: community prevention collaborations, schools, and law enforcement partners) report an overall satisfaction with the project and the impact it has made for their individual programs.
- The project has successfully developed a comprehensive, countywide network of youth prevention leadership.

#### LESSONS LEARNED AND FUTURE DIRECTIONS.

San Diego County had an extremely strong and comprehensive Alcohol and Drug Prevention network already in place. Due to projects such as this, there has been a significant increase in cross-collaboration among the San Diego Prevention agencies that will continue in the future. Prevention Services for San Diego and the County Alcohol and Drug Services have identified ongoing funding for this project starting January 1, 2008.

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# San Joaquin County

## Executive Summary



## The San Joaquin County COMMUNITIES TAKING CHARGE

**MISSION.** To positively impact the community of South Stockton through increasing the community's knowledge about issues and risks associated with alcohol and other drugs.

**YOUTH AND COUNTIES SERVED.** Communities Taking Charge (CTC) was built on over ten years of experience of San Joaquin County Prevention Services working with the following community coalitions: the St. George's Neighborhood Betterment Committee, the Sierra Vista Resident Council, and the Conway Housing Development Council.

The project targeted two high schools (Edison High School and Franklin High School) in the Stockton Unified School District and their surrounding neighborhoods. Risk factors associated with these neighborhoods include low neighborhood attachment, community disorganization, availability of ATOD, lack of youth empowerment, and lack of positive youth/adult relationships

**STRATEGIES.** *Communities Taking Charge (CTC)* integrates existing science-based prevention strategies according to the following programs:

***Communities That Care.*** The Communities That Care model was designed as a process for mobilizing communities to address youth substance abuse, violence and crime. The CTC project adapted the Communities That Care model by using a scaled down approach to this framework. CTC focused on a tangible population size, became knowledgeable about specific risks in the communities, prioritized neighborhood concerns, and created action steps to combat those risks.

***Trainings.*** Through trainings with the Youth Leadership Institute, participants gained awareness and knowledge regarding ATOD issues, Responsible Beverage Service, Youth Safe Zones and Window Advertising Ordinances.

**Mile Radius Project.** Implementation of the environmentally-based Mile Radius project centered on providing participants with the hands-on experience of surveying the ATOD risks in their own community.

#### KEY ACHIEVEMENTS.

- Effective youth and adult collaboration: the CTC Youth and Adult Ally Coalition consisted of Prevention staff, youth and adults from the targeted neighborhoods, and the project's external evaluator.
- Various recruitment strategies: the project effectively reached out to numerous organizations/groups in the community through the dissemination of flyers as well as attendance at community meetings and community health fairs.
- The implementation of youth-led work: while adults helped, youth were encouraged to lead much of the applied project work.
- Effective Mile Radius survey work: numerous community surveys were conducted over the course of the project to observe the outside and inside of alcohol outlets as well as a comparison survey of a second more affluent region in Stockton.
- Dissemination of project findings: Ally Coalition members, often youth themselves, presented Mile Radius findings to groups in San Joaquin County.

#### IMPACT OF THE PROJECT.

- Over 100 youth and 50 adults participated in prevention activities throughout the course of the CTC grant.
- 76.9 % increase in participating adults' awareness of effective prevention strategies; a 92.3% increase in community awareness about ATOD problems; a 91.7% increase in community-wide awareness of violence problems; and a 63.7% increase in the likelihood that youth will avoid developing ATOD use problems. *(Baseline survey data)*

- Increased levels of leadership and self-esteem among youth, in particular: I am interested in community and world problems (20% pre vs. 40% post); I can help lead a group to make good decisions (40% pre vs. 80% post); I get things done and take positive actions (20% pre vs. 40% post); I am a positive role model (80% pre vs. 100% post) and I can make a difference (60% pre vs. 80%). *(Pre/post survey data (n=5))*
- Decreased or constant ATOD usage among youth. More specifically, no respondents reported having consumed alcohol within the last 30 days (both pre and post survey); no respondents reported having sniffed glues, sprays, or gases within the last 30 days (both pre and post survey); and on the pre survey one respondent reported that they had smoked marijuana during the past 30 days, but this dropped to zero in the post survey.
- 76.9% of adult participants (baseline data specific to coalition impact) and all three youth participants that answered this question on the post survey noted that awareness of effective prevention strategies had improved as a result of the program.

#### LESSONS LEARNED AND FUTURE DIRECTIONS.

Communities Taking Charge (CTC) brought together youth and adults to learn more about the ATOD risks in their community. The project brought much needed prevention activities into neighborhoods that were lacking them. Future efforts are underway to apply these learnings to a new program, Communities Mobilizing for Change, in an effort to take the work of CTC to the next level.

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# San Mateo County

## Executive Summary

*"Students In Action meant a lot to me because we learned that we can make a difference for the school and also that we (ESL students) can talk in public."*



## The San Mateo County

### THE COASTSIDE YOUTH DEVELOPMENT PROJECT

**MISSION.** To build a safe and drug-free community for youth and their families through youth development and environmental prevention strategies in the schools, and community and planning through community coalitions.

**YOUTH AND COUNTIES SERVED.** Three prevention strategies were used to serve over 140 youth and parents annually: youth development and environmental prevention strategies in the schools, and community and planning through community coalitions. The YDP addressed the following problems: tension between groups, ATOD use of youth and families, and the "nothing to do" attitude on the coast.

**STRATEGIES.** CYD integrates existing science-based prevention strategies according to the following key programs:

**Project Horizons Youth Council.** Youth leaders developed and implemented two school-based activities and 20 community activities each academic year. Over 50 high school students participated in program activities annually, including peer tutoring, SAT preparation sessions, assistance with college applications and physical conditioning.

**Sheriff's Activity League (SAL) program.** Approximately 65 youth participated in this after-school activities/youth development program at Half Moon Bay High School. Activities included tutoring, computer lab, sports and dance classes. Over 20 youth participated consistently two or more days per week.

**Students in Action (SIA).** Eight to twelve SAL youth met twice weekly during the school year to participate in FNL activities and implement a variety of environmental prevention projects.

**Violence Prevention.** Approximately 18 at-risk youth from Pilarcitos Alternative School were engaged in a 12-week violence prevention workshop each year to increase their knowledge and use of anger management skills, in addition to providing them with techniques to diffuse potential instances of violence in their school and community.

*"The Bathroom Safety & Cleanliness Project taught us the importance of having safe bathrooms at school. We also learned that through hard work and perseverance we, the students, could make a difference..." - SIA Youth*

#### KEY ACHIEVEMENTS.

- The tutoring and homework assistance from the SAL program motivated many students to improve their academic success and keep them connected to school.
- Opportunities provided through SAL to participate in sports and civic activities gave students the skills, support and confidence to try out for school-sponsored teams and apply for jobs.
- SIA youth reported the largest growth in knowledge of community issues and problems related to ATOD, other youth programs throughout the community, how to plan and implement prevention projects and campaigns, and how youth can proactively make a difference in their community.
- Project Horizons Youth Council members conducted research on tobacco litter in their community, learned about the effect of cigarette butt litter on the watershed and wildlife in their regions, and implemented several strategies to change community norms around tobacco litter. Additionally, they designed and administered a survey on teen alcohol use in the South Coast, whose results provided an essential contribution to collaborative planning and grant-seeking efforts in the Pescadero community.

#### IMPACT OF THE PROJECT.

- Community partners increased and improved collaborative efforts and capacity for implementing youth development and environmental change strategies in their communities.
- Participants gained skills, knowledge and confidence.
- Participants improved their connection to school and positive social norms.
- Participants made a lasting impact on and initiated positive environmental change efforts in their school and community.

#### LESSONS LEARNED AND FUTURE DIRECTIONS.

The Coastside Youth Development Partnership valued collaboration with its community partners during program planning and implementation. The program learned that planning is crucial, and that time is needed from the start to build relationships, learn about and from partner agencies, and build capacity from within. Ongoing process evaluation of the program was a key factor in its improvement, with more community partner engagement over time. Finally, the program learned that youth-led research can be a foundation for future action.

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# San Mateo County

## Executive Summary

*"...What I really liked about it was the camaraderie. We came from different groups at school and different cliques yet it still was welcoming to see everyone in the group. Looking back, what I got out of Stay Safe is how to be a leader for myself and how one person can make difference in the little things we do." - Former WHS student, now 2nd year college student*



## The North San Mateo County YOUTH DEVELOPMENT PARTNERSHIP

**MISSION.** To build a safe and drug-free community for youth and their families through youth development and environmental prevention strategies in the schools, and community and planning through community coalitions.

**YOUTH AND COUNTIES SERVED.** The North San Mateo County Youth Development Partnership (YDP) provides a multi-tiered, youth development program (Stay Safe) which includes after-school, in-school, and off-campus support and activity-based services and groups for over 150 high school students ages 14-18 annually, in four high schools of the Jefferson Union High School District (JUHSD): Westmoor, Jefferson, Oceana, and Terra Nova.

**STRATEGIES.** The North County Youth Development Partnership integrates existing science-based prevention strategies according to the following programs:

**Stay Safe School-Based Groups.** Asian American Recovery Services (AARS) conducted recruitment and screening of youth; adapted Botvin's Life Skills Curriculum as the basis for group activities; developed/leveraged program enhancements including opportunities for creative expression and outdoor experiences. Participation as Friday Night Live (FNL) member groups provided Stay Safe youth with additional skills and opportunities to grow in a safe and supportive environment.

**FNL Youth Development Activities.** Over 50 youth annually participated in FNL youth development activities in Stay Safe groups. In addition, a subset of these youth received mentor training and mentored over 30 middle school youth as they transitioned from eighth grade to high school. In 2004, Stay Safe youth administered nearly 1,000 Youth Leadership Institute (YLI) Alcohol, Tobacco and Other Drug (ATOD) Access Surveys to students in their four high schools.

**Stay Safe Youth Coalition (SSYC).** SSYC is an FNL action team developed in March 2005, with approximately 18 youth from the four high schools participating annually. SSYC utilized the youth ATOD access survey data to plan and stage a press conference where they highlighted ATOD access issues in Daly City and Pacifica, and made recommendations for action. Additionally, SSYC implemented an environmental prevention project, the Tobacco Retail License Project, bringing in other collaborative partners and leveraging additional funding to support their efforts. This project raised community awareness about access and availability of tobacco and advocated stronger enforcement of tobacco laws. SSYC remains an active youth coalition, building youth capacity for positive leadership and working on environmental strategies around ATOD.

*"I became less self conscious, knowing everyone is not alone. . . I was reminded that I have many people to go to in my time of need. . . I know how to be more social now, and I never felt more comfortable in speaking my mind in Stay Safe."*

-OHS Student

### **Partnership for a Safe and Healthy Pacifica.**

A collaboration of adults and youth that developed out of the community's response to an alcohol-related tragedy, the partnership is a strategic mobilization of community members to create immediate and long-term changes that reduce underage alcohol use and create a safe and healthy environment for Pacifica young people. After its first full year of operation, the Partnership was successful in its application for a five-year Drug Free Communities grant.

### **KEY ACHIEVEMENTS.**

- Stay Safe groups experienced growth in skill sets, such as leading program meetings, public speaking, and making decisions as part of a group.
- Because of their experience and successes, SSYC members were invited by the California Youth Advocacy Network (CYAN) to train other youth and youth organizations about establishing a Tobacco Retail License Project in their community.
- Partnership for a Safe and Healthy Pacifica workgroups presented Responsible Alcohol Merchant Awards (RAMA) to local merchants, presented and outreached to the County's DUI providers, researched and discussed best practices in social host ordinances, conducted public opinion surveys to Pacifica residents about social access to alcohol and implemented a Community Mapping project to talk about the community's needs and do a preliminary assessment of Pacifica.
- A Research to Practice Case Study: Engaging Parents in Project Planning and Implementation highlights the role of parents in both the Stay Safe programming and through the Partnership for a Safe and Healthy Pacifica.

### **IMPACT OF THE PROJECT.**

- Results of the youth development survey indicate that youth in Stay Safe programs have "sufficient" to "strong" opportunities to experience the Standards of Practice as well as Safe and Drug Free Schools and Communities (SDFSC) outcomes. While all youth participants reported positive levels, SSYC members reported the higher levels of supports and opportunities.
- Stay Safe participants reported higher scores over program years on majority of standards; standards and short-term outcomes increased over time and are slightly higher than state means.
- Improvements from pre- and post-test measures on problem-solving are significant at  $p \leq .05$  in two of the past three years.
- Participants made a lasting impact on and initiated positive environmental change efforts in their school or community. In addition, participants improved their connection to school and positive social norms.
- Community partners increased and improved collaborative efforts and capacity for implementing youth development and environmental change strategies in their communities.

### **LESSONS LEARNED AND FUTURE DIRECTIONS.**

An ongoing process evaluation led to program improvement and the creation of the highly successful youth coalition, SSYC. In addition, agency collaboration led to capacity building and the fostering of relationships within the school and community. The program learned that youth-led research can be a foundation for future action, and youth are ongoing participants and leaders in community change efforts.

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# Santa Clara County

## Executive Summary



## The Santa Clara County THE EASTSIDE UNION HIGH SCHOOL DISTRICT BULLYING PREVENTION PROGRAM

**MISSION.** To reduce school-based bully/victim problems by implementing an evidence-based model program at two high schools in the Eastside Union High School District.

**YOUTH AND COUNTIES SERVED.** The *Eastside Union High School District Bullying Prevention Program* is a collaborative partnership between the Department of Alcohol & Drug Services (DADS), Whitefish Consultants, Eastside Union High School District (ESUHSD) and the National Council on Alcoholism & Drug Dependence (NCADD).

The program targeted freshman youth at Andrew Hill High School and Oak Grove High School; both schools with high rates of ATOD use, gangs, truancy and violence.

**STRATEGIES.** ESUHSD Bullying Prevention Program integrates existing science-based prevention strategies according to the following key programs:

***Adaptation of the Olweus Bullying Prevention Program (OBPP).*** Program staff adapted the program (whose target population is youth grades 3 through 8) to a high school population. In addition, a culturally appropriate parent component was developed to provide them ways to effectively discuss bullying/peer abuse with their children.

***Implementation of the Olweus Bullying Prevention Program (OBPP).*** OBPP approaches prevention by casting a wide net encompassing school-wide action, classroom-level activity, individual intervention, and community involvement. Program staff are implementing the OBPP to all 9th grade youth at Andrew Hill High School and Oak Grove High School. Staff were also instrumental in creating and implementing a district wide anti-bullying policy.

***Friday Night Live.*** Friday Night Live chapters were created at Andrew Hill High School and Oak Grove High School. Youth from both chapters focused on anti-bullying topics and themes, peer education and mentoring, as well as planning community service learning projects.

### KEY ACHIEVEMENTS.

- The program was one of the first times that OBPP was adapted and implemented with high school youth.
- At Andrew Hill High School, 60 students created a “No Bully Show” which was presented to approximately 420 local 4-6th graders, 1200 Andrew Hill students and over 150 parents/community members.
- At Andrew Hill and Oak Grove High Schools, Friday Night Live groups were established and became integral to engaging students in the OBPP.
- As a result of Service Learning Projects with the elementary schools, new community relationships were forged and plans were made for additional projects.
- At Oak Grove, the youth formed a “No Bully” club to help with the implementation of the OBPP at their school. Club members recruited other students to participate in anti-bullying events such as talent shows, skits and educational activities for both Oak Grove and nearby elementary school students.
- Oak Grove High School implemented a NO BULLY hotline for students to call if they are experiencing, witnessing or participating in bullying and need help or support. To date, the hotline has received numerous calls and staff has been able to intervene to address the bullying.

### IMPACT OF THE PROJECT.

- During 2005-2006, approximately 1,250 high school freshman were engaged in the program. Overall 4,510 high school youth, 880 elementary school youth, and 100 adults were educated about bullying.
- The ESUHS School Board adopted a new Anti-Bullying Policy at their August 23, 2007 meeting.
- A multi-cultural parent education program was developed and implemented at Andrew Hill HS.

- Students at both high schools participate in weekly classroom discussion groups focusing on bullying and related problems.
- Students take an annual anonymous survey about the incidence, prevalence, and locations of bullying. Survey results are utilized to empower staff to improve supervision in areas where bullying occurs.

### LESSONS LEARNED AND FUTURE DIRECTIONS.

EUHSBPP appreciates that program adaptation takes time and energy to ensure continued progress. They learned that it is crucial that the grant design and program adaptation is congruent with the evidence-based program's goals and principles.

Most importantly, staff learned that the most successful program adaptations came from the students themselves. Since they assisted in shaping the program activities and interventions, the activities and interventions were a natural “fit” for them and their peers. This facilitated sustainability of the program over time.



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# Santa Cruz County

## Executive Summary



## The Santa Cruz County OPENING DOORS/ABRIENDO PUERTAS

**MISSION.** To prevent or reduce alcohol and other drug use and violence among youth ages 12-18 by providing an array of age-appropriate, culturally competent, and research-based services coordinated with existing prevention efforts in the community.

**YOUTH AND COUNTIES SERVED.** *Opening Doors/Abriendo Puertas* is a collaborative partnership between the County of Santa Cruz Alcohol and Drug Program, Together for Youth, the Friday Night Live (FNL) Partnership, the Probation Department, the County Office of Education, youth, law enforcement, parents, and the Criminal Justice Council.

Youth ages 12 –18 who were at risk of using alcohol, illegal drugs, and violence, youth ages 12 –18 not normally served by state or local educational agencies, and populations that needed special services or additional resources were targeted for program services.

Community prevention providers were also targeted for program services to ensure their understanding of youth development theories for use in program implementation; to promote the use of evidence-based environmental prevention strategies to address ATOD and violence; and to improve prevention program planning and evaluation by strengthening community input and data.

**STRATEGIES.** *Opening Doors/Abriendo Puertas* integrated the following strategies for their program:

**Chapter Action Guide.** The *Chapter Action Guide* was developed to provide a curriculum that integrates evidence-based prevention strategies into existing practices for the FNL Partnership program. The curriculum was based on youth development principals to guide youth ages 12-18 through the process of utilizing environmental prevention strategies to conduct and complete a community assessment, followed by the development, selection, implementation and evaluation of a project that addressed an issue that youth identified while conducting their community assessment.

**Youth Project Program.** The *Youth Project Program* provided a philanthropy opportunity for FNL youth that were already engaged in services and provided a catalyst to engage youth outside of the FNL system in meaningful activities where they had the opportunity to build skills, and bond with the school or community. The *Youth Project Program* utilized a mini grant program format that provided \$8,000 in grants to other youth groups to implement 3-year projects to create change related to

alcohol, tobacco, drugs or violence in their community or school.

**Youth Technical Assistance Pool (YTAP).** YTAP was designed to increase youth development theory skills of both the youth and adult participants who would then share their knowledge through community partner trainings. Trainings included ways to integrate youth development theory into practice, environmental prevention strategies, and media literacy.

#### KEY ACHIEVEMENTS.

- The *Chapter Action Guide* is part of the Center for Substance Abuse Prevention (CSAP) Service to Science Academy. The curriculum is being prepared for submission to the National Registry for Effective Prevention Programs and Practices (NREPPP). This national honor provided the county with the opportunity to enhance the rigor of the program evaluation and develop protocols for fidelity, implementation and evaluation. The curriculum is unique in that it utilizes youth development principals in the implementation of environmental prevention strategies.
- 15 projects were funded through the *Youth Project Program* including: A Peace and Unity March; Student newspaper focused on youth-researched and written articles providing information on alcohol, drugs, sex, and sexual orientation; Queer Youth Conference; and Youth Art - an art and written word show that focused on the issue of domestic violence.
- YTAP provided an opportunity to expand the capacity of the prevention providers in the county and provided much needed youth development training to practitioners and their program participants.
- A youth-led environmental prevention focus in which youth conducted educational compliance checks to find merchants who were exemplary in limiting off-sale youth access to alcohol through carding practices, training procedures, and effective store management.

These merchants were then honored and recognized as Responsible Alcohol Merchant Award winners.

- *Opening Doors/Abriendo Puertas* implemented programs, traditionally provided to mainstream youth, to youth in contained settings, alternative education venues, or targeted at selective populations such as lesbian, gay, bisexual, transgender, queer/questioning (LGBTQQ) youth.

#### IMPACT OF THE PROJECT.

Youth participants reported an increase in involvement in positive activities (81%); an increase in their ability to work together in a group (89%); an increase in planning and implementing community projects (73%); an increase in ability to assess issues in their school or community (74%); an increase in creating positive change in the school or community (75%); an increase in ability to problem solve (83%); an increase in their ability to take care of problems without violence or fighting (74%); and an increase in their ability to take care of problems without ATOD use (85%).

#### LESSONS LEARNED AND FUTURE DIRECTIONS.

*Opening Doors/Abriendo Puertas* provided opportunities for the development of new partnerships and meaningful learning opportunities. The project fostered the learning of the most current prevention tools, such as CSAP's core measures and strategies necessary to be able to measure program effectiveness and how to develop and implement a youth-led survey process. The development of the *Chapter Action Guide* provided the knowledge of how to develop, implement, test, measure effectiveness, redirect efforts, and retest and measure effectiveness to meet national requirements. The good will created through the continuity of the project has led to new partnerships in the applications for grant funds and joint efforts in providing more culturally and socially competent services to the youth, parents, and the community.



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# Solano County

## Executive Summary



## The Solano County IT'S WORKING

**MISSION.** To delay the onset of youth ATOD use and reduce access to and problems resulting from tobacco, alcohol, and marijuana use.

**YOUTH AND COUNTIES SERVED.** *It's Working* is a collaborative partnership between the Solano County Health and Social Services, the Fighting Back Partnership, and the Vallejo City Unified School District.

The program targets youth and parents in the Vallejo School District, an area with high rates of poverty and high risk of youth ATOD use.

**STRATEGIES.** *It's Working* integrates existing science-based prevention strategies according to the following key programs:

***Botvin's Life Skills Training (LST).*** A classroom curriculum implemented at three underserved elementary schools (Beverly Hills, Cooper, and Elsa Widenmann) in the Vallejo School District to all students in Grades 3-5. Over 792 youth benefited from LST, thus far, over the grant period.

***Families and Schools Together (FAST).*** Over 729 students and families have benefited, thus far, from the FAST program, a family education program that targets indicated students exhibiting anti-social behavior and poor school performance. FAST was recently funded at two elementary schools: Elsa Widenmann and Lincoln. In previous years it was funded at four elementary schools: Elsa Widenmann, Highland, Lincoln, and Patterson. Approximately 10 families per site received services for two-three hours after school once a week for eight weeks total.

***Students Assistance Services (SAS) Program.*** Student Assistance Services were provided to over 188 youth, thus far. The program provides an organizational mechanism for addressing daily living issues that interfere with children's social

and emotional development and success in school. Early intervention services are provided to those youth who exhibited multiple risk factors, including parental substance abuse and early ATOD experimentation.

#### **Youth-Led Environmental Prevention Program.**

Approximately 25 Youth Partnership members are implementing strategies to discourage alcohol use among youth in Solano County that include reducing alcohol outlet density and detrimental selling practices, reducing young people's exposure to alcohol advertising, and improving alcohol merchants' compliance with underage drinking laws. Youth from the FAST program are also included in Youth Partnership activities to gain leadership skills and participate in community service/environmental prevention strategies.

#### **KEY ACHIEVEMENTS.**

- LST and SAS program results showed movement in the intended direction indicating that differences were made. Students' knowledge and attitude about ATOD has and will continue to help them make positive decisions in life.
- FAST participants noted increasing trends in affectionate support and total support services because of the program. Parents also noted improvements in their children's behaviors.
- The FAST program met and exceeded its target in relation to outcomes (connection between youth and family and schools). Parent participants initiated fundraisers, became involved in neighborhood revitalization efforts with the Fighting Back Partnership, and grew into a much more active group beyond what the initial program entailed. The FAST program in Vallejo is becoming a model program for the entire country.

- Youth Partnership members distributed over 2,000 calendars for the 2007 year to local area schools, governmental agencies, nonprofit agencies, and businesses. The calendar theme was "What Does a Drug-Free World Look Like." Students submitted close to 200 illustrations for the calendar and Youth Partnership members selected the top 12 (four from elementary schools, four from middle schools, and four from high schools). Local area alcohol merchants were also given calendars to display in their establishments.

#### **IMPACT OF THE PROJECT.**

- Youth Partnership empowered youth and gave them a sense of community responsibility. It provided a safe place for youth to meet other kids, provided parents with a sense of relief in knowing their children were going to a safe place, and kept youth active in a variety of activities.
- With the FAST program, parents became involved in their children's schools and formed partnerships that are still active today.

#### **LESSONS LEARNED AND FUTURE DIRECTIONS.**

*It's Working* has had a variety of positive impacts on the youth, families, and community of the City of Vallejo. The project thought "outside of the box" to meet many of its needs, such as acquiring resources in other languages. Rather than go outside of the community, the FAST program utilized its graduated FAST families as trainers for future classes. This was just one example of the community bonds that have formed as a result of the program. In the future, there are plans for expansion of the FAST program at the high school level. *It's Working* will continue to bring important services to the youth and families of Vallejo.

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# Solano County

## Executive Summary



## The Solano County STRENGTHENING CONNECTIONS

**MISSION.** To strengthen protective factors by increasing connectedness across key domains (i.e. individual, family, school, and community) in order to reduce risk factors for substance abuse and violence. The program set out to modify students' behavior and teach them pro-social behaviors and skills necessary to be successfully transition from an alternative or continuation school setting.

**YOUTH AND COUNTIES SERVED.** *Strengthening Connections* is a collaborative partnership between the Solano County Health and Social Services, the Solano County Substance Abuse Services, the Solano County Office of Education, three local school districts, community-based organizations, and the County Master Settlement Agreement and other essential technical support and assistance.

The program serves youth between 8-18 years of age in four school districts (Fairfield/Suisun, Dixon, Vacaville, and Benicia). The identified youth exhibit multiple risk factors for substance abuse and anti-social behaviors including: academic failure, lack of attachment to school, family problems and violent and disruptive behavior.

**STRATEGIES.** *Strengthening Connections* integrates existing science-based prevention strategies according to the following key programs:

**Friday Night Live (FNL) Peer Mentoring.** During the first and part of the second year of implementation, *FNL Peer Mentoring* was implemented to continuation/alternative school youth in three school districts. In the remaining years youth benefited from the implementation of the following model programs: *Too Good for Drugs (TGFD)* or *Too Good for Violence (TGFV)*.

**Reconnecting Youth (RY).** *Reconnecting Youth* is a school-based prevention program for youth in Grades 9-12 at risk for school dropout. The program was implemented with 135 youth in Benicia and Fairfield/Suisun school districts.

**Nurturing Parenting Program (NPP).** *Nurturing Parenting* is a parenting program designed to build nurturing skills as alternatives to abusive parenting and child rearing attitudes and practices. *Strengthening Connections* targets pregnant or parenting teenagers and continuation school youth for program services. The program was initially implemented in the Dixon and Fairfield/Suisun school districts and was then expanded to include the Vacaville school district. Over 120 participants benefited from the program during the grant period.

#### **KEY ACHIEVEMENTS.**

- TGFV survey results found that over 75% of the questions were answered at a higher level in the post-test, suggesting that the junior high continuation school participants were learning techniques to modify their behavior.
- RY survey results showed that even though reported drug use showed a mixed change between pre- and post-test results, problematic drug use behaviors and attitudes shifted in the intended direction during post-test.
- All of the teen participants who completed the 12-week NPP curriculum showed improvement in parenting skills, attitudes, and beliefs at their post-assessments.

#### **IMPACT OF THE PROJECT.**

The overall impact of the project was generally positive. We were able to expose the target population to a variety of strategies that enabled them to take responsibility for their lives. In all instances where the student participated faithfully there was a marked change in all areas as evidenced by the many pre-post surveys and questionnaires administered throughout the program's implementation.

#### **LESSONS LEARNED AND FUTURE DIRECTIONS.**

*Strengthening Connections* gained a lot of wisdom throughout the program's implementation. The program gained a healthy respect for school personnel, especially the teachers and administrators who choose to work in community and continuation schools. It also has a deeper understanding of the necessity to enter into a dialogue with stakeholders in order to achieve a desired goal. Lastly, the program learned that because the grant process has time constraints it is imperative that all systems be ready to begin the services as soon as possible; therefore effective planning is needed to prepare staff for a successful and more complete outcome.



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# Sonoma County

## Executive Summary



## The Sonoma County PADRES UNIDOS

**MISSION.** To provide comprehensive training and support to monolingual Latino parents of high-risk middle and high school youth experiencing problems associated with alcohol and other drugs, gangs, poor school performance, truancy and other destructive behaviors.

**YOUTH AND COUNTIES SERVED.** *Padres Unidos* is a collaborative partnership between the Sonoma County Health Department, Community Action Partnership (CAP), community members, schools, law enforcement, and community-based agencies.

Over 273 monolingual Latino parents, including 67 single parent households and 158 middle and high school youth were engaged in the program. The targeted population was experiencing high rates of poverty, juvenile crime, gang activity, violence and ATOD use.

**STRATEGIES.** *Padres Unidos* integrates existing science-based prevention strategies including the following:

**Parent Training.** The *Parent Project*® is a 16-week curriculum offered in Spanish for Latino parents of high-risk youth. Parents learn concrete prevention, identification, and intervention strategies for coping with adolescent behaviors including poor school attendance, ATOD use, gang involvement, running away, and violence.

**Family Advocacy.** *Padres Unidos* strengthens the effectiveness of the parent training component with the addition of a Family Advocate that works with parents before, during, and after the parent training. The role of the Family Advocate is to provide ongoing case management, crisis intervention, and is critical to the recruitment and retention of project parents.

**Youth Development.** While parents attend *Padres Unidos* training sessions, youth are engaged in meaningful activities. Youth activities include homework support, tutoring and recreational activities. In addition, the Family Advocate meets individually with targeted youth to identify goals, gather youth feedback on impact of parent involvement in training, and act as a bridge between parent and child.

**Alumni Services.** Continuing education and family development opportunities are offered to graduates of *Padres Unidos*. Parents are able to increase knowledge and network with other parents through booster sessions. Booster sessions focus on a variety of topics including alcohol and other drug prevention and intervention, gangs, dealing with law enforcement, counseling, and what a parent can do to foster school success.

### **Screening, Referral, and Outreach (Recruitment)**

**Services.** *Padres Unidos* is designed around an ongoing outreach and recruitment model. The program outreach activities include informational presentations to gatekeepers, stakeholders and parents throughout the year. Select booster sessions are open to non-alumni parents to provide an outreach and networking opportunity among alumni parents. This builds a learning community with more parents likely to consider enrolling in future sessions. *Padres Unidos* includes an intensive screening and intake process that engages parents early and supports tracking and evaluation of parent progress.

### **KEY ACHIEVEMENTS.**

- **Successful program adaptation.** Beginning as a pilot project that attempted to adapt the *Parent Project*® for Latino parents, *Padres Unidos* is now a comprehensive parent training and support model for Latino parents of high-risk youth.
- **Value in participating.** 80% of parents complete the 16-week program and parents are the top referral source for new program participants.
- **Successful alumni services.** *Padres Unidos* provides opportunities for parents who have completed the core training to participate in alumni services that includes: ongoing education and family activity opportunities throughout the year, ongoing case management, crisis support, auditing of individual class sessions at no cost, and linkages to agency-sponsored youth development activities.
- **Sustained services.** Community Action Partnership (CAP) successfully applied for and received local funding for *Padres Unidos* through United Way and through the City of Santa Rosa's tax based local gang prevention program ("Measure O"). This funding sustained *Padres Unidos* through 2008.

### **IMPACT OF THE PROJECT.**

- Exit survey results showed that parents involved in *Padres Unidos* had a 63-89% improvement in parenting skills, activities, and effectiveness as a result of participation in the program.
- **Increased parental confidence in disciplining.** There was a statistically significant increase in parents' responses to the question of how they feel about their efforts to do the right thing in disciplining their child. Parents' confidence in their ability to appropriately discipline their child showed dramatic improvement, increasing by far more than 50%. Youth consistently reported that their parents tried to help them do the right thing.
- **Increased parental involvement in education.** Eighty percent (80%) of parents indicated increased involvement in their child's education.
- **High expectations of parents.** Forty-seven percent of parents reported increased expectations of their child's education level.
- **Increased family cohesion & positive family communication.** There were substantial improvements in response to four questions about family communication and cohesion on the follow-up form, far exceeding 25%. Percentages of parents expressing love or affection remained high and stable over time. There was positive change in youths' perceptions of parental affection between the beginning and the end of the parenting class.

### **LESSONS LEARNED AND FUTURE DIRECTIONS.**

Responsiveness to the needs of the parents and youth in the program is vital. A local bank has partnered with Community Action Partnership of Sonoma County to recruit bank volunteers to tutor youth during program sessions. In addition, Community Action Partnership made a number of enhancements to the Spanish version of the *Parent Project*® that has made it adaptable for the Spanish-speaking community. In partnership with the County and other community-based organizations, *Padres Unidos* is seeking funding to replicate the program in other regions of the county.

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# Sutter and Yuba Counties

## Executive Summary



## The Sutter and Yuba Counties BICOUNTY PREVENTION SERVICES STRATEGY

**MISSION.** To reduce violence and illicit drug use among youth through the development of behavioral and life skills using *Second Step* violence prevention curriculum.

**YOUTH AND COUNTIES SERVED.** *Bicounty Prevention Services Strategy* is a collaborative effort between Sutter and Yuba Mental Health Services, Yuba County Children's Council (YCCC), Yuba County Office of Education, Friday Night Live, The Substance Abuse Steering Coalition, The Substance Abuse Advisory Board, and Sutter County Office of Education.

The program targets children in K-5th grade among underserved populations in both Sutter and Yuba Counties. The program also serves high school and middle school youth elected to participate in the *Friday Night Live (FNL) Mentoring* program, and parents who chose to participate in the parent training.

**STRATEGIES.** *Bicounty Prevention Services Strategy* integrates existing science-based prevention strategies according to the following programs:

***Second Step Violence Prevention Curriculum.*** Existing prevention services personnel in both counties, community members, and seven school coordinators were trained by a prevention service specialist (PSS) in the SAMHSA model program, *Second Step*. Prevention services were provided to selected populations of at-risk K-5 youth.

***Friday Night Live (FNL) Mentoring.*** High school youth who were peer leaders were trained, along with adult allies, to teach the *Second Step* curriculum to middle school students who participated in an after school mentoring program at various school sites. Moreover, parents participated in the *Second Step Family Guide* Parent Trainings to promote the development of the same social skills in the home.

**Parent Training.** Parents participated in the *Second Step Family Guide* Parent Trainings to promote the development of social skills in the home. The PSS held parent sessions to implement strategies from the curriculum in the home, focusing on empathy, problem solving, and anger management.

#### **KEY ACHIEVEMENTS.**

- The PSS held parent sessions in English, Spanish, and Hmong. Over 1,093 parents participated to learn how to implement strategies from the curriculum in their home.
- Approximately 620 children were taught the *Second Step* curriculum.
- The PSS trained 171 people to teach and disseminate the *Second Step* curriculum.
- The program was expanded to include middle school youth due to the need and request of the schools and community.

#### **IMPACT OF THE PROJECT.**

- Initial analysis of the children participating in the program found an improvement of 9 percentile points on the Walker Survey Instrument (WSI), with the average moving from the 23rd to the 32nd percentile. These changes indicate program participation led to improvements. In all, 75% of the participants showed some level of improvement on the WSI.
- Survey results showed an increase in pro-social skills in the children who received the *Second Step* curricula.
- 68% of families surveyed through 2006 said that their children responded positively or very positively to the parent's use of social skills in the home, and 85% of parents said they found the skills mostly helpful or very helpful.

#### **LESSONS LEARNED AND FUTURE DIRECTIONS.**

*Second Step* was a much needed prevention program in Sutter and Yuba Counties. Although the program took time to implement, committed staff helped to achieve the program's goals. Unexpectedly, the program found that parent involvement provided another dimension and support when the program was promoted to others. *Bicounty Prevention Services Strategy* brought needed programs to the community and a momentum of community collaboration that will continue to develop over time.



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# Tehama County

## Executive Summary



## The Tehama County FRIDAY NIGHT LIVE PARTNERSHIP

**MISSION.** To assist youth in making healthy lifestyle choices through behavioral life skills education and training in communication and refusal skills, conflict resolution, and social skills.

**YOUTH AND COUNTIES SERVED.** The Tehama Friday Night Live Partnership is a collaborative partnership between the Tehama County Health Partnership, Latino Outreach of Tehama County, PASSAGES Adult Resource Center, Tehama County Senior Nutrition Programs, Red Bluff and Corning Community/Senior Centers, Red Bluff Parks and Recreation, and Tehama County Health Service Agency.

The program targets youth in 7th-12th grade throughout Tehama County, and has had more than 800 active members over the past 5 years. We specifically target youth underserved by traditional programs. This includes foster youth, homeless youth, teens who are in recovery, students at alternative school sites, and youth who are non-traditional leaders.

**STRATEGIES.** Tehama Friday Night Live Partnership integrates existing science-based prevention strategies according to the following programs:

***Communities Mobilizing for Change on Alcohol (CMCA).*** The Friday Night Live (FNL)/Club Live (CL) model and the Health Partnership coalition served as the foundation for the implementation of the Communities Mobilizing for Change on Alcohol (CMCA) community organizing approach to reducing substance use and violence. FNL/CL youth actively participated in the Health Partnership and organized service learning projects. Youth co-chaired the Public Education/Youth Action Subcommittee and planned countywide campaigns to reduce substance abuse and violence. Youth also implemented Youth Leadership Institute (YLI) Operation Storefront and Hands Off Our Holidays curricula to facilitate some of their activities surrounding cultural norms of tobacco and alcohol use in their communities.

***Project Toward No Drugs (Project TND).*** Project TND was implemented at several alternative school sites. This curriculum was supplemented with community action and leadership activities.

### KEY ACHIEVEMENTS.

- 165 youth in alternative school settings participated in a variety of cross-generational activities (i.e. youth interviewed seniors to compare life for teens now and in the past, beautified senior centers, assisted with seasonal celebrations).
- Youth volunteered at a local Respite Center for brain-impaired adults, assisting with craft projects and activities.
- Youth implemented Teens Support Seniors with Pets, through which youth fundraised for, purchased, packaged and delivered pet food to low income seniors that receive home-delivered meals. The youth gained insight into the seniors' lives through these programs, learned empathy for others, and gained valuable communication, planning, and fundraising skills.
- Youth participated in tobacco store surveys, visiting stores that sell tobacco products to check for their STAKE Act signs and to survey the store's placement of tobacco advertising. They educated store staff about carding youth trying to purchase tobacco.
- Youth hosted an annual Teen Mixer dance, which rotated Mardi Gras and St. Patrick's Day themes. The youth created posters and displays educating peers about the true meanings of each holiday, and paired them with information about the dangers of alcohol use.
- Youth visited the Tehama District Fair with a group called "Fair for All" to educate the public about the dangers of secondhand smoke and to gather signatures for a petition to make the fair smoke-free.

### IMPACT OF THE PROJECT.

- 161 youth actively participated in their communities through community events and cross-generational projects.
- 75 youth acted as part of the FNL Theatre program, performing prevention skits for other youth.
- 150 youth performed community service including cleaning cigarette butts out of playgrounds and providing children's activities at community events.
- 72 students have been trained as cross-age and peer educators for alcohol, tobacco, and helmet safety; they have provided training and information to approximately 900 other youth.
- 100% of Tehama County Tobacco Retailers are currently compliant on STAKE Act signage, self-service tobacco and tobacco licensing laws.

### LESSONS LEARNED AND FUTURE DIRECTIONS.

To meet the needs of more youth, the program plans to expand FNL to additional junior high school settings to match the established chapters at every high school.

The shared learning of the cross-generational program was a key factor in fostering the important community ties needed between youth and older adults. The youth learned compassion, empathy, history, and public speaking. The seniors served as adult allies for the youth, and gained a new respect for them and their interests.

Perhaps most rewarding for the program was the opportunity to work with youth in alternative school sites. These youth lacked leadership opportunities and were eager to gain such responsibility.

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# Tehama County

## Executive Summary



## The Tehama County MENTORING PROGRAM

**MISSION.** To prevent substance abuse, violence, teen pregnancy, and academic failure by matching children with volunteer adults and high school youth in caring, mentoring relationships.

**YOUTH AND COUNTIES SERVED.** The *Tehama County Mentoring Program (TCMP)* serves children ages 5-18 throughout rural Tehama County. Typical mentees are aged 8-14, come from single parent homes, and are living at or below the federal poverty line. Children are enrolled in either community- or school-based programs, with some enjoying combinations of the two programs to best meet the needs of students and mentors. Mentors are either public high school students or adult volunteers from the community at large. Of the adults, a large percentage are retired or at least 50 years of age.

**STRATEGIES.** *TCMP* utilizes a combination of universal, selected, and indicated approaches to serve the population:

***The Lunch Buddies Program.*** *TCMP* began as a traditional one-on-one community mentoring program based largely on the Big Brother/Big Sister model. However, it was quickly adapted to meet the ongoing concerns of volunteer mentors who wanted to mentor but were afraid to be alone with a student or had limited availability to schedule regular outings outside of school/work hours. With these needs in mind, the *Lunch Buddies Program* was developed. This program matches students with mentors who meet at least once a week on the school campus during the school year. After a successful year in the *Lunch Buddies Program*, matches often continue over the summer in the traditional *One-to-One Program*.

***Cross Age Mentoring Program.*** *TCMP* has also expanded to include a *Cross Age Mentoring Program*, which links students in the countywide after-school programs with high school mentors. In this program, the focus is academic achievement. High school students arrive during the "Homework Power Hour" and help struggling students with homework, math and reading skills. This is a particularly important program for elementary students who are English Language Learners. Often, matches are made with bilingual high school students who can serve as valuable role models. The program has also grown to develop a *Mentoring Moms Program* for pregnant and parenting teens and *Mentor Tutors* for students struggling academically.

**Group Mentoring Outings.** All of our mentoring opportunities are enhanced with regular group mentoring outings that bring students and mentors together for enrichment activities such as baseball games, theatre outings and tours of local farms.

#### KEY ACHIEVEMENTS.

- *TCMP* has developed into a well-known and respected program throughout the county. Program components have gone from being based in the county seat of Red Bluff to fully-developed, sustained programs in the communities of Corning and Los Molinos, with a few students being served in the remote towns of Vina and Flournoy. The *Cross Age Mentoring Program*, in particular, is thriving at all of our public high schools and has become an extracurricular activity that many students look forward to, similar to sports or theatre.
- Quantitative and qualitative research has shown that mentoring is indeed making a difference for program participants. Results show student improvement in academic test scores, attendance, and behavior. Students also report that they feel better about themselves, look forward to coming to school on days when their mentors will be there, and most of all, are having fun.
- *TCMP* is successful because care is taken with the matching process. The needs of both mentees and mentors are taken into consideration. When a match is made, it is done so with the utmost care to ensure longevity.

#### IMPACT OF THE PROJECT.

The *Tehama County Mentoring Program* is well-recognized as a valuable part of the community. Children are regularly referred or even self-select into the program. Over 450 students have received mentoring services throughout the county, with many relationships extending beyond the initial one year commitment.

#### LESSONS LEARNED AND FUTURE DIRECTIONS.

The success of *TCMP* is a result of its ability to listen to and adapt to insight from potential mentors. With mentor recruitment always the most difficult aspect of the service, we listened to why potential applicants said they wouldn't mentor and then addressed these issues directly. The result is the *Lunch Buddies Program*, which helped the program grow significantly while still maintaining positive outcomes for the children.

Success is also a result of mentor support. In 2007, the program began offering monthly "Mentor Gatherings". These are informal dinners where mentors meet with each other to discuss issues and ideas. Since mentoring is such a personal, one-on-one activity, it's vital to support both mentors and mentees as part of a larger, organized and supportive program.

*TCMP* recently received funding from the U.S. Department of Education to continue to expand mentoring services, particularly in schools, throughout Tehama County. The program is thriving and collaborating with other local youth-serving organizations to create a quality continuum of care to promote resiliency and the potential for success in children.

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# Trinity County

## Executive Summary



## The Trinity County COMMUNITY AND YOUTH PARTNERSHIP

**MISSION.** To increase feelings of connectedness among youth in nine separate Trinity County schools and communities while engaging them in environmental prevention strategies and alternative (prevention) activities.

**YOUTH AND COUNTIES SERVED.** The Community and Youth Partnership is a collaborative partnership between Trinity County Behavioral Health Services, Human Response Network, and the Local Coordinating Council, of which the Trinity County Office of Education was a primary participating member.

The program targets both at-risk and not-at-risk youth between 12 and 18 years of age in Friday Night Live/Club Live school-based and community youth center activities. Parents of these youth were also engaged whenever possible. Most youth and parent recipients came from families in poverty as Trinity County median family income is below the poverty level for California.

### STRATEGIES.

**Friday Night Live/Club Live.** Club Live (CL) chapters were formed at eight middle school sites and Friday Night Live (FNL) chapters were formed at three high school sites. Under the supervision of healthy adult allies, high-functioning high school youth helped mentor at-risk middle school youth. Ongoing training in youth development and environmental prevention activities were also provided to youth. Funding was also provided to support youth coordinators/classroom aids as CL advisors and teacher stipends for FNL advisors.

**Youth Center Support.** Financial support was provided to youth centers in 2-3 communities including Hayfork, Weaverville, and to a limited degree, Trinity Center/Coffee Creek areas.

**Philanthropic Youth Councils.** Youth were engaged in community and countywide philanthropic youth councils. The youth councils provided funding to school and community-based organizations that engaged youth in youth-led environmental prevention and alternative activities.

### KEY ACHIEVEMENTS.

- Approximately 850 youth benefited indirectly and approximately 350 received more direct and intensive services, trainings, and program emersion over the five years of the grant.
- Seven philanthropic youth councils serving nine communities were formed. One youth from each of these councils served on one main county-wide youth council.
- The youth councils funded 39 separate mini-grants providing alternative and environmental prevention activities in seven community areas over five years.
- Youth participated in out-of-county trainings. These trainings included Reach for the Future in Butte County, Teen Work, Teen Leadership Training Institute, and Strike Back in Shasta County. These trainings were critical in providing Trinity County youth with a real world perspective due to its remoteness and lack of diversity.
- FNL youth worked collaboratively with the Trinity County Board of Supervisors to obtain a County Resolution of Support to change the status of Alcopops from beer or wine to distilled spirits.
- FNL youth are working to have an ordinance enacted that will provide control over alcohol and other drugs in local parks and designate local parks as alcohol and other drug free zones.

### IMPACT OF THE PROJECT.

- CHKS data suggests that 30-day ATOD use patterns have not significantly increased over time and in some cases have decreased (between 2001 and 2005). This implies that the program had a positive role in reducing or at least leveling ATOD use among youth.
- In 2004, 59% of participating youth felt it was "very much true" that people in the community encouraged them, compared to 36% of non-participating

youth. In 2005, 43% of participating youth felt encouraged, compared to 32% of non-participating youth.

- In 2004, 59% and in 2005, 54% of participating youth felt it was "very much true" that people in their community were proud of them while only 32% in 2004, and 35% in 2005 of non-participating youth felt people were proud of them.

### LESSONS LEARNED AND FUTURE DIRECTIONS.

Given the rural nature of the county, program staff had to overcome many challenges in terms of distance and need for transportation to get youth to and from events, trainings and meetings.

In addition, in rural areas, schools are often the centers of the community. As such, they need to become integrated into the prevention effort. More work is needed to convince schools that increased feelings of connectedness of youth to caring adults, school, and the community results in reduced ATOD use and increased test scores.

The project also led to a stronger Strategic Prevention Plan. This fostered better understanding and communication between schools and other service providers working to reduce ATOD and violence in the schools and communities.



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## The Yolo County HAND TO HAND COLLABORATIVE PROJECT

**MISSION.** To build partnerships that provide community members with programs and information that promote positive and healthy living, free of alcohol, tobacco and other drug abuse, and violence, while engaging youth as active leaders and resources within their communities.

**YOUTH AND COUNTIES SERVED.** Yolo County's *Hand to Hand Collaborative Project* is a collaborative partnership between Yolo County Alcohol, Drug, and Mental Health, the Probation Department, the Yolo County Office of Education, community-based programs, and grant projects.

Over 200 students are served each year through the county's court/community schools including Midtown Community schools in Woodland (serving youth throughout Yolo County) and Dan Jacobs School located in juvenile hall. The high-risk, adjudicated youth enrolled in these schools have been unsuccessful in a traditional educational setting and many have been expelled from their original school districts for drug use, violence or truancy. Over the five year period, more than 120 students have received intensive case management services through *Hand to Hand*.

### Trust doesn't usually come easily for Jesse...

*Six months ago, Jesse (age 17), was arrested for possession of methamphetamine and confined to Yolo County Juvenile Hall. He had been using drugs supplied by his mom for almost a year. During his incarceration, he attended Dan Jacobs School where he participated in Friday Night Live programming and received intensive case management from an Alcohol, Drug, and Mental Health (ADMH) Specialist through the Hand to Hand Collaborative Project.*

*Jesse and his ADMH specialist have together developed a plan for independence upon his release. Jesse now feels confident that by accessing community services and transitional housing, and by working closely with his probation officer to stay in school, and work towards securing employment, he'll be able to stay drug free and achieve his goals. The Hand to Hand Collaborative, which will continue providing intensive case management services, has helped Jesse to connect with the community, trust adults and has laid a foundation for a drug free-life.*

**STRATEGIES.** The *Hand to Hand Collaborative Project* relies on research-validated strategies to reach high-risk students. Key strategies include:

**Community Collaboration.** Partnerships with Yolo County Alcohol, Drug, and Mental Health, Probation, the Yolo County Office of Education, community-based programs and grant projects strengthened the implementation and sustainability of the project. Students benefited from a full time probation officer assigned specifically to the court/community school sites. Individual and group counseling support was also provided for the students at the court/community school sites through agency collaboration.

**Friday Night Live (FNL).** Staff facilitated FNL sessions monthly for each classroom at Midtown Court/Community School and Dan Jacobs School at juvenile hall. FNL activities were adapted to comply with regulations inside juvenile hall and enriched to meet the special needs of the target population.

**Case Management.** Targeted case management services were provided for youth with intensive multiple needs, connecting youth and their families to a wide variety of community services and assisting them to set and achieve goals.

**Life Skills Instruction.** Formal instruction by Yolo County Office of Education (YCOE) teachers in life skills was implemented at the court/community school sites.

**Conferences/Trainings.** *Hand to Hand* staff provided a series of conferences and training activities for youth, parents, community partners, and providers of prevention and other services for youth.

#### KEY ACHIEVEMENTS.

- The *Hand to Hand Collaborative Project* provided assistance to youth to navigate the public system and gain the necessary life skills to improve and stabilize their lives and prevent the use of alcohol, other drugs and violence. Students made the following achievements:
  - Successfully gained re-admittance to their home school districts;
  - Obtained legal documents such as birth certificates, social security cards, driver's licenses, California identification cards, and other documents;
  - Gained job readiness skills such as filling out applications, creating resumes, and interviewing and obtaining employment;

- Set and achieved the goals for completing probation requirements; and
- Participated on the FNL Youth Council.
- Community partnerships transformed as the impact of the program on high-risk youth became evident. Limited services in juvenile hall evolved into referrals for case management from the Probation Department. This ultimately resulted in the full integration of the program within juvenile hall. Through project collaboration, life skills instruction at the court/community sites also increased.

#### IMPACT OF THE PROJECT.

- Of the students who received case-management services, none sustained any further alcohol violations. Other law violations significantly decreased among all students.
- Students at both court/community schools and juvenile hall reported a decrease in alcohol and other drug use and also reported a positive change in attitude and increased depth of knowledge regarding the effects of use.
- Over the five years of the project, there was an increasingly significant rise in cooperative and interactive behavior among youth across school sites. The majority (at least 80%) of students were active in volunteering in community service.

#### LESSONS LEARNED AND FUTURE DIRECTIONS.

The *Hand to Hand Collaborative Project* learned the importance of collaborating with as many community resources as possible to provide effective ATOD prevention services to adjudicated youth. The evolution of relationships and trust between departments and staff took time and persistence, particularly to overcome institutional obstacles.

The parents of this population of youth were particularly difficult to reach. Many have their own issues (substance abuse, lack of transportation, incarceration, etc.) that impact the students. This made the provision of services to parents extremely challenging. In order to achieve full success in supporting the families of students, additional resources are needed to connect them with community services that will address their many issues.

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